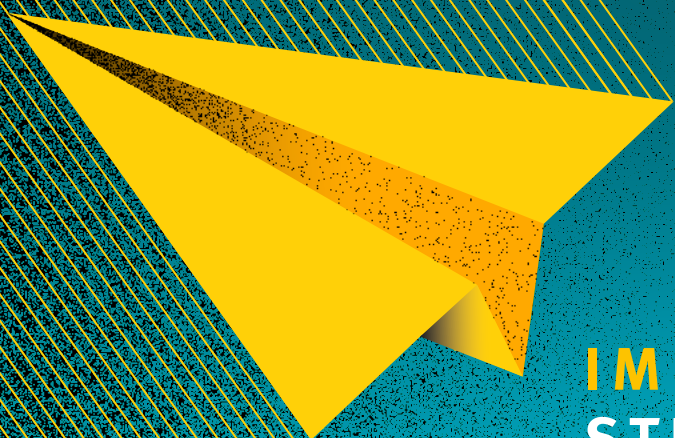


Imperial College  
London



**IMPERIAL AWARD**  
**STUDENT GUIDE**

**Imperial students like you are the heart of the College community and I am so impressed by the breadth, depth and impact of the activities in which our students participate. Such activity not only makes a significant contribution to College life and our community, but also shapes students as a future professionals.**



**Peter Haynes**  
Vice-Provost (Education  
& Student Experience)

You will find that your time at Imperial will pass much more quickly than you expect — the Imperial Award is designed to help you make the most of your experience, by providing a developmental journey within which you will reflect on your experiences and discover more about your potential.

The Award provides a structured approach to improving specific attributes that our students, staff and also employers have identified as key to lifelong success in the 21st century. It gives you the space not only to improve and build confidence, but also to enjoy and take pride in your achievements.

Upon completing the Award and receiving recognition from the College and Imperial College Union, you will have evidenced your development in each of the attributes and will have gained lifelong skills to help make the most of future opportunities.

**...your time at Imperial will pass much more quickly than you expect — the Imperial Award is designed to help you make the most of your experience**



The Imperial Award encourages self-reflection on specific skills valued by society and employers.

In today's fast changing environment, personal development and soft skills are required to complement the technical skills and knowledge acquired during a degree. The Imperial Award is designed to support you in reflecting on, and evidencing vital attributes such as effective communication, leadership and problem solving. By participating in the Programme you will gain greater confidence in your skills and improve your ability to articulate your skills effectively to various audiences, including future employers.

The Imperial Award can shape some of your Personal Tutor or mentor meetings, helping you to get more out of them. Finally, it will help you discover more about your self and your potential, empowering you to make informed choices for your life and career.

### What are the benefits of the Imperial Award?

- ▲ Develop practical self-reflection skills
- ▲ Discover more about yourself and your potential
- ▲ Develop your ability to 'pitch yourself' to various audiences (self-advocacy)
- ▲ Support your peers and receive support from your peers
- ▲ Gain a formal recognition from the College ▲

### What is required to complete the Imperial Award?

The Award recognises students who evidence the transformative impact of their engagement in activities whilst at university. It requires students to demonstrate critical reflection upon how their experiences have helped them develop specific attributes.

Working towards the Imperial Award you will need to:

- ▲ Reflect on your experiences and activities
- ▲ Reflect upon the significance of the Imperial Award attributes
- ▲ Select the attributes you want to reflect on
- ▲ Prepare a reflective submission demonstrating why specific experiences caused you to develop these attributes and the impact that this has had on yourself and others
- ▲ Reflect on and incorporate feedback from assessors during the process ▲



The Imperial Award attribute framework consists of twenty attributes grouped into five themes. Completing the full Imperial Award will require you to submit two or three reflective pieces addressing attributes of your choice.

### Personal Effectiveness

**Proactivity:** taking the initiative to act in advance rather than react

**Adaptability:** ability to adjust easily to new or changing conditions

**Discovery mindset:** curiosity-driven approach to self-directed learning

**Creating connections:** connecting with others, leveraging those connections, and aiming for synergies in collaboration

### Independent Thinking

**Strategic thinking:** big picture thinking, planning & making decisions in a goal-oriented manner

**Problem solving:** intelligently approaching problems to which the solution is not immediately clear and justifying the chosen solution

**Creativity and innovation:** generating something new or novel and making it a reality

**Critical thinking:** analysis and evaluation in order to make a judgement

### Effective Teamwork

**Awareness of group dynamics:** an understanding of how individuals within a group interact to overcome challenges and achieve the collective goal

**Effective communication:** managing the flow of information between individuals to ensure a shared understanding and reduce miscommunications

**Leadership:** motivating and inspiring others with an appropriate style to achieve a collective goal or vision

**Collaboration:** working together effectively as individuals each with unique strengths, weaknesses, aims and interests

### Coaching and mentoring

**Active listening:** listening to fully understand what someone is communicating

**Developing others:** helping others develop by identifying areas for improvement and providing practical guidance to help them develop

**Effective feedback:** actively participating in feedback dialogue through providing practical advice and guidance and responding to the other person's needs

**Motivating others:** empathising with others to understand what motivates them and helping them to maintain their motivation

### Valuing Diversity

**Social conscience:** being conscious of how the way you think and perceive the world impacts yourself and others

**Open mindedness:** awareness and appreciation of alternative perspectives, cultures and backgrounds

**Global mindset:** awareness of the wider world and your contribution to it

**Emotional intelligence:** the ability to understand your emotions and those of others

After completing the first stage of the Programme, you can decide to:

continue reflecting on a further eight attributes of your choice (split into two submissions, each addressing four attributes)

pick a 'Mentoring path', which gives you an opportunity to mentor other students, and then reflect on four attributes (preferably from 'Coaching and mentoring' theme)



## Stage 1

For your first submission, you can choose any four attributes you would like to reflect on. We will provide you with guidance and support to help you decide what attributes might be most beneficial for you to reflect on, depending on your career aspirations and development plans.

This stage will require you to produce a reflective piece addressing these four attributes. Your piece will be assessed against the Imperial Award assessment criteria, which are outlined in the further section of this document.

**Our Reflection Guide (available online) offers guidance and practical advice on how to produce a reflective piece that meets the Criteria.**

## Stage 2

After completing the first stage of the Programme, you can decide to:

- ▲ conclude your journey with the Imperial Award.
- ▲ pick a 'Further reflection' path and continue reflecting on further eight attributes of your choice (different than the initial four you reflected on). You will need to submit two reflective pieces addressing four attributes each.
- ▲ pick a 'Mentoring' path, which gives you an opportunity to mentor other students participating in the Programme, and then

to reflect on your experience in the context of four attributes (preferably from the Coaching and Mentoring theme).

- ▲ You will need to submit one reflective piece addressing these four attributes to complete this path.

The Award webpage lists key dates. There are multiple chances to submit, each year.

To prepare your reflective submission you will need to recall, discuss and reflect on your chosen activities and experiences in relation to the Imperial Award attributes of your choice. ▲

**You will be formally recognised on your official College transcript for completing each stage of the Award.**





## Stage 1

## Welcome



- ▲ Learn more about how to get the most out of the Imperial Award Programme
- ▲ Choose the first four attributes you want to reflect on
- ▲ Use our attribute selector tool to start reflecting on these attributes
- ▲ Start planning how you want to engage with the Imperial Award, and when you want to complete various parts of the Programme

## Stage 1

## Getting started



- ▲ Attend a workshop to help you get started
- ▲ Begin capturing your reflections in a portfolio
- ▲ Attend a peer mentoring session to get initial feedback and guidance

## Stage 1

## Initial reflection



- ▲ Learn how to produce a reflective piece that meets the criteria
- ▲ Complete our 'Effective feedback' training
- ▲ Start working on your reflective piece
- ▲ Get further advice from a mentor
- ▲ Take part in the informal peer-to-peer assessment activity
- ▲ Submit your reflective piece for formal assessment

Once your reflective piece is assessed as 'Met', you're going to receive a certificate of completion of this Stage (Initial Reflection), and this will be recognised on your degree transcript.

## Stage 2

## Further reflection



- ▲ Reflect on eight further attributes of your choice
- ▲ Decide how you want to group them into two reflective pieces (four attributes per piece)
- ▲ Produce your reflective submissions
- ▲ Get feedback from a mentor and peers (optional)
- ▲ Submit your reflective piece for formal assessment

## Stage 2

## Mentoring



- ▲ Complete a 'Mentoring' training
- ▲ Offer mentoring to a student, who is working on completing the first stage of the Programme

## Stage 2

## Further reflection (Mentoring)



- ▲ Reflect on your experience as a peer mentor
- ▲ Produce a reflective piece addressing four attributes (preferably from the Coaching and Mentoring theme)
- ▲ Get feedback from a mentor and peers (optional)
- ▲ Submit your reflective piece for formal assessment

After meeting the Imperial Award criteria for each of your submissions, you're going to receive a certificate, and this will be recognised on your degree transcript.

Once your final submission is assessed as 'Met', you're going to be awarded a full Imperial Award, which is going to be recognised on your degree transcript.



Your reflective pieces can be submitted as one of the three methods below. Whatever method you choose, keep your submission simple and criteria focused.

See the Imperial Award system pages for more guidance.

### Choosing methods

You can mix and match per submission. The same assessment criteria apply to all methods. The assessment criteria are outlined in the next section of this document.

Choosing the right method is an opportunity to master your skills, e.g. a written submission will help you practice writing job applications; and a video can help you improve your interview technique. You must submit your reflective piece through the Imperial Award system.

You must appropriately reference any media not created by you. Your reflective submission is about your developmental journey so be intentional about any media that you use that you did not create.

You may change submission methods when resubmitting. Keep in mind that assessors check past submissions to gauge whether you have understood and applied their feedback. Your resubmission must meet the Imperial Award criteria as a stand-alone piece. ▲

### Submission method options



#### Written submission

**Developmental advantage**

Practise reflective writing e.g. when producing personal statements

**Limits**

Up to 1000 words per reflective piece

**Description**

A reflective essay



#### Video submission

**Developmental advantage**

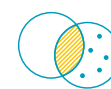
Practise speaking technique e.g. when being interviewed for scholarships or jobs

**Limits**

Seven minutes in total per reflective piece. It does not have to be one take, cutting is allowed.

**Description**

OneVideo-call style video of you sharing your reflections.



#### Multimedia submission

**Developmental advantage**

Practise creative presentation of information e.g. when creating a visual portfolio for future employers

**Limits**

1000 words which you may distribute as you would like within the following parameters:\*  
 ▲ 1 min video is equivalent to 150 words  
 ▲ 1 image is equivalent to 20 words  
 ▲ Icons, symbols & spaces can be used freely.

**Description**

Text, images and/or short video clips to communicate your reflections.

\***Example 1:** 3 × 1 min videos, six images and 430 words arranged as a poster;

**Example 2:** 2 × 1 min video, four images and 600 words arranged as a mind map



Carefully read the Imperial Award Criteria below and the definitions of the Attributes in the Imperial Award Framework on the next pages. These are used by Assessors as the basis for checking whether your submission meets the Award requirements.

### What does my Submission outcome mean?

#### Met

This means you have been successful in communicating how you have developed all the attributes within a particular submission.

#### Needs Development

This means that you have not met the assessment criteria and your submission needs further development. The assessor will provide formative feedback explaining what you can work on to meet the criteria when you resubmit.

You can use any of the available submission deadlines to re-submit your piece.

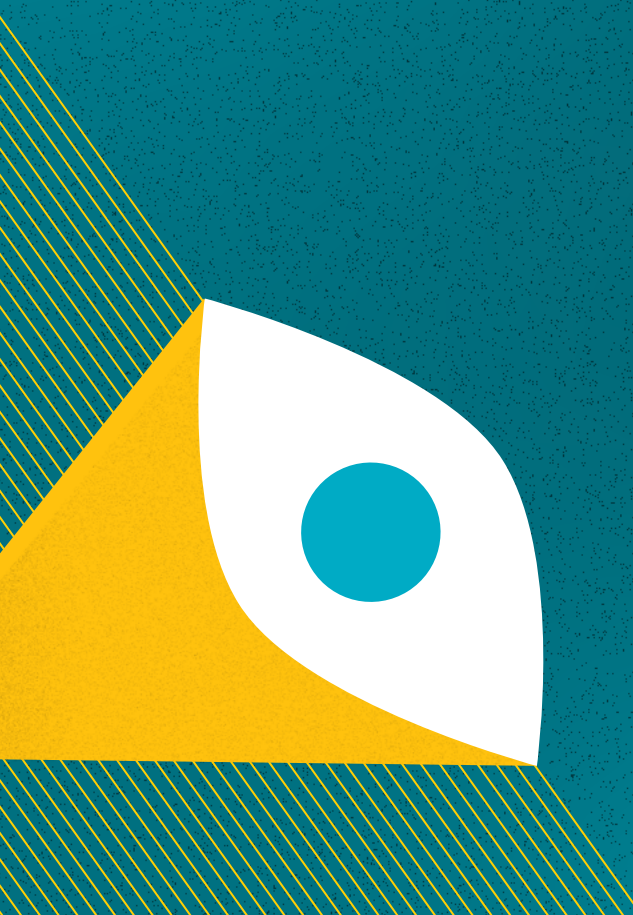
### Plagiarism

Cheating offences and plagiarism are taken very seriously and are dealt with according to the College's Cheating Offences Policy & Procedures.

You can find out more information about plagiarism on the Library webpages: [imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness](https://imperial.ac.uk/admin-services/library/learning-support/plagiarism-awareness)

### Complaints

If you encounter any issues concerning the Imperial Award, we encourage you to contact us by email: [imperialaward@imperial.ac.uk](mailto:imperialaward@imperial.ac.uk) ▲





**Imperial Award Criteria (as used by the Assessors)**

**Appropriate number of attributes was chosen for reflection and overall, the application demonstrates sufficient understanding of the attributes**

MET	NEEDS DEVELOPMENT
<p>All (four) attributes are addressed</p> <p>The student understands the attributes they chose and what they mean</p> <p>This understanding is demonstrated by linking the attribute to appropriate experience</p>	<p>There is insufficient number of attributes chosen for reflection</p> <p>The student doesn't understand the meaning behind all of the attributes (or doesn't make their interpretation of it sufficiently clear to the assessor)</p> <p>Overall the assessor doesn't see how the experience chosen for reflection links to the majority of the attributes.</p>

**Overall, the application demonstrates a sufficient level of reflection on the chosen attributes**

MET	NEEDS DEVELOPMENT
<p>There are clear reflective elements in the application emphasising the rationale behind the student's thinking and providing more depth as to the experiences they focus on. The level of reflection doesn't have to be the same for all of the attributes but overall the submission is reflective</p>	<p>The application is descriptive – the student lists all the accomplishments and experiences without really reflecting on why something happened and how they developed</p> <p>There are some reflective elements, but they are sparse and superficial</p>

**Overall it is clear how the student transformed as a result of developing the attributes.**

MET	NEEDS DEVELOPMENT
<p>The student reflects on the impact the transformation had on their future actions or decisions, i.e. there is some indication of how similar situations will be approached in the future having gone through this transformation.</p> <p>The student comments on the impact that the development of the attribute had on them (for example through considering how they approached similar situations before and now). The depth of reflection on the transformative aspects doesn't need to be the same for all of the attributes but overall there are sufficient links to transformation.</p>	<p>There are no references to transformation</p> <p>OR</p> <p>The references to transformation are superficial rather than meaningfully explaining the change that the student has undergone either in terms of before/ after OR in terms of approaching similar situations in the future.</p>



<b>Activities</b>	An activity is a source of personal experiences. It provides the context for your experiences. Independently engaging in an activity means that you were personally and directly involved in doing the activity.
<b>Attributes</b>	An attribute is personal characteristic, developed because your transformative experience(s) have changed the way you think and, subsequently, act.
<b>Award Criteria</b>	The criteria used by Assessors when assessing student submissions, as shown in the Student Guide.
<b>Descriptive writing</b>	A style of writing only describing what you did and how you did it. In the context of the Imperial Award you should only use descriptive writing to provide context for your reflective writing.
<b>Evaluation</b>	You examine complex issues using your high-level cognitive skills. More focussed than a review. Leads to a solution, conclusion or recommendation.
<b>Experiences</b>	An experience is anything that has had impact upon you during your engagement in an activity.
<b>Impact</b>	The difference it makes to self, others or a situation. The difference between how things were before, and how things are now.
<b>Life events</b>	Experiences of handling challenges or opportunities in your life. Includes health, money, personal responsibilities, legal situations, etc.
<b>Part-time work</b>	Any type: does not have to be professional or degree-related
<b>Personal development</b>	Personal, as opposed to purely academic or professional, development of attributes.

<b>Portfolio (diary/journal)</b>	Collecting your experiences into one document (folio). Add past experiences and then top-up regularly with new experiences.
<b>Reflection</b>	Looking back on your experiences; sifting for significant moments, transformative of the way you think and act. More information in our Reflection Guide.
<b>Reflective writing</b>	Writing that reveals your deep, thoughtful reflection about the significance of your experiences in your personal development of the attributes.
<b>Submission</b>	Your reflective piece addressing four attributes of your choice, submitted for assessment.
<b>Submission method</b>	Your reflective pieces can be submitted as one of the three methods: written, video or multimedia. More information can be found in this Student Guide.
<b>Transformation</b>	Change in you which is probably irreversible.  Evidence of transformation can be experiences with such a strong impact that they change the way you think and act.
<b>Volunteering</b>	Any volunteering could give you transformative experiences: community, educational, health, engineering, medicine, environmental, Imperial College Union roles, STEMM ambassadors, etc.



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