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The role of the Educational Development Unit is to build on our ability as a College to provide excellent educational opportunities for our students. Much of this is done through running training courses for staff, both academic and non-academic, as part of programmes of study but also as stand-alone workshops. It also provides opportunities for Imperial staff to come together to discuss and explore education. This is an area that has grown over the last year, not only through Education Day but also through the new occasional ‘Perspectives in education’ lecture series and through participating in networks and special interest groups such as Educational Doctorate EDU Network (EDEN) and the Medical Education Specialist Interest Group (MESIG). In addition there is an increasing use of the EDU by Departments and individuals for consultancy on educational issues, which can be around an educational initiative or an individual need.

The structured programmes of study are suitable for staff who want a practical approach to improving their teaching, whether as non-academic staff who can take the Supporting Learning and Teaching Programme (SLTP) or for those that want to do the PG Certificate, PG Diploma or MEd in University Learning and Teaching. The EDU also participate in the MEd in Surgical Education. Stand-alone workshops are being updated for the next academic year and reorganised into four groups, ‘Introduction to’, ‘Practical guide to’, ‘Focus on’ and workshops specific for the Faculty of Medicine. More online material and guides are being developed for those that do not have time to attend the workshops.

Since the last Annual Report, Dr David Riley has moved to part time work, and we thank him for all of his input over the years to the EDU. His commitment to educational excellence has been inspirational. Dr Susannah Hart has left the Unit to return to work in Australia. Although Dr Frank Harrison has finished his two year part time contract with the Unit (which followed his official retirement in 2010), he continues on a casual basis providing one of the Unit’s ‘Introduction to’ workshops. The Unit will shortly welcome Kate Ippolito who joins us from the Royal College of Physicians. She brings with her a wealth of experience and will no doubt be an asset to the team.

There are massive changes in education that are happening across the world, with the introduction of MOOCS and the increasing globalisation of the educational market. We look forward to working with the Professor Debra Humphris, following the review of education at the College, to support the further development of teaching and learning in the College and to maintaining the quality of what we offer our students.
Educational Development Unit staff

Dr Martyn Kingsbury  
Head of Unit and Principal Teaching Fellow in Educational Development

Dr Frank Harrison  
Senior Lecturer in Educational Development and Physiology (part-time)

Ms Jo Horsburgh  
Senior Teaching Fellow in Medical Education

Dr Annette Mahon  
Lecturer in Educational Development

Mr Dave Riley  
Senior Lecturer in Educational Development

Ms Sarah Worton  
Teaching Fellow in Educational Development

Mr Peter Wren  
Tutor in Educational Development, Web-based Learning

Ms Aoife McCarthy  
Unit Manager

Ms Suyane Beasley  
MEd, Dip ULT and Workshops Administrator

Ms Katie Henry  
Programmes and Workshop Administrator

Mr Mark Williams  
Senior Administrator/PA to Professor Andrew George

Dr Frank Harrison  
Senior Lecturer in Educational Development and Physiology (part-time)

Ms Jo Horsburgh  
Senior Teaching Fellow in Medical Education

Dr Annette Mahon  
Lecturer in Educational Development

Mr Dave Riley  
Senior Lecturer in Educational Development

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Mr Peter Wren  
Tutor in Educational Development, Web-based Learning

Ms Aoife McCarthy  
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Ms Suyane Beasley  
MEd, Dip ULT and Workshops Administrator

Ms Katie Henry  
Programmes and Workshop Administrator

Mr Mark Williams  
Senior Administrator/PA to Professor Andrew George
The EDU remit is to sustain and encourage high-quality educational activity across Imperial College London by training and supporting those who teach Imperial students. Based on the fifth floor of the Sherfield Building on Imperial’s South Kensington Campus, the EDU offers expertise in teaching, assessment, feedback and course design to those teaching on all Imperial campuses and associated teaching hospitals.

Imperial College London is an internationally renowned research-centered higher education institution; those teaching our students are almost always research active and have different requirements for teaching and learning support at different times in their career. While a highly focused researcher only doing minimal teaching allied to their research topic may need only minimal support, those with more teaching duties or interests may seek more training. This can range from clarification of College requirements and pragmatic advice on how to approach a new teaching role to a more organised and integrated approach to training that can lead to qualification in University Learning and Teaching (ULT) at PG Certificate, Diploma or Master’s level.

Our aim is to provide support in teaching and learning at every level for all those involved in teaching Imperial students; to be responsive to individuals’ changing educational needs and responsibilities, and changes in institutional and sector requirements. To meet this aim we offer a broad spectrum of practice-based, relevant workshops, opportunities for postgraduate awards and internal consultancy, and negotiated support to help Imperial deliver a high-quality education and outstanding student experience.

Roles

Programmes
We offer taught programmes that provide flexible study centred on actual practice and take account of both disciplinary and institutional context.
- SLTP
- PG Certificate ULT
- PG Diploma ULT
- MEd ULT
- MEd SE

These are all designed to meet the needs of busy staff.

Stand-alone workshops
Our suite of stand-alone workshops have been updated and extended. For ease of use they are now divided into four categories:
- Introduction to...
- Practical guide to...
- Focus on...
- Faculty of Medicine

Workshops with particular relevance for the Faculty of Medicine are identified.

Consultancy
We offer bespoke consultancy to individuals and groups on all aspects of teaching and learning. If you think we can help, please feel free to contact us. There is a consultancy request form online, simply complete it and we will try our best to help.

Networks
We are involved in a range of events and networking activity that aims to promote education and build a community of informed practitioners.
- Education Day
- Perspectives in education
- MESIG
- EDEN

EDU provision
Activities

The EDU has devised and delivers three introductory workshops that are commonly required by Imperial of most new probationary academic staff. These introduce the key aspects teaching and learning, PhD supervision and personal tutoring in the Imperial context, and each run several times a year. The Unit is working on updating the rest of its workshop provision with a plan to launch additional (non-compulsory) workshops in the ‘Introduction to’ series. These will be further extended by a range of ‘Practical guide’ and ‘Focus on’ workshops. This new range is designed to integrate with the faculties’ training provision to support staff as they develop their teaching roles at Imperial. For more details, please see ‘Looking forward to 2012–13’ on page 14. The EDU also supports faculty provision with advice and teaching observations when possible.

The EDU also runs the successful Supporting Learning and Teaching Programme (SLTP), an innovative programme specifically developed to meet the needs of Imperial staff whose job involves supporting student learning but who are not full-time academic staff and who may not have enough of a teaching responsibility to enrol in the PG Certificate in ULT. The programme is designed to raise participants’ awareness of teaching and learning issues relevant to their particular roles at Imperial and is delivered as a mix of face-to-face sessions and online learning blocks. In addition to our own three-stage part-time MEd programme discussed in more detail on page 7, EDU staff also contribute significantly to the teaching and supervision of external students taking the MEd in Surgical Education, which is hosted by Faculty of Medicine staff in the Department of Surgery and Cancer at St Mary’s Hospital. The EDU also provides consultancy to individual staff, academic departments, faculties, educational working parties, committees and initiatives, and assists staff recruitment and selection for educational posts. We also play a key role in developing educational networking activities and Education Day, host Perspectives in education – an occasional lecture series that invites a range of speakers to give their views on current events in higher education and support those interested in education through groups such as MESIG (a forum for those with an interest in medical education) and Educational Doctorate EDU Network (EDEN), which offers informal peer support for staff currently taking, or thinking about taking, a Doctorate in Education.

With support from the Faculty of Medicine, and Faculty of Medicine-focused staff, the EDU is able to offer a workshop strand tailored specifically to those Imperial and NHS staff who teach undergraduate medical students. In addition to a range of medicine-orientated workshops, a ‘by-request’ facility is offered. This makes it possible to run additional workshops locally at the request of a particular hospital, trust, division or campus.

In addition to working within the College, the EDU sometimes provides consultancy training and support to other institutions. EDU staff also have their own research and scholarly interests in various aspects of education.

Information about the expertise and interests of EDU staff and the activities of the EDU are available on our website: www.imperial.ac.uk/edudev
Since 2001, the Faculty of Medicine (FoM) Education Office (FEO) has provided additional resources to Imperial's EDU to run a strand of educational workshops for Imperial and NHS staff who teach undergraduate medical students. The FoM workshop strand is designed to meet the specific needs of clinical staff by emphasising topics that are of relevance to undergraduate medicine. It is free of charge to Imperial and NHS staff who teach Imperial medical students. The funding supports one full-time senior teaching fellow in medical education and a fractional administrative post, as well as workshop running costs.

The FoM workshop strand is situated within the wider portfolio of educational activities provided by the EDU. As well as providing a suite of workshops, the FoM tutor contributes to the PG Certificate, PG Diploma and MEd ULT, often for clinicians taking the programme. The FoM represented a significant proportion of participants in the PG Certificate in ULT, PG Diploma in ULT and MEd ULT as these qualifications are recognised as being particularly valuable in the medical profession. A consultancy service is also provided to FoM staff on the full range of issues associated with teaching and learning.

The medical workshop 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), Division Heads of Teaching (DHTs) and teaching coordinators. ‘By request’ events are based on one of the ‘programmed’ events and can be adapted to local needs. The nature of the annual workshop programme is decided between the workshop tutor in consultation with FEO’s Director of Education in an effort to provide useful and timely topics to clinical teachers.

In 2011–12, the workshop programme consisted of several introductory workshops, focusing on key issues related to teaching, learning and assessment in undergraduate medicine. These workshops have the largest capacity and are consistently oversubscribed. They are a full day in duration and run three times each per year. The remaining workshops are typically a half-day and focus on more specific and/or advanced topics (e.g. Problem-Based Learning (PBL), Portfolios in the FoM, Feedback and Formative Assessment). With the exception of the introductory PBL workshop, which runs three times per year, the more specialised programme offerings are run once or twice per year and with smaller workshop capacities. The availability of a varied and progressive programme has allowed for teaching staff to examine increasingly challenging topics in teaching and learning in undergraduate medicine and to do so according to their developmental and/or professional needs. The FoM workshops are generally well attended and consistently receive favourable evaluations from participants. More details, information on evaluation and attendance can be found on pages 19–20.

Participation in FoM workshops continues to pique staff interest in further development and, more practically, has allowed them to credit FoM workshops towards PG Certificate requirements.

Looking ahead to 2012–13, the FoM workshops strand, along with the broader EDU provision, has been reviewed and updated with the aim of providing a broader range of workshops that are flexible and designed to be useful for Imperial clinicians and academics in their day-to-day practice. The intention is to give faculties greater flexibility in how EDU provision is used in training for probationary lecturers and to give individuals a library of resources they can draw on to support their teaching.
The EDU range of workshops are the starting point for lecturers new to teaching or new to Imperial, and those who have teaching responsibilities in various roles at Imperial. While the workshops aim to offer a very practical introduction to teaching, the EDU programmes offer those who take part an opportunity to take a more structured and holistic approach to their teaching practice.

The Supporting Learning and Teaching Programme (SLTP) is intended primarily for the range of non-academic staff who provide crucial support to the student experience of learning and teaching at Imperial. For those whose role involves a larger proportion of teaching, we offer a three-stage Master’s programme in University Learning and Teaching, which aims to support staff as they develop their educational understanding.

Practice is at the core of all of these programmes, and while all are informed by current educational theory, this is not the primary focus for SLTP or the PG Certificate. At both of these stages, the emphasis is on improving teachers’ and students’ experience of teaching. Particular emphasis is placed on aspects of teaching such giving feedback, planning and leading sessions, and encouraging reflection on practice as a route to becoming a more confident and accomplished practitioner.

At the Diploma stage, students are introduced to educational theory in a structured way, with the aim to encourage criticality and engagement with educational and disciplinary literature. Finally, the full MEd ULT provides participants with an opportunity to engage with and produce educational research from the more qualitative, social science paradigm.

It is possible to exit the programme at each of the three stages, or for students to take a break between stages and return to the programme when time and their main responsibilities allow.

The EDU’s three-stage academic programme

- **PG Certificate**
  - Designed to develop informed reflective practitioners

- **PG Diploma**
  - Designed to develop critical engagement with educational and disciplinary literature/theory

- **MEd**
  - Designed to inform the critical use and production of educational research
I thought the course was an incredible opportunity for me to improve my practice as a Teaching Fellow. I gained from having protected time and guidance to reflect on my teaching. The quality of the teaching was excellent and the teaching staff, tutor and admin staff were very professional, supportive, and interested in our progress.”

PG Certificate in University Learning and Teaching

The PG Certificate in University Learning and Teaching (ULT) is the first stage of our work/practice-based approach to the study of learning and teaching in the university setting. The approach focuses on the Imperial perspective and practice, and introduces students to education in practice, informed by educational theory. The programme is flexible and acknowledges that our students are experts in their own primary discipline, offering an introduction to educational language, literature and theory. Our aim is not to produce experts in education but to help students to take an evidence-based and critical approach to the field of education as informed experts from other academic fields.

We have taken feedback from our first cohort of students and incorporated new topics into our provision (Theories of Learning and PBL, as two examples), as well as running some topics more often to allow for the greatest possible choice to be available to students. Teaching observations are a particularly valued part of the programme and these continue to provide developmental feedback on teaching practice to those taking the course, balancing the broader and more reflective aspect provided by the topics and the written assignments.

Demand for places on the PG Certificate is increasing, with inquiries regularly received from staff working in departments around Imperial. Places on each intake so far have been oversubscribed, and students have reported finding the programme interesting and enjoyable. Most participants also express the wish to continue to the PG Diploma, either directly or after a short break.

Looking forward to 2012–13, we hope to augment our provision with plans for dedicated PG Certificate programmes in both Medicine and Academic Practice.
PG Diploma in University Learning and Teaching

The PG Diploma in University Learning and Teaching (ULT) is intended for staff, clinicians and others who have successfully completed the PG Certificate or equivalent programmes at other institutions. If necessary, differences in the content and level between certificates are addressed by specifying additional study under the programme’s AP(E)L arrangements for accrediting either prior learning on taught courses, or prior experiential learning while teaching students.

The PG Diploma is taught part-time and students are expected to complete it within one academic year. There are two taught components, each lasting five days, which take place on Imperial’s South Kensington Campus. The first taught week is in mid-September, before the autumn term begins, and the second taught week takes place before the beginning of the spring term. Each of the taught weeks is followed by an assessed written assignment that is submitted within a period of six weeks. The Diploma culminates in a supervised ‘library research project’ and a more substantial written report that is submitted in the summer term. The content of the course is more theoretical in character than the PG Certificate and introduces students to educational literature in a more scholarly manner, while still encouraging the application of theory to practice.

The PG Diploma ran for the first time in 2011–12, with several students transitioning from the former MEd in ULT, and others progressing from either the PG Certificate in ULT or an external equivalent. Five students successfully completed the Diploma, of whom two are continuing their studies on the MEd in ULT.

With the popular establishment of the PG Certificate, the Diploma has considerably grown in size as students have decided to continue with their studies and educational development. There are currently 14 students enrolled on the course for 2012–13 and Sarah Worton has replaced Dave Riley as the Course Director, as he moves to a part-time position. The Diploma has attracted students from a range of disciplines across Imperial and provides an opportunity for staff to discuss educational issues across subject areas with a more theoretical perspective. While the feedback from the taught weeks has been very positive, we are continuing to look at ways they can be improved and endeavour to design a course that is both responsive to staff development and academically rigorous.

Key dates for the PG Diploma ULT programme in 2013–14

» Diploma module one: 16–20 September 2013
» Diploma module two: 6–10 January 2014
**MEd in University Learning and Teaching**

The Master’s programme was launched in 2008 and remodelled as separate PG Diploma and Master’s stages in 2011–12, in keeping with Imperial’s tripartite framework for taught postgraduate programmes. Ten students transitioned from the old to the new MEd ULT in 2011, of whom two successfully completed the programme in 2012, whilst others continue their studies. Two further students progressed from the PG Diploma to the MEd in ULT in 2012.

The new variant of the MEd in ULT is part-time and intended for staff, clinicians and others who have successfully completed the related PG Diploma in ULT stage. Like the previous stages, the MEd in ULT is practice based and designed to be flexible. The MEd stage builds on the previous PG Certificate and Diploma and introduces students to methods of educational research. In particular, it provides an introduction to research approaches drawn from the social sciences and humanities.

There is one taught component of the final MEd stage, which introduces students to qualitative educational research methods. While students are not expected to reach a high level of proficiency in the largely qualitative educational research paradigm in such a short space of time, the taught component and research project enables them to develop a perspective on qualitative research paradigms and allows them to produce a piece of educational research based on their own practice and academic discipline.

The teaching of research methods was conducted jointly for MEd in ULT and MEd in Surgical Education students in November 2011 and November 2012, in both cases with supplementary guidance from their MEd ULT supervisors. Future provision for the two MEd programmes may be separate, depending on the number of students to be taught.

**Key dates for the MEd in ULT programme in 2013–14**

» MEd teaching week: 4–6 and 26–27 September 2013
Supported Learning and Teaching Programme

The Supported Learning and Teaching Programme (SLTP) is an introduction to learning theory and good practice programme, run by the EDU, which has been specifically developed to meet the needs of the significant number of Imperial staff whose job involves them in supporting student learning but who are not part of the full-time academic staff of the institution.

The programme is designed to help participants map current and relevant teaching and learning theory and skills to their work roles at Imperial, thus improving their ability to teach and support learning, directly or at a distance. It is very work focused, with many of its core learning activities, especially the final cumulative task, being targeted on each participant’s own work environment.

SLTP combines face-to-face SLTP sessions with a series of online learning blocks, in a sophisticated blended-learning design. Online activities are topic-centred learning tasks closely related to or integrated with structured face-to-face learning in the face-to-face sessions. Additionally, attendance is required at a minimum of one substantial teaching and learning workshop (of their choice).

There is flexibility in that not all blocks need to be taken to complete the programme and, because much of the programme is hosted online, participants can schedule their online programme work within the confines of the monthly blocks.

Why staff should benefit from SLTP?

- Develops appropriate learning and teaching skills in existing staff, therefore enhancing the skill-set of Imperial staff as a whole without requiring recruitment.
- Increases knowledge of e-learning directly, through participants’ experience of it, and indirectly through study of it.
- Educates its participants in disability and diversity, knowledge and good practice.
- Encourages staff in Associate Fellowship of the Higher Education Academy, thus supporting national educational bodies through a sense of professional status.

“Thank you for all you did for us this year. I’m very grateful to you and your team not only for everything I learned and am putting into practice but also for the whole experience, which has really boosted my view of Imperial and my place at/in it.”
Networks and events

Education Day

The theme for Imperial’s Education Day 2011 was "Broadening students’ horizons." The day commenced at 12:30pm and the afternoon focused on the wider role of teaching and education in preparing students for life after university. Guest speakers included Mr Malcolm Horton, Global Head of Recruitment and Programmes, Nomura Europe, Professor Adrian Sutton, Imperial College London, and Dr Evan Harris, Vice-Chair Liberal Democrat Federal Policy Committee, writer, and former MP. A chaired keynote debate, Is university education failing our students?, also took place with a panel consisting of Sir William Atkinson, Executive Head teacher, The Phoenix Canberra Schools Federation, Dr Anthony Seldon, Master, Wellington College and Sir Richard Sykes, Chairman, UK Stem Cell Foundation. The day concluded with the presentation by Baroness Eliza Manningham-Buller of the 2011 President and Rector’s Awards for Excellence in Teaching, Supporting the Student Experience, Pastoral Care and Research Supervision and a wine reception.

Education Day for this academic year is planned for April 2013 and the theme will be "Creative curriculums: crossing boundaries." The day will be focused on innovative curriculum design and teaching strategies that foster creativity. It will be discussed in detail in next year’s report.

Perspectives in education

On 24 May 2012, Professor AC Grayling, Master, New College of the Humanities, gave a talk on the subject of University education in 2012: a moment for change? This was the inaugural event of the Perspectives in Education series. We asked Professor Grayling to explore the broad question of where university education is going, and what it does, and should, provide.

Professor Grayling talked about the importance of providing graduates with a well-rounded education that will prepare them to become lifelong learners for a future that is yet unknown. The curriculum envisaged by Professor Grayling was one that created a balance of breadth and depth and consisted of students taking core subject courses alongside their major and minor subjects. These included Logic and Critical Thinking, Science Literacy and Applied Ethics with a strand of Professional Skills. He also described the importance of one-to-one ‘essay’ tutorial sessions as essential for rigorous intellectual training. A lively question and answer session followed the talk and the day concluded with a wine reception.

Educational Doctorate EDU Network (EDEN)

This is an informal peer support group for members of staff from across Imperial who are currently taking, or thinking about embarking upon, a Doctorate (either a PhD or EdD) in Education. Current group members are at various stages of their doctoral journey and are studying at a variety of institutions.

EDEN meets once every six to eight weeks, usually over lunchtime at, or near, the South Kensington Campus. Discussion is often focused around a paper that is of interest to all group members, or sharing progress with research. Recent discussions have focused around a Higher Education Academy report on Doctoral learning journeys by Gina Wisker et al, as well as the notion of crossing paradigms as doctoral or potential doctoral students. The group is useful as a forum to test out ideas and share resources and offers staff a way of progressing beyond Master’s level in Education.

If staff are interested in joining the group, please contact either Dave Riley or Jo Horsburgh in the EDU.

Email: d.riley@imperial.ac.uk
j.horsburgh@imperial.ac.uk
Medical Education Specialist Interest Group

The Medical Education Specialist Interest Group (MESIG) is a support group and discussion forum for anyone actively involved in teaching, curriculum development or education research across the Faculty of Medicine at Imperial College London.

MESIG meets once a month to hear from expert speakers, share experiences and offer support and advice on educational projects. The group meets in an informal atmosphere to discuss the latest thinking in education, ask for advice on ethics approval or funding for research projects, or simply listen to expert speakers. Recent meetings have heard from a range of speakers covering issues such as educational research design and methodology, novel approaches to teaching and the review of the graduate entry programme.

To join the MESIG mailing list to keep up to date with future meetings, please see: www.imperial.ac.uk/medicine/teaching/undergraduate/contacts/specialinterest

or contact one of the joint leads for MESIG

Graham Easton
Acting Director of Primary Care Education, Department of Primary Care and Public Health
Email: g.easton@imperial.ac.uk

Jo Horsburgh
Senior Teaching Fellow in Medical Education, EDU
Email: j.horsburgh@imperial.ac.uk

Awards

On 11 December 2012, the EDU celebrated the graduation of some of their students and awarded programme prizes for the PG Certificate and Diploma in University Learning and Teaching. The event was combined with the President and Rector’s Awards for Excellence in Teaching, Supporting the Student Experience, Pastoral Care and Research Supervision. The celebration was a great success and provided an excellent opportunity to recognise the valuable educational work that takes place across Imperial. The prize giving opened with an address from the Rector and the prizes were awarded by Professor Debra Humphris, who praised the awardees for their commitment to education and the value that they added to the student experience.

Future events and networks

The EDU is looking forward to expanding its range of events and ways of networking, both internally and externally. We are looking at new ways to integrate events and different approaches to sharing best practice across Imperial. While we value the educational expertise of the academics within Imperial, we will continue to host events with external speakers in order to challenge and enhance what we do.
Summary and looking forward

The EDU continues to work collaboratively with individuals, groups and departments across Imperial College London to support and raise the profile of learning and teaching across Imperial. 2011–12 saw the consolidation of our new programme provision, all three stages of which continue to grow and develop. There are currently 20 participants on the PG Certificate, 14 on the PG Diploma and 13 on the MEd ULT, with participants increasingly choosing to continue through each of the three stages. Our aim is to continue developing in order to better support the College’s various teaching and learning activities. We plan to review and extend our SLTP and PG Certificate programmes to maximise their relevant.

In 2011–12, we broadened the range of events and networks hosted by the Unit. Education Day continues to move from strength to strength and, along with our new Perspectives in Education series, offers an exciting opportunity to discuss education issues across Imperial on a regular basis. This is further consolidated by growing interest in networks such as EDEN and MESIG.

The Unit experienced further staff changes in the past year. Dr David Riley retired in September 2012, returning in a part-time capacity in the new role of Senior Consultant in Educational Development. He continues to contribute to the PG Certificate, Diploma and Med, and also works closely with the Department of Surgery and Cancer on the MEd in Surgical Education. We have just appointed a new Senior Teaching Fellow, Kate Ippolito, who is expected to start with us in early June 2013.

Looking forward to 2012–13

In 2012–13, the EDU is launching a new range of workshops as well as a newly designed website to better complement our new provision. We hope to offer a range of new and updated workshops, which will be divided into the categories below:

- **Introduction to…**
  Basic introductions to various important aspects of teaching and learning in an Imperial context.

- **Focus on…**
  A series of workshops that take a closer look at teaching and learning, aimed primarily at those with greater experience and responsibilities.

- **Practical guide to…**
  A series of short, pragmatic workshops that cover various key practical aspects of teaching and learning.

- **Faculty of Medicine**
  A workshop strand catering to those Imperial and NHS staff who teach Imperial undergraduate medical students.

The ‘Introduction to’ series will include the three workshops required by Imperial College London for all probationary lecturers but extends to other topics suitable for a range of Imperial staff looking for an introduction to a variety of teaching and learning areas.

The ‘Practical guide’ series will cover a wide range of topics with short, pragmatic workshops designed to help in day-to-day teaching practice. There will also be a new ‘Focus on’ series of workshops that cover teaching and learning in greater depth and are designed for those with greater teaching experience and wider responsibilities. This new range of workshops aims to integrate with the faculties’ training provision to support staff as they develop their teaching roles at Imperial.

Alongside this, the Unit will make its consultancy service more prominent on its website to ensure staff across Imperial make use of the Unit’s expertise on a range of issues associated with teaching and learning.
Facts and figures
2011–12
Workshop attendance

A comparison of attendance at workshops in 2011–12

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<th>Faculty of Medicine</th>
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<tr>
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<tr>
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<td>2</td>
<td>24</td>
<td>10</td>
<td>65</td>
</tr>
<tr>
<td>NHS</td>
<td>16</td>
<td>22</td>
<td>19</td>
<td>280</td>
<td>337</td>
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<td><strong>254</strong></td>
<td><strong>123</strong></td>
<td><strong>284</strong></td>
<td><strong>395</strong></td>
<td><strong>1056</strong></td>
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</tbody>
</table>
Workshop evaluation

Ratings of introductory workshops by participants

- Introduction to teaching for learning (four workshops)
- Introduction to supervising PhD students at Imperial (five workshops)
- Introduction to personal tutoring at Imperial (four workshops)

Number of responses

- Usefulness
- Interest
- Teacher

Legend:
- High
- Adequate
- Low
Ratings of elective workshops by participants

- **Postdoctoral workshops (nine workshops)**
- **Learning technology workshops (nine workshops)**
- **General workshops (eight workshops)**
- **Graduate teaching assistants (nine workshops)**

Legend:
- **Usefulness**: High
- **Interest**: Adequate
- **Teacher**: Low
Ratings of Faculty of Medicine workshops by participants
Faculty of Medicine workshops

A comparison of attendance at medical workshops in 2011–12 with the two previous years

<table>
<thead>
<tr>
<th>Workshop type</th>
<th>2011–12</th>
<th>2010–11</th>
<th>2009–10</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Attendance</td>
<td>% of 395</td>
<td>Attendance</td>
</tr>
<tr>
<td>Programmed</td>
<td>255</td>
<td>65%</td>
<td>160</td>
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<tr>
<td>By request events</td>
<td>140</td>
<td>35%</td>
<td>19</td>
</tr>
<tr>
<td>Total</td>
<td>395</td>
<td>100%</td>
<td>179</td>
</tr>
</tbody>
</table>

Employment type

<table>
<thead>
<tr>
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<th>2011–12</th>
<th>2010–11</th>
<th>2009–10</th>
</tr>
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<tbody>
<tr>
<td>NHS staff teaching Imperial students</td>
<td>280</td>
<td>71%</td>
<td>147</td>
</tr>
<tr>
<td>Imperial honorary staff</td>
<td>15</td>
<td>4%</td>
<td>3</td>
</tr>
<tr>
<td>Imperial staff</td>
<td>100</td>
<td>25%</td>
<td>27</td>
</tr>
<tr>
<td>Other NHS staff</td>
<td>0</td>
<td>0%</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>395</td>
<td>100%</td>
<td>179</td>
</tr>
</tbody>
</table>

The primary employer of participants in medical workshops

<table>
<thead>
<tr>
<th>Primary employer</th>
<th>2011–12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ashford and St Peter’s NHS Trust</td>
<td>20</td>
</tr>
<tr>
<td>Brompton and Harefield NHS Trust</td>
<td>6</td>
</tr>
<tr>
<td>Central and North West London NHS Foundation Trust</td>
<td>29</td>
</tr>
<tr>
<td>Chelsea and Westminster Healthcare NHS Trust</td>
<td>23</td>
</tr>
<tr>
<td>Ealing Hospital NHS Trust</td>
<td>9</td>
</tr>
<tr>
<td>Hillingdon Hospital NHS Trust</td>
<td>8</td>
</tr>
<tr>
<td>Honorary Imperial staff</td>
<td>15</td>
</tr>
<tr>
<td>Imperial College Healthcare NHS Trust</td>
<td>53</td>
</tr>
<tr>
<td>Imperial College London</td>
<td>100</td>
</tr>
<tr>
<td>North West London Hospitals NHS Trust</td>
<td>42</td>
</tr>
<tr>
<td>Not declared</td>
<td>53</td>
</tr>
<tr>
<td>Other NHS trusts</td>
<td>8</td>
</tr>
<tr>
<td>West London Mental Health NHS Trust</td>
<td>12</td>
</tr>
<tr>
<td>West Middlesex University Hospital NHS Trust</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>395</td>
</tr>
</tbody>
</table>
Who is the Supported Learning and Teaching Programme (SLTP) for?

SLTP is designed for any member of staff who supports student learning, but who is not a full-time lecturer. Generally speaking, SLTP is appropriate for people who are not involved in the full range of teaching activities. The programme may therefore be especially attractive to:

- technicians, for example those involved in demonstrations and project assistance;
- librarians;
- some learning-support oriented administrators and managers;
- computing/technical specialists designing learning materials;
- part-time or occasional tutors/lecturers;
- researchers with a role in student teaching;
- some staff in support and development roles, such as health and safety or careers.

This list is not exhaustive: below is a breakdown of the 181 successful completions to date.

Figure 4: Completions of SLTP participants by job role
The Educational Development Unit works collaboratively across Imperial College London to support and develop learning and teaching. Staff in the EDU have expertise and research interests across a spectrum of higher education practice, theory and policy.

The Unit offers introductory and specialised workshops on a wide range of topics, networks, one-to-one meetings, seminars, programmes and electronic learning to support the enhancement of learning and teaching.

In addition, the Unit seeks to raise the profile of education and learning in Imperial by supporting teaching networks and running events such as the annual Education Day. Staff are also available to provide consultancy to individual staff and departments on educational issues.

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Telephone: +44 (0)20 7594 8787

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