

MA Educational Leadership Programme Committee meeting

Tuesday 17th March, 2026

Location: Ellen Wilkinson_AG.11

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| 1 | <p>Apologies Claire Forbes, Weiyuan Wu, Naiyer Tabraiz</p> <p>Present Staff: Catherine Atkinson-Ross; Jo Doherty; Bobbie Dutton; Karen Healey; Mark Innes; Tee McCaldin</p> <p>Student reps: Ruirui Dai; Rufoei Tan; Xu Te</p> |
| Action items | <ul style="list-style-type: none"> N/A |
| 2 | <p>Minutes from last meeting</p> <ul style="list-style-type: none"> Agreed. No issues raised. |
| Action items | <ul style="list-style-type: none"> N/A |
| 3 | <p>Student Representatives' Report: The key points are listed below, and the report can be accessed here</p> <ul style="list-style-type: none"> Overall, students are satisfied with the variety of assessment types, and this allows them to demonstrate their learning Of the different assessment types, students found essays most helpful for their learning More formative assessment would be welcomed Assessment guidance and marking criteria were clear for each assessment The guidance on the appropriate use of AI tools was helpful Students would value examples and templates, with several respondents explicitly asking for sample assignments Students think the formative feedback they receive is helpful and timely Students are satisfied with the quality and clarity of feedback on summative assessments Students think written comments are the most helpful, followed by annotations Students found it easy to submit assignments through Canvas |
| Action items 3 | <ul style="list-style-type: none"> Most of the feedback from students is positive and relates to things we are already doing, but where suggestions have been made, CUDs will discuss with unit teams. |
| 4 | <p>Teaching, Learning and Assessment Review</p> <ul style="list-style-type: none"> Semester 2 Core Units (EDUC70372, EDUC70882, EDUC60452): Some concern about larger than usual seminar groups on ELAD, but until we have a clearer idea of student numbers for next academic year, it's unlikely that we will request additional groups for 26/27. There was a general agreement that SI (EDUC70882) was going well, including the model of having guest lecturers and case-study based seminars. There was some discussion around RM (EDUC60452) and the extent to which there should be a consistent focus on dissertations or whether the unit should primarily be aiming to support and develop students as researchers. |

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| | <ul style="list-style-type: none"> • Assessment: It was agreed that students should be required to complete and sign a declaration form (confirming if AI was used and if so, how) and include this when submitting assignments for core units • Canvas: feedback on Speedgrader (marking, moderation): both markers and moderators reported finding Canvas (Speedgrader) awkward to navigate. It is problematic that it is not possible to view the submissions in list/table form like we could with BB and this makes it cumbersome and difficult for moderators to select samples of assignments for moderation. There have also been instances where assignment numbers haven't always matched student ID numbers, or assignment numbers (e.g. student 48) have changed, which has implications for markers and moderators. |
| Action items 4 | <ul style="list-style-type: none"> • AI declaration form to be developed (based on the one used for EDUC60011) and used for all core units (JD to circulate template and CUDs to upload to assessment section on Canvas) • Feedback to Garry Squires (DoTL) on experiences with marking and moderating on Canvas (JD) |
| 5 | <p>Student Support and Academic Advising/Dissertation supervision</p> <ul style="list-style-type: none"> • There has been some uncertainty amongst some students (not all) as to when dissertation supervision should begin and about the dissertation processes in general (including the dual role of dissertation supervision and academic advising) |
| Action items 5 | <ul style="list-style-type: none"> • BD to hold optional dissertation information session for whole cohort to clarify requirements and processes (including supervision) |
| 6 | <p>AOB</p> <ul style="list-style-type: none"> • N/A |
| Action Items 5 | <ul style="list-style-type: none"> • N/A |
| 6 | <p>Future meetings</p> <ul style="list-style-type: none"> • TBC |
| Action Item 6 | <ul style="list-style-type: none"> • N/A |