



Imperial College Union Board of Trustees Report

Wednesday 23rd May 2018

AGENDA ITEM NO.	
TITLE	DPE Report
AUTHOR	Nick Burstow - Deputy President (Education)
EXECUTIVE SUMMARY	<p>An update on progress of my key goals for the year in terms of:</p> <ul style="list-style-type: none">• Undergraduate Coursework Feedback Audit• <i>StudentShapers</i>• Postgraduate Timetabling <p>And key operational responsibilities:</p> <ul style="list-style-type: none">• NSS Response• Student Academic Choice Awards (SACAs)• Student involvement in the Curriculum Review
PURPOSE	Board members to consider the report, note the progress and advise as desired on the work being undertaken.
DECISION/ACTION REQUIRED	To note the report.

Imperial College Union Trustee Board Report

Nick Burstow, Deputy President (Education)

Please find below my report for today's Trustee Board. While I recognise these reports may focus on strategic, long-term points for discussion, there is nothing in keeping with that agenda that I would like to bring to the attention of the Board on this occasion.

Goals:

Year 1 Undergraduate Coursework Feedback Audit

- One of my goals for the year was to run an audit of all Year 1 Undergraduate assessment feedback, resulting in the first ever College-wide repository of assessment timeliness, giving an insight into which departments are adhering to Policy and which ones are not
- I have completed the audit – please find the final document attached for interest
- The audit showed that feedback timeliness was largely in keeping with the timescales stipulated in the Policy
- College-wide, 89% (185/207) of assessment feedback was returned within stipulated timeframes. Ninety percent (178/198) was returned within 10 working days.
- The audit showed that there is room for improvement in the communication to students around late feedback
- Across the College, reasons behind late feedback were communicated with students in 23% (5/22) of cases
- I have presented the audit at the Engineering, Medicine and Natural Sciences Faculty Education Committee meetings, and finally at the Quality Assurance and Enhancement Committee
- **Completed – the feedback audit has been finalised and presented**

StudentShapers ([confirmed title](#))

- As described in my previous report, UCL run a scheme called *ChangeMakers* which enables students and staff to work together to make changes to education to enhance students' learning experience
- The College has outlined a desire to adopt a similar scheme in its recent Learning and Teaching Strategy, and our initiative has been termed *StudentShapers*
- We have hired a director for *StudentShapers*, Mike Streule, who was previously the Director of Undergraduates Studies in the Department of Earth Sciences
- A number of 'streams' *StudentShapers* have been suggested. One possible 'stream' of *StudentShapers* involves asking students to design existing spaces around the College (for example, wide corridors, alcoves etc.)
- The team currently responsible for steering *StudentShapers* comprises the: *StudentShapers* Director; Deputy President (Education) incumbent; Deputy President (Education) elect; Graduate Students' Union President; College Education Strategy Officer; Union Education & Welfare Manager
- The *StudentShapers* steering team will be attending the Change Institute initiative, part of the International Institute on Students as Partners scheme, between June 11-14
- The Change Institute is facilitated by leaders in students as partners initiatives, and will help us to best plan the next steps
- **Target date for completion: Strong idea of scheme by July 2018 – finalised by next DPE**

Postgraduate Timetabling

- In my last Board report I highlighted the importance of ensuring ensure taught postgraduates receive protected Wednesday afternoons (matching undergraduate counterparts)
- I have worked alongside Luke, the GSU President, and Head of Timetabling to collect more data from students to demonstrate the importance of this issue and desire for change
- Luke and I have completed this audit, looking at adherence to the [academic timetabling policy](#) among Postgraduate Taught programmes across the College
- Please find the final document attached for interest
- We have identified non-adherence to the policy in several courses within the Faculties of Natural Sciences and Engineering (note that Faculty of Medicine was excluded due to concerns around data quality)
- We will be presenting the findings of this work at May's Quality Assurance and Enhancement Committee
- **Completed – at the time of this Board meeting the audit will have been presented to the College**

Operations:

The operational tasks of note are listed below:

NSS Response

- Having completed our response in the fastest ever time, the report was discussed at a number of high-level College committees
- An action plan was co-written with the College's Head of Strategic Projects, discussing each recommendation in turn, including a timescale and lead responsible in order to ensure these recommendations were both implementable and accountable
- I have asked that this is presented at the May Provost Board
- **Target date for completion: Next Provost's Board**

Student Academic Choice Awards (SACAs)

- The Student Academic Choice Awards (SACAs) give students the opportunity to recognise and reward excellence among College staff
- Students are able to nominate deserving staff in eight separate categories – including best undergraduate teaching, best supervision etc.
- Every nominee receives a SACAs mug, and shortlistees are invited to the awards ceremony in May
- Since the start of the SACAs five years ago we have targeted 1,000 nominations, but always fell short, with last year's total of 931 our best effort
- This year I decided to focus communications in a defined three-week campaigning period – between Monday 22 January and Friday 9 February – also changed the messaging and made the nominations form easier to use
- **We achieved the highest ever number of nominations – 1868!**
- This year I also decided to share meaningful nominations (over 50 words) with nominees for the first time ever, so they can see the kind words students have written about them
- Staff feedback has been overwhelmingly positive, with staff reporting how much the student nominations mean to them, for example: *"Thanks! This is really nice to know. And I also received the email with the nominations – what a wonderful email to receive. I think the SACAs are a very good innovation from the Union, and you should all be commended for doing something which generates so much positivity."*
- The Awards Ceremony took place on 14 May, where the winners were announced
- **Completed – the SACAs 2018 have finished, with the highest ever number of nominations**

Student involvement in the Curriculum Review

- Every department is required to review their curriculum as part of the *Learning & Teaching Strategy*, with the view of making more space within students' curricula to reduce the amount of work many students feel burdened by
- While the need of student participation in the process is outlined in the *Learning & Teaching Strategy*, there is no formal guidance to advise departments in this endeavour
- I worked with the reps to develop a framework advising departments on how to work in partnership with students in the process of reviewing their curricula
- This framework has been accepted by the Learning & Teaching committee and is available [here](#)
- I have added 'student involvement in the curriculum review process' as a standing item in the ERB agenda to ensure that any cases of frustration or dissatisfaction with the process are not missed

I am happy to answer any specific questions on my report and work on anything you think is missing, just let me know, Nick

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