

PTES Response

2018



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All information correct
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Introduction

Last year in 2017, Imperial College Union presented its response to the Postgraduate Research Experience Survey (PRES). This year we are excited to present our response to its partner survey, the Postgraduate Taught Experience Survey (PTES).

The PTES survey gathers the opinions of Postgraduate Taught Students, who have often come to Imperial having studied in other institutions and therefore have a uniquely critical view of what Imperial has to offer. In terms of overall satisfaction, Imperial dropped 5% from last year placing it below both the Sector and Russell Group averages.

But unfortunately, that is just scratching the surface. Imperial attracts the best and brightest from around the world but is not delivering the excellent educational experience expected by our incoming students. This is evidenced by the fact that, according to the PTES data, 82% of Imperial Postgraduate Taught Students consider leaving their course.

Analysis of the PTES data highlights exactly why Imperial scores in either the third or lowest quartile in all the overall ranking sections (overall satisfaction, retention, assessment and employability) and what needs to change to improve.



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Several of the main issues raised by PGT students were also raised by UG students in the National Student Survey to which Imperial College Union has responded alongside this response. In sections where there has been overlap in the main themes, the recommended actions have been either copied or only slightly altered. We recommend that College considers these documents, and the recommended actions outlined within them together, using the methodology outlined in the NSS response.

I would like to thank Fran and Leigh from the Education & Welfare team for tirelessly

analysing the PTES data and writing this document with me. I would also like to thank Ute from the Graduate Students' Union for supporting our recommended actions.

Thankfully, Imperial College, Imperial College Union and the Graduate Students' Union together possess the necessary tools and established partnership required to tackle the issues raised in the PTES data. We look forward to supporting College in improving every one of our students' educational experience, by implementing the recommended actions in this document to tackle the issues highlighted in both the PTES and NSS results.



Teaching & Learning



82%
Sector
Average

82%
Russell Group
Average

The Teaching and Learning section aims to understand the level of satisfaction in regards to students experience with staff, the course, learning materials and support. Overall satisfaction with Teaching and Learning has decreased by 3% since 2017 and is also behind the Sector and Russell Group Averages of 82%.

The recommended actions in this section address the most predominant issues that have been brought to light through student comments. The key positive areas were that students felt that there is an excellent breadth of topics taught, Teaching Assistants are often extremely supportive and many lecturers are of a high standard and are well-respected. However, there were a significant number of comments relating to the disparity between the quality of teaching across College and a vast lack of contact time to facilitate support on an individual basis.

“There is sufficient contact time to support effective learning” was the section with Imperial student’s lowest satisfaction of 66%. This falls behind the sector average of 68% and the Russell Group Average of 67%. Student comments supported this stating that lectures are not enough to effectively learn and that face-to-face time with lecturers or tutors is necessary.

Imperial has the opportunity to further enhance its world-leading reputation by improving the amount of access students have to academic support from teaching staff. The Learning and Teaching Strategy states “to ensure students are empowered with... guided preparation for learning interactions, so contact time with academics can be spent effectively on application of concepts and knowledge” (pg 9). Currently, with the lack of effective contact time, this is not achievable. Therefore, the first recommended action is intended to improve this area and allow students to benefit from increased support.

Recommended Action

Departments should review the available contact time with, and support from teaching staff available for students throughout modules. This includes clearly advertising appropriate contact hours, staff responding to queries in a timely manner and tutorials being efficiently utilised to provide academic support.



Lecturers are all passionate about their topics and are generally very good at transferring that enthusiasm to students when teaching. All staff has been very helpful and accessible throughout the year.



Not enough contact time with the lecturers. The only dedicated time with them are for lectures: this a time where students are mostly passive. Whereas as a student, my need is to have access to the lecturer during active learning time - when it comes to solving exercises for instance.

The sub-question 'Staff are good at explaining things' achieved 82% satisfaction in comparison to the Sector Average of 87%. Similarly the question 'Staff are enthusiastic about what they are teaching' scored 87% compared to the sector average of 89%. Both of these scores place Imperial in the fourth quartile when compared to the sector and Russell group quartiles. This was also an area that the NSS pinpointed as a weakness across College.

By implementing the second recommended action, staff who are identified by students as those who require improvements to their teaching will be supported by senior staff within the department to develop their teaching abilities, approaches to assessment or methods of delivery. In some cases, development opportunities may already be available to teaching staff, but are not utilised effectively. By promoting staff engagement with development opportunities, engaging and intellectually stimulating teaching will be delivered across all modules, leading to students who are more satisfied with their education experience.

Recommended Action

Department leadership to identify at least one staff member with low scores on SOLE each term and facilitate relevant training and development opportunities for them to improve the quality of teaching in their module.



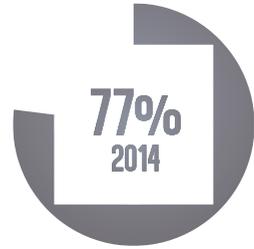
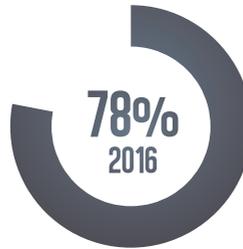
The staff on this program are excellent at explaining key concepts and are very enthusiastic about their teaching. I am very happy with the support for my learning that I receive from staff on this course.



I wish it had been more intellectually stimulating. I came to this course prepared to learn a ton but I unfortunately I didn't. I often had to teach myself things that should have been taught by the course.



Engagement



79%
Sector
Average

79%
Russell Group
Average

The Engagement section aims to gain an understanding of student satisfaction in relation to engagement with the course on various levels. For example, the level of encouragement students receive to contribute to lectures, the opportunities available to discuss work with peers and give feedback on their experience and the level of manageable workload.

The overall satisfaction with Engagement has dropped from 78% in 2017 to 76% in 2018. This is also behind the sector and Russell Group averages of 79%. Some of the key negative messages that came from the comments reflected an issue with students feeling feedback is made redundant by teaching staff, as it is not acted upon. Additionally, comments state there was also often a vast amount of coursework to complete at one time throughout the year, due to conflicting deadlines, which made university difficult to manage. Therefore the recommended actions in this section aim to encourage College to strive towards increasing these percentages over the coming academic year, to ensure Imperial students feel engaged and satisfied with their university experience.

The lowest percentage score in this section is attributed to the timetabling and planning around student workload. Comments support the view that when students are able to achieve a positive work-life balance they are in a stronger position to manage their time and organise their academic responsibilities without feeling overwhelmed. A key theme within student comments is the intensity of workload, number of assessments and clashing deadlines resulting in high stress periods where students have to work extreme hours to complete their assignments. Therefore, in order to effectively support student wellbeing and enhance their experience, consideration must be given to timetabling. Following the Space Sharing program currently being carried out at Imperial, implementing the following recommended action will be possible, and can become standard practice across Imperial leading to healthier students who are able to excel in their work.

Recommended Action

Student timetables and curriculums should be planned to ensure that there is enough time for students to achieve a manageable work-life balance by avoiding spikes in workload and deadline clashes throughout weeks and terms.



The workload has varied significantly; sometimes manageable and sometimes not - it would be nice if it was spread a little more evenly.



The workload has been enormous. The number of assessments we have had has meant that actually engaging with the material, reading around our subject has been nigh on impossible with the sheer volume of work we have been asked to complete.

The *Learning and Teaching Strategy* highlights the importance of College listening to and responding to the views and feedback from the student body by “working with students to understand their feedback and implement their recommendations accordingly” (pg12). Postgraduate Taught Students at Imperial feel quite strongly that they are given “appropriate opportunities to give feedback on my experience” as this question scored 79% satisfaction, compared to the Sector Average of 77%. This is also made clear throughout the free-text comments, however many students felt that after this feedback is received it is rarely used as a tool to enact change, but rather it is overlooked. By closing the feedback loop, and implementing the second recommended action in this section, Imperial can reinstall trust into PGT students, to make them feel that their opinions are valued and acted upon.

Recommended Action

Departments with scores below sector average in this category should collaborate with the ICU to form an action plan before the start of 2019 outlining how they will actively remove barriers to student feedback as well as engage with and support student representatives in their roles.



Workload was unmanageable, but after discussions between course reps and lecturers this was altered.



There are many chances to give Feedback but it felt unheard. Student representative meetings got cancelled and there was no possibility to gauge what happens with the feedback given.



Assessment & Feedback



74%
Sector
Average

72%
Russell Group
Average

The Assessment & Feedback section aims to recognise the areas within the Postgraduate Taught environment where College is providing clear marking criteria, prompt and useful feedback and instituting fair assessment throughout.

Assessment & Feedback continues to be Imperial's weakest area, as evidenced in both the PTES and NSS surveys. The overall score is significantly lower than 2016, having dropped to 58% compared to the Sector Average of 74%. Furthermore, Imperial scored in the lowest quartile for all the questions (clarity of criteria, timeliness, fairness and usefulness of feedback) in this section when compared with the both the sector and Russell group scores.

It is clear that there is a great need for Imperial to improve practice in this area in order to increase the level of satisfaction for all of its taught students. The key messages within the free-text comments concerned the lack of transparency of marking criteria and therefore disparities being presented within marker feedback, as well as the timeliness and quality of provided feedback. The recommended actions in this section therefore aim to prompt College to instill a common approach to improving means of Assessment and Feedback, particularly within these areas of concern.

Section 5 of the Learning and Teaching Strategy states that the College will: “Communicate clearly the ways in which every assignment aligns with module learning outcomes and how these relate to programme outcomes; and aligning feedback strategy for support” and that college will be able to evidence “availability of marking schemes and past exam papers for all coursework and exams”. This highlights that College is aware of the importance of providing comprehensive assessment criteria to students, to enhance academic ability and produce high-caliber work.

To achieve these desired outcomes, we propose that departments that deliver PGT programs should facilitate regular reviews of the marking criteria within their modules. This will ensure that all criteria for assessment is clear and enables students to achieve their best results. This change will also avoid disparities in assessment feedback.

Recommended Action

Departments should regularly review marking criteria to ensure it is comprehensive, transparent and aligned with the module and course learning outcomes to allow students to strive for excellence in assessment and reduce inconsistencies in marker feedback.



I have received some incredibly detailed and helpful feedback which is always linked to the marking criteria and always received within the stated timeframe.



Only given marking criteria for the dissertation. No marking criteria for essays, presentations etc. Feedback on work could be more detailed, actionable and tailored to the individual.



Marking criteria are unknown and unshared, although this can vary from professor to professor. Therefore, there is no possible way to know whether marking has been fair.

The sub-question “Feedback on my work has been prompt” achieved only 51% satisfaction from PGT students this year, compared to the Sector Average of 69%. The usefulness of this feedback also scored low with 58% compared to the Sector Average of 75%. It is clear from the comments that where students are happy with the feedback they receive, it is prompt and comprehensive enough for them to use it as a tool to feed forward to their next assignment and progress academically. It is therefore essential that departments who are currently achieving low satisfaction rates in this area implement methods of improvement.

Last year, the Deputy President (Education) from the Union conducted a pilot experiment that proved the viability of a traffic light system for monitoring feedback. Imperial College Union can provide guidance on how to implement this system for administrators in departments struggling with low scores in this area.

Recommended Action

Any department scoring below sector average should implement feedback monitoring systems to ensure quality and timely feedback.



It cannot be faulted, the feedback is prompt and uses the model of aligning the feedback to help you feed-forward to the next assignment. Really well done.



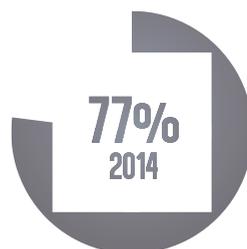
Feedback on exams took a long time. By the time we had feedback, I had forgotten details of the exam and so feedback no longer felt relevant or necessary, it would be helpful to get results and feedback within two weeks/month.



Feedback on most of the modules has been severely late and at a very low quality which doesn't promote self-development or direct me to areas of improvement.



Dissertation & Major Projects



79%
Sector
Average

79%
Russell Group
Average

The Dissertation & Major Projects section looks at how well supported students are in preparing for and carrying out their dissertation/major project. It seeks student opinion on the expertise of supervisors and whether expectations and feedback are clearly communicated.

Satisfaction for Dissertation & Major Projects is consistent with results from 2016 and ahead of sector and Russell Group averages. Supervisors are considered to have good subject knowledge and skills with 88% of students being satisfied with this measure. However support for planning dissertations, which scored at 72%, is an area that needs to be addressed if student satisfaction is to improve overall. Furthermore, comments and scores indicated that supervisors are not often providing helpful feedback on project progression, often because they are not dedicating time or attention to the students who they committed to supervise.

Throughout the comments, students highlighted the importance of being supported in the project selection and planning process, often alluding to negative experiences where they had little or no guidance and therefore unnecessarily wasted time and energy. All students, even those who have completed major projects before, should receive guidance especially in the early stages of the process, both from the department and their supervisors.

Students would benefit from a clear guide on how to select and initiate a project including signposting to academic and wellbeing support services that will enable them to complete their project effectively. Furthermore, having clear marking or deliverable criteria is essential to keep students focused and avoid confusion or conflict between the student and supervisor. Providing these resources will lead to less time and energy wasted by both students and staff in early stages of a dissertation or major project, leading to students who are set up for success from the outset.

Recommended Action

Departments to create and maintain a guide and/or checklist to support their students in identifying appropriate projects, working with supervisors and planning for their projects/ dissertations.



This is a very strong component in the course. There is a flexible approach to design and/or selection of a range of projects. There is a good range of supervisors available. The supervisors for my own project have been excellent at encouraging, helping to think through the shaping and framing approaches, and in supporting and giving feedback as the work progresses.



I am not sure what the required standards are or what minimum content is important for my dissertation.



We are left alone with the dissertation planning. We have to look for supervisor on our own (without having given a list of available potential supervisors or contacts). Also there was no support whatsoever in the choosing of the topic.

Academics at Imperial are world class, and are often extremely busy as a result. Unfortunately this all too often leads to students who are under supported, unaware of their project requirements, and lacking in feedback from their supervisors. Student comments reflected this, with some students saying that they never even had a one to one meeting with their supervisor.

The importance of establishing clear expectations of commitments to time, resource, feedback and availability in a supervisor-student relationship cannot be understated. Academics should not be allowed to supervise a project if they are not willing to devote the minimum time and attention required for the student to carry out their project.

By establishing clear terms and expectations of both parties involved, departments will be able to guarantee that all students carrying out projects have the opportunity to establish a working relationship with their supervisor, and benefit from their knowledge and guidance in the form of effective monitoring and feedback.

Recommended Action

Departments should identify and write clear expectations of meeting frequency, feedback quality and frequency, and the minimum level of availability that both the supervisor and student have to commit to before the commencement of a project.



Prompt and extremely detailed feedback from my supervisor that was incredibly useful throughout the course. I was able to fine tune my dissertation and learnt a lot more as a result.



I couldn't ask for a better supervisor. I am receiving excellent guidance. She provides recommendations on how to organise my workload and steps to take each week.



I have never had a 1 on 1 meeting with my supervisor, even when I attempted to arrange some, he is probably too busy to reply my email and I discover on the day I was meant to meet him that he is not even in the country...he still requires me to make presentations, write up my methods, and do weekly processed results for him, yet he cannot find time to sit down and look through it with me when I have done them...I felt like he did not truly listen to me.



Organisation & Management



73%
Sector
Average

73%
Russell Group
Average

The Organisation & Management section aims to determine how well organised students found the course, including timetabling and communication around changes to the course or teaching. It also evaluates the effectiveness of induction to the programme and how involved students feel in contributing to decisions on the running of the course.

Overall satisfaction with organisation and management has fallen by 4% with satisfaction scoring below both sector and Russell Group averages. Analysis of student comments shows a consistent theme around communication of changes over the past three cycles of PTES.

The recommended actions in this section aim to address the complaints that students have been voicing for years and if implemented will increase student satisfaction in areas where Imperial typically scores lower.

We recognise that the experience for Postgraduate Taught Students is unique, and the nature of their studies means it presents inherent challenges to areas such as student representation and 'closing the feedback loop'. but this should not stop departments from clearly communicating changes made based on feedback from previous cohorts to encourage current students to engage with feedback mechanisms.

Students have consistently reported a lack of communication from departments when changes are made to teaching and exam timetables. The Imperial College Union PTES response dating back to 2014 and 2016 directly address this issue, recommending that departments seek to improve how they communicate last minute changes with their students. Six years later this is still a prevalent issue with only 67% of students feeling satisfied that their course is well organised and running smoothly. Lack of organisation and communication can have adverse effects on student wellbeing and mental health and is particular challenge for commuter and part-time students who need to be able to plan ahead effectively. Of course, last minute changes to student timetables should be avoided, but where changes do occur, they should be communicated quickly and effectively to students.

Recommended Action

Where there are last minute changes or cancellations to the teaching or exam timetable, ensure that administrators communicate these to students immediately, so that they are able to plan their time accordingly.



There were issues in the second term where the timetable we were given was not in line with the actual date of the exams which caused major stress to a lot of students.



The wrong rooms and timings for classes have been given multiple times, with no remedy given other than to "sync" our calendars. Queries about how exactly to "sync" have gone unanswered.



Organisation is appalling. Exams postponed with no new date properly stated until about a month later. When we do have exams we're told days to keep free but it's only confirmed the week before which exam will be on each day.

Elected Student Representatives should exist within every department to ensure an appropriate mechanism is in place for collating and acting on student feedback. We recognise that the experience of Postgraduate Taught Students differs from others at Imperial, with many only studying here for one year. This means that often where students and staff work together to implement changes these do not come into play for the current cohort but will improve the experience for the next year group. Therefore it is not surprising that students feel that they are not able to influence decisions within their course, reflected in the 64% satisfaction for this measure. To ensure incoming students continue to engage and provide feedback through representation structures it is essential that departments and faculties communicate where changes have been made in collaboration with students. Comments from students support this, with many valuing the opportunity to provide feedback but others feeling the course did not meet their expectations or feeling frustrated that action is not being taken.

Recommended Action

College and departments should clearly publicise changes made based on student feedback. This will encourage incoming cohorts to engage with feedback mechanisms and accelerate positive change.



The course is very well managed, with regular opportunities to comment on our experience with the course representatives. We course directors have an open-door policy which means we can also give our views good or bad and effective change for either current or subsequent students.



We've been asked for feedback but it's difficult to see where it's incorporated.



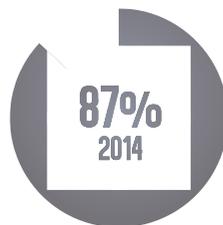
Our class raised the same concerns every semester and they were rarely listened to.



We are encouraged to give feedback about the MSc but it is clear that our wants/opinions are more a formality, and are not actually listened to.



Resources & Services



85%
Sector
Average

The Resources & Services section aims to assess whether students feel equipped to learn and study effectively. It covers access to library facilities, IT resources and subject specific resources. Awareness of how to access support services is also included.

85%
Russell Group
Average

Overall satisfaction with this section has declined for the first time since 2014 but remains in line with sector and Russell Group averages. This year, students reported on a range of issues in all areas within this section, from which two main themes emerged. The first was a lack of appropriate study spaces, especially during peak times, which is a problem that all Imperial students face.

Second Second was an unawareness of support services, evidenced by the response to the statement "I am aware of how to access the support services at my institution" which scored at 78%.

Employing the recommended actions in this section will lead to more students benefitting from the support services on offer at Imperial, and reduce the excess demand on existing study spaces during peak times.

There were several negative comments in this section regarding space (both availability and suitability), access to sockets and access to computers. With improvements to teaching spaces being made over this summer, as well as the space sharing program, which endeavor to use our teaching space more efficiently - attention must now be given to spaces which students can use to learn independently outside of the classroom.

Nearly all Imperial campuses suffer from a chronic lack of space, and with student cohort numbers increasing across College, creative solutions to this significant problem are necessary. Imperial College Union suggests thinking outside the box as an approach to solving this issue, and we are excited to work with College to implement this recommended action below.

Recommended Action

Create "pop-up" study spaces with access to plug sockets to improve the availability of suitable space for independent, on-campus work during peak times.



Free and easy access to these resources is one of the things I will miss most when my time at Imperial ends.



There exists a lack of places on campus to sit with charging ports (for laptops and phones). This hinders innovation and creativity as during peak times a lot of time is spent on finding the perfect spot to study which has all of them.

Several of the comments revolved around issues that could have been rectified if the student had an improved awareness of the support services offered by Imperial. In particular, students were dissatisfied with the unavailability of both software and journals that they required for their work. Very few student comments reflected the awareness that Imperial College Library offers a journal request service, but those that did said that it was invaluable.

From October 2018 onwards, all course specific software will be available at all Windows 10 computers, including personal computers, via an application called the Software Hub. This is a monumental change in how students will access software necessary for their course and will hopefully provide students with more flexibility in the daily quest for a study space.

It is absolutely critical that all students have a good awareness of the support services offered to them, both the two above and the plethora of other services offered across College. Students are inundated with information during their first weeks at College, often meaning that crucial information gets lost in the noise. Imperial College Union and College should work together to consolidate their communications with students, ensuring targeted and focused delivery.

Recommended Action

Imperial College, Imperial College Union and departments should work together to consolidate communications regarding support services so that all students receive a clear and comprehensive guide to available support services, both academic and wellbeing related.



Sometimes there are so many resources it's hard to keep track of them, if there could be an overview/graph/list of everything available it would make sure nothing is missed out on!



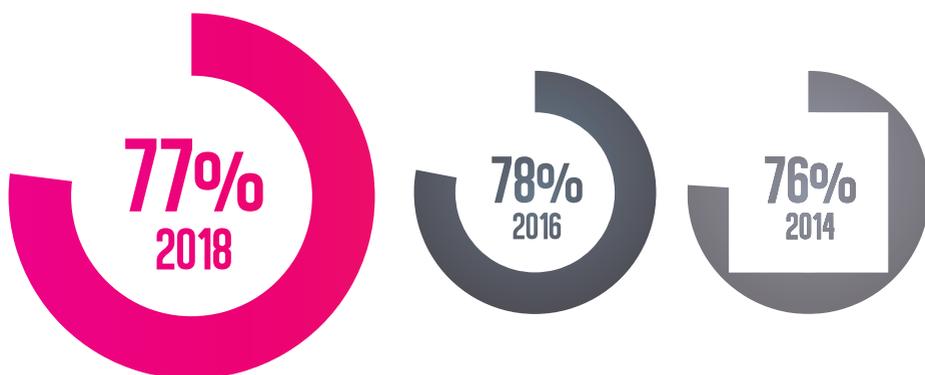
I have discovered the "order" option for articles and books not available at Imperial directly. This has been invaluable useful.



I've had lots of problems accessing articles outside of university on my laptop, often with me being redirected to log in pages and not being able to complete the log in process to access the article.



Skills Development



77%
Sector
Average

The Skills Development section asks students to reflect on how their confidence to work independently and innovatively has increased and if they have developed research and communication skills during their course. It also looks to understand how students are supported and equipped to prepare for their future career.

76%
Russell Group
Average

Despite a slight decline in satisfaction from 2017, Imperial remains on par with the sector and Russell group averages. Students feel more confident in their ability for independent learning and have developed research skills but are less satisfied with opportunities to be creative or innovative. Applying the recommended actions in this section will result in graduates who have chosen a career from a wide, well considered range of options and who are equipped with both the practical experience and technical knowledge as well as the critical professional skills necessary to excel in their future.

Students reported that the lack of opportunities to apply the theory that they acquired, as well as curriculums predominantly focused on developing skills applicable to research, meant that they were not prepared with the skills they required for careers in industry.

Different students have different priorities, however all students need to be practiced in their professional skills such as presentation technique, creative thinking and team working for their future careers. Curriculums should therefore not only develop theoretical and research skills, but also focus on developing the essential “soft” skills that will make them competitive graduates.

The upcoming curriculum review of Postgraduate Taught courses provides a perfect opportunity to develop new and existing opportunities to practice the skills mentioned above, as well as practically apply key concepts learnt in the classroom. This will enable students to commit what they have learnt to long term memory via practical application and reflection, leading to graduates who are more prepared for careers in both industry and research.

Recommended Action

Use the curriculum review and students as partners to design and incorporate more opportunities for students to practically apply the theory they have learned, and exercise their professional skills with facilitated reflection to aid long term learning.



Even though this course is only one year, I found it as a breakthrough in my thinking, creativity and vision for my future life. I really benefit a lot from it and decided to continue my academic career as a PhD student.



The only comment that I have in this matter is that I feel that most of the modules are more about theory, instead of providing us with practical knowledge about the topics that help us to solve problems in the future with more confidence. So, I think that in order to improve our innovation skills and learn in a more effective way, we should be provided with more projects or study cases.

By the end of their degree, all Imperial graduates should be equipped to enter the career path that they have chosen, both in terms of technical and professional skills. Students should be encouraged and supported while choosing a career path, and once they have chosen, provided with guidance on how to best prepare to begin their career.

Student comments highlighted that appropriate guidance in choosing and preparing for industry or alternative careers was not provided, with advice predominantly focusing on academic or research based careers. By implementing this recommended action, departments can ensure that they are producing graduates who are secure in their career choice, and well prepared for their next steps.

Recommended Action

Departments should partner with the Careers Service to ensure that students are encouraged and supported to consider a broad range of careers with accurate information on pathways and skills required to be competitive.



I would have appreciated another career or skills session where not only scientists working in academia present their career and skills they need for their daily work, but also people working in industry or even better, people who quit research and are working as scientific writers, journal editors etc. etc. (so "unusual" scientific careers).



There could be more active guidance in terms of career planning and how we can make choices in the course that will benefit our future career - for example it would be beneficial to have guidance from supervisors about which skills are likely to be in demand in the future.

Vital Statistics

Please see the below table which puts forward our recommended actions to College. We look forward to working closely with College to see these recommended actions implemented.

Metric	2018 score	2016 score	Imperial College Union recommended action
Overall	77%	82%	
Teaching and Learning	79%	82%	<p>1) Departments should review the available contact time with, and support from teaching staff available for students throughout modules. This includes clearly advertising appropriate contact hours, staff responding to queries in a timely manner and tutorials being efficiently utilised to provide academic support.</p> <p>2) Department leadership to identify at least one staff member with low scores on SOLE each term and facilitate relevant training and development opportunities for them to improve the quality of teaching in their module.</p>
Engagement	76%	78%	<p>3) Student timetables and curriculums should be planned to ensure that there is enough time for students to achieve a manageable work-life balance by avoiding spikes in workload and deadline clashes throughout weeks and terms.</p> <p>4) Departments with scores below sector average in this category should collaborate with the ICU to form an action plan before the start of 2019 outlining how they will actively remove barriers to student feedback as well as engage with and support student representatives in their roles.</p>
Assessment and Feedback	58%	62%	<p>5) Departments should regularly review marking criteria to ensure it is comprehensive, transparent and aligned with the module and course learning outcomes to allow students to strive for excellence in assessment and reduce inconsistencies in marker feedback.</p> <p>6) Any department scoring below sector average should implement feedback monitoring systems to ensure quality and timely feedback.</p>
Dissertation and Major Projects	80%	80%	<p>7) Departments to create and maintain a guide and/or checklist to support their students in identifying appropriate projects, working with supervisors and planning for their projects/ dissertations.</p> <p>8) Departments should identify and write clear expectations of meeting frequency, feedback quality and frequency, and the minimum level of availability that both the supervisor and student have to commit to before the commencement of a project.</p>

Organisation and Management	71%	75%	<p>9) Where there are last minute changes or cancellations to the teaching or exam timetable, ensure that administrators communicate these to students immediately, so that they are able to plan their time accordingly.</p> <p>10) College and departments should clearly publicise changes made based on student feedback. This will encourage incoming cohorts to engage with feedback mechanisms and accelerate positive change.</p>
Resources and Services	85%	87%	<p>11) Create “pop-up” study spaces with access to plug sockets to improve the availability of suitable space for independent, on-campus work during peak times.</p> <p>12) Imperial College, Imperial College Union and departments should work together to consolidate communications regarding support services so that all students receive a clear and comprehensive guide to available support services, both academic and wellbeing related.</p>
Skills Development	77%	78%	<p>13) Use the curriculum review and students as partners to design and incorporate more opportunities for students to practically apply the theory they have learned, and exercise their professional skills with facilitated reflection to aid long term learning.</p> <p>14) Departments should partner with the Careers Service to ensure that students are encouraged and supported to consider a broad range of careers with accurate information on pathways and skills required to be competitive.</p>

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