

**Imperial College  
London**

**Centre for Educational  
Development**

**Teaching Research and Teaching Development Grant Schemes  
Grant application for work in 2005-6**

**Scheme:**

Teaching Research Grant

OR

Teaching Development Grant

**Project Leader:**

<b>Title</b>	Professor
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**Project Partners:**

**Names and  
Departments.**

**(External partners  
and sponsors are  
welcome).**

The following (and any successors in 2005/2006) are project partners:  
Sam Rorke (Deputy President Education & Welfare, Imperial College Union)  
John Collins (President Engineering Student Union)  
Sanjeev Sarda (CGCU Welfare Officer)  
Lucy Pickard (President Medicine Student Union)  
Alex Guite (President Physical Sciences Union)  
Jonny Ng (President Life Sciences Student Union)  
Alison Aherne (Lecturer CED and Civil Engineering)  
Tom Welton (DUGS, Department of Chemistry)  
Simon Archer (Senior Tutor, Biology Degrees)

External partner:  
Malcolm Love (Freelance producer, presenter and media skills trainer)

**Project Title**

Development of training support for First Year Undergraduate 'buddy' schemes

**Total Budget**

£5,000

**Date**

02.02.2005

## Project Description

### Aims

**Aim:** To enhance the guidance provided to undergraduates who act as 'buddies' to First Year students.

Buddy schemes are currently delegated to the Faculty Unions to co-ordinate and the 'flagship' schemes appear to be run in Engineering (notably Civil) and Medicine.

Some training for 'buddies' is available (the C&G booklet 'Being a Buddy' and a 1 h training session in Civil Engineering have been identified to date) but it is clear that this is patchy across College.

Everyone consulted so far in the student unions (ICU President and Vice President Academic & Welfare; Faculty Presidents and some Faculty Welfare Officers) agrees that there is a strong case for developing more comprehensive training schemes, tailored for individual course needs, across College.

#### Objectives:

- 1) Development of course media to support training of 'buddies'.
- 2) Implementation of a half-day 'training of trainers' course for Departmental/Faculty Student Representatives and other students who organise 'buddy' schemes.
- 3) Dissemination of information on training schemes and examples of best practice to encourage the further development of 'buddy schemes' throughout College.

### Methodology or implementation strategy

1. Survey of Faculty Welfare Officers, Departmental or Faculty Student Representatives and Senior Tutors to supplement knowledge of current 'buddy' schemes (e.g. 'Mums and Dads' in Medicine), and training offered (e.g. C&G booklet). April-May 2005.
2. Use focus groups of undergraduates (6 students per group, ca 1 h each) from Civil Engineering, Chemistry, Medicine, and Biology Degrees to identify areas where further information and training would be most useful. In each subject area we would run separate groups for First Year and Second Year students. May 2005.
3. One very useful component of training of trainers' courses is 'role play'. This can be a daunting prospect for some participants and the use of video (DVD) 'scenes' to support role play exercises can work very well (e.g. 'Tutorial Skills' video). We would produce a series of 1-2 minute scenes (max length of DVD 15 minutes) scripted and acted by students under professional direction. May-June 2005.
4. Employ a Summer UROP student to work with the Project Leader and other Project Partners to develop Trainers' pack, inc. notes for DVD. July 2005.
5. Run trial 'Training of Trainers' workshop for up to 20 Student Representatives from across College. Use feedback to refine workshop materials and format. October 2005.
6. Project team to use feedback (5) to refine workshop materials and format. November 2005-March 2006.
7. Revised workshop to run in mid-2006 in time for attendees to subsequently train 'buddies' before the start of the 2006/2007 academic year. **Note:** the project start date (May 2005) precludes going live in time for Trainers to run courses for buddies in 2005/2006. It would therefore be necessary to run the project past the official end date (September 2006) to obtain final feedback. Autumn Term 2006.

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## Plans for evaluation

Formative assessment will be ongoing during development by the Project Team.

From course trainees via feedback forms (CED type) at the end of the trial workshop. October 2005.

Staff-Student Committees would be consulted across College via Senior Tutors. Autumn Term 2006.

We would also survey Year 1 students in selected Departments/Faculties via their Faculty/Student Representatives. Autumn Term 2006.

## Plans for dissemination

### For implementation:

Through Faculty Student Union Presidents and Welfare Officers to Departmental Union Representatives.

### For information and support:

Office of President ICU and Deputy President ICU – Education and Welfare.

Key academic staff in Departments and Faculties (Senior Tutors, DUGS); College Tutors; CED.

## Budget breakdown (with justification)

Consultant: 5 days (£500 pd, inclusive) (2 days running focus groups and training advice; 3 days scripting, direction and editing)	£2,500
Focus groups (£10 per student per session) (small stipend encourages serious participation; used in a Bioethics study last year)	£480
UROP student to assist in production of Trainers' pack (3 weeks at £250 per week)	£750
Supervision of student – staff time provided without cost	
Filming (College Media Services)	£700
Editing suite: cutting and mixing (College Media Services)	£300
Production cost of trainers' pack, inc. DVD	£200
Contingency	£70
Total amount requested	£5,000

## Confirmation of support

This application has the full support of Professor Martin Buck (Biological Sciences). Letter to follow.