

**School of Environment, Education and  
Development**

**Faculty of Humanities**

**SEED Programme Committee: MA Educational Leadership in Practice**

**Date:** Thursday 18 December 2025

**Time:** 09:30 – 10:30

**Location:** Teams meeting

Please send any queries to [seed.hub@manchester.ac.uk](mailto:seed.hub@manchester.ac.uk)

**MINUTES**

**Staff Attendees:** Bee Hughes, Paul Armstrong (Chair), William Start (Minutes)

**Reps in attendance:**

Zubair Mahar (Pakistan), Ahmed Abdullah, Shrouq Moemen (Dubai centre), Athena Nicomedes (Hong Kong)

**Apologies:** Omar Ali

**1. Welcome and Apologies for Absence**

**2. Introductions**

Introductions around the room.

**3. Minutes/Actions of the last meeting**

In the previous year the Student Representative scheme was paused so there were no minutes to go through at this meeting.

**4. Rep Consultation**

Shrouq – Programme is easy to study, can watch tutorials at a time of their choosing. Very busy lives with work and families, and getting to study in this way is a great opportunity. Personally learning a lot. My mind is growing. Improvements – feedback on assignments is detailed but I need to know what areas of the assignment it is referring to. EG was told “referencing in some parts is not accurate” but it was not specified exactly where the referencing was not accurate. It would also be good to get comments as a review of the Microsoft Word document. Would also like to know in advance how to format submissions, how to name them etc.

Staff response: In-text comments might be useful. We sometimes do this, but not often. But we could encourage colleagues to use at least some kind of minimum of these. For example highlighting one or two specific examples of things that have been brought up in the main feedback. We can investigate to see if we can provide commented versions of feedback that students can download. We can't mark in a Word document but we might be able to provide this by including more inline comments. There should be some guidance on submission formats and filenames on Canvas but this may not have come across in the change from Blackboard properly. We will follow up to ensure this is improved.

Athena: Can we make a reference to the video or descriptions in the Module? Where can I find the article references mentioned in the Modules? Perhaps the references or articles in the used in the video can be listed at the bottom of the module?

Staff response – the references should be listed in the module on Canvas. Sometimes references get lost when units are revised after a change of staff member, but we can try to get some consistency on that. You can reference a video, or your own past assignments. You just need to appropriately list that in the references at the end of the assignment. We want you to focus on the academic references, but you can supplement that with references to lectures to support your own arguments. We will ask tutors to go through their materials and ensure all references are included.

Zubair: In literature review course. There has been a discussion about the terminology we are going to face or use, this has been a bit harder than the first module that we took. Would be useful to have more tutorials, or specifics about eg articles that we should be reviewing in discussion sessions. Would also be good to have summaries of these. Otherwise love the course.

Staff response – That unit is probably the most challenging of the units on the programme. This is because it is very academically heavy. This is part of studying a Masters programme at a prestigious university. But we are aware that for many of you, in addition to studying part time, many of you won't have done academic study for a period of time. So we have to find a balance between throwing you into heavy challenging academic thinking, but also giving you enough support to allow you to progress. Students tend to find that unit difficult, but then the units that follow feel more straightforward. It is a foundational unit developing skills of engaging with and critically reading the materials Those are then used later. We will pass on that students would appreciate more support. We could possibly help by producing a glossary to cover all the new terms used. Would this be better placed in the handbook, or at the beginning of each unit? [Both would be useful – key words in the unit, and a full glossary in the handbook]. There is general support for academic writing within My Learning Essentials. This is especially useful for students who are studying in a second or third language. Some of those resources might help with this. We could possibly do a session in the early workshops where we demystify some of these ideas around academic thinking and writing.

Shrouq – would like it if the tutorial recordings can be uploaded more quickly.

Staff response – these are held by the learning technologists, then lecturers usually send their slides within 48 hours. Not everyone works every day which can create delays. We can try to get this done a bit quicker in the future.

**Any other business**

## **5. Date of next meeting**

TBC. Any dates/times to avoid etc.?

### Summary of Actions List

Action Number	Agenda Item	Action	Lead	Deadline	Status/Notes
1					
2					
3					
4					
5					
6					