

RH100 Panel 3 Report

Date: Tuesday 13 March

Panellist Attendance – 74%

Departments in Attendance – Estates, Victoria Bourne (Psychology)

Discussion Topic 1 – Access to Campus

RH100 Panel discussed accessibility to campus including parking, bus routes and other method of transport and how this could be improved.

Panellists informed the College that...

- There is insufficient car parking on campus
- Buses are often unreliable and the routes are not easily available
- The price of public transport is a big factor in deterring students from using public transport
- The relationship between local residents and students is frayed – many issues with student behaviour in the local area

Panellists therefore suggested...

- Parking permits could be extended to non-commuters at off-peak times
- Managing costs of public transport would encourage students to use more frequently
- Social media campaigns on road safety should be engaging e.g. memes
- Building on the relationship between students and the local community might encourage better student behaviour in the area

Discussion Topic 2 – Academic Quality – Re-thinking Feedback

RH100 Panel discussed feedback methods in academic departments and how this could be improved.

Panellists informed the College that...

- Feedback is often inconsistent – some is personalised, some generic
- Feedback is often not given back to the student within the allocated 4 week timeframe
- Some departments are better than other at giving appropriate levels of feedback

Panellists therefore suggested...

- Personalised feedback – step by step process
- More standardised feedback – consistency across departments (especially for joint honours students)
- More accountability for staff who turn in feedback late
- Relate feedback to a mark scheme (possible make mark schemes available when the essay is given out)

- Focus on improvement rather than what was wrong



Focus Group 1 - #Gethired Campaign led by Dr Olga Walsh (Internal Comms)

Focus Group 2 – Learning Time and Space led by Justin O’Brien (Management)

RH100 panellists discussed the structure of the academic year and how the environment affects their learning.

Panellists informed the College that...

- First year students find the academic transition difficult – lots of socialising and less studying
- Reading weeks are too inconsistent across departments
- Third term is not good value for money
- Generally students approve of the learning environments at the College – good variety of spaces, facilities and aesthetics
- Some lectures/seminars take place in small rooms making it a crowded and difficult learning environment

Panellists therefore suggested...

- Spreading assignment deadlines out across the academic year
- More revision classes/study session and general contact hours in term three
- Reading weeks given to all departments or none
- Improving some of the older buildings on campus
- Ensuring all spaces are engaging for learning e.g. natural light, bright colours, usable facilities e.g. printers