

LTC09D128

Title: Centre for Staff and Education Development – Annual Report 2008-09 and Future Plans
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Version: Final
Circulation: Learning and Teaching Committee – 21 April 2010
Agenda: LTC09A006
Status: Open

1.1 Introduction

The Centre for Staff and Educational Development was established in 1988 to promote and support good practice in all aspects of developing the University's staff. The University defines staff development as "policies, procedures and practice designed to develop knowledge, skills and awareness of staff in order to improve the effectiveness and efficiency of both individual and institution".

CSED provides an extensive and varied programme of events, activities, workshops, away-days and seminars to support the University's objectives. We also provide a range of more individual support and development (such as our new Coaching Network) and have acted in a consultancy role for many parts of the organisation.

1.2 Our guiding principles

The Centre, in all areas of staff development provision is committed to giving encouragement and support to all individuals across the diversity spectrum. As part of a learning organisation, we aim to provide opportunities for everyone to maximise their potential in order to benefit both the individual and the University. This commitment is based on our guiding principle of equality of opportunity and regard for all.

1.3 Our vision

Flowing from this overarching principle and taking account of the theme of unification in the University's Corporate Plan, CSED's vision is to create and maintain an integrated staff and educational development service as a strong ally to the University as a whole and coherent organisation with responsibility for the development of all staff groups and for PGR generic skills; strong links beyond UEA and across the HE sector, to ensure that UEA constantly learns from best practice and can take advantage of collaboration potential; and provision of a one-stop shop for all staff and educational development activity.

1.4 How do we plan to do this? Our long-term plan to create and maintain an integrated service for staff and educational development will be achieved by focusing on key priorities. These include the promotion of partnerships, collaboration and strategic alliances; a unified approach to organisational development; supporting staff and educational development and the enhancement of professional practice; and controlled growth and evolution which is responsive to internal and external drivers.

We believe that CSED's long-term plans make a clear link with the Corporate Plan as we aim to be a key agency for organisational development that can: "Enhance cross-faculty links (especially around the themes of climate change, global health, poverty reduction, risk and decision-making), develop new organisational structures, strengthen the bidding culture, and establish research partnerships and alliances, regionally, nationally and internationally." We know from feedback that colleagues value our sessions as an opportunity to exchange ideas with others across the University and beyond (e.g. IFR, JIC). In addition, to resource and deliver UEA's vision, the Corporate Plan gives as one objective, "to attract, develop and retain staff of the highest calibre". We believe that CSED has a significant role to play in achieving this goal.

1.5 Overall approach within the context of the University's plans

We have been working consistently to diversify our provision and try hard to provide the broadest possible range of development opportunities within the resources available. We plan to increase our internally-sourced provision in support of people, team and group-working skills for all staff, as well as ways of facilitating partnerships and alliances. We plan to market very actively individual coaching and facilitated meetings, both face to face and distributed. This implies more people being trained as/available as coaches and facilitators.

The University is interested in (and positive about) organisational development and organisational change but the complexity of the organisation sometimes limits the effectiveness of this type of activity. This would seem to be a potential growth area for us, and a way of improving our profile by contributing more to strategic activities.

Initiatives, such as CSED's pilot coaching programme, are well-placed to support more individualised staff development, but we must be clear about the resource implications of doing this, which are significant and should involve no loss of staff resources within CSED in the foreseeable future. As well as coaching and tailored activities, this suggests we should continue to invest in our leadership and management development provision.

2. Key areas of activity in relation to learning and teaching

2.1 Academic Practice

The Corporate Plan is emphatic that the University should, "Introduce a flexible, three-strand approach to academic employment (Teaching (T), Teaching and Research (T&R) and Research (R)), after appropriate consultation..."

In terms of academic staff development, we would make the point that we are dealing with both increased numbers and an increasing diversity of roles and career profiles; that we are developing the MA-HEP further to take account of this diversity; that we provide a very individualised service which is starting to be under pressure; and that we need to find ways of supporting mid-career academics as well as new staff.

We believe that these needs and trends are likely to increase over the next three to five years

2.1.1 MA in Higher Education Practice

The MA-HEP was introduced in 2001. It is an individualized professional development course embracing all areas of academic activity - teaching, research, leadership/admin and community and public engagement. Numbers on the course have increased significantly in recent years (see attached appendix 1) and include all lecturers on probation and RCUK Fellows. From 2009-2010 the new postdoc teaching fellows in HUM will have access to part of the course.

The MA-HEP is a Masters programme accredited by the School of Education and Lifelong Learning. Course delivery is through a combination of taught sessions, school-based activities and tutorial and pastoral support, resulting in highly flexible and individualized delivery. This is felt to be the best way to address disciplinary, as well as individual difference, and there is evidence

that participants value this delivery mode, and access to course tutors between taught sessions, very highly.

The creation of a Professional Development Plan, approved by both Course Director and Head of School, is the cornerstone of the course and enables participants to identify their own professional development needs. The course combines taught elements with school-based project work and is constantly evolving to meet University, school and disciplinary needs. From 2009-2010 we will be evaluating participants' teaching through a new mandatory module designed for that purpose. All participants joining from September 2008 or later will be required to take this module.

The probationary requirement is to reach Certificate level but some participants are taking extra credit and progressing to Diploma or Masters level. The course is also externally accredited by the Higher Education Academy, which affords the award a degree of portability and offers participants external national recognition, which has generated a high level of interest. The original accreditation (from September 2006) mandated particular pathways through the course which led to Fellowship. This created a tension between participants' need to select modules most appropriate for them and their desire to obtain Academy Fellowship. We have recently engaged with the Academy in a re-accreditation of the course to take account of recent changes (including the teaching evaluation module) and as a result there are now no conditions attached to our accreditation. Completion of the Certificate, regardless of module choice, now entitles participants to apply for Fellowship of the Academy. This accreditation runs until August 2011, and we would anticipate further accreditation beyond that point to be straightforward when the time comes.

The course is delivered jointly by CSED and EDU. Most course administration takes place within CSED, with EDU handling the SITS side of student records. The teaching team is a combination of CSED and EDU colleagues. We also invite colleagues from elsewhere to contribute to provision, including Helen Murdoch (Equality and Diversity Manager) and Julie Worrall from CUE East. Past participants and other academic colleagues will contribute to the teaching evaluation module.

Externally, the MA-HEP is seen as a high quality, leading edge example of its kind. Comments from both the HEA and external examiners have generally been highly positive. Most institutions run a course for new lecturers: many of these, however, are primarily focused on teaching. The MA-HEP was one of the first 'proper' academic practice courses and although similar courses are emerging elsewhere it continues to be at the forefront of this kind of provision. Participant feedback is generally positive, and some work done for the course has led to sessions at University Learning and Teaching Days and on occasion, to external publication. The course went through internal review within EDU last year and received an encouraging report from the review panel.

Learning Technology activity in CSED has recently been brought into the Academic Practice team (previously, these staff were aligned with our IT training group). Our learning technologists contribute to Module 6 of the course and from this year will be running introductory sessions on learning technology accessible to all course participants. They also offer support and consultancy for any coursework which has a technology element. Additionally we are planning to increase the extent to which learning technologies are used for the *delivery* of the course. This is partly to model practice for participants (and give them some experience of using these technologies) but also to deliver some elements of the course more effectively given the increased number of participants.

The MA-HEP ensures parity of access to professional development for probationary staff across all schools. However with the increase in numbers the course team is now operating close to, or at capacity. The appointment of additional staff in 2009-2010 to improve staff-student ratios will place further demands upon us. In addition, there is a strong argument for extending access to the course (or elements of it) to a wider community, such as associate tutors. The proposal to

give the new Postdoc Teaching Fellows in HUM access to Module 1: Professional Development Plan could be seen as a first step towards widening access. In terms of teaching quality, the argument for offering associate tutors and other teaching assistants professional development opportunities is compelling. However there are clear resource implications for any expansion of this sort - with the recent increase in numbers workload issues for the course team are already a concern

2.1.2 Academic Practice Short Courses

CSED has long provided a wide range of academic practice short courses. Although these are available to all academic staff they form a crucial element of the MA-HEP provision, allowing participants to tailor development opportunities to their own needs, rather than delivering a 'one size fits all' course.

A healthy short course programme is crucial to the effective delivery of the MA. In addition to academic practice courses, participants also draw on offerings from our Leadership and Management programme, Personal and Professional Development programme, and other elements of CSED provision. They may also make use of external events and networks, for example those provided by the HEA, by the Subject Centres and by professional networks.

In line with our desire to reduce our reliance on external providers, we have brought as many topics in-house as we can in the last year and plan to bring in many more. We would make the point however, that some topics benefit greatly by being presented by acknowledged experts in their field whose research in the area is cutting-edge and not replicated at UEA.

Courses in the CSED programme from Professors Phil Race, Alan Mortiboys and Chris Rust are cases in point, which have been well received in the past, would be a considerable loss to UEA's academic community. They contribute to and help inform the University's thinking on improving assessment and feedback to students.

2.1.3 Learning Technology

The Learning Technologists in the Academic Practice strand of the Centre for Staff and Educational Development are staff developers with a specialism in teaching and learning technologies and academic practice. They provide guidance, training and support on the effective use of technology in teaching and learning.

Learning Technologist activities include:

Developing and delivering high quality training through formal courses, bespoke small group workshops, and one-to-one meetings. Training ranges from using the Blackboard Learning and Community Systems to creating Podcasts to engaging learners with Audience Response Systems. (Further details of courses can be found in Appendix 3).

Creating and maintaining workbooks and associated resources for training courses and electronic materials for self-paced and just-in-time online training. Many workbooks and videos have, for example, been produced for the Blackboard Learning System.

Teaming up with academic colleagues on technology related Teaching Fellowship bids. Successful joint bids have been with the School of Nursing and Midwifery, the School of Social Work and Psychosocial Services, the School of Medicine, and the School of Language, Linguistics and Translation Studies in recent years.

Supporting academic colleagues introducing new technology in their teaching. Recent examples include supporting Simon Lancaster's use of podcasting in the School of Chemical Sciences and

Pharmacy, the use of live online teaching spaces in the School of Nursing and Midwifery, and the use of Turnitin anti-plagiarism software across the university.

Providing advice and consultancy on the appropriate use of technology in teaching and learning and the wider use of technology across the university. Learning Technologists have worked on the Coursework Management Project, the Library Digitisation Project, the Blackboard Upgrade Project, and the ITCS Refurbishment Project in recent months

Exploring and keeping up-to-date with emerging learning technologies. Learning Technologists are currently partnering with the University of Bath on a JISC Teaching and Learning Innovation Project to explore the use of Quick Response (QR) codes in higher education. Learning Technologists are also currently partnering with the University of Edinburgh on a JISC Teaching and Learning Innovation Project to explore the use of Audience Response systems in higher education.

Sharing learning technology success stories through presenting at regional and national staff development and learning technology events and conferences. Papers and plenary sessions have recently been presented at the Midlands Staff Development Partnership Conference and the national Staff Development Conference.

Developing and maintaining relationships with other higher education institutions and with regional and national organisations. Andy Mee is a member of the Eastern Region Staff Development Forum, a Director of the national Staff Development Forum, and is co-opted to the Staff Development Forum Council for the Web Task Group and e-Staff Development Network.

Building and developing communities and special interest groups at the university around learning technologies such as Blackboard, Audience Response Systems, and Elluminate.

Disseminating information about learning technologies at the university through the Learning Technology @ UEA and the Blackboard @ UEA blogs, the Centre for Staff and Educational Development learning technology website, and the Podagogy podcast.

Introducing and piloting new and appropriate learning technologies at the university. In recent years Blackboard's functionality has been significantly increased through the introduction of wikis, blogs, podcasts, instant messaging services, and live online teaching spaces in this way.

Supporting undergraduate and postgraduate courses through delivering training sessions for research postgraduates as part of the Transitions programme, through contributing to the technology module of the Masters in Higher Education Practice, and through teaching on the "Learning and Teaching in a Digital World" module of the BA in Education for the School of Education and Lifelong Learning.

Other activities include delivering Blackboard courses for new students as part of induction week; and running and facilitating workshops for external organisations such as the Association of Colleges in the Eastern Region.

We also propose:

- to create a budget for Learning Technology within the Academic Practice strand of CSED to better support and promote the use of technology for teaching and learning at the university;
- to continue to explore new and innovative technologies for teaching and learning at the university such as mobile learning;

- to provide a greater variety of training to suit all learners from live online training to recorded just-in-time training. More flexible and portable models of staff development;
- to develop cross-institution technology communities of practice and new improved channels of communication.

2.1.4 Developing Teaching Skills: A Training Programme for Postgraduate Teaching Assistants

This CSED programme, comprising generic core modules and discipline-specific options, has been designed to provide a basic grounding in teaching skills for postgraduate teaching assistants. It is based on a HEFCE Fund for the Development of Teaching and Learning project developed at UEA and the course material is being used extensively at other universities as the basis for similar postgraduate teaching skills programmes. The UEA programme was praised in the previous Quality Assurance Agency institutional audit, and the University was commended for its continued development in the current QAA report. Attendance on the programme is a university recommendation for all postgraduates wishing to become involved with teaching or classroom support, but not necessarily a requirement for all. It is at the discretion of individual Schools to set this requirement. The recent Audit has recommended that the University formalise its support to postgraduates who teach, as this is variable across Faculties.

In response, we would suggest that the university require all teaching assistants to engage with this programme. Its delivery is participant-centred and designed to encourage reflection on learning and teaching as integral to the process of developing the skills and confidence to support undergraduate learners. To enhance the discipline-specific element of the programme to ensure training and support is complementary at School level, we further suggest that Faculties work with the CSED tutors to develop the range of optional modules available. This programme enrichment is currently being pursued. The programme Director has designed a bespoke version of the programme for inclusion in the SCI Graduate School PGR Training programme from Autumn 09, in which SCI staff will be involved and a 'teaching shadowing' scheme developed within the SCI Schools. CSED tutors are in discussion with HUM about developing some discipline-specific add-on elements.

The programme is available not only to postgraduates, but also to Teaching Assistants, Clinicians and probationary lecturers on the MAHEP programme. Since 2004, 403 participants have been involved to date. The programme is delivered by CSED tutors who have both undergraduate teaching experience and qualifications in education, learning and teaching. The Course Director is a Fellow of the HE Academy. The tutors are not university core-funded. Since their salaries are Roberts-funded, this does raise issues of programme sustainability in the longer term. Currently there is a course charge made to Schools for each attendee (£175). Where a student is Research-council funded, Roberts money is used by schools to cover this cost.

3. Research-related Training and Development

3.1 Training and Support for Research Supervisors

Research Councils and other funders are concerned that institutions provide high quality supervision to research students that enables timely completion and good quality research results. Good practice role modeling and mentoring at School level is an important element of this. In addition, CSED provides generic training for supervisors and other staff who act as members of supervisory teams. These courses provide information and guidance to support staff in these roles and give an opportunity for presenting updated information on the Code of Practice and PGR policies and procedures. The PGR Code of Practice says "*Members of academic staff who have not previously supervised a research student at UEA must attend the appropriate briefing session organised by CSED.*"

CSED also provides events to help enable academics to keep abreast of changes in the research landscape and to be more aware of the implications of these changes on staff development. There have been a total of 329 attendances at CSED events relating to research supervision since 2005. The appendix contains breakdown details of numbers of staff attending the various courses.

3.2 Personal, Professional and Career Development of Early Career Research Staff and Postgraduates at UEA

UEA, in common with the majority of 1994 Group universities, has an approach to the management of researcher transferable skills and career development that incorporates both centralised, generic elements and Faculty-specific elements. The personal and professional development of novice researchers is seen as a continuum from postgraduate students through to post doctoral researchers. At UEA, the generic aspect of this personal and career development sits within CSED and CCEN alongside provision for other categories of university staff. Bespoke programmes of training, advice and career support specifically for researchers are developed and coordinated by CSED and CCEN staff.

Since 2004, 'Roberts funding' has been provided to institutions to deliver additional career development and transferable skills training for RCUK-funded researchers. The goal is to enhance personal, professional and career management skills and thereby increase overall employability in multiple sectors both within and beyond academia.

By using Roberts funding strategically, UEA has been able to deliver centralised generic training, guidance and support to all PGR and early career researchers, irrespective of their funding source. In addition, a proportion of 'Roberts' funding is devolved to Faculties to enable further opportunities for transferable skills and career development at School level.

CSED staff play an active role as members of the UEA Research Staff Working Group (RSWG). This group is responsible for developing UEA policy and practice to support early career research staff and to improve their working experience at UEA (e.g. the RS Code of Practice). CSED's Research Skills Champion is group secretary. CSED is also involved in training and awareness-raising amongst related staff groups, such as PIs, supervisors, Faculty Skills Champions and the newly-appointed Research Staff Coordinators, and will have a significant role to play in the local implementation of the Concordat and the RS Code.

3.3 The future for researcher development

From 09-10 the responsibility for provision of PGR skills training has been devolved to Faculty-based research skills programmes. The CSED team, will work in collaboration with the Faculty Skills Champions to ensure that all research postgraduates receive access to the broad transferable skills and career development required by funders. Faculty research skills training will be supplemented by complementary generic skills training where four-fold duplication is unnecessary.

We will also continue to provide a programme of courses specifically for research staff within its staff development programme and will give continued support to RESNET, the network for women researchers.

4. Information Technology

There has always been a division of labour between CSED and ISD over the provision of training and support for the University's use of information technology. ISD continues to provide the application specific training on IT systems and applications commissioned by the University for bespoke systems e.g. QL, SITS etc. via the project teams in ITCS who are set up to manage each software and system project. This works well when the training element also requires the

trainer to have expertise in the subject matter of the relevant system e.g. financial expertise in the case of QL, student information systems in the case of SITS.

Once the project phase of software introduction is completed and the system becomes generic and in a sense non-technical, the training role has most often passed to CSED trainers to evolve the training to a level where learners can gain greater understanding of the system and learn to adapt it for their specific needs.

Similarly, where the applications are more generic and are common throughout the HE sector e.g. the Microsoft suite of programmes, Endnote etc, and the skills required of the trainers are complex but generic e.g. word processing, database construction and management, sophisticated use of spreadsheets, and at the same time require a more specifically staff developmental approach (i.e. – the process is as much about helping people to learn how to teach themselves to use the programmes more creatively), then CSED continues to be seen as the location for this sort of activity.

5. Leadership, Management, Personal and Professional Development

5.1 Leadership and management development

After a number of years of HEFCE and government-driven prioritisation of this field of staff development, it seems that the sector is rethinking its approach. At the same time, the need to develop leadership and management skills in both professional support staff and academic staff in creative ways has perhaps never been higher.

CSED's recently launched coaching pilot network has produced a response from the majority of staff groups in which around 50% of applicants are seeking coaching in their management and/or leadership role. This network could provide an ideal springboard from which to meet the University's needs in this area.

5.2 Equality and Diversity

Over the past few years, CSED, in collaboration with HRD, DOS and now the Equality and Diversity Office, has significantly expanded Equality and Diversity awareness provision. This is not only in response to legislative requirements but also in recognition of the growing diversity of UEAs staff and student population.

Currently, CSED runs courses on Equality and Diversity Awareness, Identifying and Dealing with Harassment and Bullying in the Workplace, Impact Assessment, Mental Health Awareness, Disability Awareness, Trans and Gender Awareness, and sessions for New Parents and Carers at work. We have also commissioned an Equality and Diversity e-learning course, specifically tailored for the University. Most of these courses are general in content but there is an increasing demand for more specialist training and tailored sessions to meet the needs of different staff groups. Underpinning this is the need for a greater understanding of equality and diversity issues in the context of the organisational environment. Therefore, this part of our activity continues to develop, with planned involvement not only in training courses, but also in focus groups and projects to investigate cultural awareness, women's leadership development and the establishment of diversity networks.

So as well as considering equality and diversity awareness as the content of particular training sessions, we are increasingly mindful that equality and diversity considerations must lead us to consider offering as broad a range of possible types and approaches to learning and development. In this way we are better able to meet the needs of our community of users.

5.3 Organisation development and the Innovation Lab (iLab)

As we noted earlier, the University is interested in organisational development and organisational change but is often not very good at execution in this area. Organisation Development (OD) continues to be a growth area for us, and one with the potential for much greater involvement at the early critical stages of organisational change initiatives.

The Innovation Lab (iLab) has become a valued and important resource for blue-sky thinking, research theme-scoping and planning, team building and team development, multi-agency working and income generation, nearly always with a emphasis on organisational development and organisational change. A complete account of iLab organisational development sessions is shown in appendix 6.

6. Details of events and activities and quantitative data about take up of CSED provision

Resource-link currently reports 3546 staff at UEA excluding casual contracts.

The CSED database reports 1175 individuals as having attended one or more courses in 2008-09. This represents 33% of total staff numbers, of whom 342 (29% of attendees) were first time attendees or had not attended any CSED-administered courses in the past five years. This pattern has been consistent over the last three years, as the table below shows.

Academic year	Number of attendances	Number of individuals	First timers	% First timers
2001/02	1852	929		
2002/03	1502	854		
2003/04	2485	992		
2004/05	2250	915		
2005/06	2249	871		
2006/07	2596	975	324	35%
2007/08	3482	1335	416	31%
2008/09	3015	1175	342	29%

The CSED database reports 3015 attendances at CSED-administered events in 2008-09. Just over half the 1175 individuals concerned (639 or 54%) attended more than one event in this academic year.

It should be noted that these figures do not include attendances on either the MA-HEP or PG Transitions courses, which are reported separately.

The following appendices show attendances on courses and events in the key areas of our provision most closely related to learning and teaching.

Participants numbers on the MA in Higher Education Practice

Please see appendix 1

Academic Practice Short Courses 2005-2009

Please see appendix 2

Attendance figures – research staff courses 2005-09

Please see appendix 3

Post-Graduate Skills Training - Attendance 2005-09

Please see appendix 4

Leadership, Management, Personal and Professional Development
Please see appendix 5

Organisation Development and the Innovation Lab (iLab) 2005-2009
Please see appendix 6

Appendix 1

Participant numbers on the MA in Higher Education Practice

Numbers on the course are as follows:

2004/2005

32 lecturers started the course; 6 Route 1 *

Two still currently active

2005/2006

35 lecturers started the course; 5 Route 1

Three still currently active

2006/2007

25 started the course; two Route 1

12 still currently active

2007/2008

68 started the course; 8 Route 1

53 still currently active, 1 restarted 08/09, 1 withdrew, 3 left, 1 completed Certificate (3 RCUK)

2008/2009

79 started the course; 4 Route 1

73 still current (not including Route 1s, two left – one still submitting M1, and two will be leaving at the end of the summer) 1 appointed to RA position.

(4 RCUK)

One participant has completed the Diploma and two have completed the MA.

As at end of July 2009 there were 145 active participants. There are currently just over 200.

*Route 1 indicates that a participant needs to complete only the professional development plan element of MAHEP Module 1 and (from September 2009) Module 5 at which point they may exit the course.

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APPENDIX 2 - Academic Practice Attendance Figures 2005-09

COURSE	1 Aug 05 - 31 July 06		1 Aug 06 - 31 July 07		1 Aug 07-31 July 08		1 Aug 08 - 31 July 09		
	Date/s	Numbers	Date/s	Numbers	Date/s	Numbers	Date/s	Numbers	
Driving the Lecture Theatre	19.09.05 10.01.06	20 8	20.09.06 10.01.07	16 9	18.09.07 09.01.08	17 10	16.09.08	17	
Performance Element of Lecturing	17.10.05 16.03.06 19.05.06	8 6 8	20.10.06 12.03.07 21.05.07	11 8 10	16.10.07 04.03.08	11 13	16.10.08 03.03.09	8 9	
Performance Element of Lecturing: 1:1			29.11.06	7	21.05.08	6			
Developing Student Motivation Through Feedback			01.11.06	12	27.11.07	11	21.11.08	12	
Linguistic Skills fr those wth English as 2nd Language			16.11.06 07.03.07	9 12	13.02.08	8			
Understanding the Research Environment	22.11.05 22.03.06	12 11	21.11.06 21.03.07	11 11	12.03.08	18	04.11.08 19.03.09	13 12	
Deterring, Detecting & Dealing with Plagiarism	22.02.06	10	24.11.06	13	23.11.07	18			
Supporting Research Students in Supervisory Teams			28.11.06	8	31.01.08	16	04.11.08	4	
Preparing Grant Applications: Arts & Humanities	14.12.05	7	30.11.06	7	26.11.07	11	20.11.08	5	
Best Practice in Research Supervision	28.11.05 10.03.06 08.05.06	12 19 13	01.12.06 05.03.07	13 13	03.12.07 05.03.08	19 14	08.12.08 05.03.09	16 16	
Best Practice in Research Supervision for LAW							15.10.08	10	
Student Assessment: Lightening the Load	18.12.05 23.06.06	18 13	05.12.06 23.05.07	12 11	06.12.07 03.06.08	14 9	25.11.08 03.06.09	9 9	
How to Get Published: Humanities & Social Sciences	17.01.06	27	23.01.07	19	29.01.08	8	29.01.09	17	
Teaching with Emotional Intelligence	20.01.06	13	25.01.07	13	11.04.08	15	22.01.09	12	
Supervising International Research Degree Students					06.02.08	18			
Preparing Grant Applications: Sciences	01.03.06	20	08.02.07	16	20.02.08	32	11.02.09	18	
Tchnng & Spprtng Stdnts wth Diverse Learning Needs					13.02.08	6			
Writing for Publication	17.02.06 31.05.06	15 20	14.02.07 26.04.07 01.06.07	12 16 18	19.02.08 23.04.08 22.05.08	11 19 15	12.12.08 26.02.09	15 18	
Introduction to Working with the Media	13.02.06 10.05.06	10 13	15.02.07 05.06.07	11 8	05.06.08	12	10.02.09 15.06.09	9 8	
Teaching International Students			22.02.07	21					
Making Learning Happen					22.02.08	27			
Role of the Advisor (Advising Students from 08/09)	08.03.06	8	08.03.07	9	08.04.08	12	10.10.08 26.03.09	17 16	
Preparing Grant Applications: Health	30.03.06	9	14.03.07	12	12.03.08	8	11.03.09	14	
Preparing Grant Applications: Social Sciences	14.03.06	8	28.03.07	11	01.04.08	12	01.04.09	9	
Tchnng & Spprtng Stdnts wth Mental Health Difficulties			28.03.07	8					

Master Class for Research Supervisors	21.11.05	9					
	28.03.06	11	24.04.07	8			
Planning & Managing a Research Project	27.04.06	7	25.04.07	17	24.04.08	14	
Problem – Based Learning	15.06.06	11	12.06.07	14	09.06.08	11	
Training for Academic Consultants					10.10.07	15	
					14.03.08	9	
Redefining the Doctorate					05.03.09	4	
28.11.07						52	
Voice & Pronunciation					29.11.07	9	
Academic Appeals & Complaints					26.11.08	16	
					13.12.07	19	
					07.01.08	20	
				04.02.08	15	21.10.08	6
Introduction to Blackboard	21.09.05	7					
Turnitin							
						01.10.08	13
						07.10.08	8
						17.10.08	12
					20.10.08	6	
Public Engagement Practitioners Programme					08.10.08	7	
Lunch with CUE East						15.10.08	35
						09.02.09	9
Introductory Visit to the Forum						17.10.08	2
						11.02.09	4
						09.03.09	1
Introduction to Film Making						22.10.08	11
						03.03.08	7
						14.05.09	8
Diversity Matters for Public & Community Engagement					06.11.08	5	
Assessing Smarter					12.11.08	10	
Research Careers - RCUK Strategy for Success					19.11.08	41	
Handling Admissions Complaints					01.12.08	9	
The Bologna Process: 3rd Cycle					18.02.09	17	
Code of Practice on Placement Learning					16.03.09	30	
Average Course Attendance		12		12		15	12
Total Attended		353		406		554	574

***Block A - 2 day introductory course:**

Transition to Research - issues arising at the early stages of the PhD
 Interpersonal Skills - the supervisory relationship
 Project Planning and Managing Your Time Effectively
 Establishing support networks

****Block B - 4 day course:**

Professional Writing - *separate course for SCI and non-SCI*
 Effective Teamworking
 Presentation Skills

OCTOBER 2006 TO June 2007

COURSE	NUMBER OF RUNS										TOTAL
	1	2	3	4	5	6	7	8	9	10	
Transitions I: Block A*	21	17	17	25	27	24	26	23	16	22	218
Transitions I: Block B**	18	29	28	19	30	16	17	10	19	25	211
Transitions I: Block C***	17	22	26	23							88
Transitions II: Experiential Learning Briefing Session	27	23	25	29							104
Conference Skills	17	11	14	20							62
Presenting your Research	2	2	4	20	1						29
Working with School Children	10										10
Communicating with the General Public	15										15
Transitions III: Managing your Career	18	14	7	12							51
Transitions III: Preparing for your Viva	16	20	23	19	21						99
Transitions III: Writing Research Proposals	19	7									26
Effective Academic Writing for International Students	12										12
Basic Introduction to Statistics and SPSS	13	19									32
Databasics	11	11									22

***Block A - 2 day introductory course:**

Transition to Research - issues arising at the early stages of the PhD
 Interpersonal Skills - the supervisory relationship
 Project Planning and Managing Your Time Effectively
 Establishing support networks

****Block B - 2 day course:**

Professional Writing - *separate course for SCI and non-SCI*

*****Block C - 2 day course**

Effective Teamworking
 Presentation Skills

OCTOBER 2007 TO June 2008

	NUMBER OF RUNS										11	TOTAL	
	1	2	3	4	5	6	7	8	9	10			
COURSE													
Transitions I: Block A*	17	21	25	26	21	26	19	12	11	28	16	222	
Transitions I: Block B**	16	22	23	25	19	14	18	21	26	17		201	
Transitions I: Block C***	19	17	19	29								84	
International Student Session	7											7	
Transitions II: Experiential Learning Briefing session	27	31	18	8	32							116	
Enhanced Computer Use	2	2	11	10	3	5	10	16	26	17		102	
Conference Skills	11	17	10	14	10							62	
Presenting your Research	2	4	3	3	7							19	
Transitions III: Preparing for your Viva	13	22	21	16								72	
Transitions III: Managing your Career	19	3	8	13								43	
Transitions III: Writing Research Proposals	17	9										26	
Basic Introduction to Statistics and SPSS	13	12										25	
Enhanced Computer Use:	17	6	3	7	4	2	2					41	
Exploring Research Ethics	9											9	
MATLAB	18											18	
Moving on with Statistics	23											23	
Researcher in Residence Scheme	8											8	
Preparing for Public Engagement	9											9	
Databasics	4											4	
Developing Creativity in the Research Process	4											4	
Hilltops PGRs	19											19	
Working with School Children	11											11	

***Block A - 2 day introductory course:**

Transition to Research - issues arising at the early stages of the PhD
 Interpersonal Skills - the supervisory relationship
 Project Planning and Managing Your Time Effectively
 Establishing support networks
 Personal effectiveness
 Teamworking skills

****Block B - 2 day course:**

Professional Writing - *separate course for SCI and non-SCI*

*****Block C - 2 day course**

Effective Teamworking
 Presentation Skills

OCTOBER 2008 TO June 2009

COURSE	NUMBER OF RUNS										11	12	TOTAL	
	1	2	3	4	5	6	7	8	9	10				
Introductory Conference	177	21												198
Personal Working Styles	8	15												23
Time Management	24	20	15	8	19	14								100
Personal Effectiveness	20	9												29
Project Planning and Management	8	12	11	9	9	5								54
Getting your Degree Part-time	8													8
Kick Starting Your Career	19	10												29
International PGRs: Making the Transition into a New Academic Culture	26	10												36
International PGRs: Introduction to English Academic Writing	26	17												43
International PGRs: Conventions of Academic Writing in English	8	13												21
Developing Academic Writing Skills ARTS/HUM	10	14	5											29
Developing Academic Writing Skills SSF	18	16												34
Developing Academic Writing Skills SCI	10	13	9	20	7									59
Ethics: Introduction for Science Researchers	7	14												21
Ethics: Introduction for Social Science Researchers	25	6												31
Library Skills for Researchers SCI	14	19												33
Library Skills for Researchers HUM	17													17
Library Skills for Researchers SSF	25	24												49
Critical Peer Review HUM	5	1												6
Critical Peer Review SSF	4	5												9
What is a Thesis	27	19												46
Reading for Meaning in the Sciences	26	17	7	12										62
Science Publication Process	23	16	14	14										67
Developing Presentation Skills	13	17	15	11										56
Developing Teamwork Skills	7	11	9											27
Conference Skills	15	21	19	8	18									81
Poster Making	25													25
Developing Creativity in the Research Process	14													14
Databasics	8													8
Basic Introduction to Statistics and SPSS	16	14												30
Presenting your Research	1	4	3	5	6									19
Enhanced Computer Use Courses	6	5	10		6	7	4	2	4	3				

Appendix 5

Leadership and Management Development courses August 2005 – July 2009

Internally tutored courses

Course title	Yr.	No. of sessions	No. of attendees
Briefings for Heads of School (Inc. 1-1 sessions)	2005-6	2	11
	2006-7	3	22
	2007-8	3	12
	2008-9	1	5
Exploring Issues	2005-6	6	8
	2006-7	6	4
	2007-8	6	5
Managing Staff on Fixed Term Contracts	2005-6	1	9
Negotiation Skills (Introductory)	2005-6	2	18
	2006-7	2	16
Recruitment & Selection/Interviewing	2005-6	3	32
	2006-7	4	50
	2007-8	9	93
	2008-9	5	79
Recruitment & Selection briefing and 1-1 training *	2005-6	2	4
	2006-7	2	3
	2007-8	48	327
	2008-9	18	117
What happens in Groups	2008-9	1	8

Personal & Professional Development courses August 2005 – July 2009

Internally tutored courses

Course title	Yr.	No. of sessions	No. of attendees
Agendas & Minutes	2007-8	3	39
	2008-9	2	27
Appraisee Briefing	2005-6	6	96
	2006-7	3	59
	2007-8	3	44
	2008-9	4	86
Appraisee Briefings *	2005-6	3	33
	2008-9	1	3
Appraiser Training	2005-6	3	28
	2006-7	3	36
	2007-8	4	57
	2008-9	4	54
Appraiser Training *	2005-6	9	77
	2006-7	8	32
	2007-8	5	35

	2008-9	5	32	
Calm Course	2005-6	2	19	
	2006-7	1	16	
	2007-8	1	13	
	2008-9	1	11	
Calm Lunchtimes - (Various different session titles)	2007-8	1	19	
	2006-7	2	21	
	2007-8	2	17	
	2008-9	2	19	
	2008-9	1	11	
	2007-8	1	10	
	2008-9	2	25	
	2006-7	2	24	
	2007-8	2	17	
	2008-9	2	19	
	2006-7	2	26	
	2007-8	2	20	
	2008-9	2	16	
	2006-7	2	19	
	2007-8	2	17	
	2008-9	1	7	
	2006-7	2	26	
	2007-8	1	6	
	2008-9	1	12	
	2007-8	1	12	
	2007-8	2	16	
	2006-7	1	24	
	2006-7	1	16	
	2007-8	2	20	
	2008-9	1	10	
	Chairing Meetings	2007-8	1	12
		2008-9	1	12
	Copyright – An Introduction	2006-7	1	7
		2007-8	2	14
		2008-9	2	16
Creative Problem Solving Workshop	2006-7	2	25	
	2007-8	1	11	
	2008-9	1	11	
Creativity Workshop	2005-6	2	27	
	2006-7	1	17	
	2007-8	1	13	

	2008-9	1	11
Cultural Awareness	2008-9	1	13
Data Protection	2006-7	1	11
	2007-8	2	26
	2008-9	2	26
Disability Awareness	2007-8	1	14
	2008-9	3	33
Equality & Diversity Awareness	2006-7	2	22
	2006-7 *	7	68
	2007-8	3	31
	2007-8 *	1	8
	2008-9	3	25
	2008-9 *	5	26
Freedom of Information	2006-7	1	9
	2007-8	2	17
	2008-9	2	21
Harassment & Bullying in the Workplace	2007-8	3	26
	2008-9	2	13
Impact Assessment training	2008-9	3	5
	2008-9*	2	16
Introductory Conference for New Staff	2005-6	3	151
	2006-7	3	144
	2007-8	3	135
	2008-9	3	154
Labyrinth walking	2008-9	3	36
Listening Responsively	2005-6	1	10
	2006-7	2	20
	2007-8	1	9
	2008-9	1	9
Lunchtime speed training			
- Pocket guide to brainstorming	2007-8	1	8
	2008-9	2	17
- Preparing for job interviews	2007-8	1	5
	2008-9	1	6
- Running Effective Meetings	2007-8	1	12
- Time Management	2007-8	1	12
	2008-9	2	15
- Pocket guide to Storyboarding	2008-9	1	7
- Writing Well – punctuation etc.	2007-8	1	13
	2008-9	1	9
Mental Health Awareness (Intro)	2006-7	2	23
	2007-8	1	10
	2008-9	3	27
Minute Taking	2006-7	2	32
Presentation Skills for Support Staff	2005-6	2	22
	2006-7	1	9

	2007-8	2	19
	2008-9	1	9
Project Mgt.	2005-6	1	8
	2006-7	1	8
	2007-8	1	11
	2008-9	2	23
Trans and Gender Awareness	2007-8	1	12
	2008-9	3	12
Work-Life Balance	2008-9	2	9

* = extra sessions requested

**Leadership & Management Development courses
August 2005 – July 2009**

Externally paid tutors

Course title	Yr.	No. of sessions	No. of attendees
BTEC Introductory Award	2005-6	1	20
	2006-7	1	19
	2007-8	1	20
	2008-9	1	20
BTEC Certificate in Management (Yrs.1)	2006-7		18
	2008-9		20
BTEC Diploma in Management (Yr.2)	2005-6		11
BTEC Advanced Professional Award	2006-7		7
BTEC Short Courses in Mgt. - Human Resources, Planning & Dev. - Leadership - Culture, Climate & Values - Quality & Systems Management - Strategic Marketing Management - Strategic Planning & Implementation - Developing a Communications Strategy - Managing in the Wider Environment - The Creative Manager	2006-7	3	7
		3	7
		3	8
	2007-8	3	6
		3	6
		3	7
	2008-9	3	9
		3	6
		3	9
	Coaching & Mentoring	2008-9	1
Coaching your Team	2008-9	1	10
From Colleague to Manager	2005-6	1	14
	2006-7	2	28
	2007-8	2	18
	2008-9	2	25
Developing Coaching Skills	2007-8	2	18
Improve your Influencing Skills	2007-8	1	19
	2008-9	1	14
Managing Behaviour & Performance	2005-6	1	11
	2006-7	2	12
	2007-8	1	14
	2008-9	1	7
Managing Conflict	2005-6	2	16
	2006-7	2	22
	2007-8	2	19
	2008-9	2	22
Negotiation Skills (Introductory)	2007-8	2	13

	2008-9	1	14
Negotiation Skills (Advanced)	2008-9	1	10
Understanding Teams	2005-6	2	22
	2006-7	3	31
	2007-8	2	19
	2008-9	2	16

**Personal & Professional Development courses
August 2005 – July 2009**

Externally paid tutors

Course title	Yr.	No. of sessions	No. of attendees
Alexander Technique	2005-6	2	30
	2006-7	2	31
	2007-8	2	27
	2008-9	2	29
Assertiveness in the Workplace	2005-6	2	31
	2006-7	2	23
	2007-8	1	13
	2008-9	1	16
Carers at Work	2007-8	1	8
Equal Opportunities & Cultural Awareness	2005-6	2	18
New Parents at Work	2007-8	1	10
Retirement – Opportunity & Choice	2005-6	1	15
	2006-7	1	14
	2007-8	1	19
	2008-9	1	16
Smart Email Management	2007-8	1	39
Time Management	2005-6	2	30
	2006-7	2	29
	2007-8	1	14
	2008-9	1	11
Work-Life Retune	2007-8	1	10

APPENDIX 6 - OD activities in the iLab 2005-2009 and web based sessions

Name of School/Department/Organisation	Category	Date	Subject	Duration	Facilitators
2004-5					
Business Link	EXT	26/11/2004	Consultation with local businesses	3	Gurpreet Gill & Stephanie Allen
HUM Faculty Finance team		12/05/2005	Future planning	3	Gurpreet Gill
SCI Faculty Finance team		06/06/2005	Future planning	3	Gurpreet Gill & Paul Levy
IOH Faculty Finance team		01/06/2005	Future planning	3	Gurpreet Gill & Paul Levy
SSF Faculty Finance team		26/05/2005	Future planning	3	Gurpreet Gill & Paul Levy
i10	EXT	29/09/2004	Projects evaluation	7	Gurpreet Gill & Ruth Goodall
i10	EXT	17/02/2004	Strategic planning	7	Gurpreet Gill & Ruth Goodall
Learning Skills Council	EXT	23/11/2004	Visioning session	6	Gurpreet Gill & Ruth Goodall
Learning Skills Council	EXT	25/11/2004	Visioning session	6	Gurpreet Gill & Ruth Goodall
NAM		21/10/2004	NAM/Logicom software project	3	Gurpreet Gill
NAM		02/02/2005	Strategic planning	3	Gurpreet Gill
Norfolk Learning Partnerships	EXT	11/10/2004	Raising aspirations	7	Gurpreet Gill & Ruth Goodall
CSED Learning Technology Group		27/10/2004	Implications of the MLE	6	Gurpreet Gill
RBS		01/02/2005	The managed consultancy service	3	Gurpreet Gill
2005-6					
AHP		26/06/2006	Strategic Planning	2	Gurpreet Gill
Bedford Borough Council	EXT	30/01/2006	E-Marketing workshop for SME's	7	Gurpreet Gill & Ruth Goodall
CSED		21/03/2006	Away Day	3	Gurpreet Gill
EEDA	EXT	28/03/2006	Gaming Industry	7	Gurpreet Gill & Ruth Goodall
EEDA	EXT	16/02/2006	Life Sciences	7	Gurpreet Gill & Ruth Goodall
IOH		03/04/2006	IOH Exectutive SWOT and brainstorm	1	Gurpreet Gill
ENV		17/01/2006	Sustainable mobility indicators	3	Gurpreet Gill & Ruth Goodall
i10	EXT	16/06/2006	Away day	7	Gurpreet Gill
Learning Skills Development Agency	EXT	01/03/2006	14-19 Vocational learning support project meeting	7	Gurpreet Gill & Paul Levy
NAM		16/03/2006	SCHi E-Learning Proposal Meeting	3	Gurpreet Gill
RBS/ENV	EXT	01/11/2005	HEIF3 2006-2008 Competitive Funding Bid	3	Gurpreet Gill & Paul Levy
RBS		11/01/2006	Joint planning session UEA, i10, NSAD, Business Link	3	Gurpreet Gill & Stephanie Allen
Carbon Reduction Project/Renewables East		06/09/2005	Small scale renewables in the East of England Seminar	3	Gurpreet Gill & Paul Levy
SSF		03/04/2006	Focus group on workplace stress: management support	3	Gurpreet Gill & Paul Levy
SSF		05/04/2006	Focus group on workplace stress: peer support	3	Ruth Goodall & Paddy Anstey
SSF		27/04/2006	Focus group on workplace stress: communication	3	Gurpreet Gill & Paul Levy
SSF		31/03/2006	Focus group on workplace stress: relationships and dignity at work	3	Gurpreet Gill & Steve Oldfield
Association of Colleges in the Eastern Region	EXT	02/03/2006	Training the Trainers	3	Gurpreet Gill & Steve Oldfield
2006-7					
Association of Colleges in the Eastern Region	EXT	02/07/2007	Strategic planning & service provision	3	Gurpreet Gill & Steve Oldfield
Carbon Connections/Norwich Union		11/07/2007	Meeting to discuss the the Green Forum	3	Gurpreet Gill & Paul Levy
ISD		13/12/2006	Content management system staff consultation	1.5	Gurpreet Gill
ISD		15/12/2006	Content management system staff consultation	1.5	Gurpreet Gill
CONT. ED.		13/11/2006	Admissions process review	3	Gurpreet Gill & Paul Levy
i10	EXT	14/09/2007	CPD session for Knowledge transfer professionals	7	Gurpreet Gill & Ruth Goodall
Kings Lynn Borough Council	EXT	02/02/2007	Executive team meeting:Making the most of our assets and meeting future efficiency targets	3	Gurpreet Gill & Ruth Goodall
ACAD Partnerships Office		04/10/2006	Foundation degree meeting	3	Gurpreet Gill & Paul Levy
MAC Press and Publications Office		06/12/2006	Review of role and service provision	2	Gurpreet Gill
RBS		11/01/2007	Beacons of Public Engagement bid development	3	Gurpreet Gill & Steve Oldfield

RBS		14/02/2007 Research Fellows meeting	3 Gurpreet Gill & Steve Oldfield
UEA/Renewables East	EXT	07/06/2007 European Regional Development Fund Projects: Exploring the potential for partnership	3 Gurpreet Gill & Paul Levy
Norwich City Council	EXT	05/10/2006 Urban Modelling: experience, applications and interface	3 Gurpreet Gill
HR		23/11/2006 Disability Equality Scheme Focus group	1 Gurpreet Gill
HR		01/03/2007 Gender Equality Scheme Focus group	1.5 Gurpreet Gill & Santha Forder
2007-8			
BIO		08/04/2008 Microbiology Lab. discussion	3 Gurpreet Gill & Paul Levy
CCEN		24/06/2008 Review and planning	3 Gurpreet Gill
Carbon Reduction Project		29/10/2007 How does CRed match up as a provider of Carbon Management Services	3 Gurpreet Gill
Cue East/Business in the Community		11/06/2008 What does UEA want from it's membership of BITC?	3 Gurpreet Gill
EDU		28/11/2007 BA in Education: Learning and Teaching in a digital world	3 Gurpreet Gill
CSED (Transitions)		03/06/2008 Enterprising researchers	3 Gurpreet Gill & Steve Oldfield
ENV		23/04/2008 Teaching Review Consultation with Academic Staff	3 Gurpreet Gill & Paul Levy
RBS INCROPS Project	EXT	04/06/2008 Strategic planning	3 Gurpreet Gill & Paul Levy
ISD		11/02/2008 ITCS Helpdesk review	3 Gurpreet Gill & Steve Oldfield
ACAD Partnerships Office/CCN		29/04/2008 QAA meeting	5 Gurpreet Gill
RBS		21/05/2008 RBS Strategic away day day 1	3 Gurpreet Gill & Paul Levy
RBS		29/05/2008 RBS Strategic away day day 2	3 Gurpreet Gill & Paul Levy
SSF		29/01/2008 Finance team: Team building away day	3 Gurpreet Gill & Paul Levy
2008-9			
Breckland Council	EXT	26/08/2008 Sustainable communities team meeting	3 Gurpreet Gill & Steve Oldfield
CARE/Norfolk and Waveney project	EXT	07/11/2008 Project meeting	3 Jane Baker
CSED (Transitions)		02/06/2009 Enterprising researchers	3 Gurpreet Gill & Steve Oldfield
RBS INCROPS Project		01/12/2008 Exploiting algae	2 Gurpreet Gill & Sonia Virdee
Association of Colleges in the Eastern Region	EXT	26/02/2009 Exploring Learning Technology	3 Jo Bruce
SSF		26/01/2009 Admissions and teaching offices, CONT ED., EDU.	3 Gurpreet Gill & Steve Oldfield
SSF		19/01/2009 Admissions and teaching offices, NBS, ECO, DEV	3 Gurpreet Gill & Paul Levy
SSF		05/02/2009 Admissions and teaching offices, LAW, SWK	3 Gurpreet Gill & Paul Levy
West Suffolk and Lowestoft Colleges		12/12/2008 Creativity in teaching for numeracy teachers	3 Gurpreet Gill & Steve Oldfield
West Suffolk and Lowestoft Colleges		12/12/2008 Creativityin teaching for literacry teachers	3 Gurpreet Gill & Steve Oldfield
HUM		24/06/2009 Admissions and teaching team away day	6 Gurpreet Gill & Steve Oldfield
On-line asynchronous sessions			
LARC steering committee		29/02/08-07/03/08 LaRC Vision, discussion	1 Gurpreet Gill
ERF	EXT	17/10/08-19/11/08 Future of ERF, discussion and vote	4 Gurpreet Gill
RBS INCROPS project		19/05/09-10/06/09 On-line team brainstorm and discussion	2 Gurpreet Gill
ENV		09/05/08-29/05/09 Teaching Review: 5 on-line discussions for ACAD. ADMIN. RESEARCH. PG. and UG.	70 Gurpreet Gill
University of Hertfordshire Evolution Project	EXT	14/07/08-21/07/08 Join the dots: The use of Organisational Acronyms data collection and discussion	35 Gurpreet Gill
University of Hertfordshire Evolution Project	EXT	18/07/08-25/07/08 What's Your Story: The Experiences of Insitutional Change Facilitators	20 Gurpreet Gill
CCEN		01/07/07-07/07/08 iLab away day preparation, brainstorm and discussion	14 Gurpreet Gill
CSED		18/07/08-25/07/08 Strategic away day preparation, brainstorm and discussion	3 Gurpreet Gill
BIO		18/05/09-01/06/09 BIO Student Course Review: on-line discussion	2 Gurpreet Gill
HR		13/12/07-20/12/07 Leadership focus group and survey for Jenny Evans	7 Gurpreet Gill
ENV		13/07/09-20/07/09 Space consultation	7 Gurpreet Gill