

**Staff Student Liaison Group meeting (Years 1 and 2)**  
**Wednesday 13<sup>th</sup> March 2013**  
**15.00**  
**Room 128, SAFB**  
**South Kensington Campus**

| <b>Agenda</b>   |                                |              |                |
|---|--------------------------------|--------------|----------------|
| <u>Agenda item</u>  | <u>Lead</u>                    | <u>Paper</u> |                |
| <b>1. Welcome &amp; Apologies for Absence</b>                                   | Chair                          |              |                |
| <b>2. Minutes of the Meeting held on 30<sup>th</sup> May 2012</b>               | Chair                          |              | SSLG1,21213-05 |
| <b>3. Matters arising</b>   |                                |              |                |
| Min 4.2 Ethics in course assessment   | Academic Officer               |              |                |
| Min 5.9 Level of statistical knowledge required for MCD exam                    | Theme Chair                    |              |                |
| Min 5.16 Staple removers and treasury tags                                      | Curriculum Administrator       |              |                |
| Min 5.18 Use of video tutorials   | Year 2 Rep/DDE                 |              |                |
| Min 5.21 Yr 3 allocations   | Chair                          |              |                |
| Min 5.29 Society and Health course review                                       | Theme Chair                    |              |                |
| Min 5.32 Accommodation during resits  | Senior Tutor                   |              |                |
| Min 6.5 Spreading out of Year 1 exams   | Head of Exams                  |              |                |
| Min 12.2 Vegan food provision in SAFB Cafe                                      | Chair                          |              |                |
| <b>4. Spring term teaching</b>  |                                |              |                |
| <b>4.1 Year 1 courses</b>   | Year 1 Reps and course leaders |              | SSLG1,21213-06 |
| Endo, NMH, Musc, CVS, HLC, Anatomy<br>PBL, Clin Comm, FCA                       |                                |              |                |
| <b>4.2 Year 2 courses</b>   | Year 2 Reps and course leaders |              | SSLG1,21213-07 |
| NMH, Pharm, Med Ethics, MCD, Musc, HLC,<br>PBL, PPD, Anatomy, 3 week attachment |                                |              |                |
| <b>5. Assessment</b>  | Head of Assessment             |              |                |
| <b>6. Imperial Horizons</b>   | DDE (SS)                       |              | SSLG1,21213-08 |
| <b>7. Quality</b>   |                                |              |                |
| 7.1 SOLE  | Head of QAE                    |              |                |
| 7.2 GMC Visit report  | Head of QAE                    |              |                |
| <b>8. Welfare</b>   | Senior Tutor                   |              |                |
| <b>9. Library</b>   | Library Rep                    |              |                |
| <b>10. Any Other Business</b>   |                                |              |                |
| <b>11. 2012/13 meetings</b>   |                                |              |                |
| Wednesday 29 <sup>th</sup> May in 128, SAFB                                     |                                |              |                |

Please send apologies to [jo.williams@imperial.ac.uk](mailto:jo.williams@imperial.ac.uk)

**Staff Student Liaison Group (Years 1,2)**

**Minutes of Meeting held on 21st November 2012**

**Present:** Mr S Vohra (Chair), Dr P Aylin, Dr M Barrett, Dr A Belsi, Ms C Brash, Mr D Christmas, Ms M Coates, Dr M Emerson, Ms S English, Professor S Gentleman, Ms A George, Dr K Gould, Mr C Harris, Dr C John, Dr P Kemp, Mr K Kulasabanathan, Professor J Laycock, Professor K Meeran, Professor M Morrell, Dr E Muir, Dr G Murtagh, Dr J Pease, Ms K Perris, Mr M Riyaz, Professor S Smith, Dr M Toro-Troconis, Mr S Tran, Mr J Yoo, Ms J Williams (secretary), Dr M Wilson, Mr K Wu

**Apologies:** Professor J Higham, Mr M Lupton, Professor M Partridge, Ms E McGovern, Ms M Rodger, Ms M Foot, Ms J Shiel, Dr G Barnes, Ms N Raeside, Dr M Sbaiti, Dr P Strutton

|  |   |
|--|---|
| <b>1. Welcome and apologies for absence</b>  |   |
|  | The Chair thanked members for attending and noted the apologies for absence.  |
| <b>2. Terms of Reference (SSLG1,21213-01)</b>                                      |   |
| AGREED:  | That the TOR and membership were approved.  |
| <b>3. Minutes of the meeting held on 30<sup>th</sup> May 2012 (SSLG1,21213-02)</b> |   |
| AGREED:  | That the Minutes were approved  |
| <b>4. Matters arising</b>  |   |
|  | <b>Minute 6.2 Clinical Communication in Year 2</b>  |
| REPORTED:  | 4.1. That clarification of the proposed assessment was required to go through the EC1,2 for implementation in 2013/14, although it was hoped that a pilot could be run this year.   |
|  | <b>Minute 6.2 In course assessment - Ethics</b>   |
| REPORTED:  | 4.2. that this was on going and would be discussed at the January 2013 meeting.   |
|  | <b>Minute 11.1 Rag week changes</b>   |
| REPORTED:  | 4.3. that ICSMSU, Curriculum Administrator and Learning Resources team had changed the days given to students as free time for Rag activities earlier in the term as requested and Rag week was confirmed as 28 Jan – 1 Feb 2013. This was greatly appreciated by the ICSMSU.   |
|  | <b>Minute 11.2 FEO drop in sessions</b>   |
| REPORTED:  | 4.4. that it was still felt that these were not well advertised and the Year 1 Reps agreed to inform students after the lecture on Friday and encourage students with queries relating to the course to attend from 12-2pm in 279, MDL2 any Friday up until 14 <sup>th</sup> December 2012. Dates for the Spring term would be published shortly. |
| <b>5. Yr 2 Student Feedback on course</b>  |   |
| RECEIVED:  | SSLG1,21213-03  |
| NOTED:   | 5.1. that hand out answers would not be appropriate for the Endocrinology tutorials as the purpose was to discuss issues relating to the facts which had already been covered in the lectures.  |
| AGREED   | 5.2. that the purpose of the tutorials would be clarified in the course guide next year.  |

|         |   |
|---------|---|
|         | <b>Action Endocrinology Course Leaders</b>  |
| NOTED:  | <p>5.3. that the Pharmacology teaching was spread over two terms and the gaps between some of the teaching no more than 2 weeks which was considered reasonable.</p> <p>5.4. that the Neuroscience course had proved difficult and the Early Years Review was looking at ways to integrate this more fully with the relevant anatomy to make the course more practically based.</p> <p>5.5. that some of the slides (particularly in Neuroscience course) contained a lot of information and students would welcome all lecturers using the notes section of Microsoft Powerpoint to help them synchronise their notes.</p> <p>5.6. that they would also welcome all slides being posted in advance of the lectures and it was confirmed that this was being monitored by the FEO as part of the Quality Metrics, although students were still encouraged to speak to lecturers at the time of delivery to remind them</p> <p>5.7. that the Anatomy of the Head, Neck and Spine course was generally well received.</p> <p>5.8. that the MCD course was well received although as there was a huge amount of information provided they would again welcome a notes section on the bottom of each slide.</p> |
| AGREED: | <p>5.9. that the Theme Chair confirmed the level of statistical knowledge required would be clarified fully on the assessment page.</p> <p style="text-align: right;"><b>Action: MCD Theme Chair</b></p>  |
| NOTED:  | <p>5.10. that students would welcome more reminders regarding the deadlines for Science and Patient course submissions.</p> <p>5.11. that Year 2 PBL had received mixed reviews but would welcome clarification on the e portfolio session and peer evaluation.</p>   |
| AGREED: | <p>5.12. that the PBL course leader would email all students reminding them, although the detail was in their guide and on the intranet.</p> <p style="text-align: right;"><b>Action: Dr and Patient Theme Chair</b></p>  |
| NOTED:  | <p>5.13. that students found the sound in G16 less clear than in the Drewe due to different microphones being used.</p> <p>5.14. that this was being looked into but it was also felt that it was also possibly a training issue for staff to ensure that they understood the acoustics of each lecture theatre and which microphone to use for best affect.</p> <p>5.15. that the recordings of lectures would help students revisit lectures and they would be made available to students shortly.</p>  |
| AGREED: | <p>5.16. that the production of course guides with staples that were very sharp was discussed and the easiest solution in the short term would be to purchase multiple staple removers and treasury tags as an alternative which would be kept at the FEO student counters.</p> <p style="text-align: right;"><b>Action: FEO Manager and Curriculum Administrator</b></p>   |
| NOTED:  | <p>5.17. that using split screens in the lecture theatre was discussed although it was thought that this was difficult technically and more consistency in slides with prompts and/or note sections would help with this.</p> <p>5.18. that students requested that course leaders considered making video tutorials to aid learning and could provide a list of useful topics to be considered.</p>  |
| AGREED: | <p>5.19. that this was an idea that should be discussed further in the Early Years Review that was currently underway and which student input was being sought.</p> <p style="text-align: right;"><b>Action DDE, Head of Year and Student Reps</b></p>  |
| NOTED:  | <p>5.20. that students would welcome more careers advice and it was confirmed that a lead to develop the strategy for this was in the process of being appointed. A booklet was being developed and an ICSMSU Careers society was in the process of being formed.</p> <p>5.21. that students would welcome the Year 3 clinical allocations being available earlier even if it meant that there were some inevitable changes after resit results and the Chair would discuss this further with the Clinical Curriculum Manager.</p>  |

|                      |   |
|----------------------|---|
|                      | <b>Action: ICSMSU President</b>   |
|                      | <b>Year 1 student feedback on course</b>  |
| RECEIVED:            | SSLG1,21213-04  |
| NOTED:               | 5.22. that the Reps thanked the Academics present for what they considered a very good course to date.  |
|                      | 5.23. that students requested that the MCD Metabolism quiz could be left on the intranet for longer and it was agreed that it would go back onto the intranet over the Christmas break to help with Revision. Students were reminded that there were many other self test questions on the intranet that they should be using.  |
| AGREED:              | 5.24. that course leaders should be reminded to check the Blackboard Discussion Boards regularly<br><b>Action: Curriculum Administrator</b>   |
| NOTED:               | 5.25. that some of the EIP slides had been very slow to be uploaded and the course leader would be reminded to check with the lecturers   |
|                      | 5.26. that the clinical communication course was well received.   |
|                      | 5.27. that students were reminded about the UK Council e learning module which was on line and that they might find useful to see practical examples of clinicians at work.   |
|                      | 5.28. that some students felt that the Society and Health course lacked clear objectives. They were also confused regarding the assessment though it was pointed out that this would be clarified at the Exams talk in December.  |
| AGREED:              | 5.29. that the course leader would be asked to liaise directly with the Year reps to try and address these issues in the future<br><b>Action Society and Health course leader</b>   |
| NOTED:               | 5.30. That travel expenses were still an issue occasionally in FCA and when students were expected to travel across multiple sites within a day due to the Imperial Horizons programme.   |
| AGREED:              | 5.31. That the Senior Welfare Tutor would take forward the travelling to more distant Halls eg Paragon in West London and the students agreed to liaise with him directly.  |
|                      | 5.32. That students felt that there should be more help with accommodation during the resit period and they were advised to liaise with the Accommodation office and in the case of overseas students the International Student Office. The Chair and Senior Tutor again agreed to liaise over this and feedback at the next meeting.<br><b>Action: Senior Welfare Tutor and ICSMSU</b> |
| <b>6. Assessment</b> |   |
| REPORTED:            | <u>External Examiners Report</u>  |
|                      | 6.1. that a verbal report would be made at the January meeting.<br><u>Year 1</u>  |
|                      | 6.2. that there had been some anxiety over the PBL in course assessment although all details were on the Assessment and Examinations page on the intranet and further detail would be issued at the December Exams talk.  |
|                      | 6.3. that feedback would be provided for the PBL formative this year via Blackboard.<br><u>Year 2</u>   |
|                      | 6.4. that students were unhappy about the lack of space between the LCRS papers this year. It was pointed out that there had been problems with finding the correct space required this year but that there is only ever 1 exam per day as recommended by College.  |
| AGREED:              | 6.5. that the Head of Exams would consult with the Exams team to see if there was the possibility of spreading these exams out this year.<br><b>Action Head of Exams</b>  |

|   |  |
|---|--|
| <b>7. National Student Survey Results</b> |  |
| REPORTED:                                 | <p>7.1. that there had been a disappointing drop in overall student satisfaction and the Faculty were keen to address this.</p> <p>7.2. that 3 Town Hall events had been organised to gather student views and all students were encouraged to attend. Findings would be fed back and addressed.</p>   |
| <b>8. Imperial Horizons</b>               |  |
| REPORTED:                                 | <p>8.1. that students reported the initial uptake of medical students had been good but that there had also been a high drop out rate which was largely due to cross campus travel, high workload and the fact that the evening sessions ate into the Clubs and Societies time.</p> <p>8.2. that there was no immediate plan to make these courses compulsory but that from 2013/14 sessions would be rolled out for Year 2 on Monday and Year 1 on Tuesday.</p> <p>8.3. that there was uncertainty about the assessment of this course and concern about how it would be indicated on their transcripts. ICSMSU were in discussions with the organisers and would keep the group informed.</p> <p style="text-align: right;"><b>Action: ICSMSU President and Academic Officer (Years 1, 2 and GE)</b></p> |
| <b>9. Quality</b>                         |  |
|   | <b>SOLE</b>  |
| REPORTED:                                 | <p>9.1. that in Year 1 the use of specific timetabled sessions had greatly increased participation rates.</p> <p>9.2. that Year 2 had been emailed and reminded to complete SOLE</p> <p>9.3. that SOLE would be replaced by a more flexible system next year which might even contain lecturers' images to aid accurate responses.</p>   |
|   | <b>GMC Visit</b>   |
| REPORTED:                                 | <p>9.4. that 10 students were required for a discussion with the GMC on their visit and the Reps were encouraged to attend.</p> <p>9.5. that the ICSMSU Academic Officer would coordinate this and liaise with the QAE Manager</p>   |
| AGREED:                                   | <b>Action ICSMSU Academic Officer</b>  |
| <b>10. Welfare</b>                        |  |
| REPORTED:                                 | <p>10.1. that all Year 1 and 2 students had now met with their Personal Tutors at least once.</p> <p>10.2. that students could in addition approach the Senior Welfare Tutor (Years 1 and 2), ICSMSU Welfare Officer and the FEO as additional sources of advice.</p> <p>10.3. that PTs could be useful for academic advice but students were also encouraged to contact lecturers, course and theme leaders directly if they had queries.</p>   |
| <b>11. Library</b>                        |  |
| REPORTED:                                 | 11.1. that The St Mary's Library closed early at 18.00 for five week nights from Monday 19 <sup>th</sup> Nov – Friday 23 <sup>rd</sup> Nov, it was also closed all day on Saturday 1 <sup>st</sup> Dec.  |
| <b>12. AOB</b>                            |  |
| REPORTED:                                 | <p>12.1. that students were in negotiations with CX regarding the possibility of a high speed lift in the Lab Block.</p> <p>12.2. that ICSMSU would also take up student requests re: provision of lactose free and vegan food in the SAFB cafe.</p> <p style="text-align: right;"><b>Action: ICSMSU</b></p>   |
| <b>13. Dates of next mtgs</b>             | <b>Wednesday 13<sup>th</sup> March at 3pm in 128, SAFB, SK</b>   |

**Wednesday 29<sup>th</sup> May at 3pm in 128, SAFB, SK**

**To:** SSLG1,2  
**Date:** 13<sup>th</sup> March 2013

**Presented by:** Year 1 MBBS/BSc Representatives  
**Written by:** Year 1 representatives

---

**Year 1 MBBS/BSc feedback for 2<sup>nd</sup> term**

---

### **1. Introduction**

The recommendations set out in this paper have been made based on the feedback the year representatives have gathered from their year group over the second term.

### **2. Recommendations**

The committee is invited to:

- i. Consider the concerns and ideas the year group has raised in the second term and address them appropriately through discussion with the SSLG members.

### **3. General layout:**

- Students are still unsure of the location of uploaded lecture recordings, and those who have navigated themselves onto panopto have been met with lectures in one large folder with no organisation.
- Lecture slides being uploaded before a lecture is still an issue, with some lecture slides not available until hours after the corresponding teaching.
- The lecture slides available on the intranet are of mixed format (some are pdf, some .ppt) and only certain formats work on tablets. Given the popularity of tablet computers streamlining the lecture slide formats to suit them would greatly increase their use.

#### **Endocrinology:**

- The lecture / tutorial combination was very well received.
- Students appreciated the practice exam questions at the end of Prof Laycock's lectures

#### **PBL:**

- The formative feedback that students have received has been useful and will assist students in their report for the summative assessment which follows the same format.
- Some students however don't have this feedback because it hasn't been completed by their tutors.
- No e-mail has been sent out notifying the year group of the opening of the PBL summative with deadlines and instructions.
- Students would prefer the complete summative format earlier

**Anatomy of the thorax:**

- Dissection and living anatomy has been well received because of the 'hands on' nature of learning the material.
- Some students feel that the time we are allocated for these two classes though is insufficient for the material we are expected to cover and the classes often seem rushed.
- In the dissection labs some students have expressed the concern that their demonstrators aren't teaching the same level of information as others. Is there a standardised set of objectives the demonstrator must go through and teach in each session?

**Lecture recordings**

- Students really appreciated the lecture recordings and the feedback have been amazing.
- However some lecture recordings are still missing and students would appreciate if they were uploaded ASAP

**CVS**

- Students really appreciated the CVS quizzes and found them very useful.

**HLC**

- There have been complaints about the lack of content on the HLC course guides. Students would want a better designed course guide.



**To:** SSLG1,2  
**Date:** 13<sup>th</sup> March 2013

**Presented by:** Year 2 MBBS/BSc Representatives  
**Written by:** Year 2 representatives

---

**Year 2 MBBS/BSc feedback for 2<sup>nd</sup> term**

---

## **1. Introduction**

The recommendations set out in this paper have been made based on the feedback the year representatives have gathered from their year group over the second term.

## **2. Recommendations**

The committee is invited to:

- i. Consider the concerns and ideas the year group has raised in the second term and address them appropriately through discussion with the SSLG members.

## **3. Pharmacology:**

- Really enjoyed the tutorials this term. Would like more tutorials.
- Although feedback mainly depends on who the tutor is - while some are very happy with their tutor, would it be fairer to swap them around?
- Lectures have generally good feedback, Chris John's are always popular. Especially appreciate briefly going over last year's work e.g. CNS basics.

### **Neuroscience and Mental Health:**

- Positive feedback for the psychology lectures by Dr Murphy: "We've all really enjoyed the psychology course, and it's been our favourite of this term - especially Dr Murphy's lectures, because he puts in really interesting studies to back things up, and goes at the perfect pace."
- However, others provided criticism for Dr Murphy, suggesting he provided too many sidetracks to studies and that they weren't clearly differentiated from the examinable parts of the lecture.
- The psychology tutorial was well received and people thought the vignettes gave them more opportunity to consolidate their understanding of theories. More of these please!

**MCD:**

- The course has been more well received compared to last year, mainly due to its more clinical approach.
- Tutorials are very well received, with students appreciating the time to ask questions and refine their understanding.

**HLC:**

- Suggested that this isn't always best taught through the medium of lectures. More tutorials perhaps?
- Prof Higham was great - would like to have more lectures by her. Otherwise the quality of lectures has varied quite considerably.
- Cramming it into 3 weeks at the end of term is inefficient when they had a number of easier weeks before this in the term. Also it would be more digestible to have these topics mixed up with others.
- Mismatched lecture titles on the timetable and on the slides.
- Tutorials following embryology lectures have been requested for consolidation of understanding.
- This course has been one of the ones highlighted for slides being uploaded late on a number of occasions. Will the faculty be following on from its plans to fine/penalise late departments?

**Musc:**

- Lectures generally well received.
- Tutorials have been requested to consolidate understanding and exam prep.

**PBL:**

- Good number of cases.
- Frustration travelling to SK just for PBL often after a morning of lectures at CX. 10 people travelling there is expensive and is an hour round trip. Can students request changes to location if this happens?
- Understand the importance of learning how to critically appraise papers, however these were dull to present (we were taught how to appraise but not how to present - both skills are necessary for 4th year) and not everyone in the group got to critically appraise a paper.

**Anatomy of Limbs**

- Overall students felt it was well taught; the lectures were generally clear, the live anatomy sessions were a huge improvement from year 1 as students felt that there was clearer direction and instruction.
- The change in timetabling was also appreciated – starting 5 minutes earlier really did do a lot to prevent students being late for the next session.
- Students appreciated the anatomy revision mnemonics given by the instructors. If these were included on the slides or the course guide, it would be a great help.

- Some students commented that they had the same dissection instructor for weeks in a row and though they appreciated that it did help provide a continuity in teaching, they would also like the instructors to rotate more often.

### **Medical Ethics**

- Students felt the structured debate case study and tutorials consolidated what was taught in lectures very well.
- They also appreciated the interactive nature of Dr Wing May Kong's lectures. It helped them feel engaged throughout.
- A suggestion was to pass around a portable microphone to students across the hall, as it was observed that those closest to the lecturer were made the biggest contribution. Passing around a microphone would allow everybody a fair chance to participate.
- It was observed that the morning ethical debate session was not very well attended. Perhaps change the timetable in future years from its 9am slot.

### **PPD**

- Students hugely appreciated that there was somebody to talk to regarding concerns about the placement. Those who did not have a particularly good experience were provided with hope listening to their peers and the reassuring words of the junior doctor teaching the session.
- In addition students were pleased that they were encouraged to look into issues deeply, looking at both sides of the discussion.
- On some of the CAL sessions, some very long documents were required to be read and students were slightly unsure what their purpose was.
- Some students commented that the second tutorial did not have much in the way of content, for example, "it would have been more useful to look at ways of improving resilience rather than just putting our scores on a graph."

### **Exams**

- Students would like MCD and LCRS results to be released earlier so that summer plans can be structured accordingly.

### **Feedback Issues**

- Students feel there is insufficient feedback on their academic progress throughout the year, leaving them with no real idea of how well or badly they are doing and what they need to focus on for upcoming exams. Quizzes, assignments and essays have been suggested. In course assessment has been suggested to take some pressure off the exams and give students confidence if they knew they had done well in the coursework.
- SOLE: general consensus wants the faculty to have a series of photos for the lecturers, instant access after each lecture, and the ability to fill in one section at a time (to avoid having to do a feedback for multiple weeks at a later date).

### **Lecture Recording**

- Panopto software is very useful and can be immensely important when discrepancies arise between various information sources. But lectures were put up very selectively. There has been a delay in uploading psychology lecture recordings.

**To:** SSLG1,2

**Date:** 13 March 2013

**Presented by:** DDE, Prof S Smith

**Written by:** Imperial Horizons

Imperial Horizons plans for 2013/14

---

## **1. Introduction**

A summary with appendices of the plans to roll out Imperial Horizons following this first pilot year.

## **2. Recommendations**

The committee is invited to:

- i. Note for information and discuss relevant parts

## **3. Imperial Horizons 2013/14**

*Imperial Horizons – briefing document*Background and overview of progress to date...

1. In June 2012 Senate agreed that Imperial College undergraduate students should have 2 hours of co-curricular provision a week. Each year group would have its own separate 2 hour block in which the non-compulsory options would be delivered. Senate also agreed that in future years the goal is to provide every undergraduate with a co-curricular education throughout their time at Imperial, with the exception of medics in their clinical years (i.e. years 3, 5 and 6).  
[See Senate Paper/2011/96 – meeting on 20.06.12]
2. Changes were made to the College day. This involved the discontinuation of the common 2-hour lunchtime slot. The courses in languages and humanities which had been offered at lunchtime are being gradually replaced with the phased introduction of a new suite of courses (*Imperial Horizons*) designed to complement students' programmes of study. The Centre for Co-Curricular Studies (CCCS) was established in August 2012. As well as delivering the *Imperial Horizons* programme it also delivers language teaching to Year in Europe students, Languages for Science students, and is home to the Science Communication Unit which delivers the *MSc Science Communication* and *MSc Science Media Production*.
3. A pilot of *Imperial Horizons* programme was formally launched in autumn 2012 following a successful pilot of part of the programme that took place earlier in the year. The programme has been designed to broaden undergraduates' education, exposing them to new disciplines and ways of thinking, and develop career-enhancing skills (linked to the Imperial Graduate Attributes). Organised into four fields of study *Imperial Horizons* features a wide range of courses, allowing undergraduates the opportunity to study a new language, explore the humanities, learn about business and investigate global challenges. In 2012–13 it has been available to all 1<sup>st</sup> year undergraduates on a Monday from 4.30–6.30pm, with courses running across eight weeks (either in the autumn or the spring term). 69% of students registered to take one of the courses.
4. The 4.30–6.30pm timeslot was a temporary expedient and from 2013–14 *Imperial Horizons* courses will be offered as follows:

| Day of the week:          | Time:         | Year:       |
|---------------------------|---------------|-------------|
| Monday                    | 4.00 – 6.00pm | Year 2      |
| Tuesday                   | 4.00 – 6.00pm | Year 1      |
| From 2014-15:<br>Thursday | 4.00 – 6.00pm | Years 3 & 4 |

5. In 2012–13 many students have opted to take *Imperial Horizons* courses in both terms. This is particularly the case in *Languages and Global Citizenship*, where continuation courses have been offered in the second term and proved very popular. Students in *Global Challenges*, *Business* and *Science, Culture & Society* have also taken advantage of the option to take courses over two terms.
6. All *Imperial Horizons* courses are available at no additional cost to students.

Key points - *Imperial Horizons* for 2013-14

1<sup>st</sup> years:

1. *Imperial Horizons* courses for 1<sup>st</sup> year students will run on Tuesdays from 4.00–6.00pm.
2. *Imperial Horizons* courses for 1<sup>st</sup> years will remain optional and are not compulsory.
3. All 1<sup>st</sup> year students will be encouraged to take either one *Imperial Horizons* course in each term (autumn and spring), or one of the courses that runs across both terms in *Science, Culture & Society* or *Languages and Global Citizenship*. (See curriculum plan – Appendix A)
4. Registration and enrolment will take place during the first two weeks of the autumn term. Students will be asked to select preferences for each term, and every effort will be made to provide students with their first choices, though inevitably there may be some cases where this is not possible.
5. All courses offered to 1<sup>st</sup> years will be non-credit bearing. Students who achieve 40–69% overall on their course will be awarded a pass. Students who achieve more than 70% overall on their course will be awarded a distinction. Students who achieve less than 40% will fail.
6. Students who have achieved a pass or a distinction will have this recorded on their final transcript. Students who fail will not have this recorded on their final transcript.
7. Most courses will be run at the South Kensington campus, though we plan to offer at least some at other campuses such as Charing Cross. Students will be clearly informed where their course is going to be taught.

2<sup>nd</sup> years:

8. *Imperial Horizons* courses for 2<sup>nd</sup> year students will run on Mondays from 4.00–6.00pm.

9. *Imperial Horizons* courses for 2<sup>nd</sup> year students in 2013–14 will be available in all four fields of study, will remain optional, and are not compulsory.
10. For 2<sup>nd</sup> years some courses in *Science, Culture and Society*, and *Languages and Global Citizenship* will be available to be taken for credit (where this is allowed by a student's department). (See Appendix A). All 2<sup>nd</sup> year courses that are available for credit in 2013-14 will run over 20 weeks, and will be closely modelled on existing lunchtime courses. They will be externally examined and a mark and grade will be awarded in line with College regulations and they will be worth 6 ECTS points if passed.
11. In 2013-14 courses in *Global Challenges* and *Business* will not be available for credit. Students wishing to take business courses for credit are invited to take BPES courses (formerly known as BEST courses). These are not part of the *Imperial Horizons* programme.
12. Registration and enrolment for 2<sup>nd</sup> year courses due to run in 2013-14 will take place during the summer term 2012-13. Every effort will be made to provide students with their first choices, though inevitably there may be some cases where this is not possible.
13. For courses taken not for credit: students who achieve 40–69% overall on their course will be awarded a pass. Students who achieve more than 70% overall on their course will be awarded a distinction. Students who achieve less than 40% will fail.
14. Students who have achieved a pass or a distinction on a non-credit bearing course will have this recorded on their final transcript. Students who fail will not have this recorded on their final transcript.
15. Most courses will be run at the South Kensington campus, though we plan to offer at least some at other campuses such as Charing Cross. Students will be clearly informed where their course is going to be taught.

### 3<sup>rd</sup> & 4<sup>th</sup> years

16. Lunchtime courses in humanities and languages will continue to be available for 3<sup>rd</sup> & 4<sup>th</sup> year students in 2013–14 (see Appendix A). Note: For 2013–14 only, these courses will also be available to Year in Europe students and Language for Science students in Years One and Two, as well as to students with a foreign language proficiency beyond GCSE or equivalent.
17. These lunchtime courses will continue to be available for credit (where this is allowed by the departments).

18. There is no *Imperial Horizons* programme available to 3<sup>rd</sup> & 4<sup>th</sup> years in 2013–14.
19. From 2014-15 the lunchtime programme will be discontinued and *Imperial Horizons* courses will be offered for 3<sup>rd</sup> and 4<sup>th</sup> year students on Thursdays from 4.00–6.00pm.
20. For 3<sup>rd</sup> & 4<sup>th</sup> years from 2014–15 some courses in *Science Culture and Society*, and *Languages and Global Citizenship* will be available to be taken for credit (where this is allowed by a student's department). All 3<sup>rd</sup> & 4<sup>th</sup> year courses that are available for credit will run over 20 weeks. They will be externally examined and a mark and grade will be awarded in line with College regulations and they will be worth 6 ECTS points if passed.

### General Information

21. There are no formal pre-requisites for *Imperial Horizons* courses (except in *Languages and Global Citizenship*), though there are opportunities for students to progressively develop their interest and understanding in a particular field of study across their time at Imperial College. So, for example, a student may wish to study philosophy in each of the years of their course, or they may instead put together a portfolio of courses drawn from different fields of study. In either case they will have opportunities to acquire breadth and depth and to experience inspiring, rigorous and high quality courses. The central feature of *Imperial Horizons* is that it offers interesting courses that are well taught.
22. Each *Imperial Horizons* course will have its own set of pages on Blackboard Learn, and there will also be course summaries available on the website: <http://www3.imperial.ac.uk/horizons>
23. A set of level descriptors has been devised to aid course developers based on the Framework for Higher Education Qualifications <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/FHEQ08.pdf> (see Appendix B).
24. In all fields except *Languages and Global Citizenship* normally courses available to 1<sup>st</sup> years would be at level 4; courses available to 2<sup>nd</sup> years would be at level 5; courses available to 3<sup>rd</sup> & 4<sup>th</sup> years would be at level 6.
25. Courses in *Languages and Global Citizenship* will retain the long-established Imperial College system for languages with entry levels mapped both against the British school system and the Common European Framework (CEF)
  - Level 1 = preparatory/ab initio
  - Level 2 = post-GCSE or equivalent (CEF A1/2)
  - Level 3 = post AS level or equivalent (CEF A2/B1)



Level 4 = post A level or equivalent (CEF B1/2)

Level 5 = CEF B2

Level 6 = CEF B2/C1

26. *Imperial Horizons* courses are an important element of the students' curriculum and Departments are requested to make rooms available in order to facilitate this teaching.

27. The Centre for Co-Curricular Studies welcomes proposals for new *Imperial Horizons* from colleagues across the college. We are developing a set of protocols for course development for approval by the Horizons Committee. Anyone interested in discussing their ideas for a course is invited to contact one of the field leaders:

Languages: Professor Charmian Brinson – [c.brinson@imperial.ac.uk](mailto:c.brinson@imperial.ac.uk)

Business and Professional Skills: Colin Love – [c.love@imperial.ac.uk](mailto:c.love@imperial.ac.uk)  
Elspeth Farrar - [e.farrar@imperial.ac.uk](mailto:e.farrar@imperial.ac.uk)

Global Challenges: Dr Elizabeth Hauke – [e.hauke@imperial.ac.uk](mailto:e.hauke@imperial.ac.uk)

Science, Culture & Society – Giskin Day – [giskin.day@imperial.ac.uk](mailto:giskin.day@imperial.ac.uk)

Or for any further information please contact the Head of the Centre for Co-Curricular Studies, Dr Eryl Price-Davies: [e.price-davies@imperial.ac.uk](mailto:e.price-davies@imperial.ac.uk)

Feb 2013

**APPENDIX A:***Imperial Horizons – Curriculum Plan for 2013-14***Science Culture & Society****1<sup>st</sup> years (Tuesday 4.00 – 6.00pm)****N.B. NOT available for credit.**

| AUTUMN   | SPRING  |            |  |
|--|---|------------|--|
| Emergence of Modern Medicine                     | Creative Thinking                               | 8 + 8      |  |
| Science and Faith                                | Science on Film & TV                            | 8 + 8      |  |
| Science and Literature                           | Creativity, Innovation & Invention              | 8 + 8      |  |
| Sound Technology                                 | Sound Technology                                | 8 + 8      |  |
| Thinking History: Evidence and Cultural Contexts | Thinking History: Key Debates in Historiography | 8 + 8      |  |
| Introduction to Philosophy                       |   | 16 (8 + 8) |  |
| Science and Policy                               |   | 16 (8 + 8) |  |

**2<sup>nd</sup> years (Monday 4.00 – 6.00pm)****N.B. Courses marked with \* are available for credit.**

| AUTUMN                   | SPRING |    |  |
|--------------------------|--------|----|--|
| Creative Writing *       |        | 20 |  |
| Communicating Science *  |        | 20 |  |
| Music Technology *       |        | 20 |  |
| Philosophy*              |        | 20 |  |
| Politics *               |        | 20 |  |
| Science and Art & Design |        | 20 |  |
| Science Fiction          |        | 20 |  |

**3<sup>rd</sup> + 4<sup>th</sup> years (lunchtime)****N.B. ALL these courses are available for credit.**

| AUTUMN                       | SPRING |    |  |
|------------------------------|--------|----|--|
| Creative Writing             |        | 20 |  |
| European History 1870 - 1989 |        | 20 |  |
| History of Medicine          |        | 20 |  |
| Humanities Essay             |        | 20 |  |
| Music Technology             |        | 20 |  |
| Music & Western Civilization |        | 20 |  |
| Philosophy                   |        | 20 |  |
| Philosophy of Science        |        | 20 |  |
| Politics                     |        | 20 |  |

*Imperial Horizons – Curriculum Plan for 2013-14*

**Global Challenges**

**N.B.**

**1<sup>st</sup> years (Tuesday 4.00 – 6.00pm)**

**N.B. NOT available for credit.**

| <b>AUTUMN</b>                      | <b>SPRING</b>                            |       |  |
|------------------------------------|--|-------|--|
| Global Challenges: The World Today | Global Challenges: Sustaining Our Future | 8 + 8 |  |

**2<sup>nd</sup> years (Monday 4.00 – 6.00pm)**

**N.B. NOT available for credit.**

| <b>AUTUMN</b>  | <b>SPRING</b>  |         |  |
|--|--|---------|--|
| Global Challenges: Engineers Without Borders Challenge | Global Challenges: Engineers Without Borders Challenge | 10 + 10 |  |
| Global Challenges: Visualising Global Challenges       | Global Challenges: Visualising Global Challenges       | 10 + 10 |  |
| Designing Horizons                                     |  | 20      |  |

**3<sup>rd</sup> + 4<sup>th</sup> years (lunchtime)**

**No courses available**

**Languages and Global Citizenship**

**1<sup>st</sup> years (Tuesday 4.00 – 6.00pm)**

| AUTUMN                   | SPRING |    |  |
|--------------------------|--------|----|--|
| Arabic (level 1)         |        | 19 |  |
| French (levels 1 and 2)  |        | 19 |  |
| German (levels 1 and 2)  |        | 19 |  |
| Italian (level 1)        |        | 19 |  |
| Japanese (level 1)       |        | 19 |  |
| Mandarin (level 1)       |        | 19 |  |
| Russian (level 1)        |        | 19 |  |
| Spanish (levels 1 and 2) |        | 19 |  |

**2<sup>nd</sup> years (Monday 4.00 – 6.00pm) N.B. ALL courses available for credit.**

**Beginners' courses may be available subject to sufficient numbers of enrolments.**

| AUTUMN                                 | SPRING |    |  |
|--|--------|----|--|
| Arabic (level 1 part II and level 2)   |        | 20 |  |
| French (level 1 part II and level 2)   |        | 20 |  |
| German (level 1 part II and level 2)   |        | 20 |  |
| Italian (level 1 part II and level 2)  |        | 20 |  |
| Japanese (level 1 part II and level 2) |        | 20 |  |
| Mandarin (level 1 part II and level 2) |        | 20 |  |
| Russian (level 1 part II and level 2)  |        | 20 |  |
| Spanish (level 1 part II and level 2)  |        | 20 |  |

**3<sup>rd</sup> + 4<sup>th</sup> years (lunchtime) N.B. ALL courses available for credit**

**Beginners' courses available for a fee and subject to sufficient numbers of enrolments.**

| AUTUMN   | SPRING |    |  |
|--|--------|----|--|
| Arabic (level 2 and/or 3)  |        | 20 |  |
| French (levels 2, 3, 4, 5 & 6)   |        | 20 |  |
| German (levels 2, 3, 4, 5 & 6)   |        | 20 |  |
| Italian (level 2)  |        | 20 |  |
| Japanese (levels 2, 3, & 4)  |        | 20 |  |
| Mandarin (level 2 and/or 3 + L2 for Cantonese speakers and L2 for Heritage Speakers) |        | 20 |  |
| Russian (levels 1,2 &3)  |        | 20 |  |
| Spanish (Levels 2, 3, 4,5 & 6)   |        | 20 |  |

**Note: For 2013–14 only, these lunchtime courses will also be available to Year in Europe students and Language for Science students in Years One and Two, as well as to students with a foreign language proficiency beyond GCSE or equivalent.**

*Imperial Horizons – Curriculum Plan for 2013-14*

**Business and Professional Skills**

**1<sup>st</sup> years (Tuesday 4.00 – 6.00pm)**

***N.B. NOT available for credit.***

| <b>AUTUMN</b>                         | <b>SPRING</b>                         |       |  |
|---------------------------------------|---------------------------------------|-------|--|
| Business Imperial                     | Professional Skills for Employability | 8 + 8 |  |
| Professional Skills for Employability | Business Imperial                     | 8 + 8 |  |

**2<sup>nd</sup> years (Monday 4.00 – 6.00pm)**

***N.B. NOT available for credit.***

| <b>AUTUMN</b>  | <b>SPRING</b>  |         |  |
|--|--|---------|--|
| Ethics and Social Responsibility                           | Ethics and Social Responsibility                           | 10 + 10 |  |
| Alternative Economic Options:<br>Microfinancing and beyond | Alternative Economic Options:<br>Microfinancing and beyond | 10 + 10 |  |
| Professional Skills for Employability                      | Professional Skills for Employability                      | 10 + 10 |  |

**3<sup>rd</sup> + 4<sup>th</sup> years (lunchtime)**

**No courses available**

## APPENDIX B: Level Descriptors for *Imperial Horizons*

| Indicator   | Level 4   | Level 5  | Level 6  |
|---|---|--|--|
| <b>Knowledge and understanding</b><br><i>Knowing about and understanding the subject</i>  | Show that you know and understand principles, concepts and terms central to the subject.  | Demonstrate knowledge and critical understanding of the principles, concepts and techniques used in the subject  | Demonstrate systematic knowledge and critical understanding of the subject, some of it in specialist areas, and informed by current thinking and developments.   |
| <b>Cognitive skills</b><br><i>Description, application, analysis and synthesis of knowledge</i>   | Use your knowledge and understanding to describe, analyse and interpret defined aspects of your subject                         | Apply your knowledge and understanding accurately to a range of issues, questions and problems relevant to your subject.<br>Apply established techniques to evaluate critically and interpret your subject in a range of contexts. | Select and use accurately established techniques of analysis and enquiry outside the context in which they were first studied, and be aware of their limitations. Synthesise, evaluate critically and challenge information, arguments and assumptions from different sources including publications informed by current issues or research developments as appropriate<br>Recognise the potential uncertainty, ambiguity and limits of knowledge in your subject. |
| <b>Key Skills</b><br><i>Addressing issues and problems. Awareness of context and environment</i>  | Know about and begin to address issues and problems central to the subject  | Compare critically and use different approaches to issues and problems within the subject  | Identify and ask questions appropriately to explore relevant issues or problems within the subject   |
| <b>Communication</b><br><i>Communicating clearly, effectively and appropriately with others (including interpersonal skills, collaborative and group working)</i> | Develop your skills in communicating information accurately and appropriately to the subject, purpose and audience              | Communicate information, arguments and ideas effectively, using the styles and language appropriate to the subject, purpose and audience   | Communicate complex information, arguments and ideas effectively and appropriately to the subject, purpose and audience  |
| <b>Information literacy</b><br><i>Finding, critically evaluating and using information</i>  | Develop your skills in finding, selecting and using information or data in defined contexts                                     | Find, critically evaluate and use information or data accurately in a range of contexts  | Find, critically evaluate and use information or data accurately in complex contexts   |
| <b>ICT and number skills</b><br><i>Using appropriate ICT and numerical skills</i>   | Develop your use of ICT tools and your numerical skills as appropriate to support your studies                                  | Use ICT tools and numerical skills, as appropriate, to help you learn effectively  | Select and use ICT tools to improve your learning and extend your numerical skills, as appropriate   |
| <b>Learning how to learn</b><br><i>Managing and improving your own learning</i>   | Develop your understanding and use of the resources available to help you learn, and begin to develop as an independent learner | Plan, monitor and review your progress as an independent learner   | As an independent learner plan, monitor and evaluate your own learning and seek ways to improve your performance   |
| <b>Practical and professional skills</b><br><i>Developing practical skills and professional awareness</i>   | Develop, as appropriate, practical and professional skills and awareness of relevant ethical issues                             | Engage, as appropriate, with practical and professional skills and demonstrate an awareness of relevant ethical issues   | Engage, as appropriate, with practical and professional skills and relevant ethical issues   |
| <b>Personal and career development</b><br><i>Using personal and career planning and development resources</i>   | Plan your study pathway to link your learning with your personal and/or career goals  | Recognise and record your skills and knowledge to support your personal and/or career goals  | Recognise, record and communicate your skills and knowledge to achieve your personal and/or career goals   |

