



STARS SUCCESSES AND TRENDS (*FROM TERM 1*)

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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
1		Teaching (T)							Academic Support (AS)							
2	Category	Teaching Rooms	Module Content	Teaching Delivery (inc. resources)	Teaching Standards	Class/Seminar Sizes	Assessment Issues (inc. clarity of assessment methods)	Category	Tutors - Academic	Part-Time Issues - Academic	Finance & Funding - Academic	Study Abroad - Academic	Overseas Students - Academic	Study Skills Development		
3	Examples	Room sizes, room suitability, broken heating, etc.	Appropriateness, overlap of content, level.	Providing pre-lecture reading on time, use of materials in class, uploading notes to moodle etc.	Lecture clarity, answering questions clearly and appropriately, level of difficulty	Seminar groups too large for effective teaching. For purely physical problems see Teaching/Teaching Rooms	Unclear assessment methods, appropriateness of methods, including overlapping deadlines, group assessment, workload	Examples	Helpfulness & availability of personal tutors, dissertation supervision	Academic difficulties associated with part-time studying, eg workload, timetable coordination with job commitments	Support securing funding for research, scholarships and bursaries available etc	Availability of study-abroad opportunities, department support in organising study abroad and assessment whilst abroad	Adapting to new academic approaches by constatr with home university, language problems	Skills necessary for university life, mentoring scheme, also lab-work methods etc.		
4																
5		Technical & IT (T&IT)										Non-Academic Support (NAS)				
6	Category	Printing	Lecture recordings	Others	Turnitin	Intranet/Eduroam Access	Computer access	Moodle	Portico		Category	Tutors - Pastoral	Part-Time Issues - Pastoral	Finance & Funding - Personal	Careers & Professional Development	Overseas Students - Pastoral
7	Examples	Requests for more printing credit for certain departments, availability of and access to printers (eg departments that require A3 printing)	Technical capacity to record lectures, lecture permission to record lectures	Subject specific IT requirements, such as specific video editing software etc.	Technical issues, access to Turnitin, problems at peak submission times, not receiving confirmation of submission etc.	Access to UCL wireless services and other internet/intranet concerns	Access to cpmputers for students of departments, especially cluster rooms	Technical issues, access to site moodle, logins etc.	Technical issues, access to Portico, using Portico to register modules and access results & student data		Examples	Approachability of personal tutors to discuss personal issues, including extenuating circumstances	Pastoral difficulties associated with part-time studying, eg childcare commitments	Personal hardship concerning cost of living, cost of course materials (eg. Books, drawing supplies etc.)	Problems concerning preparing department students for their careers	Personal difficulties related to overseas issue - settling in, finding way round campus etc.
8																
9		Facilities - Departmental (F)									Organisation & Administration (O)					
10	Category	Common Rooms/Social Spaces	Storage Space	Access	Food & Drink Facilities	Resources	Study Areas		Category	Timetabling & Course Structures	Feedback (promptness & thoroughness)	Feedback on Courses	Health & Safety	Induction Week & Pre-Registration	Green Issues	Social Events
es	Examples	Comfort and suitability of common rooms, requests for eating/drinking	Lockers and other storage problems	Building access, access to materials (including libraries)	Access to food and drink, including microwave/kettle/water fountain	Library reading lists etc.	Access to quiet study areas within the department, facilities for studying within		es	Issues around timetable clashes of modules	Slow/late feedback on assessed work. Unhelpful or	Opportunity to give feedback, evidence of feedback being incorporated	Concerns about safety of students within the department, blocked fire	Content and effectiveness of Induction week, particularly for	Environmental concerns with regards recycling within the department	Departmental support for student organised social events with



TERM 1 TRENDS ACROSS UCL

- Teaching (308)
 - teaching delivery
 - assessment issues
- Organisation/ Administration (155)
 - timetabling and course structure
- Facilities (83)
 - lecture recording
 - specific departmental support



BY FACULTY

Arts and Humanities:

Assessment: “modules assessed by a single essay”

Module Content: “content overlap in various modules”

Feedback: “more constructive and timely feedback”

Brain Sciences:

Timetabling: “4 consecutive lectures”

Learning Resources: “access to case studies and slides”

Assessment: “assignment in advance, to prepare”

Built Environment:

Teaching Rooms “no desks, chairs, ventilation”

Learning Resources “reading lists/book access”

Assessment: “Deadlines clustered”

Engineering :

Teaching Delivery: “lectures too long”

Assessment: “vague guidelines”

Teaching Rooms: “not enough ventilation or tables”

Life Sciences:

Assessment: “exam weighting”

Teaching Delivery: “availability of lecture notes”

Food and Drink: “microwave”

MAPS:

Timetabling: “less spread out sessions for PT students”

Teaching Rooms: “students sitting in the aisles”

Assessment: “lack of marking scheme for assignments”

Medical Sciences:

Teaching Delivery: “reading material and lab techniques not covered”

Teaching Standards: “lecturer makes students feel uneasy”

Lecture recording: “lecture cast”

Population Health:

Teaching Delivery: “lecture slides not on Moodle”

Timetabling: “clashes in teaching dates for shared modules”

Study Areas: “issues with hot desking and not enough space”

Social & Historical:

Timetabling: “module clashes”

Module Content: “some content too advanced”

Assessment: “variance among coursework marking”



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. GIVING DIFFICULT FEEDBACK





“...balancing both any positive aspects of the courses (eg enthusiasm of the lecturers, quick admin response) then with the negative comments.

I also made sure to provide some of thoughts on why the lecturer might be teaching us in this way (having too much to handle alongside her lab work, natural that lecturer cannot be an expert in so many fields, nervousness with delicate subjects) and some suggestions on how this might be improved, at least for the next year's cohort.

I received a positive response, and the module lecturing improved dramatically.”



2. CAMPAIGNING BEYOND THE CLASSROOM



Sarah Hayward

3. SOLICITING AND PRESENTING FEEDBACK:

“The most notable outcome of the meeting was the result of using a surveymonkey poll ...I was able to present preliminary feedback gained from students. Prior to using survey monkey polls it was exceedingly difficult to get feedback from students who would just say, ‘everything is fine,’ then informally complain. The feedback provided formed evidence of general feeling on a variety of issues, namely, student identity in our new programme with few students.”



4. BEING PROACTIVE

“After my appointment, I contacted the Course director of the department to know the areas of deficiencies the previous year MSc students had in terms of their academic activities.

It was observed that difficulties were noticed in the areas of essay/academic writing and Basic Statistics. As a result of this, I made a request to the Programme Director, who contacted some tutors and tutorial lectures were arranged for students in statistics and essay writing. Also, additional materials on essay writing were sourced for students.”

“Along with another 2nd year StAR, I met with the head of teaching for a feedback and assessment working group meeting, where we discussed the department feedback policy, the default assessment criteria to be distributed in the new undergraduate handbook, and the department's benchmarking progress against the NUS quality guidelines.”

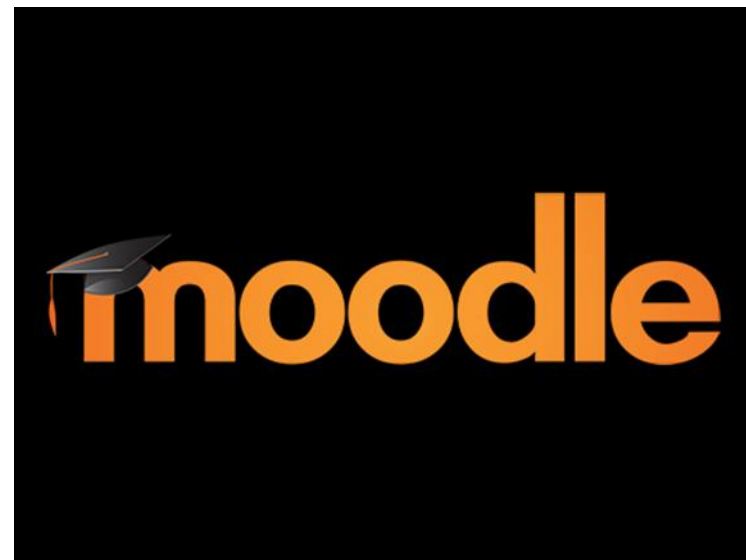


5. SOLUTIONS/ QUICK WINS:



Dewi Owen





6. SOCIALS

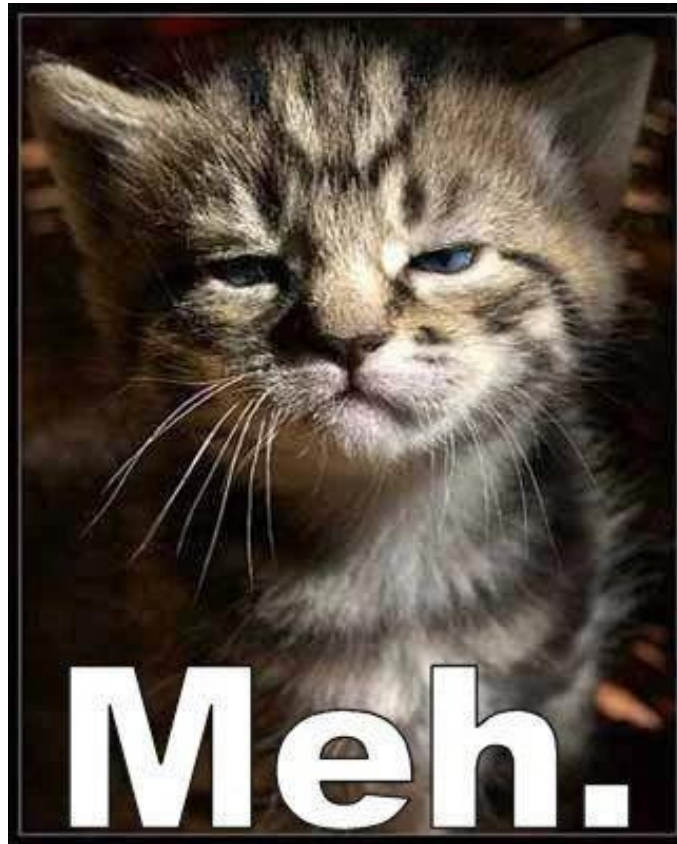
“We started preliminary planning for the spending of our social budget: we conducted a poll to find out what the most popular event would be, and keeping with its results we will organize a dinner/social at the end of term 2.”

“Alongside the academic and structural feedback, I have also used my StAR position to promote social interaction within the course.”

“The other StAR and I arranged a program dinner at the first Wednesday after reading week, with all the full time students, several part-time students, the programme director, lecturers and the administrator.”



7. GETTING FEEDBACK FROM STUDENTS



8. FEEDING BACK TO STARS

“So some of you asked me how the SSCC meeting went last week. This is a brief summary of what was discussed and some useful info.

- The SSCC meeting was for the BSEER, meaning it wasn't only our class. There were StARs from the Economics and Policy of Energy and the Environment, from Energy Demand Studies, Science and Engineering in Arts Heritage and Archaeology and from Sustainable Heritage.
- I brought up some of the points that you guys sent over to me but since it was a departmental meeting they suggested I meet up with Hector afterwards.
- SSCC meeting points:
- **Personal tutors:** First off learned a bit more about our Personal Tutors. We were all assigned one. Note that they are there for more personal related matters, be it being homesick, struggle with workload etc. They are there for issues you don't feel comfortable talking to Hector or other admin staff. They aren't there to help you go through your coursework but then again get to know them and see what they can help you with if needed. Hector, Leila and myself can also help you guys out. We can refer you to other student services on campus if needed.
- **ACTION:** Dissertation forum across BSEER. Let me know if you would like to talk to people from these other disciplines about your dissertation. We could potentially start a forum about this. I don't know how helpful this can be though.
- **Intranet:** a lot of us don't know what this is! At the bottom of the Bartlett's EDE website you can log into it: <https://www.bartlett.ucl.ac.uk/energy/intranet> You can find information on events and job postings, an electronic copy of the Bartlett Faculty Manual, information about general procedures, and the Central House room bookings calendar.

Mary Lozada

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

