

Imperial College London

Educational Development Unit - In Transition



Incorporating the Annual Evaluative Report | 2009-10



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On the cover:

The cover image shows the Sir Alexander Fleming Building on the South Kensington campus with a reflection of the Queen's Tower in its windows. Superimposed are images of Professor Andrew George, Director of the Graduate School of Life Sciences and Medicine and the School of Professional Development, Dr Frank Harrison, outgoing EDU Head of Unit and Professor Julia Buckingham, Pro-Rector (Education and Academic Services).

Director's foreword



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“The EDU offers a flexible approach to supporting and developing an individual’s educational activity, which takes into account both their needs and their situation. Providing the highest quality of learning and teaching is central to the College’s mission, and all individuals who teach our students have to consider how to improve and enhance how they do this.”

The past year has been a period of enormous change for those involved in supporting and developing the educational activity of the College. On the 1st December 2009 the Centre for Educational Development (CED) became the Educational Development Unit and formed, together with the Continuing Professional Development Unit, the School of Professional Development. This is now directed by Professor Andrew George.

During the past year the EDU has initiated a major revision of the provision that it provides to staff. Perhaps most notable is that CASLAT will no longer be compulsory for all new staff, instead the EDU will be working with faculties to provide appropriate training for staff. For those that need or wish to develop their educational skills more, there will be a new Postgraduate Certificate in University Learning and Teaching, which has developed from the CASLAT programme. This will provide a flexible course that will be highly responsive to the needs and situation of staff. It will also be possible for a proportion of those taking the PG Cert to progress onto a PG Diploma or the MEd programme, thus providing a cadre of staff that can be leaders in educational development through the College.

In addition to the PG Cert and PG Dip, the EDU continues to offer the Supporting Learning and Teaching Programme (SLTP) for staff who are not full time academics. The first MEd students will graduate in 2011. There is a wide range of workshops and courses that are offered to staff, including NHS staff who teach our students. The EDU is also involved in the Education Day, and the LINKED network for educational development. Through these activities, as well as individual consultancies, the EDU enhances the educational environment within the College. More details of this provision can be found in this report.

One major change to the work of the EDU has been the retirement of Dr Frank Harrison who has been Head of the EDU and a key figure in the development of both the CED and the EDU. Frank's input has been greatly valued by many staff and students over the 36 years he has been in the College. He will be missed. However, we are all pleased that Dr Martyn Kingsbury will be the new Head of the EDU.

The last year has been a period of great change, and I am sure that will continue over the next year. However, all the staff in the EDU have shown great determination and commitment over this period, and under Martyn's leadership will work to develop the role of the EDU in supporting the educational mission of the College.

Imperial College London's Educational Development Unit



Professor Andrew George
Director of the School of Professional Development and Director of the Graduate School of Life Sciences and Medicine



Dr Frank Harrison
Senior Lecturer in Educational Development and Physiology



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



Mr David Riley
Senior Lecturer in Educational Development - Learning Technologies



Mr Peter Wren
Tutor in Educational Development - Web Based Learning



Dr Kirsten Dalrymple
Undergraduate Medicine Workshop Coordinator and Tutor (P/T)



Dr Annette Mahon
Lecturer in Educational Development



Miss Aoife McCarthy
Unit Administrator



Mr Mark Williams
Deputy Unit Administrator, Webmaster and PA to Professor Andrew George



Mrs Victoria Thomas
PG Cert and Workshop Administrator (P/T)



Ms Su Beasley
SLTP, MEd ULT and Workshop Administrator (P/T)

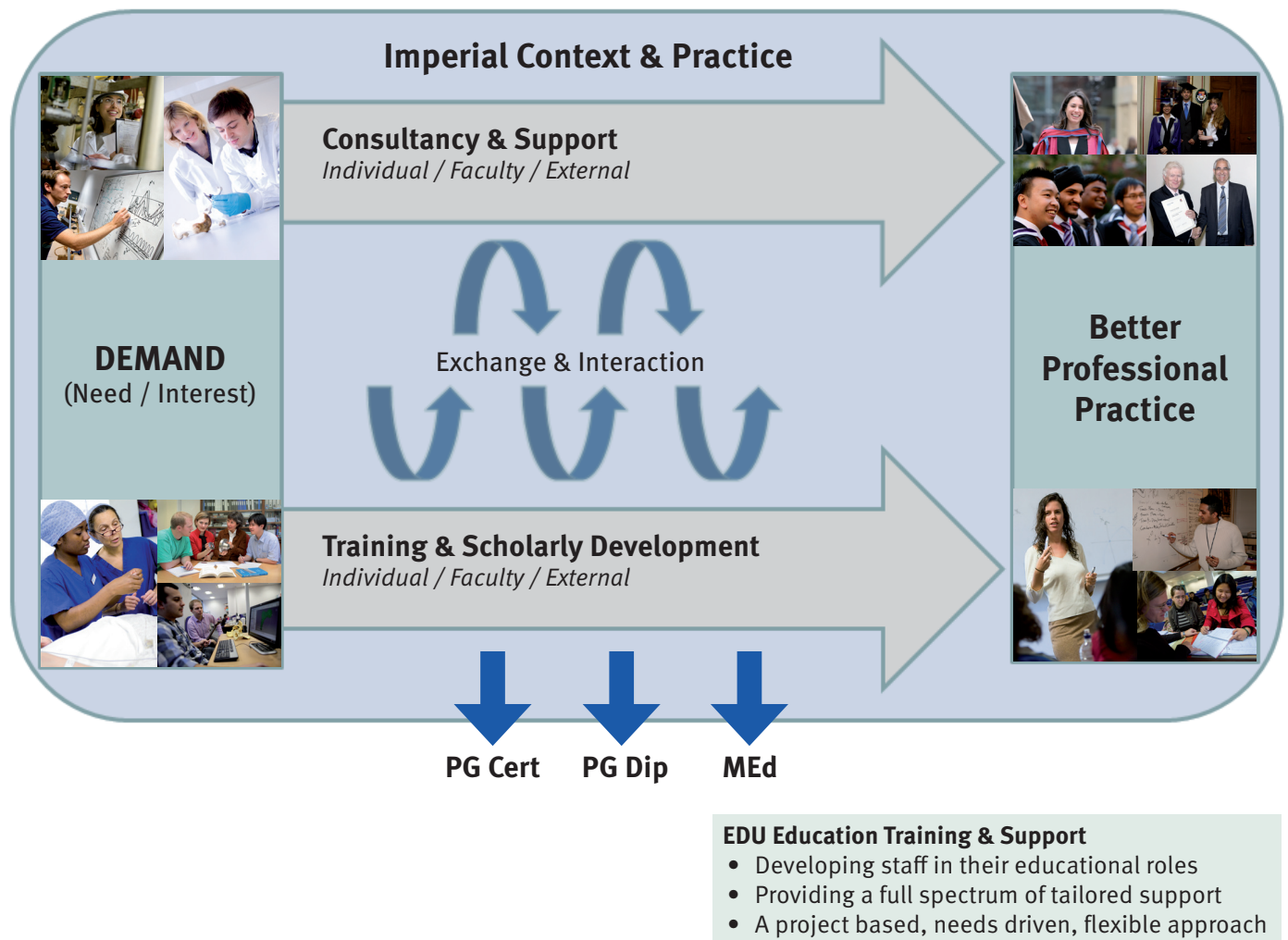
The Roles of the EDU

The EDU supports the educational activity of the College by providing training and support in teaching and learning for those who teach Imperial students. Based in the Seminar and Learning Centre on Imperial's South Kensington Campus, the EDU offers expertise in teaching, assessment, feedback, and course design, as well as offering three formal programmes of study. In addition to working within the College, the EDU is often contracted to provide consultancy training and support to other educational Institutions.

The EDU is restructuring its work and transitioning from the approach of the former CED towards the approach outlined below.

The EDU offers a needs-based and timely approach to the educational development of staff. In practice, this means that individuals have different requirements at different times in their career. A newly appointed lecturer may seek training in College requirements for personal tutoring, a more experienced lecturer with a significant teaching load may have cause to learn more about course design, for example, or may for professional reasons seek to take the PG Cert ULT, Diploma or the MEd. The EDU aims to adapt its support in response to individuals' changing educational responsibilities and offer opportunities for staff to study for postgraduate awards based on their professional development goals.

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EDU Programme Changes



The Postgraduate Quality Committee of the Graduate School of Life Sciences and Medicine is responsible for the approval and monitoring of the resulting programmes.

The EDU developed and ran three educational programmes as the former Centre for Educational Development: the CASLAT Programme for new academic staff, the MEd in University Learning and Teaching, and the Supporting Learning and Teaching programme (SLTP) for the range of non-academic staff who support learning and teaching.

In line with Imperial's new regulatory structure for postgraduate (PG) awards, the EDU is developing a common framework for the College's PG awards in learning and teaching in higher education. In this, we are collaborating with colleagues in the faculties who will provide department and faculty-specific training and support at the PG Cert level.

Staff who have completed the initial CASLAT modules will be able to transfer to the programme for the new PG Certificate.

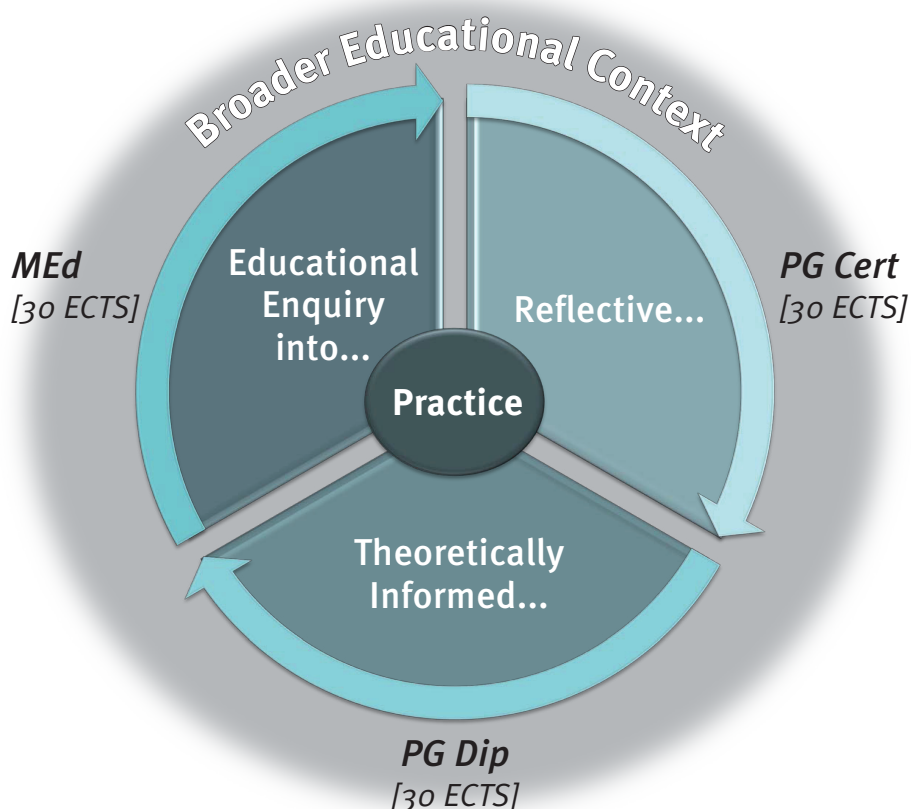
The last CASLAT cohort will complete their studies in January 2011. The EDU



will introduce the new PG Certificate in University Learning and Teaching (PG Cert ULT) in 2011.

Besides contributing to the programmes outlined above, the EDU also:

- provides consultancy to individual staff, academic departments, faculties, and to the College's educational working parties, committees and initiatives;
- provides consultancy services and training for external organisations;
- runs workshops and educational development networks;
- contributes to and organises the College's Education Days;
- assists staff recruitment and selection for educational posts



EDU Activities

The EDU will bring the current MEd programme into line with the new Diploma - Masters structure as soon as is practicable. Those staff already taking the MEd in ULT will be able to complete the programme as it exists, whilst new recruits will begin with the PG Cert or Diploma and progress to the MEd where this is appropriate. The existing SLTP programme will continue but with the next cohort starting in February 2011, rather than in September 2010.

EDU staff also continue to contribute a significant fraction of 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 Biosurgery and Surgical Technology at St Mary's Hospital.

Some recent activities include the Education Day which took place in April 2010 and was organised jointly with the College E-learning Strategy



Committee. The LINKED network likewise ran a high profile event on Science Communication in June 2010 in collaboration with the Science Communication Group.



The staff of the EDU also have provided recent external training and consultancy services to the Royal Veterinary College, Kingston University, Thames Valley University, and the NHS (HIV/GU Registrars). Information about the expertise and interests of EDU staff are available on its website.



“To enhance our reputation for teaching excellence we need to disseminate our innovative teaching and learning practices effectively in educational literature, which uses very different methodology and language from that we are used to in science and engineering.”

Dr Jane Saffell, Cell & Molecular Biology



Professor Jane Mitchell, NHLI, receiving her research supervision award from the Rector

London Imperial College Network for Educational Development (LINKED)

As proposed in last year's annual report, this year LINKED has developed in concert with the EDC (Educational Development Co-ordinators Group), to run a smaller number of focused events targeted to emerging concerns from Faculties and Departments.

The first talk of the year took place in December and was entitled *Public Engagement of Science at Imperial: One Academic's Perspective* given by Professor Sara M. Rankin, NHLI. Professor Rankin gave a presentation on her experience of being an academic at Imperial who is involved in outreach activity. The aim of the talk was to



initiate discussion among Imperial's academics as to how to develop best practice with respect to their public engagement activities and how to draw on expertise within the College to enhance and support these activities. Recently, funding applications to the Wellcome Trust have included a section on how the work to be funded offers the opportunity for public

engagement and it is expected other funding bodies will follow. Increasingly, the Research Councils are suggesting that science communication activity will be expected from grant-holders. The case for embedding public engagement within research is pressing and discussion is focused around the various ways College and individuals could engage with this development.

The event was so successful that it prompted the EDU in collaboration with Dr Stephen Webster of the Science Communication Group to

host a larger event to measure the need for a Science Communication Forum at Imperial College, and to suggest further directions.



To launch this we invited Dr Daniel Glaser, of the Wellcome Trust and Dr Mark Miodownik, King's College London, to join us to offer their experience and perspectives. The proposed Science Communication Forum is an initiative designed to bring together College staff interested in the public engagement of science. In addition, both undergraduates and postgraduates are asking for science communication skills to become part of the scientific training. Representatives from across the College, from other universities, and from the Research Councils, attended the meeting. The first formal meeting of the new Science Communication Forum is expected to take place in the Autumn term 2010-2011.



The LINKED mailing list now reaches over 300 members of staff and grows via advertising in introductory 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. The LINKED scheme is indebted to the speakers who volunteer their time and expertise.

“LINKED brings together people with an interest in education, it is a forum where individual ideas can be developed and distributed more widely around College.”

Dr Martyn Kingsbury, Educational Development Unit

Education Day 2010



Following the success of Imperial's first Education Day in 2008, the E-learning Strategy Committee and the Educational Development Unit worked together to organise Education Day

2010. The Day took place on the 20th April, on the South Kensington Campus, focusing on the role of teaching in the College and providing a forum for sharing good practice across Departments and Faculties. This year twin strands of *E-learning and Participation and Engagement* offered the opportunity for members of staff to drop-in to workshops to learn about aspects of e-learning including podcasting, plagiarism detection and peer assessment tools. In the

other theme, talks included the school-university transition and involving industry in undergraduate teaching.



Interspersed through the day, three plenary sessions drew these themes together, beginning with an opening address from Dr Julie Varley on *A-level maths courses as a foundation for degree*

studies: A teacher's perspective. Visiting speakers included Professor Diana Laurillard, Chair of Learning with Digital Technologies, London Knowledge Lab, Institute of Education who gave a talk entitled *Digital technologies and their role in achieving our educational ambitions*. We were also delighted that Mr Anthony McClaran, Chief Executive of the QAA attended to speak about his vision for the quality assurance and the future of the QAA. The day concluded with the presentation by the Rector of the College Awards for Excellence in Teaching, Pastoral Care and Research Supervision and was followed by a Reception.

After the success of this years' event, the next Education

Day will take place on 7th April 2011 and planning is currently underway.



“The contribution from the maths teacher was really interesting and useful. She provided a good insight into how the system has changed at school A-level.”



Mr Anthony McClaran, Chief Executive of the QAA



Dr Steve Gentleman, Medicine, receiving his teaching award

The Medical Workshop Strand

Since 2001, the Faculty of Medicine (FoM) has provided additional resources to the EDU to run a strand of educational workshops for Imperial and NHS staff who teach undergraduate medical students. This strand



is designed to meet the specific needs of clinical staff by emphasising topics that are of relevance to the undergraduate medicine context. The funding supports two part-time staff members, the workshop tutor and the workshop administrator as well as workshop running costs. Although the workshop strand constitutes the largest portion of the

provision, the tutor participates in a range of activities that support undergraduate medicine, and its clinical teachers. In addition, the FoM workshop tutor contributes, in a limited capacity, to EDU's PG Certificate Programme (previously CASLAT) as an assessor and supervisor, mainly for FoM staff taking the programme.

The Faculty of Medicine workshop strand typically consists of programmed events run on the South Kensington campus and 'by request' events run locally at hospitals in liaison with Directors of Clinical Studies (DCS), lead teachers and Teaching Coordinators. 'By request' events are based on one of the 'programmed' events and can be adapted to local needs.

The nature of the annual workshop programme is decided between the workshop tutor in consultation with the FoM Director of Education in an effort to provide useful and timely topics to clinical teachers. In 2009-10, 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, are consistently oversubscribed and run at least three times each per year. The remaining workshops focus on more specific and/or advanced

topics (e.g. PBL, Using E-learning to Complement Clinical Teaching, Teaching and Learning Professionalism). The 2009-10 Programme also featured a new three-part workshop series on performance-based assessment, feedback and reflective practice. With the exception of the introductory PBL workshop, the more specialised programme offerings are run once per year and with small 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 has done so according to developmental and/or professional needs.

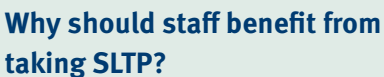
The FoM workshops are generally well attended and consistently receive favourable evaluations from participants. More detailed information on attendance and evaluation can be found in the *Facts and Figures* section of this document.



The placement of the FoM workshop strand within EDU's educational portfolio, has benefitted not only the FoM's non-clinical lecturers, but has also afforded some NHS staff (often honorary IC lecturers) the opportunity to pursue further educational opportunities within EDU or beyond. Participation in FoM workshops has served to pique staff interest in further development and, more practically, has allowed them to credit FoM workshops towards PG Certificate requirements. It is envisaged that the new arrangements for EDU's PG Certificate-Diploma-MEd will continue to build upon staff participation in the FoM workshops.



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- “ In order to develop both my teaching and learning skills I basically needed to fully invest in the idea of myself as a teacher. Overall this has been a very positive learning curve during which I feel I have developed new skills particularly in a teaching capacity, and enhanced existing ones i.e. communication and presentation.”





Facts and Figures 2009-10





The Annual Evaluative Report 2009-10

Policy, organisation and administration

The year 2009-10 has seen the metamorphosis from the Centre for Educational Development (CED) to the Educational Development Unit (EDU) and its incorporation into the simultaneously created School of Professional Development (SPD), which reports to the Pro-Rector (Education and Academic Services).

Professor Bernie Morley became the founding Director of the School of Professional Development (SPD) on 1st December 2009 and, following his departure to become a Pro Vice Chancellor at the University of Bath in February 2010, Professor Andrew George became the current Director of the SPD.

Changes in Staffing

The EDU redistributed its work commitments following the departure of Dr Roberto Di Napoli in October 2009, and a similar process has taken place now that Dr Frank Harrison has retired from the College as of 30th September 2010 and from his position as the Head of the EDU. We are grateful however, that Dr Harrison will continue to work in the EDU on a fractional basis.

The EDU's administrative team also has seen changes with the return from maternity leave by Victoria Thomas, the resignation of Charlotte Chaney, and by the recruitment of Mark Williams as Deputy EDU Administrator, Webmaster and PA to Professor Andrew George.

Content of the Report

In addition to the CASLAT report, we have included a brief overview of workshop attendance and evaluation in 2009-10. A more comprehensive record of raw data is available on request from the Educational Development Unit.

Certificate of Advanced Study in Learning and Teaching (CASLAT)

2009 Cohort (Graduating 2010)

Programme Aims

CASLAT aims to ensure that participants build on a foundation in the practice and theory of teaching, supervision, learning, assessment and course design in higher education. The teaching methods encourage participants and tutors to engage in constructively critical examination of underpinning theory and principles, to consider the implications of these for pedagogic practice and subject their own practice to scrutiny and enhancement. CASLAT is sensitive to the range of disciplines at Imperial College, the various levels of teaching (undergraduate and postgraduate) and the Imperial College context. The programme draws upon education theory and research, but retains a primary intention to focus on practice, and also draws on good practice across the whole of higher education. It is assumed all participants are experts in their disciplinary field and fully conversant with the subject material they teach.

Modules and sessions have their own objectives that contribute to the overall aims and outcomes.

CASLAT is intended primarily for the staff of Imperial; most British universities have a similar qualification.

Programme Outcomes

Those completing CASLAT will:

- Demonstrate understanding of the scholarship of how students learn through its impact on the teaching, assessment and course design modes that they employ.
- Design a course in their discipline and implement a range of teaching methods.
- Examine critically the likely advantages and disadvantages of the approaches to teaching employed.
- Employ good practice in respect of student support, feedback and assessment, showing due respect for individual learners and their development.
- Use and analyse critically the strengths and weaknesses of a range of methods for evaluating teaching.
- Be aware of potential uses and the implications of communications and information technology for changing pedagogic practice.
- Be constructively critical and reflective about their own pedagogic practice.
- Have a working knowledge of the procedures, codes and norms pertaining to educational processes in their department/division, the College and, as appropriate - across England.

Programme Structure

CASLAT is a postgraduate programme at Master's level. The programme carries 24 ECTS credits (600 hours study time), distributed by module as shown below.

- Module 1 - Core module – 4 out of 5 workshops from the Core Workshop strand (9 ECTS)
- Module 2 - Options module - a personal selection from workshops on offer (2 ECTS)
- Module 3 - CASLAT module - teaching specific to CASLAT participants (4 ECTS)
- Module 4 - Assessment module - summative assessment comprising teaching observation and a project portfolio (9 ECTS)

Attendance for Module 1 is normally accumulated prior to registration, and/or experience can be accredited. Attendance at Module 2 may be accumulated both pre- and post- full registration and experience can be accredited. Modules 3 and 4 are normally taken over a calendar year. Supervision is provided for the project portfolio. CASLAT is normally a condition of probation for all non-clinical lecturers.

Staffing

Teaching and Supervision Team in 2009: Kirsten Dalrymple, Roberto Di Napoli,(until 11/09), Frank Harrison (Programme Director), Martyn Kingsbury, Annette Mahon, David Riley and Peter Wren with additional supervision and teaching observations by Frances Carter and Rees Rawlings. The CASLAT Administrator is Victoria Thomas.

Departments and Divisions with participants on the programme nominate experienced members of staff to act as assessors for their participants. Assessors observe and grade a teaching session and second mark the project portfolios. An information folder and a training session were available to new assessors to aid understanding of the programme and bring greater reliability to the marking. A considerable reservoir of shared expertise and understanding has developed around this assessor group, which now includes several Certificate holders from earlier cohorts.

Recruitment and Completion Data

Faculty affiliations are as College is currently structured.

14 Recruitment

	2001 - 2008	2009	2010
Engineering	50	16	7
Natural Sciences	38	7	13
Medicine	90	22	21
NHS Teaching Imperial Students	18	0	0
Humanities	7	1	0
Imperial College Business School	1	4	4
Institute of Biomedical Engineering	1	0	0
External (ex-Imperial staff)	1	0	0
	206	50	45

Completion

	2001 - 2008	2009	2010
Commended (Pass)	194	46 ¹	Due Feb 2010
Not Yet Commended	3	2	
Interruption of studies	4	3	
Deferral	0	0	
Non-completion	2	0	
Withdrawn	3 ²	0	

¹ Includes one participant deferred from 2007

² All participants who left College

Resources

Books and Periodicals: The quality, quantity and access to hard copy and electronic resources through the Central Library are fit for purpose.

Evaluation

The CASLAT team continued their policy of discussion and review of the programme at team meetings.

Feedback questionnaires for participants were used on each part of modules 1 and 2. The feedback is broadly positive and the outcomes are available on request from the Educational Development Unit.

External Examiner's Report

Dr Stephen Ketteridge of Queen Mary, University of London performed the duties of External Examiner for the first time. Dr Ketteridge's report was very positive and he commented that many of the participants whose work he had read demonstrated a high level of analytical reflective writing. There were no matters requiring action.

Continuing Professional Development (CPD)

The CPD session for holders of CASLAT was held this year in May 2009. Eighteen alumni attended. This year the theme was about transitions between the worlds of school and university science teaching. There were two speakers, Dr Jane Saffell from our own Faculty of Life Sciences and Professor Michael Reiss from the Institute of Education, University of London.

Rees Rawlings CASLAT Prize

The Rees Rawlings CASLAT Prize for the best portfolio was presented for the second time this year. The winner, chosen from a short list by the External Examiner, was Dr Moez Draief. We were delighted that Rees Rawlings accepted our invitation to present the prize at a reception later in the year.



Programme Development

The programme was substantially re-structured for the previous cohort and this year was seen as a year of consolidation rather than significant change.

A further complication was the loss of another experienced CASLAT tutor. In order to help compensate for this Dr Frances Carter, a previous member of staff of the Unit, was recruited as a CASLAT Tutor (in addition to Prof. Rees Rawlings) to provide support for the supervisions and teaching observations. Without this help we could not have accepted 50 participants into the programme. We were not, however, able to accept into Module 3 and 4 all those who wished to enrol into the programme.

Recruitment for 2010 was 45, with participants starting Modules 3 and 4 in January 2010. This was a slight reduction in number reflecting the current staffing situation and again it was not possible to offer places to all those interested in taking the programme.

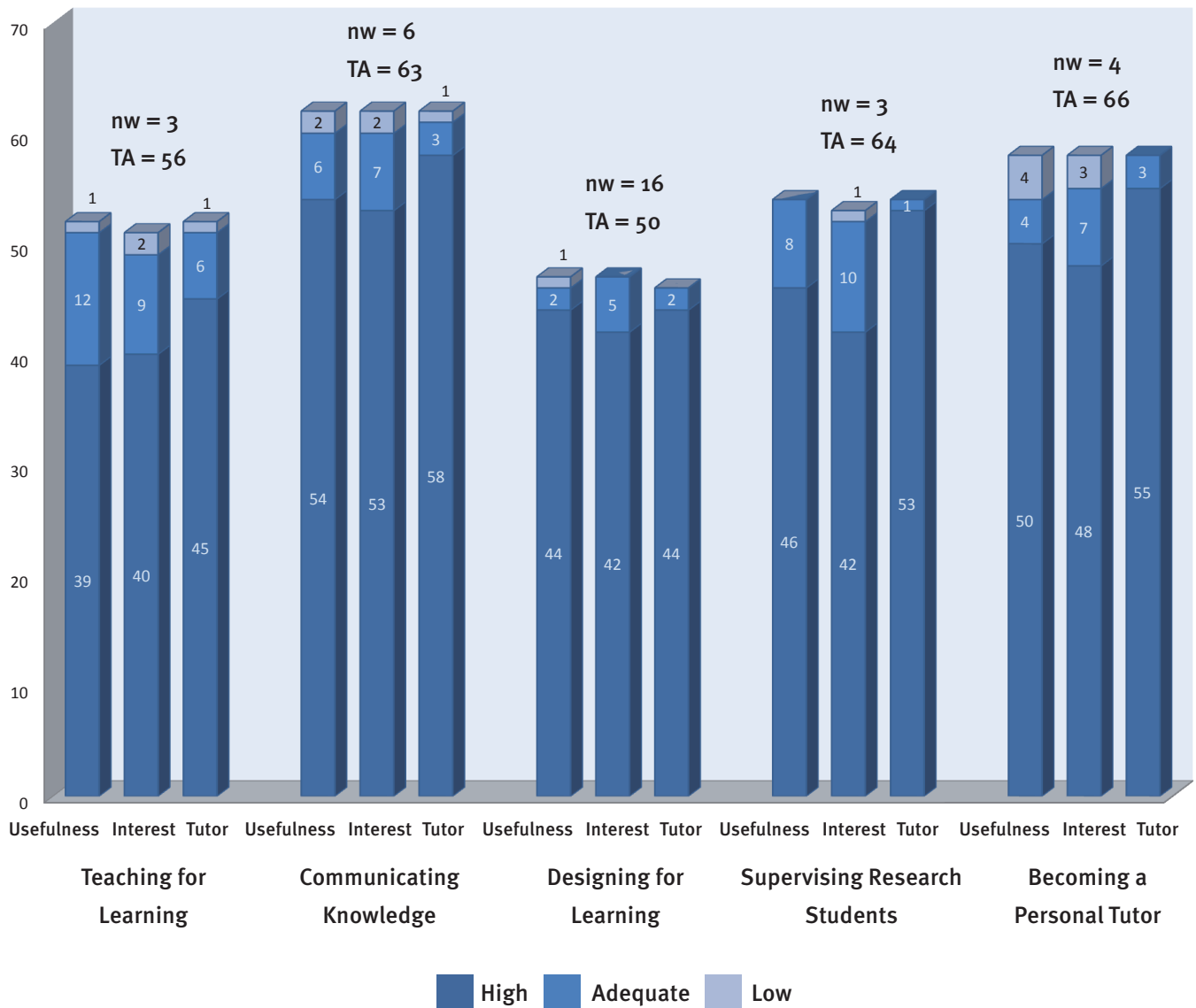
Workshop Attendance

Table 1: Attendance at Unit workshops by Department

	Core	Optional	GTA	FacMed	Total
Centre for Environmental Policy	0	0	0	0	0
Chemistry	6	18	26	0	50
Mathematics	6	12	20	0	38
Physics	32	36	26	0	94
Department of Life Sciences	18	17	1	1	37
Institute of Clinical Sciences	6	2	0	3	11
School of Public Health	13	17	0	5	35
Kennedy Institute of Rheumatology	0	5	0	0	5
Department of Medicine	50	47	0	15	112
National Heart and Lung Institute	38	28	0	11	77
Department of Surgery and Cancer	26	21	2	17	66
Aeronautics	4	7	24	0	35
Bioengineering	10	10	9	0	29
Chemical Engineering	8	5	4	0	17
Civil and Environmental Engineering	5	11	17	0	33
Computing	4	2	0	0	6
Earth Science and Engineering	0	4	5	0	9
Electrical and Electronic Engineering	0	8	23	0	31
Materials	9	12	34	0	55
Mechanical Engineering	9	13	1	0	23
Business School	18	13	1	0	32
Humanities	2	12	0	0	14
Academic Support Services	1	3	0	0	4
NHS	26	21	0	223	270
Imperial Institutes	0	1	4	0	5
Administration	8	19	0	0	27
	299	344	197	275	1115

Workshop Evaluation

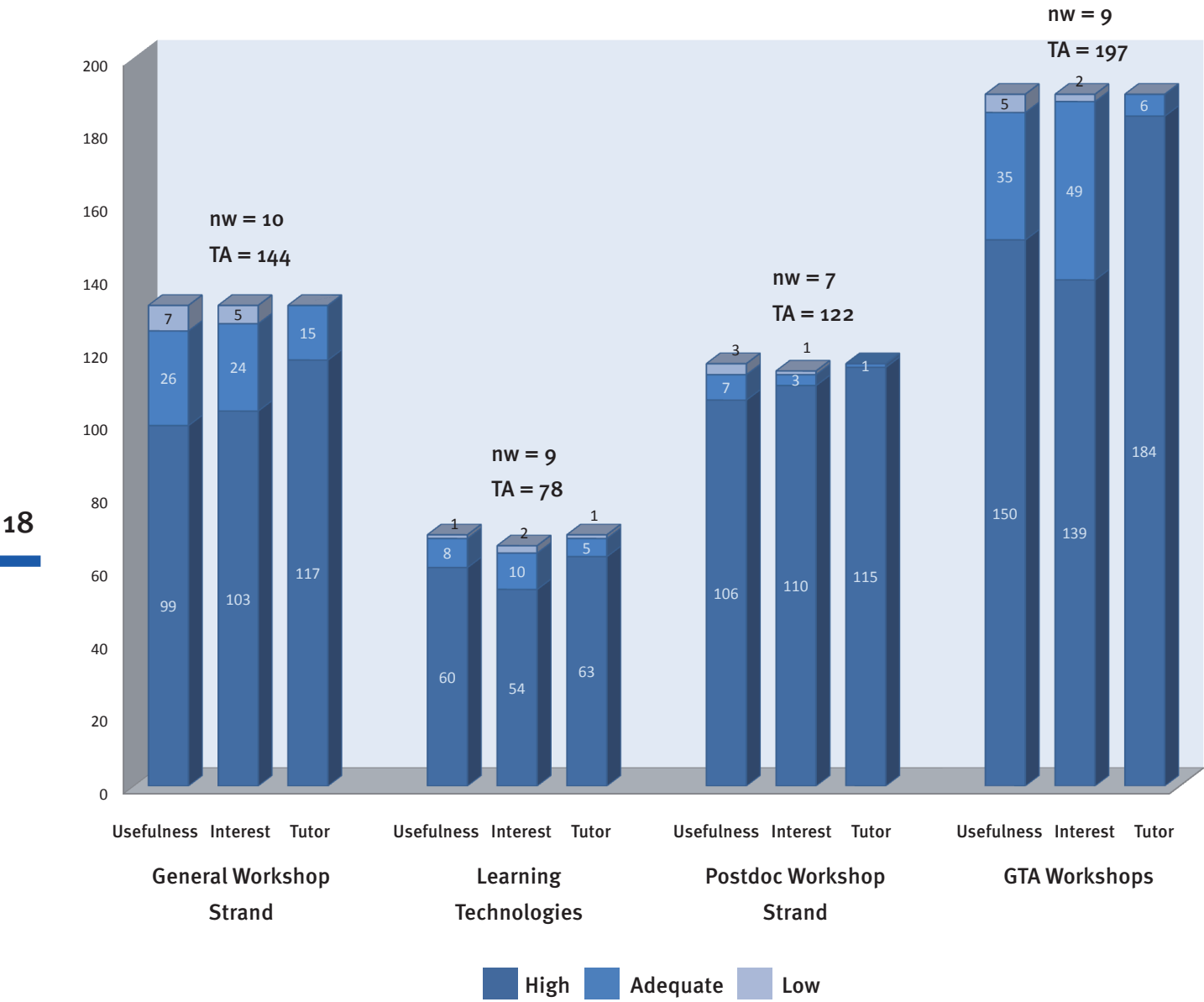
Figure 1: Ratings of core workshops by participants



nw = number of workshops
TA = Total Attendance



Figure 2: Ratings of optional workshops by participants

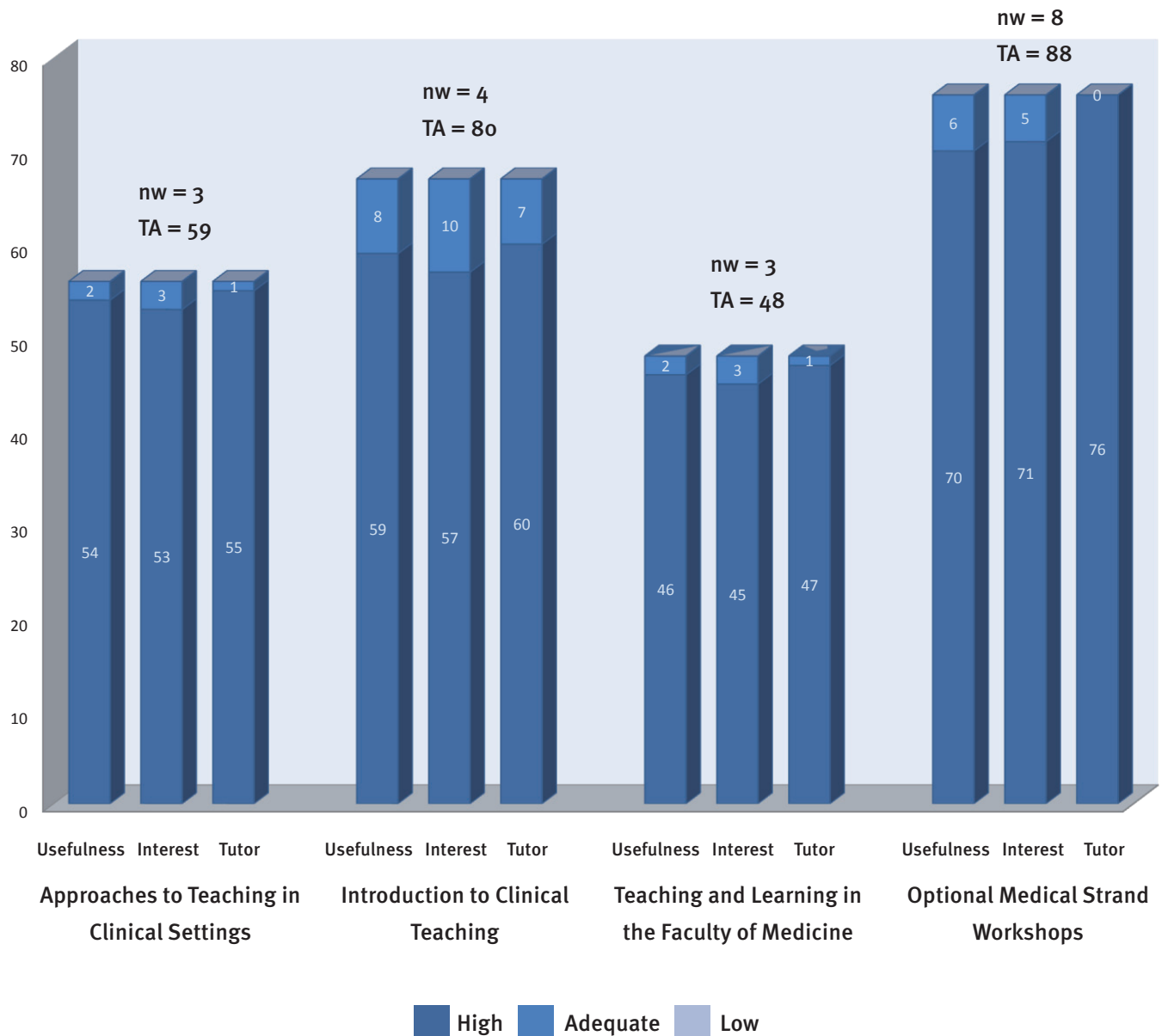


nw = number of workshops
TA = Total Attendance

General Workshop Strand:
Assessing Student Learning
Creativity, Learning and Teaching
Interactive Group Teaching
Laboratory Teaching
Using Feedback to Enhance Student Learning
Interactive Group Teaching



Figure 3: Ratings of Faculty of Medicine workshops by participants



nw = number of workshops
TA = Total Attendance

Optional Medical Strand Workshops:

A Practical Introduction to Problem Based Learning
Assessing at the Interface between medical knowledge and practice
Feedback on medical knowledge and practice
Giving Educational Feedback
How to Use E-learning to Compliment Clinical Skills
Student Portfolios and other reflective tools
Teaching and Learning Professionalism

Faculty of Medicine Workshop Attendance

Table 2: A comparison of attendance at medical workshops in 2009-10 with the two previous years

	2009-10	2008-09	2007-08
Programmed workshops	179	185	173
By request events	96	101	100
Cancellations/Non-attendance	79	72	68
	275	286	273

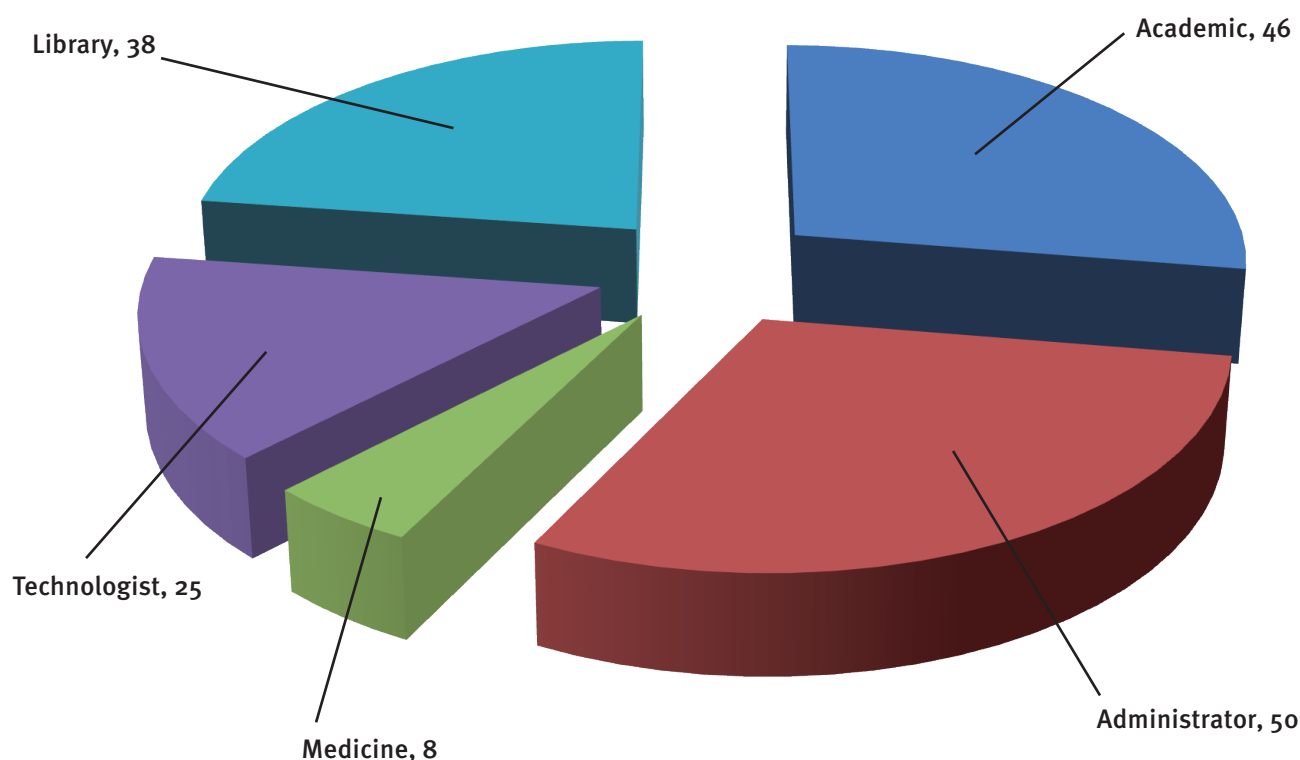
	2009-10		2008-09		2007-08	
	Number	% of 275	Number	% of 286	Number	% of 273
NHS staff teaching IC students	195	71%	209	73%	179	66%
Imperial honorary staff	12	4%	28	10%	45	16%
Imperial staff	40	15%	49	17%	49	18%
Other NHS staff	28	10%	0	0%	0	0%
	275	100%	286	100%	273	100%

Table 3: The primary employment venue of participants in medical workshops

Brompton and Harefield NHS Trust	3
Central NW London Mental Health NHS Trust	22
Chelsea and Westminster Healthcare NHS Trust	29
Ealing Hospital NHS Trust	19
NW London Hospitals NHS Trust	23
Hillingdon Hospital NHS Trust	5
Imperial College Healthcare NHS Trust	27
West London Mental Health NHS Trust	15
West Middlesex University Hospital NHS Trust	27
Other NHS Trusts	28
Not Declared	25
Imperial College	40
Honorary Imperial Staff	12
	275

SLTP Completions

Figure 4: Completions of SLTP participants by job role (n = 167)



SLTP attracts a very wide range of applicants, as can be seen from the summary above. This is one of its attractions, for both the EDU staff who teach on it and for its participants as it encourages cross-college sharing of ideas and experiences. This variety presents as a challenge for the EDU staff who teach on it, because of the consequent range of participants' prior knowledge, education and experience: the challenge has been met by focusing the programme on the individual and on the learning which takes place in her or his workplace, with success, as can be seen from these selections from participant input into the end-of-programme evaluation:

“The programme itself was a pleasant surprise and did more than just meet my expectations. In addition to building a strong foundation of best practice it broadened my perspective on teaching and learning, both interactively and through introspection. The fact that SLTP itself covers such a broad range of learning situations and techniques was great as I was able to connect theory to practice more easily.”

“The programme achieved a good balance of not being didactic, or too formal or pretentious, without dumbing down. It was relaxed and invited suggestion and original comment and made the learning experience accessible. It was also flexible which permitted me to participate whilst working full time.”

“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.”

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Produced and Designed by the Educational Development Unit.

Principal photography: Imperial College London and the Educational Development Unit. Additional photography provided by: Page 3: Ian Gillett; Page 6: Ian Gillett; Page 7: Dr Daniel Glaser; Page 7: Dr Mark Miodownik; Page 8: Ian Gillett.



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.