

## **School of Environment, Education and Development**

**Faculty of Humanities**

### **SEED Student Voice Committee UG**

**Date:** Wednesday, 25 February 2026

**Time:** 12PM-1:30PM

**Location:** Humanities Bridgeford Street Building, 1.69/1.70 hybrid with Teams

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

### **AGENDA**

#### **1. Welcome and Apologies for absence**

Kathryn Telling (chair), Bo Murphy (school rep), Rory Stanton (SEED Director of Teaching, Learning & Students), Rachel Challinor, William Start, Laura Goodfellow (SEED EDI)

Emma Kimura-Young (BA Geography), Sophia Burley (BA Geography), Dianne Boyall (BSc Geography), Jessica Ellis (BSc Geography), Imogen Hoch (BSc Geography), Stanley Hapsgood (BA Geography), Hugo Roberts (BA Geography), Tanya Wu (BA Education, Leadership & Culture), Amora (BA Education, Leadership & Culture), Natalie Yau (BSc Environmental Management), Zhou Yap (BSc Education), Grace Hollingsworth (BSc Education), Ilia Tatania Fillipopoulou (BSc Education), Boyu Liu (Online, BSc Educational Psychology)

#### **2. Introductions**

Katherine Telling introduced the meeting and themes from the padlet. Staff and students introduced themselves around the room.

Laura Goodfellow – SEED Equality and Diversity Committee member for UG and PGT students

Laura has been trying to gather some student views but without much success. Trying to understand how best to get the views of students. What can SEED do better to improve EDI? Will share link to survey so reps can complete it, and can share it with their cohorts. ([Survey link](#)) This will not have an end-date, it will continue all year. This will cover everything that comes under EDI, not just teaching-related matters.

Asked whether a survey is the right approach for gathering this information? There were some focus groups last year but attendance was low and it tended to be the same students each time. Reps agreed, but Laura said she was also open to any ideas in future. A QR code will be provided for the survey.

### **3. Any relevant actions of the last meeting**

Your voice, our action:

Difficult for students to know how to contact their reps. Maria (communications coordinator) has created a survey on the [SEED Students Community SharePoint](#) which will automatically send feedback direct to relevant reps. There will be a lecture shout-out publicising this.

Careers – students wanted information on the Masters Fast-Track specifically. Colleagues are arranging an event to publicise this. If there is a lot of take-up we will continue in future years.

Academic Advisor guidance – Katherine and Rory are reviewing this currently.

Reporting lecture disruptions – Amy has emailed the reps who raised this with the report & support link. [Report & Support](#) is the best place for anything like this.

Programme Handbooks – Our colleague Mo is working on a project related to these. She will be dividing up the different information that students require and creating different forms of handbooks to contain this information and make it easier to find. She would like to create a focus group of students for feedback. An email will be sent out to create this group so look out for that.

### **4. Rep Consultation\***

**Careers:**

Students have anxiety about their future. The careers service is not accessible, plus students don't feel they are recognised due to the size of the university. Often the events that are advertised are for large companies, but there isn't much information for students focussed on more ethics and sustainability. A focus on smaller companies would be helpful. Lots of those larger companies don't align with students' values.

There is also a lot of anxiety from international students about securing sponsored posts after graduation.

The school doesn't provide enough information on finding internships, especially for first years. It would be good if the school could work actively with firms that want first years. We have asked the careers service but not received direct support from the school.

Staff response - We are trying to bring some of the career provision in-house to ensure there is more provision specific to discipline. There may also be some possibilities with in-house volunteering in the school and wider university, for example in sustainability. There is also a global development session happening soon created by the SEED careers team.

### **Canvas and IT issues:**

Submissions – only getting one submission now, and there is no overview of work to know what you’re submitting. Sometimes the submission portal alters the formatting of a Word document. This has been fed back to the central Canvas team. One rep did raise this with the head of e-learning in a separate meeting and he stated that Canvas is more flexible and should be able to accommodate this, so please raise it again.

Staff response - Unfortunately these seem to be ‘embedded’ aspects of Canvas which the university can’t influence. This may also be related to some problems where activating some aspects of Canvas can allow unintended users to be able to edit key things. We are also looking at providing submission receipts. We can raise this again with e-learning to see if there is a way that this can be fixed as stated by that other colleague

Students appreciate having a page on Canvas specific to assessments. If you have units which don’t have this page you can raise that directly with the Programme Director.

### **Teaching:**

#### **Assessment and feedback**

##### **Group work:**

Students found they have been too many assessments involving group work. There is a lot of emphasis on this in the first year. This can be good for getting to know other people on the course. But there was a high load of this in the third year, and this was with people we didn’t know. Perhaps there could be more joined-up scheduling to prevent these overlapping. (Geography students reported having 3 units with group work at the same time).

In later years there is more flexibility to choose units which allows students to focus their assessments. It can be quite hard to make time for group work, especially if there are multiple groups to take account of. We did have some feedback that group work can feel unfair, when members of the group are not pulling their weight and there is no way to ‘rate’ this or otherwise raise it. Rep from the same course raised that this ability to report issues was present in at least one unit, but would like that to happen with all group work. Although there are evaluation forms at the end of group projects this doesn’t seem to feed into grades. We would like markers to look at these and take them into account when marking.

Staff response - The school encourages students to raise any serious issues with unit leaders sooner rather than later so they can be addressed. Group work is also being introduced more as a reaction to AI to ensure engagement and that work is being done by students themselves.

**Feedback and rubrics:**

There are still issues with inconsistent feedback. Students would like clearer breakdowns of how grades are allocated. Some students feel the feedback is better this year.

Would like feedback within group work assessments specifically to be standardised as there are examples with very limited or poor feedback on these.

Staff response - this should be picked up in moderation but this could have fallen through the cracks for some units. It is possible to embed rubrics in Canvas so students should see this in future, but this has not been fully implemented yet. Hopefully that will lead to more directed and consistent feedback. If there are serious issues then reps and students can raise it with the programme director.

Where rubrics are used students don't always understand what each rating (eg 'excellent') means or how they could improve those. Some students would like there to be information provided on the median grades within a class so they can identify if they are average or above average. Some students in Computer Science eg get a full breakdown of a unit's grade ranges and averages, including awards for the highest scores. It would be nice to know whether students are finding a unit hard because everyone is, or whether it's personal. Generalised feedback might help with this, but it could have impacts on students' wellbeing so it's important to consider how this is managed.

Staff response - specific numeric grades should be related to averages, so 60-69 would be 'average' on most units. This could be raised at Programme Committees if students believe a specific unit is not marking within those ranges. There could be problems with publishing this information breakdown by unit. We wouldn't want students to use this information when selecting units for example. This information is provided to exam boards who may change marks based on ranges to ensure numeric marks ranges are as expected. This again should ensure that a student's individual mark indicates their position and marks are within expected ranges at the unit level.

Student generally like the range of assessments. Though some felt that some unit leads had imposed an informal cap on marks depending on the type of assessments. EG in a PowerPoint assessment no-one was able to get above 80. But students felt like they should be able to get the full range of marks regardless of the type of assessment.

Staff response – please speak to the Programme Director if they believe marking is inappropriately capped

Students aren't aware of caps on resit marks. Some students believe that resitting will help improve their grades.

Staff response - Katherine is working with the Assessments team to consider the letters that are sent to students when they fail to ensure this information is more clearly set out. Jargon might have prevented understanding in the past. This information is in the handbook, but we may in future be creating a separate handbook for assessments so this information is more clearly laid out.

#### **LEAP:**

Assessment marks and feedback is not being provided quickly enough, specifically within BSL. Assessments from part 1 in semester 1 (submitted in November) have not been marked yet despite students now studying part 2 (a different unit) in February. Were hoping to get feedback as to whether this is all LEAP or just BSL. As year 3 students they are especially concerned as it could affect their classifications. If they had this information quickly after the first semester they might not have chosen to continue in semester 2 if their marks were low. As the unit lead is external he is not in any relevant meetings to ask directly.

#### **AI – are students aware of the policy and understand their obligations?**

Some students found work flagged as AI when it is not. Use of AI during group work can make working with others harder. Geography had a tutorial session that specifically went over AI use. Bo has been part of the AI policy overview with the SU prior to the roll-out of CoPilot. This policy is in the works and should be published before the roll-out.

Students would appreciate specifics on the course assessments page to indicate where the unit leader wants or doesn't want AI used within assessments.

Staff response - Katherine indicated we could create templates for this, to be provided to unit leaders so they can indicate accepted AI use for each unit. Rory – support materials will be pushed out to staff and students before July. If someone has been flagged for AI use incorrectly we need specifics and evidence so it can be followed-up.

#### **Support for you**

More employability resources.

Alumni support within programmes.

PASS has been praised.

Students generally found support good. One student brought up practice interviews being limited to once a month. Students would appreciate a single place to access all support resources

Staff response - Rachel noted that My Manchester should have a banner allowing students to access this. Or if in doubt please go to The Hub. It's not always possible to know which support you need but the hub staff can advise on this.

## 5. Any other business

Rachel – laptop loans have been arranged. There are 12 laptops you can borrow within The Hub. You must use it in The Hub but you can borrow these with just your student card. This should help with power issues, or those with broken laptops. Communications around this will be coming out shortly. Also there is an NSS focus group coming next week, please come if you can.

## 6. Date of next meeting

TBC

## 7. Actions

Action	Responsible Person / Team
Raise Canvas issues again with e-learning, specifically multiple submission arrangements and submission previews.	Rory Stanton
Take the issue of group-work fairness and reporting routes to the Teaching & Learning Committee.	Rory Stanton
Raise issue of delayed LEAP/BSL assessment marking with LEAP and the SEED Assessments Team.	Rory Stanton
Create a focus group of students to support the Programme Handbooks project (email to be sent out).	Mo Guilfoyle
Careers team arranging an event to publicise the Masters Fast-Track information.	SEED Careers Team
Review Academic Advisor guidance.	Kathryn & Rory
Provide QR code for the EDI survey.	Laura Goodfellow
Create templates for unit leaders to specify acceptable AI use in assessments.	Kathryn
Push out support materials on AI policy to staff and students before July.	Rory
Ensure clearer communication in letters to students about resit mark caps.	Kathryn working with Assessments Team