

Imperial College Union  
Board of Trustees / 28 September 2022

**Annual Measuring Round & Baseline Scorecard**

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- Purpose: To note the progress and plan for our annual measuring round to track our performance against the KPIs agreed in our new strategy.
- To agree 2022-23 priorities for Baseline Scorecard and Performance Measuring

**1. Context**

The Union's new strategic plan includes a balanced scorecard that intends to measure our overall performance and development, and to track our progress longitudinally. The Board agreed in September 2021 an overall policy and plan for how this is to be done, to ensure consistency year on year.

The following principles were agreed:

- i. We should use the best evidence available: this means asking direct questions where possible, and prioritising effective data collection and the point where a service or activity is delivered.
- ii. We should look to simplify our data collection: this means being clear about how we are measuring our KPIs and reducing the number of different mechanisms where this is possible.
- iii. We should make reporting automatic where possible and easy where it is not: this means an approach to our systems that does not require specific coding expertise to generate basic management information required a team level.
- iv. We should be clear about when metrics are measured and who is responsible for recording them.

**2. Priorities for 2022/23**

The agreed approach and strategy to measure the Union's overall performance and development represented a significant change in direction for the Union. The Union has not effectively implemented the approach to measure performance, and the priority for 2022/23 must be to revisit and reinvigorate the implementation of this work to ensure the Union is undertaking the necessary monitoring and evaluation of its performance.

Regardless of the lack of progress of implementation, the current baseline data is characterised by the following features which makes collecting data challenging:

- i. A significant amount of the data exists, but the workload to retrieve it is substantial – and often requires specific web coding skills. It is not easily accessible at team level, which presents a real challenge.

- ii. As a direct result of feature one, there has not been the organisational buy in to collecting data and it remains an incomplete picture.

In the final year of Back to Basics it will be essential to collect as complete data set as possible to review and measure the success of the strategy, as well as to inform the evolution of the next strategic plan.

The Managing Director with the Senior Management Team must lead a refined and collaborative approach to collecting baseline data and ensuring that as complete data set as possible is collected. This should achieve an appropriate evaluation of the Back to Basics strategy. The Board will be updated on this progress at the November meeting.

### 3. Survey Sources

The following data sources were previously identified as key for reporting against our balanced scorecard. This includes established data sets produced externally or by the College, as well as a commitment for the Union to undertake a number of surveys ourselves. The Union should review the survey sources to ensure they are measuring what needs to be measured.

<b>Survey</b>	<b>Abbr.</b>	<b>Who</b>	<b>Purpose</b>	<b>Frequency</b>	<b>Reports</b>
<b>National Student Survey</b>	NSS	Final year students	Overall student experience of entire programme of study	Annual	July
<b>Postgraduate Research</b>	PRES	Research students	Overall student experience of entire programme of study	Biennial	Sept
<b>Experience Survey</b>					
<b>Postgraduate Taught Experience Survey</b>	PTES	Postgrad taught students	Overall student experience of entire programme of study	Biennial	Sept
<b>Student Experience Survey</b>	SES	All students	Current holistic student experience of entire programme of study Current holistic experience of the Union	Annual	Feb
<b>Employee Engagement Survey</b>	EES	All staff	Current holistic experience as a staff member in the Union	Annual	Apr
<b>Union Volunteer Survey</b>	UVS	All Union volunteers	Current holistic experience as a volunteer member in the Union	Annual	Apr
<b>CSP Survey</b>	CSPS	All CSP members CSP committees	Current experience of CSP membership	Annual	May

			Detailed experience as a CSP leader		
<b>Stakeholder Satisfaction Snapshot</b>	SSS	Key college staff Other external individuals	Current perception of the Union related to our effectiveness	Annual	Jul
<b>EDI Report</b>	EDIR	SMT	To report on our engagement and participation levels across the Union	Annual	Aug
<b>Line Manager</b>	LM	Line manager	To track performance locally over the course of the year via an inhouse mechanism	Annual	Aug

#### 4. Reporting Format

A full format for the results is detailed in a large table below. This is done for completeness and to demonstrate the work required to shift us to an organisation that truly uses data and management information to drive performance. It should be noted that there is data which is now not possible to collect due to changes in question sets and a failure to have a unifying Union survey approach, this must be remedied going forward by a single SU survey that seeks to ask the right questions to measure performance and progress.

### 1. Mission KPIs

Question	Data Source	Role Responsible	2019/20	2020/21	2021/22	Comment
% of students agree we have a positive impact on their life during their time at Imperial College	SES	MD	50.70%	44.50%	44.70%	
% of students are satisfied with the Union	SES	MD			59.10%	

### 2. Aims KPIs

Question	Data Source	Role Responsible	2019/20	2020/21	2021/22	
To improve the academic and educational experience of students						
% students agree with the statement "the Union has a positive impact on the academic experience of students"	SES	Dir Mem	54.30%	57.70%	58.2%	Imperfect comparator: NSS Question 26
% of academic reps agree with the statement "the Union supports me effectively in my activities"	UVS	Dir Mem			73.59%	
% of academic representatives elected and trained	LM	A&R Manager	144	126	55.10%	
No. of positive changes made by academic representatives	LM	A&R Manager				

No. of academic cases handled by the Advice Centre with a positive outcome	LM	A&R Manager	176	220	124(from Jan 2022)	No measure of 'positive outcome' has been defined or used
No. of academic related events run by CSPs	LM	SOD Manager				
To support and enhance the wellbeing of students						
% of students agree with the statement "the Union has a positive impact on the wellbeing of students"	SES	Dir Mem	46.80%	46.70%		Imperfect comparator: I feel adequately represented with regards to my wellbeing"
% of wellbeing reps agree with the statement "the Union supports me effectively in my activities"	UVS	Dir Mem			72.72%	
% of wellbeing representatives elected and trained	LM	A&R Manager	81	74	59	
No. of positive changes made by wellbeing representatives	LM	A&R Manager				
No. of non-academic cases handled by the Advice Centre with a positive outcome	LM	A&R Manager	219	253	93 (from Jan 2022)	
No. of wellbeing related events run by CSPs	LM	SOD Manager				
To strengthen and help create active and inclusive student communities						
% of students agree with the statement "the Union plays a positive role supporting inclusive student communities"	SES	Dir Mem	47.10%	48.20%		Imperfect comparator: "The Union nurtures a community where students are compassionate, respectful and supportive"
% of CSP leaders agree with the statement "the Union supports	UVS	Dir Mem			43.59%	

me effectively in running our CSP”						
% of CSP members agree with the statement “my membership of a CSP has had a positive impact on my life”	CSPS	SOD Manager				
% students a member of at least one departmental and nondepartmental CSP	LM	SOD Manager				
% of CSPs returning / continuing from the previous year	LM	SOD Manager				
No. of new CSPs ratified and supported	LM	SOD Manager	14	19		
No. of all events run by CSPs	LM	SOD Manager				
No. of GIAG events and sessions run by CSPs	LM	SOD Manager				
No. of students joining a liberation and community network	LM	A&R Manager	NA	54		
To empower students to change the world around them						
% of students agree with the statement “the Union would support me in making change within the College community and beyond”	SES	Dir Mem	46.5%%	47.80%		Imperfect comparator: “ICU empowers students to have a positive impact on the world around them”
% of student leaders agree with the statement “the Union supports me effectively in making change within the College community and beyond”	UVS	Dir Mem			47.31%	

No. of positive changes made by OTs within the College	LM	President				
No. of student-led campaigns / ideas for change supported by the Union	LM	A&R Manager			3	
No. of students standing for election across all our roles	LM	Dir Mem / DRO				
No. of students volunteering in the local community via the Union	UVS	Dir Mem				
To challenge and reduce inequalities affecting students						
% of students agree with the statement "the Union actively works to reduce inequalities on campus that students face"	SES	Dir Mem				
No. of liberation and community activities supported	LM	A&R Manager			5	
% underrepresented students (to be defined) participating in key Union activities and leadership roles	EDIR	MD				
To enable students to have fun						
% of students agree with the statement "the Union provides services, activities and events that are entertaining and fun"	SES	Dir Mem				
% of students who use our venues agree with the statement "the Union's venues are welcoming and safe"	SES	Dir FR				

% of students agree with the statement "Welcome Week helped me settle into Imperial College and have fun"	SES	Dir Mar	59.00%	34.40%		Imperfect comparator: "ICU improved my experience at the start of term"
No. of Union-run events	LM	Dir FR				
No. of unique students attending Union-run ticketed events	LM	Dir FR				
No. of CSP social events facilitated	LM	SOD Manager				
To facilitate the personal and professional development of students						
% of Union volunteers agree with the statement "volunteering with the Union has supported my personal and professional development"	UVS	Dir Mem			61.29%	
% of students in at least one volunteer role in the Union	LM	Dir Mem				
% of student leaders attending basic training and induction sessions	LM	Dir Mem				
No. of hours of training offered by the Union across all activities and services	LM	Dir Mem				
No. of types of student staff role in the Union, % of hours worked and money paid	LM	Dir FR				
No. of student nominations for the Student Choice Awards	LM	Dir Mem		209		



### 3. Enablers KPIs

Question	Data Source	Role Responsible	2019/20	2020/21	2021/22	
Sustainable resources and infrastructure						
Free reserves in line with the policy agreed by trustees	LM	Dir FR	£386,579	£501,955	£342,897	
No. of changes made within the organisation linked directly to environmental sustainability	LM	Dir FR				
Income (business as usual)	LM	Dir FR	£3,960,820	£3,331,630	£5,284,913	
Charitable expenditure (business as usual)	LM	Dir FR	£2,865,556	£2,118,668	£2,634,686	
Enterprise surplus and charitable expenditure (strategic investment)	LM	Dir FR	-£89,140	-£189,182	-£215,743	
% of users agree with the statement “the Union’s facilities are high quality and fit for purpose”	SES	Dir Mem	73.70%	71.70%		Imperfect comparator: “I am satisfied with the Union spaces I have used”
Great people and culture						
% of all staff would positively recommend ICU as a place to work (perm)	EES	MD		65%	74%	
% of all staff would positively recommend ICU as a place to work (casual)	EES	MD		36%	13%	
% staff retention rate within the Union	LM	MD			70%	

% of all Union volunteers would describe their overall experience as positive	UVS	Dir Mem				
% overall positive score in the equality, diversity and inclusion theme in the staff engagement survey	EES	MD		52%	58%	

Relevant pay gap reporting	LM	Dir FR				
Strong democracy and professional governance						
% of students agree with the statement "I know how to make change in the Union"	SES	Dir Mem				
% of students agree with the statement "the Union is democratic and accountable to the members"	SES	Dir Mem	26.40%	30.70%		Imperfect comparator: "I feel my views are represented at every level within the Union"
% of students agree with the statement "the Union is a well-run organisation"	SES	Dir Mem	42.20%	48.00%		Imperfect comparator: "The Union is a well-run, functional organisation"
% turnout in key Union elections (Officer Trustees)	LM	Dir Mem / DRO	29.57%	31.88%		
Integrated and innovative technology						
% of staff agree our digital systems are effective and support them in their role	EES	MD				
% of Union volunteers agree our digital systems are effective and support them in their role	UVS	Dir Mem				
Effective and engaging communication						

% of students agree with the statement “I’m kept well informed about what the Union is up to”	SES	Dir Mar				
No. of blogs and news stories the Union publishes	LM	Dir Mar		72	74	
No. of unique web visitors	LM	Dir Mar		294,000	977,000	
No. of social media followers (Instagram)	LM	Dir Mar		7,532	10,600	
No. of social media followers (Facebook)	LM	Dir Mar		16,216	17,687	
No. of social media followers (Twitter)	LM	Dir Mar		9,071	9,323	
% read rate of the weekly newsletter	LM	Dir Mar		45%	40%	
Comprehensive research, evidence and insight						
No. of students have participated in at least one survey or ‘listening exercise’ each year	LM	Dir Mem				
% underrepresented students (to be defined) participating in at least one survey or ‘listening exercise’ each year	EDIR	MD				
A constructive relationship with the College at all levels						
% of key College stakeholders agree the statement “the Union is well run and effective”	SSS	MD				
A regularly updated Partnership Agreement with the College, alongside a range of operational SLAs.	LM	MD		Yes		
No. of staff nominations for the Student Choice Awards	LM	Dir Mem		302		

#### 4. Values KPIs

Question	Data Source	Role Responsible	2019/20	2020/21	
% of students associate us with one of our values when asked to describe the organisation in one word	SES	Dir Mem			
% of staff can identify and explain at least one value and how it's directly relevant to their role	EES	MD			