

Centre for Educational Development

Annual Evaluative Report 2008-09



The inaugural Rees Rawlings prize presented to Dr Sheraz Ahmad, by Professor Rees Rawlings, July 2009

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SUMMARY

This Report covers the period from 1 August 2008 to 31 July 2009

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. It runs programmes and workshops about teaching, assessment, supervision and related areas.

Headlines from 2008-09

1. The successful delivery of the first Imperial College Education Symposium, 'From Strategy to Action' on 26 November 2008.
2. The award, for the first time, of the Rees Rawlings CASLAT Prize for the best CASLAT portfolio.
3. The introduction of an improved system for monitoring CASLAT participant data.
4. CED ran 90 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.
5. The number of attendances at workshops (not counting other activities) was once again good, with 1130 attendees at a total of 90 workshops.
6. The Centre said farewell to its foundation Head, Heather Fry, Reader in Higher and Professional Education, in November 2008.

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 Assurance Advisory 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

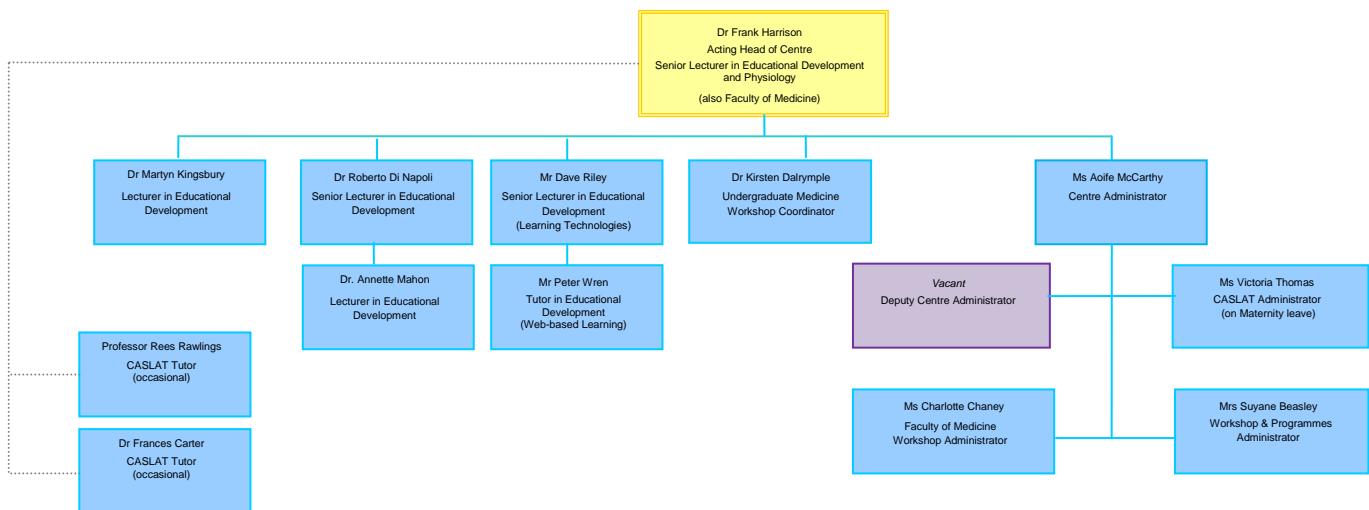
The CED was founded in 2000 to work collaboratively with individuals, groups and departments across the College to support and raise the profile of learning, teaching, course design, assessment, and supervision, and to promote research into student learning and all aspects of educational development 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 (as of 31.7.09)

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



1.3 Policy, Organisational and Administrative Aspects during 2008-09

The following summarises a number of matters:

- The online 'Rooms and Catering Booking System' has much simplified the process of finding rooms, but requires early booking to secure the workshop programme for the following year.
- Access to rooms at shorter notice remains problematic, a situation likely to deteriorate further due to the loss of the Whiteley Suite.
- Regular access to flat floored rooms suitable for upwards of 25 people remains a problem.
- There have been a number of staff changes that have resulted in significant difficulties (see below).
- The current financial climate has impacted on the Centre as it has in other parts of College, but CED has focussed on maintaining its core activities whilst making substantial savings.

1.4 Centre Staffing Matters

Ms Heather Fry, the foundation Head of Centre and Reader in Higher and Professional Education, left Imperial College in November 2008 to take up a position with the Higher Education Funding Council for England. It is appropriate in this report to record her substantial contribution in successfully establishing the Centre and expanding the provision that we now offer College over the subsequent years. Dr Frank Harrison, Senior Lecturer in Educational Development accepted the invitation to become Acting Head of Centre. In July 2009 Dr Roberto Di Napoli, Senior Lecturer in Educational Development, announced his intention to leave Imperial College in October 2009 to take up a post at Goldsmiths.

Maintaining the Centre core activities since November 2008 has required the re-distribution of responsibilities amongst the remaining staff and the loss of a second senior member of the Centre's academic staff will stretch resources still further.

The administrative team has also seen much change. Ms Tammy Wong vacated her part-time post as Faculty of Medicine workshop administrator and was replaced by Ms Charlotte Chaney. Ms Victoria Thomas took maternity leave in September 2008; maternity cover was provided by Ms Tara Bowker until February 2009, since when the post has remained without cover. Ms Carly Rogerson resigned as Centre Administrator in July 2009 and has been replaced by Ms Aoife McCarthy, formerly Deputy Centre Administrator.

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 feedback provide information for the subsequent tables and comments.

Table 1 indicates attendance by department/division at all workshops during 2008-09 and includes attendance of NHS staff who teach Imperial students. Whilst attendance at the core workshops rose slightly attendance at optional workshops fell and there was a small overall reduction in the total number of attendances from last year to this (from 1161 to 1130).

Headline facts:

- 90 workshops were run; they lasted between 2 hours and one and three quarter days.
- 1130 attendances were recorded at workshops.
- The workshops addressed a wide range of topics and were generally well received.

Table 1: Attendance at Centre Workshops 2008-09 (attendance at programmes and networks is not shown)*

Faculty	Department/Division	Core Workshops						Optional Workshops		TOTAL	
		Becoming a Personal Tutor	Communicating Knowledge	Designing for Learning	Supervising Research Students	Teaching for Learning	Total Core Attendance	Optional Total (excl. GTA and FacMed)	GTA Workshops		
Natural Sciences	Centre for Environmental Policy	0	0	1	0	2	3	5	0	0	
	Chemistry	2	2	0	2	2	8	22	18	0	
	Mathematics	7	4	3	4	3	21	10	22	0	
	Physics	6	6	2	7	5	26	10	12	0	
	'Life Sciences'	2	4	2	4	4	16	16	0	0	
Medicine	Clinical Sciences	3	1	0	1	1	6	1	0	2	
	Epidemiology, Public Health & Primary Care	2	3	0	0	2	7	6	0	13	
	Investigative Science	1	6	3	3	2	15	20	0	13	
	Kennedy Institute of Rheumatology	1	1	2	5	2	11	7	0	12	
	Medicine	5	5	5	5	5	25	17	0	4	
	Neurosciences and Mental Health	6	2	3	5	5	21	15	0	6	
	National Heart and Lung Institute	7	8	2	22	2	41	24	0	6	
	Surgery, Oncology, Reproductive Biology and Anaesthetics	4	8	2	6	5	25	20	0	20	
Engineering	Aeronautics	2	2	2	2	2	10	13	0	0	
	Bioengineering	1	0	0	0	0	1	5	10	0	
	Chemical Engineering	2	3	0	0	2	7	18	23	0	
	Civil & Environmental Engineering	1	1	3	5	1	11	13	34	0	
	Computing		2	1	1	0	4	12	2	0	
	Earth Science & Engineering	2	2	3	2	1	10	5	10	0	
	Electrical and Electronic Engineering	1	0	1	2	0	4	2	0	0	
	Materials	2	2	4	4	1	13	5	3	0	
	Mechanical Engineering	2	4	0	0	3	9	2	2	0	
Non Faculty 'Departments'	Business School	3	6	4	3	0	16	20	0	0	
	Humanities	1	1	0	0	0	2	14	0	0	
	Academic Support Services	0	1	0	2	1	4	5	0	0	
	NHS	9	8	5	5	3	30	13	0	209	
	Imperial Institutes	0	0	0	0	0	0	0	2	0	
	Administration	0	2	0	0	0	2	41	0	1	
	Other	0	0	0	0	0	0	17	0	0	
	Grand Total	72	84	48	90	54	348	358	138	286	1130

1. Divisions not shown due to impact of restructuring

* This table excludes a 'By request' workshop designed for the Business School and the 'Today's Technologies at Imperial' event which is mentioned on page 19

2.2 Core Workshops

There are five core workshops in the CED programme. Figures 1a-1e indicate attendance from each Faculty at the core workshops 2006-09. Table 2 shows participant ratings of the core workshops continue to be broadly satisfactory. Despite the core workshops forming part of CASLAT, 6 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 fifth year of operation and ran seven times in 2008-09. As always, 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). One element of novelty, this year, has been represented by the opportunity given to participants to take their video-clips home for their own further perusal, on the basis of the feedback received during the workshop. This change has been welcomed by participants as a very appropriate developmental strategy. The CED administrative team has been instrumental in making this possible and our thanks go to them. The workshop has taken advantage of some new video cams that have made video recording easier, more efficient and of better quality.

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. There are (intentional) 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 2008-09.

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

In 2008-09 this workshop was run 19 times. Unlike most CED workshops, this is intended to have two to four attendees per workshop. 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 Research 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, as there are larger numbers of participants attending per workshop than on other workshops in the core programme (90 participants in four workshops). The main challenges this workshop presents is the varying norms of study and supervision in different disciplines, the international background of many staff and the fast changing external environment. These give rise to considerable debate about the shape of PhD studies. To meet ever increasing demand this workshop was once again run four, rather than the usual three, times. The increase in workshop frequency together with the increasing responsibilities of the tutors has led to difficulties in getting senior researchers from both the biomedical and physical sciences represented at all workshops. To try and remedy this we are attempting to recruit more suitably expert tutors and are planning to change the format slightly to decrease the amount of time they will be required to commit to each workshop.

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. In response to high demand for this workshop it is now routinely offered on four, rather than three, occasions each year.

Figure 1. Faculty attendance at the five core workshops 2006–09

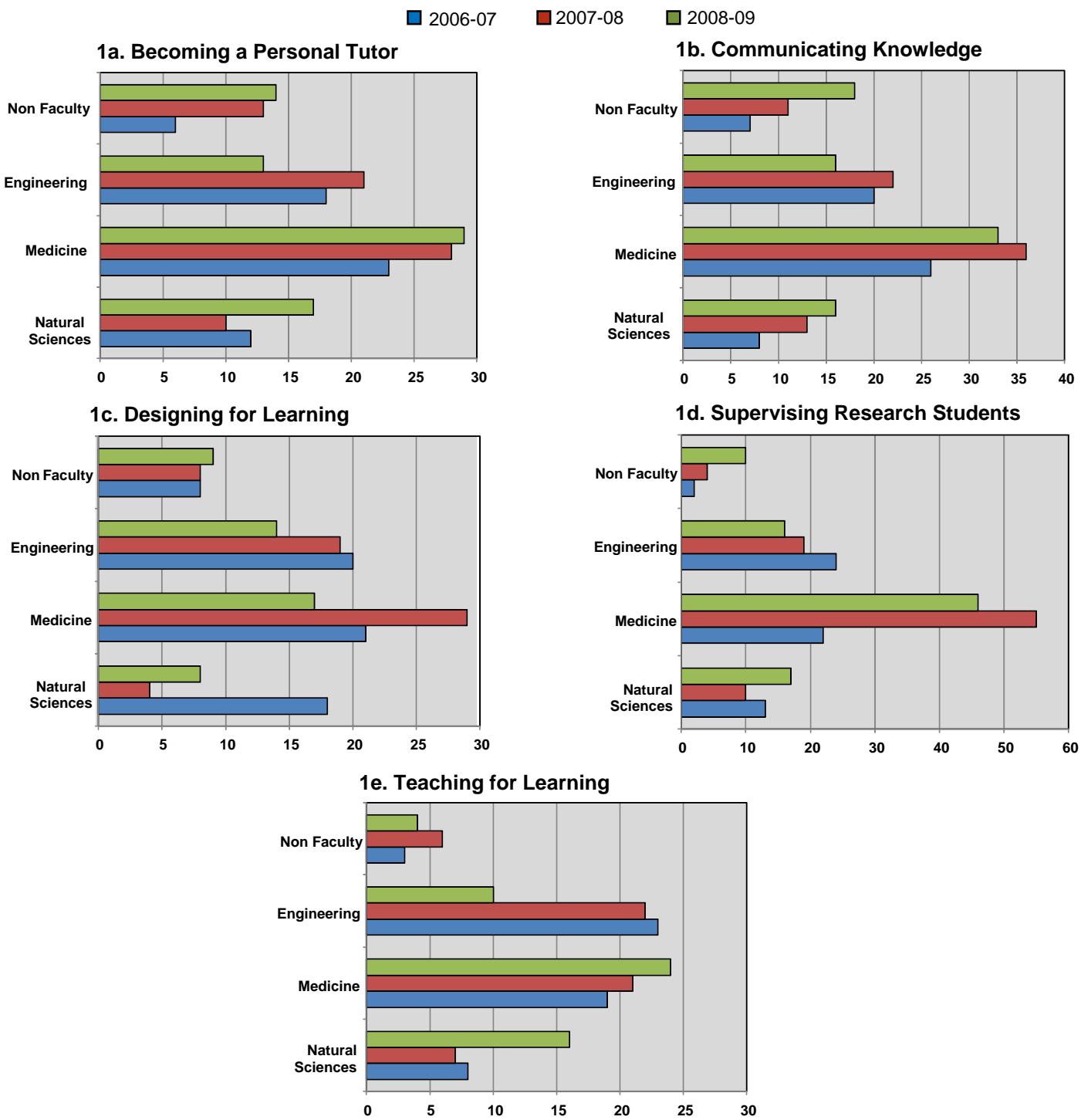


Table 2: Ratings of the Core Workshops 2008-09 by Participants - frequency distributions

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 High	High	Adequate	Low	Very Low	Very High	High	Adequate	Low	Very Low	Very High
Becoming a Personal Tutor ⁺	5	72	54	75%	11	30	11	2	0	11	28	9	5	1	9	26	13	4	2	22	26	5	1	0	12	30	10	1	0
Communicating Knowledge	7	84	80	93%	56	22	4	2	1	49	32	2	1	1	47	32	4	2	0	65	19	1	0	0	33	39	11	1	0
Designing for Learning ⁺⁺	19	48	43	95%	25	17	1	0	0	24	18	1	0	0	20	22	1	0	0	26	17	0	0	0	13	20	4	1	0
Supervising Research Students	4	90	80	89%	27	33	10	9	1	20	35	16	7	1	17	31	18	6	3	39	30	5	2	1	22	36	16	3	0
Teaching for Learning	3	54	50	93%	11	17	16	4	2	13	16	19	2	0	13	18	16	3	0	20	25	4	0	0	11	27	11	0	0
Totals	38	348	307	89%	130	119	42	17	4	117	129	47	15	3	106	129	52	15	5	172	117	15	3	1	91	152	52	6	0

⁺ Includes a version delivered for the Faculty of Medicine for Graduate Entry Personal Tutors

⁺⁺ Two of these workshops were not evaluated

2.3 Optional Workshops

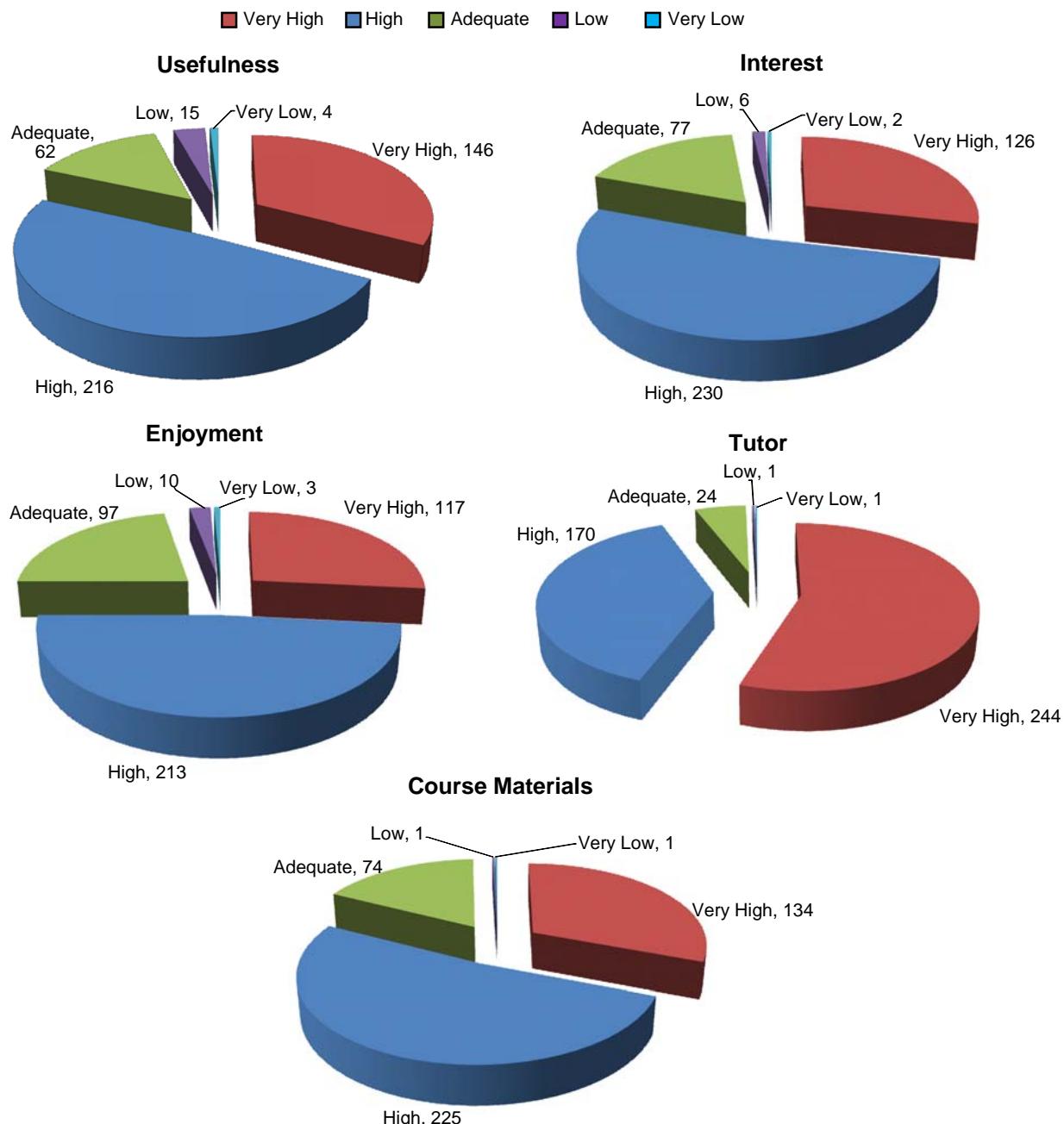
Optional workshops provide the opportunity to explore a particular area of teaching or learning, and many are considerably shorter than the core workshops. Many are at an introductory level, but some are advertised as being for more experienced staff. The breadth and depth of the suite of optional workshops is reviewed each year, taking into account requests for particular topics, demand in the previous year, College needs and CED staff specialisms. 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 one to three 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 are not reported here.

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

Figure 2 provides a graphical representation of some of the feedback data.

Figure 2 Ratings of the non-medical optional workshops by respondents (n=448)

*excluding attendance at unevaluated residential course at Wye



The **learning technology strand** followed the same format as in 2007-08 with the series of three Blackboard workshops continuing to be popular and running in both the autumn and summer terms. From November 2009 each of the three workshops (Introduction, Content Development, Assessment) will be run in each of the academic terms.

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 'Interactive Group Teaching'.

'Starting Teaching for Post-Docs 1 and 2'; These one day workshops provide an introduction to important aspects of learning and teaching and taken together they are equivalent to the core workshop 'Teaching for Learning'; with small changes to reflect the particular interest and experience of post-docs early in their academic career. 'Starting Teaching for Post-Docs 1' has been presented on four occasions with a total of 36 participants; one of these occasions was part of the LDC residential postdocs workshops (a total of 17 participants) and twice as a stand-alone workshop. 'Starting Teaching for Post-Docs 2' has been offered once and had 8 participants showing about 22% had continued to do both workshops and gain equivalence to the core teaching for learning workshop. Following a reorganisation of the LDC's residential workshop it is not clear whether the 'Starting Teaching for Post-docs 1' will continue to be offered in its entirety as part of the residential workshop; the workshop will continue to run as a standalone option and the numbers of workshops will be adjusted to maintain provision suitable to demand.

'Assisting with PhD Supervision' is a workshop tutored by Dr Sara Rankin and Dr Michael Coppins. This popular workshop runs twice a year and provides support to post-docs who help with PhD supervision. As with the Core workshop 'Supervising Research Students' the aim is for the workshop to be tutored by experts, in this case senior researchers who manage research teams and use postdocs to help with postgraduate support and training. To help ease the individual burden on these expert tutors, new tutors were recruited this year so there is a panel of four tutors two from a biomedical background and two from a physical science background, with at least two tutors helping with each workshop.

'Interactive Group Teaching' (formally 'Teaching Small Groups') was run four times this year to a total of 61 participants, Issues of one-off teaching was also run once this year, with 20 participants.

The 'Assessment & Marking Skills for Research Students Who Teach' introduces the relationship between assessment and learning, examines the appropriate use of marking schedules and discusses how to give feedback. The 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 mark in a fair and appropriate manner and to the required level and purpose.

There are two different workshops, each with a common introduction to the theory and general points but with activities based as far as possible on actual examples. These workshops are:

- (i) Laboratory based marking,
- (ii) Problem sheet / calculation based marking

They bring together GTA's who have similar types of marking to do. The examples have been obtained from the various departments that use GTAs extensively and have been selected to be representative of the GTA marking load. Each of these workshops was run four times early in the academic year to a total of 138 participants.

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. 'Assessing Student Learning' workshop continued with the format started in 2007-08, i.e. organised around cognate disciplines, for 'Science and Engineering', 'Medicine', and 'Humanities, Business School and General'. The workshops are now run by Dr Frank Harrison and David Riley and are fully subscribed.

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: Tutor: Dr Kirsten Dalrymple

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 whereas '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. Thirteen 'programmed' events were offered in

2008-09, two more than were run in 2007-2008. Six 'by-request' workshops were run at local hospitals. The tutor and workshops received very favourable evaluations from participants (see Appendix Table A2), with 85% of participants rating course materials very high/high, 90% rating the courses very high/high on usefulness and interest and 91% on enjoyment. 99% of participants rating the tutor very high/high (response rate = 83%).

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. Four workshops focusing on more specific and/or advanced topics were also offered, including two new subject areas, *Teaching and Learning Medical Professionalism*, and *Assessment in Clinical Setting – what and how we assess*.

Attendance figures for the 2008-09 year (Table 3) were slightly increased compared with 2007-2008. The full-day introductory workshops have been booked to capacity for several years and often run waiting lists. Higher numbers of participants are now often booked in to accommodate demand as well as offset last minute cancellations. Hospital staffing issues continue to be reported as a major reason for last minute cancellations. As in past years, the majority of attendants, approximately 73%, were NHS staff. When including those with honorary Imperial contracts this figure rises to over 83%. Table 4 and Figure 3 provide further information about attendance based on primary employment venue, and NHS employment status.

Table 3. A comparison of attendance at medical workshops in 2008-09 with the two previous years

Employment Type	2006-07		2007-08		2008-09	
	Number	% of 304	Number	% of 273	Number	% of 286
NHS Staff teaching IC students	231	70%	179	66%	209	73%
Imperial Honorary Staff	33	11%	45	16%	28	10%
Imperial Staff	53	17%	49	18%	49	17%
External ¹	5	2%	0	0%	0	0%
Totals	304	100%	273	100%	286	100%

1. Participants are only counted as 'External' if they do not teach Imperial students

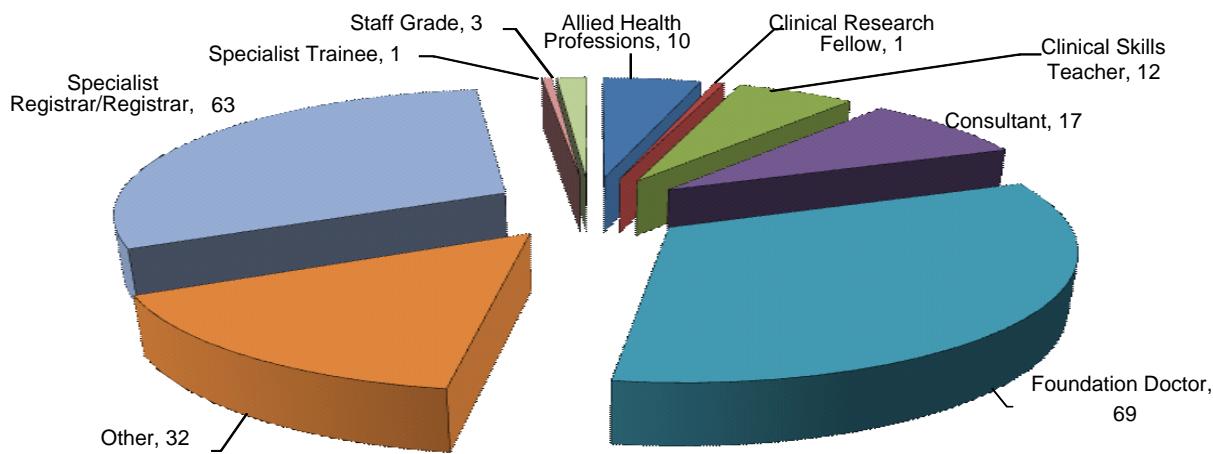
Workshop Attendance	2006-07	2007-08	2008-09
Programmed	171	173	185
By request events	133	100	101
Cancellations/Non-attendance	67	68	72
Total attendance	304	273	286

Table 4. The primary employment venue of participants in medical workshops (n=286)

Primary Employer (Trust/College)	Total Workshop Attendance
Ashford & St Peter's NHS Trust ¹	21
Brompton & Harefield NHS Trust	12
Central NW London Mental Health NHS Trust	2
Chelsea & Westminster Healthcare NHS Trust ¹	28
Ealing Hospital NHS Trust ¹	13
NW London Hospitals NHS Trust	36
Hillingdon Hospital NHS Trust	12
Imperial College Healthcare NHS Trust ¹	50
West London Mental Health NHS Trust ¹	9
West Middlesex University Hospital NHS Trust	4
Other NHS Trusts ²	4
Not Declared	18
Imperial College ³	49
Honorary Imperial Staff ³	28
Total	286

1. This trust hosted one or more 'by request' workshops on site.
2. Other NHS Trusts Include: Plymouth Hospitals NHS Trust, Royal Free Hampstead Trust and Royal Surrey County Hospital 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 3. Attendances by NHS employment status - excluding honorary appointments (n=209)



3. Programmes

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

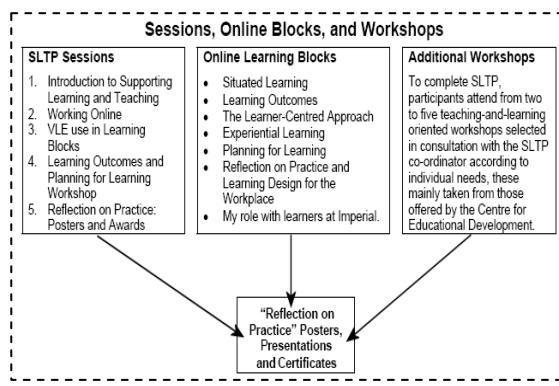
Since its launch in 2002 this innovative 10 month programme for staff who support student learning, such as librarians, technicians, administrators, and researchers, has gone from strength to strength and established its niche. It earns much positive feedback from participants, whose line managers receive 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 4). Information and advice about Higher Education Academy (HEA) registered practitioner status is given to participants every year: this year saw increased 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 Senior Disability Advisor, 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. The programme continues to attract participants from a very wide range of work roles: Figure 5 shows all who have completed the programme since 2002 and their various job affiliations. Retention continues to be good, at 88% overall.

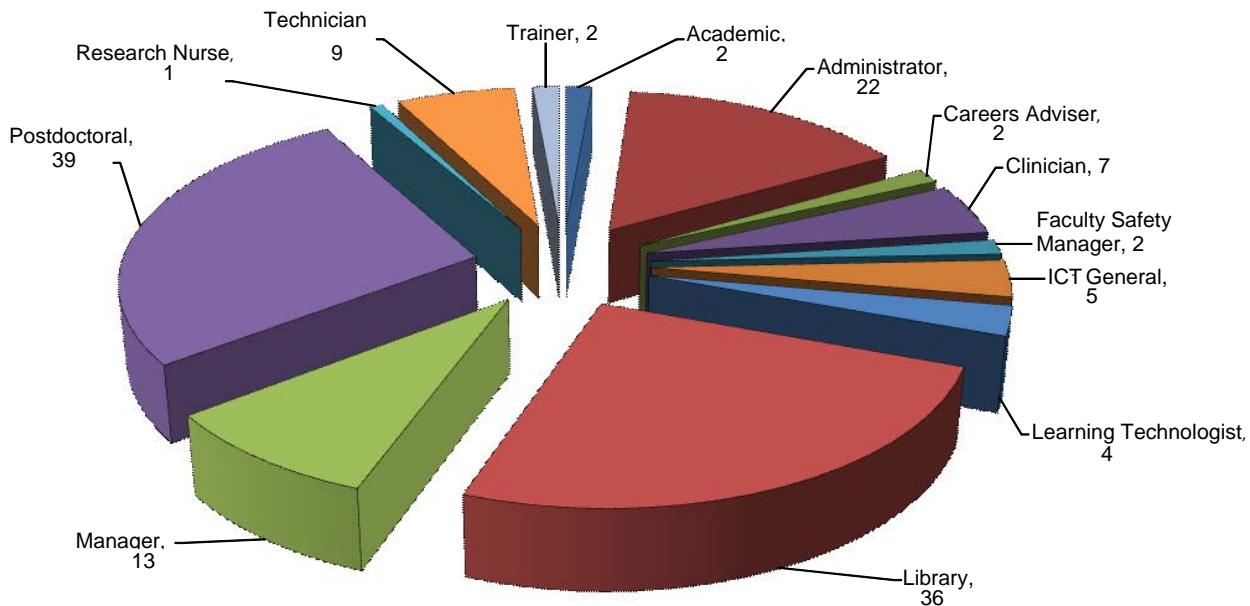
Figure 4. SLTP in Outline

Table 5. Completions of SLTP participants by location and gender



Location	2002-06	2006-07	2007-08	2008-09	Totals
Charing Cross	11	3	4	1	19
Chelsea and Westminster	1	0	2	1	4
Ealing NHS Trust	0	0	0	2	2
Hammersmith	3	1	4	1	9
Northwick Park	2	0	1	0	3
Royal Brompton	1	0	0	1	2
St Mary's	6	8	5	5	24
South Kensington	46	8	10	13	77
Wye	2	2	0	0	4
Gender					
Female	55	13	11	15	94
Male	17	9	15	9	50
TOTALS	72	22	26	24	144

Figure 5. SLTP enrolment since inception, showing job roles (n=144)



Since 2005, participants have been surveyed in a structured fashion throughout the programme, collecting data on line and responses to open questions in a paper format. For the 2009-10 programme the formative evaluation process will be superseded by an increased focus on the use on individual learning journals, as an aid to reflective learning and to better inform the teaching and learning aspects of participants' continuing professional development. The end of programme evaluation will remain, but in modified form.

A selection of comments made by participants about the impact of the programme as a whole shows the impact it can have, this from a range of participants:

- *The main change for me in my teaching role is that I've said to myself – 'I may know what I'm talking about, but can I impart this effectively to others'? Now I've clarified what I do implicitly by explicitly writing up lesson plans and learning outcomes and linking that strategically to my teaching sessions.*
- *The reading that I have undertaken for the SLTP course has given me more of an understanding of how learners learn and allowed me to build on theories of learning and education acquired through previous training courses.*

Although I have been conducting induction and training sessions on how to use physical and e-resources I had not fully considered, prior to SLTP, the learning process or how the aim of a session would be achieved through learning outcomes, teaching methods and materials. This is knowledge that can be applied to both 1:1 sessions and to group inductions.

- *SLTP came at the most appropriate time for me, not only in implementing the teaching theories [using] Blackboard to provide online resources, but also gaining valuable assessment techniques from the Blackboard 3 Workshop and attending a Developments in e-Learning at Imperial workshop.*

SLTP has influenced the way I have approached e-learning, specifically from a learner's perspective.

Before attending SLTP, I was sceptically unsure of what it involved and what it could provide for me. It has certainly enhanced my understanding and affected the way I have worked in my professional role within the Continuing Professional Development centre and now beyond. SLTP has provided me with a more learner centric perspective and gave me a wider experience of blended learning within Blackboard, informing not only SLTP, but my involvement with courses that need Blackboard.

3.2 Certificate of Advanced Study in Learning and Teaching (CASLAT): Programme Director: 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 6.

Figure 6. CASLAT Modules

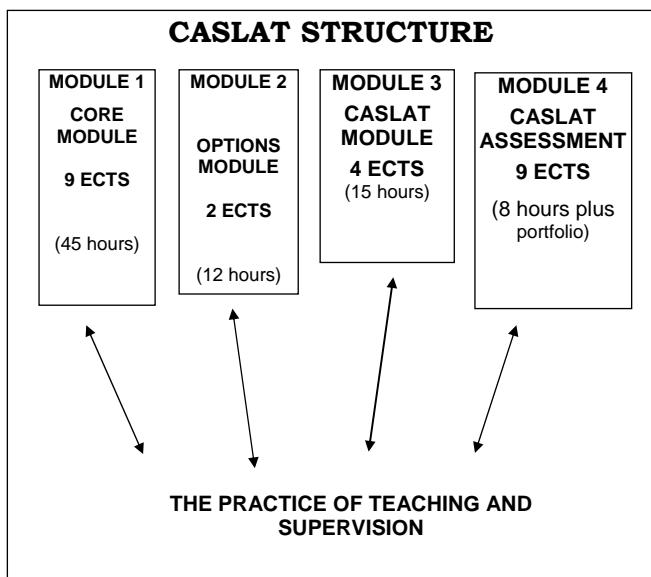


Table 6. Faculty, Gender and Results of CASLAT participants

Intake by Faculty	2001–2007	2008	2009
Engineering	35	17	16
Natural Sciences	32	6	17
Medicine	73	17	22
NHS Teaching Imperial Students	13	5	0
Humanities	7	0	1
Imperial College Business School	1	0	4
Institute of Biomedical Engineering	1	0	0
External	1	0	0
Gender			
Female	68	17	21
Male	95	26	29
Total	163	43	50
Results			
Commended (Pass)	150	44	Due Feb 2010

The eighth cohort of participants completed the Certificate in January 2009, with a few 'starters' being non-completers for a number of reasons. Demand for 2008 was high, and although the number of places was increased from 43 to 50, we were unable to offer places to fourteen applicants. These names were retained on a waiting list with the hope that there will be opportunities for them to take modules three and four starting in January 2010. The total number of certificate holders is now approaching. Full details are shown in Table 6 and Figure 7. Indications are that in 2009 the numbers taking CASLAT will rise considerably.

Figure 7. CASLAT Intake, showing types of appointment (n=256)

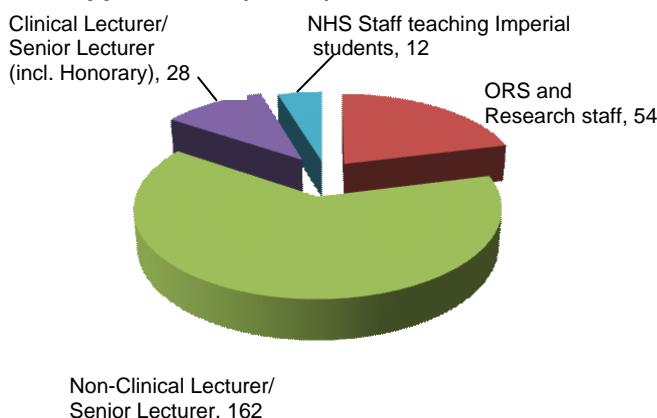


Table 7. Ratings by Participants of CASLAT Module 3, 2008 frequency distributions (n=34)

Areas of Feedback	Very High	High	Adequate	Low	Very Low
Usefulness of Module 3	0	23	9	1	1
Interest in Module 3	3	22	5	3	1
Enjoyment of Module 3	0	22	9	2	1
Class Discussions for Module 3	2	23	7	1	1
Tutor input in sessions	4	21	8	0	1
Learning from each other	4	22	6	1	1

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

As was mentioned in the previous annual report, Module Three was re-structured for the 2008 cohort. 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. It was the feeling of the CASLAT team that this had resulted in significant improvements in the programme, and it is pleasing that this was also reflected in the Module Three participants' evaluation data.

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. The theme for this session was bridging the divide between school and university science educations. One speaker was Dr Jane Saffell (Natural Sciences), herself a former CASLATEer, and the other Professor Michael Reiss from the Institute of Education, an expert on STEM education in schools. It was generally felt to be an interesting and stimulating session.

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

3.3 The MEd in University Learning and Teaching: Programme organiser Dr Roberto Di Napoli

The programme is now in its second year of life. 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 8; at present it is open only to Imperial staff.

Figure 8. The MEd in 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/profession al 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.						
<table border="1"> <tr> <td>Module B: Theory and Reflection – Student Learning Research Project 18 ECTS (Project Report)</td><td>Module C: Educational Research Methods 10 ECTS (Mandatory to attend but not assessed)</td><td>Module D: University Education Project Plan 2 ECTS (Research Plan)</td></tr> <tr> <td>Module E: University Education Research Project 30 ECTS (Dissertation)</td><td colspan="2"> 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. </td></tr> </table>			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.	
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.							

It is also worth of note that Professor Stephanie Marshall from the Leadership Foundation kindly accepted our invitation to act as the MEd in ULT External Examiner. Professor Marshall has started to fulfil her duties and has agreed to join the teaching team in some team development activities.

In addition to from five continuing students from 2008, eight new College staff commenced the programme in July 2009 (see Table 8). For the 2009 cohort, one induction and introduction day has so far occurred. Feedback indicates this was gratifyingly well received by participants. Very positive comments were made on the usefulness of the day in helping scientists to reflect on the similarities and differences between research in their own disciplines and educational research. Participants consider this to be paramount as an orientation exercise and the Team has worked hard to make it even sharper than in the previous session. It is worth noting that two participants joined the MEd via Module A, Route 3. Their pre-course work was duly marked, double-marked and sent to the external examiner for her perusal and approval.

Table 8. Faculty, gender and type of appointment of 2009 MEd in ULT cohort

Intake by Faculty	2009
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

As for the continuing cohort (2008), work is in progress for the completion of the first piece of work (Module B). In the meanwhile, the cohort has attended Module C. Approval from the GSLSM was successfully sought to run Module C on a yearly basis, thus avoiding mixing cohorts with different levels of knowledge and expertise in terms of educational theory and research. This allowed the Team to tailor Module C on to the participants' needs and research proposals. The strategy was successful, as demonstrated both by the positive feedback given by the participants at the end of Module C.

The course organiser also liaised with the Imperial library and the library at the Institute of Education (University of London) to make sure that resources are in place for the participants. A visit with the 2008 participants to the IoE library was organised.

Moreover, 2008 participants have now completed the first cycle of Module F has been completed. Feedback on this module was excellent, as participants deemed it to be intellectually very stimulating and thought provoking. It was also noted that the module served the purpose of building a community of practice around educational research which the MEd in ULT warrants. Participants have asked, in fact, for longer sessions and plans are now in place for sessions to be two hours long (rather than one and a half). Module F in 2009/10 will comprise both joint sessions for the two cohorts and a small number of special sessions for each individual cohort, in order to meet the needs and requests of participants who are at different levels of development along the MEd route. Sessions have been given thematic pegs in order to orient participants better in relation to their active participation in the module.

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 fourth time during 2008-09, 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 oversubscribed. It reports through normal GSLSM channels.

4. Opportunities: Networks, Grants and other Funds

4.1 Educational Development Co-ordinators (EDCs): Co-ordinator Dr Martyn Kingsbury

The EDC group 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. Themes covered, as suggested by participants, were: the use of outreach activity for undergraduate academic credit a scheme run in the Maths department, the new MEd in University Learning and Teaching and using the EDC network to link interest in education at a departmental and disciplinary level to College as a whole. In order to try and use the EDC group to provide a focus and a better link to all the interest and good practice in education at the disciplinary and departmental level we plan to hold joint meetings with the LINKED network next year with the EDCs providing a departmental/disciplinary focus to these meetings.

4.2 London Imperial College Network for Educational Development (LINKED): Co-ordinator Dr Annette Mahon

The LINKED programme for the year 2008-2009 welcomed speakers from the University of Strathclyde and the Université de Lausanne, while maintaining the policy of promoting best teaching practice within College, through having a strong representation of in-house speakers. This year, the successful format of previous years was largely followed, with a buffet lunch at 12.15, continuing during an informal talk by a guest speaker from 12.30-13.00, 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: 'Involving industrial partners in undergraduate teaching: Experiences from Chemistry', 'Discipline-specific pedagogic knowledge', 'Imperial and the female student' and 'Assessing Troublesome Knowledge'. Slides from talks are uploaded to the LINKED webpage so that those who cannot attend can still keep up-to-date.

The mailing list now reaches over 300 members of staff and grows via advertising in core workshops for probationary lecturers. Many people who have completed CASLAT use the LINKED group as a means of staying in touch with educational initiatives, ideas and policy changes at Imperial. In the near future, LINKED will develop in concert with the EDC (Educational Development Co-ordinators Group), to run a smaller, focused series events targeted to emerging concerns from Departments.

The LINKED scheme is indebted to the speakers who volunteer their time and expertise.

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

In 2008-09 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 £800 per person. In 2008-9 18 applications were received and 14 supported. The total amount provided was £ 8503.74. 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 9 and 10 indicate the grants awarded in 2008-09 and Table 11 shows 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 eleventh year and since its launch has awarded 121 grants totalling over £580,000 to staff preparing to change their teaching and to enhance student learning. Fifteen applications were received this year, ranging from £1,050 to £7,490, and nine awards were made (see Table 9).

Table 9. Teaching Development Grant holders 2008-09

Name	Department/Division	Project title	Budget
Dr Esat Alpay	Graduate Schools	Student-Led Podcasting for Engineering Education	£4,540
Dr Krysia Broda	Computing	Pandora++: A teaching tool for Reasoning About Programs (Phase 2)	£5,000
Dr Kristel Fobelets	Electrical and Electronic Engineering	Development of a virtual interactive lab for large group interactive undergraduate semiconductor devices teaching	£5,000
Dr Michael McGarvey	Medicine	Development of MSc e-Tutorials in Research Methods	£4,890
Dr Edward Marshall	Chemistry	Deeper learning of chemical laboratory techniques	£1,050
Ms Minna Ruohonen	Outreach Office	Volunteering's impact on student learning: development of a sustainable evaluation system	£5,000
Dr Jane Saffell	Cell and Molecular Biology	Biochemistry curriculum development: fostering dialogue between school and university teachers	£3,850
Dr Sandra Shefelbine	Bioengineering	Mechanics in motion: Visualizing Physical Principles	£4,750
Dr Jo Szram	NHLI	Lungs at Work: an e-learning programme for occupational lung disease	£7,490

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

For 2008-09, there were three applications for the TRG scheme but only one was successful. A grant of £8,900 was given to Dr Roger Kneebone from SORA for his research whose title is: 'The Ventriloscope - a preliminary evaluation of an innovative approach to learning auscultation'. At the time of writing this report, work is still in progress and results are expected in due time.

Table 10: Teaching Research Grant holder 2008-09

Name	Department/Division	Project title	Budget
Dr Roger Kneebone	SORA	The Ventriloscope - a preliminary evaluation of an innovative approach to learning auscultation	£8,900

Table 11. Number of grants and monies allocated by Faculty 2008-09)

Faculty	Number of grants	Total Grant Money
Natural Sciences	2	£4,900
Medicine	3	£21,280
Engineering	3	£14,750
Administration	2	£9,540

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 has worked 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, 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, MSurgEd and MEd in ULT Programmes;
- 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;
- meetings and decisions of the College e-Learning Committee and the restructuring of E-learning at Imperial through Dave Riley's work for the E-Learning Review. chairing and organising of the e-Learning Committee's 'Learning Environment Working Group'. This committee was wound up in March 2009 and its functions absorbed into a new E-learning structure* led by Professor Omar Matar, from the Faculty of Engineering.

¹Reorganisation of E-Learning at Imperial

In 2009 the organisation and management of e-learning at Imperial was reorganised, with a new e-Learning Committee (ELC), informed by an e-Learning Advisory Panel (ELAP). The ELC now reports to the Strategic Education Committee through Professor Omar Matar (Faculty of Engineering). The ELAP is informed by e-Learning Implementation Groups (ELIGs) from every Faculty and the staff from Humanities, the Library, the Imperial Academic Health Science Centre (AHSC) and other parts of the College such as the Centre for Educational Development. The ELC will have a budget to allocate funding for College-wide e-Learning technology initiatives.

5.2 Education Day 2008: From Strategy to Action

Imperial's first Education Day was held on the 26 November 2008 and was attended by almost 200 members of staff. The event was sponsored by the Pro-Rector for Education, Professor Buckingham, and co-ordinated by the Centre for Educational Development (Dr Annette Mahon, Dr Roberto Di Napoli, David Riley and Aoife McCarthy). The aim of the day was to focus on the role of teaching in the College and to provide a forum for sharing of experiences and good practice across the various Departments and Faculties. After a welcome from the Rector, emphasising the importance of teaching in the Colleges' mission to continue as a truly world-class institution, Professor Robert Winston spoke on the challenges of communicating science, before the day turned to the topical issues of Admissions, and to how best to market the College.

At lunch and during the coffee break, participants had the opportunity to view posters, many of them prepared by past and current holders of a Teaching Research Grant or a Teaching Development Grant. Many comments on the day related to how much participants enjoyed this opportunity to speak directly to others involved in innovative teaching, and to learn about developments in other parts of the College. This aspect of the day certainly provided a lot of food for thought, and additionally, 4 prizes were awarded to posters by a judging panel whose job was far from easy.

The second part of the afternoon offered talks from Dr Roger Kneebone on simulation in medical training, on the Constructionarium from Dr Sunday Popo-Ola and Dr Anthony Bull. E-learning and novel methods of teaching in Physics was the title of the talk from Professor Richard Thompson and the day closed with Mr Ebrahim Mohamed of the Business School.

Comments and feedback reflected participants enjoyment of the event – some sample feedback

- *"A refreshing change to my usual routine"*
- *"Thanks for doing it - it is nice that IC seem to be acknowledging the work that goes into teaching and developing better teaching"*

After the success of this years' event, the planning of Education Day 2010 (20 April 2010) is now underway.

5.3 Today's Technologies at Imperial

A College e-learning day was hosted by the Centre for Educational Development (CED) and Imperial College Business School on 20 April 2009 with a poster display, presentations and a commercial supplier/sponsor. Some fifty staff attended, including fifteen who contributed posters and/or presentations on current practice and future developments. The topics ranged from the College's METRIC mathematics package, to business simulations, game-based learning in Medicine, and the use of plagiarism detection tools. The College's video streaming systems were used to record the presentations and the videos made available via the CED website. The day was effective in sharing expertise amongst practitioners and was especially valuable for learning technologists, administrators and academics who were new to the College or were unfamiliar with practice in other faculties.

5.4 Supporting Educational Enhancement through one-to-one Advice and Support, by Information Dissemination.

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.

5.5 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 (TQEF) associated with it. TQEF ceased at the end of July 2009. HEFCE's Teaching Enhancement and Student Success (TESS) funding started in 2009-10. Some, but not all, of CED activities previously supported by TQEF will be TESS-funded in 2009-10.

5.5 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.

5.6 Membership of College Committees, Working Parties etc.

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

- Advisory Panel - Volunteering Impact Study (Imperial Volunteer Centre);
- Building Users Group – Sherfield;
- Central Ethical Review Process Committee;
- e-learning Committee;
- e-learning Review Committee;
- Graduate School of Life Sciences and Medicine, Post-graduate Quality Committee;
- Learning Environment Working Group;
- METRIC Management Committee
- OLM/LMS Project Team;
- POLE Questions Review Group
- Quality and Academic Review Committee;
- Quality Assurance Advisory Committee;
- Strategic Education Committee;
- 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.

CED has been involved with the co-supervision of a PhD student jointly with 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.

Three members of CED act as external examiners for one or more academic programmes. 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 2008-09

Further tabulated information

Table A1: Ratings of the 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	Very High	High	Adequate	Low	
General	Assessing Student Learning	3	61	55	90%	9	28	15	2	1	11	25	15	2	1	8	20	22	4	0	17	29	7	0	0	13	25	14	0	0
	Issues and Techniques for One-off Teaching Sessions	1	20	18	90%	7	9	1	1	0	4	12	2	0	0	3	12	2	1	0	11	7	0	0	0	6	10	0	0	0
	Linking Research and Teaching	1	19	17	89%	3	7	5	1	1	4	8	4	1	0	3	6	8	0	0	8	8	1	0	0	2	11	3	0	0
	Using Feedback to Enhance Student Learning	1	14	12	86%	4	6	0	2	0	3	5	3	0	0	2	6	3	0	0	7	4	1	0	0	4	5	3	0	0
GTA	Assessing and Marking Skills for Research Students Who Teach	8	138	134	97%	45	69	14	5	1	33	77	19	3	1	33	69	26	3	2	75	54	4	0	0	39	70	21	0	0
	Developments in e-Learning at Imperial (Humanities)	1	12	7	58%	3	3	0	0	0	3	3	0	0	0	2	4	0	0	0	2	4	0	0	0	1	6	0	0	0
	Blackboard 1	3	36	36	100%	13	14	8	1	0	9	16	11	0	0	13	12	11	0	0	24	8	4	0	0	17	15	4	0	0
	Blackboard 2	3	37	37	100%	17	13	4	1	0	15	15	5	0	0	17	14	4	0	0	23	10	1	0	0	22	13	2	0	0
	Blackboard 3	2	14	12	86%	6	6	0	0	0	6	4	2	0	0	6	6	0	0	0	10	2	0	0	0	5	2	0	0	
Post Doc	Assisting with PhD Supervision	2	40	37	92%	10	20	4	2	1	8	22	6	0	0	5	21	8	1	1	12	19	3	1	1	4	22	7	1	1
	Interactive Group Teaching	4	61	56	92%	15	32	9	0	0	14	34	8	0	0	11	33	10	1	0	32	21	3	0	0	11	30	14	0	0
	Starting Teaching for Postdocs 1 ¹	3	36	19	100%	11	7	1	0	0	13	6	0	0	0	12	7	0	0	0	17	2	0	0	0	8	8	3	0	0
	Starting Teaching for Postdocs 2	1	8	8	100%	3	2	1	0	0	3	3	2	0	0	2	3	3	0	0	6	2	0	0	0	2	5	1	0	0
Totals		33	496	448	93%	146	216	62	15	4	126	230	77	6	2	117	213	97	10	3	244	170	24	1	1	134	225	74	1	1

¹Evaluation of one workshop (at the LDC residential course in Wye) was not possible

*Table excludes a 'By Request' workshop designed for the Business School and the 'Today's Technologies at Imperial' event.

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	Very High	High	Adequate	Low		
A Practical Introduction to Problem Based Learning	3	24	22	92%	11	8	3	0	0	9	9	4	0	0	8	12	2	0	0	12	10	0	0	0	8	12	2	0	0	
Approaches to Teaching in Clinical Settings	3	56	52	93%	18	27	6	0	0	14	32	5	0	0	17	29	5	0	0	32	19	1	0	0	15	26	10	0	0	
Assessment in Clinical Setting - what and how we assess	1	10	10	100%	1	8	1	0	0	1	9	0	0	0	2	8	0	0	0	4	6	0	0	0	1	8	0	0	0	
Clinical Research and Teaching Course for Academic Medicine*	1	21	14	67%	5	8	1	0	0	6	7	1	0	0	5	9	0	0	0	6	8	0	0	0	5	6	3	0	0	
How to Use E-Learning to Complement Practical Clinical Skills	1	11	11	100%	4	6	0	1	0	4	6	0	1	0	3	7	1	0	0	4	7	0	0	0	4	5	2	0	0	
Introduction to Clinical Teaching*	5	80	54	68%	11	40	3	0	0	11	38	3	0	0	16	30	6	0	0	28	25	1	0	0	9	32	8	2	0	
Improving and Enhancing Facilitation Skills for PBL	1	7	7	100%	3	1	3	0	0	5	2	0	0	0	3	2	2	0	0	6	1	0	0	0	4	2	1	0	0	
Teaching and Learning in the Faculty of Medicine	3	63	55	88%	14	37	4	0	0	15	35	5	0	0	16	34	5	0	0	23	31	1	0	0	11	37	6	0	0	
Teaching and Learning Professionalism and Professional Skills	1	14	12	86%	3	6	2	0	0	5	5	1	0	0	5	3	3	0	0	7	5	0	0	0	6	5	0	0	0	
Totals		19	286	237	83%	70	141	23	1	0	70	143	19	1	0	75	134	24	0	0	122	112	3	0	0	63	133	32	2	0

*By request workshops

Table A3: Scholarly activity in CED, 2008-09

Kirsten Dalrymple
<ul style="list-style-type: none"> ○ Association for Medical Education in Europe- Malaga (2009). <i>Pedagogically informed approaches to supporting clinical staff development in E-learning: initial observations and lessons learned</i> (speaker- short communications session) ○ The Teacher in Obstetrics and Gynaecology, Royal College of Obstetrics and Gynaecology- London (May 2009). <i>Teaching the teachers- Short courses and CASLAT</i> (invited speaker) Member of Association for Medical Education in Europe (2009)
Roberto Di Napoli
<ul style="list-style-type: none"> ○ October 2008 - Invited member of the scientific committee of the Higher Education Ibero-American Conference, Valencia (Spain) ○ November 2008 – Interviewed by the Times Higher Education for the article by John Gill 'Is student-centred learning a true pedagogical advance or just a fad?' (THE, 11-18 December 2008, No. 1,875) ○ February 2009 - RED-U (Red Estatal de Docencia Universitaria) Symposium – University of Santiago de Compostela (Spain) – Invited paper on the role of academic identities in team building in the UK higher education system ○ August 2009 – Amsterdam (The Netherlands), EARLI (European Association for Research in Learning and Instruction) Conference - Invited as discussant for the symposium on academic development in Europe and North America ○ Borg, M., Mauder, R., Jiang, X., Walsh, E. and Fry, H. and Di Napoli, R. (in press) 'International students and academic acculturation: the role of relationships in the doctoral process'. Jones, E. (ed) Internationalisation: The student voice. London: Routledge ○ Jiang, X., Di Napoli, R., Borg, M., Mauder, R., Fry, H. and Walsh, E. 'Becoming and being an academic: The perspectives of Chinese staff in two research-intensive UK universities' (submission to Studies in Higher Education – accepted for publication in March 2010) ○ Di Napoli, R (forthcoming). 'Academic identities and team management: mission impossible?' in volume edited by Joan Rue (Universitat Autonoma de Barcelona) on team working and development in higher education. ○ Regular reviews in Studies in Higher Education, Oxford Review of Education and International Journal of Academic Development. ○ External Examining: King's College (University of London) and Open University. ○ Full membership: HEA and Society for Research into Higher Education.
Frank Harrison
<ul style="list-style-type: none"> ○ Standing Conference on Academic Practice, July 2009, University of Warwick. (<i>Conference attendance</i>) ○ Queen Mary, University of London. (<i>External examining</i>)
Martyn Kingsbury
<ul style="list-style-type: none"> ○ 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 ○ Japan-UK Higher Education Symposium, British Council, London. 12 February 2009 (<i>Conference attendance</i>) ○ Centre for Excellence in Preparing for Academic Practice (CETL) Network meeting. Kings College London. 2 June 2009 (<i>Conference attendance</i>) ○ Network partner in the University of Oxford's Centre for Excellence in Learning and Teaching, 'Preparing for Academic Practice' ○ Member of the CETL conference committee for the annual conference "Beyond teaching and research: inclusive understandings of Academic Practice", which is to be held at St Anne's College, Oxford, from 13 to 15 December 2009. ○ Chair of the Japanese Society for the Promotion of Science (JSPS) UK Alumni Association ○ Member of the 'Furusato Award' committee, this gives 6 grants annually to promote scientific collaboration between the UK and Japan.
Annette Mahon
<ul style="list-style-type: none"> ○ OPAL Education Committee
Dave Riley
<ul style="list-style-type: none"> ○ External Examiner: Thames Valley University - Institute for Teaching, Innovation and Learning (INSTIL). ○ External Advisor for Programme Revalidation - Thames Valley University, Institute for Teaching, Innovation and Learning (INSTIL). ○ Co-presented session on continuing professional development of learning technologists, at the November 2008 meeting of the M25 Learning Technology Group.
Peter Wren
<ul style="list-style-type: none"> ○ <i>Enhancing the Student Learning Experience</i>, Conference, Roehampton University, London, (UK), June 2009. (<i>Conference attendance and workshop</i>) ○ <i>Technology to enhance professional development</i>, Conference, Aston University Business School, Birmingham, (UK), May 2009. (<i>Conference attendance</i>)