INTERNAL QUALITY REVIEW (IQR) 2015-16

SUMMARY OF GOOD PRACTICE AS IDENTIFIED IN IQR REPORTS

Thirteen IQRs were completed in 2015-16. The list below is a summary of the good practice noted in the reports; it does not include every item listed in the reports as being commendable, but only those where Review Teams have noted clear evidence that practice has contributed to *outstanding* achievement in one or more areas of recruitment, progression, student satisfaction, student achievement or employability.

STUDENT RECRUITMENT

The Department of Geography

- The Department's commitment to widening access of its students. The previous IQR had recommended that the Department revisit its admissions criteria and widening participation strategy and since then it has engaged in extensive recruitment activity. This includes involvement with the Royal Geographical Society's A2 programme with schools and, alongside the Institute of Education and several London universities in the London Geographical Alliance, participation in workshops and other activities with over twenty London secondary schools. The Department's proportion of undergraduate students has increased by 15% from state funded schools in the last three years and by 17% for Black and Minority Ethnic students since the previous IQR.

The Department of Mathematics

- The commitment by the Department to both student transition to higher education and to widening participation. (i) The Bridging course, taught by Mark Roberts, helps students with their transition to higher level study. (ii) The STEP online and revision course, run by Luciano Rila, provides online lectures and face-to-face sessions at UCL. These are made available to all offer holders, and have a particular focus on widening participation.

The Department of Statistical Science

- The review team commends the Department on delivering the foundation fortnight programme for Masters Students. The programme offers students an opportunity to build a foundation through crash courses, enabling those from different backgrounds and levels to get up to speed before starting their Masters programme. General induction information, contact with tutors and module options form part of the foundation fortnight too. The review team considered this initiative could also be useful for undergraduate students. A similar programme is offered by the Maths Department, which is currently an option for students in this Department, however a combined or specifically tailored programme could be offered within the Department of Statistical Science

- The review team commends the Department on the 'Meet Your Professor' initiative for first year students. This brings research into the learning environment early on in the programme. A group of students review a research paper and interview the senior author. This initiative develops the integration of research and teaching which due to the nature of the discipline, usually appears later in the programme after students have developed sufficient technical knowledge and statistical background. Other Departments have already asked the lead tutor for permission to replicate this activity

Division of Psychology and Language Sciences - PTP

- The introduction in 2015 of a virtual open day for the Certificate/Diploma/MSc Cognitive Behavioural Therapy for Children and Young People programme. This is an innovative way, using modern systems such as Skype, to encourage interest in the programme, particularly from potential international applicants or those from other parts of the UK. It enables face-to-face contact between staff and prospective students and the Team considered it to be a practice that could be extended to the other programmes and more widely in UCL

- The effective liaison across the Division of Psychology and Language Sciences

(PaLS) with the diverse range of professional statutory and regulatory bodies accrediting the programmes, with some conferring professional status. The portfolio of programmes is highly attractive to students, many of whom are professionals seeking to extend their skill set and qualifications. External scrutiny and visits by the accrediting bodies have been highly successful, which indicates areas of good practice that might be shared more widely with other programmes in the Faculty and in UCL

STUDENT SATISFACTION

The Department of Electronic and Electrical Engineering

- The team wishes to highlight the scenario weeks as an element of good practice. The team noted the positive feedback from students on the Scenario weeks and the practical applications of learning. This has positively impacted on NSS results, evidenced by way of student comments in the 2015 NSS.

- The team wishes to highlight the effective and personal academic tutoring system in years 1 and 2 of the IEP programme, as an element of good practice. This has positively impacted on NSS results, evidenced by way of student comments in the 2015 NSS.

- The School's liaison with Library Services to offer excellent library provision, of which the students and staff were very positive. The Librarian and Director of Information Services is a highly effective member of key SSEES committees including the Teaching Committee and Library Committee and is also involved in programme and module development, ensuring that the library is able to provide the necessary resources. This has resulted in excellent on-going scores in both the NSS and the Student Barometer and provides a model that might be applied more widely throughout UCL.

BSc Human Sciences

- The review team commends the Programme team on the excellent innovation in providing students with an 'Alternative Prospectus' and 'Alternative Options Booklet' compiled by students for students. The latter is distributed to Year 1 students and provides a comprehensive list of modules taken and reviewed by Human Sciences students with detailed comments on these, which act as first hand guidance for selecting modules from the broad range of disciplines

STUDENT ACHIEVEMENT

School of Slavonic and East European Studies

- The School's commitment to providing opportunities for research-based education. The Team noted a strong example of good practice on the final year module (Poland in the UK) which enables undergraduate students to undertake ethnographic work with migrants in London. SSEES is clearly relating the aims of the UCL Assessment Strategy to encourage independent learning based on a research based curriculum to its own provision. The Team encourages the School to continue this work and to liaise with the Centre for the Advancement of Learning and Teaching's (CALT) work on the Connected Curriculum, to promote the UCL initiative with staff and to further develop research based learning opportunities for its students.

Division of Psychology and Language Sciences - PGT

- The sharing of good practice including holding marking workshops, raised as a positive initiative by academic staff and the diversity of assessment methods. The marking workshops were raised as a positive initiative by members of the Division's academic staff at the IQR. The diversity of assessment methods was reported as an area of good practice in the PaLS PGT Self-Evaluative Statement

Division of Psychology and Language Sciences - UG

- The system of providing student feedback electronically that had been adopted by academic and teaching staff. The staff interviewed noted that the system allowed them to undertake marking electronically and comments could also be entered by voice using the system's technology. The Team praised the development of this system as well as achieving full staff compliance to its usage.

EMPLOYABILITY

The Department of Mathematics

- The [Undergraduate Colloquium](#). Undergraduate students arrange their own colloquium at which they and others give presentations. This is an activity run by the students and supported by the Department. The UCL Undergraduate Mathematics Colloquium has been meeting weekly for seven years during term time to discuss interesting mathematical ideas outside of scheduled lecture courses. Topics tend to match the students' research interests or be as a result of in consultation with staff members. Each week an undergraduate (or occasionally staff member) gives a talk on a mathematical subject or problem. Study groups are also formed on various topics. Postgraduate students also have their own seminar, connecting with each other, advancing their research, learning through the presentation, answering questions and, ultimately, helping prepare for job interviews and careers in the process.

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