

NSS Response

2019



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Introduction

Welcome to Imperial College Union's 9th annual **National Student Survey (NSS) Response**, an exercise made possible by the strong partnership between the **Union** and **College**.

Thank you to all the outgoing Undergraduate students who completed the NSS. Your feedback provided critical insight into the educational experience that Imperial offers, allowing members at all levels to identify strengths and weaknesses in their areas of provision. This means students following in your footsteps get to have an even better Imperial experience.

The NSS scores across Imperial have dropped in some categories and risen in others compared to last year. Imperial has several high scoring departments leading the way, providing examples of best practice from which all can benefit. Sharing this best practice via partnerships within and across departments will lead to significant improvements in the student experience.

Imperial College Union and the College enjoy a strong collaborative relationship, working together on several initiatives such as the **Imperial Award** and **StudentShapers** for the benefit of our students. Across Imperial, students and staff are working to improve their



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courses as well as provide enhanced support, events and resources for the communities in their departments. Building on a theme from previous NSS responses, we continue to emphasise **active partnership** between Imperial College Union and the College.

When reviewing the NSS comments, a recurring theme was the lack of **parity of student experience**, with equally strong positive and negative comments within the same sections. This was evident, in particular, within Assessment and Feedback, Academic Support, Organisation and Management, as well as Learning Community — the lowest scoring sections.

Another recurring theme was how much students appreciated responses to their feedback and suggestions. In line with the College's *Learning and Teaching Strategy* and *Academic*

Strategy, striving for **parity of experience** is a common aim of our recommendations.

Imperial College Union and the College are at the point where we should not just identify areas requiring work, but commit to working on them in partnership to promote Imperial as a world leader in educational experience.

In light of this, Recommendations are shaped to include elements of the SMART (Specific, Measurable, Achievable, Relevant and Time-Bound) framework, where possible, to enable swift and straightforward action. Where appropriate, key partners to be involved in executing the recommended actions have been suggested.

How to use this document

The purpose of the recommended actions in this document is to aid all key stakeholders including course leaders, departments, student representative teams, Departmental Societies, Constituent Unions, Faculties, College and Imperial College Union to form active partnerships with the aim of addressing shortcomings in the student experience. With this in mind, we would like to suggest the following methodology for implementation:

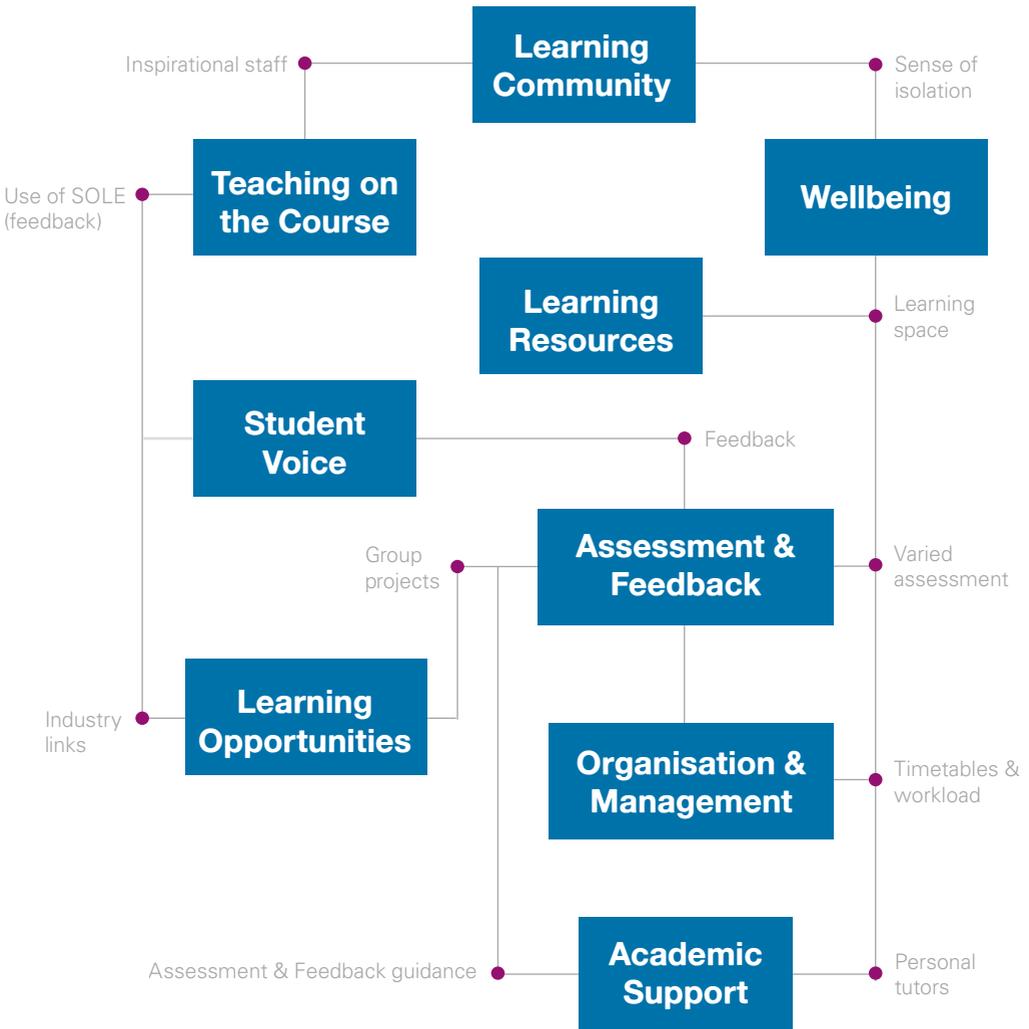
- ▲ Each department should use the NSS data to reflect on their performance over past years. As a minimum, all sections where the score has declined or is below average should be prioritised for implementation of the recommended actions.
- ▲ Departments should seek partnerships to achieve their goals particularly with stakeholders that they have not previously worked well with or at all.
- ▲ The relevant partners should form an action plan outlining how they will implement the chosen recommended actions fully and sustainably in the 2019-20 academic year.

Acknowledgements

I would like to thank Fran and Lucy from the Union's Representation Team, as well as Union President Abhijay Sood and Shervin Sabeghi, the Deputy President (Welfare), for tirelessly trawling through the NSS data and writing this document with me. I would also like to thank the College and all departments for implementing several of the recommendations from previous NSS responses. We look forward to partnering with the College, especially at a departmental level, to embed these recommendations as mechanisms for positive change.

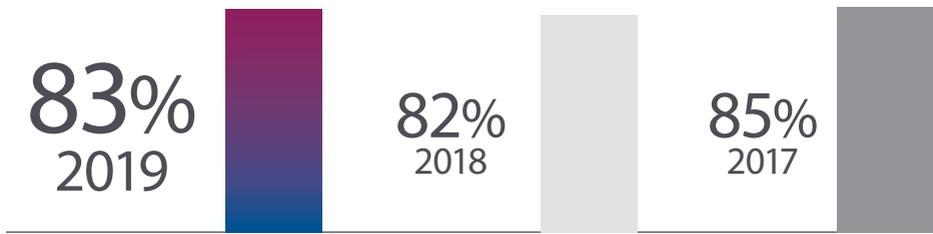
Interconnected Issues

From evaluation of the NSS, it is evident that many issues are interconnected. The most commonly found connections, identified within students' comments, are illustrated in the diagram below. In particular, student wellbeing is linked to many other areas and, therefore, addressing issues in this area should lead to improvements in others. It is worth remembering that inasmuch as problems are interconnected, so are solutions, and making improvements in one area will likely lead to improvements in another.





Teaching on the Course



84%
Sector
Average

Teaching at Imperial is considered a strength by many students. The 2019 score has remained steady at 83%, a rise of 1% from 2018, but marginally below the Russell Group average. Students who responded to the NSS reported that many teaching staff demonstrate a passion for their subjects which they find inspiring and motivating, and which promotes the feeling of community.

“

Some teachers are just awesome. They are there for you, they want to teach what they love and they're experts at it.

Materials Science & Engineering student

”

84%

Russell Group
Average

Many students also felt their course content was challenging which, despite feeling pressuring at times, pushed them to achieve their best. However, comments noted that subject matters covered can be quite complex with limited opportunities to reflect and process information at a deeper, more meaningful level. Some teaching styles were also reported as outdated. The *Learning and Teaching Strategy's* Curriculum Review (and forthcoming implementation) should help in addressing these issues.

While there are many positive experiences with teaching, this can be highly variable. Although there are some great lecturers, poor teaching quality from individuals is rarely addressed (e.g. poor feedback from SOLE). Unfortunately, some teaching staff are perceived to take a greater interest in their own research and are not motivated to teach – some may have limited experience or training in how to teach.

We recommend that departments encourage and support teaching staff to regularly observe peers, in order to share best practice and inspire one another. The implementation of the new curriculum presents a timely opportunity for this to be done.

“
The teaching quality is highly variable, ranging from excellent to dreadful. The poor teaching has a range of causes including: difficulty understanding accents, poorly planned lectures, poor communication of ideas[...] This is compounded by the departments' seeming propensity for throwing in new staff members into giving a lecture series without much help or preparation.

Materials Science & Engineering student

”

1. Recommendation

Encourage and support teaching staff to regularly observe peers and more experienced teachers (possibly within peer groups).

Some staff have an excess of responsibilities, which may mean they cannot fully dedicate themselves to teaching. With the high demand on lecturers, we strongly recommend a regular review of workloads and teaching hours to ensure that staff are not overloaded. This will look to relieve stress and enable lecturers to teach more effectively.

Many will be delivering a new curriculum, and moving away from traditional, lecture-based teaching methods, towards more active learning processes. This will inevitably require more preparation time from lectures, heightening the need to monitor workloads.

“

Some lecturers may focus more on their research than the teaching and as such may lack time to take interest in their students beyond teaching hours.

Unknown

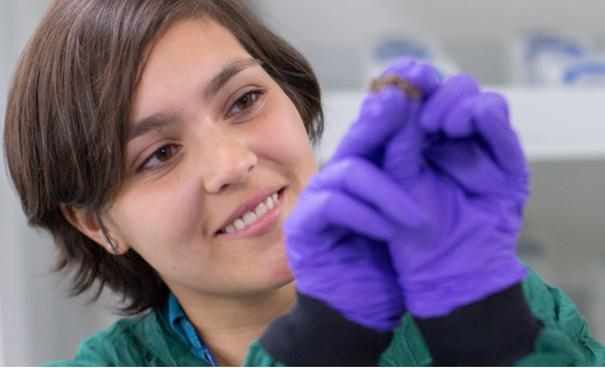
The majority of lecturers/staff members are highly approachable, enthusiastic and committed to their teaching. I've always known where to turn for advice, academic or otherwise, and have always received it.

Biochemistry with Research Abroad student

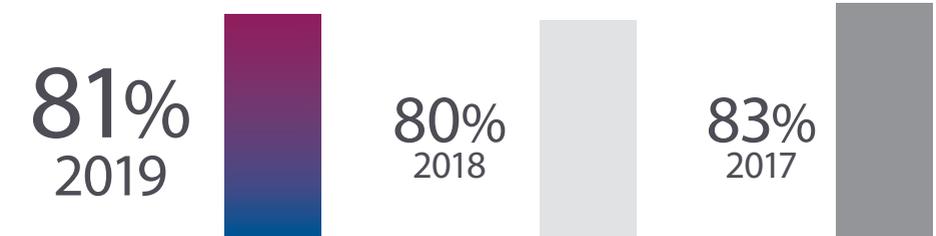
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2. Recommendation

Review and monitor workloads and teaching hours to relieve stress among lecturers so they can more effectively deliver the new curriculum.



Learning Opportunities



83%
Sector
Average

81%
Russell Group
Average

Imperial's score for Learning Opportunities stayed flat relative to last year. However, our score remains below the sector average by almost 3%.

More positive comments were associated with this section than any other, with students lauding Undergraduate research projects, UROPs, and fieldwork. Comments stated that opportunities to work collaboratively helped in fostering a stronger community and preparing students for future employment; however, the assessment of group projects was criticised. Links to industry and placements were also praised, although this varied across departments. Students also expressed a desire to read around their subject and explore it in more depth, but felt they lacked the time.

In order to facilitate learning around their subject, students require both time and sufficient access to course material. Timetables must be reviewed, and course loads monitored through the curriculum review process, with a broader set of material made available. Imperial is a world leading institution, and often, a course taught in one department will relate to the interests of students in another. While some attempts have been made to increase access, it can be difficult and vary greatly by department.

We therefore recommend improving the process by which students can access course material in other departments by creating a simple online form. This, in turn, will promote holistic learning, as aimed for in the new *Academic Strategy*.

“

...choosing modules is very comprehensive. On that note, the integration on modules from other departments is seamless from my perspective - [I've] been able to very happily pursue interdisciplinary studies.

Bioengineering Student

There is often no time to delve into a subject you enjoy and read around it.

Computing Student

”

3. Recommendation

Create a simple online form for students to request access to course material in other departments to help promote holistic learning.

We wish to provide students with opportunities to work collaboratively and constructively in novel settings, which will improve their transferable skills and understanding of the subject. However, we are also aware that our recommendations must be measurable and actionable in departments.

With this in mind, we concluded that departments should investigate the prospect of introducing or expanding their provision for Undergraduate Teaching Assistants (UTAs). These are paid Undergraduate students, generally in their final or penultimate year of study, who support first- and/or second-year students in both classroom and practical settings. Not only do UTAs benefit from this experience in terms of their knowledge and personal development, but it increases support for newer students.

“

Not enough group work and working on soft skills such as presentation, communication and teamwork.

Unknown

Group work and collaborative environment leaving space for more creativity and exploration within multiple fields inside engineering and design. Building your own brand. Student led initiatives and support with building a student-department dialogue.

Design Engineering Student

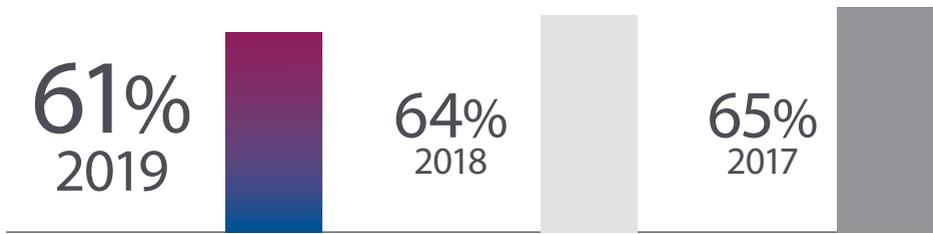
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4. Recommendation

Departments should investigate prospects for introducing or increasing the provision of Undergraduate Teaching Assistants.



Assessment & Feedback



73%
Sector
Average

Assessment and Feedback have been notoriously low scoring in the NSS and have continued a downward trend. The 2019 score at 61% not only represents a decline from 2018, but is also 12% below the sector average and 7% below the Russell Group. This section of the NSS received fewer positive comments than any other.

69%
Russell Group
Average

It is evident from the survey that students respond very favourably to receiving more in-depth feedback on the occasions they request it. In addition, they also note a preference for a variety of balanced assessment methods.

Unfortunately, some students feel that there is a variable and inconsistent approach to marking among staff in departments. They note that it can feel like a 'luck of the draw' depending on which staff member is assessing your work. Exams are seen to focus more on reciting facts rather than demonstrating understanding. The *Learning and Teaching Strategy* and *Academic Strategy* both strive to improve assessment and ensure it is authentic and consistent.

Students are concerned that assessment - and coursework, in particular requirements and marking, can vary drastically. Feedback is often seen as vague and does not offer constructive comments in order to improve and develop their academic skills. Therefore, we give two recommended actions in response to this.

Firstly, we wish to ensure that all feedback is constructive, specific, honest and supportive. A feed forward approach should be adopted, which looks ahead to subsequent assignments and offers constructive guidance on how to do better (Jisc, 2016). Model answers and/or a feedback digest (a summary of best practice and common errors/misconceptions) should also be given after assessments where appropriate.

“

It allowed students to receive valuable feedback through formative assessments at the start of the course before transiting to summative assessments.

School of Medicine Student

Marking between lecturers greatly varies and different lecturers have different standards. Exam way too reliant on short-term memory, does not feel like it reflects actual knowledge.

Biochemistry Student

”

5. Recommendation

Introduce minimum word limits and review or analyse feedback (programme teams) to ensure it offers students constructive guidance on how to improve - particularly for longer assignments. For shorter assignments, model answers and/or a feedback digest should be given.

“The course is exceptional in integrating ideas from different disciplines and pushing students to put the theory into practice through a range of differing, modern assessment formats (e.g. presentations, videos, graphics, portfolios, working/visual prototypes and technical reports) in balanced individual and groups settings. Despite covering many different fields of engineering throughout the degree, students were effectively taught to bring them together into coherent, creative projects and communicate them appropriately to a range of stakeholders.

Design Engineering Student”

Secondly, departments should offer guidance to students on how to engage with feedback. Departments should consider the different types of assignments and corresponding feedback when offering this guidance. Guidance could come in the form of workshops before/after key assessment periods and should seek to engage in dialogue with students and encourage reflection.

“Coursework feedback is often unclear. Exam feedback is often months following the exam; by this point, it’s difficult to remember on how the exam went or even what was the exam material that was covered. Consequently, it’s difficult to take any valuable lessons from the exams.

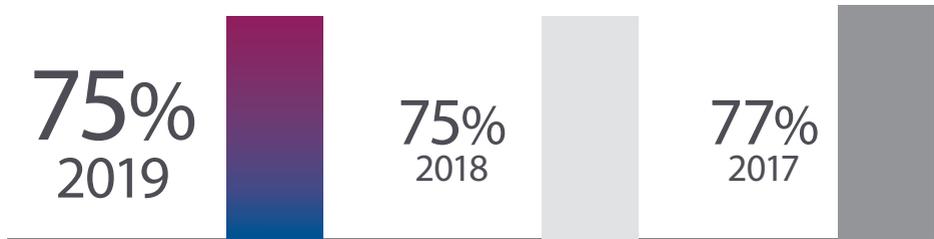
School of Medicine Student”

6. Recommendation

Provide guidance on how to engage with different types of assignments (and feedback). This would ideally be delivered through assessment and feedback workshops.



Academic Support



80%
Sector
Average

77%
Russell Group
Average

Our score in this section has remained consistent from 2018 at 75% but falls below the sector and Russell Group average. This gap could be narrowed by tackling the immense variability in academic support and ensuring a baseline for all students.

Students had a high number of positive things to say about the support they have received, and many cited very positive interactions with individual members of staff. The personal tutoring system received mixed feedback; the quality of the experience was variable, depending heavily on the individual tutors and their accessibility. The one-on-one nature of support was praised, but many expressed the caveat of 'once you access it', and commented that it is not clear how to find or get help.

“

When I was struggling with my course and mental health, I found it near impossible to get support.

Unknown

”

Students expressed uncertainty about where to turn when they need support both academically and pastorally. More clarity is needed about whom students can contact if they are facing specific issues, which would aid in them feeling less isolated and avoid being shuffled among different staff members.

“

Staff are all extremely approachable and passionate about their respective subject areas. They are always willing to help when you need it.

Aeronautical Engineering Student

”

7. Recommendation

Departments should create and publicise information about academic and pastoral support staff structures, clearly describing the role of each member and what they can help with.

The degree of variation in the personal tutoring experience received by students is very apparent from the feedback given. Many students were happy and felt their personal tutor was accessible and responsive. Others commented they have never seen their personal tutor, or have had very limited contact. This disparity of experience must be addressed, with all personal tutors being held to a minimum standard of support provision, in line with current policy.

“

Support for students, particularly in the form of personal tutors and project supervisors are highly dependent on luck.

Electrical and Electronic Engineering Student

I personally had a very good personal tutor, so I always felt that there was someone who knew how I was getting on and who I could talk to if I had any problems.

Physics Student

”

8. Recommendation

Departments should implement annual compulsory personal tutor training sessions, working in collaboration with the EDU.



Organisation & Management



75%
Sector
Average

The score for this section has not changed significantly since last year, only dropping by a percentage point, and is one point below the sector average.

76%
Russell Group

Many students praised the structure of their courses, commenting that modules were well defined and adequately spaced. However, there were far more negative than positive comments in this category. A high number of students was unhappy with the organisation and structure of their course, citing peaks and troughs in the workload, with the peaks being extremely stressful, creating a negative impact on their wellbeing.

Whilst some commented that their exam and term timetables were released in good time allowing them to plan their workload and revision in advance, far more said this was not the case, which meant they were not able to plan effectively.

9. Recommendation

Departments should ensure final academic timetables are available four weeks prior to start of term, and that final exam timetables and made available ten weeks prior to the exam season, in adherence with College policy.

Students were often unhappy with the unavailability of timetables, many stating that they would receive them too late to pick modules without knowing if they clashed. Similarly, receiving exam timetables too late meant that students were unable to plan their revision efficiently which affected their wellbeing and exam performance, creating more stress than was necessary. Some students, particularly from the Department of Medicine, commented that, even when term timetables were provided, they were changed a lot throughout the term making them unhelpful.

“

The release of exam dates early in the academic year also helped in advanced revision planning.

Civil Engineering Student

The exam timetables coming out so late genuinely makes it hard to organise revision/project work.

Biomedical Engineering Student

”

Many students felt the timings of their deadlines created an inconsistent workload throughout the year. It was noted that 'pinch points' were formed, where many deadlines were bunched together in a short space of time. This made it difficult to balance workloads and created a high volume of very stressful periods. During these pinch points, students felt that the varying nature of the work to complete (e.g. lab work, group projects, lecture courses etc.) made this even more challenging to manage.

10. Recommendation

Departments should invite student feedback on the placement of deadlines throughout the year and use this to adjust the schedule for the following year.

“

The structure of the assessments for the course fit well with allowing students to work/study in their own ways and not imposing any lifestyle on them.

Mathematics Student

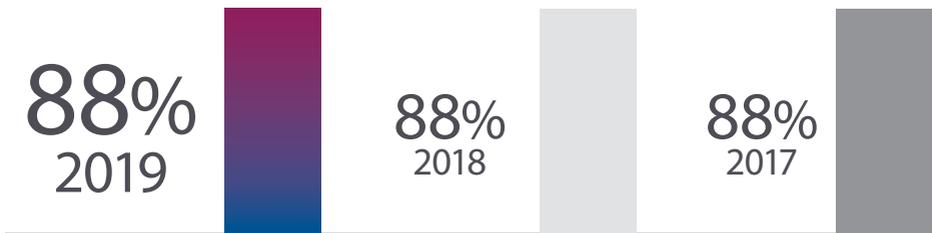
Excessive workload which could have been avoided with better course organisation (e.g. overlapping deadlines with different modules).

Chemistry Student

”



Learning Resources



86%
Sector
Average

87%
Russell Group
Average

Learning Resources was once again our strongest scoring section in the NSS. Not only have we scored higher than the sector and Russell Group averages by 2% and 1% respectively, but our score has not dropped from the previous year.

Additional data from the Student Experience Survey (SES) 2018/19 reinforces the notion that students are satisfied with the library services and resources, with over 70% of SES respondents agreeing that library resources supported their learning well, while almost 80% felt the library resources and services were good enough for their needs. However, overcrowding at peak times was identified as a problem. Some students, particularly those whose departments have limited shared space, also expressed a desire for increased study capacity. These issues are also exacerbated by increasing student numbers at Imperial. Comments also highlighted the inconsistencies in terms of students' access to past papers and exam solutions, with this more readily available in some departments than others. The quality of Panopto recordings

is also an area for improvement, as students see the resource as a beneficial tool when used well. In general, learning technology was praised.

11. Recommendation

Bring into use under-utilised spaces within departments by undertaking a College-wide review of spaces and prioritising them for investment.

Students report insufficient appropriate space for working outside a lecture or lab, and that study space within departments is lacking. Many departments are running over capacity which is putting pressure on accessing space and resources. Under-used or empty spaces have been observed across the College, including vacated rooms, corridors and entrances in buildings, all of which could, subject to fire regulations and with modest investments in furniture and décor, be brought into use as social learning spaces. (In fact, the Centre for Higher Education Research and Scholarship (CHERS) is undertaking research in this area and could be consulted). We would, therefore, like College to undertake a review of such spaces and to prioritise them for investment.

“

Facilities are very nice and thoughtful. Library is good but not enough space at all. ICT and IT are amazing.

Mechanical Engineering Student

Lack of study space. Often need to share with other departments and lots of times the shared rooms are occupied, leaving very little space for studying most of the week.

Chemistry Student

”

Parity of student experience is crucial in addressing student concerns in this section of the NSS, which is why the inclusion of this phrase as a pillar of the *College's Academic Strategy* is particularly encouraging. Whilst Imperial scores highly in this section, we believe that reducing inconsistencies across departments in this area could help deal with the perception of unfairness amongst students and improve both our overall NSS score and the scores in other sections.

With these recommendations, we seek to use best practice from across the College to help improve students' access to resources. With better access to past

papers, exam solutions, and exam scripts, students would be able to revise more thoroughly and better evaluate their performance after examinations, furthering their learning experience.

Lecture capture should be promoted more consistently, and the quality of recordings improved, by examining the available hardware and issues with compression. Through this, students would have more opportunities to review past material and catch up if they are unable to attend a session. This is particularly important as we look to make our courses more accessible, catering for both different learning styles and those with disabilities. In both cases, we believe that making the experience of all students more consistent will help improve student satisfaction.

12. Recommendation

Access to past papers and exam solutions should be made more accessible (at least 3 years' worth) in a uniform manner across departments; and College should take steps to make lecture recordings more consistent in terms of quality and availability.

“

Lecturers were better at recording the lectures on Panopto, I believe Panopto is a valuable addition to my study, I always attend lectures but on a course such as Biology there is so much information given in a single lecture. Panopto is essential to effectively receiving all that information and therefore you should make it compulsory and should have Panopto training for staff.

Biological Life Science Student

There needs to be better organisation of past exam materials and the process of creating new exams. Far better cameras for lecture recording are needed in the lecture theatres (it gets to a point regularly where writing on a board is illegible and a phone camera from 5 years ago could do better), and every new lecturer should be trained properly in how to use the recording system. A closer attention to how lecture courses are running is also needed.

Mathematics Student

”



Learning Community



76%
Sector
Average

74%
Russell Group
Average

In this section last year we exceeded the Russell Group average by 2%, and we have again beaten this average by 1% in 2019.

However, this year our institutional score dropped by 2% from last year, and also fell below the sector average by 1%, highlighting that more work is needed in this area to improve the sense of community at Imperial College London to prevent an ongoing drop in the section.

The *Learning and Teaching Strategy* states that a sense of belonging and inclusive community is central to students' wellbeing, and through this students feel they can contribute more, which leads to more effective learning. This demonstrates the importance of a visible learning community, and the positive impact this can have on the student experience.

The first question, 'I feel part of a community of staff and students', scored 63.7% in 2018 and 63.2% this year, in comparison to the sector average of 68%. The second question, 'I have had the right opportunities to work with other students as part of my course' scored 88% in 2018 and 86% in 2019, which beats the sector score of 84%.

In the comments, it was stated that there can be a highly competitive nature amongst students, which has affected their feeling of community and willingness to approach others for help when needed. Fewer highlighted that initiatives such as the involvement of departmental societies and student/staff events have increased a sense of community as they are actively working and learning together both in and outside of the course program.

The first recommendation in this section aims to help students disconnect from the sense of competitive culture at Imperial, and the isolation and pressure some may feel as a result of this. Implementing this action will prevent students from comparing and grading themselves regularly against their peers, and allow departments to support students better by stopping this practice.

13. Recommendation

Refrain from publishing performance rankings thus reducing pressure and competitiveness.

“

The community of both staff and lecturers is made up of very competent people. The environment really makes you feel like no achievement is off limits. You make great friends. The College has great relationship with the industry, and there also many entrepreneurial opportunities. There are also many great extracurricular activities.

Electrical & Electronic Engineering Student

Far too much of a competitive environment. Ranking students from day one is not good. Have not enjoyed the community aspect of my course, I think this is because the year group is so massive and we are split apart for so much of it.

Medicine Student

”

Commitment to creating a learning community is seen as highly varied across departments. Some students cited a positive staff/student community. However, this is not the case in all departments, as other students felt very limited due to the lack of occasions to partake in extracurricular events and activities with others.

Acting on this recommendation would provide the opportunity for interaction among academic teams, and students, to open the dialogue surrounding wellbeing and community at Imperial. The Union has an existing team of Wellbeing Reps, as well as volunteers in departmental societies, who are ready to support this initiative and collaborate with departments to better the sense of community at Imperial, and assist in bridging the divide amongst students, as well as between students and staff.

14. Recommendation

Introduce and fund more student-staff community initiatives, working with the Wellbeing Rep Network and Departmental Societies.

“
Students and faculty are incredibly enthusiastic about the subject matter; it makes Imperial an intellectually stimulating institution to attend. I always feel inspired coming into the university; there are often public lectures and interactive events to attend.

Biological Sciences Student

Too few contact opportunities with other students and lecturers outside of lectures - i.e. more interaction in seminars, tutorials and problem classes would be useful and help to get to know students and lecturers alike, as well as create more community.

Biochemistry Student
”



Student Voice



74%
Sector
Average

Imperial has once again scored above the sector and Russell Group in this category by around 3% and 4% respectively. However, our institutional score has fallen from last year, demonstrating that work remains to be done to ensure we maintain our performance and continue to improve.

73%
Russell Group
Average

The *Learning and Teaching Strategy* states that Imperial will work with students to understand their feedback and implement their recommendations accordingly, in order to evolve and enhance their education. This is complemented by the new *Academic Strategy*, which looks at the holistic student experience, and seeks to ensure that Imperial is student focused, and that staff and students are seen as partners. Similar to 2018, the lowest scoring question related to College's willingness to act on feedback, dropping from 72% to 68%. The Students' Union score has also dropped from 56% to 51% and will be tackled.

Students noted that the SOLE feedback method is lengthy and ineffective, as completion at the end of a module provides no opportunity to better their experience of it. Other comments stated that lecturers with high SOLE scores are always interactive and energetic and respond well to suggestions and feedback, but those who receive poor feedback often do not act on it.

This recommendation would allow students to give feedback directly to their module leader in a more regular fashion, and provide more detailed and up to date comments on their current experience. This, in turn, would allow lecturers to make continual updates and improvements to the teaching experience, and better themselves and their content. Academics would also have the opportunity to work with Academic Reps outside of SSC/SSLG meetings, and further their working relationship.

15. Recommendation

Work with the Academic Rep Network to gather feedback on course delivery and content around one third of the way through the module.

“
SOLE feedback was looked at in detail and acted on to make the course as good as possible.

Biological Sciences Student

SOLE doesn't work and takes far too long. Therefore, no feedback is ever really given and things don't get changed. Feedback on the course needs to be timely and in more manageable chunks.

Medicine Student
”

Whilst some students felt their feedback was often listened to and taken on board by members of staff, the majority of comments in this section referred to students feeling dismissed and overlooked with recommendations and feedback being provided to the course team.

Implementing this action would aid academic teams in 'closing the feedback loop' and inform students of positive changes to their experience happening behind the scenes. Some departments implement the 'you said, we did' approach, which also highlights to students that their feedback is recognised and taken on board, and does make a difference to their year and the ones to come. The Union will also be instigating a similar process to allow students to understand the role of Officer Trustees and wider staff team, and provide an insight into the work we undertake to improve their university experience.

16. Recommendation

All departments, and the Union, should aim to publish termly 'you said we did' responses to their students, highlighting completed projects, works in progress, and anything which could not be addressed, with rationale. These should be communicated through multiple channels.

“

The department as a whole greatly encourages feedback and tries to be as receptive as possible on the whole. They genuinely care about the experience of the students during the course.

Aeronautical Engineering Student

We were given a number of talks about student feedback, though a fair amount of feedback seemed to be effectively dismissed. We were told that it was the fault of the students.

Biological Sciences Student

”

Vital Statistics

Metric	2019 score	2018 score	Imperial College Union recommendation
Teaching on the Course	83%	82%	<p>1) Encourage and support teaching staff to regularly observe peers and more experienced teachers (possibly within peer groups).</p> <p>2) Review and monitor workloads and teaching hours to relieve stress among lecturers so they can more effectively deliver the new curriculum.</p>
Learning Opportunities	81%	80%	<p>3) Create a simple online form for students to request access to course material in other departments to help promote holistic learning.</p> <p>4) Departments should investigate prospects for introducing or increasing the provision of Undergraduate Teaching Assistants.</p>
Assessment and Feedback	61%	64%	<p>5) Introduce minimum word limits and review/ analyse feedback (programme teams) to ensure it offers students constructive guidance on how to improve - particularly for longer assignments. For shorter assignments, model answers and/or a feedback digest should be given.</p> <p>6) Provide guidance on how to engage with different types of assignments (and feedback). This would ideally be delivered through assessment and feedback workshops.</p>
Academic Support	75%	75%	<p>7) Departments should create and publicise information about academic and pastoral support staff structures, clearly describing the role of each member and what they can help with.</p> <p>8) Departments should implement annual compulsory personal tutor training sessions, working in collaboration with the EDU.</p>

Organisation and Management	74%	75%	<p>9) Departments should ensure final academic timetables are available four weeks prior to start of term, and that final exam timetables are made available ten weeks prior to the exam season, in adherence with College policy.</p> <p>10) Departments should invite student feedback on the placement of deadlines throughout the year and use this to adjust the schedule for the following year.</p>
Learning Resources	88%	87%	<p>11) Bring into use under-utilised spaces within departments by undertaking a College-wide review of spaces and prioritising them for investment.</p> <p>12) Access to past papers and exam solutions should be made more accessible (at least 3 years' worth) in a uniform manner across departments; and College should take steps to make lecture recordings more consistent in terms of quality and availability</p>
Learning Community	75%	76%	<p>13) Refrain from publishing performance rankings thus reducing pressure and competitiveness.</p> <p>14) Introduce and fund more student-staff community initiatives, working with the Wellbeing Rep Network and Departmental Societies.</p>
Student Voice	77%	79%	<p>15) Work with the Academic Rep Network to gather feedback on course delivery and content around one third of the way through the module.</p> <p>16) All departments, and the Union, should aim to publish termly 'you said we did' responses to students, highlighting completed projects, works in progress, and anything which could not be addressed, with rationale. These should be communicated through multiple channels.</p>



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