

Student Transition and Progression for Special Interest Group

13/02/2024

DPE/DPW



Educational experience aspects

- **Academic pressure** (Final years, From NSS & Assessment and feedback working group¹)
- **Career/personal development** (especially for final years)
- **Language/social barriers** (For international students, from survey with CfAE² and NSS comments)
- **Library usage** (Covid impact, lack of study space. Data and feedback from library and NSS)
- **PG supervision/support** (For PGR/PGT. Data from PRES and my survey)
 - International PGT/PGR engagement and sense of belonging

¹Led by Education Office (ICU join for collaboration)

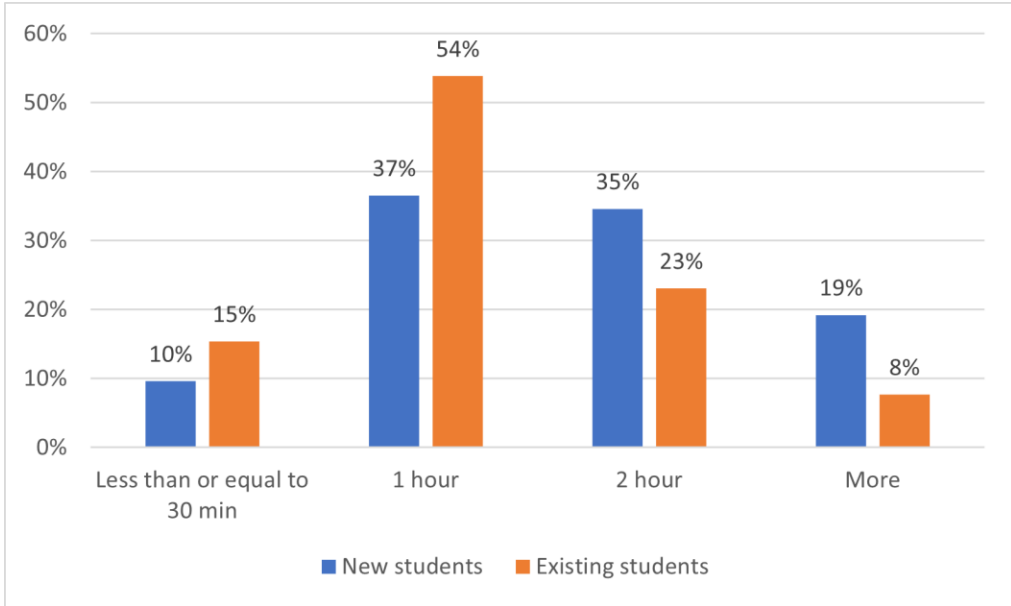
²CfAE – Centre for Academic English

Final-year project (UG)

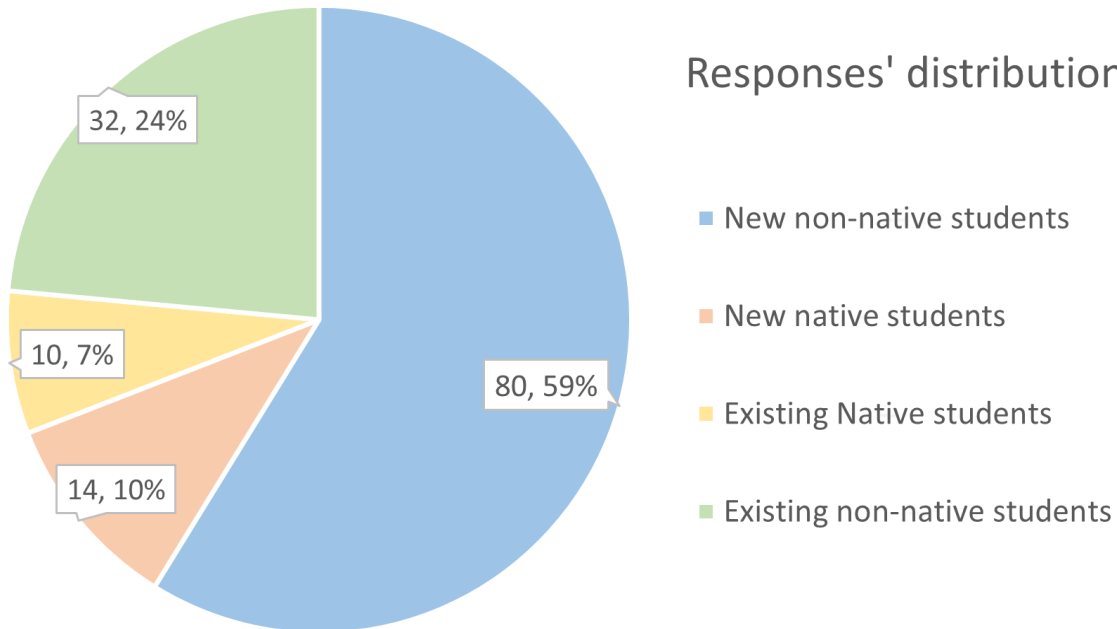
- Imperial UG academic journey
 - Passive learner -- Independent researcher
- Final year project support (research supervision/feedback)
- Negative impression/experience on research
 - "Up until the final year, didn't give a breadth of learning skills that would be needed for the future, which caused lower marks and no assessment feedback and it's very minimal and receive it 6 months later, which is useless."
 - "The markings for the bigger projects: Final year design project and final year research project were not done fairly. There was a lot of confusion, and the markers did not provide full feedback. This is very disappointing since the final year has the biggest weightage when it comes to degree classification."

Language barriers

New students are willing to devote more time in average



Responses' distribution

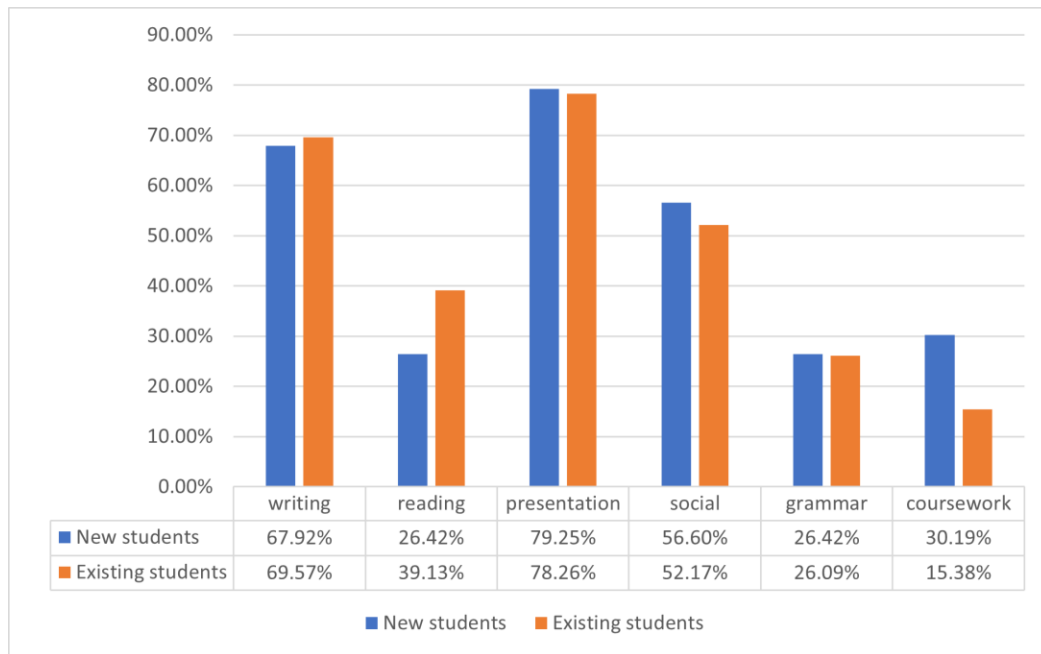
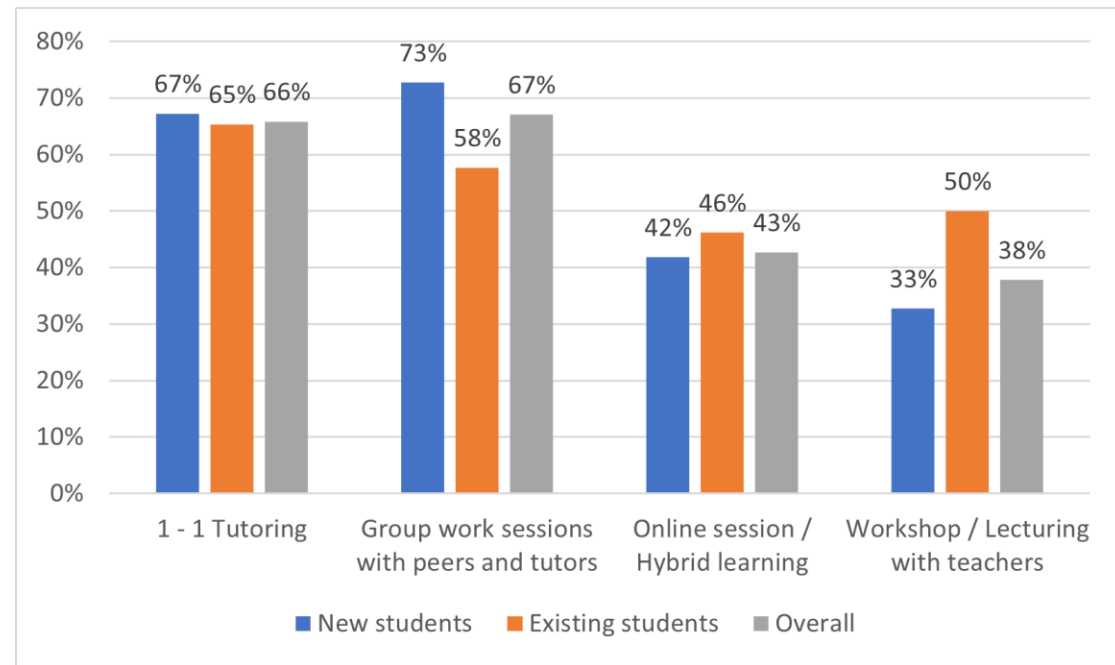


Distribution of students took the survey
Survey content

Language barriers

Format of delivery of academic English acquired by students

- New students prefer more interactive format



Type of academic English support acquired by students

- New students need more social and coursework (difficulties setting in)
- Existing students face more difficulties reading and writing (reading essays...)

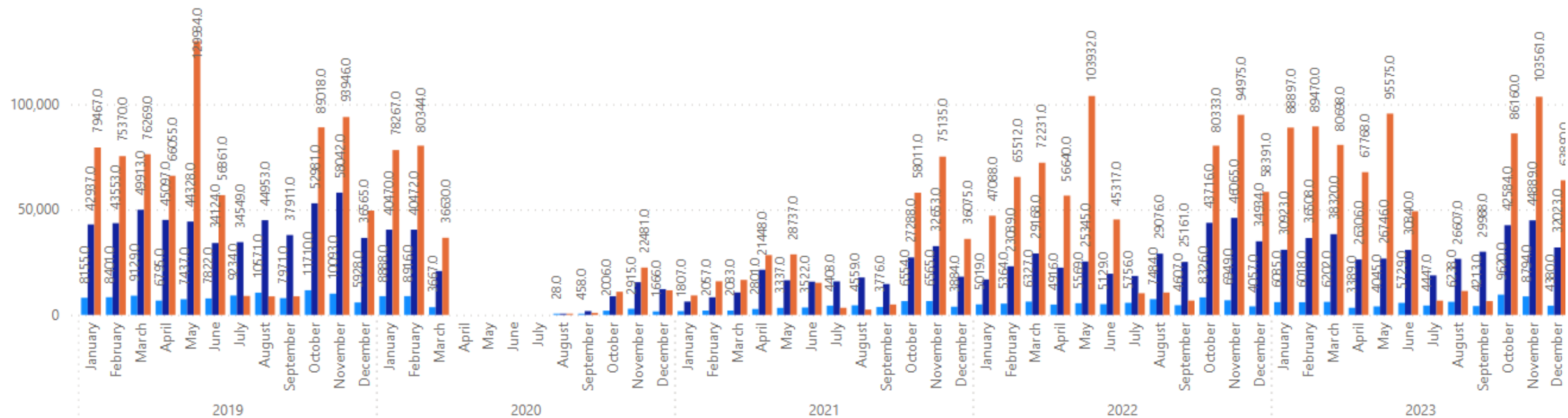
Language barriers

- Suggestions / interpretation
 - Departments allowed opportunities of social and conversation, but some new (international) students still find it hard or shy to talk to native students.
 - More social interaction for new students
 - Setting-in language support for new (international) students
 - Organised accessible academic English support for existing students

Library usage

Library entries by year, month and user type

User type ● PGRESEARCH ● PGTAUGHT ● UG

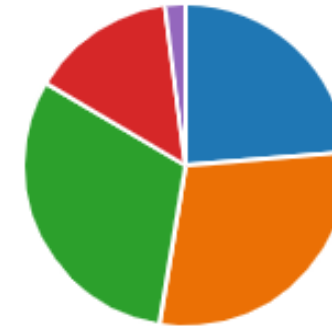
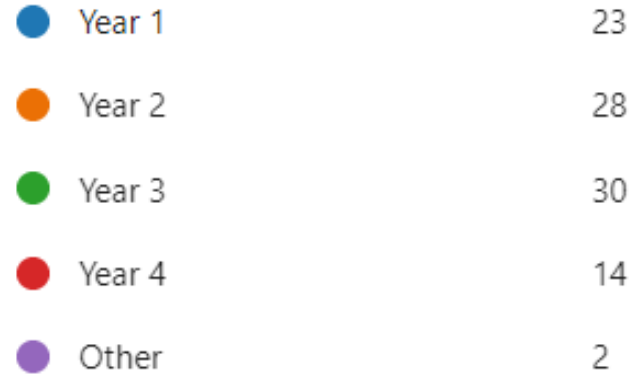


Filtered by **User type** (is PGTAUGHT, UG, or PGRESEARCH), **Year** (is 2019, 2020, 2021, 2022, or 2023), **User type** (is PGRESEARCH, PGTAUGHT, or UG)

PGRs

				To what extent do you agree or disagree with the following statements about induction, progression arrangements and assessment?			I received an appropriate induction to my research degree programme			I understand the requirements and deadlines for formal monitoring of my progress			I understand the required standard for my thesis			The final assessment procedures for my degree are clear to me		
				All respondents	Early stage researchers	Late stage researchers	All respondents	Early stage researchers	Late stage researchers	All respondents	Early stage researchers	Late stage researchers	All respondents	Early stage researchers	Late stage researchers	All respondents	Early stage researchers	Late stage researchers
Faculty of Engineering	840	420	420	76%	74%	78%	74%	74%	75%	86%	86%	87%	71%	67%	75%	73%	71%	76%
Faculty of Medicine	465	215	255	72%	73%	72%	66%	69%	64%	87%	89%	86%	67%	67%	69%	67%	66%	69%
Faculty of Natural Sciences	450	220	230	72%	75%	70%	73%	80%	66%	79%	82%	77%	71%	69%	73%	66%	68%	65%
Business School	20	10	10	61%	60%	63%	89%	90%	88%	67%	60%	75%	44%	50%	38%	44%	40%	50%
Non Faculty	5	5	0	94%	94%	0%	75%	75%	0%	100%	100%	0%	100%	100%	0%	100%	100%	0%

PGRs



	year 1 & 2	Year 3, 4 & 5
Total	51	45
Portion of PGRs preferred 30-60 min supervision	98%	89%
Portions of PGRs found 1-1 supervision useful/very useful	94%	89%

The Welfare Perspective

Some statistics

- 9 in 10 students' mental health has been heavily impacted by the cost of living crisis in the past couple of years, and continues to be a major concern
- A NUS national survey revealed that, on average, around 20% of students from each University have missed classes due to travel costs
- One in five students at Russell Group universities are considering dropping out because of the cost of living crisis, and a quarter are regularly going without food and other essentials
- Students in London face the nation's highest living costs by far, at an astonishing £1,211 per month according to the 2023 National Student Money Survey
- On average, 1/3 of university student drop-outs are for mental health reasons

Gaps

1. Financial Support
2. Mental Health
3. Signposting (for students and student-facing staff) & Outreach
4. Communication & Survey Results

Ongoing projects

1. Mental Health Strategy Action Plan
2. Access and Participation Plan
3. Defining "widening participation" for PG students
4. Residential Review
5. The Imperial Experience Project

Thank you for your time

