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Centre for Staff and Educational Development

ANNUAL REPORT 2010-2011 AND FUTURE PLANS

### **1. Introduction**

The Centre for Staff and Educational Development (CSED) exists to promote and support good practice in all aspects of developing the University's staff. Over time, the Centre's mission has expanded to include organisational development activities, intended to help UEA move closer to the goal of becoming a top 20 UK university.

In 2010-11 CSED provided an extensive and varied programme of events, activities, workshops, away-days and seminars to support the University's objectives. Our staff also provided a range of more individual support and development- for example our coaching network, now in its third year - and have acted in a consultancy role for many parts of the organisation. This was especially true in the context of the Integration Project, during which we worked closely with staff at all levels to act as a channel of communication, a source of support and advice and facilitators of groups and teams throughout the project.

### **Vision**

Our vision is to create and maintain an integrated staff, educational and organisational development service as a strong ally to the University as a whole, coherent organisation with responsibility for the development of all staff groups; 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.

### **Our Long-term Plan**

Our long-term plan to create and maintain an integrated service for staff, educational and organisational development will be achieved by focusing on University Corporate Plan 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 aim to be a significant agency for organisational development that can enhance cross-faculty and cross-service links and develop new organisational structures. We know from feedback that colleagues value our sessions as an opportunity to exchange ideas with others across the University and beyond.

## **Future 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 continue 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 promote individual coaching and facilitated meetings, both face to face and distributed. This implies more people being trained as/available as coaches and facilitators. We trained a second tranche of internal coaches in 2010-11 and plan to train a third in 2011-12.

In 2010-11, CSED's coaching programme and change consultation workshops were well-placed to support both individuals and the organisation in large-scale change. In addition we experienced a very steep climb in numbers of new academic staff on probation for whom participation in the Higher Education Practice programme is a University requirement. In recognition of this, the University has made available secondment opportunities for one member of academic staff per faculty to be seconded to CSED to work for half of their time as a member of our academic practice team.

We believe we should also continue to invest in leadership development and educational development activities for experienced academic staff in the context of the new Corporate Plan.

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

### **Academic Practice**

Changes in recruitment patterns, employment contracts, and an increased number of staff on part-time appointments have led to a significant increase in demand for academic practice provision, and on the MA in Higher Education Practice (MA-HEP) in particular. During the course of 2010-11, the number of concurrent participants on the MA-HEP exceeded 300, and this number is continuing to climb. The increase continues a trend in recent years (after a steady state of around 80 concurrent participants during the first five years of the course).

Owing to the extra demands on staffing resources the University has agreed that 4 lecturers in Academic Practice will be appointed. These will be 0.5 fte secondments from each of the four faculties. At the time of writing, two seconded staff, from Health and Social Sciences, have been appointed.

Given the changes as a result of the Government's response to the Browne report, we believe academic practice can play a significantly role in helping academic staff to develop the skills and confidence to respond to the challenges and opportunities of the changing HE landscape.

### ***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). All new lecturers on probation and RCUK Fellows are required to take the course, although there is a "fast track" route for those with considerable prior experience. Established colleagues who are interested in the course may join it if an available place can be found. Postdoc teaching fellows in HUM have access to part of the course, providing a professional development element to their contracts.

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. The creation of a Professional Development Plan, approved by both Course Team and Head of

School, is the cornerstone of the course and enables participants to identify their own professional development needs. A good deal of coursework is of very high quality indeed, and there have been recent instances of the course helping participants to secure longer-term contracts and/or promotion. Some participants have also secured University Teaching Fellowships to support project work undertaken on the course.

In 2009-10 we introduced a new mandatory module at the request of the University, Module 5: Evaluation of Teaching. Participants submit evidence of their teaching (including two teaching observations) and a piece of reflective writing about their teaching, drawing on the evidence for support. This submission forms the basis for an “evaluative conversation” with two evaluators. All those joining the course from September 2008 are required to take Module 5. The first run of the module went very well, with positive feedback from participants, many of whom found the opportunity to talk about teaching in a structured way both interesting and valuable.

The probationary requirement is to reach Certificate level but an increasing number of people are voluntarily 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 is increasingly valued. The Browne report recommends mandating participation in an HEA-accredited programme for all new staff, a recommendation the Government seems likely to accept.

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, with outside contributions focusing on particular professional areas (e.g. library and electronic resources, public engagement activity, equality and diversity etc).

The MA-HEP remains at the leading edge of provision of this kind (many other institutions provide a course which focuses only on teaching) and is thus well-placed to respond flexibly to the professional development challenges resulting from changes in UKHE funding and policy. Participant feedback continued to be positive overall during a year when pressure on the course team became considerable. Redeployment late in the academic year eased that pressure somewhat, but the continued increase in participant numbers means that we are still at best operating at full capacity. Even if the rate of academic appointment starts to decline in future, there will be a lag before this is reflected in reduced participant numbers – these are still climbing this year. Nonetheless we have made a good start in 2010-11.

As a result of the extra staffing we will be able to deliver extra support to academics both in the form of individual advisory sessions and in providing extra sessions and seminars to support the work of the six modules. In addition, we will be able to 'fine-tune' our offer to new academics at faculty level.

We are currently seeking re-accreditation with the HEA and this process may involve some restructuring to our programme.

### ***Academic Practice Short Courses***

The CSED academic practice short course programme simultaneously stands on its own (as a range of offerings focusing on relevant, key issues) and in addition supports MA-HEP participants who may identify (or be guided to) particular sessions as a result of creating, and refining their Professional Development Plans.

In addition to academic practice courses, participants also draw on our Leadership and Management programme, Personal and Professional Development programme, other elements

of CSED provision and provision from elsewhere. But the short courses also offer much of interest and relevance to academics who are beyond (sometimes far beyond) the early stages of their career.

In association with the Director of Taught Programmes and colleagues in ACAD and LTQO we have expanded the range of courses which deal with University policy and procedure. New this year were sessions on academic appeals and complaints, and on the handling of different types of concessions. New courses of more general application included external contributions from Professor Phil Race called "Assessment as Learning" and a session on Understanding Graduate Destinations run by colleagues from the Careers Service.

We promote short courses provided by CUE East and by the Research, Enterprise and Engagement staff, aligning our courses more closely with Green Book guidance on promotion criteria covering the entirety of the academic role, including enterprise and engagement. Promotion and embedding of this activity increased again in 2010-11 and we will continue to strengthen these links in subsequent years.

We continue to deliver as much as we can using in-house presenters, but we value the external input and perspectives offered by regular contributors such as Professor Phil Race and Professor Graham Gibbs.

### **3. Research-related Training and Development**

#### **Funding:**

The ring-fenced "Roberts" funding for researcher development ended in March 2010. Funding for researcher development is now being embedded in the indirect costs of research grants and in the fees for postgraduate research students. During 2010-11 it was unclear how funds for training of research staff would be extracted from the indirect costs. Consequently, Personal and Professional Development training for research staff at UEA was primarily provided through CSED and the Careers Centre.

#### **Strategy:**

The RSConnect team has a Researcher-led strategy. We have continued to build strong and constructive relationships with Researchers, Research Staff Co-ordinators and Researcher Developers both within and outside the organisation. Of key importance here was direction from the Research Staff Skills Development Steering Group. This reports to the RS Working Group (itself a subgroup of the Research Executive) and continued to guide RS training and career development. The membership of the group was refreshed with new researcher representatives from each faculty, as well as representatives from Cue-East, Academic Division, Research Enterprise and Engagement Office (REE), and the SCI Faculty Office, thus ensuring the CSED programme met researcher need and also complemented faculty provision for both RS and PGRs.

#### **Training Provision (Existing):**

As a result of this direction, and in line with the Researcher Development Framework, our core training programme focused on 5 key areas: Research, Enterprise and Engagement; Teaching Skills; Public and Community Engagement; Personal and Professional Development; and Career Development. Two new elements were the Leadership Skills courses (one-day workshop and bite-sized) and the Business Skills courses. Evaluation (which included baseline and impact) of the first run of these courses revealed that participants felt the training would have a positive impact on their research and personal development. The programme was underpinned by the opportunity for RS to engage in one to one coaching, to support and develop the learning gained from the workshops.

We take a very proactive role on the Research Staff Working Group (eg. Development and review of the 'University Code for Research Staff' and Concordat Implementation plan) and action many of the initiatives arising from the group. Two key examples are improving communication with research staff (see 'Marketing' below) and improving research staff induction. We created an induction pack which is sent to all Research and Analogous new starters. We developed an induction session for new research staff ('RSConnect: Enhancing your Employment & Developing your Career'), which we delivered via the BIO CRS Forum and ENV Researchers Affairs Forum, and will offer on a one to one basis in 2011-2012. The RS Connect website has a Prezi presentation (made by Jude Smith, CSED) which offers an on-line Induction for those unable to attend in person.

**Training Provision (Developmental):** RSConnect continuously looks for new training and development activities, both within and outside the organisation. As a result of this Andrea Rippon undertook training for Action Learning Sets facilitation, Neuro Linguistic Programming (NLP) and Appreciative Inquiry. We plan to strengthen the core programme in 2011-2012 with these elements.

In line with our strategy, we frequently respond to requests.

- The RS Skills Development Steering group raised the issue of researcher safety and as a result, Andrea Rippon commissioned a personal safety course ('Researcher Personal Safety: For yourself and your team') to be run in 2011-2012 and led the development of an online resource with Nigel Norris and Sue Steele.
- In response to an ENV Researcher, we developed a series of bite size sessions called Lunchtimes in the Lifetime of a Researcher, where the focus will be on providing support and sharing best practice. This will be jointly delivered in 2011-2012.
- We received a request for a new course on writing successful research grant applications and are keen to work with REE to develop the existing provision.

**Marketing:** Marketing of the programme to research staff was reviewed, and a targeted approach was developed: a separate Calendar for Research Staff courses; on-line material through the RSConnect website <https://www.uea.ac.uk/csed/rsconnect>; the RSConnect Blackboard site; and a monthly e-bulletin. By drawing together provision offered by CSED, under the RS Connect brand, Researchers are beginning to see many more opportunities opening up to them. (Feedback: "I didn't know that course – Charring Meetings – was open to Researchers").

**ResNet:** RSConnect has a close relationship with ResNet, who is now funded by the Executive Team. Andrea Rippon is a member of the Committee and Sarah Payne continues to provide administrative support.

**External activity:** While Rebecca Wyand was away on maternity leave during 2010-11, other members of the department, most notably Andrea Rippon and Paul Levy, continued to play proactive roles not only internally on the Skills Development Steering group and RS Working Group, but also externally on the regional Vitae East of England Hub steering group, the National Research Staff Development Advisory Group and as part of the 'Every Researcher Counts' network. This enabled CSED support for research staff to be framed not only by the UEA Code for Research Staff but by the National Researcher Development agenda.

**PGR Provision:** During 2010-11 the responsibility for provision of PGR skills training was almost entirely devolved to Faculty-based research skills programmes. However, CSED continued to run its well-established and well-attended 'Developing Teaching Skills: A Programme for Postgraduate Teaching Assistants'. Furthermore, the Career Development Advisor for PGRs and research staff delivered a comprehensive series of Career Management workshops (e.g. 'Career Horizons' and 'Life After a PhD') as part of the Faculty-based PPD programmes.

#### 4. Information Technology and Learning Technology

CSED again provided over 100 regular scheduled IT courses in 2010-11 with approximately one third of these comprising two or more sessions. This represents a total of over 350 hours of classroom based IT training for UEA staff. In addition to this we provided IT training for post graduate students, via the graduate schools and PGR Offices, often to groups of 20 or more. These post graduate events are usually single sessions and often run as workshops or clinics where training is very closely tailored to the demands of the candidates on the day rather than following a set structure

The trend towards more advanced training continued in 2010-11 with extra staff courses being run at 'Next Steps' and 'Further' levels to meet demand.

We have maintained our policy of writing the vast majority of our training material in house. This helps to make our courses more relevant to the participants and allows us the freedom to include topics at the level we feel appropriate for the needs of the institution. This policy also ensures that the courses are delivered by a trainer with a thorough understanding of both the topic and the course content. The success of this policy is reflected in the many favourable comments on feedback sheets which often refer to the depth of understanding and willingness to expand on topics shown by our trainers and the relevance of the training to individuals needs.

Please see appendices 3 and 4 for further information.

## **5. Leadership, Management, Personal and Professional Development**

### ***Leadership and management development***

#### **Leadership short courses**

The Centre for Staff and Educational Development (CSED) currently runs two internal Leadership and Management programmes as part of its portfolio. The first consists of six half-day workshop sessions: Leadership – the theory; Self-awareness and insight; Leadership and you; Working with others; Challenging situations; Evaluation. It is seen as a successful programme and ran twice in 2010/11. This course was originally offered to research staff, but in the second iteration was opened up to academic staff. In the two subsequent runs, more than half of each cohort have been academics, including to date three senior lecturers and one Principal Investigator. It is also worth noting that the current cohort comprises one man and eleven women. We believe this course could form the basis of a future programme for aspirant academic leaders.

Secondly, CSED offers bespoke programmes for existing leaders and managers in specific Schools, Divisions or Services. Again these are typically based around a series of half-day workshops, with or without peer-coaching or supported Action Learning elements depending on clients' wishes.

#### **Introductory Award in Management**

This course is designed to give people grounding in leadership and management skills and to bridge between our shorter, non-accredited management development courses and the Certificate in Management Studies.

The course consists of six one-day workshops usually spaced two weeks apart, to allow time for the completion of assignments between the sessions.

#### **Certificate in Management Studies**

CSED has been running a version of the Certificate in Management Studies since 1994. This course runs over two academic years and there are typically 20 workshops, roughly a month apart with work-based assignments in each module. About 160 UEA staff have completed the programme over the years, and it has very often led to promotion and career development.

The Vice-Chancellor presented the successful participants with their certificates at a ceremony in the Zicer Building in November 2010.

***Equality and Diversity***

In collaboration with HRD, DOS and the Equality and Diversity Office, CSED continues to expand 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. In addition to 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 of types and approaches to learning and development

***The Innovation Lab (iLab) and Facilitate Pro***

The University now consistently takes a more strategic approach to organisational development and organisational change. CSED is now routinely approached to contribute to strategic activities as well as individual and group development.

The Innovation Lab (iLab) and Facilitate Pro are an important resource for creative thinking, research theme-scoping and planning, team building and team development, multi-agency working and income generation. In most pieces of commissioned work there was as emphasis on organisational development and organisational change. A complete account of iLab and Facilitate Pro organisational development sessions is shown in appendix 7.

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

<b>Academic year</b>	<b>Number of attendances</b>	<b>Number of individuals</b>	<b>First timers</b>	<b>% First timers</b>
2001/02	1852	929		
2002/03	1502	854		
2003/04	2485	992		
2004/05	2250	915		
2005/06	2249	871		
2006/07	2306	950	320	34%
2007/08	3548	1358	381	28%
2008/09	3429	1285	365	28%
2009/10	3248	1357	386	28%
2010/11	3517	1401	320	23%

## **Appendices**

### **Participant numbers on the MA in Higher Education Practice**

Please see appendix 1

### **Academic Practice Short Courses 2006-2011**

Please see appendix 2

### **Learning Technology Short courses 2006-2011**

Please see appendix 3

### **Information Technology Short courses 2006-2011**

Please see appendix 4

### **Research staff courses 2006-2011**

Please see appendix 5

### **Leadership and Management Development 2006-2011**

Please see appendix 6

### **Organisation Development and the Innovation Lab (iLab) 2006-2011**

Please see appendix 7

### **Equality and Diversity Training - Attendance 2006-11**

Please see appendix 8

### **CUE East Training - Attendance 2006-11**

Please see appendix 9

### **Personal and Professional Development 2006-2011**

Please see appendix 10

### **Teaching Skills Attendance Figures 2006-11**

Please see appendix 11



**CSED Annual Report Summary: Appendix 1 - Participant numbers on the MA in Higher Education Practice**

Numbers on the course are as follows:

<b>2006/2007</b>	<b>2007/8</b>	<b>2008/9</b>	<b>2009/10</b>	<b>2010/11</b>
<b>25 started the course; 2 Route 1*</b>	68 started the course; 8 Route 1	79 started the course; 4 Route 1	94 new starters, 10 Route 1, plus 7 HUM post-docs doing Module 1 only	84 new starters, 5 Route 1, plus 5 HUM post-docs doing Module 1 only
<b>End December 2011 there are 231 active participants</b>				
<b>Eight people have completed the full MA in Higher Education Practice, five of these were awarded in 2010/11, four have exited with the Diploma and there were 53 PG Certificates in HEP awarded in 2010/11, 31 in 2009/10, 26 in 2008/9, 25 in 2007/8 and 17 in 2006/7. Nine people exited via Route 1 2010/11.</b>				

\*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.

CSED Annual Report Summary: Appendix 2 - Academic Practice (excluding MA-HEP) Attendance Figures 2006-11

COURSE	2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010-2011	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Academic Appeals			3	54	1	6	3	50	1	5
Academic Appeals (PGR)									1	5
Acceptable Extenuating Circumstances for Poor Acad. Performance							1	19	1	7
Advising Students					2	33	3	43	3	37
Assessing Smarter					1	10				
Being a Member of a Taught Degree Examination Board							1	11		
Best Practice in Research Supervision	2	27	2	33	2	32	3	55	2	28
Best Practice in Research Supervision (CMP)					1	9				
Best Practice in Research Supervision (LAW)					1	10				
Code of Practice on Placement Learning					1	30				
Delegation of PGR Concessions							1	8		
Deterring, Detecting and Dealing with Plagiarism	1	13	1	19						
Dev. Student Motivation through Feedback	1	11	1	11	1	12	1	14	1	9
Driving the Lecture Theatre	1	11	2	27	1	17	2	28	2	34
Effective Research Applications and Managing Awards: Arts and Humanities							1	6		
Effective Research Applications and Managing Awards: Sciences							1	18	1	12
Effective Research Applications and Managing Awards: Social Sciences							1	13	1	10
Effective Research Applications and Managing Awards: Health Professions							1	13	1	17
Handling Admissions Complaints					1	9				
Handling Concessions							1	16		
How to Get Published (Hum and S. Sciences)	1	19	1	10	1	14	1	12	1	8
Impact from Intellectual Property: SCI									1	3

<b>Intellectual Property: Protection &amp; Exploitation</b>									1	4
<b>Introduction to General Regs &amp; Disciplinary Procedures</b>									1	34
<b>Introduction to Working with the Media</b>	2	20	1	11	2	17	1	11		
<b>Learning and Teaching Day</b>									1	95
<b>Linguistic Skills for those with English as a Second Language</b>	2	20	1	8						
<b>Making Learning Happen</b>			1	27						
<b>Managing PGR Student Issues</b>									1	12
<b>Masterclass for Research Supervisors</b>	1	8								
<b>Pebblepad</b>									2	15
<b>Performance Element of Lecturing</b>	3	29	2	23	2	17	2	22	2	22
<b>Performance Element of Lecturing 1:1</b>					1	7	1	7	1	7
<b>Plagiarism and Collusion</b>							1	8		
<b>Planning and Managing a Research Project</b>	1	17	1	14	1	12				
<b>Preparing Grant Applications in the Arts and Humanities</b>	1	7	1	11	1	5				
<b>Preparing Grant Applications in the Health Professions</b>	1	12	1	8	1	14				
<b>Preparing Grant Applications in the Sciences</b>	1	16	1	31	1	18				
<b>Preparing Grant Applications in the Social Sciences</b>	1	11	1	12	1	9				
<b>Problem-based Learning</b>	1	14	1	11	1	8	1	9		
<b>Research Careers – RCUK Strategy for Success</b>					1	36				
<b>Research Governance And Ethics: Health</b>									1	21
<b>Research Governance and Ethics: SCI</b>									1	3
<b>Student Assessment - Lightening the Load &amp; Improving the Learning</b>	3	41	2	23	2	18	1	13	1	13
<b>Supervising Int. Res. Degree Students</b>			1	18			1	8		
<b>Supporting Research Students in Supervisory Teams</b>	2	23			1	4	1	3	1	5
<b>Teaching and Supporting Students with Diverse Learning Needs</b>			2	11			1	3		
<b>Teaching and Supporting Students with Mental Health Difficulties</b>	1	9								

<b>Teaching International Students</b>	1	21								
<b>Teaching in the Recession</b>									1	12
<b>Teaching with Emotional Intelligence</b>	1	13	1	15	1	10	1	10	1	8
<b>The Bologna Process</b>					1	22				
<b>The Role of the Advisor</b>	1	8	1	12						
<b>Training for Academic Consultants</b>			2	24	1	4	1	6	1	7
<b>Undergraduate Briefing Session</b>			1	12						
<b>Understanding Graduate Destinations</b>							1	6	1	10
<b>Understanding the Research Environment</b>	2	22	1	18	2	25			1	4
<b>Voice and Pronunciation</b>					1	16	1	10	1	11
<b>Writing for Publication</b>	3	45	3	45	2	33	2	23	1	15
	34	417	35	488	36	457	37	445	36	473
Average attendance	12.2		13.9		12.6		12		13	
	<b>2006 -2007</b>		<b>2007 -2008</b>		<b>2008 -2009</b>		<b>2009 -2010</b>		<b>2010 - 2011</b>	

CSED Annual Report Summary: Appendix 3 - Learning Technology Attendance Figures 2006-11

COURSE	2006 -2007		2007 -2008		2008 -2009		2009 -2010		2010 - 2011	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Audience Response Systems workshop					1	3			1	5
Beginning with Blogs	2	21								
Blackboard Day - Connect									1	12
Blackboard Day - Mobile									1	19
Blackboard Day - Q&A									1	24
Blackboard Essentials							7	59	5	45
Blackboard Training			1	9						
Blackboard Overview					1	12				
Blackboard Upgrade Demonstration									7	67
Blackboard Upgrade Training									9	71
Building Blackboard Courses and Organisations					7	61	4	40	3	15
Casting the Net	1	12								
Creating Assessments & Surveys in Blackboard	3	13	2	16	1	8	2	12	1	3
Creating and Managing Content in Blackboard	5	43	10	96						
Discussion Board Training					2	20				
Digital Games	1	9								
Digital Video for Teaching and Learning			1	7						
Illuminate Training					1	61				
Getting Started with Illuminate					5	31	3	17	9	48
Introduction to Audience Response Systems			1	11	1	3				
Introduction to Blackboard					2	21				
Introduction to Blogs			1	8						
Introduction to Live Classroom			1	6						
Introduction to Podcasting	1	10	1	11	1	12				
Introduction to Pronto			1	7						
Introduction to Respondus			1	11						
Introduction to Screencasts	2	12	1	8						
Introduction to Turnitin					4	39	1	13	1	7
Introduction to Voice Tools			1	5						
Introduction to Wikis			1	10						
Next Steps with Illuminate									1	4

<b>Teaching and Learning 2.0</b>							1	7		
<b>The Virtual Classroom</b>			1	7						
<b>Using Audience Response Systems for Teaching and Learning</b>	1	13								
<b>Using Blackboard in your Teaching &amp; Learning</b>							2	13		
<b>Using Digital Audio for Teaching and Learning</b>	1	8					1	9		
<b>Using Teaching and Learning Tools in Blackboard</b>	4	29	2	16						
<b>Using Tools in Blackboard</b>			2	12						
<b>Voice Over IP</b>	1	7								
<b>Web 2.0</b>							1	10		
<b>Wimba Voice Tools</b>	1	8								
<b>Working with Wikis</b>	2	25								
<b>Totals</b>	25	210	28	240	27	281	21	170	40	320
<b>Average attendance</b>		8.4		8.5		10.4		8		8
		<b>2006 -2007</b>		<b>2007 -2008</b>		<b>2008 -2009</b>		<b>2009 -2010</b>		<b>2010 - 2011</b>

CSED Annual Report Summary: Appendix 4 - Information Technology Attendance Figures 2006-11

COURSE	2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
<b>Adding Voice Narration to PowerPoint Presentations</b>									1	12
<b>A Brief Introduction to Publisher</b>	1	12	3	28	1	9	1	4		
<b>Basic GIS Analysis: Raster Data</b>			2	15	2	13	2	13		
<b>Basic GIS Analysis: Vector Data</b>			2	16	2	14	2	15		
<b>Basic Web Authoring</b>	4	44	4	42	3	29				
<b>Computing for Absolute Beginners</b>			1	9						
<b>Creating and Editing GIS Data</b>	2	21								
<b>Creating Web Pages for the UEA Website</b>			12	133	8	93	5	51	8	45
<b>Drawing and Design in Office</b>	2	16								
<b>Email Use and Etiquette</b>			1	7						
<b>Excel Charts</b>			1	8						
<b>Finding GIS Data</b>	2	15								
<b>Finding Your Way Around FORTRAN</b>	1	8								
<b>Further Access</b>			1	9			1	7	1	6
<b>Further Excel</b>	2	12	2	21	1	12	3	28	3	33
<b>Further Unix</b>	2	13	2	12	1	12	3	28		
<b>Further Word</b>	2	16	2	17	2	19	3	28	1	4
<b>Getting more from Outlook Calendars</b>			1	8						
<b>Getting Started with Digital Signage</b>			4	40	2	7	1	8	2	11
<b>Introduction to Access</b>	4	42	5	57	4	48	5	58	4	42
<b>Introduction to ArcGIS</b>	3	33	3	35	2	21	2	23		
<b>Introduction to Database Design</b>					1	12				
<b>Introduction to Dreamweaver</b>	4	43	3	29	3	30				
<b>Introduction to Excel</b>	6	60	6	64	4	43	7	73	5	46
<b>Introduction to LaTeX</b>							1	8		
<b>Introduction to Nvivo</b>	3	28	5	51	5	46	5	58	3	22
<b>Introduction to PowerPoint</b>	5	46	6	54	5	47	3	20	2	18
<b>Introduction to Touch Typing</b>	2	16								
<b>Introduction to SPSS for Windows</b>	4	38	3	33	4	40	4	42		
<b>Introduction to Using Unix</b>	3	25	3	20	2	18	2	22		
<b>Introduction to Word</b>	1	3	1	3	1	7	4	36	3	17
<b>Managing Bibliographies with EndNote</b>	7	75	10	115	11	120	11	170		
<b>Managing your Email Inbox</b>			2	19	1	8				

<b>Microsoft Office Drawing Tools</b>			1	6						
<b>Next Steps in Access</b>	3	26	4	35						
<b>Next Steps in Access - Forms</b>					2	14	2	23	2	17
<b>Next Steps in Access - Queries</b>					2	20	2	24	3	18
<b>Next Steps in Access – Reports</b>					2	15	2	18	2	16
<b>Next Steps in Excel</b>	4	32	5	52	3	32	4	43	4	44
<b>Next Steps in Web Authoring</b>	2	10	1	6						
<b>Next Steps in Word</b>	2	23	2	22	3	25	3	24	3	25
<b>Presenting Effectively using PowerPoint</b>	3	23	3	24	3	24	4	45	1	12
<b>Training the IT Trainer</b>							1	4		
<b>Working with Library Resources, Introduction</b>									1	7
<b>Working with Library Resources, Next Steps</b>									1	5
<b>Totals</b>	74	680	101	990	80	778	83	873	50	388
<b>Average attendance</b>	9.1		9		9.7		10.5		7.7	
	<b>2006 -2007</b>		<b>2007 -2008</b>		<b>2008 -2009</b>		<b>2009 -2010</b>		<b>2010 - 2011</b>	



CSED Annual Report Summary: Appendix 5 - Research Attendance Figures 2006-11

COURSE	2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Basic Database Design for Researchers (joint course with PGR)					1	1				
Bitesize Careers Workshops			4	13	9	36	15	66	6	15
Career Planning for Contract Research Staff	1	10	1	7						
Effective CVs, Applications and Interviews			1	9						
Hilltop Professional Development Course for Research Staff	2	21	1	9	1	9				
Job Search, Applications and Interview Skills	1	13								
Personal and Professional Development Programme for Women Researchers					1	18	1	19		
Induction for Research Staff									2	23
Ethical Fitness Decision Making Workshop									1	10
Bitesize Leadership Skills: The Theory									1	12
Bitesize Leadership Skills: Self Awareness and Insight									1	9
Bitesize Leadership Skills: Leadership and You									1	7
Bitesize Leadership Skills: Working with Others									1	5
Bitesize Leadership Skills: Challenging Situations									1	7
Bitesize Leadership Skills: Evaluation									1	5
Leadership Skills 1 day Workshop									1	6
Business Skills: Teamwork and Negotiation									1	8
Business Skills: Operating as a Consultant									1	10
Business Skills: Business Basics									1	9
Business Skills: Project Management in Practice									1	15
Teaching Skills for RS Bitesize Workshop									1	4
<b>Totals</b>	4	44	7	38	12	64	16	85	21	145
<b>Average attendance</b>	11		5.4		5.3		5.3		6.9	
	<b>2006 -2007</b>		<b>2007 -2008</b>		<b>2008 -2009</b>		<b>2009 -2010</b>		<b>2010 - 2011</b>	

CSED Annual Report Summary: Appendix 6 - Leadership & Management Development Attendance Figures 2006-11

COURSE	2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010-11	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Briefings for Heads of School	3	22	3	12	1	5	1	10	4	26
BTEC Introductory Award in Mgt.	1	19	1	20	1	20			1	18
BTEC Certificate in Management (Yr.1)	1	18			1	20			1	14
BTEC Diploma in Management (Yr.2)										
BTEC Advanced Professional Award	1	7								
BTEC Short Courses in Mgt;										
- HR, Planning & Development	1	7								
- Leadership	1	7								
- Culture, Climate & Values	1	8								
- Quality & Systems Mgt.			1	6						
- Strategic Marketing Mgt.			1	6						
- Strategic Plann. & Implementation			1	7						
- Developing a Communications Strat.					1	9				
- Managing in the Wider Environment					1	6				
- The Creative Manager					1	9				
Coaching & Mentoring					1	11			4	26
Coaching your Team					1	10				
Coaches training *									1	7
From Colleague to Manager	2	28	2	9	2	25	1	8	1	13
Dealing with Difficult People							1	11	1	11
Developing Coaching Skills			2	18						
Exploring Issues in the Workplace	1	4	1	5			1	6		
Improve your Influencing Skills			1	19	1	14				
Managing Behaviour & Performance	2	12	1	14	1	7				
Managing Conflict	2	22	2	19	2	22	1	11	1	13
Managing Staff on Fixed Term Contracts										
Negotiation Skills (Introductory)	2	16	2	13	1	14	1	11	1	12
Negotiation Skills (Advanced)					1	10	1	6	1	7
Nutshell workshops							3	45	3	41
Recruitment Interviewing Skills	4	50	9	93	5	79	5	85	3	56

<b>Recruitment &amp; Selection + 1-1 briefings*</b>	2	3	48	327	18	117	5	18	2	3
<b>Recruitment Refreshers</b>							5	96	7	119
<b>Recruitment Refreshers</b>							4	53		
<b>Understanding Teams</b>	3	31	2	19	2	16			1	12
<b>What happens in Groups</b>					1	8				
<b>Totals</b>	27	254	77	587	42	402	29	360	32	378
<b>Average attendance</b>	9.4		7.6		9.5		12.4		11.8	
	<b>2006 - 2007</b>		<b>2007 - 2008</b>		<b>2008 - 2009</b>		<b>2009 - 2010</b>		<b>2010-2011</b>	

\*Extra sessions requested

CSED Annual Report Summary: Appendix 7 - OD activities in the iLab 2006-2010 and web based sessions

Name of School/Department/Organisation	Type	Subject	Facilitators
<b>2006-7</b>			
Association of Colleges in the Eastern Region	EXT	Strategic planning & service provision	Gurpreet Gill & Steve Oldfield
Carbon Connections/Norwich Union		Meeting to discuss the Green Forum	Gurpreet Gill & Paul Levy
ISD		Content management system staff consultation, session 1	Gurpreet Gill
ISD		Content management system staff consultation, session 2	Gurpreet Gill
CONT. ED.		Admissions process review	Gurpreet Gill & Paul Levy
i10	EXT	CPD session for Knowledge transfer professionals	Gurpreet Gill & Ruth Goodall
Kings Lynn Borough Council	EXT	Executive team meeting: Making the most of our assets and meeting future efficiency targets	Gurpreet Gill & Ruth Goodall
ACAD Partnerships Office		Foundation degree meeting	Gurpreet Gill & Paul Levy
MAC Press and Publications Office		Review of role and service provision	Gurpreet Gill
RBS		Beacons of Public Engagement bid development	Gurpreet Gill & Steve Oldfield
RBS		Research Fellows meeting	Gurpreet Gill & Steve Oldfield
UEA/Renewables East	EXT	European Regional Development Fund Projects: Exploring the potential for partnership	Gurpreet Gill & Paul Levy
Norwich City Council	EXT	Urban Modelling: experience, applications and interface	Gurpreet Gill
HR		Disability Equality Scheme Focus group	Gurpreet Gill
HR		Gender Equality Scheme Focus group	Gurpreet Gill & Santha Forder
<b>2007-8</b>			
BIO		Microbiology Lab. discussion	Gurpreet Gill & Paul Levy
CCEN		Review and planning	Gurpreet Gill
Carbon Reduction Project		How does CRed match up as a provider of Carbon Management Services	Gurpreet Gill
Cue East/Business in the Community		What does UEA want from it's membership of BITC?	Gurpreet Gill
EDU		BA in Education: Learning and Teaching in a digital world	Gurpreet Gill
CSED (Transitions)		Enterprising researchers	Gurpreet Gill & Steve Oldfield
ENV		Teaching Review Consultation with Academic Staff	Gurpreet Gill & Paul Levy
RBS INCROPS Project	EXT	Strategic planning	Gurpreet Gill & Paul Levy
ISD		ITCS Helpdesk review	Gurpreet Gill & Steve Oldfield
ACAD Partnerships Office/CCN		QAA meeting	Gurpreet Gill

<b>RBS</b>		RBS Strategic away day 1	Gurpreet Gill & Paul Levy
<b>RBS</b>		RBS Strategic away day 2	Gurpreet Gill & Paul Levy
<b>SSF</b>		Finance team: Team building away day	Gurpreet Gill & Paul Levy
<b>2008-9</b>			
<b>Breckland Council</b>	EXT	Sustainable communities team meeting	Gurpreet Gill & Steve Oldfield
<b>CARE/Norfolk and Waveney project</b>	EXT	Project meeting	Jane Baker
<b>CSED (Transitions)</b>		Enterprising researchers	Gurpreet Gill & Steve Oldfield
<b>RBS INCROPS Project</b>		Exploiting algae	Gurpreet Gill & Sonia Virdee
<b>Association of Colleges in the Eastern Region</b>	EXT	Exploring Learning Technology	Jo Bruce
<b>SSF</b>		Admissions and teaching offices, CONT ED., EDU.	Gurpreet Gill & Steve Oldfield
<b>SSF</b>		Admissions and teaching offices, NBS, ECO, DEV	Gurpreet Gill & Paul Levy
<b>SSF</b>		Admissions and teaching offices, LAW, SWK	Gurpreet Gill & Paul Levy
<b>West Suffolk and Lowestoft Colleges</b>	EXT	Creativity in teaching for numeracy teachers	Gurpreet Gill & Steve Oldfield
<b>West Suffolk and Lowestoft Colleges</b>	EXT	Creativity in teaching for literacy teachers	Gurpreet Gill & Steve Oldfield
<b>HUM</b>		Admissions and teaching team away day	Gurpreet Gill & Steve Oldfield
<b>2009-10</b>			
<b>SSF</b>		SSF Finance Team Planning Away Day	Gurpreet Gill
<b>CSED</b>		CSED Income Generation session	Gurpreet Gill
<b>Vitae</b>	EXT	Researcher Development Framework Consultation for East of England Hub	Gurpreet Gill
<b>MED</b>		Audience Response Systems Evaluation, MED Student Focus Group	Gurpreet Gill
<b>CHE</b>		Audience Response Systems Evaluation, CHE Student Focus Group	Gurpreet Gill
<b>BIO</b>		Incrops/BIO Exploiting Phytochemicals session	Gurpreet Gill
<b>AHP</b>		OT session, Exploring Professional Identity and Future Visions	Gurpreet Gill & Steve Oldfield
<b>SCI</b>		Book Proposal on Science Communication	Gurpreet Gill
<b>ENV</b>		Geographical Information Systems session	Paul Levy
<b>CSED (Transitions)</b>		Enterprising Researchers	Gurpreet Gill & Steve Oldfield
<b>2010-11</b>			
<b>BIO/INcrops</b>		INcrops Phytochemicals working group	
<b>INcrops</b>		Strategy Workshop	
<b>LCIC</b>		Strategic Away Day	
<b>INTO</b>		INTO and Health Science Brainstorming session	
<b>SSF/NBS</b>		Local Support Away Day	
<b>VCO</b>		Fudan Project Brainstorming session	

ISD	ISD Education Board Meeting		
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<b>On-line asynchronous and blended sessions</b>			
<b>LARC steering committee</b>		LaRC Vision, discussion	Gurpreet Gill
<b>ERF</b>	EXT	Future of ERF, discussion and vote	Gurpreet Gill
<b>RBS INCROPS project</b>		On-line team brainstorm and discussion	Gurpreet Gill
<b>ENV</b>		Teaching Review Consultation: 5 on-line discussions for academic, administrative, and research staff and undergraduate and postgraduate students	Gurpreet Gill
<b>University of Hertfordshire Evolution Project</b>	EXT	Join the dots: Organisational artefacts - acronyms data collection and discussion	Gurpreet Gill
<b>University of Hertfordshire Evolution Project</b>	EXT	What's Your Story: The Experiences of Institutional Change Facilitators	Gurpreet Gill
<b>CCEN</b>		iLab away day preparation, brainstorm and discussion	Gurpreet Gill
<b>CSED</b>		Strategic away day preparation, brainstorm and discussion	Gurpreet Gill
<b>BIO</b>		BIO Student Course Review	Gurpreet Gill
<b>HR</b>		Leadership focus group and survey	Gurpreet Gill
<b>ENV</b>		Space consultation	Gurpreet Gill
<b>LGBT Network</b>		Establishing and developing the network	Gurpreet Gill
<b>LTC (blended)</b>		LTC Educational Strategies day	Paul Levy
<b>UEA Integration Project (blended)</b>		Learning & Teaching Administration: Integration strategy, consultation	
<b>CSED</b>		Vitae Researcher Development consultation	
<b>CCEN (blended)</b>		Strategic Planning	

CSED Annual Report Summary : Appendix 8 - Equality and Diversity Attendance Figures 2006-11

COURSE	2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Carers at Work			1	8					1	13
Carers & Parents – Effective Working							1	9		
“ “ - Manag. Flexible Working							1	9		
Cultural Awareness					1	13				
Customer Service									2	29
Disability Awareness			1	14	3	33	1	6	2	14
Equal Opportunities/Cultural Awareness										
Equality & Diversity Awareness	2	22	3	31	3	25	2	21	3	24
Equality & Diversity Awareness *	7	68	1	8	5	26	1	5	2	15
Harassment & Bullying in the Workplace			3	26	2	13	1	3	1	4
Impact Assessment training					3	5				
Impact Assessment training *					2	16			1	7
Marshall ACM – Online training							Ongoing	80		
Mental Health Awareness (Intro.)	2	23	1	10	3	27	2	21	1	6
New Parents at Work			1	10						
Trans and Gender Awareness			1	12	3	12	1	8		
Work-Life Balance (Lunchtime)					2	9				
Work-Life Retune			1	10						
<b>Totals</b>	11	113	13	129	27	179	30	162	13	112
<b>Average attendance</b>	10.2		9.9		6.6		5.4		8.6	
	<b>2006-2007</b>		<b>2007 - 2008</b>		<b>2008 - 2009</b>		<b>2009 - 2010</b>		<b>2010 - 2011</b>	

\*Extra sessions requested

CSED Annual Report Summary: Appendix 9 - CUE East (Engagement) Attendance Figures 2008-11

COURSE	2008 - 2009		2009-10		2010 - 2011	
	Runs	Attended	Runs	Attended	Runs	Attended
Are you looking for opportunities to get involved in Public Engagement	1	2				
Defining Public Engagement; what is it?	1	2				
Diversity Matters for Public and Community Engagement	1	5				
Engaging with the Public Using Café's					2	18
Enhancing Student Experience and Employability Through Engagement					1	6
Going Back to School..A Helping Hand			2	17	1	8
How to Run a Successful Café			1	6		
Introduction to Film Making	3	25	3	18	4	26
Introductory Visit to the Forum	3	8				
Launch, Lunch and Learn with CUE East	1	9	1	70	1	69
Public Engagement Practitioners Programme	1	8				
UEA Enterprise and Engagement Tracker Demonstration			1	44		
Workshop on User Involvement in Research			2	39	1	10
Write Out Loud			1	12	1	8
<b>Totals</b>	11	59	11	206	11	145
<b>Average attendance</b>	5.3		18.7		13.1	
	<b>2008 -2009</b>		<b>2009 -2010</b>		<b>2010 -2011</b>	



CSED Annual Report Summary: Appendix 10 - Personal & Professional Development Attendance Figures 2006-11

COURSE	2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010-2011	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Agendas & Minutes			3	39	2	27	2	23	2	21
Alexander Technique	2	31	2	27	2	29	2	27	2	24
Appraisee Briefings	3	59	3	44	4	86	4	61	3	38
Appraisee Briefings *					1	3			1	9
Appraiser Training	3	36	4	57	4	54	6	50	6	39
Appraiser Training *	8	32	5	35	5	32	2	5	5	9
Assertiveness	2	23	1	13	1	16			1	14
Calm Course	1	16	1	13	1	11	1	10		
Calm Lunchtimes (various sessions)	12	156	16	154	12	119	12	99	9	69
Chairing Meetings			1	12	1	12	1	9	3	28
Copyright – an Introduction	1	7	2	14	2	16	2	22	2	14
Creative Problem Solving Workshop	2	25	1	11	1	11	1	7	1	5
Creativity Workshop	1	17	1	13	1	11	1	13	1	6
Data Protection	1	11	2	26	2	26	2	26	2	23
Flightplan (+ follow up)									2	21
Freedom of Information	1	9	2	17	2	21	2	21	2	15
Introductory Conference for New Staff	3	144	3	135	3	154	3	109	3	86
Labyrinth walking					3	36				
Listening Responsively	2	20	1	9	1	9	1	9	1	9
Lunchtime speed training: Brainstorming			1	8	2	17	1	9		
“ “ “ : Job Interviews			1	5	1	6	1	15	1	12
“ “ “ : Effective Meetings			1	12						
“ “ “ : Time Management			1	12	2	15				
“ “ “ :					1	7	1	8	1	4

<b>Storyboarding</b>										
“ “ “ : Writing well	1	13	1	9	1	13	1	5		
<b>Lunchtime Nutrition: Flour Power *</b>								3		41
<b>Lunchtime session: Well-Being week*</b>									1	12
<b>Minute Taking</b>	2	32								
<b>Personal Safety</b>							2	19	2	15
<b>Presentation Skills for Support Staff</b>	1	9	2	19	1	9	1	11	1	12
<b>Project Mgt.</b>	1	8	1	11	2	23	4	28	4	27
<b>Retirement – Opportunity &amp; Choice *</b>	1	14	1	19	1	16	1	23	2	23
<b>Smart Email Management</b>			1	39						
<b>Time Management</b>	2	29	1	14	1	11	1	22	1	15
<b>BESPOKE SESSIONS;</b>										
<b>SSF – Customer Care/Dignity, Respect &amp; Assertiveness workshops</b>							6	116		
<b>SSF – Finance Team Awayday</b>							1	6		
<b>Stress Release session for Nursery</b>							1	26		
<b>Team Development</b>									8	219
<b>Totals</b>										
	49	678	77	771	60	786	63	787	71	815
<b>Average attendance</b>	13.8		10.01		13.1		12.4		8.3	
	<b>2006 - 2007</b>		<b>2007 - 2008</b>		<b>2008 - 2009</b>		<b>2009 - 2010</b>		<b>2010-2011</b>	

\*Extra sessions requested

CSED Annual Report Summary: Appendix 11 - Teaching Skills Attendance Figures 2006-11

COURSE	2006 - 2007		2007 - 2008		2008 - 2009		2009 - 2010		2010-2011	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Core 1: Introduction to Learning and Teaching	3	62	3	64	3	63	4	80	3	83
Core 2: Evaluating and Developing Practice	3	63								
Core 3: Supporting Students with Individual Learning Needs	3	62	3	62	3	64	3	75	3	74
Core 4: Evaluation of Learning and Development	3	49	3	53	3	63	2	27	3	59
Optional Module: Teaching Groups that Use Computers in-class			1	9	1	10				
Optional Module: Teaching in the Higher Education System etc.	1	7								
Optional Module: Using Participatory Methods to Teach Theory in Higher Education	1	7			1	8				
Optional Module: Developing Presentation Skills	3	22	3	35	3	36	3	53	3	45
Optional Module: Assessing Students' Learning	3	46	3	45	4	63	3	56	3	48
Optional Module: Designing and Leading Seminars	3	44	3	37	3	44	2	28	3	57
Optional Module: Teaching Assistant in the Field	2	18	2	7	1	11	1	25		
Optional Module: Teaching Assistant in the Lab	3	18	3	20	2	12	1	31	2	11
Optional Module: Enhancing Learning Through Technology			1	7	1	8	1	14	1	14
Optional Module: The Museum: A Participatory Approach etc.			1	10						
Optional Module: Giving an Effective Lecture							2	21	3	51
Optional Module: Managing Fieldwork across all Disciplines							1	3	2	12

<b>Totals</b>	25	398	26	349	24	382	23	413	26	454
<b>Average attendance</b>	15.9		13.4		15.9		17.9		17.4	
	<b>2006 - 2007</b>		<b>2007 - 2008</b>		<b>2008 - 2009</b>		<b>2009 - 2010</b>		<b>2010-2011</b>	