National Student Survey 2012 Response

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Contents

BRONZE

GOLD SILVER WOOD

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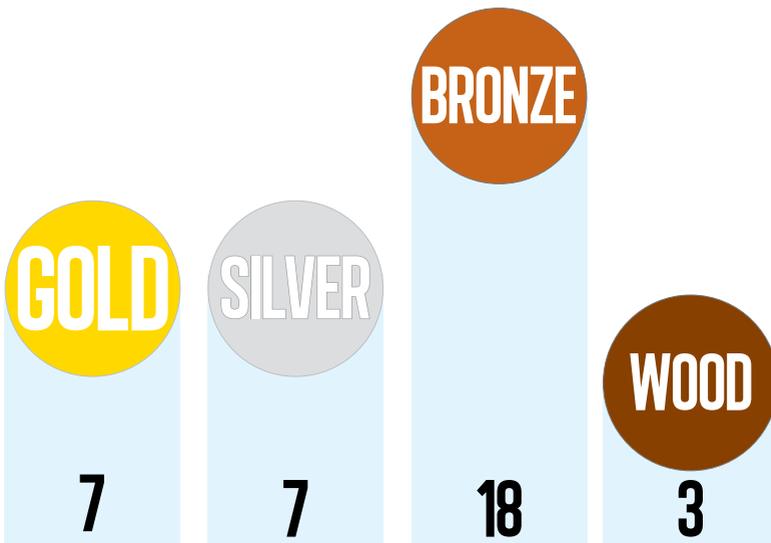
This year we have awarded medals for the level of response from the College to each of the recommendations made in our 2011 NSS Response. Completed recommendations have been awarded Gold, partially completed Silver and for those where progress has started, Bronze. Recommendations where no progress has been made we have awarded Wood.

Introduction

The NSS Response 2011 was affirmed by College to be a useful and constructive document as to how the College and Union should respond to issues raised by students in the annual National Student Survey.

We would like to thank the College for work that has been done over the past year to address some of the issues raised in last year's Response. This document should be viewed as an 'update' to last year's – all of the uncompleted recommendations still stand and the Union's feedback on how far recommendations raised have been followed are the main theme of this Response.

Increased participation in the most recent NSS survey has helped add weight to the arguments presented here: we are impressed and grateful for the Union and College's joint effort last year to increase participation. Unfortunately for the College, increased participation did not convert into better satisfaction rankings – but, we are confident that the College is making changes that are moving in the right directions. Some areas, departments and faculties are moving faster than others as they each come to terms with the implications the NSS brings with it. Throughout this document we have highlighted best practice across the College that all should be learning from.

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Introduction cont...

Although the Union Council disagrees with the heavy weighting of the NSS in league table rankings, it is nonetheless a useful reminder that students do matter. The attitude of one academic in a department of one hundred can destroy students' opinion of the College, despite there being ninety-nine other caring, student-focused members of staff: the College's approach must be undivided, consistent and thorough in improving student satisfaction.

Imperial College Union takes the NSS results seriously because we believe our students should be satisfied with the world class education they receive. Potential talented students should also not be deterred from applying to Imperial by looking at our national league table rankings, brought down by the NSS results.

The introduction of Question 23 – "I am satisfied with the students' union" – into the survey proved to be a positive reflection on Imperial College Union – we were ranked in the top quartile of other unions in the country. Not complacent though, we have put together a Union Strategy on how we anticipate growing and improving over the next few years.

Paul Beaumont
President 2012/13

Doug Hunt
Deputy President (Education) 2012/13

Top Outstanding Recommendations 2011/12

- College actively encourage and reward innovation in teaching.

- Transparent and formal training for lecturers with biennial review.

- Provide model example coursework for markers with weightings for students.

- Create an online automated feedback system to help reform the personal tutor system.

- Ensure student consultation on major changes.

- Use technology and social media to promote NSS and SOLE, and their results.

- Provide dedicated time and funding for Mums and Dads schemes.

- Introduce a UG Transferable Skills Programme integrated with the Union's representation system, Clubs, Societies & Projects.

New Recommendations 2012/13

- Expand Educational Development Unit training to Graduate Teaching Assistants

- Departments should produce 'best practice' reports annually upon self reflecting on the changes they've made.

- Invest resources in communicating with students, not just the outside world.

OVERALL SATISFACTION
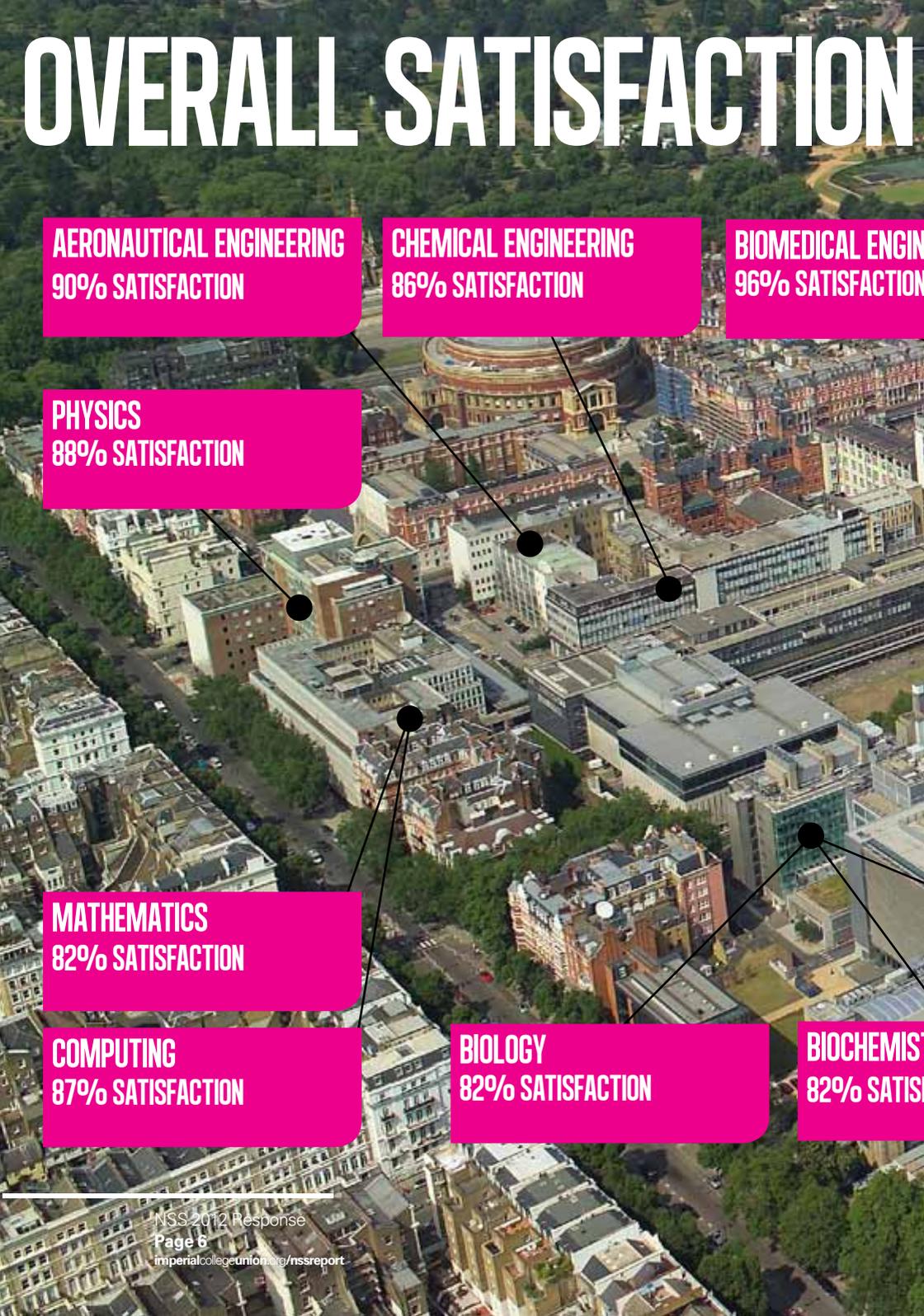
AERONAUTICAL ENGINEERING
90% SATISFACTION

CHEMICAL ENGINEERING
86% SATISFACTION

BIOMEDICAL ENGIN
96% SATISFACTION

PHYSICS
88% SATISFACTION

MATHEMATICS
82% SATISFACTION

COMPUTING
87% SATISFACTION

BIOLOGY
82% SATISFACTION

BIOCHEMIST
82% SATIS

BY DEPARTMENT

...EERING
...

MATERIALS
85% SATISFACTION

MECHANICAL ENGINEERING
88% SATISFACTION

EARTH SCIENCE ENGINEERING
94% SATISFACTION

CIVIL ENGINEERING
79% SATISFACTION

ELECTRICAL ENGINEERING
95% SATISFACTION

CHEMISTRY
82% SATISFACTION

MEDICINE
83% SATISFACTION

...TRY
...FACTION

BIOMEDICAL SCIENCES
87% SATISFACTION

TEACHING

86%
2012

83%
2011

84%
2010

82%
2009

86%
SECTOR AVERAGE

89%
RUSSELL GROUP AVERAGE

Some teachers are excellent. The general ethos of hard work in the college is motivating.

MEDICINE STUDENT

The quality o
good. Lectu
topic in

BIOMEDI
ST

The lecturers appear to put more emphasis on doing their research than teaching.

COMPUTING STUDENT

Lecturers are generally experts in their field therefore are extremely adept at answering detailed questions regarding the course.

BIOCHEMISTRY STUDENT

Boring, disorganised, lecturers who had no idea what they were teaching.

PHYSICS STUDENT

I felt that some of the tutors for subjects in first year were pretty substandard.

CHEMICAL ENGINEERING STUDENT

of teaching is very urers present the concise way.

CAL SCIENCES TUDENT

Rigorous curriculum with generally high quality teaching.

BIOMEDICAL SCIENCES STUDENT

Many of the best staff are leaving.

BIOLOGY STUDENT

Teaching

It is pleasing to see that the College's scores in teaching have increased by more than the for average Higher Education Institutions, and, indeed more than the top quartile of Universities have increased on average. Imperial is improving at a faster rate than the competition is drawing away, but is still behind. An average increase in satisfaction for this section of the survey, from 83% to 86%, brings the College up to the level of the average Higher Education Institutions (HEIs): Imperial is no longer in the bottom half of institutions. There is still work to be done however to reach the 90% satisfaction students in the top quartile of HEIs for this part of the survey enjoy.

Aeronautical Engineering have made a large improvement, moving from 74% satisfaction to 90% in just one year – for this, they should be commended. Similarly, Electronic Information Engineering, Bioengineering, Earth Science and Engineering, together with Electrical and Electronic Engineering all achieved scores in the nineties.

Many other departments made small increases, with a few making small decreases. These departments in particular should consider following the recommendations and researching best practice going on in the departments with high satisfaction scores.

Training

Whilst the College requires staff to undertake compulsory courses when they begin lecturing, the rigor of further training is still varied throughout the faculties with Engineering being cited as the best. This training is still not transparent or compulsory, nor is it reviewed on a biennial basis. The Educational Development Unit has set strategic future aims, but is still a long way from achieving these, partly due to resourcing.

Training is important so that academics – who have been studying material they're lecturing for many years – know how to:
- communicate their knowledge effectively
- efficiently assess both work and abilities
- provide constructive feedback.

Baseline standards should be enforced across College, supplemented with frequent reviews. We also advise the launch of a training programme to help familiarise existing lecturers with new technologies and good practice.

OUR RECOMMENDATION

Transparent and formal training for lecturers with biennial review; increased training in new technologies and practice for current academics.

BRONZE

Teaching cont...

OUR RECOMMENDATION

Make the promotion system clear and transparent to students, and ensure teaching ability and familiarity with modern techniques are given a high priority.

SILVER

Teaching vs Research

The Union has received informal information from the College that promotions are rejected on the basis of poor teaching quality. This system is still not transparent and clear to students though, plus is sometimes dependent on departments.

The Union praises the culture whereby new students are lectured by staff who are happy to lecture on more introductory material, as opposed to more interesting 'higher level' subjects. Training is important though, so that 'higher level' material can be covered well by both new and longstanding staff.

Student On-Line Evaluation (SOLE)

The College has fully embraced the "You Said, We Did" campaign, and we are excited to see what changes to student perceptions and satisfaction a more extensive campaign this year will bring. For example responding positively to many requests and advertising the campaign online.

Further work is still necessary to completely convince students that the College take SOLE seriously, but, by acting on the issues raised where appropriate, and feeding these actions back to the student body via the "You Said, We Did" campaign. The Union is convinced this is the right course of action.

OUR RECOMMENDATION

Work with the Union on a "You Said, We Did" campaign within each department to promote changes in teaching as a direct result of SOLE.

GOLD

Teaching cont...

OUR RECOMMENDATION

College and the Union work together to extend Teaching Awards to every Department, and ensure they are popular, respected and truly student-led

GOLD

Teaching Awards

The College has provided funding for the Union to run a truly student-led teaching awards system this year, so the work is now down to the Union. Planning is already underway for a campus-wide push for nominations. An awards ceremony to celebrate the work lecturers and tutors do for students is also planned!

The Union recognises the important role research plays in most of Imperial's taught courses, at both undergraduate and postgraduate level. Over 20% of Imperial's students are research postgraduates. The Union will be extending the student-led teaching awards to include awards for research supervision.

Academic Tutorials

Following the results of the 2011 NSS each department was required to produce an action plan. Most departmental action plans included holding revision lectures where they were not already taking place as standard.

It is the Union's understanding that "revision" lectures are still not taking place in every department. Bioengineering, Chemistry, Earth Science and Engineering and Mathematics hold revision lectures for all courses; some departments - such as Biology - hold some revision lectures. In contrast, there have been no revision lectures for medical students other than a session at the end of December each year to help first year students prepare for the formative exam.

For larger courses, departments should be ensuring that revision lectures are useful, structured experiences that the lecturer and students take seriously – not a disorganised Q&A. Revision lectures should be prepared even more thoroughly than a regular lecture: with key content, common mistakes and worked examples for the particularly tricky problems all forming elements of such a lecture. Lecturers should be aware that some students will wish to ask questions but these may be better suited to a one-to-one situation, and should hopefully be willing to spend time with students doing this.

OUR RECOMMENDATION

Lecturers hold "revision" lectures as standard, and clearly communicate their availability.

SILVER

OUR RECOMMENDATION

College fully support a universal audiovisual recording and podcasting system.

SILVER

Podcasting

The new Panopto lecture recording suite is being implemented - over a seemingly sensible three year plan - across the College. Some departments are more enthusiastic about using the system than others though, which slightly concerns the Union: although the system is now being put into place, it might not be used. The Union understands that not all staff are willing to have their lectures recorded due to the administrative burden of uploading them and concerns about waiving their performance rights on the basis that they feel their profession is under threat.

The Union would like the College to allay these fears with staff and to ensure that students of certain departments won't become disadvantaged by their lecturers not participating in the scheme. Overall though, the Union praises the College for this move into online lectures that will allow for better revision and hopefully will be attractive to prospective students. The Union hopes to see this system combined into further blended learning curriculum changes throughout the College in the near future.

Lecture material guidelines

There has been no measurable progress on the Union's previous recommendations. Some departments are even resistant to the idea. The Union would like to suggest that a transitional implementation could take place, by introducing minimum standards all lecture materials must adhere to, increasing these standards termly. A College wide policy on what is deemed to be an acceptable duration before online availability of all lecture content and a minimum range of acceptable formats is suggested to instigate this implementation.

OUR RECOMMENDATION

Introduce standardised lecture material guidelines, which encourage promptness and use of new technology.

WOOD

OUR RECOMMENDATION

College actively encourage innovations in teaching methods, eg MSc in Strategic Marketing's use of iPads.

BRONZE

Blended Learning

Some progress has been made with more departments developing digital content, and even delivering it on departmental funded iPads (for instance in the Business School and Faculty of Medicine). The Union would like to see this progress backed up with a greater push towards sharing more of the University's academic teaching online – like other top institutions.

This would not only improve the accessibility of material for our own students (on a particular course, or not), but would widen the reach of the University's reputation internationally. Funding to help promote and test innovation in lectures could help staff develop new techniques; these innovations could then be distributed around the College as best-practice.

The Earth Science and Engineering department has run it's own Virtual Learning Environment (VLE) and student administration system for at least the last four years; as an example of best practice, the Union suggests that other departments and the College as a whole consider this system when implementing future administration and VLE systems.

Strategic Education Committee

The Union would like to thank the College for inviting the Union President & Deputy President (Education) to sit on the Strategic Education Committee in October 2012.

OUR RECOMMENDATION

The Deputy President (Education) and Union President to sit as full members of the Strategic Education Committee.

GOLD

ASSESSMENT AND FEEDBACK

62%
2012

54%
2011

52%
2010

52%
2009

70%
SECTOR AVERAGE

66%
RUSSELL GROUP AVERAGE

There ha
improvem
quality dur
y

BIOLOG

One-on-one advice from
tutors and staff when needed.
Good support in terms of
financial and pastoral matters.

EARTH SCIENCES STUDENT

Great suppo
of the course
one feedbac
projects in t
us to learn
and to pres

MATHEMA

Whilst feedback is in general both prompt and of extremely high quality, it is occasionally late, or downright lacking.

MATHEMATICS STUDENT

Group design project was a very rewarding exercise.

AERONAUTICAL ENGINEERING STUDENT

...s been a clear ...ent in feedback ...ing the past few years.

...GY STUDENT

The timing of the feedback didn't allow the students to understand the issues raised in order to implement them because of the next piece of work.

PHYSICS STUDENT

Assessment of work is utterly disgraceful at times: We are not told about deadlines or the marking criteria, whilst marks and feedback is not consistent.

CHEMICAL ENGINEERING STUDENT

...rt in the first year ...e, detailed one-to- ...k sessions. Group ...third year pushed ...many new skills, ...ent our findings.

...ATICS STUDENT

Teachers and UG office do not give feedback on coursework or exams due to college policy. This affects all the students negatively as they get frustrated and suddenly don't care about improving. The feedback should be given with exact marks and comments. Interdepartmental communication is very poor.

MATERIALS STUDENT

Assessment and Feedback

The Union finds it gratifying that the College has managed to increase students' satisfaction in assessment and feedback from 52% to 62% over the last two years. Imperial College London is still ranked 143rd out of 168 HEIs in this area however, with the average satisfaction being 70%, making it the weakest section in the whole of the National Student Survey. This leads the Union to believe it is the section where the largest potential of improvement resides.

Imperial's feedback needs to give more detailed comments on students' work to help students clarify things they didn't understand. The criteria used in marking examinations and coursework also needs to be clearer in advance.

Biochemistry, Biomedical Science and Chemistry are the worst departments for feedback and assessment when compared to the average HEI score within those subjects. In contrast, the best courses are Geology, Biomedical Engineering and Aeronautical Engineering. Departments who wish to improve their satisfaction should strongly consider implementing the same changes as the well-regarded departments, in addition to some of the changes detailed in this section.

Feedback

Different deadlines for marking and feedback are still prevalent across each department. A College wide policy is proposed, but is yet to be passed or put into practice by departments. The Union is concerned as even though each department currently has its own policy, it is not always adhered to; this has happened in Biochemistry and Materials, leading to un-prompt feedback.

One potential way to help staff give prompt feedback is to have strict deadlines for student submission, but which still take into account mitigating circumstances. A way of doing this is by implementing a College-wide policy for the late submission of work, that involves a penalty, based on the number of days students miss a deadline by. At the University of Exeter the students requested a 100% penalty for any late submission of work: the rationale being that feedback could then be prompt and it would act as a fairer system on those who submitted work on time.

OUR RECOMMENDATION

Implement strict College-wide deadlines for marking and feedback completion, and communicate to staff & students.

BRONZE

Assessment and Feedback cont...

OUR RECOMMENDATION

Each piece of coursework to have its weighting, in regard to the final mark, made clear when it is set.

BRONZE

Marking

The Union understands that some courses have made this change but it is yet to be implemented in all departments across the College. Imperial College Union believes that the poor satisfaction rating attributed to the question; 'the Criteria used in marking have been clear in advance' is because this hasn't been fully implemented.

An improvement to the DSS system that tracked and displayed graphically students' grades, boundaries and clearly displayed the weightings or effect each piece of coursework or exam had on a students' overall grade – as requested by Biology students - would help deliver clarity on this.

Coursework Relevance

Not all departments are implementing this recommendation. Imperial College Union would like to highlight the work of the Chemical Engineering and Chemistry departments who have performed reviews scrutinising the purpose of coursework. This in turn has led to the restructuring of courses - in Chemistry this has proven very popular with students as evidenced by feedback received through their Staff-Student Committee.

Without similar reviews there is the potential that other departments could be seen as giving out work 'just for the sake of it' and are not critically analysing the relevance and purpose of the coursework they are setting.

OUR RECOMMENDATION

Every Department to create a mechanism to annually check the usefulness and relevance of coursework.

BRONZE

Assessment and Feedback cont...

OUR RECOMMENDATION

College and the Union work on a major project: the creation of a feedback & assessment programme that simplifies & automates the process for staff & students.

BRONZE

Making feedback easier for academics and students

Imperial College Union now has three seats on the Student Experience Stream of ICT's Committee and there is a Student ICT Forum every term. Both of these bodies permit students an opportunity to influence ICT projects across the College and to push for the development of an integrated system. No such system is formally in the pipeline though.

A new Blackboard VLE could potentially offer a more integrated system. Alternatively, and possibly more favourable in Imperial College Union's opinion is to expand the custom written VLE as developed by the Earth Science & Engineering department. This system has notable support of both students and staff and has been running for four years. The Business School have now produced their own alternative to the Blackboard and we believe that a (custom) system that draws on the strong points of all of these systems could benefit College most.

Trends in cohorts

Early Bird Feedback has made a varied appearance across the College. Again, not every department is adhering to this recommendation. Examples of good practice are seen in Chemistry where solutions to coursework from previous years are provided and in Physics where lab scripts for discontinued work are given for guidance.

It is important for this recommendation to be implemented in every department since it relates directly to two questions in the NSS in which the College performs below average on.

OUR RECOMMENDATION

Notify students in advance collectively of common mistakes made in coursework modules.

BRONZE

OUR RECOMMENDATION

Provide a condensed study guide solely focused on feedback.

BRONZE

Condensed study guides

Students at the College sometimes simply don't know what constitutes feedback. A feedback and assessment presentation at the beginning of each academic year to identify all the types of feedback the department will use would help prevent this. A small paragraph at the start of each coursework cover sheet stating what feedback is may also help students remember what to look out for in their returned scripts, and prompt markers to use a wider range of feedback mechanisms.

The Imperial Study Guide has a small section relating to feedback, that the Union is glad the College implemented, but the length of the document means that the information on feedback is potentially 'lost' - or at least not highlighted strongly enough.

Exams

The recycling of exam questions is unfair: some students have access to more exam papers than others, which automatically puts them at an advantage. Furthermore, it leads to graduates who have proved they can learn recycled questions and not necessarily know the content.

The Union understands that this recommendation has been backed by the national Quality Assurance Agency, Imperial's Quality Advisory Assurance Committee and the College Senate. From this, new examination guidelines have been produced with the requirement of providing mock examples and previous questions.

Student Representatives from the Electrical and Electronic Engineering Department raised this issue in their Staff-Student Committee and staff promised to change this. Furthermore, the Chemistry Department now gives out the last five years of questions and last two years of outline solutions to every student. The Union believes this is a brilliant way to stop lecturers recycling questions.

Anecdotally, the Aeronautics department ask their students for the old past papers, as students have an older repository of past papers than the department. If this is a widespread situation then the Union recommends the departments publish all past exam papers and solutions.

OUR RECOMMENDATION

Prevent the excessive recycling of exam questions.

SILVER

OUR RECOMMENDATION

The Union will reform its Representation & Welfare Board to better handle academic matters.

GOLD

Representation & Welfare Board

The Representation & Welfare Board was effectively split last year into the informal bodies of The Academic Forum and Welfare Officer Meetings. Under the recent Constitution changes, these have now been renamed as the Education & Representation Board and the Communities & Welfare Board.

These strive both to allow the Deputy President (Education) and Deputy President (Welfare) to know what is happening at a ground level, and also somewhere they can inform the student representatives of what is happening in higher education at a College and national level.

Furthermore, the Faculty Academic Affairs Officers should now be meeting regularly with their Departmental Representatives at least every two months to effectively voice students' views at Faculty Teaching Committees.

Graduate Teaching Assistants Training

The Educational Development Unit (EDU) at Imperial could offer courses to Graduate Teaching Assistants that focus on teaching and why high quality feedback is important. This has so far been run internally in the Chemistry Department and the Faculty of Engineering but the Union sees no reason why this training cannot be offered as a Graduate School Professional Skills course to ensure the training is consistent throughout the College.

OUR RECOMMENDATION

Expand Educational Development Unit training to Graduate Teaching Assistants.

NEW RECOMMENDATION

OUR RECOMMENDATION

Departments should produce 'best practice' reports annually upon self reflecting on the changes they've made.

NEW RECOMMENDATION

Sharing Best Practice

Every department across the College will have implemented innovative schemes to improve their feedback over the last six years. Imperial College Union believes that each department should produce an annual 'good practice paper' to showcase what changes they have made and evidence how they have improved feedback and assessment.

The Union suggests that in the first paper departments highlight any schemes they have put in place over the entire last six year period. Some examples are:

- The Earth Science and Engineering department have a member of staff or Graduate Teaching Assistant (GTA) check the consistency of feedback before it is given to the students.
- The Aeronautics department run feedback workshops, where the GTAs can explain to students why

they received the marks they did.
- Some personal tutors give personal feedback on exam questions, which allows students to know exactly where they can improve. Without this students, won't be able to assess themselves and the College should radically consider having this a College-wide policy. Student support for this is vastly in favour, with 87% of undergraduate respondents to the Student Experience Survey wanting their personal tutor to give personal feedback on their performance in exams.
- Mathematics and Civil Engineering departments have final year integrated masters students (UTAs) tutoring first years - supplementing the traditional tutorials they receive.

These papers should be made available to all Imperial students and departments should present them to each other at an annual conference attended by both staff and students.

ACADEMIC SUPPORT

75%
2012

73%
2011

70%
2010

70%
2009

79%
SECTOR AVERAGE

79%
RUSSELL GROUP AVERAGE

On the whole
informal a
particular
things that a
in l

ELECTRICAL
ENGINEER

Lack of academic support.
Feeling that staff 'don't care'
about students and are more
interested in their research.
Teaching quality very patchy
from exceptionally good to
very bad.

CIVIL ENGINEERING STUDENT

Good or
resource
Academic s
helpful an
well-suppo
communi
admi

MECHANICA
ST

The support and information given for further study is poor. Only general information is provided and there is no dedicated life sciences careers advisor. Most of my knowledge of postgraduate application have been from word-of-mouth and websites.

BIOLOGY STUDENT

e staff are relaxed,
and supportive,
ly at explaining
aren't understood
ectures.

AND ELECTRONIC
RING STUDENT

Good interaction between the body of student and staff with the Chemical Engineering Society. Staff are generally supportive. Students are represented at each level and the departments listen to them regularly and act on it, which is appreciated.

CHEMNICAL ENGINEERING STUDENT

nline learning
s via Moodle.
taff are generally
d projects were
rted. Good email
cation from the
nistrators.

AL ENGINEERING
TUDENT

There is no career advice. There is no pastoral or decent academic support. The course structure is incredibly inefficient. The information given to us is often contradictory regarding the organisational and academic information.

MEDICINE STUDENT

Academic Support

The Union feels that recommendations made with regards to the 'Academic Support' section of last year's NSS have received – on average – less attention than other areas. For this reason, with the exception of one recommendation that was actioned immediately last year, we have rated the progress as either 'Wood' or 'Bronze' for all points.

The Academic Support a student receives whilst at Imperial is an integral consideration when accessing their overall experience of the University. As such, we urge the College to concentrate reforms in this section of the survey this year.

Buddy System

The Union is in agreement with the International Office's wish to remove all teaching from the first week of term, and to allow more time in general for students to settle in to University life. For many, this will be their first time living away from home, for some, even in a foreign country, and even continent. The buddy system, run by the Union and re-branded as 'mums and dads' has been overhauled recently, automating and algorithmically matching suitable 'parents' and 'children'. Social events that incite old Faculty rivalry, have been popular, whilst encouraging cross-departmental mixing; in-keeping with the ethos of the new Imperial Horizon's program.

The time constraints on students in the first few weeks: induction talks, introductory tests, lectures, briefings, hall socials, Union socials, visas and student accommodation registration make finding suitably appropriate times for any 'buddy' scheme to thrive difficult. This will inevitably mean that a culture of mutual support amongst students of different year groups cannot be fully integrated into the College, leading to a disjointed community.

Large emphasis is placed on the word 'community' in the NSS, and the Union is keen to try develop the feeling of a community within the College.

OUR RECOMMENDATION

Departments should allocate time and funding in Welcome Week to bring 'buddies' together.

BRONZE

OUR RECOMMENDATION

Reform the Personal Tutor system across College in participation with the Union.

BRONZE

Personal Tutors

Last year's College Welfare Seminar focussed on the personal tutor system, but different approaches from different departments has led to confusion across the College on the actual role of a Personal Tutor.
A unified job description detailing the responsibilities and expectations – similar to the National Union of Students' Personal Tutors Charter – has been created but not fully propagated on a practical level.

OUR RECOMMENDATION

Integrate a reformed Personal Tutor system with the proposed Assessment & Feedback software

WOOD

The Department of Computing trialled a system that recorded and managed the interactions between tutees and tutors. The system was disregarded after complaints from staff that the department was 'checking up on them': but this is exactly the point. Students will complain amongst themselves that a personal tutor isn't fulfilling their role, but would be very unlikely to escalate the problem to the Senior Tutor. Instead, their anger would be directed at the College in the NSS, as can be seen in some of the free text comments. The University of Leeds has had reasonable success in developing and implementing such as system as is being proposed.

Organisation and timeliness are keys to this proposal. The Union believes that Personal Tutors should be involved in reviewing tutees academic progress regularly throughout their time at Imperial. To emphasise the importance of such meetings, calendar requests should be confirmed months in advance to ensure both the students and the tutor 'save the date'. This could be introduced as part of the College's plan to implement automatic population of students' calendars with their timetable.

OUR RECOMMENDATION

Enforce the organisation of termly meetings between tutors & tutees.

BRONZE

By holding events on 'student territory' (the Union) or external to the College (rather than in a department), a more informal approach can be had to 'sandwiches in a classroom' meetings between staff and students, that are still fairly formal affairs. Another example of where this works is again from the Faculty of Engineering: the Principal of the Faculty of Engineering takes the Departmental Representatives for his Faculty out to dinner. The Aeronautics department have introduced a staff and student football tournament.

Other Faculties are yet to implement such genuinely 'community based' activities across the rest of the College.

OUR RECOMMENDATION

Allocate small budgets to encourage more informal interaction between students and staff

BRONZE

OUR RECOMMENDATION

Departments should cooperate with student representatives and put up poster boards

GOLD

Poster Boards

The Union would like to thank the College for their immediate response to this recommendation last year.

Alternative Careers Fair

The Union is concerned by the breadth of industries represented at Careers Fairs currently across the College. The current provision includes a number of Fairs run by the Careers Advisory service, and one run by the Union. The Union's Careers Fair attracts companies who are interested in all Imperial graduates, whereas the Careers Advisory Fairs tend to be Faculty specific, or specific industries.

In an attempt to address this, the Union wished to expand this to more charitable, and smaller companies who would otherwise be unable to afford to attend Careers Fairs at the College. This move was however blocked by the Careers Advisory Service in August 2012 on the basis that the Union should only organise one careers fair a year. This restriction on an activity intended to broaden the horizons of students across a wider range of career options is at odds with the Careers Advisory Services function.

The Union intends to proceed with running an alternative careers fair in 2013 if the blocking of this proposal is lifted.

OUR RECOMMENDATION

College should help run an 'Alternative Careers Fair' in collaboration with the Union and other organisations

WOOD

ORGANISATION AND MANAGEMENT

8

79%
2011

78%
2010

77%
2009

77%
SECTOR AVERAGE

Well organi
lots of inte
Good organi
prospect o

MECHANIC
ST

83%
RUSSELL GROUP
AVERAGE

2%

2012

The Faculty of Medicine needs to be taught how to organise themselves, they are by far the least well-organised department and in some cases it is intolerable. Especially when compared to Life Science which is amazing.

BIOMEDICAL SCIENCES STUDENT

FoNS lectures were very well organised and lecturers gave several lectures, which meant they flowed well.

BIOMEDICAL SCIENCES STUDENT

The organisation and running of the course has been at times abysmal. There is a lack of transparency between the students and staff and senior management. Students are generally not consulted or informed of significant changes to the course that directly affect them, or informed at the very last minute.

BIOCHEMISTRY STUDENT

ized course with resting choices. sation of projects f doing practical work.

AL ENGINEERING TUDENT

Well-organised and structured with generally good support given.

PHYSICS STUDENT

It's not as well organised as it could be for my year as there has been a course change. So for my year that has been a major downside.

CIVIL ENGINEERING STUDENT

Organisation and Management

Analysis of the NSS Results for Organisation and Management shows that Imperial is 'one year behind' the top quartile results – with most satisfaction indicators in this category exactly the average for last year's top quartile of institutions.
This is encouraging but, as with all things, requires a large push from College to increase ahead of other institutions in order to rise in the overall rankings.

As was cited in last year's Response, a more common sense approach to timetabling – whereby sometimes students travel across London to come in to College for one lecture – could potentially be possible with a new timetabling system and better use of space.

The College's 'cross-charging' and 'space charging' regime does not encourage this though: departments are put off from sharing lecture theatres due to the space charges incurred, or attitude that 'lecture theatres being used by other departments means you don't need more space'. The Union hopes that in the future, more campuses may alleviate the space concerns at South Kensington, but departments should not be competing against each other: they should be collaborating so that a better – central, joined up – approach can be taken to improving timetabling for both staff and students.

Aeronautical Engineering should be highly commended for their increase from 63% satisfaction to 85%. Earth Science, as in other areas of the survey, achieved the highest satisfaction rating across the College of 93%. Bioengineering, Computing, Electrical and Electronic Engineering and Electronic Information Engineering all achieved satisfaction scores in the nineties and should all be commended.

Timetabling

The College's Timetabling Project Board is working on moving departments onto a new common timetabling system: Optime. This software has improved capability but is being taken up by departments variably. The Union suggested a plan B for departments that didn't implement the software, so that all students could gain some of the benefits of moving to a new system (one major one being personalised calendars in iCal or student's Outlook calendar by default).

The Union's suggestion for departments that weren't using the software was either that departmental administrators or ICT could 'drop in' or send the entire timetable to students' calendars for each year group, leaving students to delete optional modules as appropriate. This didn't happen, which was disappointing as it could have been very easy to instigate, and would have been appreciated by students.

OUR RECOMMENDATION

Effectively communicate timetable changes via text message, email, or the Imperial App.

BRONZE

OUR RECOMMENDATION

All major course changes to have a formal student consultation run in agreement with Imperial College Union.

BRONZE

Course Changes

Apart from in the Graduate Schools, no visible progress has been seen here. The Union would like to propose the following definitions and agreements with College:

- A 'major' course change is defined as one where over 20% of a course's modules change. This would encompass new courses and removal of current courses (whereby the change is effectively 100%)
- 'Formal student consultation' should involve written accounts of meetings with a minimum of two 'levels' of the Union's representation structure:
  - o Departmental representatives (from the affected department)
  - o Faculty representatives (from the affected Faculty)
  - o Deputy President (Education) or President

Consultation like this will improve communication between the College and student body – avoiding scenarios similar to the Life Science restructures and protests, which attracted mass bad publicity.

Improve Communication with Students

The Union suggests that the College puts more resources into the Communications Division so that they can work more to enhance the relationship students have with the College, not just College has with the outside world. Improving communication will ease transparency issues cited throughout this document whereby students feel out of touch, unimportant and uninformed about aspects which affect their life as a student.

For example the changes to Life Sciences, the Accommodation Strategy and the removal of the Holland Club are perceived to have had little or no student involvement. In cases where student involvement was sought popular student opinion was ignored and any reasons why not communicated.

OUR RECOMMENDATION

Invest resources in communicating with students, not just the outside world.

NEW RECOMMENDATION

LEARNING RESOURCES

92%
2012

90%
2011

90%
2010

90%
2009

82%
SECTOR AVERAGE

84%
RUSSELL GROUP
AVERAGE

The computer facilities need serious attention; they are slow and crash consistently.

CHEMICAL ENGINEERING STUDENT

Resources are generally good; lecture notes typed up, problem sets and solutions made available for exam preparation.

CHEMICAL ENGINEERING STUDENT

Great access to library and other private study resources. Nice computer room within department.

MATHEMATICS STUDENT

The year size is too great to allow for adequate access to resources and hospital patients.

MEDICINE STUDENT

Learning Resources

Imperial College London's strongest section in the National Student Survey is that of Learning Resources, which received an overall satisfaction of 92% against the sector average of 79%. We believe this is due to the library services and ICT facilities being of world class quality. The College cannot be complacent however, and needs to identify areas in which further improvements can be made as the rest of the education sector strives to increase their NSS scores.

OUR RECOMMENDATION

Support the Union and Library in the campaign against unfair journal pricing.

GOLD

Journals

The College supported the Union and Library's campaign against unfair journal pricing last year. Imperial College Union would now like the government to review the decision to simply pay the publishing companies to implement open access, risking research funding, and would appreciate the College's support in this.

Imperial App

A separate App has been created for Blackboard Learn and has not been integrated into the Imperial Mobile App, which the Union is slightly disappointed with. It is however pleasing that students can now fill in SOLE via the Imperial Mobile App (even with the restriction that a connection to the College's wireless network is required to upload feedback). We view students being able to access their timetables and use the College's chosen VLE as the main priorities for further development.

Similar to the availability of library computers, the Union would like to suggest a live data stream of how busy the Ethos and other gyms are, and the ability to see the last week's gym usage via a graph. The Union commends work that has been done on the App to promote safer transport around London, including information on the next train and bus services, and the availability of Boris bikes .

OUR RECOMMENDATION

Integrate the App with the VLE and continuously seek ways to add new services and features.

SILVER

OUR RECOMMENDATION

College to actively endorse and support future e-learning possibilities and the e-LSC.

BRONZE

E-Learning

The Union fully appreciates that ICT and College are now working with departments to roll out audio and video lecture podcasts and have incorporated SOLE into the Imperial Mobile App. The College is however far behind its international competitors.

One way the College can possibly 'catch-up' is by faculties and departments increasing resources behind e-learning and by hiring e-learning members of staff whose sole purpose is to maintain and develop new e-learning technology. The Union feels Imperial needs specialist staff in each department and faculty, while having an overarching e-learning department that co-ordinates efforts between departments and ICT. Furthermore, the right governance structure needs to be in place so that the e-learning committee has direct communication with the Management Board and the Pro Rector (Education).

Surveys

The Union is happy that ICT are going to implement SOLE pop-ups on College computers in the second week of SOLE for those who have not completed the survey. ICT are also developing a new survey platform that makes surveys quicker and more flexible.

Imperial College Union feels there is great potential in utilising the television screens across campus more effectively in promoting the NSS and SOLE, which could easily be done by centralising the control of all College television screens.

Furthermore the Union believes there is potential to promote SOLE and the NSS via social media. A small team of Student Brand Managers could promote various surveys and events at Imperial in Departmental Facebook groups.

OUR RECOMMENDATION

College to use technology, such as IT and social media, to promote NSS and SOLE and their effects.

BRONZE

PERSONAL DEVELOPMENT

83%
2012

80%
2011

81%
2010

78%
2009

81%
SECTOR AVERAGE

80%
RUSSELL GROUP AVERAGE

Lacking personal development and breadth courses.

CHEMICAL ENGINEERING STUDENT

The course i
and I fin
developed r
skills due
work that
througho

BIOCHEMIS
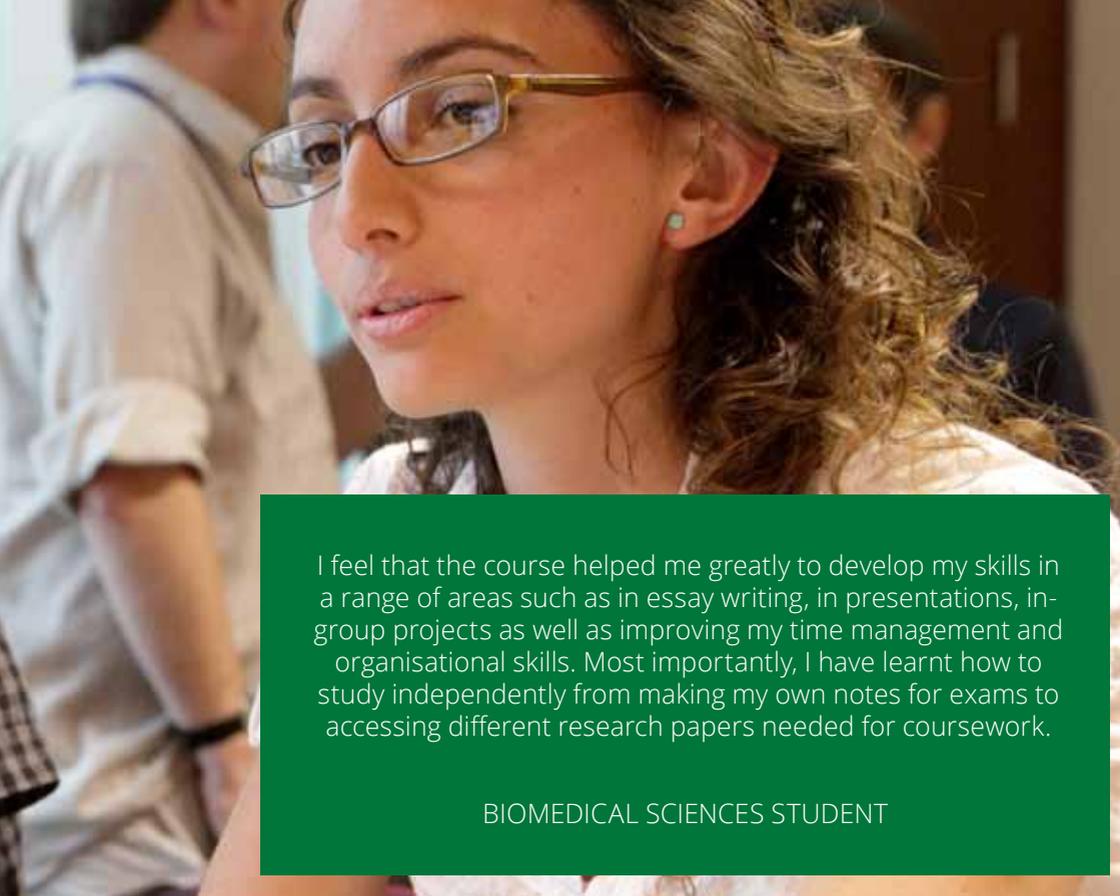
I feel that the course helped me greatly to develop my skills in a range of areas such as in essay writing, in presentations, in-group projects as well as improving my time management and organisational skills. Most importantly, I have learnt how to study independently from making my own notes for exams to accessing different research papers needed for coursework.

BIOMEDICAL SCIENCES STUDENT

s well structured
d that I have
my interpersonal
e to the group
has been given
ut the course.

STRY STUDENT

Cuts in the Humanities Department meant that students had to pay 250 pounds to take language classes for non-credit. This is utterly deplorable and totally ludicrous, as universities, all around the world are doing the exact opposite: encouraging students to take up foreign languages and to adopt a global outlook. Yet, Imperial, as a world-class university as it so claims, is doing the exact opposite. It would do well to examine its limited budget and place money in the right places (teaching and learning) over senseless renovations such as the library doors (which exacerbated the problem). Needs to be more balance to bring in modules that enrich and complement the student's development.

CHEMISTRY STUDENT

Personal Development

Imperial College Union is relatively pleased with the College's NSS scores in this part of the survey. The College is ahead of the mean score achieved by the top quartile of Universities for this section, despite only being equal to the mean of the whole of the Higher Education sector in the previous year.

Many of the initiatives College has recently instigated link nicely with the recommendations made below, and we would like to thank the College for their efforts in improving not only the experience students have whilst at the University, but then their employability after graduating.

OUR RECOMMENDATION

Extend presentation and communication skill-building opportunities for UG and PGT students

GOLD

Social Capital

The introduction of the Imperial Horizons programme will go a long way to address this recommendation. As the programme is rolled out to second, third and fourth year undergraduate students over the next three years, it will ensure that graduates are more rounded individuals with broader education.

The possibility that interested postgraduate taught students could attend sessions if their timetable permits is welcomed by the Union who believe this sort of opportunity should be open to all. Postgraduate research students, are, by comparison already reasonably well catered for, which is why we suggest strongly continuing with the proposal to open the Horizons opportunities to postgraduate taught students.

Social Activities

No measurable progress, or consultation on this has occurred with postgraduate research students as far as the Union is aware. Supervisors still have the ability to stop research students participating in social activities by requesting meetings with them at any times of the week.

The College Management Board has confirmed in March that the College Teaching Day for postgraduate taught students must end at 13:00 on Wednesdays.

OUR RECOMMENDATION

Consider extending Wednesday afternoon breaks to PG students to promote social activity.

BRONZE

Transferable Skills

Imperial College Union is grateful to the College for increased subvention funding to start an accreditation scheme later this year that will go some way to completing this recommendation. Upon launch of the system, it is hoped that transferable skills will be tracked, and objectives maintained and recorded. In conjunction with the Union's Club, Society, Project and Representation volunteers, and our new partnership with Student Hubs, a charitable and community volunteering organisation, we will record and be able to recognise all the 'extra-curricular' activities students participate in whilst at Imperial, plus match the transferable skills gained with the volunteer positions held.

OUR RECOMMENDATION

Introduce a UG Transferable Skills Programme integrated with the Union's reps, Clubs, Societies & Projects.

SILVER

OUR RECOMMENDATION

Support the Union in its project to increase volunteering by College students.

BRONZE

Volunteering

An increase in subvention funding this year has dramatically helped the Union to diversify its offerings to students. Anecdotally, the Union is proud of the services it offers members, and indeed leads nationally in many of the things it does – from democracy, to participation in Clubs, Societies & Projects; what it has lacked in previous years though are the resources to increase activities and opportunities – such as volunteering – to students.

Strategic Plan

The Union's strategic plan has been developed through multiple consultations by the senior members of staff, sabbatical team and the Union's Trustee Board.

We are thankful for the offer from the College to work on a five year plan with the Union going forward.

OUR RECOMMENDATION

College to cooperate with the Union's Strategic Plan.

SILVER

Question 23

Question 23 in the NSS explicitly relates to the Students' Union, and refers to terms such as 'academic representation', 'activities' and 'support'. Imperial College Union – whilst appreciative of being ranked in the top quartile of Students' Unions – hopes to develop the services we offer students in the coming years in the following key ways. We have included our Operating Plan for this year and vision for the Union for the next five years.

Academic Representation

Imperial College Union has developed its Membership Services department to include an Education & Welfare Manager and Outreach Coordinator. Both of these positions will help support the Deputy President (Education) and Deputy President (Welfare) develop an enviable and effective representation system. Acting on feedback from the Union's own survey at the end of last year, in which we found 33% of students 'didn't know who their academic rep' was, we have developed a 'Your Representatives A to Z' on the new Union website. This feature allows all students to immediately see all of the volunteers who represent them – at all level of the Union's representation structure – as well as giving the opportunity to search and explore all representatives in different departments, Faculties and Halls of Residence.

The 'You Said, We Did' campaign has been taken virtual with a brand new home on the imperialcollegeunion.org website. This custom written page collates all suggestions and their resulting actions in one place: we hope to grow this resource over the coming months and years.

Activities

The number of activities offered by Imperial College Union to students is unrivalled by any Students' Union in the country – a fact we are immensely proud of. The breadth of this offering, is however limited to Clubs, Societies & Projects. The Union is diversifying its activities to include community volunteering, and has employed a Student Development Manager to build an accreditation scheme that helps students who currently volunteer for the Union, and students who we hope will start volunteering in the local community transfer the skills they acquire into CV attributes via an accreditation scheme. The Union is looking to expand its social offerings for students not based on the South Kensington campus. This is becoming increasingly important with the creation of Imperial West. The Union is keen to work with the College to ensure that the Union has a positive impact on all students', irrespective of which campus they study on.

Support

The Union is working with the Director of Student Recruitment and Admissions to improve the support we offer students from application to graduation. Imperial College Union plans to start building a 'community' feel within the College by interacting more with students pre-arrival. Each year the 'Mums and Dad' scheme is growing, and hopefully with the support of College, more time can be afforded to it in the first week of term – helping integrate new students into the 'community' they study in.

Strategic Theme One Enhancing the Student Experience

	Strategic Objective – by July 2016	Year One Outcomes – by July 2013	Year One Objectives – by July 2013
SE1	We will have continued to proportionally grow the number of students involved in Clubs, Societies and Projects, year on year.	Increase the amount of students involved in Clubs, Societies and Projects	1. Produce and publish detailed participation analysis for Clubs Societies and Projects by November 2012 2. Develop and deliver action plan to increase participation in underserved parts of the College Community by May 2013 3. Recruit Outreach Coordinator by November 2012 4. Develop and deliver plan for student activities at non SK-sites by July 2013 5. Undertake a review of the Finance Service offered to Clubs, Societies and Projects by December 2012
SE2	We will have introduced an accreditation scheme which helps students identify the skills they gain through their involvement in our activities	Introduce accreditation scheme and ensure that 200 students are registered on the scheme by June 2013	1. Recruit Student Development Manager by November 2012 2. Develop plan for pilot scheme by February 2013 3. Launch pilot scheme by March 2013 4. Ensure 200 students are registered on the scheme by June 2013 5. Review pilot and develop year two plan by July 2013
SE3	We will have increased the amount of students employed by the Union during each year of the plan	Increase the amount of students employed directly by the Union over the course of the year compared to 2011/12	1. All departments to conduct review of use of student staff and develop action plan by January 2013 2. Conduct research into student employment needs by January 2013 3. Review student recruitment processes and policy by March 2013
SE4	Introduce a training and development scheme for key volunteers and introduce formal qualifications	Establish and begin delivery of plan for training and development for key volunteers by June 2013	1. Develop plan for the training and development for key volunteers by May 2013 2. Deliver initial training elements of plan by July 2013
SE5	Achieve Investing in Volunteers Status	Develop our work within volunteering to ensure that the Union is able to achieve IIV status during 2013/14	1. Register interest with Investing in Volunteers by December 2012 2. Develop action plan by February 2013
SE6	Grow our Student Volunteering Scheme, ensuring 1000 students volunteer in the local community each year	Launch Community Volunteering Scheme and provide 250 new opportunities	1. Recruit Student Development Manager by November 2012 2. Agree cooperation plan with Student Hubs by November 2012 3. Develop brokerage service by June 2013 4. Provide 250 new opportunities by July 2013
SE7	Demonstrate that 75% of our members agree that the Union enhances their employability	Demonstrate that 60% of our members agree that the Union enhances their employability	1. Deliver bi-annual Union Survey by July 2013 2. Launch pilot accreditation scheme for volunteers by March 2013 3. Introduce employability element to impact report by June 2013

Strategic Theme Two Amplifying the Student Voice

	Strategic Objective – by July 2016	Year One Outcomes – by July 2013	Year One Objectives – By July 2013
SV1	We will continue to increase the amount of students who take part in Union elections each year	We will increase the percentage of students who vote in the 'Big Elections'	1. Complete review of Election Rules and Regulations as part of the Constitution Review by December 2012 2. Develop marketing plan for elections including promoting the role of Sabbatical by November 2012 3. Increase the number of candidates standing in the 'Big Elections' by March 2013 4. Highlight areas of the student community that are under-represented in election turnouts by December 2012 5. Develop and deliver action plan to increase turnout amongst these groups by March 2013
SV2	We will ensure that election turnout in the post-graduate community is comparable to undergraduates	We will increase the percentage of post-graduates who vote in the 'Big Elections'	1. Complete research into barriers affecting postgraduate engagement in elections by December 2012 2. Develop and deliver action plan in response to these findings by February 2013 3. Increase the number of postgraduate candidates stating in the 'Big Elections' by April 2013
SV3	We will launch a Student-Led Teaching and Research Supervision Awards, with more than 1000 students submitting nominations each year	We will pilot the Student-Led Teaching Awards, and ensure that more than 200 students submit nominations	1. Recruit Education and Welfare manager by October 2012 2. Develop plan for Student-Led Teaching Awards by December 2012 3. Launch Awards and open nominations by March 2013 4. Deliver Awards ceremony by June 2013 5. Conduct review of year one by Jul 2013
SV4	We will publish an annual Impact Report detailing the positive changes made by Union officers and representatives	We will publish an improved and expanded Impact Report with more examples of positive impacts on our members	1. Develop system for recording Union's successes by November 2012 2. Include successes in monthly email to members by November 2012 3. Publish Impact Report by June 2013
SV5	We will support ten student-led campaigns per year	We will support four student-led campaigns with financial and human resources	1. Review systems and processes for identifying and supporting student-led campaigns by November 2013 2. Deliver four student-led campaigns by July 2013
SV6	We will review our representation and governance structures to maximise clarity, transparency and involvement	We will complete a review of our governance arrangements and register with the Charity Commission	1. Complete revised constitution by November 2012 2. Gain Union assent for new constitution by January 2012 3. Gain College assent for new constitution by March 2013 4. Complete Charity Registration Process by May 2013
SV7	We will engage with local MPs, members of the London Assembly and representatives from local authorities and publish the outcomes of these meetings to our members	We will increase the amount of meetings with politicians and published an increased amount of responses to government, sector and institutional consultations, surveys and policies	1. Publish plan for engaging with local and national politicians by January 2013 2. Publish outcomes from these meetings to members on a quarterly basis from February 2013 3. Publish response to NSS survey by December 2012 4. Highlight potential areas for research and lobbying work by December 2012
SV8	We will demonstrate that 75% of our members agree that the Union is the voice for all students at Imperial	Demonstrate that 50% of our member agree that the Union is the voice for all students at Imperial	1. Deliver bi-annual Union Survey by July 2013 2. Publish outcomes from these meetings to members on a quarterly basis from February 2013 3. Increase the number of postgraduate candidates stating in the 'Big Elections' by April 2013

Strategic Theme Three Building a Student Community

	Strategic Objective – by July 2016	Year One Outcomes – by July 2013	Year One Objectives – By July 2013
SC1	We will publish and Annual Social Policy report, detailing the key issues affecting students and what action we have taken on these issues	We will develop our systems and processes to ensure that we are able to publish our first Social Policy Report during the academic year	1. Establish processes for developing Social Policy report by December 2012 2. Gather statistics and anecdotal information by March 2013 3. Ensure information is included in Impact Report by May 2013
SC2	We will introduce a biannual members survey, measuring satisfaction with all areas of the Union and garnering feedback on how they should develop	We will introduce the biannual survey following successful pilot during 2012	1. Develop action plans following Spring 2012 survey by October 2012 2. Publish 'You said, We did' outcomes to members by November 2012 3. Launch Survey One by November 2012 4. Develop action plans in response to Survey One by January 2012 5. Launch Survey Two by June 2013
SC3	We will highlight areas of the Student Community that are under-represented in the Union and deliver action plans to address these issues	We will highlight at least two areas of the student community that are underserved by the Union and deliver action plans to improve their levels of engagement	1. Analyse 2012 Election turnout by December 2012 2. Analyse 2012 CSP involvement by November 2012 3. Analyse 2012 Union survey information by January 2012 4. Agree action areas by February 2012 5. Develop and publish action plans by April 2013
SC4	We will review the scale and scope of the Advice Centre to ensure that it continues to provide a valuable support to our members	We will complete a review of the Advice Centre, and make recommendations to the Board of Trustees for its development	1. Include relevant questions in Union Survey 2. Complete review of Advice Centre Operations by December 2012 3. Consult on outcomes from review by February 2012 4. Develop recommendations for Board of Trustees by April 2012
SC5	We will ensure that an annual student experience survey is undertaken and lobby for change in response to the survey results	We will ensure that the College run a student experience survey and publish a response document highlighting the changes that should be made	1. Gain agreement from Student Experience Survey from College by November 2012 2. Develop response document by May 2012

Strategic Theme Four Building a Sustainable Organisation

	Strategic Objective – by July 2016	Year One Outcomes – by July 2013	Year One Objectives – By July 2013
S01	We will have secured an increase in the total level of funding from the College during each year of the plan	We will have secured a increase in the level of funding from the college for 2013/14	1. Establish process for funding allocation with Senior College Staff by January 2013 2. Promote Union's successes through distribution of Annual Reports and Impact Reports by April 2013 3. Submit budget proposal by May 2013
S02	We will have doubled the revenues from the use of our facilities by non-member, whilst not restricting members access to our facilities	We will have increased the revenues from the use of our facilities by non-members and developed a business plan to achieve the strategic objective	1. Develop business plan, including review of conferencing operations by January 2013 2. Develop and deliver Marketing plan for external trade by January 2013 3. Review interactions with Associate Institutions by January 2013
S03	We will have tripled the amount of revenues from alumni and donations	We have establish a plan to grow our revenues in this areas in collaboration with the College	1. Meet with College Alumni department to discuss collaboration 2. Establish plan to grow revenues in this area by March 2013
S04	We will have secured Investors in People status and ensure that 90% of staff enjoy working at the Union	We will have registered with Investors in People and have a detailed action plan in place to achieve IIP status	1. Perform internal assessment by January 2013 2. Register with IIP by May 2013 3. Complete action plan by June 2013
S05	We will grow revenues from Commercial Services during each year of the plan, including online activity	We will have achieved our income targets from Commercial Services and have developed a business plan to grow online commercial revenues	1. Launch new website with shop functionality by October 2013 2. Develop plan for online retail sales by January 2013 3. Deliver profit-making Summer Ball with 80% satisfaction rating from attendees
S06	We will demonstrate a 75% satisfaction rating from members for all our commercial services	We will improve the satisfaction scores for each of our commercial Outlets, year on year, through the Union Survey	1. Run Union survey twice by June 2013 2. Develop action plans in response to each survey by July 2013 3. Publish "You said, We did" actions in response to each survey By January 2013 4. Develop and publish Customer Service Standards By January 2013
S07	We will grow our reserves by generating a surplus in each year of the plan	We will achieve our budget surplus for the year and have established a strategic approach to the Union's reserves	1. Develop Three-Year Financial Forecast by December 2012 2. Present Strategic Reserves plan to Board of Trustees for Approval by April 2013 3. Achieve budgeted surplus by August 2013
S08	We will receive and retain full assurance from internal and external auditors	We will receive 'Substantial' level of assurance from our internal auditors	1. Complete all action points in response to 2012 Internal Audit by February 2013 2. Arrange for Internal Audit visit by May 2013 3. Complete review and procurement process for new EPOS system by April 2013