The Director of Undergraduate Studies (DUGS) Guide
Contents

1. Introduction
2. Roles and Responsibilities
3. Wellbeing and Support
4. College Management and Committee Structure
5. Student Recruitment
6. Admissions
7. Student Registration and Induction
8. Examinations & Assessment
9. External Examiners
10. Transferring & Interrupting Programmes of Study
11. European Credit Transfer System (ECTS)
12. Student Feedback
13. Placements
14. Co-Curricular and Extracurricular Studies
15. Programme Information
16. Quality Assurance Processes
17. Further Examples of Good Practice
1. Introduction

This guide is intended to support those responsible for the management of undergraduate programmes by providing key information about the College and its quality assurance processes. The guide also contains lists of contacts and links to various web pages which departments may find useful. Throughout the guide are examples of good practice that have been identified by periodic review and by other quality assurance mechanisms (such as via External Examiner reports or surveys) within the College.

Terms used in the Guide:

Department is used to refer to departments, divisions, schools and institutes. It should be noted that undergraduate programmes within the Faculty of Medicine, are led by the Director of Education and are managed by the Faculty Education Office.

External Examiners is used to refer to what some departments may term “visiting examiners”.

Programme (of study) is used to refer to an approved course of study that provides a coherent learning experience and normally leads to a qualification, e.g. BSc, MSci, BEng, MEng, etc.

Module is used to refer to a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria.

Course refers to short courses such as those offered by the CPD, the Graduate School; usually a course will not lead to a qualification.

Learning outcomes refers to what a learner is expected to know, understand and/or be able to demonstrate after completing a process of learning.

Assessment criteria refers to the knowledge, understanding and skills that markers expect a student to display in an assessment task, and which are taken into account in marking the work. These criteria are based on the intended learning outcomes.

The guide begins with a description of the roles and responsibilities of key College staff and services and then provides information about the College’s Committee structure. Following this are sections relating to admissions and student recruitment, handbooks, lectures and timetabling, examinations, new programme proposals and making amendments to existing programmes as well as information about departmental and programme review.

This manual is available on the Registry’s Good Practice website: http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice

A similar guide relating to Master’s Level Programmes is also available at the above link.
2. Roles and Responsibilities

In order to assist departments, the Quality Assurance & Enhancement Committee (QAEC) has developed a set of Roles and Responsibilities for key members of staff within the College. Each description outlines the typical duties expected of the post holder. These documents may be subject to change and should therefore be checked regularly. Roles and Responsibilities documents can be viewed here:

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice

2.1 College-Wide Roles

Vice Provost (Education)

The Vice Provost (Education) has overall responsibility for the College’s educational strategy and the quality of educational provision across the College.

http://www3.imperial.ac.uk/educationoffice

Director of Student Support

The Director of Student Support reports to the Vice Provost (Education) and has overall responsibility for all matters relating to the welfare of students. This includes the College Tutors, the Wardens of the Halls of Residence, the Student Counselling Service and the Senior Disability Advisor. The Director of Student Support also supports the work of the College Chaplaincy.

http://www3.imperial.ac.uk/educationoffice/about/denis

College Tutors

The College Tutors’ have responsibility for student welfare, discipline and wardening matters and report to the Director of Student Support. They are available for confidential consultation with students to discuss academic or pastoral issues. College Tutors often help students with problems they find difficult to discuss with staff in their departments.

http://www.imperial.ac.uk/students/student-support/college-tutors-and-departmental-support/

College Wardens (refers to Wardens of Halls of Residence)

College Wardens have immediate responsibility for the pastoral care, welfare and discipline of their College Hall residents and report to the College Tutors.

http://www.imperial.ac.uk/students/student-support/wardens/

2.2 Departmental Roles

Head of Department

The Head of Department takes overall responsibility for the development, delivery, updating of all aspects of programmes within their department and compliance with College policy and procedures. Within the Faculty of Medicine, the Director of Education has responsibility for all undergraduate programmes.
### Undergraduate Admissions Tutor

The Admissions Tutor is responsible for assessment of applications (including interview) and decisions on offers of admission to suitable candidates and in general, manages the admissions processes for undergraduate programmes within a department (see section 6).

[http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/rolesandresponsibilities](http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/rolesandresponsibilities)

### Director of Undergraduate Studies (DUGS)

The DUGS have delegated responsibility for all the undergraduate programmes within a department (titles can vary somewhat between departments). Within the Faculty of Medicine, the Year Heads and Head of the BSc programme assume these roles and, at departmental level, there is a Deputy Head (Teaching) who monitors the undergraduate teaching undertaken by the department.

[http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/rolesandresponsibilities](http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/rolesandresponsibilities)

### Personal/Academic Tutor

Each student will be assigned a Personal/Academic Tutor, who is charged with overseeing their well-being, academic progress and personal development throughout their full programme of study.

The roles and duties of Personal Tutor and Academic Tutor may be held by different people in each department. In this case, the Personal Tutor would have responsibility for pastoral issues, whereas an Academic Tutor would be responsible for academic issues. Otherwise, Personal Tutors provide a source of support to their tutees, both pastoral and academic.

Students should have regular meetings with their Tutor to discuss progress and general issues which may be affecting them during their studies.

It is considered good practice for the roles and duties of DUGS and Personal/Academic Tutors to be held by different people in each department.

[http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/rolesandresponsibilities](http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/rolesandresponsibilities)

### Senior Tutor

The Senior Tutor has responsibility for academic and pastoral care of undergraduate students in the department and has responsibility for overseeing the work of personal tutors. The Faculty of Medicine has a Faculty Senior Tutor who works in close association with five other Senior Tutors to manage academic and pastoral care for undergraduate medics.

[http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/rolesandresponsibilities](http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/rolesandresponsibilities)

### Examinations Officer

The Examinations Officer is responsible for all aspects of undergraduate examinations, including liaison with external examiners, administration of examinations, arrangements for examiners’
meetings and provision of results to Registry.

**Programme Administrator/Teaching Office Manager (various titles)**

The Programme Administrator/Teaching Office Manager assists the DUGS and Senior Tutor(s) with running undergraduate degree programmes within departments and with day-to-day administration. Within the Faculty of Medicine, this role is assumed by staff in the Faculty Education Office.

### 3. Wellbeing and Support

#### 3.1 Disability Advisory Service

The Disability Advisory Service (DAS) is committed to a policy which allows for equality of opportunity and access and provides a variety of support initiatives in order to enable students to access their studies and achieve full potential. Further information about the Disability Advisory Service can be found at the following link:

http://www3.imperial.ac.uk/disabilityadvisoryservice

#### 3.2 Student Counselling Service

The Student Counselling Service offers short-term counselling to registered Imperial students. It is free and confidential. Further information can be found at the following link:

http://www3.imperial.ac.uk/counselling

#### 3.3 Careers Service

The Careers Service provides a varied and comprehensive careers guidance, information and vacancy service for all students and alumni of Imperial College, from first to final year undergraduates and postgraduates. Students receive expert one-2-one advice with a careers adviser which includes advice about CVs, application and interview techniques. The Careers Service organises a range of employer events throughout the year as well as working closely with departments to provide targeted seminars and workshops to suit subject discipline areas. Further information can be found at the following link:

http://www3.imperial.ac.uk/careers/about

#### 3.4 English Language Support

The Centre for Academic English offers classes and individual support, the majority of which are free of charge, to students and academic staff of Imperial College who are not native speakers of English. Classes are available at both South Kensington and Hammersmith campuses.

http://www.imperial.ac.uk/academic-english
3.5 International Students

The International Student Support team provides assistance and specialist advice on a wide range of international student issues, particularly immigration and orientation. Prior to their arrival at Imperial, international offer-holders can consult dedicated pre-arrival webpages and are sent e-newsletters to support them in preparing to come to the UK. At the beginning of each academic year, the office organises an international students’ ‘Welcome Day’ and team members facilitate a number of international orientation workshops. The Office also operates a daily quick query drop-in session throughout the year (each morning), and students can book 30–minute confidential 1:1 interviews with a trained immigration adviser from 2-4pm on most days of the week to discuss any issues of concern. All Imperial College students are members of International Students’ House, a central venue at Great Portland Street where many events and trips are organised. In addition, International Student Support covers the booking cost of any students who wish to spend a weekend with a British family, through the HOST UK scheme. Throughout the academic year, the office keeps current students up to date with social activities and opportunities in London, as well as changes to immigration rules, through a termly e-newsletter. The team offers monthly daytrips to places of cultural interest around the UK, and other social events to facilitate integration and enhance the student experience. At appropriate intervals, workshops on immigration options post-graduation and visas to travel to Europe are organised. The Head of International Student Support sits on the College Student Support and Well-being Committee and liaises regularly with other College providers of support to students, as well as external stakeholders and representative organisations, such as UKCISA and UUK.

The International Student Support Office also produce an Arrival Booklet for international students, which is available from their “before arrival webpage”:

http://www.imperial.ac.uk/study/international-students/visas-and-immigration/before-and-after-arrival/

The QAA has published a guide to support universities in offering their international students the best possible experience and in enhancing the opportunities already on offer. See: Supporting and Enhancing the Experience of International Students in the UK: A Guide for UK Higher Education Providers

3.6 Student Financial Support

The Registry’s Student Financial Support team manages and supports all elements of student finance (except Tuition Fees). They manage and administer the College’s Bursaries and Scholarships, the Erasmus programme as well as the Student Support Fund which is used for emergency loans and grants to help students in financial need.

3.7 The Student Hub

The Student Hub provides an enquiry service for students and can be accessed via the following link:

http://www3.imperial.ac.uk/studenthub

It provides general information on enquires relating to the following: accommodation, finance, exams, funding, student records, admissions and UROP.
3.8 Safety Department

The Safety Department helps departments and individuals ensure effective safety management systems are in place throughout the College.

http://www3.imperial.ac.uk/safety

3.9 The Registry

The Registry is split into sections with different responsibilities, including:

- Admissions
- Student Records, Exams, Research Degrees & Certificates
- Student Financial Support
- Systems
- Quality Assurance and Enhancement (including SOLE surveys)
- Senate and Academic Review (including external examiners)
- International Student Support
- HESA & Student Data (including NSS)
- Central Timetabling Support
- Student Placements
- Undergraduate Research Opportunities Programme (UROP)

The Registry is headed by the Academic Registrar, supported by the Deputy Academic Registrar. More information is available at:

www.imperial.ac.uk/registry/abouttheregistry/contacts

3.10 Student Support and Wellbeing

Further information about student support and well-being is available at:

http://www.imperial.ac.uk/students/student-support/

4. College Management & Committee Structure

The President: The principal academic and administrative officer of the College is the President who focuses primarily on strategic affairs and development.

The Provost: The Provost reports directly to the President and is responsible for the delivery and enhancement of the College’s academic mission in education, research and translation.

The College’s committee structure for governance, educational strategy and quality assurance has been recently revised and the new structures were introduced during the summer of 2014-5.

Further information about each of the College’s Committees can be found at the following link: http://www3.imperial.ac.uk/registry/proceduresandregulations/committees
4.1 Governance & Educational Strategy Committees

**The Council:** The Council is the governing and executive body of the College. It is responsible for the finance, property, investments and general business of the College, and for setting its general strategic direction. The Council has six formally constituted committees, to which it delegates part of its authority.

**The Court:** The Court is a large, mainly formal body. It offers a means whereby the wider interests served by the College can be associated with it, and provides a public forum where members of the Court can raise any matters about the College.

**The Senate:** The Senate is the academic authority of the College. Its role is to direct and regulate the teaching work of the College (for further information see the section on Quality & Standards Committees below).

**President’s Board (and the Executive Group of the President’s Board):** The President’s Board is chaired by the President. Its primary function is to plan for and address issues of broad, strategic, and College-wide significance. It identifies, endorses and approves strategic initiatives, governance matters and major policies, in addition to the College’s financial strategy.

**Provost’s Board:** The Provost’s Board is responsible for the delivery of the College’s core academic mission: education, research and translation. This includes oversight of the quality and efficacy of education and research; recruitment, development and retention of academic and research staff; and student life and well-being. It also has responsibility for delegated budgets and their financial control. The Provost’s Board has two main Educational Strategy Advisory Groups:

- **Vice-Provost’s Advisory Group for Education**
- **Vice-Provost’s Advisory Group for Research**

Both the Vice-Provost’s Advisory Group for Education and the Vice-Provost’s Advisory Group for Research exist to support the Vice-Provosts and to assist them in discharging their duties as delegated by the Provost.

4.2 Quality & Standards Committees

Quality assurance and the regulation of degrees offered by the College are overseen by the Senate and its various sub-committees. The Senate is the academic authority of the College and draws its membership entirely from the academic staff and students of the College. Its role is to direct and regulate the teaching work of the College.

Senate sub-committees which cover undergraduate matters include:

**The Faculty Studies Committees** which report to Senate and are the major vehicle for quality assurance of undergraduate programmes at Faculty level. Their remit includes: approval of programme specifications, new modules for existing degree programmes, major changes to the examination structure and the appointment of external examiners; detailed review of annual monitoring statements, external examiners’ reports and responses, degree results and appeals, and reports from accrediting organisations. The Faculty Studies Committees also consider documentation requiring Senate approval and make recommendations as appropriate. The Faculty Studies Committees are:
a) **The Science Studies Committee** (BSc / MSc in the Faculty of Natural Sciences)
   [http://www3.imperial.ac.uk/registry/proceduresandregulations/committees/sciencestudies](http://www3.imperial.ac.uk/registry/proceduresandregulations/committees/sciencestudies)

b) **The Engineering Studies Committee** (BEng / MEng and BSc / MSci in the Faculty of Engineering)
   [http://www3.imperial.ac.uk/registry/proceduresandregulations/committees/engineeringstudies](http://www3.imperial.ac.uk/registry/proceduresandregulations/committees/engineeringstudies)

c) **The Medical Studies Committee** (MBBS / BSc in the Faculty of Medicine)
   [http://www3.imperial.ac.uk/registry/proceduresandregulations/committees/medicalstudies](http://www3.imperial.ac.uk/registry/proceduresandregulations/committees/medicalstudies)

**The Quality Assurance & Enhancement Committee (QAEC)** is the main forum for discussion of QA policy and the regulation of degree programmes and takes responsibility for the overview of undergraduate Co-Curricular programmes and for undertaking the periodic review process. The Committee also reviews the outcome of student surveys and relevant Quality Assurance Agency (QAA) matters.

[http://www3.imperial.ac.uk/registry/proceduresandregulations/committees/qualityassuranceadvisory](http://www3.imperial.ac.uk/registry/proceduresandregulations/committees/qualityassuranceadvisory)

**The Undergraduate Admissions Network** meets 4-5 times within the academic year focusing on the applicant experience, best practice across the sector and College.

The **Student Support and Wellbeing Committee** provides oversight of student support, health and wellbeing services. It regularly reviews the services available to all students on the basis of changing needs and growth in the student population and provides a means of co-ordination and to foster cooperation among student support services at the College and with the Imperial College Union.

[http://www3.imperial.ac.uk/registry/proceduresandregulations/committees/studentwelfare](http://www3.imperial.ac.uk/registry/proceduresandregulations/committees/studentwelfare)

**Faculty & Departmental Committees**

- **Faculty Teaching Committees**: The Faculty Teaching Committees will normally meet each term to consider all aspects of learning and teaching. The Committee provide advice on and monitor the quality assurance of teaching provision and identify and exchange good practice across the Faculty.

- **Departmental Teaching Committees**: The Departmental Teaching Committees will normally meet each term and ensure that best practise is employed in learning and teaching across the Department.

- **The Staff-Student Committees** are designed to strengthen understanding between staff and students through open dialogue and promote high standards of education and training in a cooperative and constructive atmosphere. Students are able to express concerns they may have, both academic and pastoral, and provide feedback directly to staff. Departments may have separate committees for undergraduate and postgraduate provision.
5. Student Recruitment

Consumer Law Advice

The Competitions and Marketing Authority (CMA) has produced some guidance for Higher Education Providers and students to help them understand their rights under Consumer Protection Law:

https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students

The College’s Student Recruitment and Outreach Division can provide assistance with all aspects of student recruitment and marketing.

5.1 Undergraduate Prospectus and other promotional materials

All undergraduate programmes are advertised in the paper and online versions of the online prospectus, both of which are updated annually.

Requests for updates for the Undergraduate printed prospectus are issued by the Student Recruitment Marketing team in September for the year of entry two years hence i.e. in September 2015 for the 2017 entry edition. The Undergraduate prospectus normally goes to print at the end of the autumn term i.e. the 2017 entry edition will go to print in December 2015.

Please bear these deadlines in mind when considering launching/withdrawing/suspending a programme. Typically, we can accommodate a new programme in the printed prospectus if it reaches the point at which we are allowed to advertise it (even if it’s labelled as “subject to Senate approval”) by the beginning of November in the production cycle.

The printed prospectus contains a departmental overview, programme list, entry requirements for A-level and IB students and a brief overview of each programme.

The printed prospectus is used widely at recruitment events and we receive around 20,000 requests via the website each year so it is important that Directors of Undergraduate Study (DUGS) review the entry for their department carefully in order to ensure that the information is correct and that any changes to the entry requirements and/or modules are reflected accurately.

Requests for updates to the Undergraduate Study website are issued in January in advance of the printed prospectus entering circulation. The College is obliged to deliver programmes as detailed in the prospectus and on the Study website. Therefore, as with the printed prospectus, it is important
that Directors of Undergraduate Study review the online entry for their department regularly in order to ensure that it reflects the programme that is currently being delivered (e.g. programme description and module lists) and that the entry requirements are correct and as comprehensive as possible.

It is important that the Study website remains up to date throughout the year therefore please do notify the Student Recruitment Marketing team of any changes to your course provision immediately by emailing: prospectus@imperial.ac.uk

Programme details and content should also be kept up-to-date on the departmental website, which must also contain the programme specification and assessment scheme.

If departments or programmes wish to create their own brochures/promotional material in addition to the postgraduate prospectus, these should be created in line with guidance from the Student Recruitment Marketing Team and should be distributed to the Student Recruitment Team so they can use them for UK and international recruitment.

The Undergraduate Study website can be found at:

www.imperial.ac.uk/study/ug

### House style guidelines

Imperial College London has house style guidelines. Staff are encouraged to consult these guidelines whenever they publish content online, in email or in print. Guidance on communicating about the College and Imperial’s brand and graphic identity is available on the Graphic Identity website. Specific queries can be directed to graphicidentity@imperial.ac.uk.

### Use of photographs and the Digital Image Library

Photographs on your website and in promotional materials can support and enhance your message. Images are particularly useful for material targeted at prospective students as they really help you to sell the campus and facilities.

The College has its own digital image library which is free to use by all members of College. You can choose from more than 120,000 images covering all aspects of College life.

The Digital and Create Media Team can also help with enhancing your web pages and publications.

#### 5.2 Recruitment Fairs

The Student Recruitment Team coordinates and administers a variety of student recruitment activities on campus, across the UK, Europe and in a wide variety of international markets in order to assist departments in attracting the most able students from all parts of the world and diversify the international student population of Imperial.

This team also runs weekly Wednesday campus tours and coordinates the President’s Ambassador Scheme. The team visits schools and universities abroad, attends international recruitment fairs, participates in collaborative visits with other London-based universities, and arranges applicant briefings. They visit a wide range of schools across the UK, and attend HE fairs aimed at attracting
prospective students. They also support College departments in developing their recruitment activities and strategies.

If you are interested in participating/learning more about the team’s activities to diversify your cohort of students, please contact Dr. Joanna Shearer, Head of Student Recruitment at j.shearer@imperial.ac.uk

5.3 College Open Days

The Student Marketing and Events team organises key College-wide on-campus recruitment events including the Undergraduate Science and Engineering Open Days, the Postgraduate Open Day and support a range of smaller ad-hoc events, such as Christmas Lectures.

The College has two Science and Engineering Open Days in June each year, and one on a Saturday in September for potential undergraduates. There is an additional Open Day for undergraduate Medicine, as well as a separate day for the Graduate Entry Programme in Medicine. Further details about College Open days can be found at: http://www.imperial.ac.uk/study/ug/visit/

Departments are also encouraged to run their own Departmental Open Days throughout the year. In addition to advertising these on departmental websites, please contact the Student Marketing team at opendays@imperial.ac.uk who can help promote them on the central website and in newsletters to prospective students.

**Good Practice:** You may wish to keep a spreadsheet of all those students who register for and attend an Open Day as this is a useful resource for future mail shots and other marketing activity.

5.4 Outreach

The Outreach Office aims:

- To encourage applications to Imperial by suitably qualified home students
- To pursue activities which raise aspirations, change perceptions and stimulate interest in science, engineering and medicine from primary through to A-Level education
- To enhance the College’s reputation among key audiences of capable young people from a diverse and wide range of backgrounds
- To promote interaction between Imperial and the local community

The Outreach Office delivers a wide and diverse range of activities for able students from disadvantaged backgrounds, with a focus on STEM learning and progression to Higher Education. It also runs a range of programmes to enable current Imperial students to engage with younger students and the community, and supports departments in developing outreach activity and strategy.

5.5 Universities and Colleges Admissions Service (UCAS)

UCAS requires universities to provide programme information for the UCAS website. This information includes programme start dates, entry requirements and an entry profile. The UCAS website is used by applicants to select and research programmes and as a means of submitting their application.

https://www.ucas.com/
The College’s UCAS Correspondent (Senior Assistant Registrar (Admissions)) authorises changes to programme information on this site, upon notification from departments. This must be done between November and January each year, for the following year’s intake (i.e. January 2015 for October 2016 intake) given the lead-in times for application. Admissions Tutors will need to provide the full programme title, the entry requirements and a draft entry profile before a programme can be placed on the UCAS website.

6. Admissions

Admission Tutors should familiarise themselves with the following:

The College’s Undergraduate Admissions policy:

http://www.imperial.ac.uk/study/ug/apply/selection/admissions-policies/

The QAA UK Quality Code for Higher Education - Chapter B2: Recruitment, selection and admission to higher education:


6.1 Entrance Requirements

Normal entrance requirements must be clearly and accurately publicised on both the UCAS and College websites. Published requirements should be reviewed regularly to ensure that they are correct and up to date. Proposals to change entry requirements should be discussed at the Undergraduate Admissions Network (UAN) for consideration/approval in the autumn term the year before the recruitment cycle to which they apply. Cat Carter, Assistant Registrar (Admissions) is the Secretary to the UAN:

catherine.carter@imperial.ac.uk

6.2 Special Cases

If an Admissions Tutor wishes to make an offer to an applicant who has a qualification the College is unfamiliar with, this must be dealt with via a special case. In the first instance the case should be discussed with the Senior Assistant Registrar (Admissions). If it is agreed that the case can be made, it will then be submitted to the Chair of the Undergraduate Admissions Network for consideration. There are specific rules and procedures governing the admission of candidates into the second or subsequent years of study.

6.3 Target numbers

Target numbers for Home/EU and Overseas students are agreed annually as part of Faculty and College planning. Prior to 2015-6, the College’s total number of Home/EU students was regulated by government via HEFCE and the College could have been fined if it exceeded its target numbers. In December 2013 the Chancellor announced plans to relax the cap on student number controls for UK and EU domiciled undergraduates at English HEIs from 2014/15, and to abolish it completely from 2015/16.

http://www.hefce.ac.uk/data/Year/2013/sncexempt1415/
6.4 Interviewing and Offers

Admissions Tutors should inform the Senior Assistant Registrar (Admissions) of their selection process (e.g. if there is an interview, when a candidate is likely to receive a response, etc.). This allows the Admissions Team in Registry to provide an automated informative acknowledgement to all applications.

All offers must be clear, reasonable, and consistent with the programmes published entry requirements.

For those students who request it, departments are required to respond and provide further information as to why an applicant was rejected.

Admissions Tutors need to have undertaken College recruitment and selection training in order to be aware of equal opportunity and disability issues affecting applicants.

6.5 Applicants under 18 on entry

Applicants will apply through UCAS in the normal way and consideration for a place will follow the normal procedure. If an offer is to be made this will be done via the Minors’ Policy.

http://www.imperial.ac.uk/study/ug/apply/selection/admissions-policies/

Any queries regarding admitting applicants who will be under 18 on entry should be referred to the Senior Assistant Registrar (Admissions)

6.6 Confirmation of Conditional Offers and Clearing

Arrangements are made annually by the Senior Assistant Registrar (Admissions) regarding processes around the release of results, internal clearing, and confirmation of places via UCAS. The Academic Registrar, Vice Provost (Education) and Senior Assistant Registrar (Admissions), meet with Faculty Deans individually on the Tuesday after A-level results are received by the College in order to establish departmental and overall numbers.

6.7 Key Dates for admissions

<table>
<thead>
<tr>
<th>September</th>
<th>New UCAS application year starts</th>
</tr>
</thead>
<tbody>
<tr>
<td>October 15</td>
<td>Oxbridge and UCAS deadline for applications to Medical Schools Applicants applying for the 6-year MBBS/BSc Medicine, Graduate Entry Medicine and Biomedical Sciences degrees are required to take the Bio-medical Admissions Test (BMAT).</td>
</tr>
<tr>
<td>January 15</td>
<td>UCAS deadline for all other applicants</td>
</tr>
</tbody>
</table>
### 7. Student Registration and Induction

All students can register on-line through Student eService. Payments of student loans and maintenance grants can only be made to registered students. The Student eService can be found at the following link: [www.imperial.ac.uk/studenteservice](http://www.imperial.ac.uk/studenteservice)

Students should receive a departmental induction which is specifically tailored to their programme alongside the College induction. It is important that departments provide clear guidance on the welfare support available to students within the College as well as the academic aspects of their programme.

It is College policy that all new students complete a [Safety induction checklist](#) on their first day.

**Tips for a good induction:**

- Avoid information overload and ensure there is an appropriate balance between generic and programme-specific information
- Ensure that information is available in a timely manner, especially programme-specific information such as timetables and handbooks
- Link to a social event
- Include as many departmental academic and support staff as possible
- Check the Welcome Week calendar to avoid timetabling your induction event(s) when students might want to be elsewhere [http://www3.imperial.ac.uk/students/newstudents](http://www3.imperial.ac.uk/students/newstudents)
**Good Practice**

As part of the induction process departments should direct their students to the Imperial Success Guide: [http://www.imperial.ac.uk/students/success-guide/](http://www.imperial.ac.uk/students/success-guide/)

The Success Guide is the College’s one stop on-line resource to support student’s academic transition into Imperial College. The guide brings together information on effective study, assessments and feedback, wellbeing, workshops and support to ensure that students know where to look for advice and guidance relating to study skills.

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### 7.3 Programme Handbook

A key part of the induction process is to ensure that students receive their programme handbook which should contain all the essential information students need to know about their chosen programme.

A list of items to include in the handbook is available [here](http://www.imperial.ac.uk/students/success-guide/).

Handbooks must also be available to download on-line and must be available to prospective as well as current students. This is a HEFEC requirement – see [Wider Information Sets](http://www.imperial.ac.uk/students/success-guide/).

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### Handbooks

The College provides guidance and standard text for inclusion in programme handbooks at:

[http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/studentandprogrammehandbooks](http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/studentandprogrammehandbooks)

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### 7.4 Lectures and Timetabling

Timetables should be prepared in accordance with the [College Timetabling Policy](http://www.imperial.ac.uk/students/success-guide/). Programme Directors should liaise with their Departmental Timetabler regarding the provision of teaching requirements. A **provisional** timetable for the upcoming academic year which can be broken down to student group level is to be issued annually at the end of July. All contingency bookings made earlier in the process should be removed at this point in order to facilitate the release of rooms for other departments or areas of College business.

The **final** timetable, produced in September, is to be published electronically as a dynamic, individual student timetable accessible via mobile devices. Contact the [Central Timetabling Support Office](http://www.imperial.ac.uk/students/success-guide/) for information on key processes and supporting technologies.

The appendix to the policy (College Teaching Day notice) includes some advice on the timings of examinations.

It is essential that staff are given adequate warning of their commitments to teaching, examining and related administrative work to ensure they are available.
If PhD students and/or postdoctoral research assistants are involved in teaching it is essential that they are given appropriate training first and provided with a formal contract to undertake the work from HR. A roles and responsibilities document for Graduate Teaching Assistants (GTAs) with further information on this can be found here.

### Availability of Lecture Notes

Material such as lecture notes, hand-outs and reading lists should be made available to students online once they are registered. Many programmes use Blackboard Learn, which is part of the College’s Virtual Learning Environment (VLE) suite.

### Recording of Lectures

The College strongly encourages staff to record their lectures.

College guidelines on audio and video lecture recording can be found here.

### 7.5 Term Dates

Term dates can be found at the following link:

http://www3.imperial.ac.uk/registry/currentstudents/termdates

### 8. Examinations & Assessment

#### 8.1 Academic and Examination Regulations

The College’s Examination Regulations relate to all matters to do with examinations and the College’s Academic Regulations contain the regulations for the award of all College degrees. Any changes to either set of Regulations must be approved by QAEC and by Senate. It is a department’s responsibility to ensure that delivery of each programme adheres to these regulations which can be downloaded at the following link:

http://www3.imperial.ac.uk/registry/information/academicregulations

Each programme should have a scheme for the award of honours which sets out the individual weighting assigned to each element of assessment and describes how the final overall mark for the award is determined.

Programmes within the Faculty of Engineering and Faculty of Natural Sciences should adhere to the College’s Undergraduate Year Weighting Policy:

http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/examinationassessment

Programmes with the Faculty of Medicine should adhere to the College’s Undergraduate Year Weighting Policy for Faculty of Medicine:

http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/examinationassessment
The marking of assessments which count towards a student’s degree classification should be carried out by at least two markers. The markers can use either blind or open double marking or check marking. Where there are differences in marks for individual assignments, questions, etc., these may be resolved between the markers themselves or with the intervention of a third party. The third party is normally a College Examiner, but may also be an External Examiner.

### Second Marking

Advice for Second Marking:

- Double marking (open or blind) is considered good practice
- All scripts/essays/reports/dissertations and coursework which count towards the degree classification should be annotated to show first and second marking has taken place
- Assessment cover sheets should be use and show the first and second marker’s assessment for each question
- Different coloured pens should been used by each marker
- Each marker should initial each page to confirm it has been read
- Each marker should sign to confirm agreed marks
- All comments from each marker with regards to marks awarded should be included
- An explanation should be provided on how final marks were agreed where marks awarded by each marker differ
- Where a third party intervenes when marks cannot be agreed by the first and second marker this should be clearly noted on the cover sheet.
- Where students are taught and assessed at a partner institution / organisation: the work should checked by an Imperial College Examiner (a sample of work is acceptable).

Moderation is a function carried out by the External Examiner(s) to assure that an assessment outcome is fair and reliable and that assessment criteria have been applied consistently. Moderation focuses on the marks awarded to the full set of assessed work for a task, modules or programme in the context of the academic standards for the award. It is therefore separate from the question of how differences in marks between two or more markers are resolved and is not about making changes to an individual student’s marks.

To enable moderation to take place and to ensure that External Examiners have enough evidence to determine that internal marking is of an appropriate standard and consistent, an adequate sample of scripts/coursework should be made available for External Examiners to view. The principles for such selection must be agreed in advance with the External Examiners. External Examiners should see a sample of scripts and other assessed examination material from the top, the middle and the bottom of the range. They should normally see all scripts of borderline candidates and see all scripts assessed internally as failures.

For further information on marking and moderation, see the guidance note: [Protocol for Marking and Moderation](#)
8.2 Oral Assessments including Viva Voce Examinations

Oral assessments are defined by Imperial as a conversation or oral presentation on a given topic. This definition also includes the viva voce examination which is used in specific circumstances, such as for the defence of a thesis, to determine the final result for the award and inconsideration of borderline candidates or to determine prizes. All oral assessments must be conducted by not less than two examiners acting together. Viva examinations must include an external examiner and no-one may attend the examination except the examiners and the candidate.

For see the document Conduct of Oral Assessments (including Viva Voce Examinations) for Undergraduate and Master's Level Programmes for more information.

8.3 Examination Boards

Every programme of study must be overseen by an Examination Board. The Board must draw up a marking scheme, which shall include, where appropriate, a scheme for the award of honours; this must be in accord with the overarching College’s policy and agreed mark boundaries for pass/fail and degree classification. Changes to Schemes for the Award of Honours are approved by the relevant Faculty Studies Committees which then report to Senate.

Examination Boards are usually made up of the Chair (often the Head of Department, but some departments have another senior academic as the appointed Chair), external examiners and internal/College examiners. Assessors may be appointed to assist Boards in the setting of papers in special subjects, to mark scripts and to attend practical examinations. Assessors are not members of examination boards and, unless invited, do not attend the meetings. Assistant Examiners may be appointed to assist in the marking of scripts at examinations where there are large numbers of candidates taking written papers or practical examinations, and may be required to attend practical examinations. Assistant Examiners are not members of Boards and are not entitled to set papers or, unless invited, to attend their meetings.

The role of the examination board is to agree the marks for every student after each module of the programme and to determine the final outcome of the award (pass/fail and degree classification). There may be internal sub-board meetings but there will only be one meeting of each Board where progression and awards are confirmed, this is known as the Examiners’ Progression and Award Board (EPAB). Normally a minimum of 60 per cent of the membership of the Board of Examiners should be present for valid decisions to be taken. External Examiners do not normally attend sub-board meetings but all External Examiners should attend the EPAB for valid decisions to be taken.

After the marks have been agreed, they are passed onto the Registry using a template that is supplied to departments. Official notification of results to students comes from the Registry. The results are made available for students to access online. If a student has failed Registry will inform them of the decision of the Examination Board to fail them.

Mitigating Circumstances should be considered separately from the Exam Board meetings. Students are normally required to submit requests for mitigation in accordance with the prescribed procedure. Submissions by students should be considered by a Mitigation Advisory Panel (MAP). The MAP considers the scope and extent (Severe/Moderate/Slight/None) of mitigating circumstances affecting students’ module/component/element results. The MAP consists of a small group of key staff (e.g. Head of Department, Senior Tutor, Director of Undergraduate Studies, Chair of the Board of Examiners and year co-ordinators.) at least one of whom should be a member of the relevant Board of
Examiners, which makes recommendations to the full Board. The MAP will determine the amount of
information which may be released to the Board subject to the wishes of the student.

The Mitigating Circumstances Policy and Procedures are available at:

www.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/examinationassessment

The roles and responsibilities of the Chair of the Board of Examiners are available at:

www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice

All Boards should keep full and accurate minutes of their reasons and decisions. The minutes for
the EPAB must be submitted to Registry who will keep a central record. Minutes can be emailed
directly to the Quality Assurance Administrator at:

external.examiner@imperial.ac.uk

Further details regarding examination boards including items to include in examination board minutes
with an agenda template can be found in the Conduct of Undergraduate Boards of Examiners’
Meetings.

8.4 Releasing marks to students

The College has guidelines on releasing coursework marks to students and encourages departments to
provide students with constructive feedback promptly:

http://www3.imperial.ac.uk/registry/information/formsproceduresandregulations

8.5 Reporting Marks to Registry/Awarding Degrees

Departments are requested to confirm their examination units in advance of the meeting of the Board
of Examiners. Once the Board of Examiners has met and confirmed the marks, progression outcomes
and degree classifications these should be reported to Registry on the approved template. By
returning the spreadsheet the department is confirming the marks have been checked and approved
by the Chair of the Board of Examiners.

The date of award for most undergraduate programmes will be 1 August each year. The date of award
for MBBS students is 15 July. Students whose degree classification is determined after 1 August each
year will be awarded on the first of the month following the meeting of the Board of Examiners at
which their marks were confirmed.

Degree certificates are sent to students’ home address following the date of award.

8.6 Appeals

Students may make a representation against decisions of Boards of Examiners, they may appeal
against a decision requiring them to withdraw from College. Further information regarding appeals
can be found at:

http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/complaintsappeals
Guidance for departments on how to deal with appeals can be found on the same page: http://www3.imperial.ac.uk/registry/proceduresandregulations/policiesandprocedures/complaintsappeals

8.7 Exam Stationery

In August the Registry will write to departments to ask for examination stationery requirements for the coming year – stationery orders will be delivered directly to named contacts in departments at the beginning of November.

9. External Examiners

All information relating to external examiner processes and procedures can be found at the external examiner website:

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/externalexamining

9.1 Roles and responsibilities of the external examiner

The role of the external examiner is that of a moderator. Their main duties are to:

- Approve examination papers
- Review coursework
- Review a sample of examination scripts and research project dissertations from the top, middle and bottom of the range of marks. (They should normally see all scripts of borderline candidates and see all scripts assess internally as failures.)
- Attend the Board of Examiners meeting
- Complete a report to the College within one month of the examination board.

Further details of the role and responsibilities of external examiners can be found at the external examiner website (as listed above) and a job description can be downloaded at the following link:

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice

9.2 Appointment of External Examiners

External Examiners can be drawn from other universities, research institutions and industry in the UK. External examiners are nominated by departments via an External Examiner Nomination Form and the nominations are scrutinised and approved by the Vice Provost (Education) or nominee. The College has detailed guidelines for departments on the nomination and approval of external examiners, incorporating the requirements of the QAA. All of which can be found at:

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/externalexamining

When completing the nomination form, it is necessary to clearly state any postgraduate teaching and examining experience the nominee has; it is not sufficient to simply attach a CV. An inexperienced examiner may be nominated, provided that they will be working with an experienced examiner. Heads of Department should also complete the section on the form that asks which existing external examiner (if any) the proposed new external examiner will be replacing.
The Regulations for the Examination of BEng, BSc, MEng, MSci and MBBS degrees contains the criteria that external examiners must fulfil:

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/externalexamining

Examiners can normally serve a maximum of four years but can be considered to serve a fifth year in exceptional circumstances (a special case should be put to Vice Provost (Education)).

All external examiners are invited to attend an Induction Day organised by the Senate and Academic Review Team. The day consists of a formal session of background briefing on the College academic structure, its expectations of external examiners and how it responds to external examiner reports. Examiners are also given the opportunity to visit the department to which they are appointed.

**Good Practice**

It is recommended that new examiners are appointed whilst experienced examiners are still in post so that the newer examiner can benefit from working with the existing examiner.

All external examiners are invited to an induction day with the College in the spring term, please encourage them to attend.

9.3 Examiners’ Reports

External examiners are asked to submit a written report giving detailed feedback on the assessment process and the academic standards of the awards. The reports are considered by departments who are required to provide a formal response to the comments made by the external examiner. The report, with the departmental response, is then sent to the Vice Provost (Education) for scrutiny. The Vice Provost (Education) will highlight areas where further action is required (and therefore seek further assurances from a department on the resolution of a particular problem) and will also highlight instances of good practice. In cases where further action is required, the report is then returned to the department to take appropriate action.

A College wide summary report on all reports is produced and considered by the relevant MQC and this is subsequently reported to Senate. Following consideration of the reports, the Registry provides feedback to external examiners. From 2011-12 external examiner reports, and the departmental responses

If the examiner suggests changes to the programme(s) and the department wishes to follow their recommendations, these will need to be approved by the relevant Studies Committee – see Section 16.2 on programme modifications.

10. Transferring & Interrupting Programmes of Study

10.1 Transferring to Different Programme

Students may transfer between programmes within their department, with the approval of the DUGS. Students will be compulsorily transferred from MEng/MSci to BEng/BSc if they have not achieved a sufficient standard to continue on the MEng/MSci. Students wishing to transfer to a programme in another department will need to obtain the agreement of the DUGS in both departments before transferring.
10.2 Interruption of Studies

Some students may need to take a temporary break from their studies due to personal, health, financial or other. Interruptions of studies usually last for a full year for students on an undergraduate degree programme and all requests should be approved by the DUGS or Senior Tutor.

Some students may be required to take an interruption of studies due to failed examination and these will be confirmed when reporting exam marks.

In all cases such students will not be considered as registered. They are therefore not entitled to Council Tax exemption and, if they are from outside the EU, may be required to leave the United Kingdom for the period of their interruption. Further information is available from http://www3.imperial.ac.uk/registry/currentstudents/registrationchanges

11. European Credit Transfer & Accumulation System (ECTS)

The College’s main academic credit currency is ECTS.

The ECTS system is part of the Bologna Process, the project to integrate higher education qualifications across Europe. In practice, this means that all programmes are assigned a certain number of credits, based on the student workload required. The Bologna Process defines three cycles of higher education: Bachelor’s, Master’s, and doctoral. The typical credit ranges are 180-240 units for the first (Bachelor’s) and 90-120 units for the second (Master’s) cycle; for the latter, a minimum of 60 units must be at second cycle level. There is no credit range for the third (doctoral) cycle.

A single ECTS credit represents between 25-30 nominal hours of student workload. (At Imperial the standard is 25 hours per ECTS). The ECTS assignment should be completed at the proposal stage for a new programme and kept up to date thereafter.

Further information is available from:

http://www3.imperial.ac.uk/registry/proceduresandregulations/ectsinformation


The European Commission’s website:


Although ECTS are formally awarded by the College for the successful completion of a programme of study, all programmes must also be aligned with the UK’s Framework for Higher Education Qualification (FHEQ) – see:

http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/qualifications

Programme learning outcomes must also be aligned with the relevant subject benchmark statement:

http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements
12. Student Feedback

12.1 Feedback on Academic Progress

Students must receive regular feedback on their progress throughout their programme. Students regard feedback as key to identifying ways in which they can improve their performance. Feedback provides vital reassurance for highly performing students who lack personal confidence but is also useful to those students who may be struggling and require more support. Feedback can be provided to students using a variety of methods which include; written, oral, group, individual and online. Students should expect to receive feedback throughout the year and they should receive more detailed feedback on their progress each term from their Personal/Academic Tutors. Personal/Academic Tutors may also advise students on their overall performance. Staff should remind students to collect written feedback regularly.

Where possible, students should receive feedback on their work within 2 weeks.

12.2 Student Feedback

Students must also have opportunities to give feedback on their programme. It is important that departments communicate to students how they have addressed any issues raised by students.

12.3 Staff-Student Committees

The Staff-Student Committee provides an important forum for students to express their views. The departmental year representatives should ensure that all students have the opportunity to have their views expressed at these meetings and the minutes of these meetings should be circulated to all students. Student representation on academic committees also provides another important link in the dissemination of feedback from students to a wider College community.

**Good Practice:**

The College and the ICU have jointly produced some guidance on good practice for Staff-Student Committees and have also provided a model template agreement - See

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/goodpractice/goodpracticeguides

12.4 Surveys

Details of the all surveys run centrally by the College can be found at:

www.imperial.ac.uk/registry/proceduresandregulations/surveys

The main internal College-wide surveys are:

- **UG SOLE Lecturer/Module Evaluations**
  
The UG Student On-line Evaluation (SOLE) lecturer/module survey contains questions relating to the modules taught on each programme and the lecturers who teach those modules at the
end of each term. UG SOLE results for individual members of staff included in the survey are sent electronically first to the relevant Head of Department and DUGS for review before they are sent direct to individual staff. The autumn SOLE and spring SOLE surveys are particularly large in scope.

The Registry Surveys Team will contact DUGS at the beginning of each term to collect details of the module and lecturers which are needed to run the survey.

Further information regarding UG SOLE is available online at: http://www3.imperial.ac.uk/registry/proceduresandregulations/surveys/sole

- **Student Experience Survey (SES)**

  The SES is a survey for all students concerned with a broad range of non-academic services and facilities provided by the College and the ICU. Phase 1 runs at the beginning of the autumn term with a focus on arrival and induction and Phase 2 in the spring term with a focus on the student experience, wellbeing and support arrangements.

- **Student Bursary Survey**

  Undergraduate Imperial Bursary recipients are annually asked to complete the Student Bursary Survey. The survey asks a range of questions relating to when recipients became aware of this funding, how they experienced the bursary application process and whether they were happy with the service provided by the Financial Support Office. Students are asked whether they feel the funding is appropriate and how they would suggest College address undergraduate funding in future. This valuable student feedback has been instrumental in ensuring undergraduate funding provided by Imperial College is fit for purpose.

**Student Survey Policy**

The College’s Student Survey Policy can be found at:

http://www3.imperial.ac.uk/registry/proceduresandregulations/surveys/additionalinfo

Please read this before implementing any surveys of your students.

If you have any queries on the above surveys, you can contact the Registry’s Survey Team via email at surveys.registrysupport@imperial.ac.uk or call +44 (0) 20759 48013.

Please note that the Faculty of Medicine, Quality and Enhancement Team runs the Faculty of Medicine SOLE module/lecturer surveys.

The main external UG survey used by the College is:

- **National Student Survey (NSS)**

  The National Student Survey (NSS) is an annual survey of final year undergraduate students at UK Higher and Further Education Institutions. It is carried out by Ipsos Mori, commissioned by the Higher Education Funding Council for England (HEFCE). Analysis of the NSS data is carried out...
out by the Planning Division and communicated across the College (results are sent to Heads of Departments and DUGS). Departments are asked to complete an Action Plan showing how they will address any issues raised. Departmental Action Plans are then considered at a Faculty and College level.

The College’s NSS data is prepared by the Registry’s HESA and Data Quality Team who communicate the HESA derived NSS target lists to all DUGS during November each year.

The HESA & Data Quality Team can be contacted on registrydata@imperial.ac.uk or 0207 594 8034

For more information on NSS and the College’s NSS outcomes see:

http://www.imperial.ac.uk/admin-services/strategic-planning/statistics/nss/

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**Good Practice**

The Registry’s Survey Team has created a Good Practice for Surveys website with advice, resources and case studies on improving participation rates, responding to student feedback and using surveys to enhance the student experience – see:

http://www3.imperial.ac.uk/registry/proceduresandregulations/surveys/additionalinfo/goodpracticeforsurveys

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**13. Placements**

The College’s approach to the management of placements (which form part of the curriculum) is governed by a Placement Learning Policy, and supported by Good Practice and various resources. The Policy includes a definition of a placement. Provision of undergraduate placements varies across departments, as do the types of placement.

Placement Learning Policy and Good Practice: see 13.3 and Placements

**13.1 Study-based Placements (non-UK only)**

- Year Abroad type degrees (includes ‘Year in Europe’, ‘Year Abroad’, ‘Research Abroad’, ‘International Programme of Study’ and ‘with [Language] for Science’ degrees): students normally undertake this placement within the framework of a student exchange agreement. Departments must have all year abroad partners (exchange or otherwise) formally approved by the appropriate studies committee.
  - Procedure for the establishment, renewal and review of student exchange partners.
  - Specific guidance for year abroad type degrees is available, which includes reference to language preparation.
- Other: where other shorter opportunities to study abroad exist they would normally do so within the framework of a student exchange agreement, and be subject to the procedure noted above.
  - Some project related placements are occasionnally managed within study-based exchanges, e.g. MEng Aeronautical Engineering Final Year Project; MBBS/BSc Medicine BSc projects.
13.2 Work or project related Placements

- Year in Industry
- Other, e.g. MEng Computing includes a compulsory 6 month industrial placement in Year 3; MEng Aeronautical Engineering Final Year Projects can be taken externally; BSc Biology makes provision for some final year projects to be undertaken as a placement.

13.3 Placement Learning Policy

The College’s Placement Learning Policy outlines the College’s definition of a placement (see below) and the responsibilities of the College to students selected and preparing for and undertaking a placement, the rights and responsibilities of placement students themselves and what is expected from placement providers.

This policy is supported by a framework of Good Practice for curriculum-based placements at all levels of study. The aim is to assist a department in managing the “placement” process in a risk-based but proportional manner, with due regard for example to the regularity of use of a particular placement provider, the volume of students involved, the location of a placement, the content of a particular placement and, of course, the student concerned. There will naturally be some placements which require more work to support their management, from planning, through approval to completion.

The definition of a placement is: work experience, assessed project work, a period of course-based study or a period of research (for which academic credit is awarded and/or where the student remains subject to College student regulations during the relevant period) where there is a transfer of direct supervision of the student to a third party (i.e. where a member of staff at the third party acts as the day-to-day supervisor/manager) for a period of 2 weeks or more.

The third party would normally be external to the College Estate; however, the College may itself serve as a “third party” by providing a placement (e.g. UROPs undertaken by students in an area of College other than their home department). Placements may themselves incorporate a further “placement” elsewhere; in such cases it would be the responsibility of the original placement provider to act as the primary supervisor/manager of the further placement, unless such supervision is formally ceded back to the College.

Please note that the Placement Learning Policy and Good Practice are interwoven into the College’s Off-Site working policy.

13.4 Erasmus+

The College participates in the European Commission’s Erasmus + Programme (2014-2020) which provides a framework for many of the above activities where the location is ordinarily within Europe (terms and conditions apply). Participation enables the College to access a system of mobility grants, while departments who pursue Erasmus activities can apply on an annual basis for access to organisational funding. Further enquiries can be made to the Assistant Registrar (Placements).

Departments would wish to note that:
• Tuition fees at a student exchange partner are normally waived.
• Tuition fees payable to Imperial College for the year in which a Year Aboard or a Year in Industry takes place may vary from the norm. Please refer to the Student Finance webpages.
• A Placements Abroad Handbook is maintained by Registry for use of all students.

14. Co-Curricular and Extracurricular Studies

14.1 Imperial Horizons

The Centre for Languages, Culture and Communication (CLCC) (previously known as the Centre for Co-Curricular Studies) runs Imperial Horizons. Imperial Horizons enables students to study subjects from the following fields:

• Business and Professional Skills
• Global Challenges
• Languages and Global Citizenship
• Science, Culture and Society

in addition to their main programme of study. The Imperial Horizon courses are free to attend.

14.2 Undergraduate Research Opportunities Programme (UROP)

UROP provides an opportunity for students who have yet to graduate from a Master’s degree to participate in real research. It is an experience that influences future career pathways of students and is used by many as a stepping stone to a future in academic research. This scheme is managed by Registry. Further information can be found at the following link:

http://www3.imperial.ac.uk/urop

14.3 Allocation of ECTS Credits to extra-curricular activities

Senate has approved College procedures for allowing students to gain formal recognition (ECTS credits) for academic work which is not part of the curriculum. Such credits could be accrued for approved extra-curricular courses (run for example by the Centre for Languages, Culture and Communication (CLCC) or the Business School) during term time.

Such credits can also be assigned for vacation internships (UROP et al) upon completion of the internship and the successful assessment of a piece of academic work based on the internship. The proviso being that the student’s academic department has been approved to allocate ECTS on such a basis.

Further information is available at:

http://www3.imperial.ac.uk/registry/proceduresandregulations/ectsinformation
15. Programme Information

The College has a responsibility and, in some cases there is also a regulatory requirement, to ensure that a definitive record of each programme of study is held.

Consumer Law Advice

The Competitions and Marketing Authority (CMA) has produced some guidance for Higher Education Providers and students to help them understand their rights under Consumer Protection Law:

https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students

15.1 Key Information Sets (KIS)

The Key Information Sets (KIS) provide comparable sets of information about our undergraduate programmes. They contain the items of information that prospective students have identified as most important to inform their decisions.

Departments must provide the Registry HESA and Data Quality Team annually with detailed programme information which is then displayed on the Unistats website, enabling prospective students to make comparisons with other HEI’s for similar programmes they may wish to study.

Unistats pull together information about the programme accreditation, costs (including tuition and accommodation fees) and how the programme is taught and assessed. Links are also provided to the National Student Survey (NSS) statistics and career options of students who have graduated from the programme.

The HESA and Data Quality Team also make this information available via a small snippet of content or ‘widget’ through the programme pages on the College website.

It is essential that the ECTS breakdowns for each module of a programme (including relevant elective module choices) are listed explicitly within the programme specification to ensure compliance with KIS regulations and to enable students to easily access this information (See Sections on Programme Specifications and ECTS for more detail).

15.2 Programme Specification

A programme specification is a concise description of the intended outcomes of learning from a higher education programme and the means by which these outcomes are achieved and demonstrated.

It is the department’s responsibility to ensure that the programme specification is kept updated and is displayed on the departmental website. The programme specification should have a date showing when it was last updated. Registry also holds a central record of all programme specifications and departments should ensure that links to each of the programme specifications within their department are emailed to the Registry’s Quality Assurance & Enhancement Team.
A template and guidance for completing programme specifications can be downloaded at the following link:

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/programmeinformation

15.3 Departmental Student System (DSS).

DSS is the College’s Departmental Student System, which offers departments a standard way to manage information about programmes, modules and students. It interfaces with the central student system (OSS) and feeds other systems that require teaching data, such as VLEs, SOLE and the College websites. DSS also includes an interface to the College's Outlook directory and creates student distribution lists based on their selected modules and/or programme umbrellas.

All departments are encouraged to use DSS.

By default, all College staff have read-only access to DSS at the following link:
http://www.imperial.ac.uk/DSS

Further information on DSS can be found at: https://wiki.imperial.ac.uk/display/ictdss/Home

If you are interested in using DSS to manage teaching data in your department, or would like to request full access to the functionality, please contact The Registry Systems Team on registry.systems@imperial.ac.uk

15.4 Academic Regulations

The Academic Regulations contain descriptions of all awards offered at Imperial and how they are assessed. It is a department's responsibility to ensure that all programmes adhere to the regulations and are kept up to date.

15.5 Archives and Records Retention

The College has a records retention schedule. This is a list of records with time schedules for their retention and disposal or transfer to College Archives for permanent retention.

Information on record retention for academic departments (e.g. examination scripts and papers) and further information see the link below:

http://www3.imperial.ac.uk/recordsandarchives/recordsmanagement/retschedule

16. Quality Assurance Processes

The Quality Assurance Agency for Higher Education (QAA) is an independent body which is responsible for safeguarding the standard and improving the quality of UK higher education. The QAA develop and maintain the key documents such as the UK Quality Code for Higher Education which are used by higher education providers to help them meet UK expectations about standards and quality. The UK public funding body, HEFCE has a legal responsibility for ensuring that the provision they fund is quality assessed and they contract the QAA to carry out this function on their behalf. The UK Research
Councils stipulate that in order to receive funding, research organisations, such as Imperial, must adopt recognised quality standards for postgraduate training at least equal to the QAA’s codes/guidance for selecting, administering and supervising students throughout their period of training.

All UK institutions have their own internal quality assurance, standards and enhancement procedures based around the QAA’s key documents. The QAA reports on how well each institution meets their responsibilities for assuring quality and standards, using processes of peer review. The QAA review involves a thorough evaluation of the institution’s educational provision and results in a published report that makes judgments and recommendations about academic standards and quality, as well as highlighting good practice. The QAA publishes their findings on their website.

The College is next due to undergo a review by the QAA in 2016-7. However, this may change as HEFCE are currently consulting on the future of quality assessment and it is not currently known who by or what form the 2016-7 review will follow.

At Imperial, the quality assurance, standards and enhancement procedures are collectively termed the “Quality Framework”. Key procedures in the Quality Framework are list below:

16.1 Approval of New Undergraduate Programmes

A proposal for a new programme needs to gain approval from the individual department, be approved by the relevant Studies Committee and by Senate. The approval process includes the requirement for external review.

Departments wishing to introduce a new programme should complete the New UG Programme Proposal Forms A -D and programme specification, module outlines and ECTS/Assessment template forms available to download at:

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/newprogrammeproposals1

During the second or third year after the new programme has started a detailed review, called the “second stage review” will take place to ensure the programme has met the original objectives and the Head of Department will be asked to provide a report on the programme for the second stage review.

For further details and guidance, please refer to the webpages on programme approval and review.

**Good Practice**

The QAA, in its 2010 Institutional Audit, cited the opportunities provided by the programme approval process for the early systematic review of new programmes as an example of good practice.

Departments are also strongly encouraged to contact the Education Development Unit (EDU) in the early stages of planning a new programme. The EDU can advise on all aspects of learning, teaching and assessment.

http://www3.imperial.ac.uk/edudev
16.2 Amendments to Existing Programmes

If you wish to make a change to any part of a programme (including examination and assessment criteria), you will need to submit a programme modification form. The modification form is considered by the relevant Departmental Teaching Committee and by the appropriate Faculty Studies Committee(s). Proposed changes to the programme must be submitted to the Faculty Studies Committee before they are implemented. Minor changes do not need approval of the Faculty Studies Committees but should be detailed in the annual monitoring statement to ensure an overview is kept at Faculty Level. Major changes require Senate permission.

The levels of approval document will help you decided whether modifications should be classed as minor or major. For further advice contact the Registry’s Quality Assurance Team.

Suspension or withdrawal of a programme for whatever reason needs approved by the relevant Faculty Studies Committee and Senate.

Changes to programmes should be submitted to the relevant Departmental Teaching Committee and Faculty Studies Committee using the Modifications to Undergraduate Programmes of Study Form which can be downloaded at the following link:

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/programmemodifications

Where a change is deemed necessary during the session then the student cohort(s) effected must be consulted and agree to the changes. Retrospective require Faculty Studies and Senate approval regardless of whether the change is minor.

Good Practice

If a department wishes to make changes to a programme, these should be submitted for approval well in advance of the start of the academic year in which they are expected to be implemented.

It is always good practice to consult with existing students and to invite comments from external examiners over changes for ensuing years.

Departments are also strongly encouraged to contact the Education Development Unit (EDU) in the early stages of planning programme modifications. The EDU can advise on all aspects of learning, teaching and assessment.

http://www3.imperial.ac.uk/edudev

Higher Education and Consumer Law

The Competitions and Markets Authority (CMA) have published advice for higher education providers and students to help them understand their obligations under consumer protection law:

https://www.gov.uk/government/collections/higher-education-consumer-law-advice-for-providers-and-students
16.3 Review of Undergraduate Programmes

At an institutional level, the College assures the quality and standards of its programmes by carrying out routine (annual) monitoring and periodic reviews. Routine monitoring is an annual internal paper-based peer review exercise whereas periodic reviews include departmental visits and consideration by external assessors.

16.3.1 Routine Annual Monitoring

All departments must complete an annual monitoring form which is considered by the relevant Faculty Studies Committee. The template for annual monitoring forms can be found at the following link:

http://www3.imperial.ac.uk/registry/proceduresandregulations/forms

Annual monitoring returns will considered in detail by the relevant Faculty Studies Committee, who will use the exercise to not only evaluate the provision but also to identify good practice that can be highlighted to Senate for wider circulation. The review of external examiner reports is incorporated within the annual monitoring process as is the review of the management of any departmental collaborative provision.

16.3.2 Departmental Periodic Review

Periodic review of departmental undergraduate teaching is normally carried out on a rotational basis, around every five years. Departments might be reviewed out of turn in response to information that would suggest that an earlier review would be desirable or to fit in with accreditation visits.

The nature of a department’s periodic review will depend on whether they are subject to regular professional accreditation (for example by one of the Engineering Institutions) or not. For those departments whose programmes are accredited by a professional body, reviews will be timed so that they occur approximately 6-12 months after an accreditation visit and there will be a focus on development and enhancement. This is to minimise the load placed on departments by ensuring that the same or similar documentation can be utilised for two different but related exercises. If a department does not have any programmes that are accredited, then the review will take place on a rotational basis, normally every five years. In cases where there is a mixture of accredited and non-accredited programmes, departments will be dealt with on a case by case basis.

A review panel, comprising both internal and external members as well as a student representative, is invited to spend a day in the department under review to consider documentation, meet with staff and students of the department and to see departmental facilities. A report is produced by the internal Chair of the review panel. The department is then required to make a formal response to the report. The report of the panel and the department’s response to the report are considered by the Quality Assurance & Enhancement Committee (QAEC). A report is then made to Senate and any appropriate period of follow-up agreed.
The procedure for annual monitoring and periodic review can be found in the Procedures for the Review of New and Existing Undergraduate Programmes at the following link:

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/approvalandreview

17. Further Examples of Good Practice

Imperial

The Registry’s Senate and Academic Review Team publish good practice highlighted as part of periodic reviews on their website annually at:

www.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/approvalandreview

The Registry’s Senate and Academic Review Team also publish summaries of External Examiners reports on their website annually:

http://www3.imperial.ac.uk/registry/proceduresandregulations/qualityassurance/externalexamining

A document by the Director of Student Support regarding the student experience is available at:

workspace.imperial.ac.uk/registry/Internal/Improving%20the%20student%20experience.pdf

17.2 Quality Assurance Agency (QAA)

The UK Quality Code for Higher Education is available at:

http://www.qaa.ac.uk/assuring-standards-and-quality

17.3 QAA Case Studies:

The QAA provides case studies supplied by higher education providers, giving full details of the initiatives regarded as good practice, why these were developed, and how they were evaluated. The QAA hope that these will stimulate discussion among practitioners and students in higher education, and promote enhancement of the learning experience.

http://www.qaa.ac.uk/improving-higher-education/good-practice

17.4 Guidance for higher education providers and current and prospective students

The QAA, working with partners across the higher education sector, publish guidance on a variety of subjects, including:

- workload
- class size
- staff teaching qualifications
• how institutions respond to student feedback

The guidance is intended to support providers in making information available to current and prospective students, and advise students on the questions to ask and the aspects of the learning experience to consider when applying for a higher education programme.

http://www.qaa.ac.uk/improving-higher-education/research

17.5 Good Practice Knowledgebase

The Knowledgebase contains features of good practice taken from QAA's main review methods and is available at:

http://www.qaa.ac.uk/improving-higher-education/knowledgebase-search

17.6 Higher Education Empirical Research (HEER) database

The HEER database provides a quick and easy way to keep up to date with the latest research in higher education. The database provides summaries of the latest published research on a range of higher education topics, and has been redeveloped by QAA to provide a user-friendly service. It is free to register.

http://heer.qaa.ac.uk/pages/default.aspx

17.7 Higher Education Academy (HEA)

The HEA supports institutions to enhance the student learning and teaching experience through a range of services - for individual learning and teaching professionals, for senior managers in institutions, and for subject and discipline groups.

The HEA resource Centre is available at:

www.heacademy.ac.uk/resources