SEED Programme Committee: BA Educational Psychology

Date: Thursday 20 November 2025

Time: 11:00-12:30

Location: Ellen Wilkinson B2.4

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

MINUTES

Staff Attendees: Hannah Wilkinson (Chair), Phoebe (lecturer), Nic (lecturer), Clifford, Gary, Michael Ditto, Catherine, Margerita

Staff Apologies: Name (role)

Reps in attendance:
5 reps in attendance.

1. **Welcome and Apologies for Absence**

2. **Introductions**

   Introductions were made around the room.

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

Two actions were still remaining from the previous minutes:

- Checking that each unit has an 'assignment questions' space

- Ranking readings for all units from 'optional' to 'required'.

These will continue to be worked on, to be completed as soon as possible.

4. **Rep Consultation**

   Responses to questionnaire:

Timetabling – Year 2 teaching is almost all on a single day this year, which can be overwhelming for students. Unfortunately staff don't have much control over timetabling.

Good feedback was received on the applied psychology club. Catherine is still working on finding a space to post recordings. Phoebe suggested using a YouTube channel – videos can be 'unlisted' which means only people with a direct link can find them.

Students requested that teaching be more directly linked to assignments – while acknowledging that it's not just about the assignment.

Feedback from reps:

Year 1:

Students had not made direct contact, but the rep had shared the feedback survey so their responses will have been included above.

Major project seminars are quite close together across the year. This can be a lot for students.

 Staff response – these were set early in the year as people work to different timelines on their projects. This makes it hard to space out seminars and still make everyone happy. Putting some later might then prove too late for some. Perhaps a short repeat of the writing up session could be created as a reminder.

Year 2:

Rep was not present due to illness. Feedback to be picked up later.

Year 3:

Michael's workshops on prevention have been praised as useful, and related to the assignment.

Students requested that when assignment feedback is provided that they are able to book a 1-to-1 with the lecturer. Meeting with an Academic Advisors is less useful as they are often not familiar with the specific subject.

 Staff response – staff agreed that this would be feasible for year 3 students.

Students asked if staff hours could all be listed in one place. There are many different ways to book meetings and students have to email individually to find out how to do this.

 Staff response – there are several different ways staff book meetings due to their different working styles and availability. However they *should* all have their details on the Canvas sites for their units.

The Q&A Padlet has been very helpful. FAQs from previous years were also helpful.

The examples of well-developed writing were very helpful. Seeing actual examples really helps students develop their own writing.

Proposed changes to the Major Project:

The programme team is proposing a change to the way dissertations work. In future these will use a group-based supervision model. Supervisors will provide a generic topic for research to year 2 students, who will indicate their topics preferences, and then be assigned to a group for doing their research. Students will be allocated to existing topics instead of coming up with individual ideas.

This will allow students to collaborate on data collection. It reduces the time pressure on designing studies, making ethics applications, and collecting data. Students will share data but will address their own questions from that dataset.

The aim currently is for there to be 3-4 related topics per supervisor. There will be enough for all students to have a choice. Students will have already covered these areas as lecturer feed their expertise into the programme.

This should also increase employability as it gives students experiences of working in a research group, and team working, whilst also showing independence.

Students will also be asked to add a 'reflective statement' to their project – 200 words reflecting on what they've learned and the practical application of the work. This will form 5% of the overall grade. Students will then be able to use there reflections directly in job applications.

Student feedback:

Students were concerned there would be an issue if some in the group did not pull their weight. Staff reassured them that they've not experienced this in Psychology where this is the standard method – students have always completed their obligations to the group even if falling short in their own work.

Students worried they might not be able to change topic if they decide they don't like it over the summer. Staff assured students that each supervisor's topic would be fairly broad, allowing flexibility with their final questions. Changing to this method will make allocations earlier and remove some of the stresses on students.

Academic Advising

Hannah requested feedback from students on the Academic Advising process.

Students quite like the openness of the current system – they have peers in other schools who have a set meeting every semester and there's never anything to talk about. They also find they can get support when they need it.

It's also useful that AAs are accessible by email as it means students don't need to meet in person to get help.

5. **Any other business**

   No other business was raised.

6. **Date of next meeting**

TBC.

Summary of Actions List

Action Number	Agenda Item	Action	Lead	Deadline	Status/Notes
1	4	Create a 'reminder' repeat of the writing up session.			
2	4	Request that year 3 Course Unit Directors meet 1-to-1 with students to provide feedback following assignments.			