

Imperial College
London





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On the cover:

Undergraduate students at an anatomy lesson, organised by Jitender Yadav

Head of Unit's Foreword



“ The EDU is working hard to provide flexible and responsive training and support in order to promote educational excellence in an institution committed to a research led education and student experience of the highest quality.”

Dr Martyn Kingsbury, EDU, 2012

The role of the Educational Development Unit is to collaborate with faculties and others to encourage and support all those around College who work so hard 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 via 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 Special 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 those with less formal teaching who can take the Supporting Learning and Teaching Programme (SLTP) or for those who want to take the PG Certificate, PG Diploma or MEd in University Learning and Teaching. The EDU also participates in the MEd in Surgical Education. Stand-alone workshops continue in their recently updated and reorganized format, divided 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, Sarah Worton has moved on to the Institute of Education and Professor Andrew George the former Director of the School of Professional Development has joined Brunel as their new Vice-Principal of Education. However the Unit has recently welcomed Dr John Davies who joined us from the University of Sussex. He brings with him a wealth of experience that will be an asset and will strengthen the EDU team.

Educational Development Unit Staff



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



Ms Jo Horsburgh
Senior Teaching Fellow in Medical
Education



Mrs Kate Ippolito
Senior Teaching Fellow in
Educational Development



Dr Annette Mahon
Lecturer in Educational
Development



Dr John Davies
Teaching Fellow in Educational
Development



Dr Dave Riley
Senior Consultant in Educational
Development, P/T



Mr Peter Wren
Tutor in Educational Development
(Web-based Learning)



Ms Aoife McCarthy
Unit Manager



Ms Katie Henry
Programmes and Workshop
Administrator



Ms Suyane Beasley
MEd, Dip ULT and Workshop
Administrator, P/T



Mr Mark Williams
Senior Administrator / PA to the
Director of the Graduate School

Roles of the EDU

The EDU remit is to sustain and encourage high-quality educational activity across Imperial College 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 a 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.



EDU Provision



Programmes

We offer taught programmes that provide flexible study centred on actual practice and take account of both disciplinary and institutional context.

- SLTP
- PG Cert ULT
- PG Dip 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 has been updated and extended.

For ease of use they are now divided into five categories:

- Introduction to...
- Practical Guide to...
- Focus on...
- Faculty of Medicine
- By-request

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

The EDU has devised and delivers three introductory workshops that are commonly required by Imperial of most new probationary academic staff. These introduce key aspects of teaching and learning, PhD supervision and personal tutoring in the Imperial context, and each run several times a year. The Unit updated the rest of its workshop provision this year, launching additional (non- compulsory) workshops in the *Introduction to* series. These are further extended by a range of *Practical Guide* and *Focus on* workshops. This new range is designed to integrate with the faculties' training provision and to support staff as they develop their teaching roles at Imperial. The EDU also supports Faculty provision with advice and teaching observations when possible.

Additionally the EDU runs the successful Supporting Learning and Teaching Programme (SLTP), an innovative programme specifically developed to meet the needs of Imperial staff who support student learning but perhaps do 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 10, EDU staff also contribute significantly to the teaching and supervision of students taking the MEd in Surgical Education, which is hosted by Faculty of Medicine staff from 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 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



EDU Faculty of Medicine Workshop Strand

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



between the workshop tutor in consultation with FEO's Director of Education in an effort to provide useful and timely topics to clinical teachers.

Kensington Campus while *by-request* events are run locally at hospitals in liaison with Directors of Clinical Studies (DCS), Division Heads of Teaching (DHT) 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

In 2012–13, 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 as much as six times times 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), Small Group Teaching in the FoM and Feedback and Formative Assessment). With the exception of the introductory PBL workshop, which runs five times per year, the more specialised

“Introduction to Teaching and Learning in the Faculty of Medicine provides a very interesting insight into methods of teaching, feedback and problem solving in a medical setting. I would certainly recommend it to anyone who teaches at Imperial.”

Dr Kiera Welman, West Middlesex University Hospital, January 2013

programme offerings are run three or four times 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 2013–14, the FoM workshop strand will continue to provide a broad 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 always 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 programmes, which are free of charge to College employees and those who teach Imperial students, offer Imperial and associated NHS staff an opportunity to take a structured and holistic approach to their teaching practice which both complements and expands on the stand-alone workshop provision.

The Supporting Learning and Teaching Programme (SLTP) is intended primarily for the broad range of 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 and who wish to explore the subject in greater depth we offer a three-stage Master's programme in University Learning and Teaching, which aims to support staff as they develop their educational understanding.

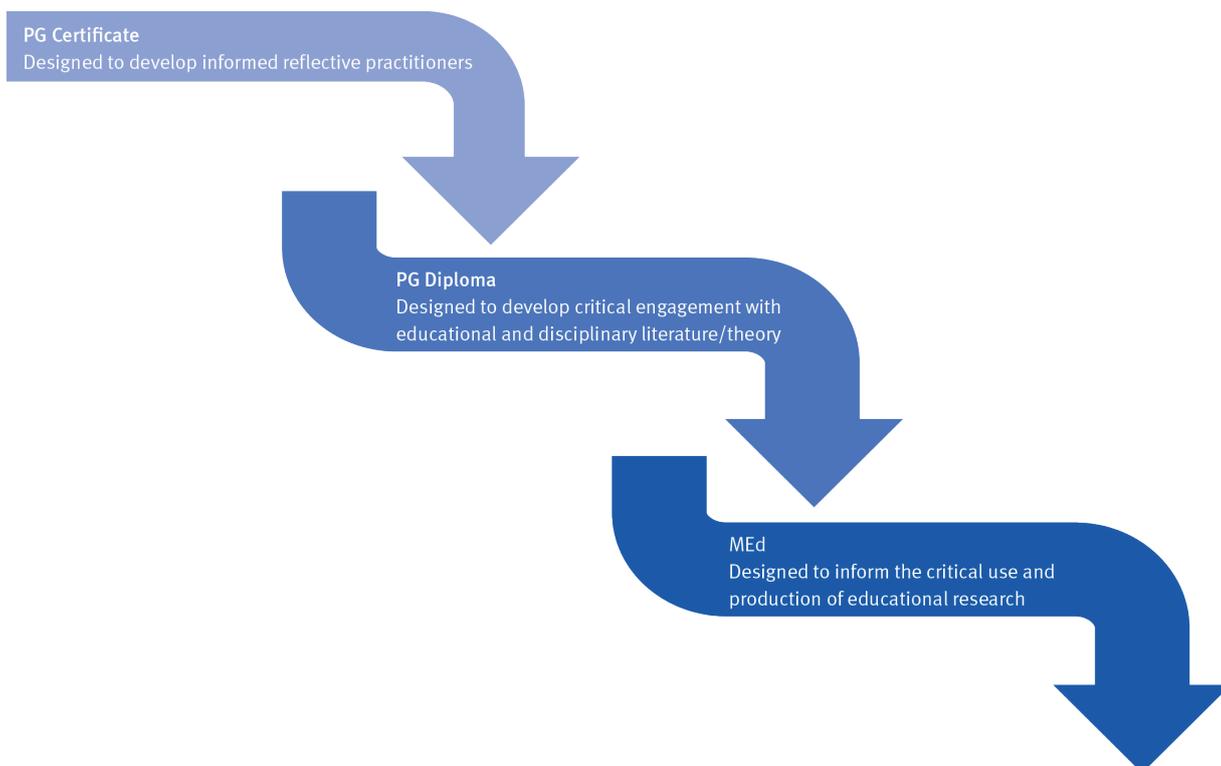
Practice is at the core of all of these programmes, and while all are informed by current educational theory, this is not the primary focus for SLTP or the PG Certificate. At both of these stages, the emphasis is on how teaching is experienced by staff and students. In particular much attention is given to

essential aspects of teaching such as 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 through written assignments and the library-based project. The final MEd ULT stage provides students with an opportunity to engage with educational research from the qualitative, social science paradigm with the aim of producing research suitable for publication and dissemination to a wider audience through conference presentations. Thus far, MEd alumni have presented their work at the Society for Research into Higher Education (SRHE), Association for the Study of Medical Education (ASME) and subject-related teaching conferences.

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



Postgraduate Certificate in University Learning and Teaching (PG Cert ULT)

The Postgraduate Certificate in University Learning and Teaching (PG Cert ULT) is the first formal stage of our practice-based approach to the study of learning and teaching in the University setting. It is designed specifically for Imperial staff, is student-focused, and adapts to individuals' interests and workload. Students are introduced to educational literature and theory, but always with their practice as teachers a prime focus of the course. The course acknowledges that our students are experts in their own primary discipline, offering an introduction to educational language, literature and theory to complement their existing disciplinary understanding. Our aim is to help students to begin to take an evidence-based and critical approach to the field of education which will support them in their current role as well as offering a solid grounding for further study.

8 There is a broad choice of topics for students to choose from, most offered at least twice a year. Following on from the topic seminar, students make use of a selection of reading to write

an assignment. At the end of the year, these together with starting and closing statements of teaching philosophy, form the assessed portfolio. Though not part of formal assessment, teaching observations are a particularly valued part of the programme and these 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 Cert ULT is increasing, with enquires regularly received from staff working in departments around Imperial. Places on each intake so far have been oversubscribed, and feedback from students who have completed the course is very positive with most expressing the wish to continue to the PG Diploma, either directly or after a short break.



Postgraduate Diploma in University Learning and Teaching (PG Dip ULT)

The Postgraduate Diploma in University Learning and Teaching (PG Dip ULT) is intended for staff, clinicians and others who have successfully completed the PG Cert ULT or equivalent programmes at other institutions. The PG Dip ULT is taught part-time and students are expected to complete it within one academic year. The face-to-face teaching and learning is organised as two five day blocks and two half day sessions. The first taught week is in mid-September, before the autumn term begins, and the second taught week takes place in early January, prior to the spring term. Students' learning from each taught week, and associated independent study, is assessed by written assignments. The Diploma culminates in a supervised *library project*, a more substantial written report that is submitted in the summer term. The course is more theoretical in character than the PG Cert, encouraging more analytical engagement with educational literature, while still emphasising the application of theory to participants' educational practice. Topics explored include relationships between teachers' and learners' approaches, threshold concepts and learning within communities of practice.

The Diploma ran for the second time in 2012–13, with eleven students successfully completing the course, ten of whom are continuing their studies on the MEd in University Learning and Teaching (MEd ULT) in 2013-14. The Diploma attracts students from a range of disciplines across Imperial and creates a unique opportunity for staff to discuss educational issues across subject areas from an increasingly theoretically informed, critical perspective. The feedback has been very positive, but we continually look at ways that the course can be improved. Recently, in recognition that our students' academic expertise lies in scientific and medical disciplines, we have significantly enhanced the support for reading and writing in the less familiar field of Education. The Diploma not only prepares participants for the MEd, the critical engagement with educational literature and theory in a professional and disciplinary context equips individuals to participate in and lead educational debate and decision-making within Imperial and beyond.



MEd in University Learning and Teaching (MEd ULT)

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. 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.

Seven students successfully completed the programme in 2013, submitting dissertations on a range of educational topics including the use of concept mapping in pharmacology, the Undergraduate Research Opportunities Programme (UROP), the use of Kolb's learning cycle in clinical teaching and medical students' experiences of psychiatry placements. Students have gone on to present their work at both internal events such as Education Day and *Perspectives in Education* as well as external conferences. This illustrates how the MEd allows participants to build on their experience as practitioners, use the critical engagement with educational theory gained in the PG Dip and publish educational research relating to their professional and disciplinary context. Ten students are currently enrolled on this stage of the programme.

10

The Supporting Learning and Teaching Programme (SLTP)

The Supporting Learning and Teaching Programme (SLTP) is an introduction to learning theory and good practice which has been specifically developed by the EDU at Imperial College for the very wide range of staff who do not have a primary teaching role but whose work involves them in supporting student learning.

SLTP is designed to help participants map current and relevant teaching and learning theory and practice to their work roles at Imperial, thus improving their ability to teach and support learning, directly or indirectly. It is very work-focused, with its core learning activities, targeted on each participant's own work environment.

SLTP combines face-to-face workshop *Sessions* with a series of online learning topic-centred *Blocks*, in a sophisticated blended-learning design. Online activities are integrated with structured learning in the face-to-face sessions. Attendance is also required at a minimum of one substantial teaching and learning workshop

of their choice: there is additional flexibility in that not all online Blocks need to be taken to complete the programme.

Why staff should benefit from SLTP?

- Develops appropriate learning and teaching skills in existing staff, therefore enhancing the skill-set of College 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.

Consultancy

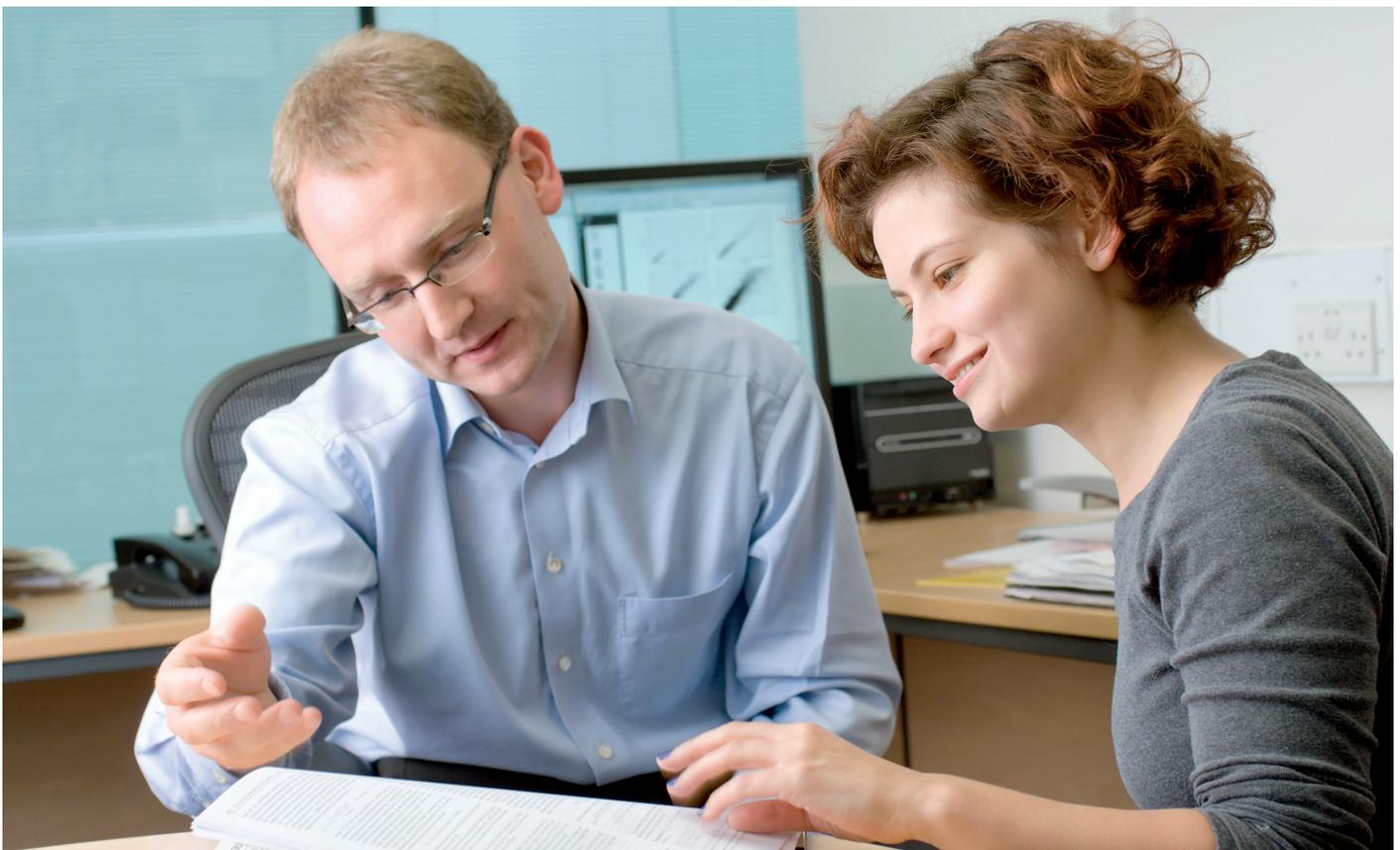
The EDU provides a consultancy service to both individuals and departments on all aspects of teaching and learning. This service allows the EDU to provide support and expert advice in any area of teaching and learning according to need.

In 2012-13 this service was revamped with a more visible presence on our updated website and a new and more accessible online form and database to better manage consultancy requests. To July 2013, twenty-five separate requests were dealt with by the team. Of these, fifteen came from the Faculty of Medicine, two from the Faculty of Engineering, five from the Faculty of Natural Sciences and three from cross-College departments and units. Issues dealt with included questions about assessment and feedback, course design and evaluation. Support provided by Unit staff ranged from one-to-one sessions to working with departments on issues around broader teaching strategies. Examples have included working with colleagues in the Department of Physics who were reviewing the departmental tutorial system. The EDU provided information and advice, and worked with the academics involved to help develop bespoke tutor training for the new system.

Another example was how the Unit worked with colleagues from Paediatrics (Department of Medicine) on the *Follow my Footsteps* project. This project involves volunteer 2nd-year undergraduate medical students being assigned to a volunteer family who they will follow with regular meetings before the birth of their child and over the three years that they remain a medical student. The students work in pairs and visits are supported by tutorials. The EDU helped to develop training and materials for tutors, advised on potential educational research opportunities and facilitated development and reflection sessions.

“ Thank you very much for coming to the meeting yesterday and for your terrific ideas and support of the course.”

Dr Bob Boyle, FoM, February 2013



Networks and Events

Education Day

The theme for Imperial's Education Day 2013 was *Creative curriculums: crossing boundaries*. The day focused on innovative curriculum design and teaching strategies that foster creativity. After a welcome from Professor Debra Humphris, Vice Provost (Education), a panel of speakers including Dr Eryl Price-Davies (Co-curricular Studies), Professor Peter Childs (Mechanical Engineering), Ms Alison Ahearn (Engineering) and Mr Doug Hunt (ICU), offered examples of innovative and creative curriculum designs from within Imperial College. Then Mr Carl Gombrich, University College London (UCL), offered perspective and thoughts from UCL's innovative interdisciplinary Arts and Sciences BSc degree. This was followed by a round table session, where there was an opportunity for questions and discussion. The afternoon concluded with our keynote speaker, Professor Daniel Tan from Nanyang Technological University (NTU), which provided an exciting opportunity to share good practice

across our institutions. Professor Tan spoke about *University 2.0: Learning that Clicks and Connects*, looking at how the recent decade has seen changes and developments that directly impacts the higher education environment, in the way we teach and how our students learn. The presentation considered the response by NTU to the campus community as both student learning and the physical space of the university evolve. The event concluded with a reception to allow for informal discussions to continue.

Perspectives in Education

The inaugural *Perspectives in Education* lecture was given by Professor AC Grayling in May 2012 and the series has continued to develop, offering a platform for a range of speakers to explore broad questions related to university education. Notable speakers this year included Professor Debra Humphris whose talk was entitled *Curriculum Innovation: Learning from across the globe*. Professor Humphris explored some of the major institutional

curriculum reform activities in universities across the globe. She highlighted the motivations, change processes and outcomes, and what we might learn from them. We also welcomed Professor Guy Claxton, (University of Winchester) who spoke on *Creating Cultures of Powerful*



Learning: Lessons from Research on Building Learning Power. This talk drew on Professor Claxton's work over the last twelve years with a growing number of school teachers to uncover some small shifts in teaching method that encourages students to take more enthusiastic and imaginative responsibility for their own learning.

Educational Doctorate EDU Network (EDEN)

EDEN is an informal, peer support network for members of College staff interested or engaged in doctoral-level study in Education. Current group members are at various stages of their doctoral journey and are studying at a variety of



institutions.

EDEN membership is also open to staff who have completed a Master's in Education and to interested alumni of the College's MEd in ULT and MEd SE programmes.

EDEN meets once or twice a term, usually over lunchtime at or near the South Kensington campus of Imperial College. Typically, discussion focuses on a paper of relevance to network members, or on progress with recent-current research. The network is a useful forum for testing out ideas, exchanging resources and for preparing to publish educational research.

Staff interested in joining the group should contact Dr Dave Riley in the EDU.

Email: d.riley@imperial.ac.uk

Medical Education Special Interest Group (MESIG)

The Medical Education Special 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, improving the student experience, and updates from the LKC School of Medicine.

To join the MESIG mailing list and to keep up to date with future meetings, please see bit.ly/mesig or contact one of the MESIG leads:

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

Email: j.horsburgh@imperial.ac.uk

Future Events and Networking

Following the success of now-established events such as Education Day and *Perspectives in Education*, the EDU is always looking forward and aiming to expand its range of events and ways of networking, both internally and externally. We welcome suggestions for new ways to integrate events and different approaches to sharing best practice across Imperial.

Summary and Looking Forward

The EDU continues to work collaboratively with individuals, groups and departments across Imperial to support and raise the profile of learning and teaching. 2012-13 saw the continued growth and development of our programme provision - a further seven participants graduated from the MEd ULT in 2013 and there are currently 25 participants on the PG Certificate, eleven on the PG Diploma and eleven on the MEd ULT, with participants increasingly choosing to continue through each of the three stages.

In 2012-13 we re-launched our workshop provision with more than thirty workshops and a newly designed website to better complement this extended provision. Workshops are now offered under the headings that provide a clearer indication of their use and focus, as outlined below.



Introduction to...

The *Introduction to* series includes the three workshops normally

required by College for probationary lecturers, but has been extended to include other introductory topics suitable for a range of participants looking for preparatory support and information in a variety of areas.



Practical Guide

The *Practical Guide* series delivers short, pragmatic workshops that are designed

to provide practical help and advice in a selection of key topics relevant to a wide range of day-to-day teaching practice.



Focus on...

These workshops cover aspects of teaching and learning in greater depth

and often build on experience and the more basic workshops. They are designed specifically for those with greater teaching experience and wider teaching responsibility and include topics that are more relevant to this more experience group.



Faculty of Medicine

This series of workshops covers topics of particular

relevance to clinicians and those who teach medics or in a clinical context.

This new broader range of workshops is designed to provide greater flexibility and to integrate with the faculties' training provision to support all those that teach and support students at Imperial.

In 2012-13, our range of networks and events continued to strengthen. Education Day continues as a popular event in the College's calendar and our *Perspectives in Education* series saw interesting internal and external speakers present to the College. This is further consolidated by ongoing interest in networks such as EDEN and MESIG.

The Unit experienced further staff changes in the past year. Sarah Worton left the Unit to take up a new opportunity with the Institute of Education and we recently welcomed Dr John Davies from the

University of Sussex. He brings with him ten years of experience as an educational developer, particularly in relation to how technologies can support teaching.

Looking Forward to 2013-14

Our aim in 2013-14 is to continue developing both our workshop and programme provision in order to continue to support the College's various teaching and learning activities and to respond effectively as these develop.

We plan to review our SLTP and programme provision and to evaluate and consolidate our new workshop provision, tailoring it to demand as required.

With increasing numbers of MEd students and others interested in educational research, we hope to develop and run an online ethics approval process aimed at providing a light-touch but robust ethical review of 'low risk' educational research projects that facilitates good practice and unloads the committee-based ethical review process.

With the planned publication of the new *Education and Student Strategy* document early in the coming academic year (2013-14), we look forward to an increasing focus on education across College and will support and promote this through increased networking activities and direct contributions at committee, working party and other levels. We look forward to an exciting and challenging year with a renewed College-wide focus on education.



Facts and Figures 2012-13



Workshop Attendance

A comparison of attendance at workshops in 2012-13

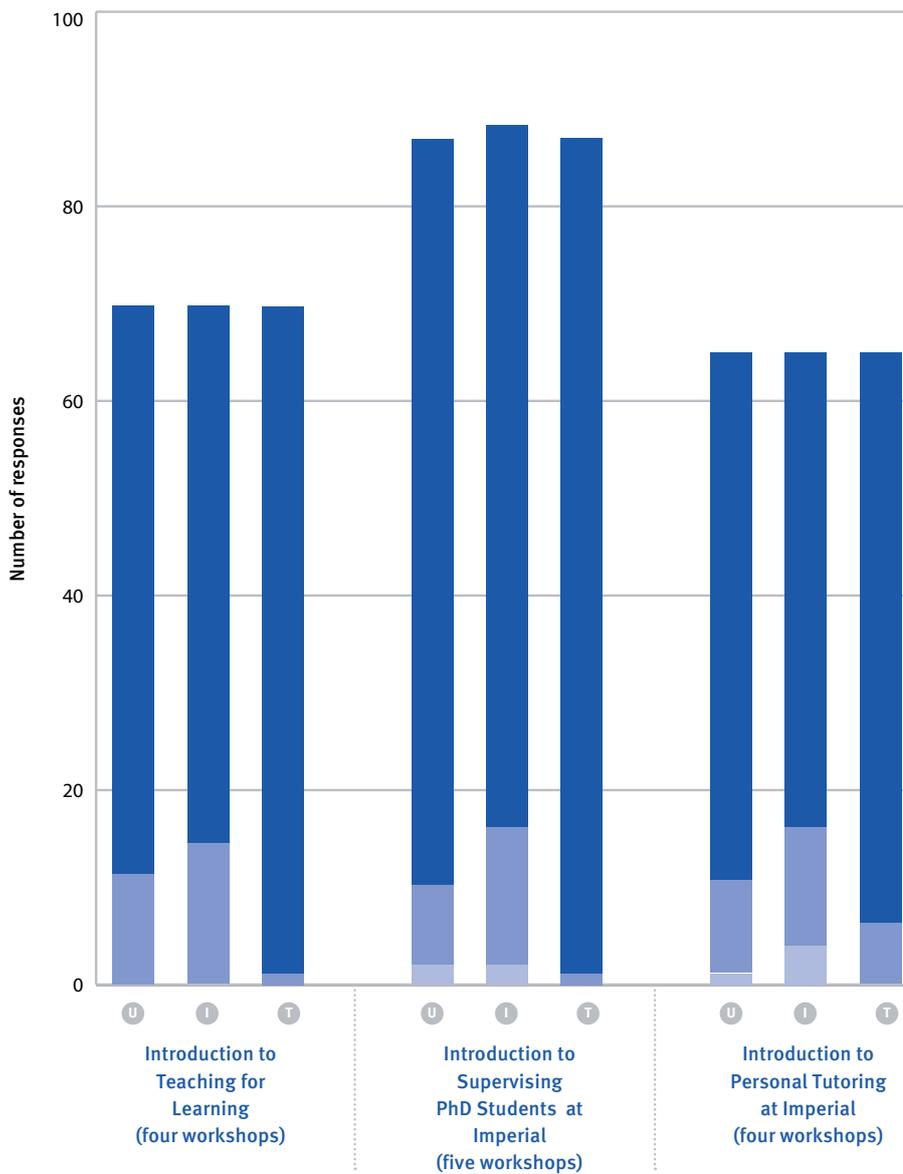
2012-13

Department/school/institute/other	Introduction to...	Practical Guide to...	Focus on...	FacMed	GTA	Total
Administration	5	8	0	0	0	13
Academic Support Services	3	4	1	0	0	8
Centre for Co-Curricular Studies	3	6	2	0	0	11
Centre for Environmental Policy	9	4	0	0	2	15
Department of Aeronautics	9	0	0	0	0	9
Department of Bioengineering	13	3	1	0	0	17
Department of Chemical Engineering	11	3	2	0	0	16
Department of Chemistry	14	11	1	0	5	31
Department of Civil and Environmental Engineering	17	5	3	0	0	25
Department of Computing	26	6	0	0	1	33
Department of Earth Science and Engineering	16	3	0	0	0	19
Department of Electrical and Electronic Engineering	6	3	0	0	1	10
Department of Life Sciences	14	13	1	1	0	29
Department of Materials	8	6	1	1	0	16
Department of Mathematics	23	12	1	0	17	53
Department of Mechanical Engineering	9	2	0	0	0	11
Department of Medicine	43	10	12	44	0	109
Department of Physics	25	19	2	0	46	92
Department of Surgery and Cancer	15	8	4	17	0	44
Imperial College Business School	16	5	0	0	0	21
Imperial Institutes	0	2	0	1	0	3
Institute of Clinical Science	5	0	0	0	0	5
National Heart and Lung Institute	36	19	0	17	0	72
NHS	19	15	0	179	24	237
Not Declared	7	1	0	0	3	11
School of Public Health	34	12	6	13	1	66
Total:	386	180	37	273	100	976

Workshop Evaluation



Ratings of core Introduction to... workshops by participants

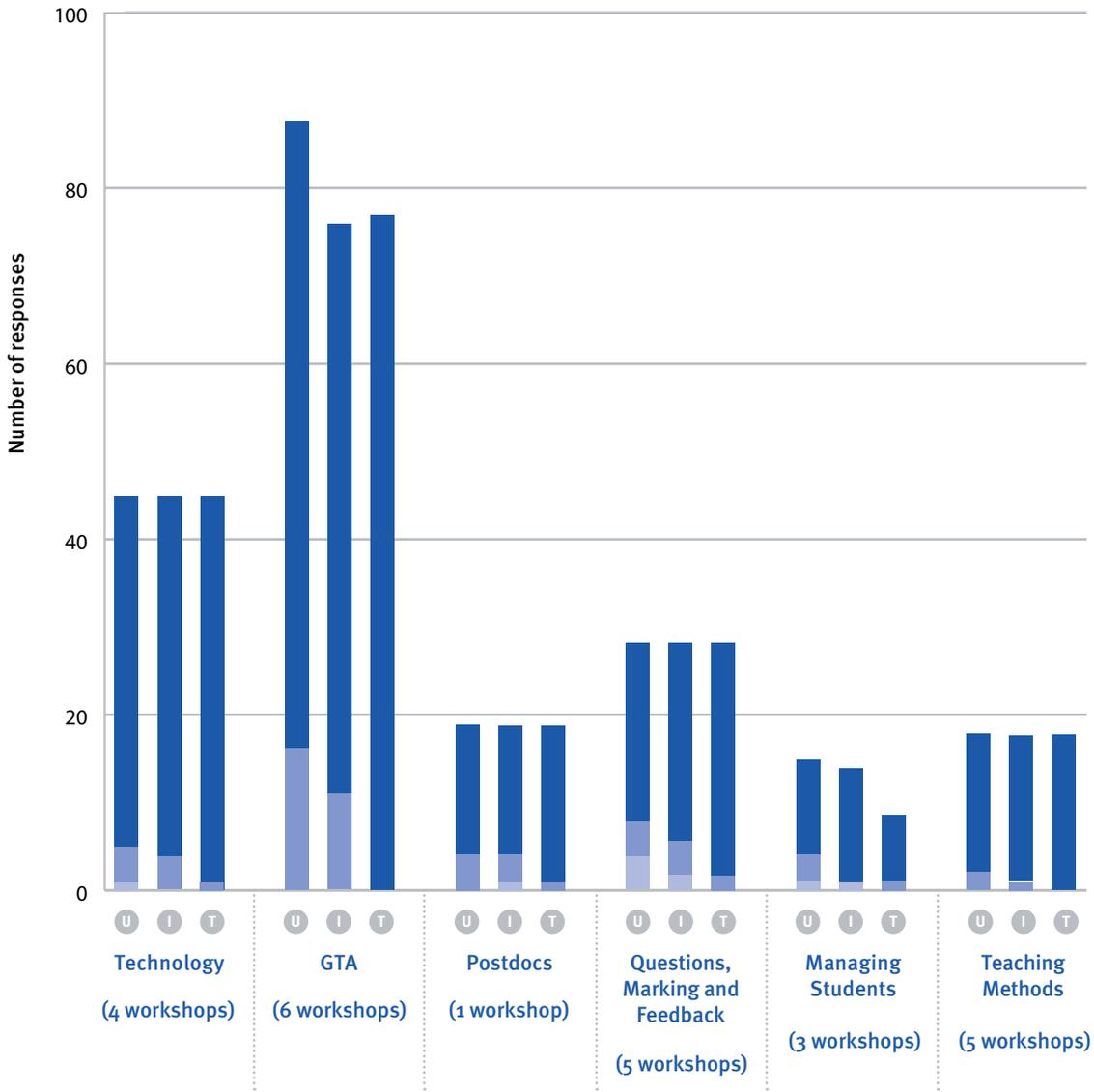


- U Usefulness
- I Interest
- T Teacher
- High
- Adequate
- Low





Ratings of Practical Guide to... workshops by participants

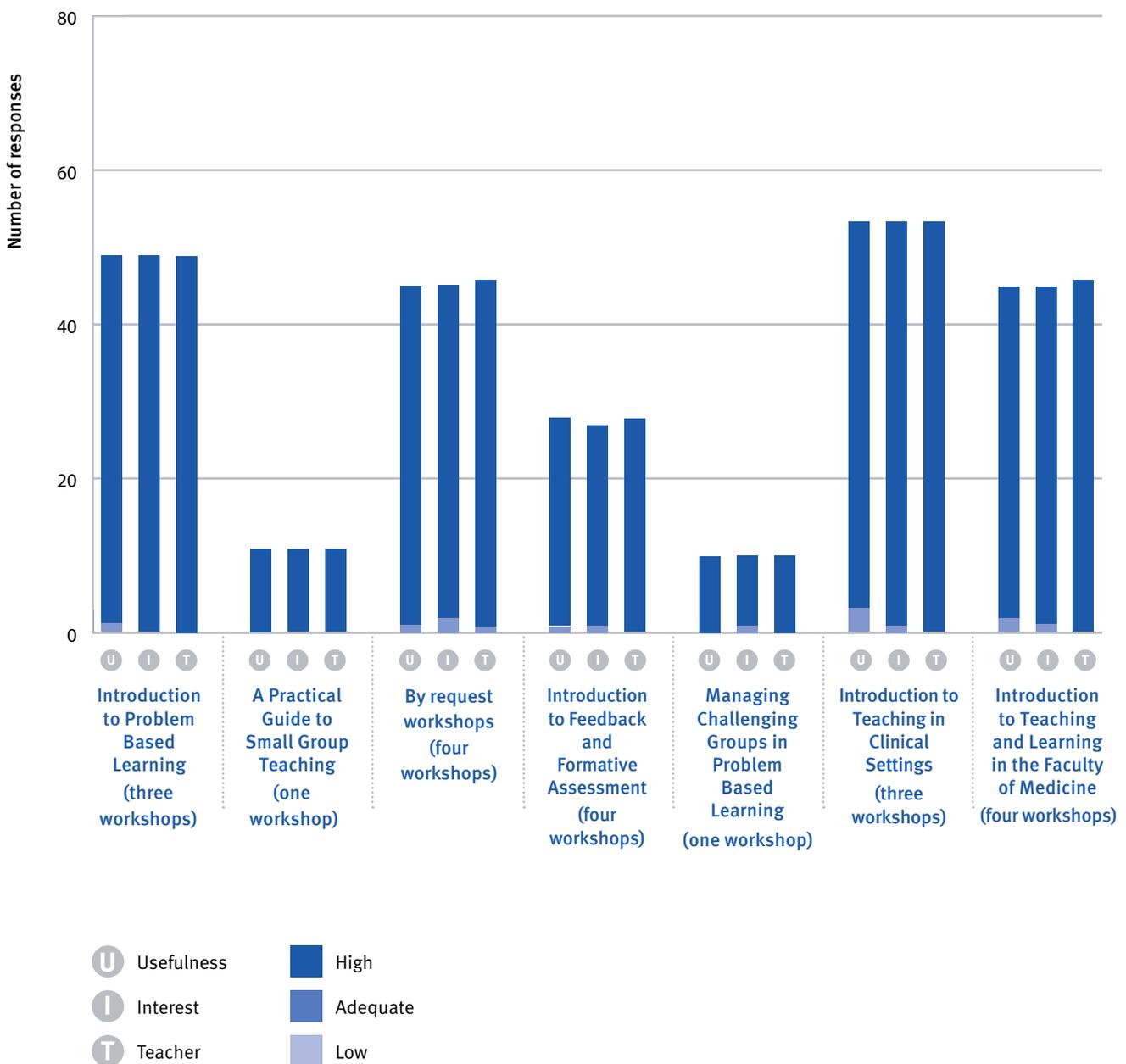


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Ratings of Faculty of Medicine workshops by participants



Faculty of Medicine Workshop Attendance

A comparison of attendance at medical workshops in 2012-13 with the two previous years

	2012-13		2011-12		2010-11	
	Attendance	% of 273	Attendance	% of 395	Attendance	% of 179
Workshop type						
Programmed	212	78%	255	65%	160	89%
By request events	61	22%	140	35%	19	11%
Total	273	100%	395	100%	179	100%
Employment type						
NHS staff teaching Imperial students	176	64%	280	71%	147	81%
Imperial honorary staff	11	4%	15	3%	3	2%
Imperial staff	86	32%	100	26%	27	16%
Other NHS staff	0	0%	0	0%	2	1%
Total	273	100%	395	100%	179	100%

The primary employer of participants in medical workshops

	2012-13
Primary employer	Participants
Ashford and St Peter's NHS Trust	0
Brompton and Harefield NHS Trust	5
Central North West London Mental Health NHS Trust	19
Chelsea and Westminster Healthcare NHS Trust	25
Ealing Hospital NHS Trust	4
Hillingdon Hospital NHS Trust	3
Honorary Imperial staff	11
Imperial College Healthcare NHS Trust	48
Imperial College London	86
North West London Hospitals NHS Trust	7
Not declared	45
Other NHS trusts	3
West London Mental Health NHS Trust	11
West Middlesex University Hospital NHS Trust	6
Total	273

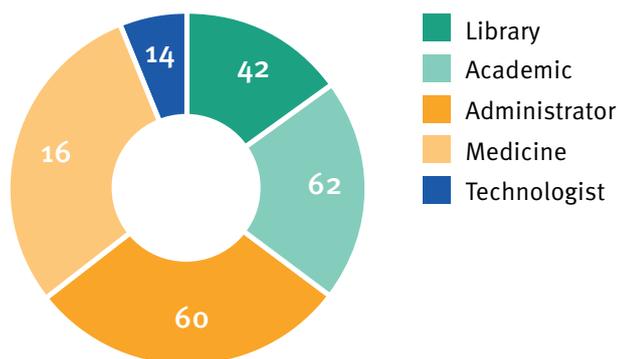
The Supporting Learning and Teaching Programme (SLTP) Completions

Who is the Supporting 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:

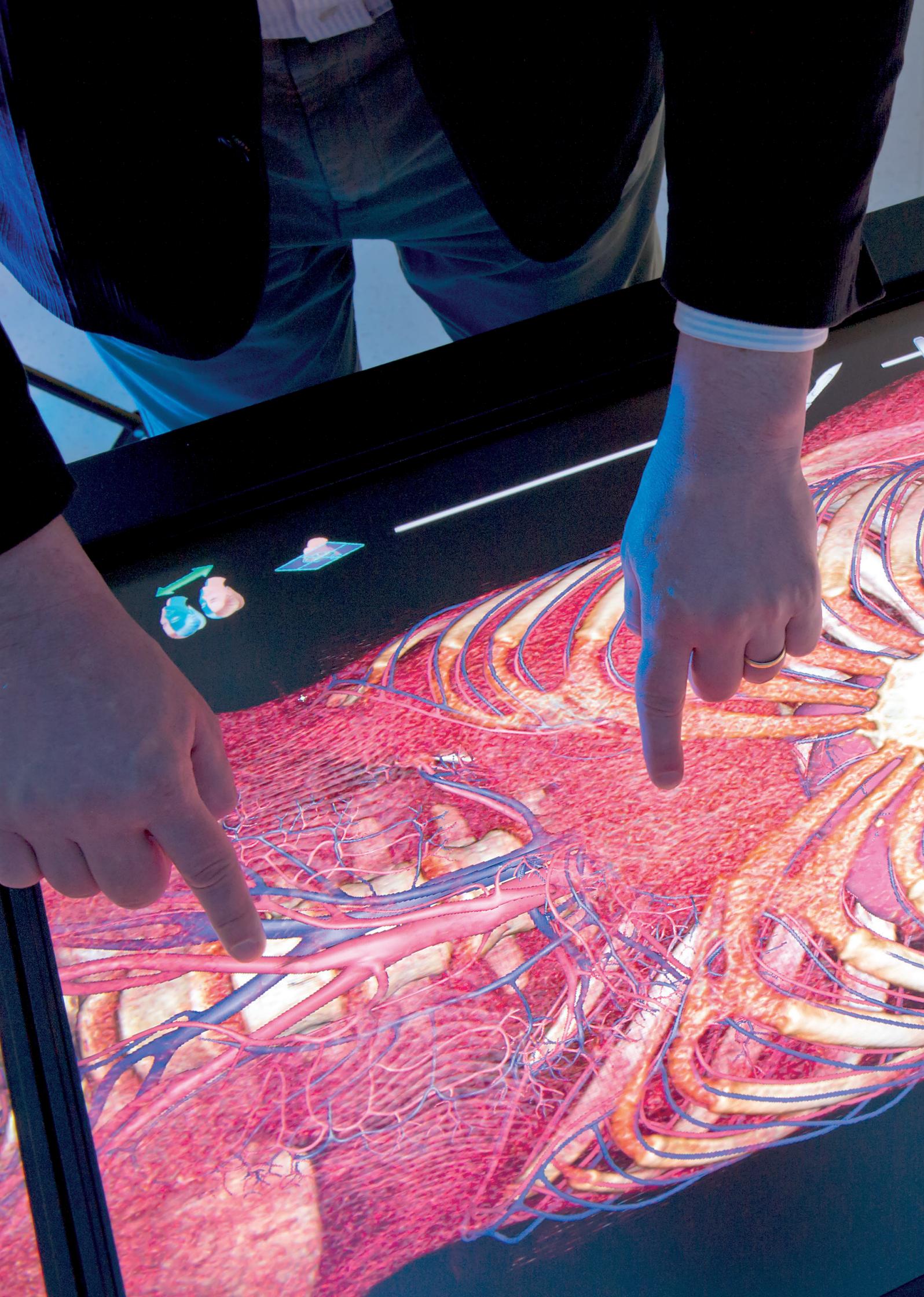
- technicians, for example those involved in demonstrations and project assistance;
- librarians;
- some learning-support oriented administrators and managers;
- computing/technical specialists designing learning materials;
- part-time or occasional tutors/lecturers;
- researchers with a role in student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

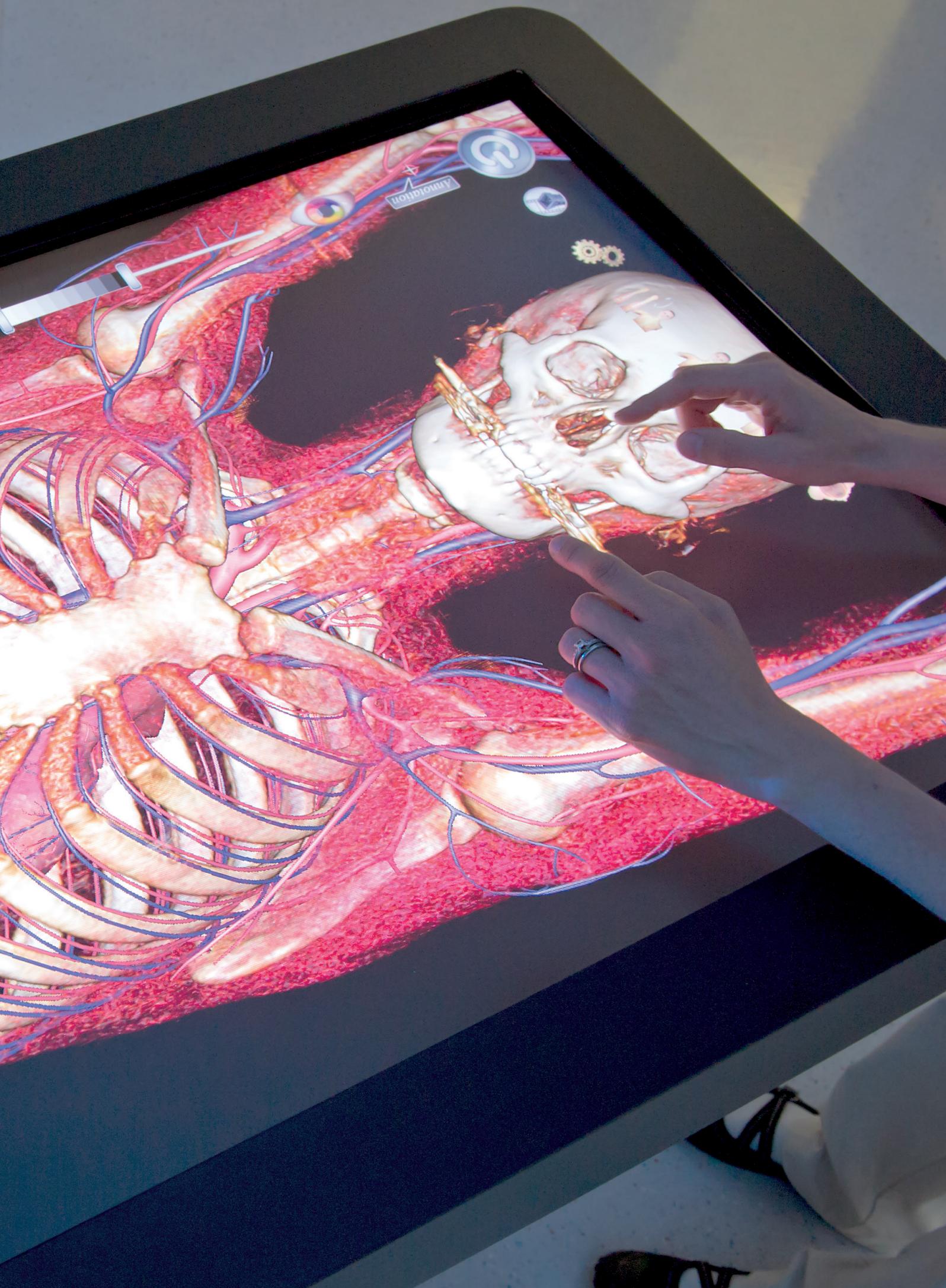
This list is not exhaustive: below is a breakdown of the 194 successful completions to date.



Completions of SLTP participants by job role







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The EDU works collaboratively across the College to support and develop learning and teaching. Staff in the Educational Development Unit 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 the College 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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