StARs Successes and Trends (*from Term 1*)

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Representation and Campaigns Coordinator

|	Dept/SSCC	Date of meeting	Student Issue	Sentiment (1=Neg, 2=Ne...)	Sub-Category	Category	Faculty	UG	PGT	PGD	Term
1876	Division of Biosciences: Biomedical Sciences Programme BSc SSCC	30/10/2016	ANAT3029: It is a good module but the Moodle page is not very clear. Dr Tunwell will email Dr Dale.	1	Departmental IT	Organisation & Management	Life Sciences	Y	N	N	Term
1877	Division of Biosciences: Biomedical Sciences Programme BSc SSCC	30/10/2016	Biology of aging: Students were unsure of what is expected from the 1200 words coursework. The tutorials were not explanatory enough.	1	Assessment Criteria	Assessment & Feedback	Life Sciences	Y	N	N	Term
1878	Division of Biosciences: Biomedical Sciences Programme BSc SSCC	30/10/2016	Module selection: Some of the module information on the student guidance notes became outdated over the summer. Dr Tunwell suggested that students must check online timetables before finalising their module selections on Portico.	1	Module Allocation	Organisation & Management	Life Sciences	Y	N	N	Term
1879	Division of Biosciences: Biomedical Sciences Programme BSc SSCC	30/10/2016	Biosciences website: The old webpages were useful; the new website has no information about the current modules. Dr Tunwell informed the students that the website has now changed for the outer facing information (for prospectus students) only. The current students can find all the important information on the degree programme Moodle page. The module database is still available on the faculty webpages; students can find the link on the programme Moodle page.	1	Departmental IT	Organisation & Management	Life Sciences	Y	N	N	Term
1880	Division of Biosciences: Biomedical Sciences Programme BSc SSCC	30/10/2016	Capping third year modules: Students inquired about the capping restrictions on third year modules and asked if the restrictions could be lifted. Dr Tunwell briefly explained that the third year modules are mostly research based and it is important to have smaller groups in the class for students to have the best experience where they can ask questions and interact as well.	2	Class/Seminar Sizes	Teaching & Learning	Life Sciences	Y	N	N	Term
1881	Anatomy, Cell and Developmental Biology SSCC	01/12/2016	CELL3005 Mechanisms of Development: Students would have appreciated feedback from submitted practical reports before the next one was due. Prof. Dale explained that it was not always possible to give feedback before the next submission date as these were often close together and practical reports had to be marked by two members of	2	Promptness of Feedback	Assessment & Feedback	Life Sciences	Y	N	N	Term
1882	Anatomy, Cell and Developmental Biology SSCC	01/12/2016	CELL3005 Mechanisms of Development: Students reported that there had been a problem with the ordering in one question of the zebrafish practical and that students were not given developmental stages of embryos	1	Assessment Quality/Style	Assessment & Feedback	Life Sciences	Y	N	N	Term

Tabs: TBC SCTA Input | SSCC Trends Data Input | SSCC List | Coding | Dates | Analysis - Issue | Analysis - Faculty | Analysis - Subcategory | Graphs
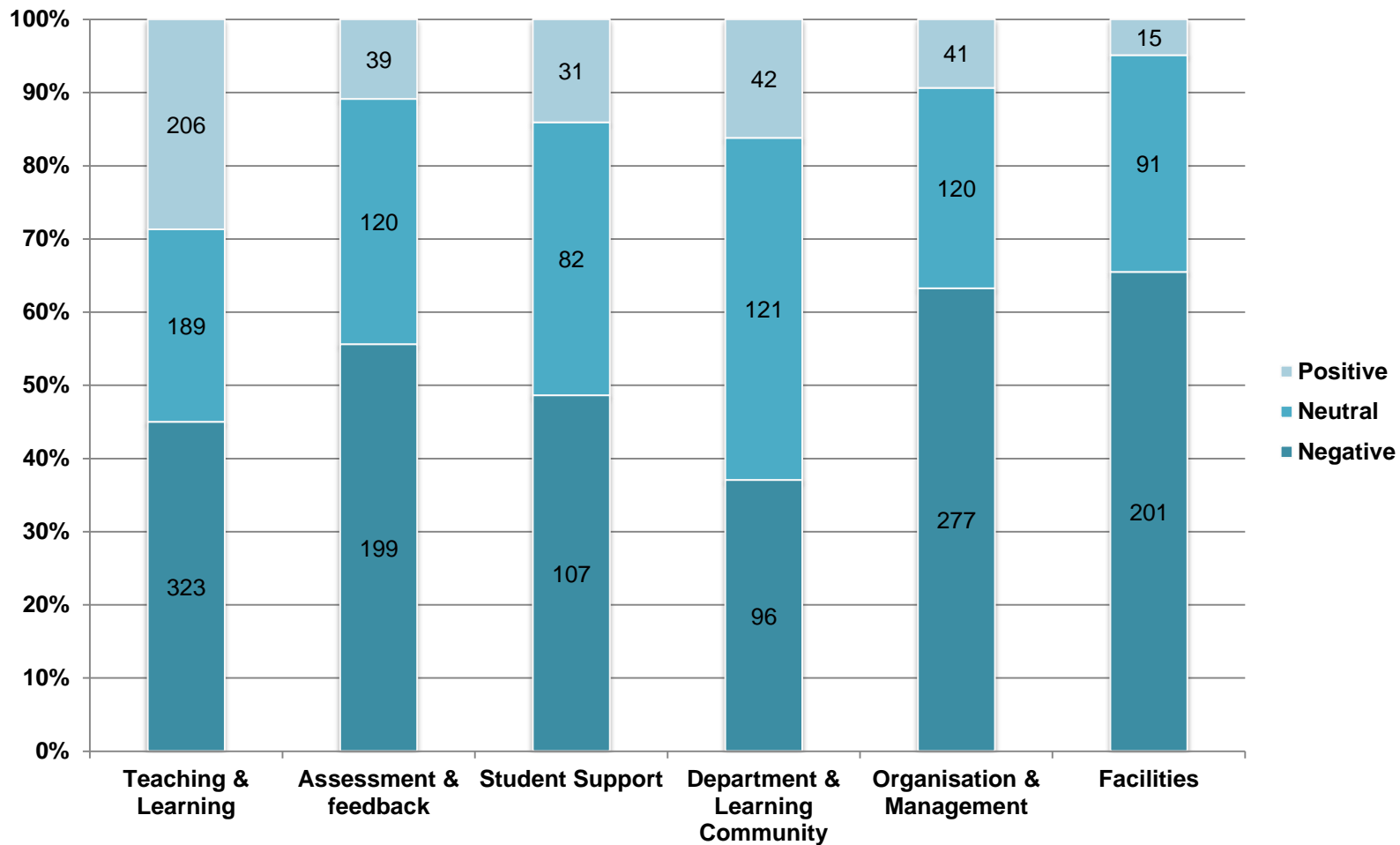
READY

TERM 1 TRENDS ACROSS UCL

Proportion of Student Comments by Category
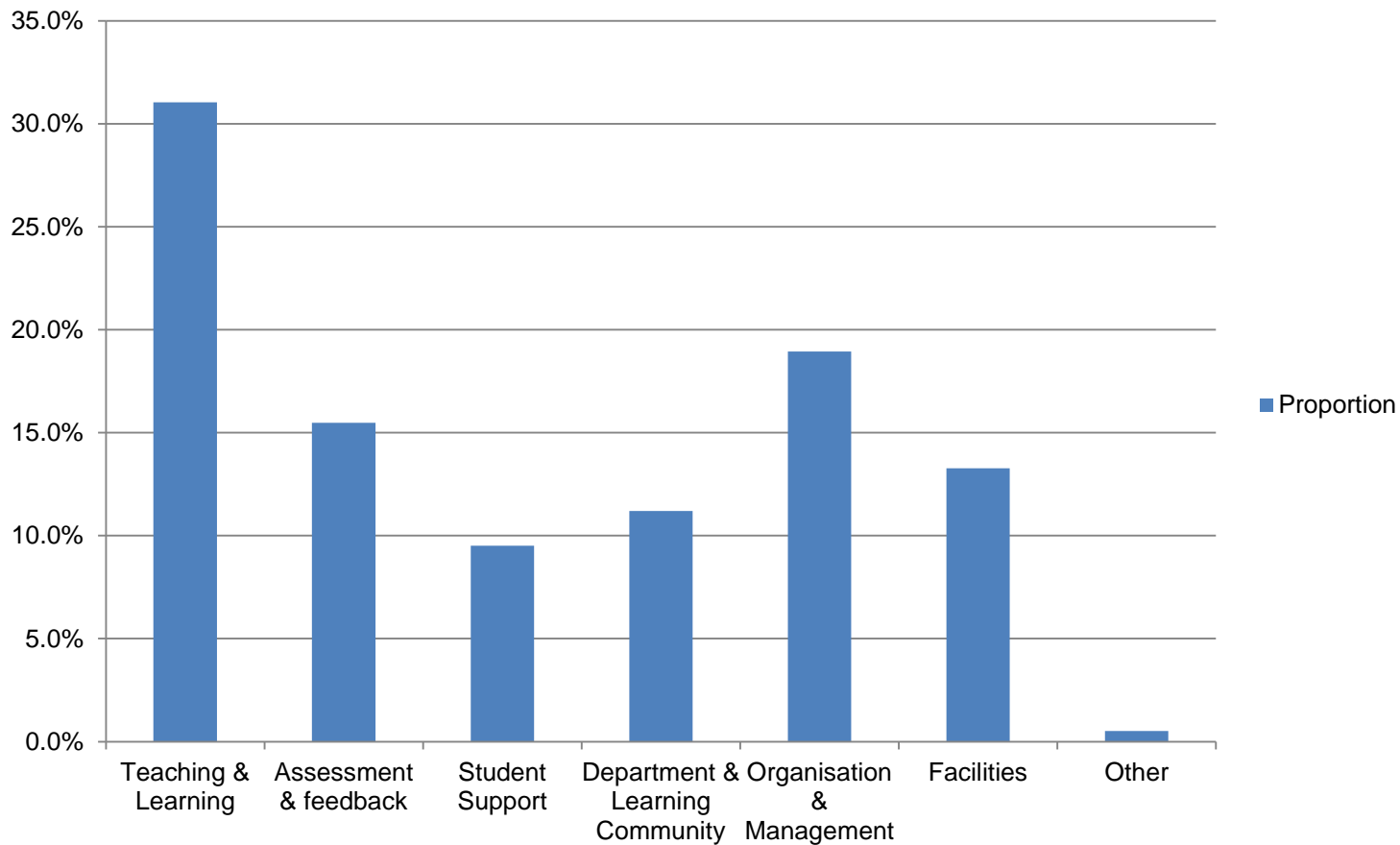
TERM 1 TRENDS ACROSS UCL

Positive, Neutral, and Negative Comments by Category

BY FACULTY

Arts and Humanities:
Programme or Module Quality
Module Allocation
UCL Buildings

Brain Sciences:
Teaching Delivery
Programme or Module Quality
Learning Resources

Built Environment:
Social & Community
Transition & Induction
Programme Structure

Engineering :
Teaching Delivery
Programme or Module Quality
Learning Resources

Laws:
Learning Resources
Teaching Delivery:
Programme or Module Quality

Arts and Humanities:
Module Allocation
Libraries
Promptness of Feedback

Brain Sciences:
Computer Access
Common Study Area
Fees and Funding

Built Environment:
Equality & Diversity
Teaching Rooms
UCL Buildings

Engineering :
Fees & Funding
Promptness of Feedback
Class Timetabling

Laws:
Learning Resources
Teaching Delivery:
Programme or Module Quality

BY FACULTY

Life Sciences
Teaching Delivery
Programme or Module Quality
Learning Resources

Mathematical & Physical Sciences
Teaching Delivery
Programme or Module Quality
Learning Resources

Medical Sciences
Teaching Delivery
Programme or Module Quality
Learning Resources

Population Health Sciences:
Teaching Delivery
Programme or Module Quality
Transition and Induction

Social & Historical Sciences:
Teaching Delivery
Module Allocation
Learning Resources

Life Sciences
Class Timetabling
Storage
Teaching Rooms

Mathematical & Physical Sciences
Libraries
Food & Drink
Timetabling

Medical Sciences :
Administrative Processes
UCL Buildings
Printing

Population Health Sciences :
Teaching Rooms
UCL Buildings
Class Timetabling

Social & Historical Sciences :
Libraries
Class Sizes
Administrative Processes

How can we use this data?

- Helps us to get a good indication of what student issues are across Faculties and across UCL
- Helps us to evidence campaigns
- Gives us more detail to broad survey data
- Can be useful in linking StARs with each other

NOW LETS HEAR FROM SOME STARS…

1. EXTENSIONS

"…Everyone was struggling to submit on time. **I was able to obtain a 24 hr extension** for the coursework"

"when the whole cohort felt under pressure, **we asked a lecturer to extend a deadline for a few days and he listened**, so it's important to note that sometimes they will listen and its worth a try."

"…when two core course deadlines were very close, and everyone in my year was stressed about this, **I went to one of the lecturers to explain the issue and ask him to extend his deadline, to which he kindly agreed**."

"The course lead was very accommodating and **gave us a month's extension on the deadline**, which helped a great deal."

2. Postgraduate teaching assistants (PGTAS)

Manuela Elliot

PhD Student

Arts & Humanities

3. COMMUNICATION/ PEER SUPPORT :

Gathering feedback both from Facebook and through Chinese social media.

Coffee hours/Christmas social

"**Students asked whether it would be possible to get extra teaching hours or office hours with the lecturer…** Unfortunately, due to room arrangement and teaching commitments it wasn't possible to organise any additional formal teaching hours.

However, with the help of our department, **we set up two Peer and Learning Support groups a week.** These were well attended to begin with, and students with more understanding were able to guide others. The attendance faltered after three weeks which I considered to be a sign of success as people were feeling a lot more comfortable with the course and so didn't need the help. "

4. OPEN SPACE

Jairo Molina Guerrera

Masters

Development Planning Unit

4. Community

"Through discussions with students there has been a general consensus that we need to build a bigger network with all the students as completing a PhD can be isolating.

Learning this we have set up new formal and social events for the students from different programmes to engage and network and use it as an opportunity to gain better knowledge of all the research that is being undertaken at the EDI.

These events included lunchtime lectures, symposiums, workshops and a social pub quiz. This also allowed students from all programmes of study, such as; masters and undergraduates to network with PhD students"

"'Connecting coursemates and making new friends' is one thing in the list that the students wrote in the survey."

5. LIBERATING THE CURRICULUM/ DIVERSITY

"one of the other StARs has started a project to **diversify the curriculum** in our department – to include theorists and ethnographers that are from minorities on the essential reading lists of compulsory modules, works that discuss these groups, **and if there is none of these available for a given topic, promote discussion as to why there are no works** on Marxists politics by women (for example). I and the other StARs are working together on this project. It is our aim to have a reading list that is representative of the student body, and also of the diversity of humanity – not only dead white men!"

6. SPACE

Jaromir Latal

Computer Science

8. EVIDENCE

"I had a meeting in the first half of term with the head of teaching to discuss module improvements. **This was in response to the national student survey and end of year module feedback forms so we went through them piece by piece** stating what we would like to see changed or think might work.

I put forward a strong and heavy evidence based case for increased number of laboratory hours across the board along with specific changes for certain modules."

8. DEPT FEEDBACK

Yousef Anis

Mechanical Engineering

WHAT YOU CAN DO NEXT?

- Contact us for more info
- Talk to Faculty StARs and talk to each other!

(Facebook group, Moodle, Education Conference)

- Share best practice and implement it in your department