



Imperial College Union Board of Trustees Report

Thursday 28th June 2018

AGENDA ITEM NO.	
TITLE	DPE Report
AUTHOR	Nick Burstow - Deputy President (Education)
EXECUTIVE SUMMARY	<p>An final 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. This final report aims to highlight the key achievements and lessons learnt during my time as Deputy President (Education).

Goals:

Year 1 Undergraduate Coursework Feedback Audit: **COMPLETED**

- This year I completed the first ever College-wide assessment of assessment feedback timeliness
- My audit aimed to give an insight into which departments were adhering to Policy and which ones were not
- I completed the audit and presented it at a number of senior College committees
- The audit showed that feedback timeliness was largely in keeping with the timescales stipulated in the Policy
- However, the audit showed that there is room for improvement in the communication to students around late feedback
- This work proved that it is possible to monitor assessment feedback at a College-wide level, and reiterated the importance that assessment feedback has to play in the student experience

Postgraduate Timetabling Audit: **COMPLETED**

- This year I worked with the GSU President and Head of Timetabling to complete an audit assessing adherence to the [academic timetabling policy](#) among Postgraduate Taught programmes across the College
- I presented the audit at the *Quality Assurance and Enhancement Committee*
- The audit 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)
- Findings have been passed to Faculties for further consideration
- This work added to previous data on the subject, portraying the current state of timetabling in Postgraduate Taught courses, and keeping this important issue on the College's agenda

StudentShapers: **HANDED OVER**

- This year I worked with the College to develop the *StudentShapers* initiative, which aims to facilitate students as partners initiatives that help to deliver the *Learning & Teaching Strategy*
- I was involved with initial planning of the initiative, the recruitment of the *StudentShapers* director, and most recently was part of a team responsible for steering the scheme, attending the Change Institute initiative, at the International Institute on Students as Partners conference
- A number of 'streams' *StudentShapers* have been suggested. One possible 'stream' of *StudentShapers* involves asking students to co-design modules with academic staff
- The next Deputy President (Education) was part of the steering group attending the Change Institute, and will be continuing my role in the project

Operations:

The operational tasks of note are listed below:

NSS Response:

COMPLETED

- This year I completed the NSS Response in the fastest ever time
- For the first ever time, an action plan was written
- The Response was considered at a number of high-level College committees, including: *Learning & Teaching Committee, Senate, and Provost's Board*
- The NSS Response Action Plan, co-written with the College's Head of Strategic Projects, discussed each recommendation in turn, including a timescale and lead responsible in order to ensure these recommendations were both implementable and accountable
- This NSS Response Action Plan was endorsed by Provost's Board
- In completing the NSS Response, as well as developing an Action Plan, I have worked to ensure that students' feedback is considered and acted upon at the highest levels of the College

Student Academic Choice Awards (SACAs):

COMPLETED

- This year saw the highest ever number of nominations – 1868
- For the first time ever, I also decided to share meaningful nominations (over 50 words) with nominees, so they could see the kind words students had written about them
- 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 changed the communications strategy, including focusing communications in a defined three-week campaigning period, contributing to the increased number of nominations
- The SACAs is one of the most important initiatives the Union runs, and is greatly valued by the College. I am proud of my impact on the SACAs, both in terms of nominations numbers and sharing nominations, and hope the SACAs continues to grow year-on-year

Student involvement in Curriculum Review:

COMPLETED

- This year I worked with the senior Academic Reps to develop a framework advising departments on how to work in partnership with students in the process of reviewing their curricula as part of the *Learning & Teaching Strategy*
- The [framework](#) was accepted by the *Learning & Teaching Committee* and has been widely distributed around the College
- In creating this framework I have worked to ensure that students are adequately involved in the curriculum review process, and no decisions are made about them, without them

Reflections and lessons learnt:

I will provide a verbal report of reflections and lessons learnt from my time as Deputy President (Education)

To my fellow Trustees, it has been a pleasure to work with you. The Union has achieved a lot this year and it is in no small part thanks to your collective drive for continuous improvement.

I wish you all the best for the future,

Nick

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