

Student – staff expectations

What staff expect from students (in no implied order of priority)

- **Understand what studying at Imperial offers**

It is the interpersonal skills learned from team working that make Imperial students stand out. Some of the most important skills do not translate directly to marks and you need more than good marks to secure a good job and career.

- **Focus on acquiring knowledge for life**

Focus on achieving deep knowledge and understanding of chemical engineering and its role. (Think “Where I can I learn more about this?” rather than “Why should I learn about this if it is not on the exam”?). Knowledge is not just to pass an exam.

- **Make the most of the university learning environment**

You have joined a community of knowledge seekers and are no longer a pupil seeking instruction. Learn from everyone around you, e.g., academics, teaching fellows, visiting lecturers, post-docs, PhD students (GTAs), other students, and use all the resources available, e.g., library, books, e-books, journals, internet sources, office hours, problem classes, discussion boards.

- **Take ownership of your learning**

Learning requires resilience and determination. Develop your study skills and plan your learning. Learn by doing and increase your confidence: try and solve problems by yourself or with peers. Study independently and in informal groups with your fellow students. Attend lectures and tutorials and revise often. Engage actively in learning through coursework. Use appropriate channels to ask questions (office hours and discussion boards rather than email – c.f. Staff-student email etiquette)

- **Respect and help your peers**

All engineering is team work: Be a team player in study groups and in coursework. An effective and successful team is one that builds on the skills of all members and makes the most of each person’s contribution. Aspire to be not just a good engineer, but an engineering leader.

- **Balance your studies with other commitments**

Studying is part of your life, not your life. Balance your studies with other commitments and interests and recognise others’ right to a personal life.

- **Use your judgment**

A good engineer achieves the best possible solution in the available timeframe. Many projects are open-ended, which means the work could be unlimited; prioritise your project work to get to a reasonable solution without sacrificing lecture attendance and other commitments. Focus on delivering quality over quantity. Five pages of high quality original work trump thirty pages of waffle every time.

- **Identify and communicate issues early**

If something is wrong, talk to your lecturer and your reps. Inform staff of any concerns you have in a timely and constructive way so that these can be addressed appropriately and quickly. This includes lectures, coursework, group issues etc. Don’t wait for SOLE to raise

issues – we need your SOLE feedback, but any changes we make based on SOLE will mostly benefit students after you.

- **Aspire to professionalism in all that you do**

Use email communications with care, be on time, be polite, be constructive in your feedback (e.g., WebPA and SOLE), even when it is anonymous, refrain from talking in lectures unless asking a question.

What students expect from staff (in no implied order of priority)

- **Care for students as individuals and future professionals**

Be accessible; provide advice, referral, insights, and references. Recognise the need for a personal life.

- **Inspire and stretch your students**

Develop technical and professional skills to transform students into top-tier graduates. This includes using a range of approaches/methods to teaching and support in order to develop learning skills and to promote independent learning; designing and delivering a syllabus that embeds fundamental knowledge and timely issues; helping students to learn to self-validate.

- **Set out clearly the core learning outcomes**

Spell out what learning outcomes are associated with each element of the programme and help students to understand how they can achieve these (e.g. lecture attendance, independent reading, problem sheets, quizzes, projects).

- **Deliver high quality teaching**

Deliver content that is fundamental but also up-to-date and relevant to current industrial and scientific problems. Make clear what provisions exist for supporting student learning (e.g., office hours, GTAs, discussion board, other support). When beneficial, make use of available technology (discussion boards, Panapto, visualisers). Provide meaningful and constructive feedback within an agreed timeframe, and provide any teaching materials in a timely and appropriate manner.

- **Give relevant and timely feedback**

Provide feedback on submitted work that guides students on how to improve, and provide it on time.

- **Be fair and deal promptly with issues**

Use a fair and transparent approach to project /coursework supervision and marking, in line with departmental guidance. Investigate promptly any issues related to lack of participation in coursework, bullying, plagiarism, and cheating and take appropriate action.

- **Listen and respond to students' concerns**

Seek and listen to individual feedback and feedback from reps. Take SOLE comments on board.

- **Inform students of changes in good time**

This includes lecture times and other changes to the course.

- **Aspire to professionalism in all that you do**

Use email communications with care, be on time, be polite, and be constructive in your feedback.

Student-student expectations (in no implied order of priority)

- **Be professional and co-operative towards your peers**
It's not a competition any more. We have already won the competition by getting to Imperial. Even under pressure, we can support each other's learning (e.g. study groups). Approaches to tackling problem sheets and past exam questions and the difficulties in answering them can be shared by talking to each other and using discussion boards.
- **Learn from explaining to each other**
Trying to explain things to each other is a great way of gaining deep understanding. Help others and yourself at the same time.
- **Be honest and helpful when assessing peers**
Treat others like you'd want to be treated yourself. Don't wait for anonymous peer assessment, and do offer and accept both positive and constructive feedback. Aim to give feedback face-to-face by speaking honestly and respectfully, through being assertive and not aggressive.
- **Differentiate between professional and personal life**
We learn for life, not the classroom. We should respect life outside the classroom and library and be reasonable in our demands on each other. Remember that Wednesday afternoons are for sport and activities other than coursework. Long hours of work do not automatically make a good project!
- **Respect the timetable**
We should be considerate and respect each other's timetables and commitments. Projects, coursework and elective schedules cause different levels of loading from one person to another at various times.
- **Acknowledge differences in ability and culture and deal with them effectively**
Diversity (people, personalities, interests, habits, skills) is a strength not a weakness. People are different, so don't force your way of working on others. Meet each other half way instead.
- **Be a team player to get the best from everyone**
A team is more than the sum of its parts, especially when team members take initiative and participate fully. Good team players encourage everyone to feel confident about their contributions.

Student-staff email etiquette

What is email between staff and students for? When should it be used?

DO

- Do ask questions on pastoral matters to your personal tutor, or use emails to set up meetings with your personal tutor.
- Do write emails in a professional manner, with an easily understood subject line.
- Do use email to make appointments.
- Do use email to discuss confidential matters.
- Do allow a few days for an answer to your email. If your email refers to a genuine emergency (i.e., a sudden *and* unexpected situation requiring urgent action), and you do not get an answer quickly, go to your lecturer's office or phone them.

DON'T

- Don't send emails asking for answers to problem sheet and exam questions or for clarification on lectures – you can ask these questions at problem classes/tutorials and office hours. You can also ask your peers and share information with them on discussion boards.
- Don't expect email responses outside normal working hours.
- Don't treat email as a means to have a conversation/chat.
- Don't send very long emails, or short emails that require a very long answer.

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