

# Imperial College London



**Educational Development Unit | Annual Report 2013-14**



# Contents

2	Head of Unit's Foreword
4	Unit Staff
5	Roles of the EDU
7	EDU Activities
9	Faculty of Medicine Workshop Strand
11	EDU Programmes
12	PG Certificate ULT
13	PG Diploma ULT
15	MEd ULT
16	SLTP
17	Networks and Events
19	Consultancy
20	Summary and Looking Forward
22	Facts and Figures 2013-14
23	Workshop Attendance
24	Workshop Evaluation
27	Medical Workshop Attendance
29	SLTP Completions

# Head of Unit's Foreword

[www.imperial.ac.uk/edudev](http://www.imperial.ac.uk/edudev)



The Educational Development Unit's role is to collaboratively 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 stand-alone workshops tailored to need and demand and more academic programmes of study in education.

Over 2013-14 the EDU devised and delivered an increased range and number of stand-alone workshops and bespoke 'on-demand' provision to meet specific need. This support has reached more people than ever before with increased (40%) numbers of staff from all faculties and across all Imperial sites involved. Our workshops are categorised into: 'Introduction to...', 'Practical Guide to...', 'Focus on...' and workshops specific for the Faculty of Medicine to better guide participants as to what may be useful for them. Plans for the coming year include developing more online material and guides to support this provision and provide a resource for those that do not have time to attend our workshops.

Our structured programmes of study are suitable for staff who want to build on a practical approach to improving their teaching and take the PG Certificate, PG Diploma or MEd University Learning and Teaching. We maintained this academic provision with

increased numbers on, and interest in, every stage of our three-stage part-time MEd University Learning and Teaching programme. The EDU also participates in the MEd Surgical Education. For those with less formal teaching roles and responsibilities there is the Supporting Learning and Teaching Pathway (SLTP) and this continues to be popular with staff such as librarians and technicians who support student learning but perhaps do not have a formal academic teaching role. This programme has been reviewed and updated following the retirement of Peter Wren who led it so effectively for the last eight years and is now more closely aligned with Associate Fellowship of the HEA and directed by Dr John Davies.

Last year we recognised that with increasing numbers of students undertaking Master's in education programmes a light-touch but robust ethical review process for 'low-risk' educational research was needed. Over this last year we have developed the online Education Ethics Review Process (EERP) and



this now provides a flexible online route to education ethics approval for 'low-risk' education research proposals from students and others from across College involved in education research.

Perhaps most significantly, following Imperial's new Education and Student Strategy and our subsequent re-joining of The Higher Education Academy (HEA); the Unit successfully produced and launched an HEA-accredited CPD-based recognition framework. Imperial's Supporting Teaching Accreditation and Recognition (STAR) Framework offers flexible and taught paths to Associate Fellowship, Fellowship and Senior Fellowship of the HEA and launches at the start

of the 2014-15 Academic Year.

Since our last Annual Report, Peter Wren has retired from College, but returned recently to receive a President's Teaching Award for his work on SLTP. We have also been joined by Dr Huw Rees who comes to us from the Royal College of Physicians but also brings experience of teaching in the Secondary sector. We have also been joined by Alison Ahearn from the Faculty of Engineering who returns to an educational development role but retains an engineering focus. They are both welcome additions to the team and bring a wealth of experience.



# Unit Staff

We are a small group of academics and support staff from a variety of different disciplinary backgrounds, the former of whom have experience of teaching and supervision at undergraduate and postgraduate level.



**Dr Martyn Kingsbury**  
Head of Unit and Director,  
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**  
Senior Teaching Fellow in  
Educational Development



**Dr Huw Rees**  
Teaching Fellow  
in Educational  
Development



**Dr Dave Riley**  
Senior Consultant in  
Educational Development,  
Part-time



**Ms Alison Ahearn**  
Principal Teaching  
Fellow in Educational  
Development



**Ms Aoife McCarthy**  
Unit Manager



**Ms Katie Henry**  
Programmes  
and Workshop  
Administrator



**Ms Suyane Beasley**  
MEd, Dip ULT and  
Workshop Administrator,  
Part-time



**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-centred 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. This can range from pragmatic advice on specific aspects of teaching to a more academic and integrated approach that can lead to a qualification in University Learning and Teaching (ULT) at PG Certificate, Diploma or Master's level. The unit also runs, administers and supports Imperial's STAR Framework which offers both taught and flexible pathways to recognition for teaching experience with Associate Fellowship, Fellowship or Senior Fellowship of the HEA.



"I just wanted to say thank you again for the brilliant workshop yesterday afternoon. As usual it was excellent and highly relevant, all the trainees very much appreciated it."



Imperial has a growing number of Teaching Fellows and others with a special interest in learning and teaching and the EDU runs the Education Ethics Review Process (EERP) that reviews educational research applications and also runs and supports various networking activities for those with a special interest in education.

Our aim is to provide assistance for all involved in supporting Imperial students' learning; 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, recognition for teaching through the STAR Framework and HEA

Fellowship and negotiated support to help Imperial deliver a high-quality education and outstanding student experience.



Ms Aoife McCarthy  
Unit Manager

“The unit runs, administers and supports Imperial’s STAR Framework which offers both taught and flexible pathways to recognition for teaching experience with Associate Fellowship, Fellowship or Senior Fellowship of the HEA.”





## EDU Activities

The EDU delivers a spectrum of flexible stand-alone workshops, academic programmes and networking activities and manages and runs the new Imperial STAR Framework.

The Unit updated 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 to...' and 'Focus on...' workshops. This range of workshops is designed to integrate with the faculties' training provision and to support staff as they develop their teaching roles at Imperial and to facilitate recognition through HEA Fellowship where appropriate. The EDU also supports Faculty provision with advice and teaching observations when possible and works in conjunction with faculties to devise and deliver by-request, bespoke faculty specific workshops.

Additionally the EDU runs the successful Supporting Learning and Teaching Pathway (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 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. This programme provides a taught pathway to Associate Fellowship of the HEA at no cost to the

individual or their department should they wish to pursue it.

In addition to our own three-stage part-time MEd ULT programme discussed in more detail on page 15, EDU staff also contribute significantly to the teaching and supervision of students taking the MEd 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 host the Education Ethics Review Process (EERP) and review submissions and play a key role in developing educational networking activities and Education Day, hosting

**Over 1300  
members of  
Imperial and  
NHS staff  
trained in  
2013-14**



**Dr Huw Rees**  
Teaching Fellow  
in Educational  
Development

“Our range of workshops is designed to integrate with the faculties’ training provision and to support staff as they develop their teaching roles at Imperial and to facilitate recognition through HEA Fellowship where appropriate.”

*Perspectives in Education* (an occasional lecture series that invites a range of speakers to give their views on current events in higher education) and supporting those interested in education through groups such as the Medical Education Special Interest Group (MESIG) and Educational Doctorate EDU Network (EDEN), the latter of 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](http://www.imperial.ac.uk/edudev)

## Faculty of Medicine Workshop Strand

Meeting the training needs of Imperial and NHS staff who teach Imperial College undergraduate medical students.

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. In 2013-14 the FoM represented a significant proportion of participants in the PG Certificate ULT, PG Diploma ULT and MEd ULT as these qualifications are recognised as being particularly valuable in the medical profession. A consultancy service is also provided to FoM staff on the full range of issues associated with teaching and learning.

The medical workshop strand consists of programmed and by-request events. Programmed events are run

on the South Kensington Campus while by-request events are run locally at hospitals in liaison with Directors of Clinical Studies (DCS), Division Heads of Teaching (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 between the workshop tutor in consultation with FEO's Director of Education in an effort to provide useful and timely topics to clinical teachers.

In 2013-14, the workshop programme consisted of several introductory workshops, focusing on key issues related to teaching, learning and assessment in undergraduate medicine. These workshops





Ms Jo Horsburgh  
Senior Teaching  
Fellow in Medical  
Education

“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.”

have the largest capacity and are consistently oversubscribed. They are a full day in duration and run as much as six 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 six times per year, the more specialised 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.

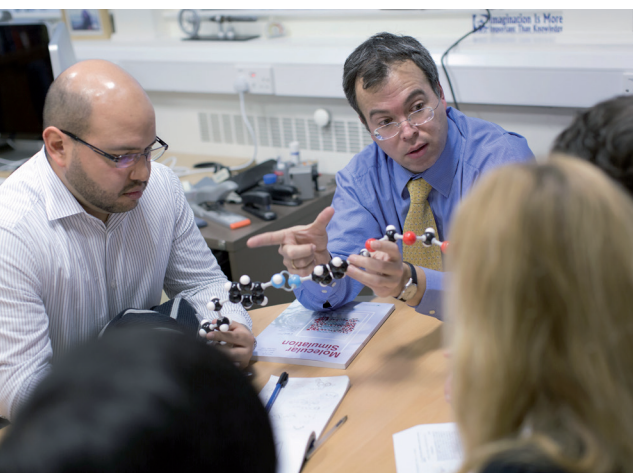
“The different teaching styles and practical ideas discussed have helped me to adopt a more interactive teaching style and better equipped me to teach within the time constraints available on the wards.”

The FoM workshops are generally well attended and consistently receive favourable evaluations from participants. More details and information on evaluation and attendance can be found on pages 26 and 27.

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.







## EDU Programmes

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 approach to their teaching practice which both complements and expands on the stand-alone workshop provision.

The Supporting Learning and Teaching Pathway (SLTP) is intended primarily for 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 ideas, theory is not the primary focus for SLTP or the Postgraduate 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 a library-based project. The final stage of our Master's in Education (MEd) in University Learning and Teaching (MEd ULT) provides students with the opportunity to participate in educational research from the qualitative, social science paradigm with the aim of producing research suitable for publication and conference presentations. Thus far, MEd ULT 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.

# PG Certificate ULT



The Postgraduate Certificate in University Learning and Teaching 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.

There is a broad range 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 is increasing, with enquiries regularly received from staff working across Imperial and especially from the Faculty of Medicine.



**Dr Annette Mahon**  
Lecturer in  
Educational  
Development

“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.”

## PG Diploma ULT

The Postgraduate Diploma in University Learning and Teaching is designed for staff who teach Imperial students and who have successfully completed the PG Certificate ULT or equivalent programmes at other institutions. The PG Diploma 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 Certificate, encouraging more analytical and critical engagement with educational literature, while still emphasising the application of theory to participants' educational practice. Participants are encouraged to consider the key perspectives from which their learners' experiences can be examined and understood (Learning as behaving; Learning as thinking; Learning as interacting; Learning as belonging; Learning as feeling) and this contributes to the course's coherence and level of criticality. Other topics

explored include relationships between teachers' and learners' approaches, threshold concepts and learning within communities of practice.

The Diploma ran for the third time in 2013-14, with ten students successfully completing the course, six of whom are continuing their studies on the MEd University Learning and Teaching in 2014-15. 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 ULT, the critical engagement with educational literature and theory





**Mrs Kate Ippolito**  
Senior Teaching  
Fellow in Educational  
Development

“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.”

in a professional and disciplinary context equips individuals to participate in and lead educational debate and decision-making within Imperial and beyond. The areas explored through participants’ Library Projects include:

- Multiple choice questions are a good way to help students learn: TRUE or FALSE?
- Liminality, akin to a labyrinth rather than a portal. Improving teaching and learning in Child and Adolescent Psychiatry through Threshold Concepts Theory
- An individual endeavour? How departments can help students transition to HE
- Can undergraduate education hope to transform students into physicists?
- Trippin’ out – why fieldtrips are a fundamental necessity for successful undergraduate Geology education
- Modernising Medical Careers: is it time to re-introduce the traditional medical apprenticeship into postgraduate medical training?
- Mind the gap: Could defining threshold capabilities help make key tacit knowledge explicit and aid transition from medical school to clinical practice?



## 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 ULT is part-time and intended for staff, clinicians and others who have successfully completed the related PG Diploma ULT stage.

Like the previous stages, the MEd 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.

Five students successfully completed the programme in 2014, submitting dissertations on a range of educational topics including transitions from pre-clinical to clinical years in undergraduate medical degrees, using concept maps in Physics, medical students' use of role models and conceptions of leadership in engineering education.

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 ULT allows participants to build on their experience

as practitioners, use the critical engagement with educational theory gained in the PG Diploma and publish educational research relating to their professional and disciplinary context. Twelve students are currently enrolled on this stage of the programme.



# SLTP



The Supporting Learning and Teaching Pathway (SLTP) has been designed to meet the needs of the significant number of College staff whose job involves supporting learners - who might be students or staff - but who are not part of the full-time academic staff. The pathway is designed to increase participants' knowledge of learning and teaching issues relevant to their roles at Imperial. It is work-focused, with its core learning activities targeted on each participant's own work environment.

The 2013-14 course, the last under the direction of Mr Peter Wren who retired in March, saw another 18 successful participants. In 2015 the course is to be redesigned. It will run from January to June, comprising four face-to-face sessions and online learning activities and will require attendance at at least one additional workshop. SLTP will become one of Imperial College's 'Foundations in Teaching' pathways and will be accredited as part of the Imperial STAR Framework. Participants who complete this programme can apply to become an Associate Fellow of The Higher Education Academy. Work that participants undertake on the course will be designed to contribute to their application.

## Benefits to participating in SLTP

- Enables existing staff to develop a better understanding of their own role in enhancing learning and therefore improves the skill-set of College staff as a whole.
- Allows staff to consider inclusive educational practices.
- Increases knowledge of digital learning through participants' experience of taking a course that adopts a blended learning approach.
- Supports staff in submitting an application to become an Associate Fellow of The Higher Education Academy.



## Networks and Events

[www.imperial.ac.uk/edudev/networksandevents](http://www.imperial.ac.uk/edudev/networksandevents)

We are involved in a range of events and networking activity that aim to promote education and build a community of informed practitioners.

### Education Day

The theme for Imperial's Education Day 2014 was *Academic Transitions*. The event took place on 27 March and after a welcome from Professor Debra Humphris, there was a range of speakers from across College including the Library, Centre for Academic English, Imperial College Union (ICSU) and the Educational Development Unit. We were especially pleased to welcome representatives from ICSU to give a student perspective on this important topic. Our external speaker this year was Dr Janet De Wilde, Head of STEM at The Higher Education Academy (HEA) Scotland where one of the current projects is *Tackling Transitions*, bringing together teaching practitioners from schools, colleges and universities to explore the changing nature of curriculum design, teaching delivery and learning styles within their respective disciplines.

### Perspectives in Education

Since the inaugural *Perspectives in Education* lecture was given by Professor A C Grayling in May 2012, the series has continued to develop, offering a platform for a range of speakers to explore broad questions

related to university education. This year we were pleased to welcome Dr Sue Rigby (Vice Principal, Learning and Teaching, University of Edinburgh), Dr Peter Lawler (Director, University College for Interdisciplinary Learning, University of Manchester), Renske Oldenboom, Hans van Drongelen and Günther Sturms (partners at 'MoTiv' from Delft University of Technology) and Professor Dan Hastings, formerly Dean for Undergraduate Education at MIT. Topics ranged widely, from *Beyond the Engineer of 2020* - What is the Future for Engineering Education? to *Opening Their Minds? The Trials and Tribulations of Establishing an interdisciplinary curriculum enhancement programme at the University of Manchester*. In addition to our visiting speakers we also hosted the first 'Educational Research in an Imperial context' evening, a showcase for the research undertaken by MEd ULT programme students. Presentations were given by Dr Caroline Clewley (Department of Physics); Dr Martyn Kingsbury and Dr Paul Seldon (Educational Development Unit and Graduate School) and Dr Aaron Vallance (Faculty of Medicine). At all events the talks were thought-provoking and encouraged questions and discussion. We intend to continue this successful speaker series and encourage staff from across the College to attend.





## Educational Doctorate EDU Network (EDEN)

EDEN is an informal peer-support network for members of College staff interested in following up their MEd studies. In particular, EDEN meets to support members who are contemplating, or are already engaged in, doctoral-level study in Education.

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

EDEN meets once or twice a term, usually over lunchtime at or near the South Kensington campus of the College. Typically, discussion focuses on a paper of relevance to network members, or on progress with recent 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](mailto: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 feedback from medical education conferences.

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

*Graham Easton, [g.easton@imperial.ac.uk](mailto:g.easton@imperial.ac.uk) or Jo Horsburgh, [j.horsburgh@imperial.ac.uk](mailto: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.







**Dr Dave Riley**  
Senior Consultant  
in Educational  
Development

“This service allows the EDU to provide support and expert advice in any area of teaching and learning according to need.”

## Consultancy

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

In 2013-14 we received around 20 consultancy requests covering a range of issues including course design, e-learning, assessment and feedback as well as queries specific to the Faculty of Medicine, personal tutoring, educational research and focus groups. Support ranged from bespoke departmental workshops, one-to-one meetings with EDU staff and ongoing support and discussion.

Members of the EDU also worked with Dr Jane Saffell on the Faculty of Medicine’s Master’s Harmonisation project and subsequently with programme teams submitting Master’s course amendments and proposals to the Master’s Quality Committee to help them align course design and assessment with both harmonisation and the College Quality Assurance process.

We hope this service will continue to grow; developing productive working relationships with and across departments, enhancing teaching and learning and providing support in areas not covered by our more formal provision.

“A real thank you for all your thoughtful planning and delivery of a fantastic afternoon for our team. You effortlessly included us all and each of us individually took something quite meaningful away from the day.”

# Summary and Looking Forward



The EDU continues to work collaboratively across College to support and raise the profile of learning and teaching. 2013-14 saw growth of our provision with a 40% increase in workshop participation, increased numbers on our more formal taught provision and more engagement with our networking activities.

October 2013 saw the launch of Imperial's new Education and Student Strategy accompanied by a coordinated, College-wide focus on various aspects of learning and teaching. While it is impossible to ascribe cause and effect, this last year has seen increased numbers engaging with both our stand-alone workshop provision and at every stage and part of our taught programmes. There has also been increased consultancy and more people than ever participating in an extended range of networking activities.

As anticipated in last year's report, we developed an online education ethics process (Education Ethics Review Process: EERP), aimed at providing a light-touch but robust ethical review of 'low risk' educational research projects that facilitates good practice and unloads committee-based ethical review. In 2013-14, we processed 18 successful applications and there are signs of more research into learning and teaching across College and increased demand.

As part of the Education and Student Strategy's

promise to reward and recognise those involved in learning and teaching, in mid-2014, the Unit successfully applied for HEA accreditation for the Imperial STAR Framework. Through participating in this flexible framework any member of College involved in supporting the learning of Imperial's students can, if they wish, gain HEA fellowship. The STAR Framework is free and offers opportunities to gain Associate Fellowship, Fellow or Senior Fellowship of the HEA.

The Unit experienced further staff changes in the past year; we welcomed Dr Huw Rees from the Royal College of Physicians and Alison Ahearn, from the Faculty of Engineering. Both bring with them a wealth of experience and will join the team at an exciting time supporting College as it enthusiastically engages with the new Education and Student Strategy.

## Looking Forward to 2014-15

As the Education and Student Strategy continues to

embed across College and the various working groups and projects come to fruition, learning and teaching appears to have a greater focus and profile. Our aim in 2014-15 is to continue developing our complete spectrum of flexible provision to continue to support the College's various teaching and learning activities and to respond effectively as these develop.

After a very successful launch we hope that the STAR Framework will develop and embed and provide an avenue for all those involved in supporting learning across College to gain HEA Fellowship and develop their teaching should they wish to. Designing the Framework and gaining HEA accreditation was hard work, but the real effort will be establishing this as an effective, integrated and widely used part of College.

As part of this integration, SLTP has been redesigned to align with the UK Professional Standards Framework (UKPSF) and provide a taught path to Associate Fellowship of the HEA. It will be launched in this format in 2015, running from January to June and comprising four face-to-face sessions, online learning activities and attendance at at least one additional workshop. Our PG Certificate has been adjusted to provide a taught path to HEA Fellowship and we expect increased engagement with this and the subsequent PG Diploma and MEd stages of our ULT programme.

EERP will move into its second year of use in 2014-15, and we will continue to refine the review process and,



**Dr Martyn Kingsbury**  
Head of Unit and  
Director, Educational  
Development

"Our aim in 2014-15 is to continue developing our complete spectrum of flexible provision to continue to support the College's various teaching and learning activities and to respond effectively as these develop."

"I thought this was a really well thought out curriculum. I really enjoyed the way that our role as learners and as peer teachers was weaved into it and alternated to achieve an experiential way of teaching. It is inspiring to see learning delivered in this way."

in light of an increase in education research, seek to better integrate this with the College education ethics committees process.

The Education and Student Strategy launched in October 2013 seems to have resulted in a reinvigorated College-wide focus on education. This has increased demand on our provision but presents many exciting new opportunities. We look forward to supporting and promoting this to an exciting and challenging year ahead.



# ... Facts and Figures 2013-14





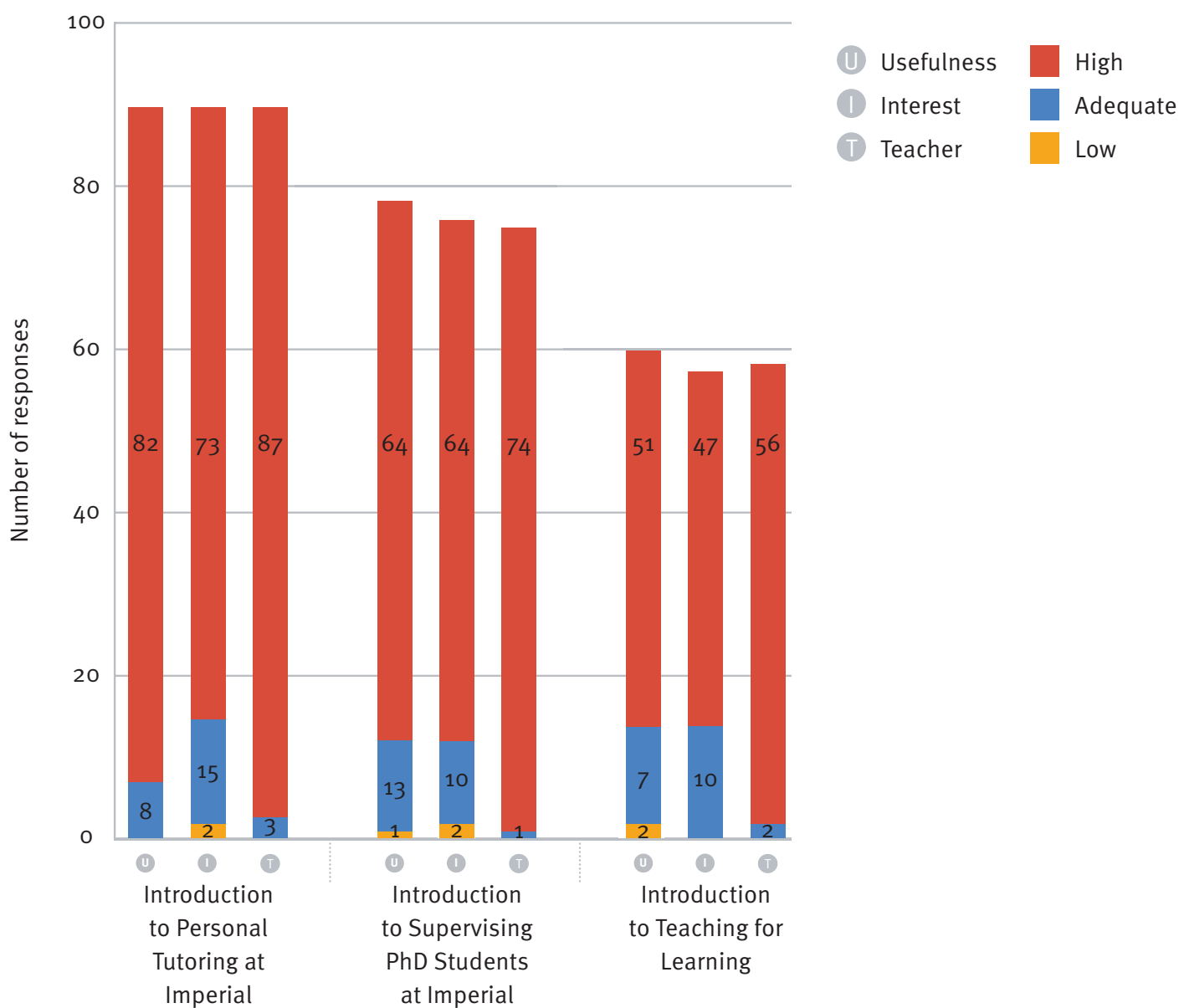
# Workshop Attendance

## A comparison of workshop attendance in 2013-14

Department/School/Institute/Other	Introduction to	Practical Guide	Focus on	FacMed	GTA	Total
Academic Support Services	9	0	5	0	0	14
Administration	14	20	12	22	0	68
Centre for Co-Curricular Studies	1	1	0	0	0	2
Centre for Environmental Policy	11	2	0	3	0	16
Department of Aeronautics	11	2	1	0	1	15
Department of Bioengineering	15	4	2	0	0	21
Department of Chemical Engineering	17	9	2	0	0	28
Department of Chemistry	19	21	0	0	24	64
Department of Civil & Environmental Engineering	26	9	0	0	4	39
Department of Computing	11	9	0	0	1	21
Department of Earth Science & Engineering	13	4	0	0	0	17
Department of Electrical & Electronic Engineering	11	10	0	0	0	21
Department of Life Sciences	57	24	3	1	2	87
Department of Materials	14	6	0	1	2	23
Department of Mathematics	16	6	5	0	17	44
Department of Mechanical Engineering	18	2	0	0	0	20
Department of Medicine	37	22	8	27	2	96
Department of Physics	34	29	6	0	47	116
Department of Surgery & Cancer	26	20	3	24	1	74
Imperial College Business School	10	1	0	0	0	11
Imperial Institutes	2	2	0	0	0	4
Institute of Clinical Science	8	0	0	3	0	11
National Heart & Lung Institute	15	31	0	23	2	71
NHS	27	29	3	263	0	322
Not Declared	25	24	3	6	0	58
School of Public Health	27	19	5	15	2	68
<b>Total</b>	<b>474</b>	<b>306</b>	<b>58</b>	<b>388</b>	<b>105</b>	<b>1331</b>

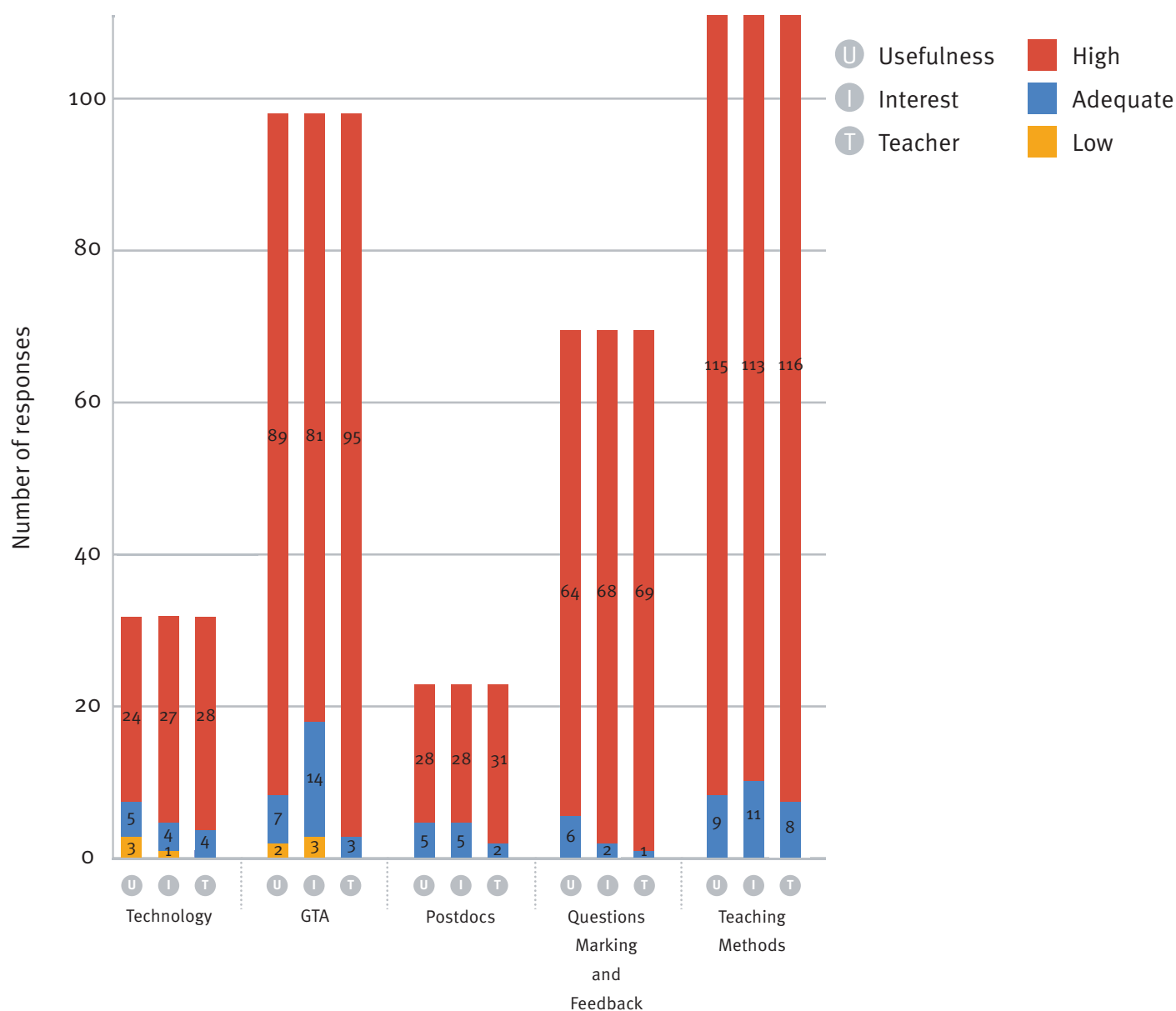
# Workshop Evaluation

## Ratings of core Introduction to... workshops

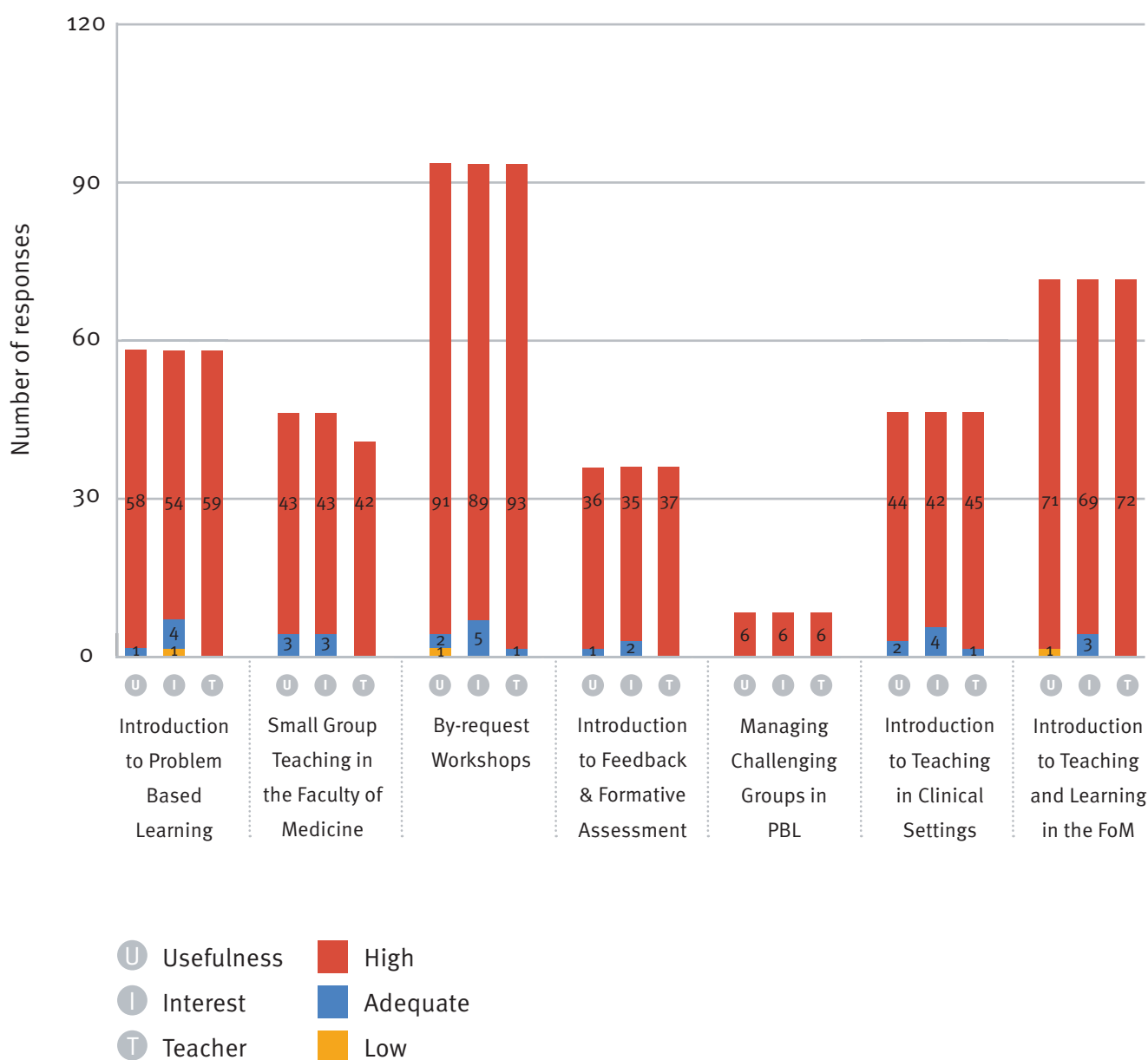




## Ratings of Practical Guide to... workshops



## Ratings of Faculty of Medicine workshops



# Medical Workshop Attendance

A comparison of workshop attendance in 2013-14 with the two previous years

	2013-14		2012-13		2011-12	
Workshop Type	Attendance	% of 388	Attendance	% of 273	Attendance	% of 395
Programmed	283	73%	212	78%	255	65%
By-request Events	105	27%	61	22%	140	35%
Non-attendance	24	N/A	31	N/A	44	N/A
<b>Total</b>	<b>388</b>	<b>100%</b>	<b>273</b>	<b>100%</b>	<b>395</b>	<b>100%</b>
Employment Type	Number	% of 388	Number	% of 273	Number	% of 395
NHS Staff teaching IC students	263	68%	176	64%	280	71%
Imperial Honorary Staff	25	6%	11	4%	15	4%
Imperial Staff	100	26%	86	32%	100	25%
<b>Total</b>	<b>388</b>	<b>100%</b>	<b>273</b>	<b>100%</b>	<b>395</b>	<b>100%</b>



## The Primary employer of medical participants

2013-14

Primary Employer (Trust/College)	Total Workshop Attendance
Ashford and St Peter's NHS Trust	5
Brompton and Harefield NHS Trust	2
Central NW London Mental Health NHS Trust	25
Chelsea and Westminster Healthcare NHS Trust	85
Ealing Hospital NHS Trust	28
Imperial College Healthcare NHS Trust	35
North West London Hospital NHS Trust	17
Other <sup>1</sup>	7
The Hillingdon Hospital NHS Trust	3
West London Mental Health NHS Trust	7
West Middlesex University Hospital NHS Trust	17
Undeclared	32
Imperial College <sup>2</sup>	100
Honorary Imperial Staff <sup>2</sup>	25
<b>Total</b>	<b>388</b>

1. Other NHS Trusts include: UCLH, Hounslow, Epsom and St. Helier, Royal Marsden NHS Foundation Trust, North Middlesex.

2. Demographic information is provided by participants. A number of attendees have more than one work affiliation (NHS, Imperial College, Employment Venue) and are therefore categorised by their primary responsibilities and/or employment venue.

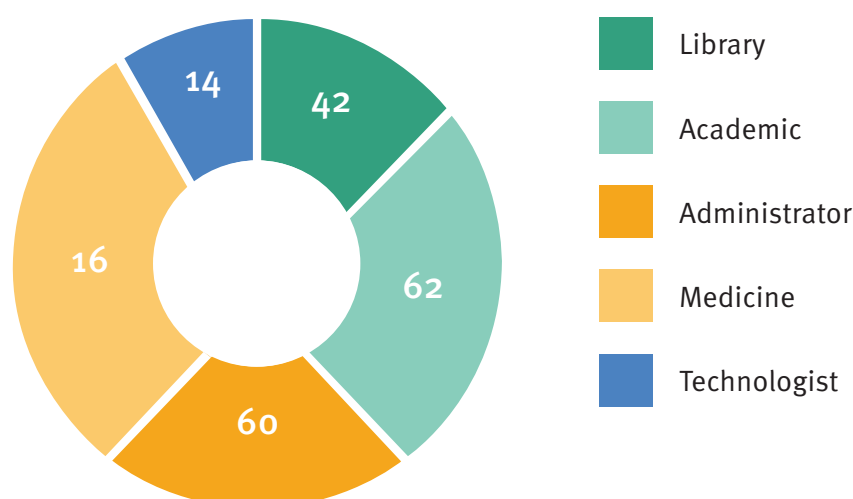
# SLTP Completions

## Who is the SLTP Pathway for?

SLTP is designed for any member of staff who supports student learning, but who is not a full-time member of academic staff. 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:

- Learning-support oriented administrators and managers;
- Librarians;
- Technicians, for example those involved in demonstrations, project assistance and working in labs;
- Computing/technical specialists designing learning materials;
- Part-time or occasional tutors/lecturers;
- 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

### SLTP 2014 Completion

Academic - 4  
 Technician - 3  
 Medicine - 11



A low-angle photograph of a modern, multi-story building with a grid of windows, likely an Imperial College London building. In the foreground, a large, white, rectangular sign is visible, featuring the text "Imperial College London" in blue. The sky is blue with scattered white clouds.

# **Imperial College London**







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Produced and Designed by Mark Williams for the Educational Development Unit.  
Principal photography: Imperial College London.







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 e-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.

Educational Development Unit  
Imperial College London  
Level 5, Sherfield Building  
South Kensington Campus  
London SW7 2AZ

Telephone: +44 (0)207 594 8787  
Email: [edu@imperial.ac.uk](mailto:edu@imperial.ac.uk)

[www.imperial.ac.uk/edudev](http://www.imperial.ac.uk/edudev)



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