

**LTC16D055**

**Title:** *CSED Annual Report 2015-16*  
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**Date:** 12 January 2017  
**Circulation:** LTC – 25 January 2017  
**Agenda:** LTC16A003  
**Version:** Final  
**Status:** Open

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**Issue**

This Report provides Learning and Teaching Committee (LTC) members with an overview of CSED's training and development activity during the period 1 September 2015 to 31 August 2016. Of particular interest to LTC members will be the breakdown of academic staff engagement statistics, by Faculty, School and subject area detailed in Appendix E. The Report also details CSED's development plans for the next 12-18 months (outlined in paragraphs 11 and 12), and LTC members are invited to note these and how the planned activity has been designed to support and align with UEA Strategy and Plan objectives and strategic aims. Feedback from LTC members on any aspect of the Report, but particularly CSED's future plans, would be most welcome.

**Recommendation**

Recipients are requested to receive the CSED Annual Report 2015-16 and invited to provide feedback, particularly with regard to CSED's future plans as outlined in paragraphs 11 and 12.

**Resource Implications**

This report is a historical review – no resource implications for the period of the Report. It is envisaged that the actions outlined under future plans (paragraphs 11 & 12) will be resourced within CSED's current financial plan, with the exception of support required for the introduction of apprenticeships for UEA staff (paragraph 12d) which will be outlined in a separate paper for consideration by the UEA Apprenticeship Working Group.

**Risk Implications**

This report is a historical review – no risk implications.

**Equality and Diversity**

N/A

**Timing of decisions**

N/A

**Further Information**

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**Background**

See attached Report

**Discussion**

See attached Report

**Attachments**

CSED Annual Report 2015-16

## **CENTRE FOR STAFF AND EDUCATIONAL DEVELOPMENT (CSED)**

### **ANNUAL REPORT 2015-2016**

#### **INTRODUCTION**

1. This Report has been prepared to provide Learning and Teaching Committee members with an overview of CSED's recent training and development activity, with specific focus placed on the development of staff whose roles are directly related to learning and teaching provision at UEA. The Report covers the period 1 September 2015 to 31 August 2016, with some historic information included to provide context. It also looks forward to ongoing initiatives and future plans which may impact on Learning & Teaching (L&T) policy or outcomes. The main body of the Report offers readers a synopsis of the various subject matter areas, with more comprehensive data available within the associated appendices.

#### **KEY AREAS OF ACTIVITY IN RELATION TO LEARNING AND TEACHING**

2. CSED supports the development of those directly involved in L&T, such as the University's academic staff –both in teaching and research roles. Equally, CSED provides for those staff members who may not interact directly with students in the lecture room but whose support to students provides the foundation from which students and academic staff can engage efficiently and productively in wide range of L&T activities. This report, whilst acknowledging the vital contribution of the latter staff group, will concentrate on CSED's provision for the former – UEA academic staff. The following sections will provide overview narratives of activity in key areas.

#### **ACADEMIC PRACTICE WORKSHOPS AND EVENTS**

3 Academic Practice (AP) Workshops – report from CSED Director of Academic Practice.

CSED provides a range of academic practice courses centred on learning, teaching and supervision. They include courses on pedagogical innovation, advising students, as well as role-specific training and training on the regulatory structure governing taught programmes.

Our programme is also informed by UEA Learning and Teaching Strategy and in furtherance of this we work closely with the Academic Director of Taught Programmes (ADTP) and the Academic Director for Learning and Teaching Enhancement (ADLTE) whose generous support and assistance we are most grateful for.

For Academic Practice overall, a total of 855 places were occupied over 57 separate sessions giving an average attendance of 15 per session. Aside from Learning and Teaching Day (205 participants) the most popular sessions were Best Practice in Research Supervision: SCI/FMH (123 participants over 3 sessions), and the HEA Fellow (36) and Senior Fellow (48) Workshops.

It is pleasing that so many academic teaching staff (and, indeed, all those staff who support learning) continue to support these courses and to benefit from them. One constant difficulty is finding a time to run sessions when all those interested can attend. If we are able to run the same session twice at different times, then we aim to do so. Some sessions are perennial favourites (for example, those sessions devoted to lecturing which continue to attract very favourable feedback) whilst others are much newer (for example, session on the use of social media in learning).

The biggest challenge is keeping abreast of all the innovations in teaching and learning and bringing these developments to the attention of staff. We continue to work with different 'champions' of teaching and learning innovations in order to keep in touch with the latest thinking.

A list of Learning, Teaching and Supervision workshops delivered in AY2015-16, is contained in **Appendix A**.

#### 4 L&T Day – 5 May 2016 – report from CSED Director of Academic Practice.

A total of 205 persons attended, the highest figure for L&T Days to date. This compares reasonably well with similar events in other institutions – around 150-250 appears to be the norm. Thirty-seven % of participants responded to the post-event survey.

All Faculties were represented with SSF having the most attendees. HUM did better this year than last but we have not quite reached SCI in the numbers we would like (the number of participants was the same as last year).

The two keynotes were given by 'in-house' colleagues and judging from the response both at the time and in subsequent evaluations, this was successful. There is a lot of talent to draw on at UEA and this could work well again for the future.

#### **A number of points emerged:**

- The Steering Committee found it difficult to attract offerings on the topic of research-led teaching;
- Sometimes presentations were either too 'niche' or lacking in analysis and overly-descriptive;
- However, the majority of sessions were very well received and this was reflected in the favourable evaluations.

#### **For the future:**

- Ensure that we continue to engage a range of interested parties in the organisation of contents and themes, including:
  - The ADTP
  - The ADLTE
  - The Learning Highlights team
  - Course Director of the MA-HEP
  - The Higher Education Research Group.

- Ensure that the theme is strongly focused in order to discourage bland presentations or those that are only aimed at a small constituency.
- The Steering Group to scrutinise more carefully submissions and liaise with presenters to ensure that quality is assured.

A full report on L&T Day 2016 was given to LTC on 22 June 2016 and can be accessed via LTC Blackboard pages.

## 5 Higher Education Academy (HEA) Fellowships

Following the decision by the EC not to proceed with the in-house accredited CPD programme for academic staff, the PVC (Teaching and Learning) nevertheless wished to encourage staff to apply for HEA Recognition through the individual route. To this end, an HEA consultant gave two workshops on FHEA and SFHEA respectively, in early May 2016. These were very well attended and CSED followed this up with the following actions:

- Organisation of a further workshop by the HEA consultant to catch all those who could not make the first one
- A writing retreat for SFHEA applicants
- 2 extra follow-up workshops
- Worked with lead current SFHEA holders in the four Faculties who acted as mentors for colleagues wishing to make HEA recognition submissions.
- Set up Blackboard pages to which all those who had declared an interest were subscribed. These pages included relevant reports, forms and advice for applicants as well as information on workshops.

A total of 151 staff have expressed an interest in gaining HEA Fellowship through attendance at one of the workshops mentioned. Roughly half of these intend to apply for SFHEA.

CSED will continue to monitor and track HEA applications: but it is dependent on staff informing CSED of their intentions. CSED, in concert with ADLTE and SFHEA holders within Faculties (as Faculty mentors) will also continue to give wide support to applicants in 2016-17.

## **MASTER OF ARTS IN HIGHER EDUCATION PRACTICE (MA-HEP) AND DEVELOPING TEACHING SKILLS (DTS) MODULE**

### 6. MA-HEP – Report from Course Director.

The *MA in Higher Education Practice (MA-HEP)* is a PGT course which focusses on teaching and learning, and is primarily aimed at early-career academics (it forms part of the probation process for newly-appointed lecturers). Successful completion of the certificate element of the course (60 credits) additionally gives participants Fellowship of the HEA. There were a total of 82 MA-HEP programme registrations for AY2015-16, a slight increase on the previous year.

We made two significant modifications to the MA-HEP this year, both of which have been well-received: module 2 ('evaluation of teaching') was re-written to include more pedagogical content, and had an increase in contact hours; module 5 ('project in teaching') had a change to the mode of assessment, allowing participants to submit video essays, or similar. Across both modules engagement has been very good, and the summative work submitted supports the conclusion that the changes have been positive. The feedback we have received so far has also been, in the main, very good. Over the past few years, the MA-HEP has moved in line with other EDU PGT offerings, and now accepts 'external' (fee-paying) applications. Last year we had five external participants undertaking the course, and building on the success of this we have opened places to several participants from Partner colleges this year – which will generate a significant income for CSED and help support delivery of other CSED L&T courses. The MA-HEP continues to be a large programme and the indications are that numbers are set to rise again for the 2016-17 intake.

#### 7. Developing Teaching Skills (DTS) Module – Report from Course Director.

The *Developing Teaching Skills Programme* is a stand-alone 20 credit m-level module, which is primarily aimed at postgraduate teaching assistants. The programme runs over a whole semester – autumn and spring – and is accredited with the HEA at Associate Fellow level (D1). The module requires participants to attain, and evidence, a good understanding of the practice and theory of teaching at HE level – as well as developing their confidence and competence in the classroom. There were a total of 85 DTS programme registrations for AY2015-16, a significant fall of around 28% from the previous year's figure.

In view of the recent staffing issues, and to address feedback from current and former students, it has been decided to cancel the Spring 2017 DTS cohorts to allow a comprehensive review of the module content, assessment methodology and delivery to take place. This will also allow time for a replacement DTS course lecturer to be recruited.

### **RESEARCH-RELATED TRAINING AND CAREER DEVELOPMENT**

#### 8. Researcher Training – Report by Staff Development Officer for Researchers (SDO-R)

CSED provides training and career development support to researchers and all staff involved in research related activity. During this Report period, provision comprised an extensive and diverse offering of workshops to suit the needs of research related staff; including Research Grant Applications, Writing and Publications, Engagement, Role Diversification (to include How to Become a Consultant, How to Build a 'Personal Brand' and How to Launch a 'Start-up' Business), Computing for Research (such as SPSS, NVivo, ImageJ, R software, SPSS, Linux and STATA). CSED also offered researchers the opportunity to develop their teaching skills by applying to the Developing Teaching Skills (DTS) module of the MA-HEP. CSED maintains close contact with the research base at UEA and its courses evolve and grow each year in response to the needs communicated by its researchers. Some of the most popular

courses that retain a core level of high popularity each year include Research Grant Writing, SPSS, STATA as well as Techniques for Long Writing: Dissertations; Theses; Articles and Books.

Building on the work of previous years, in September 2016, UEA developed its 2016-2010 Action Plan to enable it to retain the HR Excellence in Research Award. CSED will continue to implement the actions outlined within this plan as well as to closely monitor and respond to the needs of the University's Research base.

A list of Researcher development workshops delivered in AY2015-16, is contained in **Appendix B**.

## **ADDITIONAL CSED ACTIVITY**

### **9. Personal and Professional Development – Report by Head of CSED and Senior Staff Development Officer (PPD)**

In addition to academic practice and research-related workshops and events, CSED delivers a wide range of generic Personal and Professional Development (PPD) programmes to suit the varied needs of staff within all disciplines, departments and levels of the organisation. The PPD programme is designed to meet a variety of needs, and focusses on developing the practical skills and knowledge staff require to undertake their roles, as well as emphasising professionalism, personal development and self-awareness. The programme includes Introductory Events, Leadership and Management, Equality and Diversity, IT training, and a wide range of short courses, grouped around the themes of personal effectiveness and behavioral skills, communication and practical skills knowledge, regulatory compliance, and staff well-being. The majority of these courses are open to all staff and are as applicable to academic and research colleagues as they are to support staff and professional services. In addition, we deliver a number of 'repeats' and bespoke events for schools and departments. General attendance levels on courses across the PPD Programme in 2015-2016 has been high and overall the feedback has been good. A full list of courses can be seen in **Appendix C**. A summary of the key areas of activity follows.

#### **a. Leadership and Management (L&M) Development.**

CSED continues to work with a group of skilled and experienced internal and external partners to deliver a suite of L&M programmes for staff in supervisory roles; whether just starting on their management journey or requiring advanced skills and development at executive level. In April 2016, in conjunction with the Leadership Foundation for Higher Education (LFHE), CSED delivered the Introduction to University Leadership two-day programme for academic and support staff who aspire to become Heads of School, leaders of large research or teaching programmes, Associate Deans, or Heads of Services. This programme alternates with the complementary but more advanced LFHE four-day University Leadership Programme which will next run in May/June 2017.

The Institute of Leadership and Management (ILM) Certificate (Level 3) and Diploma (Level 5) programmes continue to be a perennial favourite, receiving very positive feedback and a high demand for places on future courses. In 2015-16, CSED also delivered a Level 7 Chartered Management Institute diploma programme for a small cohort of senior managers.

b. Equality and Diversity.

In collaboration with our colleagues in the Equality Office and Student and Academic Services, we continue to provide a comprehensive range of Equality and Diversity short courses. Additional courses for academic staff also appear in the Learning, Teaching and Supervision section of the CSED programme.

This year, our main priority has been to roll out *Understanding Unconscious Bias* training across the University. Several bespoke sessions were delivered jointly by the Equality Office and CSED for staff in the schools of Biology, Chemistry, Environmental Sciences, Health Sciences, Medicine, Pharmacy, and Politics and Philosophy. The content of these sessions was changed in response to feedback, and overall the evaluations have been very positive. We anticipate continuing demand for training in this important area.

Numbers for the *Equality and Diversity Awareness* face to face course continue to be small, but this is due to the alternative e-learning provision available, with around 98% of staff having completed the *Diversity in the Workplace* on-line course. Otherwise, the majority of the Equality and Diversity courses are well attended, and the feedback is consistently good.

c. IT Training.

Throughout the 2015-16 academic year the general demand for CSED's IT short courses remained high, although the requirement for some specific entry level courses, such as Introduction to PowerPoint, has continued to diminish. Access and Excel courses are particularly popular, with extra sessions being provided to accommodate waiting lists. In addition to this, demand for bespoke sessions by Schools and Departments has continued to grow this year. A new course, *Word: Essentials Tips* was well received and will be offered again in the 2016-17 programme. The IT courses commissioned by Schools for undergraduates, and by post-graduate offices for UEA PGR students, continue to have a high uptake and draw positive feedback.

CSED also continues to provide one to one training for staff with specific needs and internal consultancy where possible.

d. PPD short course programme.

Overall, the short courses have been well attended with high ratings and very good evaluations. Several new courses were introduced this year, and feedback has been excellent. These include: *Effective 1:1 conversations*, a workshop designed to help staff enhance their communications with others in

a range of settings; *Introduction to Project Management*, a one day course covering formal project management principles, processes, techniques and business terminology, for staff with project management responsibilities; and *Ease the Load* an innovative seminar designed to help staff plan and manage their workloads effectively using time and project management techniques. The latter two courses were heavily oversubscribed, and CSED provided additional sessions to meet the demand.

This year, we developed our e-learning offering, and piloted courses in new subject areas. The existing face to face *Agendas and Minutes* course has now been developed as an on-line course. Alongside the *Introduction to Project Management* course, *Project Management Skills* is an on-line course designed for those wanting to learn project management skills and is also suitable for staff supporting projects. Both *Agendas and Minutes* and *Project Management Skills* are offered in the 2016-17 programme. In addition, an e-learning UEA Induction programme was launched in September 2016 and is complemented by a refocused, face-to-face 'Introductory Morning for New Staff' and the 'Introduction to Teaching at UEA: 10 Things You Need to Know' short course. An online UEA Appraisal course was also rolled-out to all staff, completion of which is mandatory for staff with appraiser responsibilities and recommended for all appraisees.

e. UEA Coaching Scheme.

The UEA Coaching Scheme, which is managed and coordinated by CSED, continues to provide a confidential service for all staff. Uptake of the scheme increased by 50% this year, with 58% of the applications received coming from academic staff and 42% from staff working in a variety of professional services roles.

Coaching assignments cover a variety of topics, including:

- career development
- career transitions
- developing confidence and personal effectiveness
- developing effective working relationships
- leadership and management issues

An increasing number of coachees are finding out about the scheme through the recommendations of others. Evaluations suggest that coaching has had a positive impact in helping staff work towards their personal and professional development goals. For example, these include increased confidence, improved workload management, gaining promotion or changing jobs.

f. Bespoke training, events and activities.

A selection of bespoke activities delivered by CSED staff in 2015-16 is summarised below:



- *Understanding Unconscious Bias* training sessions for the schools of Biology, Chemistry, Environmental Sciences, Health Sciences, Medicine, Pharmacy, and Politics and Philosophy x 10
- *Belbin Team Role Theory* training sessions for Recruitment, Admissions and Outreach teams x 7
- *Mentoring* training workshop for researchers, School of Medicine
- *Service Excellence* training for library helpdesk staff x 3
- *Improving your use of Microsoft Excel* for PGR x 5
- Facilitated sessions for Health Sciences, Norwich Business School, and Adapt
- *Mindfulness* Taster session for Admissions, Recruitment and Marketing

g. UEA Technicians Forum.

With the support of CSED, senior technical staff have revived the technicians' network at the University, now known as UEA Technicians' Forum. The aim of the network is to bring together staff in diverse technical roles that are spread across the campus, to share skills, knowledge and good practice. A launch event took place on 30 September 2016 and was well attended with around 40 technicians from a variety of disciplines across the University taking part. Since June 2016, CSED has also funded institutional membership of HEaTED (Higher Education and Technicians Educational Development) giving UEA's 230 technicians access to a range of specialist training and development opportunities.

## COURSE STATISTICS

10. The number of participant attendance places for CSED short courses remains stable, with this report period standing at 4705, a slight fall of 3.5% on the previous year. Sixty-three courses were cancelled, 40 due to insufficient numbers and 23 due to other reasons (such as trainer incapacity, particularly the extended sickness absence last year of a key staff member). The year showed a small rise in the number of learning events delivered – 374, a 4.7% increase on 2014-15 figures. Getting the right balance between offering multiple delivery dates for single courses – to meet the varied availability of individual staff – versus running fewer course interactions to consolidate numbers, is always going to be difficult to manage. CSED continually strives to deliver events that are needed, at times when they are most accessible; thereby maximizing learner value and cost effectiveness. Ten year comparison statistics are shown at **Appendix D**. In line with this Report's specific focus on the development of staff whose roles are directly related to learning and teaching provision at UEA, a breakdown on the level of academic staff engagement with CSED short courses, by Faculty and School, can be found at **Appendix E**. These statistics are shown in both tabular and diagrammatic formats, for ease of comparison.

## CSED STRATEGY – FUTURE PLANS AND PRIORITIES

11. CSED Strategy cascades from HR Strategy 2016-2020 Strategy – Operational Plan and the UEA Plan and supports the goals and objectives that emerged from the UEA 2030 Vision consultation. We will continue work on a number of previous initiatives, and in some areas refocus efforts, to further support the delivery of higher level objectives. This direction drives CSED’s future plans and alignment between CSED output and UEA Plan Objectives (Obj) and Strategic Actions (SA) – particularly:

- *Obj 3 – Growing a student community with an excellent student experience*
- *Obj 5 – Investing in our technology-enhanced learning capacity*
- *Obj 6 – Supporting and developing our staff*
- *Obj 8 – Developing an enterprising campus*
- *SA 2.6 – Promote an enterprising and entrepreneurial culture among students and staff...*
- *SA 4.1 – Provide support and mentoring to ensure that all staff can develop their full potential...*
- *SA 4.2 – Celebrate the diversity of our communities, proactively working to achieve equality, dignity and respect...*
- *SA 4.6 – Develop initiatives that prioritise staff and student wellbeing...*
- *SA 4.7 – Creation of institution-wide training in professional service and business efficiency...*

This work will also be shaped by feedback from the recent staff development survey, FLTQC meetings, focus groups, course evaluations and CSED research into use of educational technologies at UEA<sup>1</sup>.

12. The following outlines CSED’s development plans for the next 12-18 months, which will complement the delivery of existing routine programmes and interventions. More detailed alignment of Obj and SA to CSED specific actions is indicated **(in brackets)** below.

a. Academic Practice (AP).

In association with ADTP and ADLTE, CSED is reviewing and revamping AP development workshops and events for delivery in 2017-18. The review will look at the course content, duration and timing, delivery methodology, and which courses should be mandated for specific role holders. **(Obj 3.1, 5, 6.1, 6.2. SA 2.6, & 4.1)**

b. Promotion of HEA Fellowship.

CSED will continue to support application for HEA Fellowship at all levels **(Obj 6.2)**, through:

- CSED HEA accredited programmes (Fellowship – PGCert HEP, Associate Fellowship – DTS module)

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<sup>1</sup> A Dujardin, R Walker, SEDA Report: Academics’ Learning Needs and Education Technologies at UEA – an ethnographic futures research project.

- HEA Fellowship application workshops, with 2 more open weekend residential workshops planned for 17-19 February 2017 and 30 June – 2 July 2017, and one-day workshops for SCI on 27 and 28 February 2017.
- On request, 1-2-1 guidance on completion of applications.

c. Personal and Professional Development (PPD)

- We will review and continue to develop our on-line/blended offering where appropriate. For example, *Chairing Meetings* will be developed as a new on-line course next year. We will also consider other areas of the PPD programme. **(Obj 5 & 6.1. SA 4.7)**
- In line with themes contained in the strategic plan, a new workshop will be piloted on *Entrepreneurial Thinking*. If successful, this will be followed up with a workshop on feasibility (how to develop, evaluate and present proposals and business cases). **(Obj 6.3, 6.4 & 8.1. SA 2.6)**
- To sit alongside the Service Excellence course, we will explore developing a course on designing and leading on excellent service for supervisors and managers. **(Obj 6.4. SA 4.7)**
- We will develop programmes on *Finance for Managers* and *Change Management*. **(Obj 6.4. SA 4.7)**
- We will review *leadership, management and supervisory development provision* with the aim of identifying and filling any gaps, and provide fuller guidance on what development to undertake and when (according to individual experience and career progression). This work will also need to take account of the new Apprenticeship Levy scheme (see para 12d below). **(Obj 6.1, 6.2 & 6.5. SA 4.1 & 4.7)**
- We will review support given to developing mentoring skills, particularly *Mentoring Skills for Managers* and update *Mentoring guidelines*. **(Obj 6.5. SA 4.1)**
- We will work with HR and E&D colleagues to support the roll-out of revised *Dignity and Respect* policy. **(Obj 6.1 & 6.5. SA 4.2)**
- We will continue to develop and deliver programmes to support and enhance staff wellbeing. **(SA 4.6)**
- We are currently reviewing IT training provision with a view to offering a combination of e-learning, face-to-face courses and learning clinics. **(Obj 5 & 6.2. SA 4.1)**

d. Apprenticeship Levy.

The government's new Apprenticeship Levy scheme<sup>2</sup>, which comes into effect in May 2017, has prompted UEA to investigate how it can optimise levy contributions through systematic use of the apprenticeship scheme for staff development and recruitment. This work is being led by the Apprenticeship Working Group chaired by the PVC (Academic), and CSED will be the lead area for managing and promoting UEA staff apprenticeship opportunities. The (draft) HR Strategy Document for Apprenticeship Levy 2016-18 (under

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<sup>2</sup> [Apprenticeship funding from May 2017 - Publications - GOV.UK](#)

consideration by the Apprenticeship Working Group) outlined the proposed short-term plan for how the Apprenticeship Levy will be used, focusing on the following areas:

- Improving current management and leadership skills through utilising the *CMI Chartered Manager Degree Apprenticeship* (level 6); *Operations and Departmental Manager Apprenticeship* (level 5) and *Team Leaders and Supervisor Apprenticeship* (level 3)<sup>3</sup>. In addition, work with the HE Trailblazer group, to develop the *HE Professional Apprenticeship* standard (level to be confirmed).
- Consider linking the probationary requirement for early career academic staff to undertake the HEP PGCert to the completion of the *Academic Professional Apprenticeship* (Level 7).
- Maximise ad hoc apprenticeship opportunities for staff within specialist areas, such as technicians, professional trades within Estates, etc.

**(Obj 6.1, 6.2, 6.3, 6.4 & 6.5. SA 4.1 & 4.7)**

Utilising the Apprenticeship Levy is not a cost-free option. Resources will be required to manage the system (within HR, CSED and FIN). Within Departments and Schools, contracted apprentices will be required to spend a minimum of 20% of their work time undertaking off-the-job training<sup>4</sup> and considerable additional time and effort will be required by individuals and their managers to complete and evaluate on-the-job training over a period of at least 12 months (significantly longer for Higher or Degree Apprenticeships). These resource requirements should not be underestimated and must be balanced against the benefits of staff upskilling and maximising financial return of investment on the mandatory levy payments. Head of CSED is a member of the UEA Apprenticeship Working Group and the HE Trailblazer (progressing standards for *Academic Professional* and *HE Professional Apprenticeships*) and will continue to work with relevant stakeholders to seek the best outcome for UEA and its staff.

Amanda Giles  
Head of CSED  
12 January 2017

#### APPENDICES:

- A. Learning, Teaching and Supervision Workshops AY 2015-16
- B. Research-related Workshops AY 2015-16
- C. Personal and Professional Development (PPD) Courses AY 2015-16
- D. CSED Course Statistics – 10 year comparison
- E. Academic Staff Engagement in CSED Short Courses, by Faculty/School – AY 2015-16

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<sup>3</sup> It is intended that the level 5 and level 3 apprenticeships will replace the current provision of Institute of Leadership and Management (ILM) level 5 and 3 programmes.

<sup>4</sup> Defined as 'training which is outside of the normal day-to-day working environment'

**Appendix A****Learning, Teaching and Supervision Workshops AY 2015-16**

| <b>Title</b>  | <b>Runs</b> | <b>Attendees</b> |
|---|-------------|------------------|
| Academic Publishing in a Digital World                                    | 1           | 9                |
| Advising Students   | 2           | 42               |
| Annual Meeting of School Plagiarism and Collusion Officers                | 1           | 18               |
| Being a Member of an Exam Board   | 2           | 29               |
| Best Practice in Research Supervision: HUM                                | 1           | 10               |
| Best Practice in Research Supervision: SCI/FMH                            | 4           | 123              |
| Designing Your Own Module and Using Blackboard for Delivery               | 1           | 8                |
| Facilitating Active Learning in the Lecture Theatre                       | 2           | 28               |
| Graphic Novels in Learning and Teaching                                   | 1           | 1                |
| HEA Application Process Workshop HUM                                      | 2           | 14               |
| HEA Fellow Follow-up Workshop   | 1           | 4                |
| HEA Fellow Workshop   | 1           | 36               |
| HEA Fellow Writing Workshop   | 1           | 11               |
| HEA Recognition Online Pathway  | 1           | 6                |
| HEA Senior Fellow Follow-up Workshop                                      | 1           | 4                |
| HEA Senior Fellow Workshop  | 1           | 48               |
| HEA Senior Fellow Writing Workshop  | 1           | 10               |
| Helping Students Concerned About Memory Difficulties                      | 1           | 11               |
| Introduction to General Regulations and the SSDC                          | 1           | 1                |
| Introduction to the Code of Practice on Placement Learning                | 1           | 19               |
| Learning and Teaching Day   | 1           | 205              |
| Managing a Course: The Role of the Course Director                        | 1           | 11               |
| Marking and Moderating Coursework   | 2           | 20               |
| Open Discussion Workshop: MOOCs   | 1           | 4                |
| Organising and Managing a Module  | 1           | 10               |
| Performance Element of Lecturing  | 2           | 25               |
| Performance Element of Lecturing - One to One Coaching                    | 2           | 13               |
| Principal Fellow of the HEA Follow-on Workshop                            | 1           | 2                |
| Self-Efficacy and Learning in Higher Education                            | 1           | 6                |
| Senior Advisers Annual Meeting  | 1           | 7                |
| Supervising UG and PGT Dissertations                                      | 1           | 4                |
| Teaching Directors Conference   | 1           | 10               |
| Teaching for Critical Thinking  | 1           | 6                |
| Teaching Writing  | 1           | 13               |
| The Role of Student Partnerships (formerly Staff-Student Liaison) Officer | 1           | 8                |
| Training for Extenuating Circumstances Panels                             | 1           | 9                |
| Training for Faculty Appeals and Complaints Panels                        | 1           | 14               |
| Training for Plagiarism Officers  | 1           | 3                |
| Understanding Chronic Conditions and Their Effects on Students            | 1           | 6                |

|   |    |     |
|---|----|-----|
| Understanding Dyslexia, Dyspraxia and ADHD              | 2  | 21  |
| Using Audio to Enhance Student Engagement with Feedback | 2  | 2   |
| Using Social Media to Enhance Student Engagement        | 1  | 9   |
| Voice and Pronunciation                                 | 2  | 9   |
| Widening Participation and Outreach                     | 1  | 6   |
| TOTALS  | 57 | 855 |

**Appendix B****Research-related Workshops AY 2015-16**  
(not including ResNet events)

| <b>Title</b>   | <b>Runs</b> | <b>Attendees</b> |
|--|-------------|------------------|
| Advanced Data Analysis I SPSS  | 1           | 2                |
| Advanced Data Analysis II SPSS   | 1           | 5                |
| An Introduction to Data Management Planning  | 1           | 7                |
| An Introduction to Engagement and Evaluation   | 2           | 11               |
| An Introduction to PURE  | 2           | 33               |
| An Introduction to SPSS  | 1           | 7                |
| An Introduction to STATA I   | 1           | 12               |
| An Introduction to STATA II  | 1           | 9                |
| An Introduction to STATA III   | 1           | 6                |
| An Introduction to Systematic Reviews I  | 1           | 8                |
| An Introduction to Systematic Reviews II   | 1           | 7                |
| Basic Data Analysis SPSS   | 1           | 5                |
| Bayesian Statistics and Survival Analysis using R  | 1           | 4                |
| Becoming a Consultant: Effective Strategies for Researchers                              | 1           | 11               |
| Effective Knowledge Exchange and Impact  | 1           | 14               |
| Effective Research Grant Applications: Arts, Humanities & Social Sciences                | 2           | 17               |
| Effective Research Grant Applications: Health & Health Related                           | 2           | 13               |
| Effective Research Grant Applications: Science (including Biomedical Science)            | 1           | 17               |
| Get Connected: Networking and Social Media   | 1           | 8                |
| Image J  | 1           | 5                |
| Intellectual Property in National Institute for Health Research (NIHR)                   | 2           | 7                |
| Intermediate Workshop on R   | 1           | 8                |
| Introduction to R for Beginners  | 1           | 0                |
| Launching a Business Start-up  | 1           | 11               |
| Managing your Research Data  | 1           | 8                |
| Narrative Analysis in Action   | 1           | 8                |
| NNUH/UEA Joint Standard Operating Procedures for Healthcare Research                     | 1           | 5                |
| Open Access for Academics  | 3           | 14               |
| Pathways to Impact   | 3           | 40               |
| Reproducible Research with R   | 1           | 3                |
| Research Governance and Ethics   | 1           | 4                |
| Researcher Strategy Day  | 1           | 7                |
| Techniques for Long Writing: Dissertations; Theses; Articles; Books (a two part session) | 1           | 7                |
| <b>TOTALS</b>  | <b>42</b>   | <b>323</b>       |

**Appendix C****Personal and Professional Development (PPD) Courses AY 2015-16**

| <b>Stat Category</b> | <b>Title</b>   | <b>Runs</b> | <b>Attendees</b> |
|----------------------|--|-------------|------------------|
| Bespoke              | Adapt Commercial Services Team session                   | 1           | 7                |
| Bespoke              | HSC Child Nursing Team Meeting                           | 1           | 18               |
| Bespoke              | HSC Local Support Awayday                                | 1           | 15               |
| Bespoke              | LTS Staff Focus Group                                    | 3           | 29               |
| Bespoke              | Mentoring workshop for MED Researchers                   | 1           | 8                |
| Bespoke              | NBS space meeting  | 1           | 35               |
| Bespoke              | S&C staff facilitated meeting                            | 1           | 6                |
| Bespoke              | UEA Business Continuity                                  | 1           | 19               |
| Bespoke              | Understanding Unconscious Bias (Bespoke)                 | 1           | 13               |
| Bespoke              | Understanding Unconscious Bias for Pharmacy              | 2           | 24               |
| Bespoke              | Understanding Unconscious Bias for PPL                   | 1           | 12               |
| IT                   | Bespoke Excel Training                                   | 5           | 100              |
| IT                   | Bespoke Outlook Training                                 | 1           | 8                |
| IT                   | Further Access   | 1           | 7                |
| IT                   | Further Excel  | 4           | 36               |
| IT                   | Improving Your Use of Microsoft Excel - PGR              | 5           | 64               |
| IT                   | Interesting Excel  | 2           | 19               |
| IT                   | Introduction to Access                                   | 2           | 21               |
| IT                   | Introduction to Excel                                    | 4           | 44               |
| IT                   | Introduction to Excel VBA                                | 1           | 6                |
| IT                   | Introduction to Nvivo                                    | 1           | 3                |
| IT                   | Next Steps in Access - Forms                             | 1           | 12               |
| IT                   | Next Steps in Access - Queries                           | 1           | 9                |
| IT                   | Next Steps in Access - Reports                           | 1           | 11               |
| IT                   | Next Steps in Excel                                      | 6           | 57               |
| IT                   | Next Steps in Word                                       | 3           | 24               |
| IT                   | Presenting Effectively using PowerPoint                  | 1           | 8                |
| IT                   | Word: Essential Tips                                     | 2           | 20               |
| LM                   | Belbin for RAO Management Team                           | 1           | 6                |
| LM                   | Chairing and Running Better Meetings                     | 1           | 13               |
| LM                   | CMI Level 7 Diploma in Strategic Management & Leadership | 1           | 7                |
| LM                   | Dealing with Difficult People                            | 2           | 24               |
| LM                   | Delegation Skills  | 1           | 14               |
| LM                   | From Colleague to Manager                                | 2           | 28               |
| LM                   | ILM Certificate in Leadership & Management               | 1           | 17               |
| LM                   | ILM Diploma in Leadership & Management (Yr. 2)           | 1           | 16               |
| LM                   | ILM Level 3 managers briefing                            | 1           | 10               |
| LM                   | Introduction to University Leadership                    | 1           | 19               |



|     |  |   |     |
|-----|--|---|-----|
| LM  | Negotiation Skills                                     | 1 | 10  |
| LM  | Personality & Leadership                               | 2 | 26  |
| LM  | Strategies for Resolving Conflict                      | 2 | 26  |
| LM  | Training for New Appraisers (short)                    | 3 | 52  |
| LM  | Understanding Motivation in the Workplace              | 1 | 14  |
| LM  | Understanding Teams (2)                                | 1 | 12  |
| PPD | Agendas & Minutes                                      | 1 | 17  |
| PPD | Alexander Technique                                    | 1 | 11  |
| PPD | An Introduction to Mindfulness                         | 2 | 21  |
| PPD | Assertiveness Workshop                                 | 2 | 20  |
| PPD | Belbin for Academic Outreach Officers                  | 1 | 8   |
| PPD | Belbin for ARM Enquiries team                          | 1 | 5   |
| PPD | Belbin for HE Advisors Team                            | 1 | 9   |
| PPD | Belbin for Outreach Officers                           | 1 | 7   |
| PPD | Belbin for RAO support staff                           | 1 | 7   |
| PPD | Belbin Team Roles for RAO Recruitment Events team      | 1 | 9   |
| PPD | Coaching Skills programme                              | 1 | 10  |
| PPD | Communication Skills Workshop                          | 1 | 11  |
| PPD | Copyright: An Introduction                             | 1 | 7   |
| PPD | CPS for HELOA  | 1 | 0   |
| PPD | Cultural Awareness                                     | 2 | 23  |
| PPD | Data Protection Act: An Introduction                   | 2 | 21  |
| PPD | Disability Awareness                                   | 1 | 9   |
| PPD | Ease the Load  | 2 | 27  |
| PPD | Effective 1:1 Conversations                            | 1 | 14  |
| PPD | Emotional Intelligence                                 | 1 | 12  |
| PPD | Equality & Diversity Awareness                         | 1 | 8   |
| PPD | Flightplan   | 1 | 13  |
| PPD | Freedom of Information: An Introduction                | 2 | 17  |
| PPD | From Stress to Calm                                    | 1 | 8   |
| PPD | Improving your Influencing                             | 1 | 15  |
| PPD | Introduction to Neuroscience                           | 1 | 10  |
| PPD | Introductory Conference for New Staff                  | 2 | 111 |
| PPD | Introductory Morning for New Staff                     | 1 | 52  |
| PPD | Making Videos: Camera-work                             | 2 | 10  |
| PPD | Making Videos: Editing                                 | 1 | 5   |
| PPD | Making your Thinking work for You: Positive Psychology | 1 | 16  |
| PPD | Producing effective internal communications            | 1 | 5   |
| PPD | Project Management Fundamentals                        | 2 | 24  |
| PPD | Service Excellence                                     | 5 | 40  |
| PPD | Staff Development Contact - Professional               | 1 | 1   |
| PPD | Supporting Students with Chronic Conditions            | 1 | 6   |
| PPD | Third Phase Programme (Retirement)                     | 1 | 19  |
| PPD | Trans and Gender Identity Awareness                    | 1 | 15  |

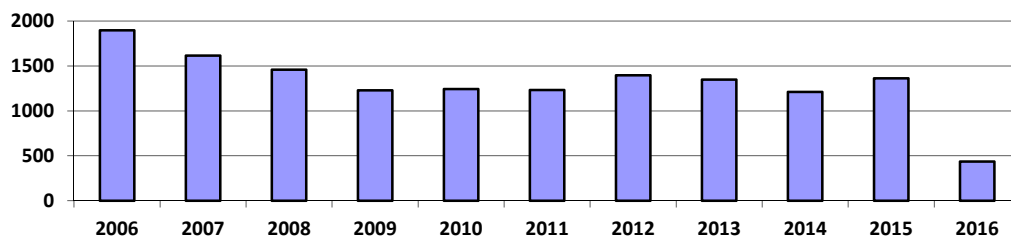
|     |   |     |      |
|-----|---|-----|------|
| PPD | Understanding Unconscious Bias              | 1   | 9    |
| PPD | Understanding Unconscious Bias for BIO      | 1   | 10   |
| PPD | Understanding Unconscious Bias for CHE      | 1   | 11   |
| PPD | Understanding Unconscious Bias for ENV      | 1   | 15   |
| PPD | Understanding Unconscious Bias for HSC      | 3   | 23   |
| PPD | Understanding Unconscious Bias for MED      | 1   | 12   |
| PPD | Working with Staff on the Autistic Spectrum | 1   | 14   |
|     | TOTALS                                      | 137 | 1646 |

## Appendix D

### CSED Course Statistics – 10 year comparison

(Course delivered figures for 2016-17 are for part period, 1 September to 31 December 2016)

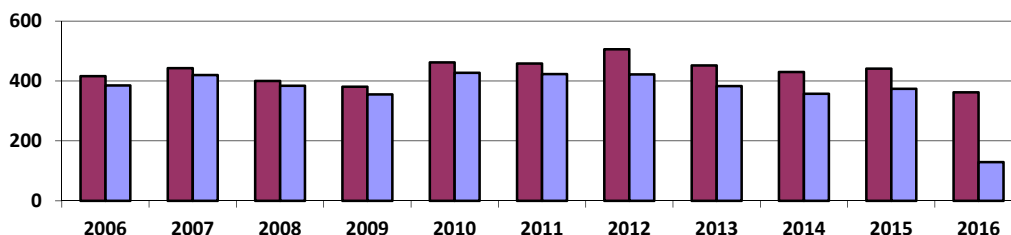
**Delivered Hours**



Total number of delivered hours per academic year (AY), 1 September to 31 August.

**Interactions**

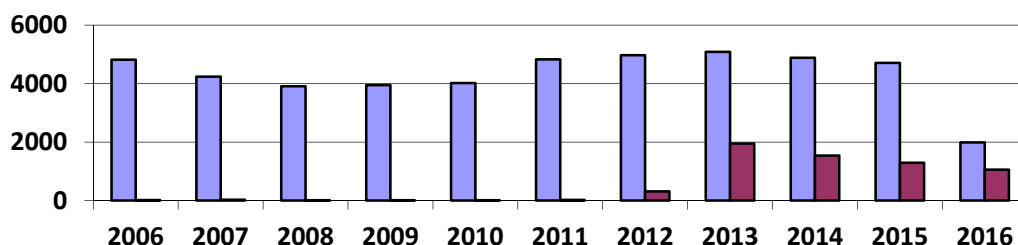
■ Planned ■ Run



Total number of delivered interactions (events) per AY, 1 September to 31 August. Multi-part events count as one interaction.

**Attendances**

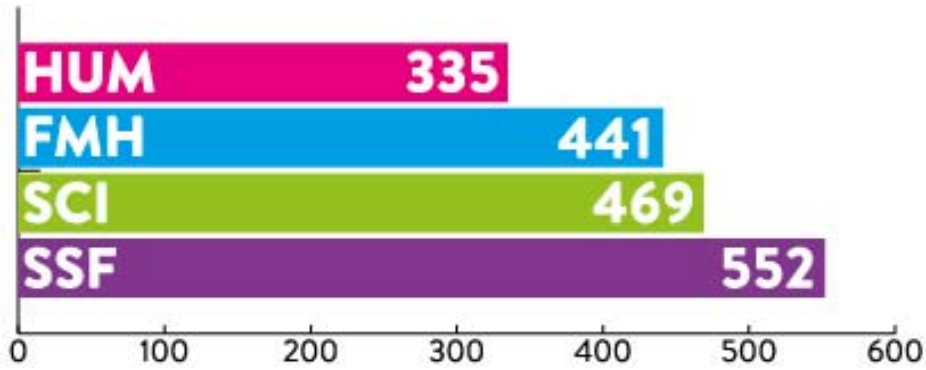
■ Face to Face ■ OnLine



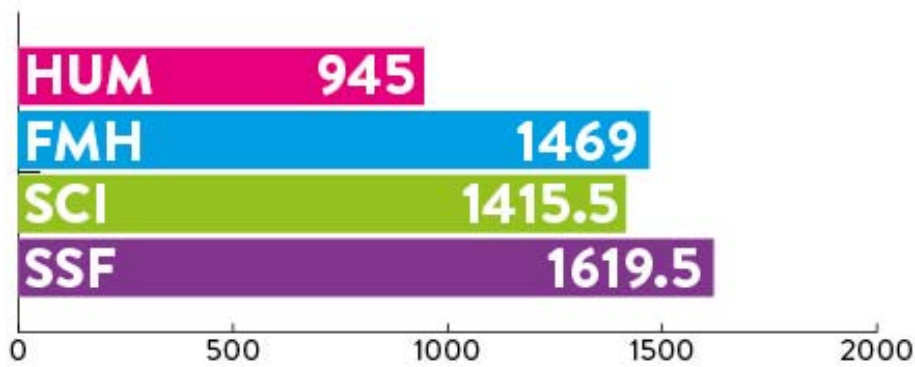
Total number of people attending CSED courses per AY, 1 September to 31 August. People attending more than one event are counted per event.

## Appendix E

### Academic Staff Engagement in CSED Short Courses, by Faculty/School – AY 2015-16

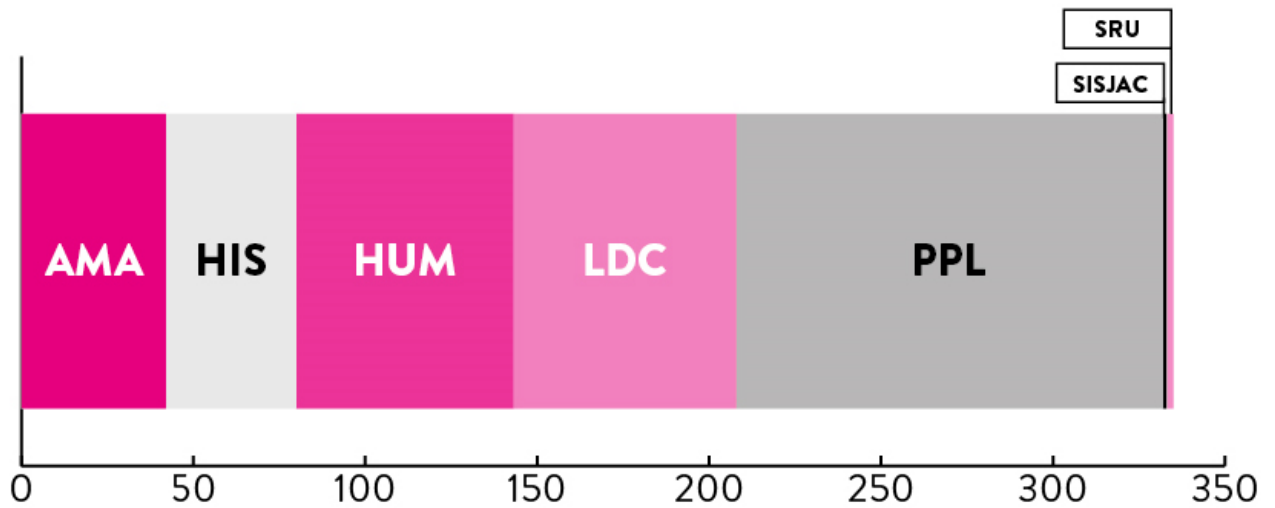


Academic engagement: attendances  
Faculty comparison

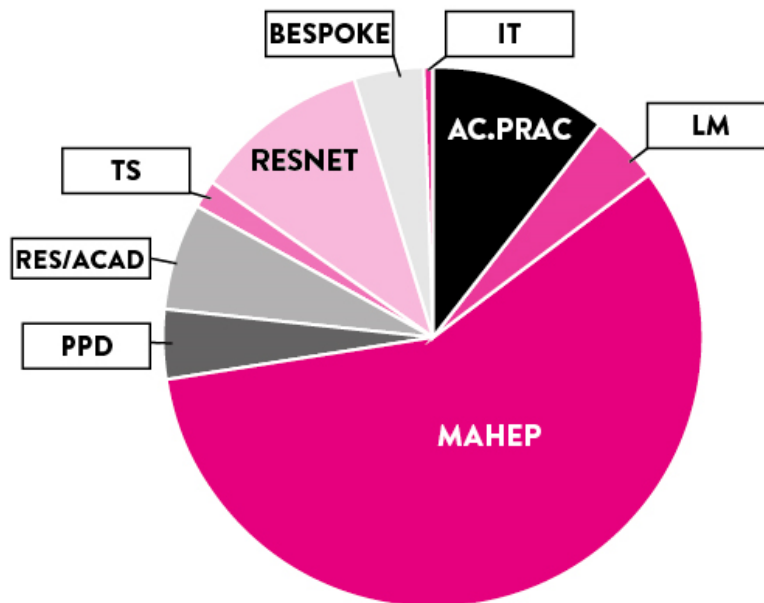


Academic engagement: hours  
Faculty comparison

**HUM:**



**Academic engagement attendances: HUM - Schools comparison**

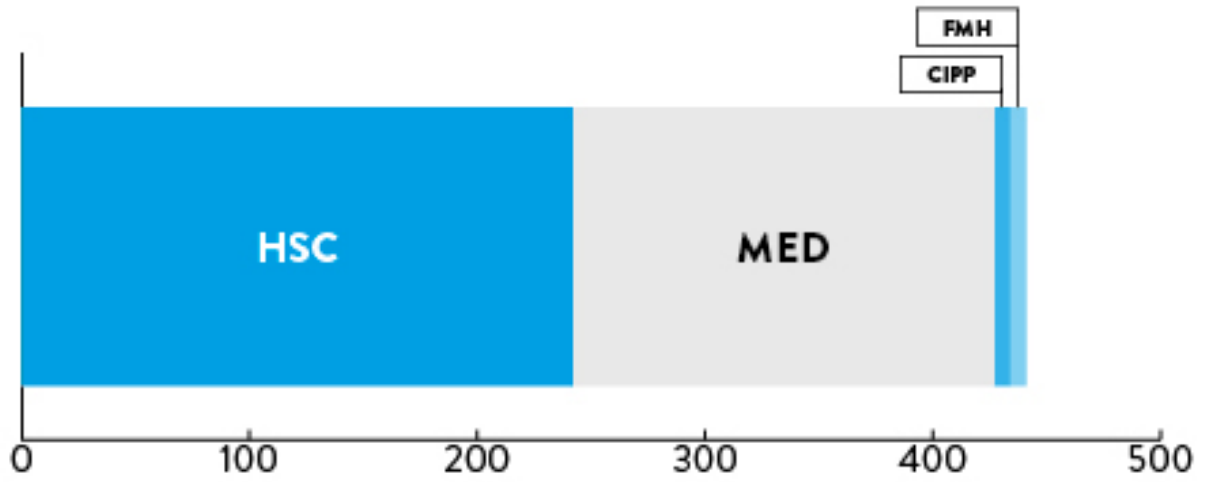


**Academic engagement attendances: HUM - Course category**

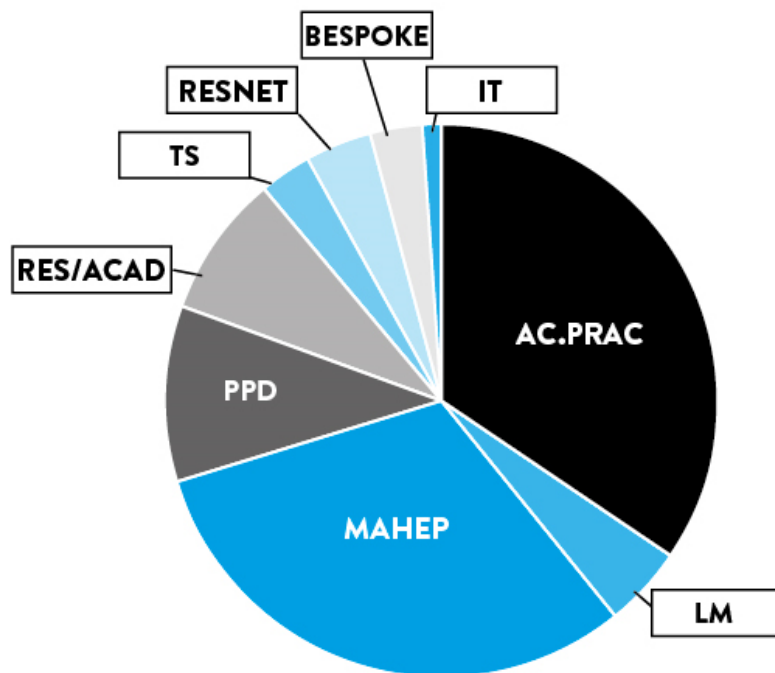
| Faculty | Dept        | Training Category | Attendances | Contact Hours | Academics | Academic Hours |
|---------|-------------|-------------------|-------------|---------------|-----------|----------------|
| HUM     | .Unrecorded | RESNET            | 6           | 13.5          | 0         | 0              |
| HUM     | .Unrecorded | TS                | 62          | 194           | 0         | 0              |
| HUM     | AMA         | AcPrac            | 20          | 49            | 18        | 38.5           |
| HUM     | AMA         | LM                | 1           | 15            | 1         | 15             |
| HUM     | AMA         | MAHEP             | 17          | 47.5          | 13        | 40.5           |
| HUM     | AMA         | PPD               | 2           | 7.25          | 0         | 0              |
| HUM     | AMA         | Research/Academic | 6           | 9             | 2         | 3              |
| HUM     | AMA         | RESNET            | 8           | 13            | 8         | 13             |
| HUM     | AMA         | TS                | 24          | 80            | 0         | 0              |
| HUM     | EAFA        | Research/Academic | 1           | 2             | 0         | 0              |
| HUM     | EAFA        | TS                | 14          | 42            | 0         | 0              |
| HUM     | HIS         | AcPrac            | 8           | 29            | 7         | 21             |
| HUM     | HIS         | MAHEP             | 26          | 50            | 26        | 50             |
| HUM     | HIS         | Research/Academic | 3           | 5             | 3         | 5              |
| HUM     | HIS         | RESNET            | 2           | 3.5           | 2         | 3.5            |
| HUM     | HUM         | AcPrac            | 23          | 79            | 22        | 77             |
| HUM     | HUM         | IT                | 2           | 9             | 1         | 6              |
| HUM     | HUM         | LM                | 6           | 77.5          | 3         | 25             |
| HUM     | HUM         | MAHEP             | 25          | 51            | 25        | 51             |
| HUM     | HUM         | PPD               | 7           | 32.5          | 1         | 6              |
| HUM     | HUM         | RESNET            | 10          | 17.5          | 10        | 17.5           |
| HUM     | HUM         | TS                | 1           | 3             | 1         | 3              |
| HUM     | HUM-FIN     | IT                | 5           | 24            | 0         | 0              |
| HUM     | HUM-FIN     | LM                | 1           | 42            | 0         | 0              |
| HUM     | HUM-FIN     | PPD               | 4           | 48.75         | 0         | 0              |
| HUM     | HUM-LS      | AcPrac            | 2           | 11            | 0         | 0              |

|     |        |                   |            |             |            |            |
|-----|--------|-------------------|------------|-------------|------------|------------|
| HUM | HUM-LS | Bespoke           | 2          | 7.5         | 0          | 0          |
| HUM | HUM-LS | IT                | 6          | 33          | 0          | 0          |
| HUM | HUM-LS | LM                | 6          | 67.25       | 0          | 0          |
| HUM | HUM-LS | PPD               | 15         | 78.5        | 0          | 0          |
| HUM | HUM-LS | RESNET            | 2          | 3           | 0          | 0          |
| HUM | LCS    | AcPrac            | 1          | 2           | 0          | 0          |
| HUM | LDC    | AcPrac            | 15         | 69          | 13         | 53         |
| HUM | LDC    | LM                | 3          | 11.25       | 0          | 0          |
| HUM | LDC    | MAHEP             | 43         | 101.5       | 42         | 95.5       |
| HUM | LDC    | PPD               | 10         | 64.5        | 3          | 22         |
| HUM | LDC    | Research/Academic | 6          | 13          | 5          | 7          |
| HUM | LDC    | RESNET            | 1          | 2           | 1          | 2          |
| HUM | LDC    | TS                | 8          | 24          | 1          | 3          |
| HUM | LLT    | AcPrac            | 1          | 8           | 0          | 0          |
| HUM | PPL    | AcPrac            | 46         | 193         | 38         | 161        |
| HUM | PPL    | Bespoke           | 11         | 38.5        | 11         | 38.5       |
| HUM | PPL    | LM                | 7          | 30          | 7          | 30         |
| HUM | PPL    | MAHEP             | 49         | 105.5       | 46         | 92         |
| HUM | PPL    | PPD               | 8          | 32.5        | 7          | 25         |
| HUM | PPL    | Research/Academic | 9          | 20          | 7          | 18         |
| HUM | PPL    | RESNET            | 12         | 22          | 6          | 11         |
| HUM | PPL    | TS                | 15         | 49          | 2          | 6          |
| HUM | SISJAC | AcPrac            | 2          | 6           | 1          | 3          |
| HUM | SISJAC | IT                | 1          | 3           | 0          | 0          |
| HUM | SISJAC | PPD               | 1          | 3           | 0          | 0          |
| HUM | SISJAC | Research/Academic | 1          | 1           | 0          | 0          |
| HUM | SRU    | AcPrac            | 2          | 9           | 1          | 1          |
| HUM | SRU    | RESNET            | 1          | 2           | 1          | 2          |
|     |        | <b>TOTALS</b>     | <b>570</b> | <b>1954</b> | <b>335</b> | <b>945</b> |

FMH:



Academic engagement attendances: FMH - Schools comparison



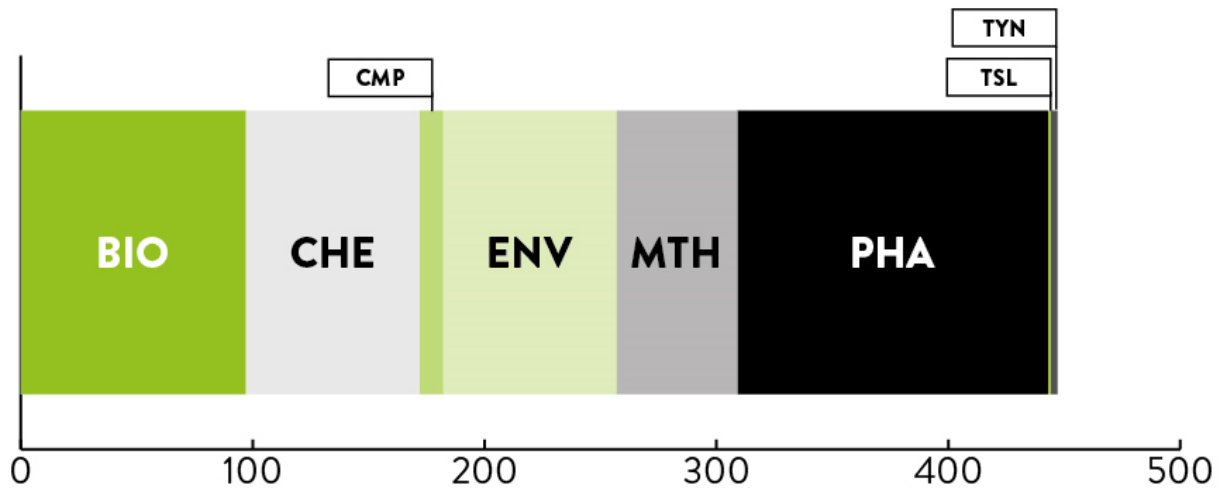
Academic engagement attendances: FMH - Course category



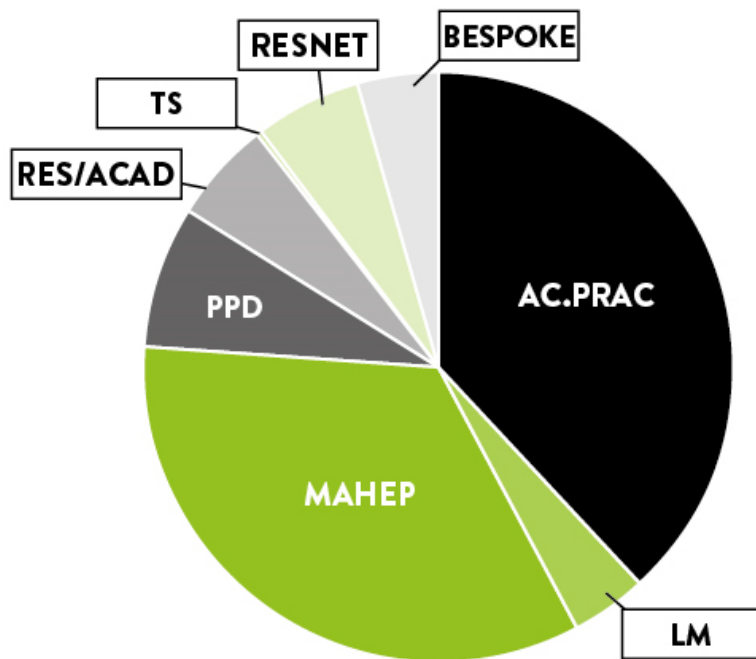
| Faculty | Dept        | Training Category | Attendances | Contact Hours | Academics | Academic Hours |
|---------|-------------|-------------------|-------------|---------------|-----------|----------------|
| FMH     | .Unrecorded | AcPrac            | 1           | 8             | 0         | 0              |
| FMH     | .Unrecorded | Research/Academic | 4           | 15            | 0         | 0              |
| FMH     | .Unrecorded | TS                | 57          | 187           | 0         | 0              |
| FMH     | CIPP        | AcPrac            | 3           | 24            | 2         | 16             |
| FMH     | CIPP        | MAHEP             | 4           | 6.5           | 4         | 6.5            |
| FMH     | CIPP        | PPD               | 1           | 3.75          | 1         | 3.75           |
| FMH     | FMH         | MAHEP             | 6           | 8.5           | 6         | 8.5            |
| FMH     | FMH         | PPD               | 1           | 1.5           | 1         | 1.5            |
| FMH     | FMH-FIN     | IT                | 4           | 18            | 0         | 0              |
| FMH     | FMH-LS      | AcPrac            | 1           | 3             | 0         | 0              |
| FMH     | FMH-LS      | Bespoke           | 14          | 77            | 0         | 0              |
| FMH     | FMH-LS      | IT                | 21          | 78            | 0         | 0              |
| FMH     | FMH-LS      | LM                | 9           | 153.5         | 0         | 0              |
| FMH     | FMH-LS      | PPD               | 25          | 149           | 0         | 0              |
| FMH     | HSC         | AcPrac            | 92          | 314.5         | 84        | 292.5          |
| FMH     | HSC         | Bespoke           | 15          | 76.75         | 13        | 66             |
| FMH     | HSC         | IT                | 1           | 6             | 0         | 0              |
| FMH     | HSC         | LM                | 15          | 161.5         | 10        | 126.5          |
| FMH     | HSC         | MAHEP             | 95          | 184.5         | 84        | 163.5          |
| FMH     | HSC         | PPD               | 35          | 151.5         | 27        | 113.25         |
| FMH     | HSC         | Research/Academic | 38          | 81            | 21        | 37.5           |
| FMH     | HSC         | RESNET            | 6           | 11            | 2         | 3              |
| FMH     | HSC         | TS                | 30          | 98            | 1         | 3              |
| FMH     | MED         | AcPrac            | 84          | 287           | 67        | 231.5          |
| FMH     | MED         | Bespoke           | 7           | 21            | 1         | 3              |
| FMH     | MED         | IT                | 28          | 134           | 4         | 21             |

|     |     |                   |            |             |            |             |
|-----|-----|-------------------|------------|-------------|------------|-------------|
| FMH | MED | LM                | 25         | 250.5       | 10         | 130         |
| FMH | MED | MAHEP             | 56         | 94.5        | 44         | 69          |
| FMH | MED | PPD               | 48         | 268         | 16         | 80.5        |
| FMH | MED | Research/Academic | 82         | 188.5       | 16         | 29          |
| FMH | MED | RESNET            | 34         | 66          | 15         | 27.5        |
| FMH | MED | TS                | 60         | 196         | 12         | 36          |
|     |     | <b>TOTALS</b>     | <b>902</b> | <b>3323</b> | <b>441</b> | <b>1469</b> |

SCI:



Academic engagement attendances: SCI - Schools comparison



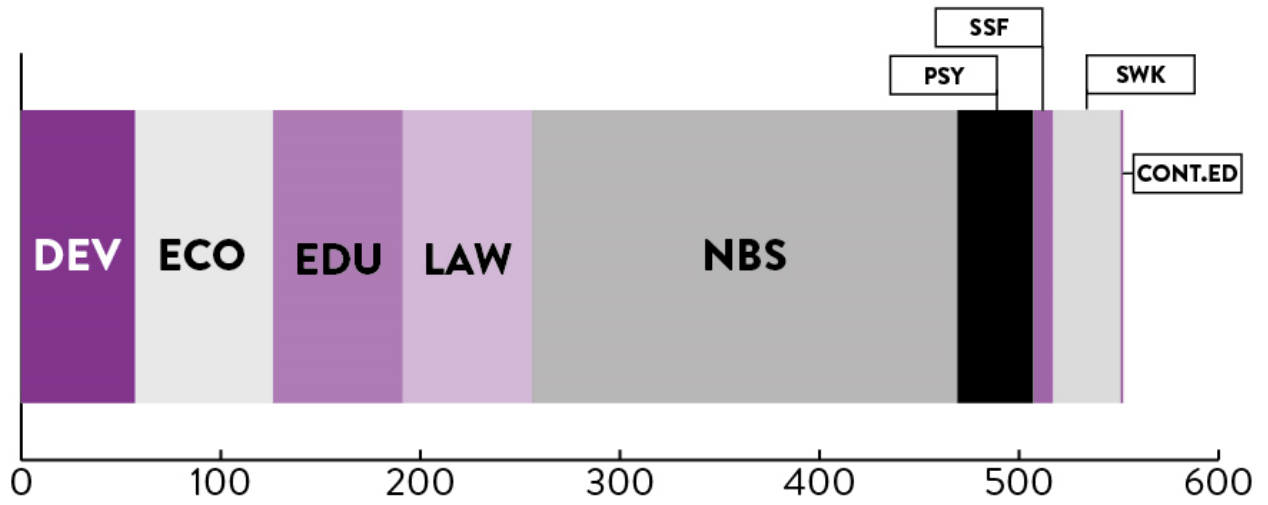
Academic engagement attendances: SCI - Course category

| Faculty | Dept        | Training Category | Attendances | Contact Hours | Academics | Academic Hours |
|---------|-------------|-------------------|-------------|---------------|-----------|----------------|
| SCI     | .Unrecorded | PPD               | 2           | 10            | 0         | 0              |
| SCI     | .Unrecorded | Research/Academic | 4           | 11.5          | 0         | 0              |
| SCI     | BIO         | AcPrac            | 40          | 131.5         | 38        | 127            |
| SCI     | BIO         | LM                | 2           | 18            | 1         | 15             |
| SCI     | BIO         | MAHEP             | 54          | 112           | 49        | 103            |
| SCI     | BIO         | PPD               | 6           | 18            | 5         | 15             |
| SCI     | BIO         | Research/Academic | 17          | 39.5          | 3         | 6.5            |
| SCI     | BIO         | RESNET            | 3           | 5             | 1         | 2              |
| SCI     | CHE         | AcPrac            | 44          | 126           | 43        | 124            |
| SCI     | CHE         | LM                | 2           | 14            | 2         | 14             |
| SCI     | CHE         | MAHEP             | 22          | 44.5          | 9         | 21             |
| SCI     | CHE         | PPD               | 8           | 27.5          | 7         | 24             |
| SCI     | CHE         | Research/Academic | 12          | 25            | 8         | 13.5           |
| SCI     | CHE         | RESNET            | 6           | 11.5          | 6         | 11.5           |
| SCI     | CMP         | AcPrac            | 10          | 24.5          | 9         | 22.5           |
| SCI     | CMP         | LM                | 1           | 15            | 1         | 15             |
| SCI     | CMP         | Research/Academic | 3           | 7             | 0         | 0              |
| SCI     | CMP         | RESNET            | 1           | 2             | 0         | 0              |
| SCI     | ENV         | AcPrac            | 41          | 146           | 30        | 109.5          |
| SCI     | ENV         | LM                | 1           | 3             | 1         | 3              |
| SCI     | ENV         | MAHEP             | 16          | 37.5          | 10        | 22             |
| SCI     | ENV         | PPD               | 15          | 47.5          | 13        | 40             |
| SCI     | ENV         | Research/Academic | 15          | 35            | 3         | 5              |
| SCI     | ENV         | RESNET            | 30          | 56.5          | 18        | 33.5           |
| SCI     | MTH         | AcPrac            | 24          | 90            | 24        | 90             |

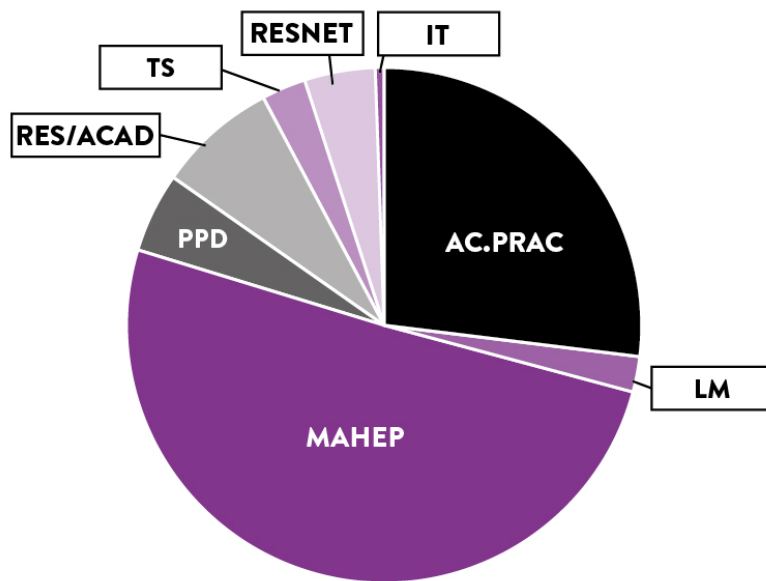
|     |         |                   |     |       |    |       |
|-----|---------|-------------------|-----|-------|----|-------|
| SCI | MTH     | LM                | 2   | 18    | 2  | 18    |
| SCI | MTH     | MAHEP             | 44  | 84    | 44 | 84    |
| SCI | MTH     | PPD               | 1   | 7.5   | 0  | 0     |
| SCI | MTH     | Research/Academic | 3   | 5     | 3  | 5     |
| SCI | MTH     | RESNET            | 1   | 2     | 1  | 2     |
| SCI | PHA     | AcPrac            | 34  | 118   | 33 | 115   |
| SCI | PHA     | Bespoke           | 23  | 80.5  | 20 | 70    |
| SCI | PHA     | IT                | 4   | 24    | 0  | 0     |
| SCI | PHA     | LM                | 16  | 84.75 | 12 | 68.25 |
| SCI | PHA     | MAHEP             | 47  | 89    | 47 | 89    |
| SCI | PHA     | PPD               | 15  | 68.75 | 10 | 48.25 |
| SCI | PHA     | Research/Academic | 15  | 29.5  | 9  | 17    |
| SCI | PHA     | RESNET            | 2   | 4.5   | 2  | 4.5   |
| SCI | PHA     | TS                | 1   | 3     | 1  | 3     |
| SCI | SCI     | AcPrac            | 2   | 5     | 0  | 0     |
| SCI | SCI     | Bespoke           | 1   | 4     | 0  | 0     |
| SCI | SCI     | IT                | 11  | 63    | 0  | 0     |
| SCI | SCI     | LM                | 5   | 31    | 0  | 0     |
| SCI | SCI     | PPD               | 14  | 62.25 | 0  | 0     |
| SCI | SCI     | Research/Academic | 9   | 28    | 0  | 0     |
| SCI | SCI     | RESNET            | 6   | 13    | 0  | 0     |
| SCI | SCI     | TS                | 135 | 433   | 0  | 0     |
| SCI | SCI-FIN | IT                | 2   | 12    | 0  | 0     |
| SCI | SCI-FIN | PPD               | 2   | 15    | 0  | 0     |
| SCI | SCI-LS  | AcPrac            | 3   | 8     | 0  | 0     |
| SCI | SCI-LS  | Bespoke           | 1   | 3.5   | 0  | 0     |
| SCI | SCI-LS  | IT                | 22  | 111   | 0  | 0     |
| SCI | SCI-LS  | LM                | 3   | 15    | 0  | 0     |
| SCI | SCI-LS  | PPD               | 31  | 158   | 0  | 0     |

|     |        |               |            |                |            |               |
|-----|--------|---------------|------------|----------------|------------|---------------|
| SCI | SCI-LS | RESNET        | 1          | 1.5            | 0          | 0             |
| SCI | TSL    | IT            | 1          | 6              | 0          | 0             |
| SCI | TSL    | LM            | 3          | 77             | 1          | 63            |
| SCI | TSL    | PPD           | 4          | 39             | 0          | 0             |
| SCI | TSL    | RESNET        | 1          | 1.5            | 0          | 0             |
| SCI | TYN    | AcPrac        | 2          | 5.5            | 2          | 5.5           |
| SCI | TYN    | PPD           | 1          | 6              | 1          | 6             |
|     |        | <b>TOTALS</b> | <b>847</b> | <b>2774.75</b> | <b>469</b> | <b>1415.5</b> |

SSF:



Academic engagement attendances: SSF - Schools comparison



Academic engagement attendances: SSF - Course category

| Faculty | Dept        | Training Category | Attendances | Contact Hours | Academics | Academic Hours |
|---------|-------------|-------------------|-------------|---------------|-----------|----------------|
| SSF     | .Unrecorded | AcPrac            | 2           | 16            | 0         | 0              |
| SSF     | .Unrecorded | RESNET            | 4           | 7             | 0         | 0              |
| SSF     | .Unrecorded | TS                | 101         | 315           | 0         | 0              |
| SSF     | CONT.ED     | AcPrac            | 1           | 8             | 1         | 8              |
| SSF     | DEV         | AcPrac            | 17          | 72.5          | 16        | 70             |
| SSF     | DEV         | IT                | 1           | 6             | 0         | 0              |
| SSF     | DEV         | LM                | 2           | 10.25         | 1         | 3              |
| SSF     | DEV         | MAHEP             | 34          | 72            | 34        | 72             |
| SSF     | DEV         | PPD               | 4           | 19.5          | 1         | 3.5            |
| SSF     | DEV         | Research/Academic | 6           | 13            | 3         | 6              |
| SSF     | DEV         | RESNET            | 4           | 9             | 2         | 4              |
| SSF     | DEV         | TS                | 25          | 83            | 0         | 0              |
| SSF     | ECO         | AcPrac            | 19          | 79.5          | 18        | 71.5           |
| SSF     | ECO         | LM                | 3           | 5             | 3         | 5              |
| SSF     | ECO         | MAHEP             | 44          | 81.5          | 39        | 74             |
| SSF     | ECO         | PPD               | 1           | 7             | 1         | 7              |
| SSF     | ECO         | Research/Academic | 7           | 21.5          | 5         | 13             |
| SSF     | ECO         | RESNET            | 3           | 6             | 3         | 6              |
| SSF     | ECO         | TS                | 38          | 118           | 0         | 0              |
| SSF     | EDU         | AcPrac            | 31          | 138.5         | 25        | 95.5           |
| SSF     | EDU         | IT                | 1           | 3             | 1         | 3              |
| SSF     | EDU         | LM                | 2           | 17            | 2         | 17             |
| SSF     | EDU         | MAHEP             | 25          | 52            | 21        | 44             |
| SSF     | EDU         | PPD               | 7           | 40            | 7         | 40             |
| SSF     | EDU         | Research/Academic | 6           | 6             | 5         | 5              |
| SSF     | EDU         | RESNET            | 4           | 7.5           | 4         | 7.5            |
| SSF     | EDU         | TS                | 25          | 83            | 0         | 0              |



|     |         |                   |     |       |     |       |
|-----|---------|-------------------|-----|-------|-----|-------|
| SSF | LAW     | AcPrac            | 17  | 61.5  | 17  | 61.5  |
| SSF | LAW     | IT                | 2   | 12    | 2   | 12    |
| SSF | LAW     | LM                | 2   | 14.25 | 2   | 14.25 |
| SSF | LAW     | MAHEP             | 19  | 32    | 19  | 32    |
| SSF | LAW     | PPD               | 3   | 8     | 3   | 8     |
| SSF | LAW     | Research/Academic | 2   | 4     | 2   | 4     |
| SSF | LAW     | RESNET            | 7   | 13    | 6   | 11    |
| SSF | LAW     | TS                | 37  | 115   | 14  | 42    |
| SSF | NBS     | AcPrac            | 59  | 263.5 | 55  | 242.5 |
| SSF | NBS     | IT                | 2   | 12    | 0   | 0     |
| SSF | NBS     | LM                | 2   | 2     | 2   | 2     |
| SSF | NBS     | MAHEP             | 127 | 293.5 | 120 | 277.5 |
| SSF | NBS     | PPD               | 11  | 65.25 | 10  | 57.75 |
| SSF | NBS     | Research/Academic | 23  | 44    | 21  | 42    |
| SSF | NBS     | RESNET            | 8   | 13    | 5   | 8     |
| SSF | NBS     | TS                | 28  | 84    | 0   | 0     |
| SSF | PSY     | AcPrac            | 7   | 38    | 7   | 38    |
| SSF | PSY     | LM                | 1   | 15    | 1   | 15    |
| SSF | PSY     | MAHEP             | 20  | 42.5  | 20  | 42.5  |
| SSF | PSY     | PPD               | 4   | 18    | 3   | 15    |
| SSF | PSY     | Research/Academic | 4   | 7.5   | 3   | 4     |
| SSF | PSY     | RESNET            | 3   | 5     | 3   | 5     |
| SSF | PSY     | TS                | 1   | 3     | 1   | 3     |
| SSF | SSF     | AcPrac            | 1   | 2     | 1   | 2     |
| SSF | SSF     | MAHEP             | 9   | 19    | 9   | 19    |
| SSF | SSF-FIN | IT                | 2   | 12    | 0   | 0     |
| SSF | SSF-FIN | LM                | 2   | 43.25 | 0   | 0     |
| SSF | SSF-FIN | PPD               | 1   | 7.5   | 0   | 0     |
| SSF | SSF-FST | IT                | 3   | 18    | 0   | 0     |

|     |         |                   |            |                |            |               |
|-----|---------|-------------------|------------|----------------|------------|---------------|
| SSF | SSF-FST | LM                | 4          | 107            | 0          | 0             |
| SSF | SSF-FST | PPD               | 7          | 30.5           | 0          | 0             |
| SSF | SSF-LS  | PPD               | 1          | 7.5            | 0          | 0             |
| SSF | SSF-SST | AcPrac            | 3          | 14             | 0          | 0             |
| SSF | SSF-SST | IT                | 14         | 72             | 0          | 0             |
| SSF | SSF-SST | LM                | 15         | 274.5          | 0          | 0             |
| SSF | SSF-SST | PPD               | 26         | 184.75         | 0          | 0             |
| SSF | SSF-SST | Research/Academic | 1          | 1              | 0          | 0             |
| SSF | SSF-SST | RESNET            | 7          | 13.5           | 0          | 0             |
| SSF | SWK     | AcPrac            | 10         | 44.5           | 7          | 38.5          |
| SSF | SWK     | LM                | 1          | 15             | 1          | 15            |
| SSF | SWK     | MAHEP             | 22         | 45             | 22         | 45            |
| SSF | SWK     | PPD               | 4          | 20             | 2          | 6             |
| SSF | SWK     | Research/Academic | 5          | 7              | 2          | 2             |
| SSF | SWK     | RESNET            | 1          | 1.5            | 0          | 0             |
|     |         | <b>TOTALS</b>     | <b>945</b> | <b>3402.25</b> | <b>552</b> | <b>1619.5</b> |