

Centre for Educational Development

Annual Evaluative Report 2007-08



SLTP participants, Centre staff and the Library Services Director celebrate the achievements of those completing SLTP in July 2008

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SUMMARY

This document is a self-report by the Centre for Educational Development (CED), primarily for monitoring purposes. The core of CED's role involves working collaboratively with individuals, groups and departments across the College to support and raise the profile of learning, teaching, course design, assessment, supervision, and research into educational development matters, and to run programmes and workshops about teaching, assessment, supervision and related areas.

Headlines from 2007-08

1. The commencement of a MEd in University Learning and Teaching with 8 staff participants.
2. Planning and advertising underway for Imperial's first Education Symposium, 'From Strategy to Action', 26 November 2008.
3. A well received re-organisation of the CASLAT specific module (module 3).
4. Streamlining of the process for probationary lecturers to have their CASLAT requirement assessed at contract stage, with the normal expectation remaining that CASLAT, or an equivalent needs, to be taken or possessed.
5. Re-organisation of the CED website to make better use of the College's 'new' template and to make clearer to all those who teach and supervise Imperial students the range of opportunities for professional development and services that CED can offer at all levels.
6. First supervision of a research student (jointly with Humanities).
7. CED ran 96 workshops, of varying lengths; led and participated in four programmes of study, ran a number of networks, offered one-to-one advice, administered and supported several educational funding schemes, project activities and events, gave advice to individuals and teams and participated in committees and working parties.
8. The number of attendances at workshops (not counting other activities) once again recorded a record high, exceeding the previous year by over 60 attendances, with a particularly large increase in attendance at 'core workshops' (increase of over 50%).
9. While fulfilling all other commitments, CED academic staff maintained a good level of scholarship and research.

The Purpose of the Annual Evaluative Report

This document is a self report by the Centre for Educational Development (CED). Its primary purpose is to provide information to the College about the activities of CED, specifically to provide this to the Quality and Academic Review Committee for monitoring purposes. A secondary purpose is to disseminate information about the activities of the Centre to a wider community.

1. CED, The Centre for Educational Development

1.1 The Role of CED

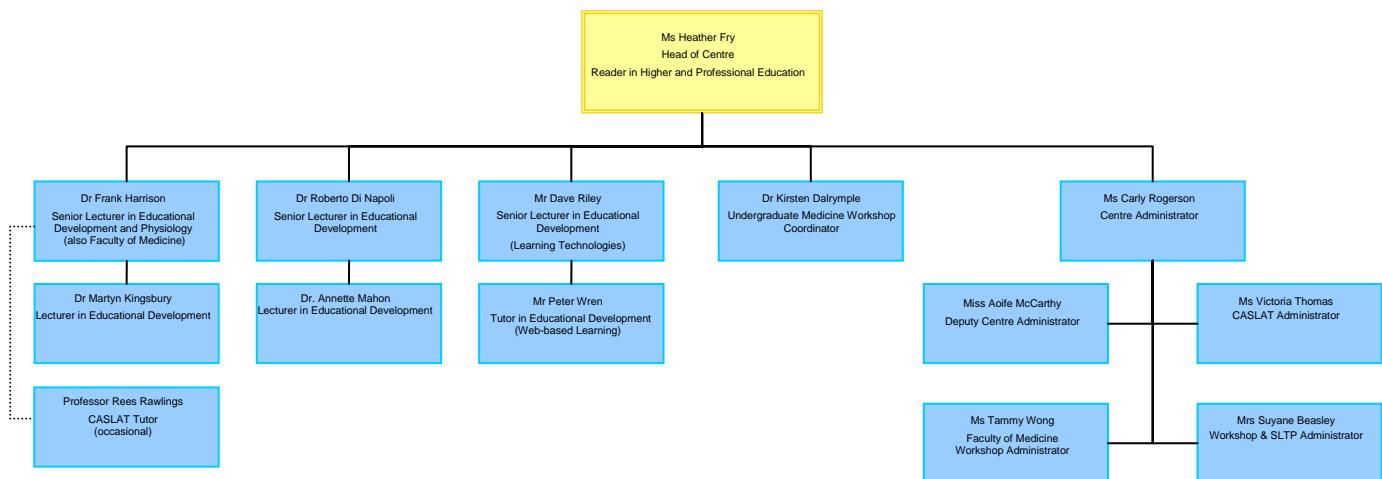
The CED was founded in 2000 to work collaboratively with individuals, groups and departments across the College to support and raise the profile of learning, teaching, course design, assessment, and supervision, and to promote research into student learning and all aspects of educational development at Imperial. The Centre reports to the Pro-Rector for Education.

CED fulfils its role through:

- Running workshops
- Offering programmes about learning and teaching
- Facilitating and organising educational development networks
- Administering and supporting educational development grant schemes and grant holders
- Responding to individual requests for expert advice on educational development matters
- Contributing to initiatives, committees and working parties concerned with educational development
- CED members maintaining and extending their professional knowledge, scholarship and research.

1.2 Who works in CED?

Five of the staff below work for the Centre for only part of their time.



1.3 Policy, Organisational and Administrative Aspects during 2007-08

The following summarises a number of matters:

- The online 'Rooms and Catering Booking System' has much simplified the process of finding rooms.
- Regular access to flat bed rooms suitable for upwards of 25 people remains a problem.
- Difficulties continue with good access to suitable rooms for web-based activities and training.
- There have been more staff changes than usual in both the admin and academic team, including the return of Alison Ahearn to full time work in the Faculty of Engineering, after many years working in 'central' educational development.
- The 'new' online Oracle booking and recording system continues in use, with functionality increasing gradually. It has both benefits and drawbacks.
- Catering charges continued to be above inflation and have necessitated more use of SCR vouchers.
- CED has much benefited from use of the whole of the mezzanine office floor above the Seminar and Learning Centre and some much needed refurbishment of the space.

2. Workshops

2.1 Overview

CED workshops are essentially of two types. Firstly, 'Core' workshops, which provide a foundation in a number of areas of teaching and learning practice in higher education, and which are compulsory for all non-clinical lecturers on probation – but open to other staff when there is space. Secondly, the 'optional' workshops that staff elect to take according to career stage, amount of teaching undertaken, interest, discipline etc.

Most workshops are held in the Seminar and Learning Centre in South Kensington, where excellent support is received from the Conferences team, especially Mr Bachir Taouti. Workshops are evaluated; the data from this provides information for the subsequent tables and comments.

Table 1 indicates attendance by department/division at all workshops (not all CED activities) during 2007-08 and includes attendance of NHS staff who teach Imperial students. Attendance at the core workshops rose substantially from last year to this (by 57). Rises in attendance at 'Communicating Knowledge' and 'Supervising Research Students' were especially noticeable, particularly by participants from Medicine. Attendance at optional workshops, other than those specific to the Faculty of Medicine and the GTA workshops, also rose (by 50 attendances). The GTA workshops were especially well supported by PhD students from the departments of Chemistry, Mathematics, Bioengineering, Chemical Engineering, Civil and Environmental Engineering and Materials. Overall, attendance at workshops increased by some 5% from last year to this (from 1101 to 1161 attendances).

Headline facts:

- 96 workshops were run; they lasted between 2 hours and one and three quarter days.
- 1161 attendances were recorded at workshops, this exceeded last year by 60.
- The workshops addressed a wide range of topics and were generally well received.

Table 1: Attendance at Centre Workshops 2007-08 (attendance at programmes and networks is not shown)

Faculty	Department/Division	Core Workshops						Optional Workshops			Total Attendance at workshops
		Communicating Knowledge (1.5 days)	Teaching for Learning (2 days)	Designing for Learning (2-3 hours)	Supervising Postgraduate Students (2 days)	Becoming a Personal Tutor (1 day)	Total Core Attendance	Optional Total (excl. GTA and FacMed)	GTA Workshops	FacMed Workshops	
Natural Sciences	Centre for Environmental Policy	2	0	0	1	2	5	7	1	0	13
	Chemistry	1	0	0	1	1	3	7	16	0	26
	Mathematics	3	1	0	0	1	5	5	10	0	20
	Physics	5	4	4	6	4	23	15	4	0	42
	Life Sciences ¹	2	2	0	2	2	8	16	3	2	29
Medicine	Clinical Sciences Centre	1	0	0	1	0	2	2	0	0	4
	Epidemiology, Public Health and Primary Care	2	1	2	1	1	7	11	0	10	28
	Investigative Science	7	8	7	6	9	37	14	0	19	70
	Kennedy Institute of Rheumatology	3	0	1	2	1	7	7	0	10	24
	Medicine	7	2	3	6	4	22	22	0	10	54
	Neuroscience and Mental Health	5	4	5	3	3	20	14	0	20	54
	National Heart and Lung Institute	7	3	5	31	3	49	43	0	12	104
Engineering	Surgery, Oncology, Reproductive Biology and Anaesthetics	4	3	6	5	7	25	34	0	11	70
	Aeronautics	3	4	5	3	4	19	5	0	0	24
	Bioengineering	1	0	1	1	0	3	10	14	0	27
	Chemical Engineering and Chemical Technology	2	3	4	3	1	13	20	26	0	59
	Civil and Environmental Engineering	3	3	2	5	5	18	28	33	0	79
	Computing	3	2	0	1	2	8	7	0	0	15
	Earth Science and Engineering	1	2	0	1	2	6	1	3	0	10
	Electrical and Electronic Engineering	2	4	2	2	3	13	6	6	0	25
	Materials	6	4	3	3	4	20	9	10	0	39
Non-Faculty 'Departments'	Mechanical Engineering	1	0	2	0	0	3	8	3	0	14
	Academic Support Services	0	0	0	0	1	1	10	0	0	11
	Administrative Departments	1	0	0	0	0	1	41	0	0	42
	Imperial College Business School	0	4	0	2	2	8	7	2	0	17
	Humanities	1	0	1	0	0	2	18	0	0	20
	NHS	9	2	7	0	10	28	19	0	179	226
	Imperial Institutes	0	0	0	0	0	0	0	0	0	0
	External	0	0	0	1	0	1	0	0	0	1
	Other	0	0	0	1	0	1	10	3	0	14
	TOTALS	82	56	60	88	72	358	396	134	273	1161

¹ Divisions not shown due to impact of restructuring

2.2 Core Workshops

Three core workshops had minor reductions to their hours of attendance to slightly reduce the time commitment required, with no loss of content. Figures 1-5 indicate attendance from each Faculty at the core workshops 2005-08. Table 2 shows participant ratings of the core workshops continue to be broadly satisfactory. Despite the core workshops forming part of CASLAT, twelve certificates of attendance at the core workshops were requested.

Communicating Knowledge, (one and a half days) Tutors: Drs: Roberto Di Napoli and Lynda White, and Mr Neil McLean

This workshop is in its fourth year of operation and ran seven times in 2007-08 (once more than in 2006-07). The workshop continues to attract extremely positive feedback from participants who generally enjoy both the theoretical and the 'microteaching' parts (where they have a chance to try their hand at putting theory into practice in a non-threatening environment, while becoming accustomed to practising peer-observations and giving feedback). The first day of the workshop has been slightly shortened, with the aim of making it slimmer and more focussed on participants' needs. This has been well received. Dr Di Napoli delivered three workshops, while a further three were taught for the first time by Mr Neil McLean from the LSE. A single session has now been created to meet the needs of two particular constituencies and is offered specifically to mathematicians and physicists, as in the past they found it difficult to present their complex and distinctive disciplines to non-specialist audiences. This has been taught by Dr Lynda White (Mathematics). Finally, Dr Di Napoli is currently acting as a consultant for the implementation of a Spanish version of the workshop at the University of Barcelona. He has taught workshops, held meetings with prospective tutors and trained these in specific aspects of the workshop, as adapted for a Spanish audience and institution. This consultancy work will end in November 2008 with the publication of a booklet (for dissemination in Catalan and, more widely, Spanish universities) about the nature and role of Communicating Knowledge at Imperial and its adaptation to the Spanish context. It is gratifying to know that Communicating Knowledge has been important to academic development at the University of Barcelona.

Teaching for Learning, (one and three quarter days) Main Tutor: Dr Frank Harrison

This workshop offers those who are relatively new to teaching in higher education a broad introduction to key ideas and concepts in learning, teaching, course design, assessment and evaluation. It continues to be well received after its re-design last year and a newly introduced reduction of time on the second day. There are overlapping workshops within the post-doctoral workshop strand and medical optional workshop strand so this workshop is aimed primarily at non-clinical probationary lecturers without any prior equivalent training (although others may attend) and was offered on three occasions in 2007-08.

Designing for Learning, (about 40 minutes per participant) Tutors: Alison Ahearn, Roberto Di Napoli, Heather Fry, Frank Harrison, Martyn Kingsbury, Dave Riley, Annette Mahon, with a senior member of the Department/Division

In 2007-08 this workshop was run 22 times, with three persons being the average attendance. Each individual takes the workshop after attending 'Teaching for Learning' and makes a presentation about a course or session they teach, which is then discussed by the group, particularly with a view to noting effective elements and considering possible enhancements. Many interesting discussions take place over the year. The opportunity for one-to-one feedback, protected time to focus on teaching matters, and discussion with a senior member of the department (often the Director of Undergraduate Studies) continues to be valued by many participants.

Supervising Postgraduate Students, (one and a half days) Tutors: Professor David Stuckey (Chemical Engineering), Professor Bernard Morley (GSLSM), Heather Fry, Dr Martyn Kingsbury

Any two of the tutors generally aim to be present at any one time, with larger numbers of participants attending per workshop than on other workshops in the core programme. The second day has been slightly reduced in time. One of the main challenges this workshop presents is the varying norms of study and supervision in different disciplines, especially between lab and non-lab based research paradigms. The international background of many staff and the fast changing external environment give rise to considerable debate about the shape of PhD studies. To meet demand it was run four, rather than the usual three, times.

Becoming a Personal Tutor, (one day) Tutors: Dr Frank Harrison and David Allman (Senior Student Counsellor)

Many new staff, particularly those who undertook their higher education outside the UK, are unfamiliar with the duties and responsibilities of a personal tutor at Imperial. The purpose of this workshop is to help those new to personal tutoring to better understand their role. The workshop includes discussions about organisational issues, the role of the personal tutor at Imperial, common problems, routes of referral and sources of support for tutors, cultural aspects of tutoring and student mental health. It continues to be fully subscribed; it was run on four, rather than three, occasions during 2007-08 to meet demand.

Figures 1-5. Faculty attendance at the five core workshops 2005–08

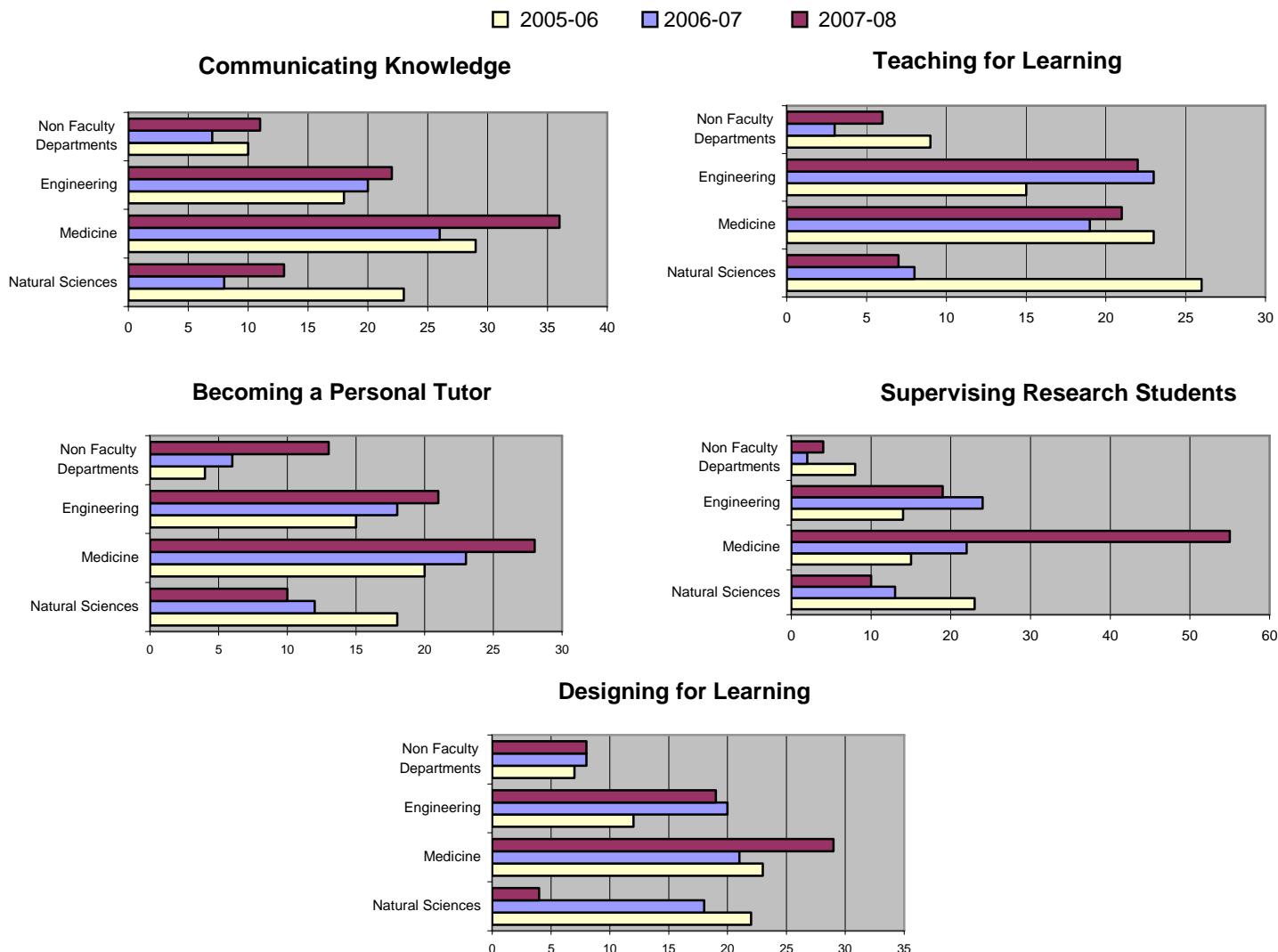


Table 2: Ratings of the Core Workshops 2007-08 by Participants- frequency distributions

Core Workshops	No. of workshops	No. of Participants	No. of responses	Response Rate %	Usefulness				Interest				Enjoyment				Tutor				Course Materials								
					Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low					
Communicating Knowledge	7	82	81	99%	47	30	3	0	0	40	37	3	0	0	39	38	3	0	0	56	24	1	0	0	33	37	7	0	0
Teaching for Learning	3	56	51	91%	13	20	13	4	1	12	27	11	1	0	13	25	11	2	0	23	26	2	0	0	18	24	8	0	0
Designing for Learning	22	60	60	100%	29	30	0	1	0	30	29	1	0	0	31	29	0	0	0	33	23	1	0	0	13	26	9	0	0
Supervising Research Students	4	88	83	94%	29	38	12	4	0	23	44	12	2	0	18	53	9	1	0	46	32	5	0	0	25	45	12	0	0
Becoming a Personal Tutor	4	72	64	89%	9	41	13	1	0	7	38	16	3	0	3	39	18	4	0	25	28	9	1	0	11	36	16	0	0
Totals	40	358	339	95%	127	159	41	10	1	112	175	43	6	0	104	184	41	7	0	183	133	18	1	0	100	168	52	0	0

2.3 Optional Workshops

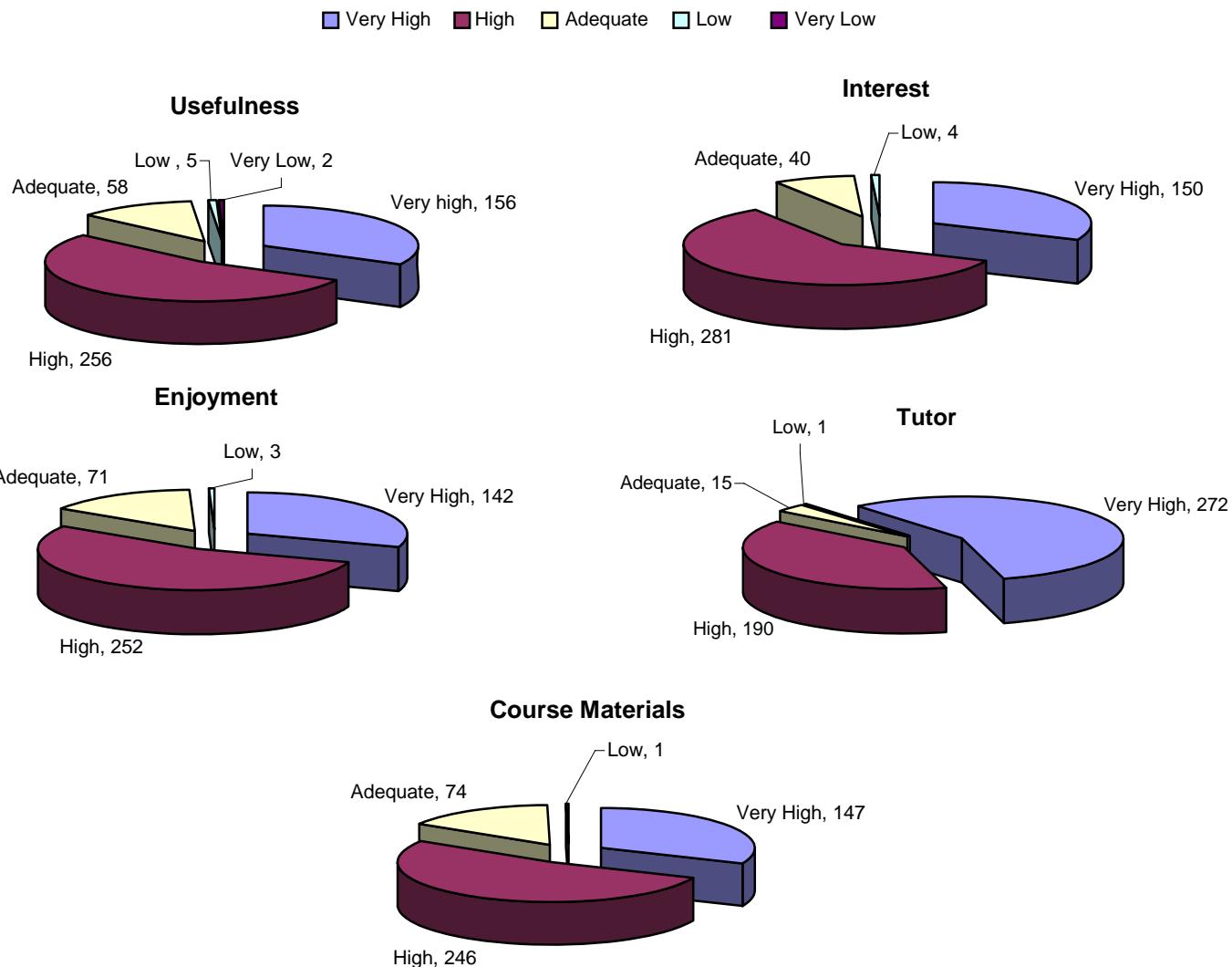
Optional workshops provide the opportunity to explore a particular area of teaching or learning, and many are considerably shorter than the core workshops. Many are at an introductory level, but some are advertised as being for more experienced staff. The breadth and depth of the suite of optional workshops is reviewed each year, taking into account requests for particular topics, demand in the previous year, College needs and CED staff interests. A few workshops run more than once in the year. A workshop attracting fewer than eight participants is cancelled unless there are other pressing reasons for running it. Tables A1 and A2 in the appendix provide the numerical feedback data, showing workshops are generally well received and rated. Those taking either CASLAT or SLTP will typically each take 1-3 of these workshops as part of their programme; many people taking neither programme also book into these workshops. CED staff also

contribute to some workshops not organised by CED, these include workshops for the graduate schools. Their numbers of attendance and evaluative data is not reported here.

2.3.1 The Non-Medical Optional Workshops: learning technology, post doctoral, GTA and general; *Tutors: Alison Ahearn, Roberto Di Napoli, Heather Fry, Frank Harrison, Martyn Kingsbury, Dave Riley, Peter Wren, and Drs Michael Coppins (Physics) and Sara Rankin (NHLI)*

Figures 6-10 provide a graphical representation of some of the feedback data.

Figures 6-10. Ratings of the non-medical optional workshops by respondents (n=481)



The **learning technology strand** followed the same format as in 2006-07 with the series of three WebCT workshops (Blackboard in future) continuing to be popular and running in both the Autumn and Summer Terms. Four separate workshops, for the faculties and Humanities, were held under the banner of 'Developments in e-Learning at Imperial'.

The **post-doctoral strand** is made up of 'Assisting with PhD Supervision', 'Starting Teaching for Post-Docs 1' and 'Starting Teaching for Post-Docs 2' (STPDs); post docs can also take any other appropriate workshops, e.g. 'Communicating Knowledge' or 'Teaching small Groups'. 'STPDs 1 and 2' provide an introduction to important aspects of learning and teaching and taken together are equivalent to the core workshop 'Teaching for Learning'; small changes from Teaching for Learning reflect the interest and experience of post-docs early in their academic career. Some who take STPDs 1 go on to take STPDs 2. 'STPDs 1' was offered three times this year as part of the three day residential course run by the SDU at Wye, and once as a stand alone day at South Kensington. This split pattern of stand alone and as part of, at least some, residencies looks set to continue for 2008-09.

The **GTA strand** currently comprises one workshop 'Assessment & Marking Skills for Research Students Who Teach'. This was introduced in 2006-07, being designed to meet the Senate requirement that PhD students who teach (GTAs) need to attend a department induction / briefing session to learning and teaching and more generic assessment training run by CED. The CED workshop introduces participants to the relationship between assessment, feedback and learning, examines the appropriate use of marking schedules and discusses how to give feedback. Educational 'theory' is related to practical exercises and attempts to link the practical aspects of GTA marking to the wider educational context in such a way that it will help GTAs assess in a fair and appropriate manner, and to the required level and purpose. The workshop runs in two formats, each with a common introduction to the theory and general issues and with activities based as far as possible on actual examples. The two formats are: (i) Laboratory based marking and (ii) Problem sheet / calculation based marking. Each format was run four times (8 workshops in all), with slightly lower attendance than in the first year probably reflecting that in that year there was a 'bulge' of attendees who had not had the opportunity for training earlier in their studies.

In the **general strand** there were a few variations to the previous programme, especially the re-introduction of workshops that run on an 'every other year' cycle'. Additionally the 'Assessing Student Learning' workshop was run for the first time in sessions organised around cognate disciplines, and ran three times rather than twice to meet demand, for 'Science and Engineering', 'Medicine', and 'Humanities, Business School and General'. The workshop includes a substantial portion on feedback.

Disappointingly, this year there was no uptake for the action learning/topic focused workshops introduced successfully last year, whereby a topic is suggested by a member of staff outside CED and then a group of interested people meet a number of times to discuss issues and solutions, with CED making the arrangements and chairing or facilitating as needed.

2.3.2 The Medical Optional Workshops: Tutors: Dr Kirsten Dalrymple with Dr Frances Carter

The Medical option workshop strand is supported by the Faculty of Medicine (FoM) and tailored to meet the educational development needs of Imperial and NHS staff who teach undergraduate medical students. The strand consists of 'programmed' and 'by request' events. 'Programmed' events are run on the South Kensington Campus while 'by request' events are run locally at hospitals in liaison with Directors of Clinical Studies (DCS), lead teachers and Teaching Coordinators. 'By request' events are based on one of the 'programmed' events and can be adapted to local needs. The permanent tutor, Kirsten Dalrymple, was on maternity leave January through June 2008, during which time, Dr. Frances Carter, a Faculty of Medicine member, GP and former GP 'teacher trainer', assumed maternity cover. Dr. Carter provided the vast majority of the programmed and 'by request' events originally scheduled to take place. Eleven 'programmed' events were offered in 2007-08, only one fewer than in 2006-07. Seven 'by-request' workshops were run at local hospitals, only one less than during the 2006-07 year. The workshops generally received favourable evaluations from participants (see Appendix Table A2), demonstrating maintenance of yet another aspect of programme quality.

Programmed medical workshops are either a full day or half-day in duration. Three introductory workshops were maintained for their core relevance to teaching and learning and the UGM curriculum. Three workshops focusing on more specific and/or advanced topics were also offered. A new topic introduced to the 2007-08 programme was 'How to use E-learning to complement clinical teaching'. This workshop was designed and delivered via a collaboration between CED's, Kirsten Dalrymple and Dave Riley, and the Learning Technologists from the FoM, Maria del Toro and Julie Edwards. The workshop focused on considerations of the appropriateness of E-learning in clinical teaching as well as showcased current E-learning developments in the FoM.

Attendance figures for the 2007-08 year (Table 3) were reduced compared to 2006-07, with fewer numbers attending 'by request' events. The full-day introductory workshops have been booked to capacity for several years and often run waiting lists, slightly higher numbers are now often booked in than are desirable to try and cope with demand. Hospital staffing issues were the main cause of non-attendance. As in past years, the majority of attendants, approximately 66%, were NHS staff. When including those with honorary Imperial contracts this figure rises to over 80%. Table 4 and Figure 11 provide further information about attendance based on primary employment venue, and NHS employment status.

Table 3. A comparison of attendance at medical workshops in 2007-08 with the two previous years

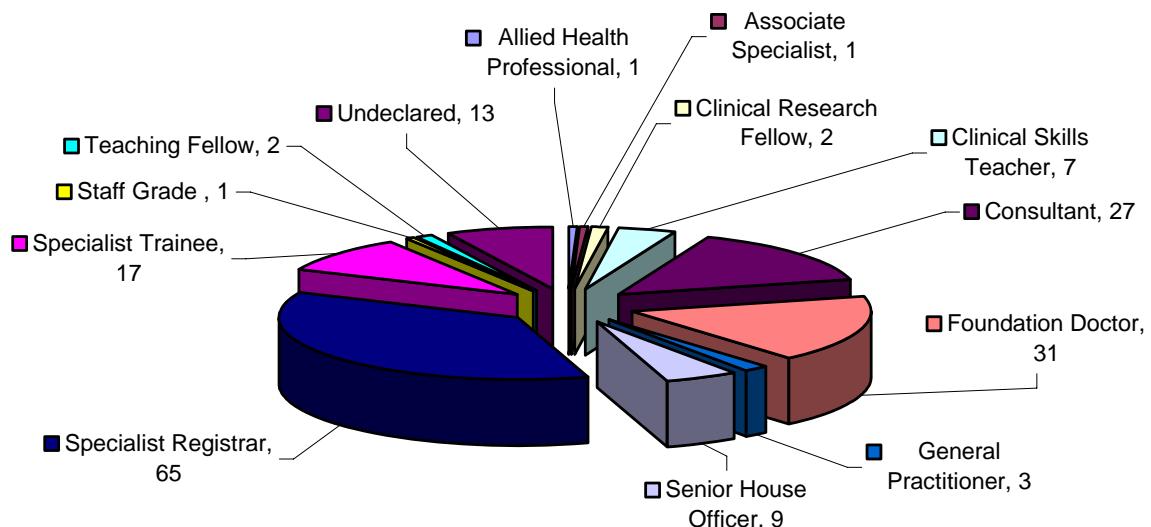
Workshop Attendance	2007-8	2006-7	2005-6	Employment Type	2007/8		2006/7		2005/6	
					Number	% of 273	Number	% of 304	Number	% of 254
Programmed	173	171	181	NHS Staff teaching IC students	179	66%	213	70%	157	62%
By request events	100	133	73		45	16%	33	11%	87	34%
Cancellations/Non-attendance	68	67	57		49	18%	53	17%	7	3%
Total attendance	273	304	254		0	0%	5	2%	3	1%
				Totals	273	100%	304	100%	254	100%

Table 4. The primary employment venue of participants in medical workshops (n=273)

Primary Employer (Trust/College)	Total Workshop Attendance
Ashford & St Peter's NHS Trust	6
Brompton & Harefield NHS Trust	7
Central NW London Mental Health NHS Trust ¹	39
Chelsea & Westminster Healthcare NHS Trust ¹	11
Ealing Hospital NHS Trust ¹	15
NW London Hospitals NHS Trust	18
Hillingdon Hospital NHS Trust	10
Imperial College Healthcare NHS Trust ¹	73
West London Mental Health NHS Trust	22
West Middlesex University Hospital NHS Trust	4
Other NHS Trusts ²	14
Not Declared	5
Imperial College ³	49
Total	273

1. This trust hosted one or more 'by request' workshops on site.
2. Other NHS Trusts Include: Barnet, Enfield and Haringey MHT, Brent Teaching PCT, Buckinghamshire Hospitals NHS Trust, Hounslow PCT, Kensington & Chelsea PCT, Kingston Hospital Trust, Plymouth, West Hertfordshire Hospitals NHS Trust
3. Demographic information is provided by participants. A number of attendees have more than one work affiliation (NHS, Imperial College, and Employment Venue) and are therefore categorized by their primary responsibilities and/or employment venue

Figure 11. Attendances by NHS employment status - excluding honorary appointments (n=179)



3. Programmes

3.1 Supporting Learning and Teaching Programme (SLTP): Programme Director: Peter Wren

Since its launch in 2002 this innovative 10 month programme for staff who support student learning, such as librarians, technicians and researchers, has gone from strength to strength, having established its niche. It earns much positive feedback from participants, whose line managers now receive from their participants a final report comprising a fully-specified plan for a learning session in the participant's workspace.

SLTP utilises blended learning techniques combining face-to-face sessions, on-line learning blocks based in Blackboard, and individually recommended workshops (see Figure 12). Information and advice about Higher Education Academy (HEA) registered practitioner status is given to participants every year: this year saw significant interest in the scheme. Several CED staff contribute to the programme, especially to the on-line blocks, and the programme also draws on other expertise, for example Mary Bown, Imperial's Disabilities Officer, and Christine Yates, the College's Equal Opportunities and Diversity Consultant.

The programme continues to be enhanced, with improvements such as better integration and ordering of sessions and on-line blocks, and, throughout the programme, an explicit mapping of teaching and learning theory and good practice to activity in each participant's work environment. Table 5 indicates campus affiliations, gender, and completions: the numbers recruited are constrained by staffing and teaching space issues. Retention is good and has improved each year to date. Figure 13 shows all who have enrolled on the programme since 2002 and their various job affiliations.

Figure 12. SLTP in Outline

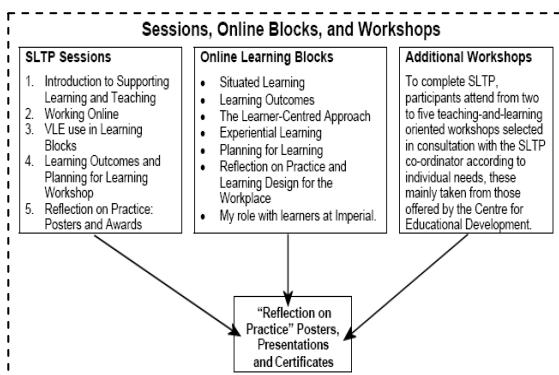
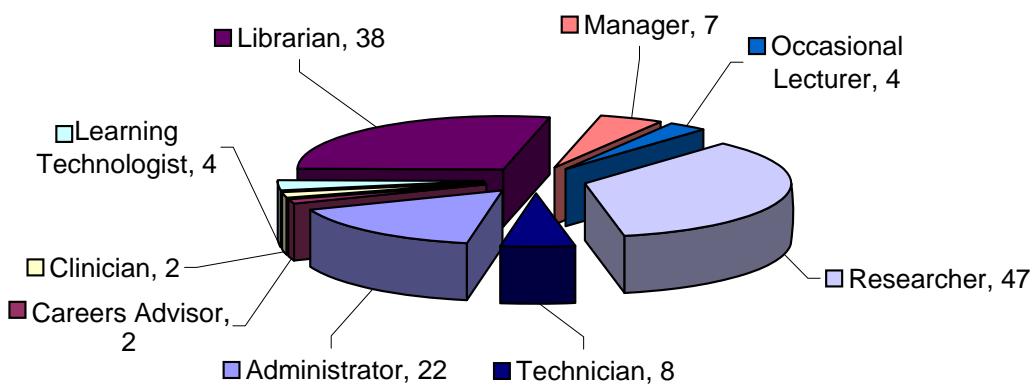


Table 5. Location, Gender, and Completion of SLTP participants

Location	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08	Totals
South Kensington	13	13	21	10	8	10	75
Charing Cross	2	6	2	2	3	4	19
St Mary's	1	2	1	4	8	5	21
Wye	1	0	1	0	2	0	4
Northwick Park	1	0	0	0	0	1	2
Hammersmith	1	0	0	2	2	4	9
Chelsea and Westminster	0	0	0	1	0	2	3
Royal Brompton	0	0	0	1	0	0	1
Gender							
Female	18	15	18	15	14	15	95
Male	1	6	7	5	9	11	39
Total	19	21	25	20	23	26	134
Results							
Completed	14	17	21	18	23	26	119

Figure 13: SLTP enrolment since inception, showing job roles (n=134)



Participants are surveyed in a structured fashion during and at the end of the programme, collecting numerical data on line and responses to open questions in a paper format. Responses were again very positive. This year there will be even more focus on participant choice of online blocks and on the core theories embodied in the programme, in response to suggestions made by participants, and after discussion by the programme team.

A selection of comments made by participants about the impact of the programme as a whole gives a flavour of participant opinion:

- *I enjoyed SLTP very much. It opened my eyes to an area I didn't know existed.*
- *I found that the online blocks contained the practical information on planning training sessions that I was looking for when I started SLTP.*
- *We probably all learnt quite a lot, and have seen improvements in our teaching (and sometimes clinical work). The overall impression, and usefulness, was very good, and the teachers / tutors were exceptional. I would highly recommend SLTP to all my colleagues overall.*
- *My expectations, being better at communicating knowledge and more confident that my students learn from me, were met during the program (sic).*

3.2 Certificate of Advanced Study in Learning and Teaching (CASLAT): Programme Organiser: Dr Frank Harrison

CASLAT is a postgraduate Certificate of Advanced Study of Imperial College London. The programme is accredited by the Higher Education Academy and is aligned with the UK National Professional Framework (at standard descriptor 2 level). All those completing the Certificate are entitled to become Fellows of the HEA. The programme has a modular structure as shown in Figure 14.

Figure 14. CASLAT Modules

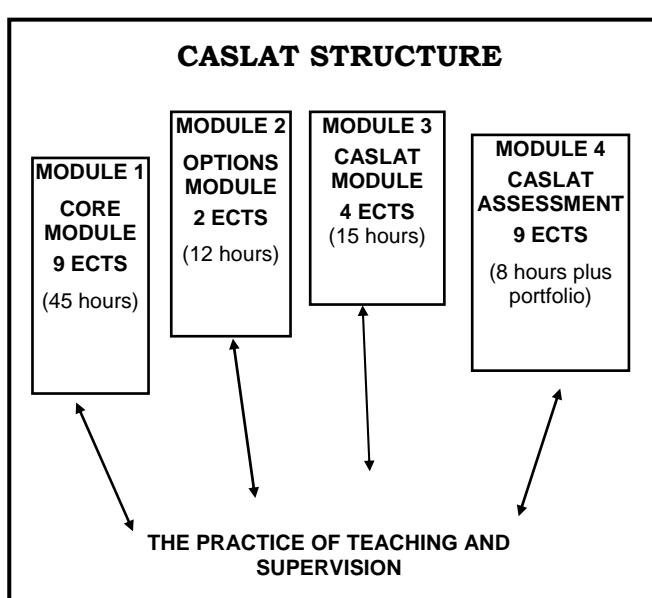


Table 6. Faculty, Gender and Results of CASLAT participants

Intake by Faculty	2001–2006	2007	2008
Engineering	24	11	17
Natural Sciences	18	14	6
Medicine	60	13	17
NHS Teaching Imperial Students	10	3	5
Humanities	5	2	0
Tanaka Business School	1	0	0
Institute of Biomedical Engineering	0	1	0
External	1	0	0
Gender			
Female	52	16	17
Male	67	28	26
Total	119	44	43

Results	2001–2006	2007	2008
Commended (Pass)	111	40	Due Feb 2009

The seventh cohort of participants completed the Certificate in January 2008, with a few 'starters' being non-completers for a number of reasons. Approximately one third of participants in 2007 took CASLAT on a voluntary basis. The total number of certificate holders now exceeds 150. Recruitment for 2008 was very similar to 2007 with 43 participants starting Module 3. Full details are shown in Table 6 and Figure 15. Indications are that in 2009 the numbers taking CASLAT will rise considerably.

Figure 15. CASLAT Intake, showing types of appointment (n=206)

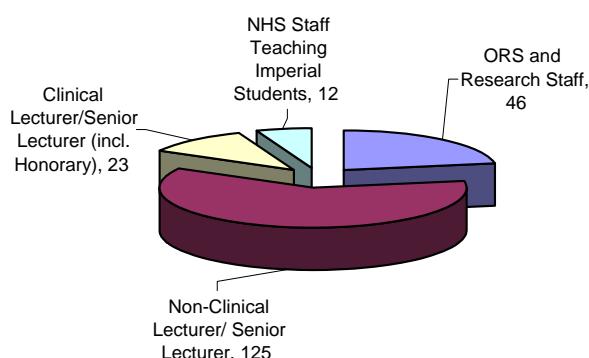


Table 7. Ratings by Participants of CASLAT, 2007 frequency distributions (n=20)

Areas of Feedback	Very High	High	Adequate	Low	Very Low
Usefulness of Module 3	3	9	7	9	0
Interest in Module 3	3	8	9	8	0
Enjoyment of Module 3	1	9	11	7	0
Scenarios for Module 3	2	4	14	3	4
Compulsory Reading for Module 3	0	4	19	3	1
Class Discussions for Module 3	2	18	5	2	0
Tutor (x4) input during Module 3	2	13	11	1	0
Learning from each other	4	13	9	2	0
Supervision (Module 4)	4	9	10	3	2

Modules 3 and 4 of the programme (which are specific to CASLAT) were subjected to annual evaluation and the results are summarised in Table 7.

Feedback data from 2007 entrants were not as positive as those the programme has enjoyed in previous years. This was at least in part due to a substantial, and rather late, rise in the number of participants (up from 28 to 44) which created a number of difficulties. Module three has therefore been re-structured and launched in its new format in January 2008. Changes include shorter individual sessions, the introduction of an element of choice to enable participants more easily to shape the module to their needs, capped attendance for each session, and the introduction of two on-line sessions embedded in Blackboard. The proposed changes were well received when considered at the November 2007 staff-student liaison committee, were subsequently approved, and are currently subject to session-by-session evaluation, which has been broadly positive so far. A further change has been streamlining of the process for probationary lecturers to have their CASLAT requirement assessed at contract stage, with the normal expectation remaining that CASLAT, or an equivalent, needs to be taken or possessed.

Many CASLAT alumni continue to be involved with CASLAT. The assessment of CASLAT involves a senior member of the participant's own department, and we are increasingly seeing previous participants returning to assist in this role. Alumni are also invited to the annual CASLAT Continuing Professional Development session. Twenty-two alumni attended, representing all seven previous cohorts. Dr David Hay and Dr Ian Kinchin from King's College London presented their ideas about the application of concept mapping to student learning. It was clear from the discussion which followed that several members of the audience were interested in the application of concept mapping in their own teaching.

Further details about CASLAT are available in the minutes of the Staff Student Liaison Committee and in the Annual Report.

3.3 The MEd in University Learning and Teaching: Programme organisers Heather Fry and Dr Roberto Di Napoli

After final approval in May 2008, the MEd in ULT was launched in July 2008. The programme is part of GSLSM's suite of Master's degrees and reports fully through normal GSLSM channels. The MEd in ULT is flexible in many different ways: its delivery (which, atypically, starts in July in order to accommodate busy academics); its content (much of which is individually tailored to participants through project work); and its duration (18-48 months in length). The MEd has three entry routes to meet the needs of those who have completed CASLAT and those who have not, see Figure 16; at present it is only open to Imperial staff.

Figure 16. The MEd ULT in Outline

MODULE A: Foundations of University Learning and Teaching 24 ECTS		
Pre-requisite achieved through one of the three entry routes below. Must be successfully completed before admission to the rest of the MEd.		
<i>Note:</i> These three entry routes are also available to those who have been awarded an HEA accredited certificate at the level of Fellow by a university other than Imperial.		
ROUTE 1 For those who have taken successfully, within five years of the proposed date of entry to the MEd, the 4 modules that comprise CASLAT, but have not been awarded the CASLAT qualification; Until 2011 those who were awarded the CASLAT qualification before January 2009 will also enter by this route. <i>Requirements:</i> Possession of the 4 modules that comprise CASLAT, totalling 24 ECTS.	ROUTE 2 For those who have obtained HEA Fellowship through the experienced/professional recognition route, within five years of the proposed date of entry to the MEd; For those who started CASLAT in or after January 2009 and have opted to be awarded the CASLAT qualification, within five years of the proposed date of entry to the MEd. <i>Requirements:</i> 12 hours of workshop attendance, summary of current role in supporting learning, and/or teaching and/or supervision, and submission of a critical review of a set educational paper, totalling 24 ECTS.	ROUTE 3 For experienced staff without HEA Fellowship through the experienced/professional recognition route; For those whose Fellowship, or CASLAT, or four equivalent modules fall more than 5 years prior to entry to the programme and therefore cannot be considered within the College's APL arrangements. <i>Requirements:</i> As for Route 2 plus submission of a teaching portfolio, totalling 24 ECTS.
Module B: Theory and Reflection – Student Learning Research Project 18 ECTS (Project Report)		
Module C: Educational Research Methods 10 ECTS (Mandatory to attend but not assessed)		
Module D: University Education Project Plan 2 ECTS (Research Plan)		
Module E: University Education Research Project 30 ECTS (Dissertation)		
Module F: MEd Seminar 6 ECTS (Attendance Requirement and Coursework)		
This provides a link between all modules. Seminar attendance runs throughout a participant's programme. Participants have to nominate an eligible contribution as coursework which will be formally assessed.		

Eight members of College staff commenced the programme, see Table 8. One day of teaching has occurred, an induction and introduction day. Feedback indicates this was gratifyingly well received by participants.

Table 8. Faculty, gender and type of appointment of the first MEd ULT cohort

Intake by Faculty	2007-08
Engineering	2
Natural sciences	1
Medicine	2
NHS	2
Graduate Schools	1
Type of appointment on enrolment	
Lecturer	2
Senior Lecturer	1
NHS consultant/Honorary/Teaching Fellow appointment in Medicine	2
Tutors/Fellows	3
Gender	
Female	3
Male	5
Total Enrolment	8

3.4 The MEd in Surgical Education: Programme organisers Heather Fry (CED) and Dr Roger Kneebone (Department of Biosurgery and Surgical Technology)

This programme is part of GSLSM and has its 'home' in the Department of Biosurgery and Surgical Technology, but is taught in association with CED. CED staff teach and assess on a number of modules and supervise dissertations. It ran for the third time during 2007-08, recruiting 18 part-time and 2 full time participants, the majority of whom are surgeons or surgeons in training. The programme receives very positive feedback and is becoming over subscribed. It reports through normal GSLSM channels.

4. Opportunities: Networks, Grants and other Funds

4.1 Educational Development Co-ordinators (EDCs): Co-ordinator initially Dr Roberto Di Napoli and subsequently Dr Martyn Kingsbury

The EDCs met their usual three times, with the aim of discussing and reporting on issues related to teaching and learning, both at departmental and College level. The main challenge for the EDC group has been, as always, maintaining membership across College as people leave or move on in their jobs. However, it has been pleasing to see, this year, more participation from Physics and the Humanities. Themes covered, as suggested by participants, were: the links between secondary and tertiary education (with the participation of a school teacher, Dr Addenbrooke, who is an ex-Imperial student and lecturer) and developments in EnVision (with the participation of Anthony Bull). In the third session there was a presentation and discussion of the roles of the Graduate Schools, general discussion about the new MEd in ULT, and novel, innovative learning and teaching activities being promoted and implemented in different parts of College. The third issue of the Newsletter will be published in Autumn 2008. Dr Kingsbury took over during the year as CED co-ordinator of the network.

4.2 London Imperial College Network for Educational Development (LINKED): Co-ordinator initially Alison Ahearn and subsequently Dr Annette Mahon

LINKED continues to develop, though with 56 staff attending 4 events, attendance and meetings were down on last year. Attendance at LINKED is sensitive to time of year and best run from September to May, with an extended break through the examination and summer period. This year, the successful format of previous years was followed, with a buffet lunch at 12.15, continuing during an informal talk by a guest speaker from 12.30-1.00pm, with 50 minutes of Q&A. The speakers this year have mainly been internal to the College, allowing LINKED to fulfil one of its aims, which is to help those involved with teaching and learning at Imperial keep up with news which may benefit both them and their students. Topics included: the UROP scheme; how e-learning can facilitate teaching in large introductory mathematics courses; the work of the library in promoting information literacy; and a special event on how the College Equalities Unit is working to widen participation. The LINKED scheme is indebted to the speakers who volunteer their time and expertise. An innovation for this year is the posting of slides from the talk onto the LINKED webpage so that those who could not attend can still keep up-to-date. The mailing list now reaches approximately 300 members of staff and grows via advertising in core workshops. Many people who have completed CASLAT use the LINKED group as a means of staying in touch with educational initiatives, ideas and policy changes. The LINKED programme for the academic year is already taking shape and we will welcome speakers from

the University of Strathclyde and the Université de Lausanne, as well as maintaining the policy of promoting best teaching practice within College, by having a strong representation of in-house speakers.

4.3 Fund for Courses and Conferences on Learning and Teaching: Centre Administrator: initially Danielle Pompeo and subsequently Carly Rogerson

In 2007/08 the Centre administered, on behalf of the College, the scheme for funding staff attendance at educational development courses and conferences. The scheme operated in the same way as in previous years with money provided, on a first come first served basis, for travel, subsistence, accommodation and registration fees, up to a maximum of £750 per person. In 2007-8 thirteen applications were received and eleven supported. The total amount provided was £7,864.86. Information about the scheme is available on the Centre's website and it is promoted at staff induction sessions and at a range of Centre activities.

4.4 Teaching Grant Schemes

The two schemes are funded through internal and external funding and grants are awarded annually after a competitive bidding process. CED supports the schemes by having an expert co-ordinator for each scheme who holds a launch meeting, gives advice on applications, provides start-up support, runs a further meeting of grant holders to exchange ideas and progress and offers ad hoc support as needed. Three members of the Centre join the College Deans at the award meeting chaired by Professor Julia Buckingham, the Pro-Rector for Education. Grant holders produce a short report on completion and also disseminate their work in other ways, e.g. at conferences.

Tables 8 and 9 indicate the grants awarded in 2007-08 and Figures 15 and 16 show the allocation of monies and numbers of grants to each Faculty.

4.4.1 Teaching Development Grants: Scheme Co-ordinator: Dave Riley

The TDG scheme is in its tenth year and since its launch has awarded 112 grants totalling over £540,000 to staff preparing to change their teaching and to enhance student learning. Twenty six applications were received this year, ranging from £1,700 to £14,985, and sixteen awards were made (see Table 8). Final reports on the projects are due in Autumn 2008, but this year will take the shape of posters for the inaugural education day in November 2008.

Table 8. Teaching Development Grant holders 2007-08

Name	Department/Division	Project title	Budget
Dr Esat Alpay	Graduate Schools	Case studies on the PhD experience	£5,025
Dr Catherine O'Sullivan	Civil and Environmental Engineering	The 2012 Olympics - a vehicle for induction into the Civil Engineering profession	£4,556
Prof. J A (Tony) Firth	SORA	Graduate entry medical curriculum: Development of living anatomy video teaching materials	£4,995
Mr Paraskeva Paraskevas	Biosurgery & Surgical Technology	Using errors in clinical practice as identified in case records, as a teaching tool for senior undergraduate medical students	£4,463
Mr Brett Harmony	Humanities	On-line placement test using WebCT6	£5,000
Mrs Liz Chiu	Humanities	On-line assessment of spoken English	£5,000
Ms Vickie Lee	Neurosciences and Mental Health	E-learning in Ophthalmology	£4,875
Dr Maggie Awadalla	Humanities	Creation and development of supplementary teaching materials for Arabic Level 1	£5,000
Prof. Elena Garralda	Academic Unit of Child and Adolescent Psychiatry	A project to update Child and Adolescent Psychiatric teaching package for Imperial College medical students	£3,800
Dr Gabriela Saldanha Mr Christophe Declercq	Humanities	Development of e-learning material for blended learning module on Translation technology	£7,500
Dr Debra Nestel	Biosurgery & Surgical Technology	Defining professional responsibilities of simulated patients in medical education	£2,190
Dr Tim Horbury	Physics	Enhancing student/lecturer interaction in the Physics Department using clickers	£3,295
Dr Emma McCoy	Mathematics	Communicating Mathematics module	£2,900
Dr Graham P Taylor	GU Medicine and Communicable Diseases	Taking a sexual history: an interactive e-module	£7,518
Dr Steven R Cook	Biology	Improving the teaching of meiosis in practical classes	£1,700
Dr Gabrielle Sinnadurai* Dr Krysia Broda	Computing	Proof Assistant for Natural Deduction using Organised Rectangular Areas (PANDORA)++: A teaching tool for reasoning about programs	£5,000

*The late Dr Sinnadurai was a staunch supporter of her students and of educational development in general, she is fondly remembered by the staff of the Centre for Educational Development for her contribution to teaching and learning enhancement and support of CED activities.

4.4.2 Teaching Research Grants: Scheme Co-ordinator: Dr Roberto Di Napoli

This scheme supports staff who want to investigate issues in learning and teaching rather than carry out developmental work. Three grants were awarded this year, totalling £18,893, see Table 9. There has been a very high level of commitment on the part of the grant holders and dissemination of the outcomes at the Education Day are eagerly anticipated.

Table 9: Teaching Research Grant holders 2007-08

Name	Department/Division	Project title	Budget
Ms Elaine Walsh	Graduate Schools	How overseas postgraduate researchers perceive their experience at Imperial College London – “What we wish we’d known first”	£3,418
Dr Fernando Bello	Biosurgery & Surgical Technology	The use of computer-based multi-sensorial environments in undergraduate anatomy teaching	£6,650
Dr Jane Saffell	Division of Cell & Molecular Biology	Effect of research-based teaching on student learning and perceptions of bioscience research	£8,825

Figure 15. Grant money allocated to Faculties 2007-08 (n=£91,710)

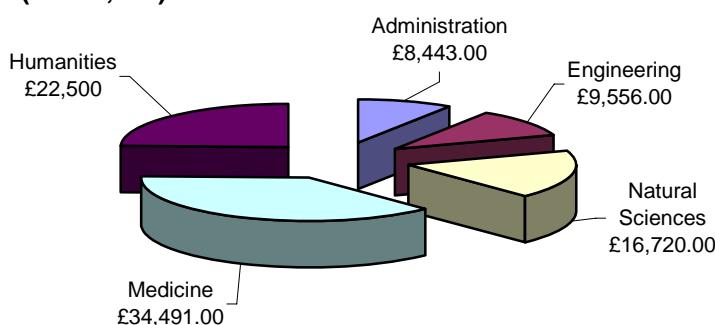
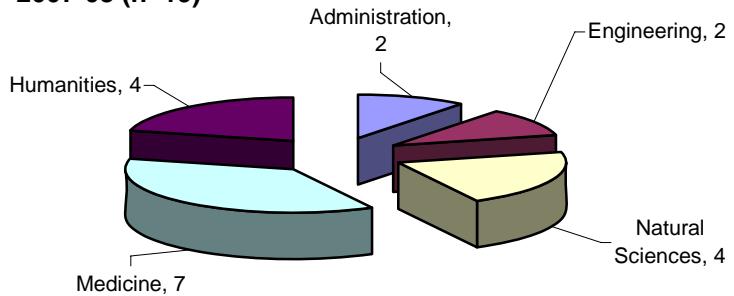


Figure 16. Number of grants awarded to Faculties 2007-08 (n=19)



5. Working across the College: Other Contributions to Educational Enhancement

5.1 Fostering and Supporting e-Learning at Imperial College

The Centre for Educational Development continued to play a leading role in developing the College's e-learning capabilities. Two members of CED have a particular remit for e-learning (Dave Riley and Peter Wren), although neither works exclusively in this area. CED works closely with the Chairs of the College e-Learning Committee, the e-Learning Review Committee and with staff in the Faculties and Academic Support Services. Online learning and teaching have continued to become more developed and more widespread across the College. As a result, the demands for staff training are rising, as are the demands on e-learning facilities and services. CED helped to raise staff awareness of e-learning, promoted discussion of pedagogically appropriate use of e-learning of many types, fostered the use of the College's online learning environment (WebCT/Blackboard), offered advice about usage (especially to parts of the College without a dedicated learning technologist) and promoted the implementation of the College e-Learning Strategy 2006-09. In particular, it has contributed to the:

- professional development of academic and associated staff through learning technology workshops, including the introduction of a new workshop in collaboration with the Faculty of Medicine;
- raising of staff familiarity with Blackboard through its use in the SLTP, CASLAT and MEd ULT Programmes;
- selection and appointment of an e-Learning Manager in the Division of Medicine, an e-Learning Services Manager in ICT, and a learning technologist for Health & Safety and the Staff Development Unit;
- College's membership of the Association for Learning Technology (ALT) and dissemination of publicity about its conferences and training workshops: the ALT Newsletter and Journal are available electronically;
- participation in and representation of the College at local, national and international e-learning meetings and networks;
- METRIC Management Committee: overseeing the integration of the Metric e-learning resources into College programmes;
- meetings and decisions of the College e-Learning Committee;
- chairing and organising of the e-Learning Committee's 'Learning Environment Working Group';
- College e-Learning Review Committee by providing secretarial support, co-ordinating and editing the first report, assisting the departmental survey of e-learning visions, and editing the body of the second report.

5.2 Supporting Educational Enhancement through one-to-one Advice and Support, by Information Dissemination, and through Educational Events

Centre staff respond to requests for advice and information by telephone, e-mail and face-to-face meetings. Such requests are very welcome. They range from requests for advice about planning or delivering particular pieces of teaching, requests to observe teaching, specific queries about assessment, requests to 'decode' policy documents and similar, and, queries about educational software and using e-learning in teaching, especially where there is no learning technologist available.

Planning and advertising commenced for Imperial's first Education Symposium, 'From Strategy to Action', due to take place on 26 November 2008, with the organising team of Annette Mahon, Roberto Di Napoli, Dave Riley and Aoife McCarthy spearheading the work.

5.3 College Strategy for Learning and Teaching

Several areas of the work of CED relate to the College's Learning and Teaching Strategy for 2006-09 and the Teaching Quality Enhancement Funds associated with it. E-learning is incorporated within the strategy. Without the TQEF funding educational development activity across the College would be considerably reduced, including some of the work of the CED. The targets associated with the LTS are managed and monitored by the LTS Management Group chaired by the Pro-Rector Education and of which CED is a member. In addition to helping to fulfil some of the targets CED also plays a part in developing the strategy and co-ordinating the reporting of activities to HEFCE.

5.4 Learning to Series of Booklets

CED collaborates with Registry and the Communications team to help keep the series of three booklets, designed specifically to support the learning and study experience of all Imperial students, fresh, user-friendly and up-to-date.

5.5 IDEA League

In 2007 the IDEA League General Assembly granted recognition to the newly formed 'Developing Learning and Teaching Working Group'. The group is still struggling to establish a clear identity and role for itself compatible with IDEA League aims, and will in future incorporate activity relating to centres for professional development. Heather Fry represents the College on this group, with Dr Di Napoli acting as an alternate.

5.6 Membership of College Committees, Working Parties etc.

One or more of the Centre staff sat on, chaired or administered the following:

- Admin and Support Services IT Committee;
- Building Users Group – Sherfield;
- Imperial College London, Central Ethical Review Process Committee;
- Committee on Professional Education;
- Directors of Clinical Studies meetings;
- e-learning Committee;
- e-learning Review Committee;
- Graduate School of Life Sciences and Medicine, Academic Training Committee;
- Learning and Teaching Strategy Management Group;
- Learning Environment Working Group;
- NHS Institute for Innovation and Improvement Training Modules Phase 2 Project Steering Group;
- OLM/LMS Project Team;
- Quality and Academic Review Committee;
- Quality Assurance Advisory Committee;
- Strategic Education Committee;
- Student Feedback Working Party;
- Sub-Committee on Equality;
- Teaching Development /Research Grants Panel;
- Teaching Excellence Awards Panel.

6. Research, Marks of Scholarship, Recognition and Esteem

The College requires that CED staff spend most of their time on the activities already mentioned in this report, but for their expertise to remain current, for credibility, and for their own professional development, staff need to be involved in education research, scholarly activity and networks beyond the College.

In 2007-08 CED staff members commenced the first supervision of a research student in which CED has participated. Heather Fry and Roberto Di Napoli are co-supervisors of a student registered in Humanities.

CED staff carry out occasional external consultancy work, are part of national development groups, are invited to run workshops in other institutions and organisations, and review papers for leading journals. Four members of CED act as external examiners for one or more academic programme. Staff participated in a number of conferences and presented and published in a variety of formats. CED is a network partner in the University of Oxford's Centre for Excellence in Learning and Teaching, 'Preparing for Academic Practice', with Heather Fry, Roberto Di Napoli and Martyn Kingsbury taking a lead in this work. Several staff are also grant holders or partners in research and development projects. (See Table A3 for further details of some of these activities.)

Appendix

CED Report 2007-08

Further tabulated information

Table A1: Ratings of the non-Medical Optional Workshops by Participants - frequency distributions

Strand	Workshops	No. of workshops	No. of Participants	No. of responses	Response Rate %	Usefulness				Interest				Enjoyment				Tutor				Course Materials								
						Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low					
General	Assessing Student Learning	3	54	48	89%	5	29	12	1	1	4	33	10	1	0	3	28	16	1	0	17	26	5	0	0	13	28	6	0	0
	Enhancing Learning through Evaluation	1	3	3	100%	1	2	0	0	0	2	1	0	0	0	0	2	0	0	0	2	1	0	0	0	1	1	0	0	
	Further Aspects of Supervision	1	9	7	78%	0	5	2	0	0	0	5	2	0	0	2	3	2	0	0	5	2	0	0	0	4	3	0	0	
	Issues and Techniques for One-off Teaching Sessions	1	14	13	93%	3	8	2	0	0	1	10	2	0	0	2	9	2	0	0	6	7	0	0	0	5	6	2	0	0
	Laboratory Teaching	1	9	9	100%	2	7	0	0	0	2	7	0	0	0	2	5	2	0	0	6	2	1	0	0	3	4	1	0	0
	Research and Teaching	1	21	20	95%	2	14	4	0	0	3	16	1	0	0	1	15	4	0	0	6	13	1	0	0	3	9	8	0	0
	Voice workshop	1	12	12	100%	8	2	2	0	0	7	4	1	0	0	8	3	1	0	0	10	2	0	0	0	5	5	1	0	0
GTA	Assessing and Marking Skills for Research Students Who Teach	8	134	133	99%	41	67	20	4	0	35	82	12	2	0	32	75	24	1	0	77	54	2	0	0	37	73	23	0	0
	Developments in e-Learning at Imperial	4	60	44	73%	12	28	4	0	0	17	25	2	0	0	12	28	4	0	0	14	23	3	1	0	6	21	10	1	0
	WebCT 1	2	20	18	90%	5	11	1	0	1	4	11	2	1	0	4	12	1	1	0	12	5	1	0	0	7	8	2	0	0
	WedCT 2	2	23	18	78%	8	9	1	0	0	7	9	2	0	0	7	9	2	0	0	11	7	0	0	0	6	10	1	0	0
	WebCT 3	2	13	13	100%	7	5	0	0	0	7	6	0	0	0	4	8	1	0	0	9	4	0	0	0	5	8	0	0	0
Post Doc	Assisting with PhD Supervision	2	35	34	97%	20	11	2	0	0	18	15	0	0	0	15	16	2	0	0	22	12	0	0	0	16	17	1	0	0
	Teaching Small Groups	4	62	62	100%	18	38	6	0	0	21	35	5	0	0	22	29	11	0	0	38	22	2	0	0	21	31	8	0	0
	Starting Teaching for Postdocs 1	1	17	16	94%	6	8	1	0	0	9	6	0	0	0	7	7	1	0	0	13	3	0	0	0	5	6	5	0	0
	Starting Teaching for Postdocs 1 (Wye residential) ¹	3	33	20	100%	12	7	1	0	0	7	11	1	0	0	6	12	1	0	0	15	5	0	0	0	6	10	4	0	0
	Starting Teaching for Postdocs 2	1	11	11	100%	6	5	0	0	0	6	5	0	0	0	8	3	0	0	0	9	2	0	0	0	4	6	1	0	0
	Totals	38	530	481	93%	156	256	58	5	2	150	281	40	4	0	135	264	74	3	0	272	190	15	1	0	147	246	74	1	0

1 Evaluation of one workshop was not possible

Table A2: Ratings of the Undergraduate Medicine Optional Workshops by Participants – frequency distributions

Medical Workshops	No. of workshops	No. of Participants	No. of responses	Response Rate %	Usefulness				Interest				Enjoyment				Tutor				Course Materials								
					Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low					
A Practical Introduction to Problem Based Learning	3	39	37	95%	23	13	1	0	0	22	14	1	0	0	19	18	0	0	0	22	11	3	0	0	18	16	1	0	0
Approaches to Teaching in Clinical Settings	3	50	48	96%	14	24	9	1	0	9	31	7	1	0	9	28	10	1	0	13	23	12	0	0	8	23	16	0	0
Clinical Research and Teaching Course for Academic Medicine Foundation Y2 Doctors ¹	1	22	12	54%	5	7	0	0	0	4	8	0	0	0	5	7	0	0	0	6	6	0	0	0	2	7	3	0	0
How to Use E-Learning to Compliment Practical Clinical Skills	1	11	10	91%	2	7	1	0	0	1	6	2	0	0	1	6	2	0	0	1	7	1	0	0	1	6	1	0	0
Improving and Enhancing Facilitation Skills for PBL	1	6	6	100%	0	5	1	0	0	1	4	1	0	0	0	6	0	0	0	2	3	1	0	0	1	3	2	0	0
Introduction to Small and Large Group Teaching ^{1,2}	2	22	12	55%	4	7	1	0	0	5	6	1	0	0	6	6	0	0	0	7	4	1	0	0	4	7	1	0	0
Practical and Theoretical Aspects of Teaching in Clinical Settings ¹	1	16	16	100%	2	11	3	0	0	3	10	2	1	0	2	11	1	2	0	2	11	1	2	0	1	13	2	0	0
Teaching Medical Students - Tips for Busy Teachers ¹	3	40	35	87%	9	21	4	1	0	6	21	5	1	0	5	22	5	0	0	11	18	6	0	0	3	17	13	1	0
Teaching and Learning in the Faculty of Medicine	3	67	65	97%	15	40	7	1	0	15	36	12	2	0	17	32	12	2	0	24	30	7	1	0	6	40	11	1	0
Totals	18	273	241	86%	74	135	27	3	0	66	136	31	5	0	64	136	30	5	0	88	113	32	3	0	44	132	50	2	0

1 By request workshops

2 One of these workshops was not evaluated, nor were attendance numbers (small) taken

Table A3: Scholarly activity in CED, 2007-08

Kirsten Dalrymple
<ul style="list-style-type: none"> ○ Dalrymple KR, Wong S, Rosenblum A, Wuenschell C, Paine M, Shuler CF. 'PBL Core Skills Faculty Development Workshop 3: understanding PBL process assessment and feedback via scenario-based discussions, observation, and role-play'. <i>J Dent Educ.</i> 2007 Dec ;71(12):1561-73. (<i>Paper</i>) ○ von Bergmann H, Dalrymple KR, Wong S, Shuler CF. 'Investigating the relationship between PBL process grades and content acquisition performance in a PBL dental program'. <i>J Dent Educ.</i> 2007 Sep;71(9):1160-70. (<i>Paper</i>) ○ ASME Golden Jubilee 24 Hr Conference: Global Medical Education: a special role for Europe? Oct 2007 (<i>Conference attendance</i>)
Roberto Di Napoli
<ul style="list-style-type: none"> ○ Di Napoli, Roberto, Benetti, Carmela Murtas, Caterina Varchetta, (Eds) (2008 second edition) <i>Foundations Italian</i>, Palgrave. (<i>Edited Book</i>) ○ Kingsbury MP & Di Napoli R. (2008) 'Academic Conferences' in <i>The Postgraduate's Companion</i> Eds Hall, G. & Longman, J. London: Sage (<i>Book chapter</i>) ○ Di Napoli, Roberto, Fry, Heather 'What's in a name? Educational developers across Europe', EARLI (European Association for Research on Learning and Instruction), Budapest, August 2007 (<i>Conference and paper</i>) ○ Di Napoli, Roberto, Frenay, Mariane, Fry, Heather 'Who is an educational developer? Voices from Different European Higher Education Contexts', AERA (American Educational Research Association), New York Easter 2008. (<i>Conference and paper</i>) ○ University of Valencia (Spain), Autumn 2007. <i>Scientific Committee of annual Ibero-American Educational conference</i>, (<i>Member</i>) ○ Borg, M, Fry, H, Di Napoli, R, Walsh, E 'Entering a community of practice: the acculturation of international postgraduates' (<i>Grant</i> from Academic Practice CETL, 2006-8) ○ Fry, H and Di Napoli, R, <i>International Institute for Educational Planning</i>, UNESCO, Paris. Professional development of staff, November 2007 – January 2008. (<i>Invited consultancy</i>) ○ University of Barcelona (Spain) 'Communicating Knowledge' at the University of Barcelona, Sept 2007 – Nov 2008. (<i>Invited consultancy</i>) ○ University of Bath, newly designed certificate of academic practice, June 2008. (<i>Validation panel</i>) ○ Open University, new courses in Italian as a foreign language, September 2007 – January 2008. (<i>Invited consultancy</i>) ○ King's College London; Open University (<i>External Examining</i>)
Heather Fry
<ul style="list-style-type: none"> ○ Fry, H, Ketteridge, S, Marshall, S eds (2008, third edition) <i>Handbook for Teaching and Learning in Higher Education</i>. Enhancing Academic Practice, London: RoutledgeFalmer (<i>Edited Book and chapters</i>) ○ Di Napoli, Roberto, Fry, Heather 'What's in a name? Educational developers across Europe', EARLI (European Association for Research on Learning and Instruction), Budapest, August 2007 (<i>Conference and paper</i>) ○ Fry, H 'The place of Master's degree programmes in faculty development', at <i>Developing careers in surgical education: managing, training and research</i>, Royal College of Surgeons of England, 20 September 2007 (<i>Invited Plenary</i>) ○ Fry, H 'Promoting Medical Education Research: could a better job be done?', at Institute of Education London, <i>Learning at Work Conference</i>, November 2007 (<i>Invited talk and workshop</i>) ○ Fry, H, Fernandez-Villanueva, M et al 'Educational Developers Across Europe: What's in a name?' Society for Research into Higher Education annual conference, December 2007, Brighton, (<i>Conference attendance, abstract and paper, chairing</i>) ○ Fry, H 'Master's education programmes for surgeons', at <i>First International Conference on Surgical Education</i>, Royal Australasian College of Surgeons, Melbourne, Australia, March 2008 (<i>Invited plenary</i>) ○ Di Napoli, Roberto, Frenay, Mariane, Fry, Heather 'Who is an educational developer? Voices from Different European Higher Education Contexts', AERA (American Educational Research Association), New York Easter 2008. (<i>Conference and paper</i>) ○ 13th Ottawa Medical Education Conference, March, Melbourne Australia, March 2008 (<i>Conference attendance and chairing</i>) ○ 'Entering a community of practice: the acculturation of international postgraduates', Borg, M, Di Napoli, R Fry, H, Walsh, E, (<i>Grant</i> from Academic Practice CETL, 2006-8) ○ 'GTAs' Perspectives on their roles as Novice Academic Practitioners' Knottenbelt, M, Hounsell, D Kreber, C, Fry, H, Di Napoli, R, Barnett, L, (<i>Grant</i> from Academic Practice CETL, 2006-8) ○ Scientific committee for CIDUI, 5th International Congress on University Teaching and Innovation, Lleida, Spain, 2008 (<i>Member</i>) ○ Conference organising committee for 'Preparing for Academic Practice', international conference at University of Oxford April 2008 (<i>Member</i>) ○ <i>Education Research Group</i>, Association for the Study of Medical Education (<i>Member</i>) ○ Advisory Group for Leadership Foundation Fellow Project on 'Managing Teaching Performance', 2006-7, Queen Mary University of London (<i>Member</i>) ○ Curriculum sub group of the planning for an <i>Academy of Medical Education</i>, 2007 (<i>Member</i>) ○ HEA Network of PVCs Teaching Programme Planning Group, 2007 (<i>Member</i>) ○ Fry, H and Di Napoli, R, <i>International Institute for Educational Planning</i>, UNESCO, Paris. Professional development of staff, November 2007 – January 2008. (<i>Invited consultancy</i>) ○ Fry, H 'Purposeful faculty development: Fitting the jigsaw together', at <i>Gippsland Medical School Monash University</i>, Australia, March 2008, talk and session (<i>Invited consultancy</i>) ○ <i>Raven Department of the Royal College of Surgeons of England</i> (<i>Consultancy</i>) ○ <i>London South Bank University</i>, newly designed Masters in Learning and Teaching in Post-Compulsory Education (<i>Validation Panel</i>) ○ <i>University of Leeds, University of Surrey</i> (<i>External Examining</i>)
Frank Harrison
<ul style="list-style-type: none"> ○ Standing Conference on Academic Practice, July 2008, University of Warwick. (<i>Conference attendance</i>) ○ Queen Mary, University of London. (<i>External examining</i>)

Martyn Kingsbury

- **Kingsbury MP** & Di Napoli R. (2008) 'Academic Conferences' in *The Postgraduate's Companion* Eds Hall, G. & Longman, J. London: Sage (Book chapter)
- **Kingsbury MP** & Lynn JS. 'Problem-Based Learning and Larger Student Groups: Mutually Exclusive or Compatible Concepts - A pilot study', *BMC Medical Education* 2008, 8:35 doi:10.1186/1472-6920-8-35. (Paper)
- McGoldrick R, **Kingsbury MP**, Turner M, Sheridan DJ & Hughes A. 'Left ventricular hypertrophy induced by aortic banding impairs relaxation of isolated coronary arteries'. *Clin. Sci.* 2007; 113, 473-478. (Paper)
- **Kingsbury MP** & Lynn JS. 'Does student experiential background influence perception of and performance in a cross-disciplinary, 'clustered' problem based learning exercise?' *SRHE Conference*, 11-13 December 2007, Brighton (Paper)
- *Japanese Society for the Promotion of Science (JSPS) Alumni Association*. (Chair)

Dave Riley

- *Thames Valley University (External Examining)*

Peter Wren

- *ALT-C Conference*, Manchester, (UK), September 2007. (Conference attendance)
- *BbwORLD Europe Conference*, Manchester, (UK), May 2008. (Conference attendance)
- 'Pedagogy increases Productivity', *International Conference on E-learning in the Workplace*, Teachers College Columbia University, (USA), June 2008. (Conference attendance and paper)

