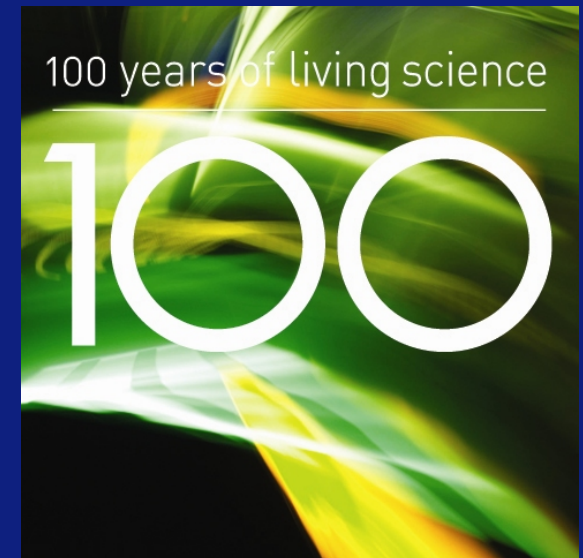


Research Degree Programmes Good Practice - Student Feedback

Julia Buckingham
Pro-Rector (Education).



Methods of obtaining student feedback

- **College Level**

- Research-On-Line-Evaluation (ROLE)
- Quinquennial Departmental Reviews
- Student representation on College Committees
- Welfare system
- Student Union with full-time sabbatical officer

- **Departmental level**

- Departmental postgraduate tutors
- Mentors
- Six monthly reports
- MPhil/PhD transfer
- Student representation of Departmental Committees

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Research On-Line Evaluation (ROLE)

- **Pan-College system, run by Registry**
- **Introduced in 2005, following the success of SOLE (2002) and a pilot study (2004)**
- **Data are tracked to Departments, but not to individuals to ensure anonymity**
- **Results are reviewed at College, Faculty and Departmental levels and by the support Divisions**

Research On-Line Evaluation (ROLE)

- **Specific questions**
 - Research Environment
 - Activities of the Graduate Schools
 - College Environment

- **Free text**

| | Very Satisfied | Satisfied | Neutral | Unsatisfied | Very Unsatisfied | No Response |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Communication of information about your study from Department /Division /Supervisor (e.g. College requirements /regulations /deadlines /procedures). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The quality of your supervision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The frequency of your supervision. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The quality of feedback on your progress. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access to appropriate resources for computing and IT. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Adequacy of laboratory equipment/supplies. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Adequacy of office environment/desk space. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access to appropriate journals, books and other research materials. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The quality of the research environment (collaborations/isolation, seminars/conferences etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The usefulness of the Academic Training Programme (Transferable Skills training, e.g. presentation skills). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The adequacy of training essential to carrying out your research. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The usefulness of the induction session in your department/division when you started. (1st year students only). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The usefulness of the Introduction in your Graduate School when you started. (1st year students only). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Please expand here on Research Environment issues not covered either by your responses or by the questionnaire. You may wish to make positive or negative comments or both. | <input type="text"/> | | | | | |

Student Viewpoint - Microsoft Internet Explorer provided by BOpenworld

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites

Address <https://icwwwd.cc.imperial.ac.uk/sole/secure/respondent/NonAcademicSurvey.aspx> Google 725 blocked Settings

College Environment HELP

Please answer ALL questions by selecting the response which best reflects your view. After the questions there is an opportunity to comment on any aspects about which you feel strongly.

| | Very Satisfied | Satisfied | Neutral | Unsatisfied | Very Unsatisfied | No Response |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Pastoral support (counsellors, College/Dept tutors). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| The College as an equal opportunities environment. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Careers support and advice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Access to College buildings and facilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interaction with central College administration (Registry, Finance etc.). | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| College owned accommodation. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Private housing office: service and properties. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Enough personal income to manage. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| On-campus catering. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| College Health Facilities. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your overall experience as a student at Imperial College London. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Please expand here on College Environment issues not covered either by your responses or by the questionnaire. You may wish to make positive or negative comments or both.

Click 'Next' to continue | Previous | Next

Done Local intranet

Research On-Line Evaluation (ROLE)

- **How do we encourage students to respond?**
 - **Advertise widely via Departments, the Union and e-mail alerts.**

research
students
make your
voice heard!



ROLE

RESEARCHERS ONLINE EVALUATION

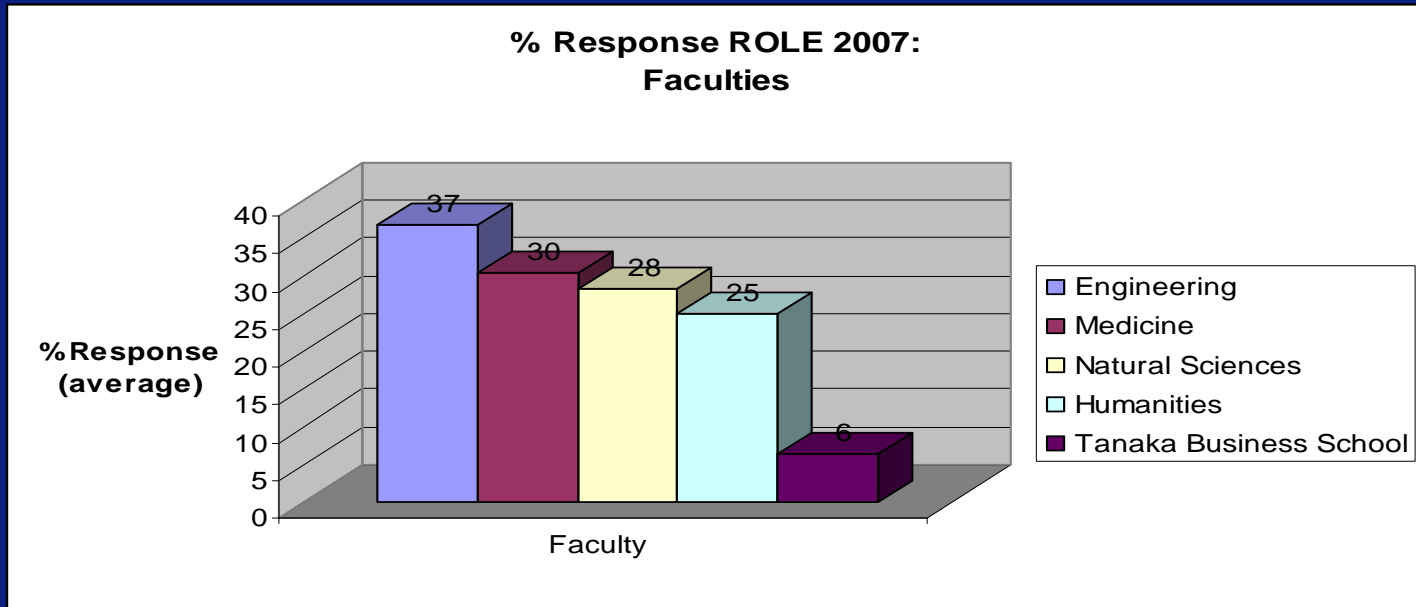
From **23 April–6 May** we invite you to take part in a College-wide survey of how Imperial is meeting your needs and expectations.

Complete it online at www.imperial.ac.uk/role

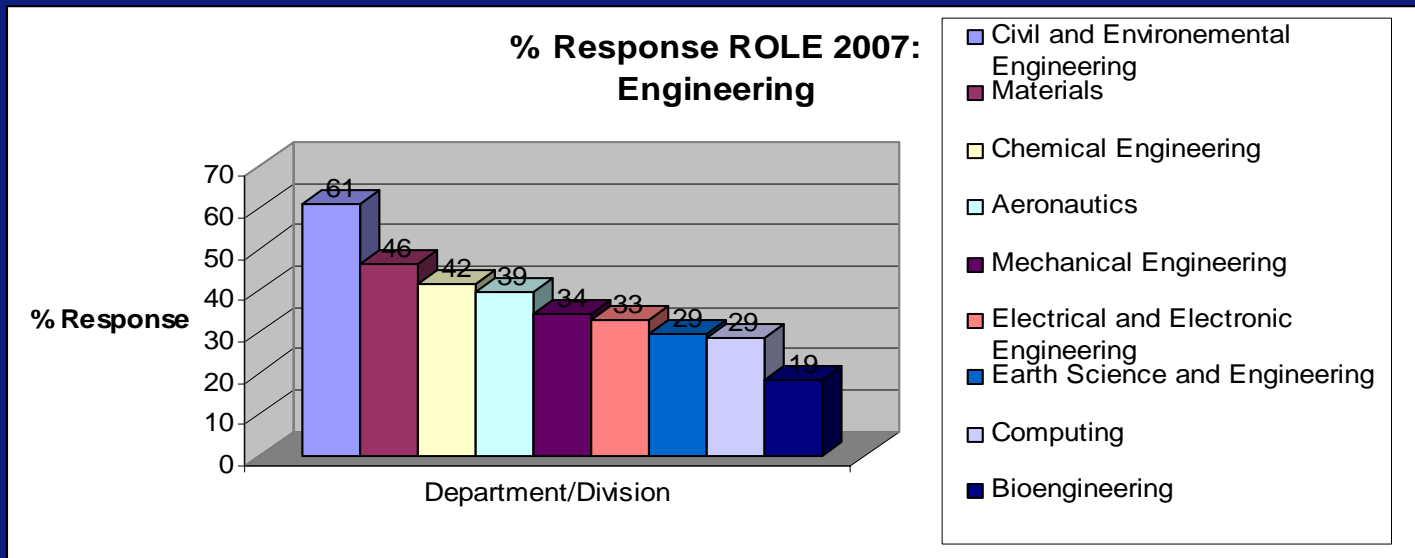
Research On-Line Evaluation (ROLE)

- **How do we encourage students to respond?**
 - **Advertise widely via Departments, the Union and e-mail alerts.**
 - **Inform students what has changed as a result of these surveys**
 - **Publish a daily performance chart, by Department and by Faculty**
 - **Offer a small prize to the top 3 performing Departments**

Research On-Line Evaluation (ROLE)



Research On-Line Evaluation (ROLE)



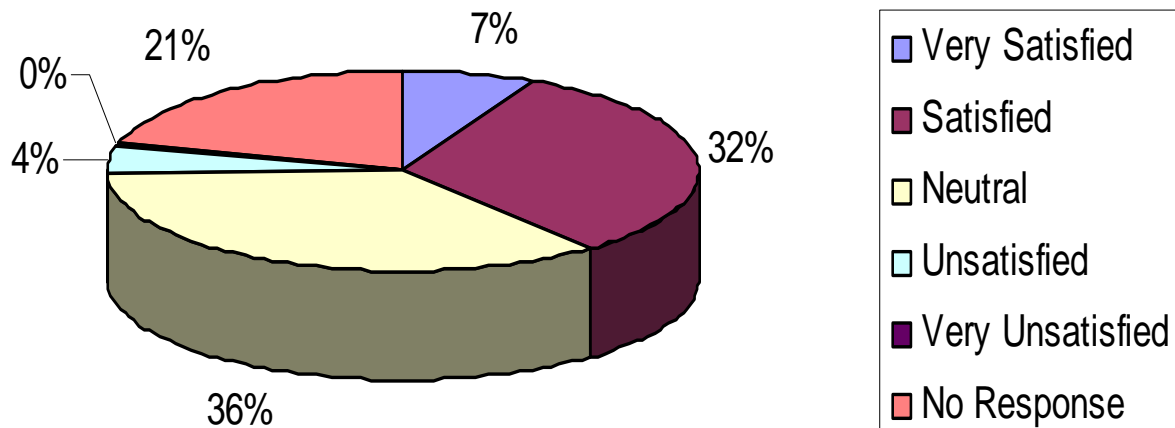
Research On-Line Evaluation (ROLE)

What does it tell us?

- Identifies good and bad practice in supervision at Departmental level but not at an individual level
- Identifies generic problems within Departments in provision for research students
- Identifies campus-based strengths and issues/ concerns
- Identifies College strengths and issues/concerns
- Identifies pockets of strong opinion which are at odds with the majority.
- Identifies trends over time.

Research On-Line Evaluation (ROLE) Careers Advice

Engineering: Question 16



Research On-Line Evaluation (ROLE)

How have we used ROLE to change practice?

- Improved careers advice
- Stream-lined on-line applications
- Improved integration with the Student Union
- Extended library opening hours
- Improved catering to include more 'healthy' options
- Made changes at Departmental Levels (e.g. improvements in write-up space)
- Enabled good practice identified in one Department to be extended (introduction of student-led Departmental Journal Clubs)

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Quinquennial Departmental Reviews

- **Panel of four reviewers appointed by the Pro-Rector**
 - Independent senior or recently retired Imperial academic (chair)
 - Second independent internal reviewer
 - Two external experts, normally UK-based
- **Department prepares paperwork for Pro-Rector detailing**
 - Research strategy and facilities
 - Research student provision, including social facilities
 - Mechanisms for developing policy and overseeing the quality of student supervision, progress and pastoral care
 - Mechanisms for addressing problems
 - Systems for student feedback and data collected
 - Completion rates and timing of MPhil/PhD transfer
- **Paperwork send to reviewers ahead of visit Department**

Quinquennial Departmental Reviews

- **Review team visits and meets with**
 - Pro-Rector
 - Head of Department, Director of Postgraduate Studies and Postgraduate Tutor
 - Section Heads
 - **A group of students, selected by the team and/or the Pro-Rector to ensure all constituencies are represented**
 - Groups of junior academics and support staff.
- **Reporting**
 - After a private discussion, the team gives informal oral feedback to the Pro-Rector, Head of Department, Director of Postgraduate Studies and Postgraduate Tutor
 - The team prepares written report for the Pro-Rector
 - The report is considered by the College Quality Assurance and Review Committee (QARC) ; the Head of Department, Director of Postgraduate Studies, Postgraduate Tutor and a student representative are invited to this meeting
 - QARC prepares a report for Senate which identifies good practice and highlights any concerns for action
- **Follow up**
 - The Department is required to prepare a report 12 months later detailing how the recommendations have been acted upon and, in particular, how any concerns have been addressed.

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Six-monthly reports

- **Supervisor**

- Completes a short report on the students progress.
- Sends report to the student.

- **Student**

- Considers the supervisor's report
- Completes a questionnaire covering his experiences as a student
- Returns both reports to the Departmental Postgraduate Tutor

- **Departmental Postgraduate Tutor**

- Reads both reports
- Approaches the supervisor and/or student if any problems are identified with the view to finding a solution
- Takes further action if necessary
- Reports to the Departmental Director of Postgraduate Studies and the Postgraduate Committee.

| | |
|---------------------------|-------------------|
| Student | Department |
| Supervisor(s) | |
| Registration date: | |

PART A: TO BE COMPLETED BY THE SUPERVISOR

i) Student Evaluation: Please tick as appropriate

| Progress | Very Good | Good | Fair | Poor |
|----------------------------------|------------------|-------------|-------------|-------------|
| Practical competence | | | | |
| Commitment | | | | |
| Scientific awareness | | | | |
| Originality | | | | |
| Presentation skills: Oral | | | | |
| Written | | | | |

ii) Progress Assessment: Please indicate the appropriate status of registration

| |
|---|
| Registration should remain for MPhil/MD at present |
| Registration merits transfer from MPhil to PhD Date transfer will be applied for: |
| Registration should remain for PhD/MD Expected date of submission of thesis: |
| Registration should be interrupted/terminated |

PART B: TO BE COMPLETED BY THE STUDENT (YOU MAY TREAT THIS FORM AS CONFIDENTIAL BUT, IF YOU WISH, YOU MAY DISCUSS IT WITH YOUR SUPERVISOR)

i) Project Progress:

(a) Please list, briefly, your main achievements over the past 6 months e.g. understanding new concepts or techniques, making useful contacts, obtaining results, writing literature reviews/reports, learning to give oral presentations, learning to teach.

(b) Do you feel that you have made reasonable progress towards your goals over the past 6 months? **YES / NO**

If not, please give reasons, e.g. have your aims and objectives changed, have you received adequate assistance or have your personal circumstances changed?

(c) Have you agreed a schedule of work with your supervisor **YES / NO**

ii) Supervision: you may tick more than one option

a. contact with supervisor

- at least once a week
- at least once a month
- about monthly
- less than once a month

b. how are meetings arranged?

- a regular arrangement
- at student's request
- at supervisor's request
- casual occurrences

iii) Seminars & Courses: Please give details of all seminars and courses attended over the last year, including those run by the Graduate Schools

iv) Suggestions: Can you make any practical suggestions whereby the Division could improve the research or social life of research students?

v) Other Comments:

Have you discussed this report with your supervisor?

YES / NO

Please e-mail this form to: b.ellis@imperial.ac.uk

It is a condition of your continued registration that this form is completed and returned

Six-monthly reports

- **Benefits**

- Focuses the mind of the student and supervisor
- Facilitates monitoring of student progress within Departments.
- It offers the student a formal route to bringing up problems if he/she is unable to discuss them directly with the supervisor.
- It enables problems to be picked up and acted upon

- **Problems**

- Compliance
- Labour-intensive with large numbers of students
- It can be perceived as 'heavy handed'.

100 years of living science

100

