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On the cover:

Undergraduate Earth Science and Engineering students in the level 1 module Strat and Life, being taught by Professor Peter Doyle

Director's foreword



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“Imperial College aims to provide a research-led education of the highest international quality within an intellectually challenging and inspiring environment.”

College Strategy, 2010-14

The last year has been a period of consolidation of the teaching provided by the Educational Development Unit (EDU). The new PG Cert in University Learning and Teaching (PG Cert ULT), as well as the Diploma in ULT and the MEd were approved, and the first groups have now started. We have also seen the first graduate from the original MEd, with glowing comments from the external examiner, and research projects that build on, and contribute to, their teaching at Imperial.

The new suite of courses offers bespoke support for staff, which is based on what they need in order to support the learning of our students. The EDU is also supporting the development activities of the faculties and Business School, as well as running free standing workshops. These are being revised in order to fit in with the needs of staff as well as other groups that teach our students, such as NHS doctors. We continue to run the Supporting Learning and Teaching Programme for non academic staff. Members of the EDU have also undertaken consultancy work for UNESCO/ IIEP, helping them develop their postgraduate programmes and educational training. The EDU continues to support the MEd in Surgical Education.

In addition to running courses and programmes, the EDU led the development of Education Day that took place on 7 April 2011. The day (see page 13 for further details), which focused on *Embedding Research in University Education*, was attended by over 200 people from across all areas of the College and was deemed a great success by all. These events have now become a firm fixture on the College calendar, and provide a forum for staff to discuss important topics in education, as well as share best practice.



Since the last report there have been some changes in staff. Martyn Kingsbury has become Head of the EDU, and has done a magnificent job in developing the work of the unit. Kirsten Dalrymple and Victoria Thomas have both left, and we thank them

for their valuable contributions to the work of the unit. We have been pleased to welcome Dr Susannah Hart who, in particular, supports work in the Lee Kong Chian School of Medicine and Jo Horsburgh who has responsibility for workshops for medical staff.



We will soon be joined by Sarah Worton who brings us valuable experience in the transition of students from 6th Form. Katie Henry has recently joined to support the work of the unit. The unit has also moved to a new location on level 5 of the Sherfield Building.

Over the last few years the EDU has continued to make a major contribution to the support of teaching, and thus enhancing the student learning experience. Moving forward we envisage being able to provide more tailored courses covering all aspects of the College's educational provision, including research supervision.

Imperial College London's Educational Development Unit

Professor Andrew George

Director, the Graduate School and the School of Professional Development

Dr Martyn Kingsbury

Head of Unit and Principal Teaching Fellow in Educational Development

Dr Susannah Hart

Principal Teaching Fellow in Medical Education

Ms Jo Horsburgh

Senior Teaching Fellow in Medical Education

Mr Dave Riley

Senior Lecturer in Educational Development

Dr Annette Mahon

Lecturer in Educational Development

Dr Frank Harrison

Senior Lecturer in Educational Development and Physiology P/T

Mr Peter Wren

Tutor in Educational Development, Web-Based Learning

Aoife McCarthy

Unit Manager

Mark Williams

Senior Administrator/PA to Professor Andrew George

Suyane Beasley

MEd, Dip ULT and Workshops Administrator

Katie Henry

Programmes and Workshop Administrator

Roles of the EDU

The EDU seeks to sustain and encourage high quality educational activity across College by providing training and support in teaching and learning for 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 College campuses and associated teaching hospitals.

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 or be looking for pragmatic advice on how to approach a new teaching role. While 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 or interest seek to take our qualification in University Learning and Teaching (ULT) at PG Cert, Diploma or MEd level.

The EDU aims to be responsive to individuals' changing educational responsibilities and changing College and sector requirements. Offering a spectrum of practice based support for teachers and opportunities for staff to study for postgraduate awards based on their professional development goals.



EDU Education Training & Support

Demand

Diverse needs and interests of faculty and staff

- Developing staff in their educational roles
- Providing a full spectrum of tailored support
- A project based, needs driven, flexible approach

Improved

Professional Practice
Student Experience

Situated in relevant institutional and disciplinary context

The EDU has devised and delivers three introductory workshops. These are on key topics: teaching and learning, PhD supervision and personal tutoring and each runs several times a year. The workshops are a basic introduction to these key aspects of teaching at Imperial and while they may be a requirement for probationary lecturers, they may also be of use to other staff.

In addition to the three introductory workshops, there are various other elective workshops covering diverse aspects of teaching and learning. This workshop provision aims to integrate with the faculties' training provision to support staff as they develop their teaching roles at Imperial.

The EDU also runs the successful 'Supporting Learning and Teaching Programme' (SLTP), an innovative programme specifically developed to meet the needs of College staff whose job involves them in 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 Cert. 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 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 Surgery and Cancer at St Mary's Hospital.

The EDU provides consultancy to individual staff, academic departments, faculties, and to the College's educational working parties, committees and initiatives and assists staff recruitment and selection for educational posts. We are also involved in developing educational networking activities, collaborating with the Science Communication Group for some events and playing a major role in College Education Day.

With support from the Faculty of Medicine, and two new Faculty of Medicine focussed 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 means that it may be possible to run additional workshops locally at the request of a particular hospital, trust, division or campus. The new staff are also involved in developing the train the trainers programme at the Lee Kong Chian School of Medicine (LKCSOM) which is a joint project between Imperial College and Nanyang Technological University (NTU). In addition to working within the College, the EDU sometimes provides consultancy training and support to other Institutions. EDU staff have provided recent external training and consultancy services to UNESCO IIEP in Paris, (*running a staff training workshop on Options for Enhancing Assessment*) and the NHS (HIV/GU Registrars).

Information about the expertise and interests of EDU staff and the activities of the EDU are available on our website.



EDU teaching staff with the SLTP 2010-11 cohort

EDU Faculty of Medicine Workshop Strand

Since 2001, the Faculty of Medicine Education Office (FEO) has provided additional resources to Imperial College's EDU to run a strand of free educational workshops for Imperial and NHS staff who teach undergraduate medical students. The funding supports one full time senior teaching fellow in medical education and 0.3 administrative support, as well as the 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 to EDU's Post Graduate Certificate and Diploma Programmes as an assessor and supervisor, mainly for FoM staff taking the programme.

The Faculty of Medicine workshop strand consists of 'programmed' and 'by request' events. 'Programmed' events are run on the South Kensington Campus while 'by request' are run locally at hospitals in liaison with Directors of Clinical Studies, Division Heads of Teaching and Teaching Coordinators. 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 2010-11, 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). 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 evaluation and attendance can be found on page 19 and page 20 respectively.

“ Approaches to Teaching in Clinical Settings gave me a better understanding of how to incorporate effective teaching into daily, hectic clinical life. It was an excellent day and I will recommend it to fellow junior doctors.”

Dr Marie-Louise Lovgren, Ealing Hospital

The placement of the FoM workshop strand within EDU's educational portfolio, has benefited not only the FoM's non-clinical lecturers, but has also afforded some NHS staff (often honorary Imperial College lecturers) the opportunity to pursue further educational opportunities within EDU or beyond. 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 with new EDU staff in post, a full range of workshops can now be offered. Changes to the faculty provision for probationary staff have also recently been made. These changes mean that new members of staff will now receive specific training at workshops on 'Problem based learning' 'Giving feedback and formative assessment' and 'Portfolios in the Faculty of Medicine', along with attending the core workshops. These new workshops are being offered from Spring 2012.

EDU Programmes



Master's programme in University Learning and Teaching.

The EDU has developed and runs the Supporting Learning and Teaching programme (SLTP) for the range of non-academic staff that support learning and teaching and a three stage

a range of suitable level teaching responsibilities to enrol. The PG Dip ULT adds an opportunity for critical engagement with the educational literature, both generic and discipline specific, in order to inform practice with relevant ideas and theory from a broader context. Finally the full MEd ULT provides participants with an opportunity to engage with educational research from the more qualitative, Social Science paradigm. Each of these exit qualifications is optionally available with a Faculty identifier given appropriate disciplinary topic and project choices.

Educational practice is a central concern for each of the programmes, which are designed to serve Imperial's needs for enhancing educational practice, for supporting the continuing professional development of staff who teach students, and for keeping College in touch with innovations elsewhere in higher education.

The three-stage Master's programme in University Learning and Teaching (ULT) is centred on actual practice and has three possible exit qualifications. The PG Cert ULT aims at helping people become better informed reflective practitioners and as such is completely embedded in teaching practice and requires

Staff who have completed the initial CASLAT modules were able to transfer into the new programme for the new PG Certificate. The last CASLAT cohort and those who have crossed over between programmes complete their studies in 2012.

“ I am delighted to have completed the PG Cert ULT course. I enjoyed a large proportion of it, and I think the emphasis on relevance to actual teaching practice is a very good idea. I hope it continues to go from strength to strength.”

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The EDU's 'three-stage academic programme'

MEd

Designed to inform the critical use and production of educational research



PG Cert

Designed to develop informed reflective practitioners

PG Dip

Designed to develop critical engagement with educational & disciplinary literature / theory

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

This new programme, aimed primarily at Imperial College and associated staff, is part of our three-stage work/practice-based approach to the study of learning and teaching in the University setting. While this tailored approach focuses on the Imperial College perspective, it uses this common starting point to engage students in a scholarly study of the field of education. The aim is to facilitate a critical engagement with both generic and discipline specific educational theory and literature with a focus on the students' need and practice to ensure relevance and utility.

This applied, work- and evidence- based approach to learning and teaching provides our students, who are often experts in their own primary discipline, with an introduction to educational language, literature and theory. It does not attempt to produce experts in education but to help students to take an evidence-based critical approach to engaging with the field of education as informed experts from other academic fields.

In designing the programme, the EDU has drawn on our, and our past students, experience to build a programme that is useful and interesting in its own right, as well as being a gateway to

further study. There has been a substantial shift from attendance at workshops to learning occurring through independent reading and integration into practice. Students have a choice of topics, most of which run more than once during the year. Each topic has a seminar, directed reading and an outcome assignment. The importance of teaching practice is emphasised with the aim for serial teaching observations to be carried out, as far as possible, by the same observer. This will allow students to get much more out of being observed than single observations, and to successively integrate new ideas and reinforce what is done well. Finally, most of the work of the course is carried out in the six weeks following each initial teaching session for each topic, with submission of a final portfolio at the end of the course.

We expect the first cohort, who transferred to the PGCert from CASLAT to complete studies in February 2012. Thereafter, we will have an annual intake of students each September. The programme was oversubscribed in the first year and we expect demand for the programme to be strong in the future. In time we hope to augment our provision in both Medicine and Academic Practice.



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

The PG Diploma in University Learning and Teaching 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 whilst 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 the College's South Kensington Campus. The first taught week is in mid-September, before the Autumn Term begins, whilst 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.

Key dates for the PG Dip ULT programme in 2012-2013

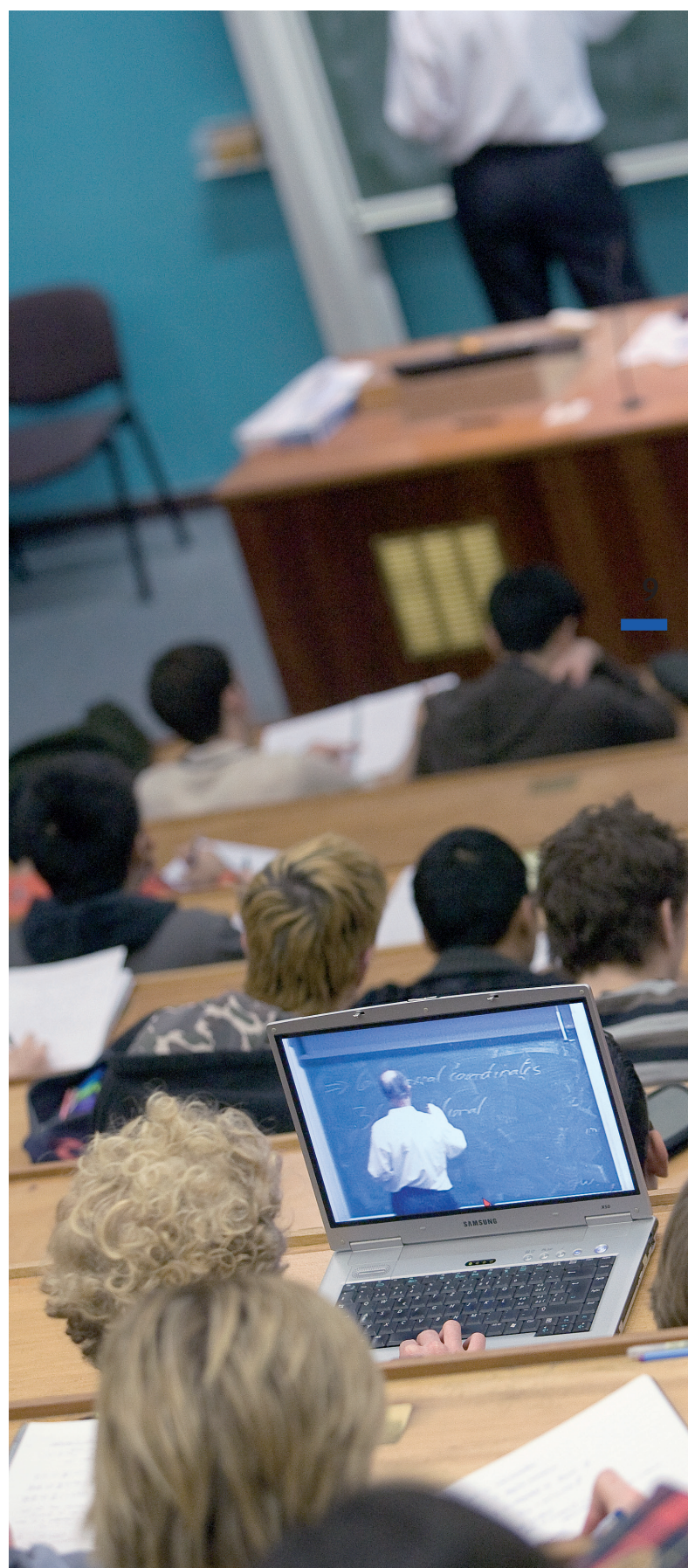
Diploma module 1: 17 – 21 September 2012

Diploma module 2: 17 – 19 December 2012

03 – 04 January 2013

“Student attainment standards are exceptionally high, and have been enhanced by year on year refinement of the coherence of the various modules of the programme.”

Professor Stephanie Marshall (Director of Programmes at the Leadership Foundation for Higher Education)



MEd in University Learning and Teaching (MEd ULT)

The MEd in University Learning and Teaching (MEd ULT) was originally launched in 2008 as a part-time programme taking two to four years to complete. The EDU launched the new three-stage MEd in University Learning and Teaching during 2011 and twelve students have transferred to the new programme. The first award of an MEd in ULT was approved by the examination board in October 2011. The successful student's dissertation was 'The Influence of Confucian Heritage Culture on Student Behaviour in Western Classrooms: An investigation into Chinese students' learning experiences and expectations' and the external examiner commented on the broader relevance of this and other projects. She noted that participants were driven by the practical needs of the College's taught programmes and addressed challenges outside of those usually tackled by educational researchers. Also, the project outcomes were relevant not only to Imperial but also to other universities and deserved to be disseminated both internally and externally.

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The new MEd in University Learning and Teaching is also part-time and is primarily intended for staff, clinicians and others who have successfully completed the related PG Certificate and PG Diploma programmes. Like the other stages in the programme the MEd is practice based and designed to be flexible. The last MEd stage builds on the previous PG Cert and Diploma and introduces students to methods of educational research. In particular, it provides an introduction to research approaches drawn from social sciences and humanities. There is one taught component of the final MEd stage, which introduces students to qualitative educational research methods and lasts five days and usually takes place in early November. 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 will give them a perspective on the qualitative research paradigm and will allow them to produce an piece of educational research based in their own practice and discipline.

Further information about the MEd in ULT programme for 2011-2012 is available on the EDU website.

Key dates for the MEd in ULT programme in 2012-2013

Research methods taught week: 5 – 9 November 2012.

“...innovative and cutting edge action research is being undertaken by the participants on this programme that is, in some cases, exceptional.”

Professor Stephanie Marshall (Director of Programmes at the Leadership Foundation for Higher Education)



The Supporting Learning and Teaching Programme (SLTP)

SLTP is an innovative programme run by the EDU which has been specifically developed to meet the needs of the significant number of College 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 raise participants' awareness of teaching and learning issues relevant to their roles at Imperial, and thus to improve their ability to teach and support learning, directly or at a distance. It is very work-focused, with many of its core learning activities being based on the individual participant's work roles.

SLTP comprises a combination of face-to-face SLTP sessions, which introduce the programme, a series of online Learning

Blocks, which are topic-centred online learning activities, and attendance at a minimum of one 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 plan their programme work within the confines of the monthly blocks.

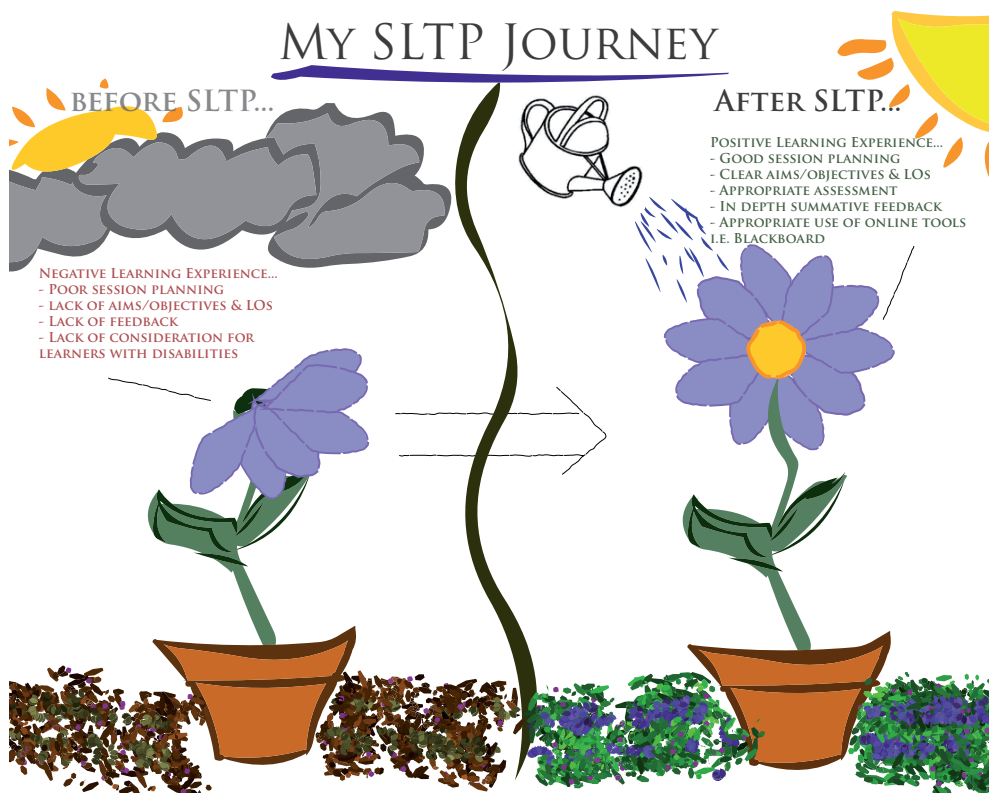
“The programme itself was a pleasant surprise and did more than just meet my expectations. In addition to building a strong foundation of best practice it broadened my perspective on teaching and learning.”



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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.



CASLAT

The last cohort of the Certificate of Advanced Study in Learning and Teaching (CASLAT) participants started Modules 3 and 4 in January 2010, and were due to complete early in 2011. As College Regulations changed, the Certificate was superseded by a Postgraduate Certificate in University Learning and Teaching (PG Cert ULT). Arrangements have been made to transfer those who had started CASLAT to the new PG Certificate in 2011. In addition CASLAT ceased to be a requirement for the completion of probation by newly appointed lecturers during 2010.

The 2010 cohort started with 45 participants. This was a reduction on the previous year brought about by a reduction in the number of staff in the EDU available for teaching and supervision. Six participants withdrew when participation in the programme became voluntary. Of the remaining 39, 31 successfully completed and were awarded the Certificate at the February 2011 Exam Board meeting. The Rees Rawlings CASLAT Prize was awarded to Dr Kim Midwood of the Kennedy Institute.

transfer to the PG Certificate, five were given deferred decisions and one was failed. From previous cohorts one participant who had interrupted her studies in 2009/10 was awarded the Certificate and one other from 2009/10 did not submit a portfolio and was deemed to have failed.

The last opportunity to complete CASLAT will be at the February 2012 Exam Board meeting, after which a final report on CASLAT (2001 – 2011) will be prepared.

“ I have really enjoyed the [PG Cert ULT] programme and feel it has helped me develop my teaching skills. The modules were excellent and I found the faculty very helpful and accessible. The course was well organised and the transition from CASLAT to PGCert well managed and delivered.”



Dr Kim Midwood accepting the Rees Rawlings CASLAT prize

Of the remaining eight participants one was referred for minor changes to the portfolio, one interrupted her studies and will

Education Day

Education Day took place on 7 April 2011 and attracted over 200 members of staff from across all areas of the College to a busy and varied programme of talks and discussions. The theme for the event was *Embedding Research in University Education* and



the day opened with an address from the Pro-Rector (Education and Academic Affairs), Professor Julia Buckingham, introducing Professor David Radcliffe of Purdue University, who spoke on the importance of incorporating research into learning, and how valuable this is to students. Following a lively question and answer session, the meeting shifted into parallel session with talks from the different faculties including discussion of ways to replace the traditional MSc dissertation in the Business School, research and public engagement in the Humanities, and involving students in disciplinary research communities from Molecular Biology.

All the talks demonstrated the creativity and commitment of



Julia Buckingham & Jonathan Leape

Imperial staff in developing their teaching and assessment methods. After the now customary afternoon tea and cakes, we returned to plenary to hear Dr Jonathan Leape of the LSE speak about the LSE100 course, a new School-wide course taken by all first year students to develop their skills in critical thinking and

intellectual breadth. The ideas presented were enthusiastically received and much of the ensuing discussion focused on how similar ideas might be developed, and applied, here at Imperial.

The day concluded with the presentation by the Rector of the College Awards for Excellence in Teaching, Pastoral Care and Research Supervision, and was deemed a great success by all.



A second Education Day took place in November 2011. The theme was *Broadening Students' Horizons* and focused on the wider role of teaching and education in preparing students for life after university. It will be discussed in detail in next year's report.

“A good thoughtful programme and excellent networking opportunity and for catching up with colleagues. It would be great if there was another event next year and this became fully embedded in the college calendar.”

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Dr Jill Warner receiving her Excellence in Teaching Award

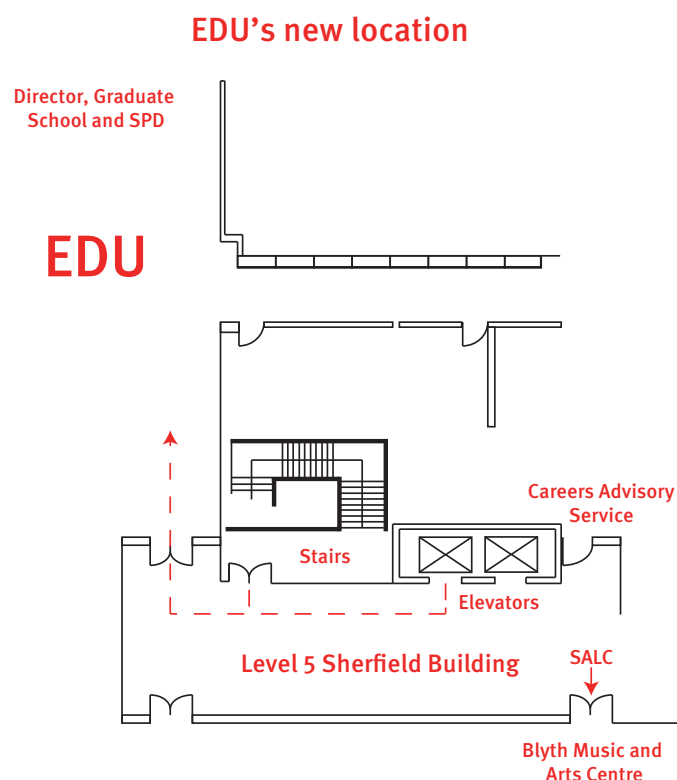
2010-11 in summary

As illustrated in this report, the EDU continues to work collaboratively with individuals, groups and departments across the College to support and raise the profile of learning and teaching across College.

2011 was an eventful year for the EDU and saw us move from our old office in the mezzanine level in the Seminar and Learning Centre to a new open-plan office space on level 5 of the Sherfield Building, South Kensington Campus. The Unit now shares an office with the Postgraduate Development Unit, Graduate School and the Postdoc Development Centre. If you want to come and see us, the diagram adjacent should help you find us at our new location.

As explained earlier in this report, there have been a number of staff changes within the EDU in the last year. In 2011 the Unit welcomed Dr Susannah Hart, Principal Teaching Fellow in Medical Education and Jo Horsburgh, Senior Teaching Fellow in Medical Education. These two new appointments have been made jointly with the Faculty of Medicine and the New Lee Kong Chiang Medical School (LKCMS) in Singapore. At present Susannah is working primarily with the Faculty of Medicine on a 'Train the Trainers' programme with the LKCMS in Singapore while Joanna takes responsibility for the Unit's Faculty of Medicine focused provision.

We have recently recruited a new Teaching Fellow in Educational Development, Sarah Worton, to bring the Unit back up to strength and help us deliver the new more flexible and individually tailored



programme. Sarah is expected to start after Easter 2012.

The administrative team has also seen a number of changes, Victoria Thomas, who had been with the Unit for over 8 years, left us in 2011 and Katie Henry joined the team as our new Programmes and Workshop Administrator. Katie administers the PG Cert ULT and SLTP programmes amongst a range of other administrative duties.

Looking forward to 2011-12

As touched on in the Director's foreword, we have spent the last year developing and implementing a new suite of introductory workshops that form part of the probationary requirements of many new lecturers and the new three stage PG Cert, PG Dip and MEd programme that replaced CASLAT. Over the upcoming year we plan to focus on reviewing and developing our range of stand-alone workshops so that they are brought up to date and provide a better range to meet a changing demand and integrate more effectively with the various faculty training provision. Over the year we will introduce workshops that form a suite of 'practical guide' workshops designed to provide pragmatic advice on various aspects of teaching. This will be augmented by other workshops that focus more closely on topics, going into more detail for those who are more experienced and more involved in teaching. The details of these changes will be on our website and in our newsletter, so watch out for these new opportunities.



Facts and Figures 2010-11



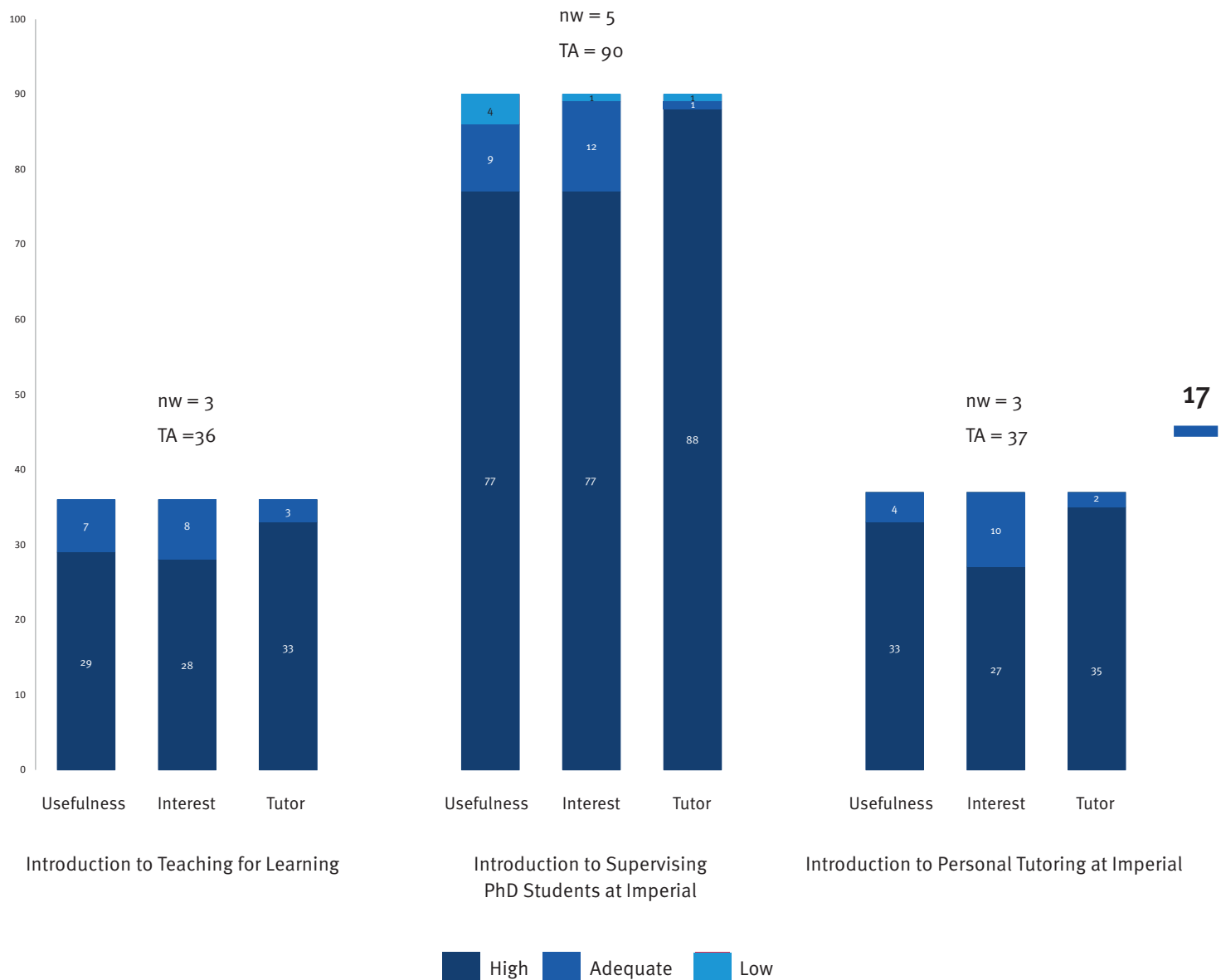
Workshop Attendance

Table 1: Attendance at Unit workshops by Department

	Introductory	Elective	GTA	FacMed	Total
Centre for Environmental Policy	0	1	0	0	1
Chemistry	10	15	34	0	59
Mathematics	0	4	14	0	18
Physics	14	21	40	0	75
Department of Life Sciences	10	28	2	0	40
Institute of Clinical Science	5	3	0	1	9
School of Public Health	7	21	2	6	36
Kennedy Institute of Rheumatology	2	2	0	0	4
Department of Medicine	19	35	0	12	66
National Heart and Lung Institute	32	49	1	5	87
Department of Surgery and Cancer	12	21	1	7	41
Aeronautics	0	3	10	0	13
Bioengineering	5	3	9	0	17
Chemical Engineering	2	1	8	0	11
Civil and Environmental Engineering	11	11	40	0	62
Computing	5	2	2	0	9
Earth Science and Engineering	2	6	15	0	23
Electrical and Electronic Engineering	7	8	10	0	25
Materials	10	8	17	0	35
Mechanical Engineering	8	9	3	0	20
Business School	0	1	0	0	1
Humanities	1	9	1	0	11
Academic Support Services	2	11	0	0	13
NHS	15	26	0	148	189
Imperial Institutes	1	2	3	0	6
Administration	1	1	0	0	2
	181	301	212	179	873

Workshop Evaluation

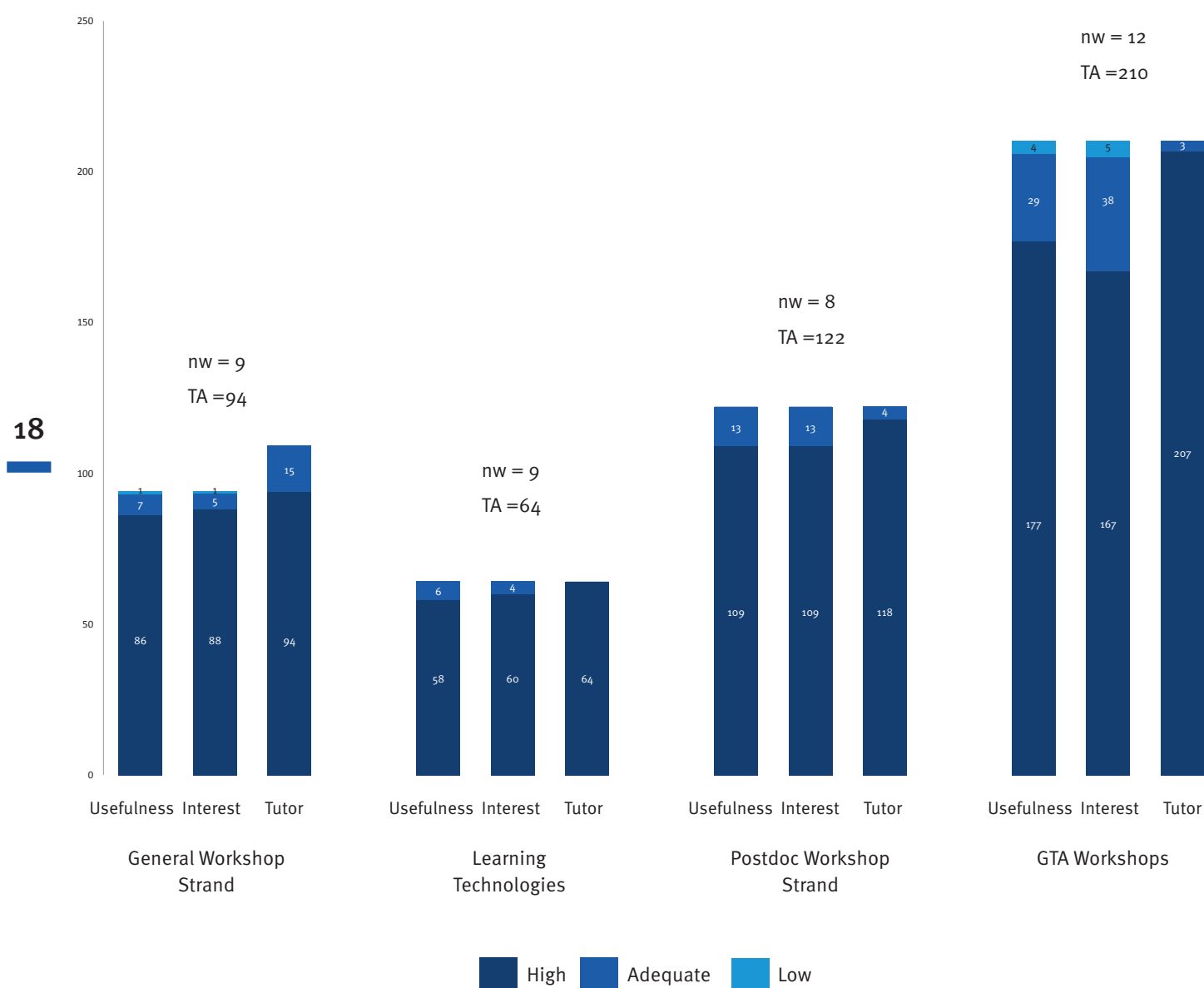
Figure 1: Ratings of introductory workshops by participants



nw = number of workshops
TA = Total Attendance



Figure 2: Ratings of elective workshops by participants

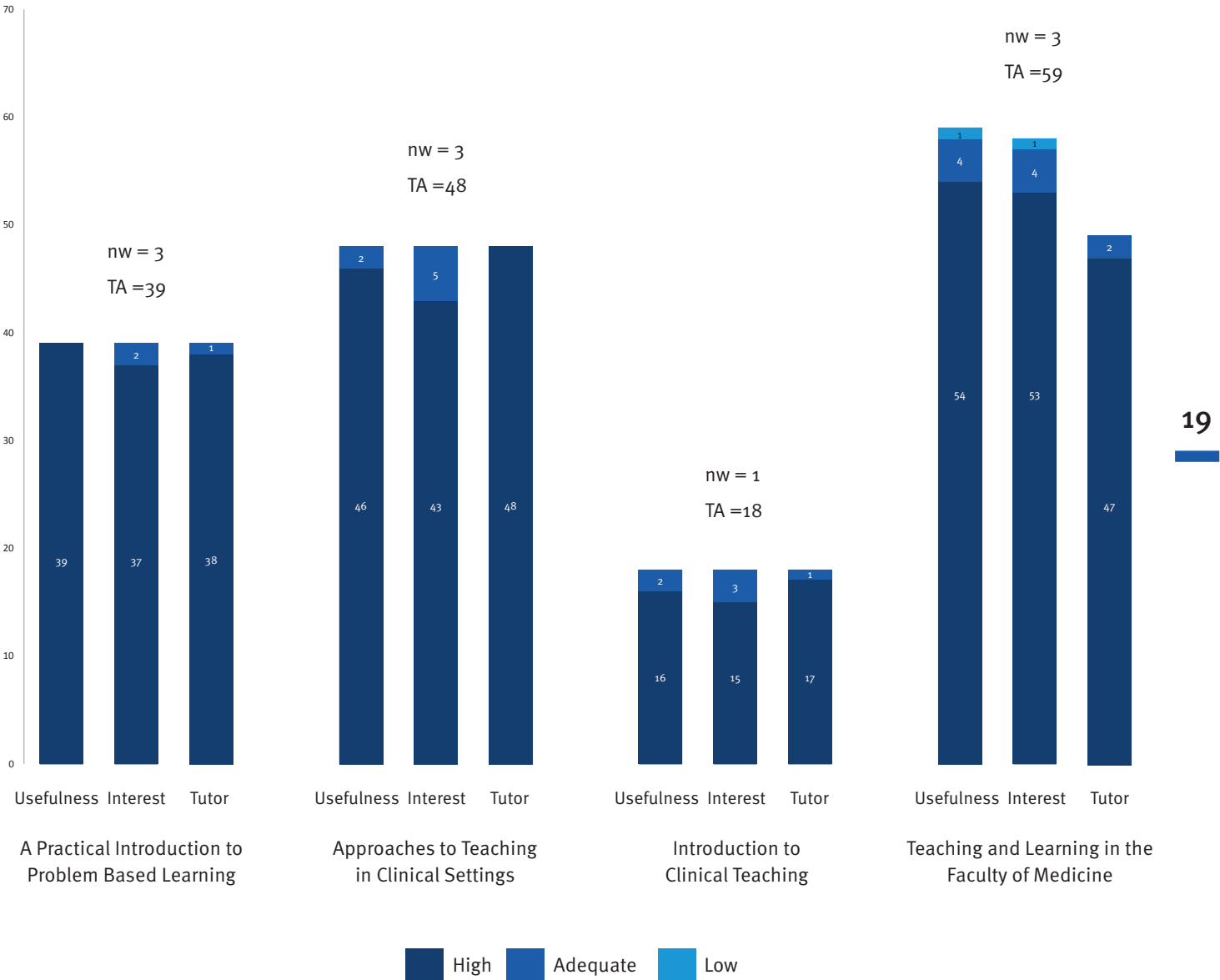


nw = number of workshops
TA = Total Attendance

General Workshop Strand:
Assessing Student Learning
Communicating Knowledge
Issues and Techniques for One-off Teaching Sessions



Figure 3: Ratings of Faculty of Medicine workshops by participants



19

nw = number of workshops
TA = Total Attendance

Faculty of Medicine Workshop Attendance

Table 2: A comparison of attendance at medical workshops in 2010-11 with the two previous years

	2010-11	2009-10	2008-09
Programmed workshops	160	179	185
By request events	19	96	101
Cancellations/Non-attendance	50	79	72
	179	275	286

	2010-11		2009-10		2008-09	
	Number	% of 179	Number	% of 275	Number	% of 286
NHS staff teaching IC students	147	81	195	71	209	73
Imperial honorary staff	3	2	12	4	28	10
Imperial staff	27	16	40	15	49	17
Other NHS staff	2	1	28	10	0	0
	179	100%	275	100%	286%	100%

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

Ashford & St Peter's NHS Trust	1
Central North West London Mental Health NHS Trust	3
Chelsea and Westminster Healthcare NHS Trust	11
Ealing Hospital NHS Trust	16
Imperial College Healthcare NHS Trust	45
Not Affiliated with the NHS	2
North West London Hospital NHS Trust	22
Other	13
The Hillingdon Hospital NHS Trust	5
West London Mental Health NHS Trust	6
West Middlesex University Hospital NHS Trust	1
Not Declared	24
	149

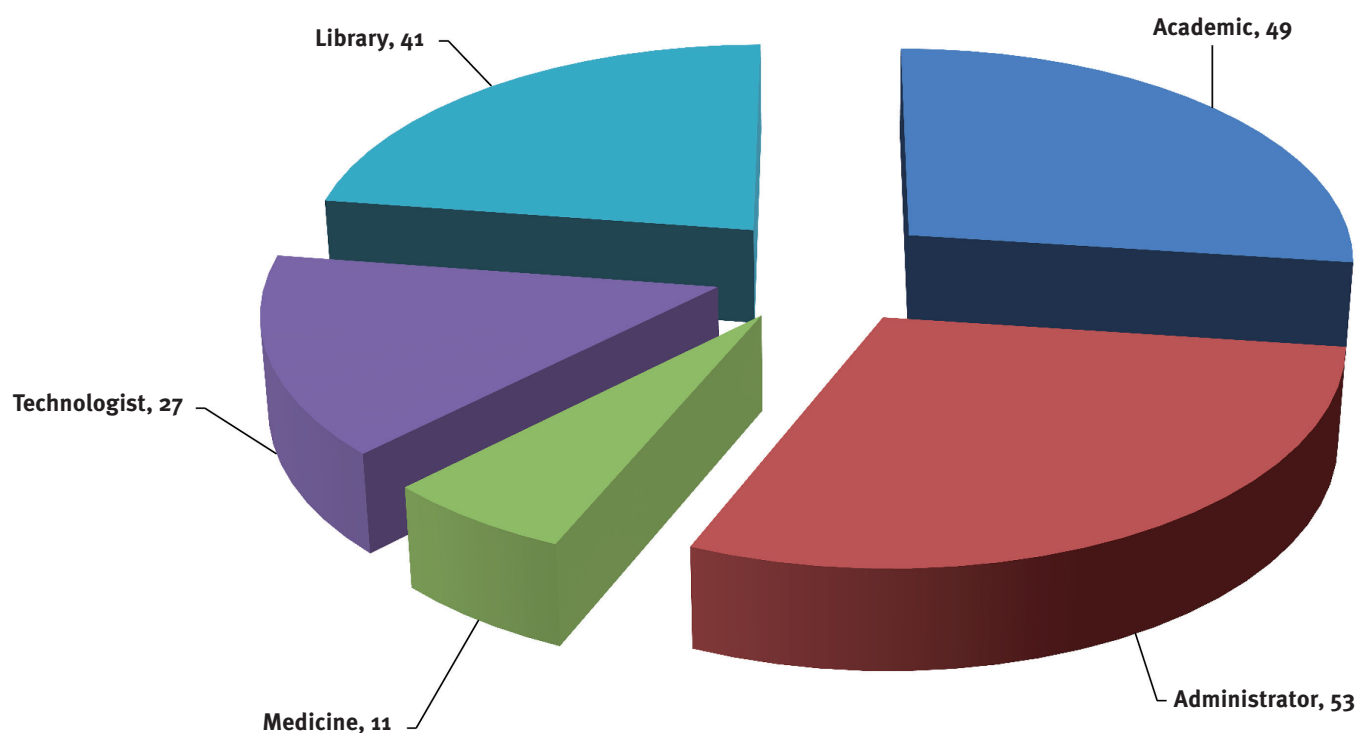
Figure 4: Completions of SLTP participants by job role (n = 181)

Who is 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, among others, 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.



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Produced and Designed by the Educational Development Unit.

Principal photography: Imperial College London. Additional photography provided by Nick Kay: Page 2; Page 3 and Page 13



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.