SEED Programme Committee: BSc Educational Psychology

Date: 04 December 2024

Time: 11:00-13:00

Location: EW AG.11

Please send any queries to seed.hub@manchester.ac.uk

MINUTES

Staff Attendees: Hannah Wilkinson (Programme Director, Chair), Shayna Ablett (IAG TLSE Administrator, Secretary), Ola Demkowicz, Margarita Panayiotou, Michael Wigelsworth, Kelly Burgoyne.

Staff Apologies: Gary Squires

4 Reps in attendance.

1. **Welcome and Apologies for Absence**

2. **Introductions**

Introductions around the room.

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

HW summarised actions from the previous meeting.

Placement opportunities: details will be available on Sharepoint shortly (slight delay due to change in relationship with primary placement provider).

Timetabling: have ensured Thursdays and Fridays are kept free for placement but the timetable is otherwise outside of programme control; concerns have not been raised in the same way as last year.

KB: reassured Reps the placements will be announced tomorrow and details of how to claim travel costs (individual travel/ group Ubers from Campus). Connections have been maintained with key Schools.

Unit selection: peer mentors hold a support session. **HW: Action: will share student blogs on popular units before semester 2.**

Clarity of assignment feedback: working to clarify unit objectives and amend rubrics. HW trying new style of feedback based on external examiner feedback.

Social events: Trialled a social for Y1s but nobody attended; noted this is a consistent issue as students can be nervous to attend. Have requested Alex Baratta to support MIE-wide socials in their role as Student Experience Champion.

4. Rep Consultation

<u>Year 3 Reps</u>

SEATs: issues:

- o Students have trouble checking in.
- o Students miss the code if they turn up late.
- o SEAtS staff carrying out headcounts has felt disruptive and intimidating.

HW: reassured students the purpose of headcounts is to check effectiveness of the system. Referred to the FAQs section of BlackBoard for support.

<u>Year 2 Reps</u>

Pre-sessional content is too lengthy. HW: led discussion, concluding there is a need to emphasise the purpose of the content and build the content into teaching time.

Recapping of content: Reps: concluded this is useful overall, but this is dependent on different learning styles. MW: noted the philosophy of the course is to maximise the impact of teaching hours.

Structuring learning: OD suggested providing time in Welcome sessions for students to build their timetable. **Action: Unit leads to clearly outline the number of expected learning hours.** Provision of reading lists is also useful.

Placements: would like opportunities. MW: can highlight optional units that offer placements. Previous programme placement unit was not well enrolled; interview was a potential barrier to entry.

Seminar recording: Zoom recordings inconsistently utilised. MW: class set up going forward should create consistency, but recording facilities will vary by room.

Assignment support: Padlets useful. HW: provides assignment and unit Padlets. MW: keeps previous questions and answers in excel. OD: incorporates previous questions into assignment guidance.

Volunteering: Volunteer Fair was useful, would like a similar programme-specific event. MW: noted this is dependent on external providers but is in progress. Reps: Peer Mentors are organising a crafternoon.

Assignment feedback: students are unsure what to do when they receive negative feedback. HW: will continue to reiterate support available when feedback released. OD: people may skim information due to this content being repetitive. MP: Could focus more on feedback in Welcome. **Action: HW: will organise a session on assignment feedback in the first few weeks of semester 2.** OD: suggested framing office hours as student hours and using booking systems to encourage meetings.

Year 1 Reps

Low contact hours: useful for students with part-time jobs. OD: important to allow students to structure their timetable to account for this.

University expectations: those who are first in family struggle to understand expected study hours. MW: each unit outline states the number of expected hours of study, but this is adaptable to students' circumstances. Can also seek guidance from the 'must, should and could' system. Rep: suggested reading lists could include brief descriptions of each piece. MW: clarified students can catch up on reading during reading week, and that the move to Canvas should not affect reading lists.

Education units: issues: unclear which readings are essential, inconsistency between seminar groups. MW: encouraged students to complete UEQs, staff will also discuss plan to pass on feedback. OD: need to emphasise in Welcome that practises will vary outside of the programme. Reps: clarified for HW that having more units choices would be confusing.

5. **Any other business**

6. **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	3	HW: Action: will share student blogs on popular units before semester 2.	HW		
2	4	Action: Unit leads to clearly outline the number of expected learning hours.	All Unit leads		
3	4	Action: HW: will organise a session on assignment feedback in the first few weeks of semester 2.	HW		