## StudentShapers Project Proposal: Key Questions

Use this document to plan and draft your responses to key questions before submitting them via the proposal portal at (<http://www.imperial.ac.uk/students/studentshapers/how-to-get-involved/>)

* Project area

*Select the area of activity that your proposed project aligns with.*

* Project Title
* Lead staff partner
* E-mail
* Telephone
* Faculty
* Department
* Additional staff members
* Please specify the number and any eligibility criteria of students you hope to recruit (which department, programme, or faculty and year of study)

*You should consider how many students your project should involve as partners and on what timescale – it may be that different partners are engaged in the project over different durations of the project*

* Duration of Project: please specify the length and intended start and end date. Include whether the time commitment for the student will be full-time over vacation time or part-time during term time (or a combination of both)

*The project should be conducted in as time efficient manner as possible so that the outcomes are embedded into the curriculum and conclusions can be disseminated and /or acted upon as soon as feasibly possible. Engagement with students during term time should normally be limited to no more 3 hours per week. Full time projects should take place during vacation time (usually summer).*

* Total funds requested
* Costings breakdown

*Funds should cover student costs for the project i.e. student bursaries, plus any associated student costs, e.g. travel to conferences or collaborating institutions. Consumables and infrastructure/equipment investment are not within the remit of StudentShapers. Research incentives for students may be considered. Full time (vacation time) engagement is supported with student bursaries of £390 per week. As a guide, term time engagement of one half day (3 hours per week) is supported with student bursaries of £60 per week.*

*If internal dissemination is a potential aspect of the project, any costs associated with this should be outlined in the proposal after considering the further guidelines* [*here*](https://www.imperial.ac.uk/media-access/internal/?folder=current-students/studentshapers/internal&filename=Conference-Guidelines-20-21.pdf)*.*

* Rationale for project (e.g. from Student feedback, liaison with the Academic Rep Network, curriculum review outcomes, industry input)

*There should be a robust background that underpins the project; where appropriate this should also be situated within the context of existing educational literature. The rationale may come from a single or a variety of sources, but together should identify how the project addresses comments, concerns or a lack of understanding of an aspect of education at Imperial. It may be that his project is linked with other educational development or educational research work taking place in the department, in which case the wider context in which the project is situated should be outlined.*

* Will Educational Ethics approval be sought for this project?

*If there is any chance that you may consider publishing your work, or presenting it externally, you should seek Educational Ethics approval. Often, you cannot do this retrospectively. This is a separate process through the Education Ethics Review Process (EERP) – there are a number of different pathways which should be determined dependent upon the nature of the project; the process is often informative and should be considered in parallel to a StudentShapers proposal. If appropriate StudentShapers funds will be agreed subject to ethical approval.*

* + - * Do you expect to attain educational ethics approval before or during the StudentShapers project?

*There are benefits and disadvantages of the timing of seeking educational ethics approval – doing so before provides a ‘ready-made’ research project but limits the opportunity for students to engage in the research design and understand the (ethical) implications of some of the design choices. Seeking ethics approval during the project will extend the timeline of the project, and introduce some elements of uncertainty into things, but will allow students to engage in the ethics more effectively.*

* + If students are positioned as co-researchers, how will you ensure the students are trained and developed to be competent in undertaking the research?

*As part of the developmental aspect of a StudentShapers project, students will need some support and development in undertaking educational research. This could take several forms. In turn, you will need to demonstrate on the EERP form that the students are (or will be) competent in undertaking the research.*

* Project outline, including how an authentic staff-student partnership will be adopted and how the work aligns with the Learning and Teaching Strategy

*A description of the project. Within this it should be made clear how the work will lead to a curriculum development that is commensurate with the learning and teaching strategy/an improved understanding of Education at Imperial that can in turn influence practice. The proposed methods and practicalities of the project should also be covered to demonstrate that aspects of the Guiding Principles for Partnership are adopted:*

* *A partnership approach should equally value the expertise of staff and students*
* *Partnerships should present equal opportunity for all students*
* *Partnerships should achieve an appropriate distribution of power*
* Project outcomes and benefits for both the department and student experience and how long-term impact will be sustained.

*The tangible project outputs should have a longer term and sustainable outcome on curriculum development or educational practice in the department. This may, for example, contribute to a different approach to learning by students, embedding of a learning technology into a module etc.*

* If applicable how/where research will be disseminated

*If the project involves an aspect of educational research, the research could be disseminated internally, or there may be scope for external publication or dissemination. In either case you should consider if or how student partners can be involved in this stage of the project. It would be normally expected that student partners would be co-authors of any output.*

* Proposed method of progress checking/update; include whether this will come from multiple sources, student/staff partners, event-based feedback from stakeholders etc.

*Consider how you will ensure that the project maintains progress; this may involve aspects beyond the final formal phase of the partnership (e.g. publication/dissemination), to ensure that the longer-term impacts are sustained.*

* Benefits for both staff and student partners on the project

*One of the aspects of the Guiding Principles for partnership is that both staff and students are able to benefit from the partnership. Therefore, outline what specific benefits for partners that you envisage as a result of the project.*