

**School of Environment, Education and  
Development**

**Faculty of Humanities**

**SEED Programme Committee: MEd Psychology of Education**

**Date:** Fri 24 April 2026

**Time:** 13:30 – 14:30

**Location:** Teams

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

**MINUTES**

**Staff Attendees:** Clifford Mitchell, Alexandra Hennessy, Sara MacQuarrie, Phoebe Walker-Sharpe, Rebecca Nowland

**Staff Apologies:** Nic Lester,

**13 Reps in attendance:**

Ruiling Lu, Zuoru Chen, Rachel Higton, Siobhan Ernst-Shay, His-Ju Chuang

**1. Welcome and Apologies for Absence**

AH began the meeting and noted apologies for absence.

**2. Introductions**

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

**4. Rep Consultation**

RH began the presentation, speaking about feedback actioned from last time:

- Assignment submissions – the one submission due on Canvas now communicated very clearly following the semester 1 meeting. Requested a reminder about this by email which Reps will echo on the WhatsApp group.
- Class expectations – there has been far less disruption with students leaving lectures early. This was passed around the WhatsApp group in addition to staff

communicating the expectation. That disruption has been minimised, and students are happy with that.

- [AH noted that she believes Rep communications had a stronger voice on this matter, and thanked reps for that.]
- Clarity of communication around pre-session tasks - this has been improved. Grouping people at the start of modules has been appreciated, and allowed students to come up with tasks in-between sessions, and put theory into practice. Good practice on the Research A&E Canvas page – has breakdown per lecture with pre-sessional material, and post-sessional material. This is a really good model as recognised by students.

SE-S continued, discussing Assessments:

Feedback

- has been detailed and clear, effort has been made by markers to specifically annotate comments within the submission instead of just providing general comments. This allows students to identify actions for future improvement. Siobhan believes this has improved her grades over time.
- Work has all been released with the 15 working days expected.

Marking consistency -

- There were a few comments from people who feel that marking comments given against an assessment have contradicted teaching given by other staff. Not necessarily causing a loss of marks, but having things picked up.
- There is some nervousness around APE CM has been very specific about what gains or loses marks, but students are concerned that other lecturers have put emphasis on different areas.
- [CM responded that where guidance has been given of this sort to students it will be shared to markers where there is a team to provide consistency].
- [AH noted that marking teams are required due to the size of the cohort. Additional markers have training, are shared the slides, and have meetings to plan what is expected from assessments. This is intended to produce marking consistency among those teams. Moderation should also contribute to this. And External Examiners also review marking and a sample of scripts]
- RH noted that a large part of the problem is the uncertainty around team marking. Some students may not understand how these processes work.
- [SM noted that there are resources for students under the 'assessment toolkit' which explain a lot of these processes].
- H-JC enquired about the 2-5-8 step marking
- [AH suggested this was a good area to discuss with Academic Advisors who will be able to explain the marking and provide suggestions on how to improve].

- [SMQ noted that in-text comments should specifically help with this].

#### Staff Support

- Regular email check-ins from Academic Advisors have been appreciated
- CM has been specifically highlighted as 'star of semester 2'. He answered questions thoroughly, promptly, and with clarity

#### SPSS Resources and Support

- Some have not used SPSS before, and there is a small gap. The provision doesn't feel like enough for all students in really understanding how to use the software and how to apply it to the quants assignment.
- There is good signposting to suggested reading. Particularly the SPSS for Psychologists book.
- The supplementary videos are really helpful, as well as the workshops.
- The pitch of the difficulty might be too high for those who've had no exposure to SPSS before.
- RH suggested it might help to have some example answers so students can look at those when working independently to check their work, and ensure they've applied the skills correctly.
- Additionally is there any scope for cross-faculty support for those who wanted extra SPSS support? (eg from other departments, modules, or staff?).
- RH feels she understands the subject but has had to work quite hard independently to establish that understanding.
- As a conversion course students feel this is the main area where the learning curve for those who have not previously studied psychology is a little steep.
- [AH – this is the unit where we have a lot of additional support and materials for self-study, including a series of videos by herself. But as a Masters-level programme we do encourage a lot of independent work. The Psychology department are a completely different faculty, so there's less opportunities for cross-teaching.]

SE-S suggested students could use some guidance on the archiving process.

RH asked for some clarity on referencing the two submissions for the qualitative assessment.

#### **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	4	Send a reminder email to all students about Canvas submission	AH		
2	4	Discuss messaging around SPSS to encourage early practice from students	SM	Summer Review	
3					
4					
5					
6					