Imperial Award

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1.0 Introduction and Background

1.1 Imperial College's Education and Student Strategy includes an objective to "*refine and embed our Graduate Attributes and enable our students to demonstrate their achievements as part of both their programme outcomes and wider co-curricular activities*"

1.2 A working group was set up in late 2013 to focus on the second part of this objective and to make recommendations for the implementation of a scheme to recognise the wider achievements of Imperial College Students.

1.3 The working group developed a framework (Appendix 1) to enable students to link their experiences to the indicators under three overarching attributes, and made some suggestion for implementation.

1.4 Based on Imperial College Union's successes in relation to the design, delivery, implementation and engagement of volunteers in Imperial Plus, Imperial College Union have been requested and funded to deliver an Imperial Award Pilot in 2015-16.

1.5 Delivery of the pilot will meet our strategic goal SE8 *"ensure that the Union delivers at least three key contributors to the College's Graduate Attributes project".*

1.6 The Student Development Senior Coordinator is part funded (0.5 FTE) to work on the pilot.

2.0 Imperial Award Pilot Overview

2.1 Imperial graduates are known for meeting high expectations and being well educated in their discipline with the ability to manage and analyse complex information and situations.

2.2 The Imperial Award looks to reward students who can evidence the ways in which their engagement in curricular, co- and extra-curricular activities have gone beyond these high expectations and transformed their understanding, attitudes and skills in relation to key graduate attributes. The Imperial Award is not about rewarding academic success but an achievement of personal development. Students who achieve the Imperial Award will be recognised at their Graduation, receiving a certificate signed by the President of Imperial College and the Imperial Award will be recorded on their transcript.

2.3 In working towards the Imperial Award, students will be asked to reflect on how they have applied their talents to activities, building a well evidenced narrative that defines their own attributes and the impact they have made on others and the wider environment.

2.4 Delivered by the Student Development Team, the Pilot will be coordinated by our Student Development Senior Coordinator, who will liaise with Union and College staff, College tutors, the Award Steering Group and participants to ensure that all stakeholders are supported, ensuring the pilot is successful and that the pilot cohort have the necessary support to achieve a stream of the award in the pilot year.

3.0 Delivery

3.1 A number of Personal Tutors have been invited by College to participate in the Pilot, who will then engage their tutees. The Union has invited those volunteers engaged in Imperial Plus in 2014-15 to take part in the scheme, after which we will contact their Tutors. For any Tutor unable to participate, support is being provided by Careers Service consultants. Briefing sessions are being delivered for both Tutors and Students during October 2015.

3.2 The pilot will be at a size which should ensure that the support and verification process can be relatively simple and be focused on learning points for the management of a permanent scheme, rather than a scalable approach.

3.3 Students are required to submit a piece of written, reflective evidence, which will be assessed against the framework meeting a 4 or 5 to achieve that attribute. The evidence required to complete the award will, in the pilot stage, come from three sources:

3.3.1 Imperial Plus

The current Imperial Plus programme is already based on self-reflection and skills development, mainly linked to volunteering activities within the College community. The Student Development Senior Coordinator will ensure that progress through the Imperial Plus scheme would seamlessly interact with the evidence-gathering process for the Imperial Award

3.3.2 Academic Tutor System

The academic tutors with responsibility for the pilot cohort would be briefed on the scheme and the attributes framework, on a one-on-one basis, by a member of the working group or Imperial College Union staff as appropriate. They would liaise with the student and Imperial College Union staff to ensure that discussions during tutoring were linked to the attributes framework and evidenced in order to contribute to achievement of the award, supporting their tutees to set personal goals to progress through the framework and reflect on their achievements.   The active engagement of Personal Tutors is essential to the pilot scheme to ensure that the scheme can be 'scaled up' effectively following the pilot.

3.3.3 Other

Naturally, the pilot year would contain a large amount of unknown factors, including the other areas of activity which students undertake that may be appropriate to evidence in the development of the Imperial Award. This may include volunteering separate from the Union/College managed opportunities, part-time work, entrepreneurial activities, internships or volunteering during term breaks or academic work that isn't discussed with academic tutors. Evidence-gathering of this type will be supported by the Student Development Senior Coordinator and overseen by the working group. Experiences of evidencing this activity will be recorded and used to create guidance for any permanent manifestation of the award.
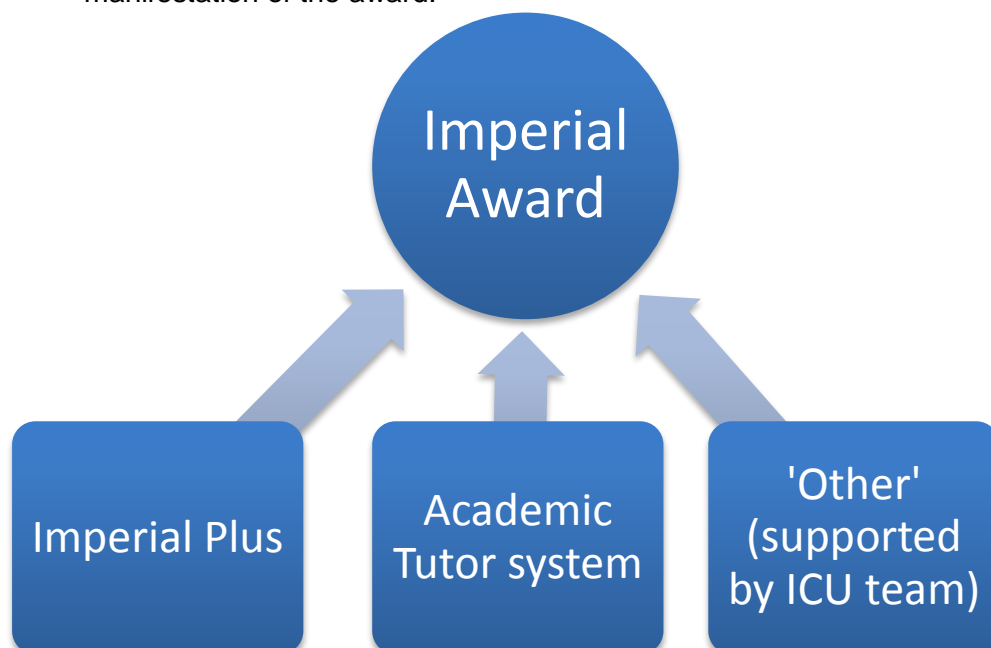
3.4 Broadly, the Student Development Senor Coordinator will be responsible for the Pilot, with the support of Student Development Manager, ICU management and the working group of liaising regularly with the key stakeholders and supporting the students through the pilot scheme.

3.5 The steering group will meet regularly, receiving termly reports from the Student Development Senior Coordinator:

3.5.1 Progression report – a report detailing the progress that each student has made on the scheme and plans in place to continue to support students through to completion.

3.5.2 Development report – highlighting learning points that are arising from the pilot, and making recommendations for elements to change or retain for the scheme in the future.

3.6 The steering group will also double as an awarding panel, and will make the final decisions on whether participants will receive the award. They will be able to request further evidence should this be required. This process will inherently give the steering group the information that they need to make the appropriate recommendations for the evidence gathering process for any permanent scheme.

4.0 Pilot Objectives

4.1 To gain agreement for the scheme to be officially recognised by the College, in particular through the President's signature on the certificate inclusion in graduation awards lists and listed on degree transcripts.

4.2 To recruit 40 students onto the pilot scheme and ensure that at least 30 students complete the Award during the pilot

4.3 To engage at least 20 personal tutors in the pilot scheme and to develop a best practice guide for tutors, resultant from their experiences

4.4 To develop a report and proposal following the pilot, leading to the funding of a permanent, larger-scale scheme for 2016+

APPENDIX 1: Imperial Award Attributes Framework

Attributes		Score				
		1	2	3	4	5
Independent, Open-Minded Thought						
Clear evidence of …	Scientific/research innovation	No or little evidence of innovation	Evidence of innovation but not beyond that expected in the course	Evidence of innovation beyond that expected in the course	Good evidence of innovation that shows originality & personal, contextual relevance and application.	Evidence of innovation that has effectively transformed self, others or situations.
	Creativity	No or little evidence of creativity	Evidence of creativity but not beyond that expected in the course	Evidence of creativity beyond that expected in the course	Good evidence of creativity that shows originality & personal & contextual relevance and application.	Evidence of creativity that has effectively transformed self, others or situations.
	Entrepreneurship	No or little evidence of entrepreneurship	Evidence of entrepreneurship but not beyond that expected in the course	Evidence of entrepreneurship beyond that expected in the course	Good evidence of entrepreneurship that shows originality & personal & contextual relevance and application.	Evidence of entrepreneurship that has effectively transformed self, others or situations.

		No or little evidence of practical application of the above in problem solving	Evidence of practical problem solving but only in ways expected in the course	Evidence of practical problem solving beyond that expected in the course	Good evidence that the skills & attributes above have been applied in a relevant, practical context to aid a practical problem solving approach	Good evidence that the skills & attributes above have been used in a relevant, practical problem solving context AND have been combined into a consistent and clearly integrated narrative argument.
	Practically intelligent problem solving					

Attributes		Score				
Self-awareness and active self-management		1	2	3	4	5
Clear evidence of …	Critical analysis/evaluation	No or little evidence of evaluation or criticality	Evidence of evaluation & criticality but not beyond that expected in the course	Evidence of evaluation & criticality beyond that given or expected in the course	Good evidence of evaluation or critical analysis, appropriate to context and applied to appropriate effect.	Evidence of evaluation & criticality that has been applied effectively and transformed self, others or situations.
	Social awareness/conscience/third sector	No or little evidence of social awareness or of integrity, honesty and ethical behaviour	Evidence of some social awareness & appropriate ethical behaviour but not beyond that expected in the course	Evidence of social awareness & appropriate ethical behaviour beyond that given or expected in the course	Good evidence of social awareness & appropriate ethical behaviour, appropriate to context and applied to appropriate effect.	Evidence of social awareness & appropriate ethical behaviour that has been applied effectively and been transformative.
	Recognising opportunities	No or little evidence of recognising risk &/or opportunities, beyond the obvious	Evidence of recognising risk &/or opportunities but largely as directed or expected in the course	Evidence of risk &/or opportunities beyond the direction or expectations given by others or the course	Good evidence of contextual awareness risk &/or opportunities and acting on or planning for these appropriately.	Evidence of contextual awareness risk &/or opportunities and acting on these, such that situations, self or others have been changed.
	Self-Awareness and a global mind-set	No or little evidence of being self-aware of having a global mind-set	Some evidence of being self-aware with some positive mental attitude, flexibility, resilience, responsibility and a global mind-set but largely as directed or expected in the course	Evidence of being self-aware with some positive mental attitude, flexibility, resilience, responsibility and a global mind-set beyond the direction or expectations given by others or the course	Good evidence of being self-aware with some positive mental attitude, flexibility, resilience, responsibility and a global mind-set – applying this in context to appropriate effect.	Good evidence of being self-aware with some positive mental attitude, flexibility, resilience, responsibility and a global mind-set – applying this with enthusiasm and passion and changing situations, self or others

Attributes		Score				
		1	2	3	4	5
Effective Teamwork						
Clear evidence of …	Communication & active listening	No or little evidence of effective listening or communication in team or group work	Evidence of effective listening and communication in teams or group work but largely limited to that directed by or expected in the course	Evidence of effective listening and communication in teams or group work beyond what is directed or expected in the course	Good evidence of effective listening and communication in teams or group work appropriate to context and applied to appropriate effect.	Evidence of effective listening and communication that has been applied effectively in teams or group work resulting in transformation of self, others or situations.
	Motivation	No or little evidence of social awareness or of motivation or motivating others in teams or group work	Evidence of some motivation or motivating others in teams or group work but directed and not beyond that expected in the course	Evidence of motivation or motivating others in teams or group work beyond that given or expected in the course	Good evidence of independent self-motivation and motivating others in teams or group work appropriate to context and applied to appropriate effect.	Evidence of motivation and motivating others in teams or group work that has been applied effectively and been transformative.
	Group dynamics & interaction	No or little evidence of participating in effective interaction or of recognising and managing group dynamics	Evidence of group participation and of being aware of group dynamics but not beyond that expected in the course	Evidence of awareness of group dynamics and effective group participation and interaction beyond the direction or expectations given by others or the course	Good evidence of awareness and management of the group dynamic to orchestrate fruitful group motivation or motivating others in teams or group work	Evidence of contextually appropriate interaction and purposeful management of the group dynamic to useful effect such that self or others have been changed.

	Leadership and collaborative work	No or little evidence of effective constructive collaboration or of group leadership	Some evidence of effective collaboration &/or group leadership but largely as directed or expected in the course	Evidence of effective collaboration &/or group leadership beyond the direction or expectations given by others or the course	Good evidence of effective collaborative team work AND group leadership as appropriate to context and situation.	Good evidence of effective contextual collaborative team work AND leadership Awareness & management of both team leadership & collaboration to effect meaningful change