LTC14D027

Title:	**Centre for Staff and Educational Development (CSED) Annual Report 2013-14**
Author:	Amanda Giles, Head of CSED
Date:	8 October 2014
Circulation:	LTC members
Agenda:	LTC14A001
Version:	Final
Status:	Open

Freedom of Information Advisory Note:
Disclosure of the information in this paper may be prejudicial to the University's compliance with the Data Protection Act, conduct of public affairs or commercial interests. Not to be disclosed without consultation with the Vice-Chancellor.

Issue

This Report has been prepared to provide Learning and Teaching Committee members with an overview of CSED's recent training and development activity, with specific focus placed on the development of staff whose roles are directly related to learning and teaching provision at UEA. The Report covers the period 1 September 2013 to 31 August 2014, with some historic information included to provide context. It also looks forward to ongoing initiatives and future plans which may impact on Learning & Teaching (L&T) policy or outcomes.

Recommendation

Recipients are invited to receive the author's report

Resource Implications

This report is a historical review – no resource implications

Risk Implications

This report is a historical review – no risk implications

Equality and Diversity

N/A

Timing of decisions

N/A

Further Information

Amanda Giles, 01603 593699, Amanda.giles@uea.ac.uk

Background

See attached Report

Discussion

See attached Report.

Attachments

CSED Annual Report 2013-2014 (main body)

APPENDICES:

1. Learning, Teaching and Supervision Workshops 2013-14
2. MA in Higher Education Practice (MA-HEP) 2013-14
3. Developing Teaching Skills (DTS) 2013-14
4. Research-related Workshops 2013-14
5. Personal and Professional Development (PPD) Courses 2013-14
6. CSED Course Stats – 3 years – 2011 to 2014

ANNEXES

A. MA-HEP Quinquennial Course Review report

LEARNING, TEACHING & SUPERVISION WORKSHOPS 2013-2014

BASIC DELIVERY SKILLS

'Driving' the Lecture Theatre

Mark Jones, ISD

This session is for new and existing users of lecture theatres. It includes advice on how to use the equipment, with practical demonstrations of lighting, lectern and equipment controls and the opportunity for hands-on experience.

Performance Element of Lecturing

Stewart Theobald

This workshop is of particular benefit to those lecturing to larger groups and includes techniques for preparing physically, vocally and mentally to enhance your delivery skills. The course includes:
- *Performance techniques*
- *Making emotional and intellectual connections with your audience*
- *Voice projection*
- *Posture and body language*
- *By using all of the above, holding your audience's attention.*

Performance Element of Lecturing: One to One Coaching

Stewart Theobald

In these confidential, hour-long, one-to-one meetings, Stewart Theobald works with you to address your specific needs. He often covers body language, and exercises to reduce vocal strain and improve vocal range, variety and clarity. This all helps to gain and hold an audience's attention, make a positive initial impact, and keep control of difficult situations.

Voice and Pronunciation

Stewart Theobald

This course is particularly helpful if English is not your first language. We look at the differences and similarities between your natural accent and that of standard English, not to change your accent dramatically but to enable you to be easily understood. We will:

- *Examine how and why we sound the way we do*
- *Work on vowel and consonant pronunciation*
- *Look at rhythm and inflection*
- *Practice standard English vowel sounds*
- *Perform exercises for relaxation, breathing and resonance placement*
- *Work with phonetic symbols and sounds*

The aim is to enable you to incorporate standard English pronunciation into your speech, building clarity while maintaining aspects of your natural accent.

Purposeful Seminars

Victor Morgan, CSED

UEA has always placed emphasis on the seminar as a vehicle for teaching/learning. They can be occasions of great creativity and intellectual insight for students and tutors. Or they can be dreary and even alienating experiences for everyone: why were we there, what were we doing? The challenge is to ensure that the potential for spontaneity inherent in the seminar is balanced by pre-planning and follow-up by tutor and students. What are some of the practical things that we can do to ensure that every seminar is purposeful and useful and that everyone leaves with a sense of achievement?

Designing Your Own Module and Using Blackboard for Delivery

Victor Morgan, CSED

One purpose of this session is to establish some good practices through discussion and brief demonstration. Blackboard opens up possibilities that require a very different approach to when we were limited to a module booklet and paper handouts. How can we make Blackboard work for us? How can we use it to structure purposeful learning? This session examines the pedagogy of using Blackboard and will only touch on the technicalities in passing.

PEDAGOGICAL INNOVATION

Developing and Delivering Massive Open Online Courses (MOOCs)

Helena Gillespie, EDU and Simon
Lancaster, CHE

In December 2012 UEA and other HEIs announced that they were partnering with FutureLearn, a company formed by the Open University to develop MOOCs. This workshop looks at the role MOOCs might play in Higher Education in general and UEA in particular. It gives participants access to the skills and knowledge they need to develop MOOCs related to their teaching, research, scholarship or enterprise work.

Maximising the Value of Open Educational Resources(OERs) in Teaching

Helena Gillespie, EDU and Simon
Lancaster, CHE

As more sources of information are available via the web, it is to the advantage of all stakeholders in education to find and use the best ones. The advantages and pitfalls of embracing OERs in HE teaching will be discussed using Chemistry as an illustrative example. OERs can take many forms including texts, images, videos, and interactive resources. The workshop gives practical examples of how to find and use OERs and the related licensing issues. We also explore why lecturers might consider investing time and effort in developing OERs. The workshop critically evaluates OERs and we discuss how to employ them as complementary elements in your modules.

Using Social Media to Develop a Professional Online Presence

Sue Beckingham, Sheffield Hallam and
Simon Lancaster, CHE

The exponential growth of social media and ubiquitous use of mobile technology has changed the way we communicate socially, and for many, professionally. It is important to consider the implications and impact of the digital footprint our online interactions leave behind. This workshop helps you to reflect on what your online presence looks like when viewed by others and how you can develop your digital profile in a positive way.

ROLE-SPECIFIC TRAINING

Training for Plagiarism Officers

Adam Longcroft, ADTP, Sarah Allen, NBS,
Christine Raschka, AHP, LTS colleagues

Plagiarism Officers (POs) are central to the maintenance of academic standards and the operation of the new Plagiarism and Collusion policy. At this session plagiarism officers can learn the ropes from more experienced colleagues, and experienced POs can learn from sharing practice with their peers. We will focus on the regulations, their implementation and the guidance provided regarding the nature of the role, how cases should be investigated and what happens before, during and after an investigation. We also focus on the 'educational' role of the PO in supporting students and colleagues, and how POs are supported by the Learning and Teaching Service.

Annual Meeting of School Plagiarism and Collusion Officers

Adam Longcroft, ADTP, Gill Price, MED,
Christine Raschka, AHP, Sarah Allen,
NBS

An annual opportunity for Plagiarism Officers to share their experiences, reflect on the issues which have surfaced during the year, and the lessons which have emerged for schools and UEA as a whole. The meeting is hosted by the Academic Director for Taught Programmes but led by Plagiarism Officers for other Plagiarism Officers. The meeting is an opportunity to reflect on the new policy on plagiarism and collusion. All Plagiarism Officers are welcome, as are members of LTS staff involved in supporting School and Faculty level plagiarism hearings and meetings.

The Role of Director of Teaching and Learning

Adam Longcroft, ADTP, Helena Gillespie,
EDU, Rosie Doy, NSC, Ben Milner, CMP,
Sanna Inthorn, PSI

The role of the Director of Teaching and Learning is central to effective leadership of teaching and learning at School level and requires a strong understanding of UEA regulations and quality assurance and enhancement processes. The first part of the workshop focuses on the role using case studies. The second part focuses on how Directors of Teaching and Learning can influence and drive change in Schools and Faculties. The workshop is led by the four Faculty Associate Deans for Teaching and Learning. It is for all Directors of Teaching & Learning – those new in the role and those with more experience.

The Role of Staff-Student Liaison Officer

James Cornford, NBS, Denzell Richards
and Mark Rimmer, FTM

Staff-Student Liaison Committees are an important mechanism via which the student voice is heard and will take on a renewed importance as engagement in all its forms becomes an increasing priority for the QAA and the university. The role of the Staff-Student Liaison Officer will thus become even more central in facilitating student feedback and engagement and in driving positive change within Schools and Faculties. This workshop considers the key aspects of the role and explores how its value and impact can be maximised. The emphasis of the workshop will be on identifying and sharing best practice.

Chairing an Exam Board

Adam Longcroft, ADTP, Ben McQuillin,
ECO, Jan Kaiser, ENV, Claudia Gray, LTS

Drawing on the experience of chairs and secretaries of Exam Boards we explore the nature of the role, the operational aspects of Exam Boards, the Regulations and Instructions which govern them, how chairs manage Board meetings, and the extent to which judgements are made and 'discretion' exercised. We consider how academic appeals against Exam Board judgements are dealt with, the information available to Boards, and the implications of the New Academic Model. This workshop is for current chairs of Exam Boards and those who will be taking on the role. It is an opportunity for Schools to extend the pool of suitably trained colleagues.

Being a Member of an Exam Board

Adam Longcroft, ADTP, Ben McQuillin,
ECO, Jan Kaiser, ENV, Claudia Gray, LTS

What is the role of an Exam Board member, what responsibilities do they have, and how can they assist the Board in making fair, equitable and consistent academic judgements? In this workshop, led by experienced Chairs of Exam Boards, senior administrators from the Learning & Teaching Service and the Academic Director of Taught Programmes, we explore the regulations which apply to examiners, examples of Exam Board practice (e.g. how extenuating circumstances are considered and how 'discretion' is exercised), and case histories which illustrate how academic appeals against Exam Board decisions are dealt with at UEA.

BEST PRACTICE

Advising Students

Annie Grant, Dean of Students

These sessions are for new advisors who are required to have training, and for those who would like to refresh their practice. Regardless of how many advisees you have, this session benefits you and your students. It outlines the advisory system, the role of advisor, boundaries and confidentiality, student responsibilities, and referral to support services. The session includes discussion of case studies.

Appeals and Complaints

Adam Longcroft, ADTP, Jo Spiro, UUEAS
and Jon Sharp, LTS

Students have the right to appeal against an admissions decision, or a mark or degree outcome, and can complain about academic or non-academic matters. All staff should have a good understanding of why students complain or appeal, the support and guidance available, and how informal mechanisms can address students' concerns early-on. We explore how the formal regulatory processes operate, who is involved in making judgements, and remedies employed to compensate students or address their concerns. Using case histories we consider

how equality issues and natural justice influence judgements, why cases have been considered by the Office of the Independent Adjudicator and implications for UEA.

Code of Practice on Placement and Work-based Learning

Adam Longcroft, ADTP, Becky Fitt, LTS

The university has a duty of care to its students which extends to periods spent on course-related placements and work-based learning. From 2011/12 UEA has a new Code of Practice on Placement & Work-based Learning. What are its precepts, what are the implications for staff overseeing placements and work-based learning, and what expectations and requirements does the Code place on the School, the student, and the placement provider? The Code adopts a risk-based approach but how can staff and students assess risks? The workshop is for anyone involved in organising, overseeing, assessing, managing or evaluating UG, PG, or PGR placements and work-based learning.

Courses, Markets and Competition Legislation

Andreas Stephan, LAW

Competition rules protect consumers and prevent firms from causing anti-competitive harm. They have wide application and can be breached inadvertently through contact with individuals in rival institutions. Breaches of competition law can result in fines of up to 10% of turnover for the institution and (in extreme cases) up to five years imprisonment for individual employees. This seminar is for those who come into contact with individuals from competitor universities, e.g. in setting up new courses or reviewing the performance of existing ones. It explains how competition rules might apply to course design, teaching activities, fees and bursaries, providing guidance on how to limit the risk of infringements.

Demystifying Problem-based Learning

Dominique Hubble, MED

Problem-based learning (PBL) is a learning vehicle for a range of academic subjects. This session gives an outline of what PBL entails, with the opportunity for participants to engage in aspects of PBL, and experience the student perspective. No previous knowledge is required. We illustrate how PBL is used at Norwich Medical School, but the core materials will not be medical or scientific, indeed a history of art case study is used and participants write case scenarios based on their own discipline. This interactive workshop is suitable for any academic with an interest in PBL whether involved in it at the moment or not.

Developing Assessment Literacies in HE Students

Kay Sambell, Northumbria University

If students cannot evaluate their work they remain dependent on others. However, because of complex learning tasks, developing in students a sense of quality is not simple, and requires their involvement in our assessment processes. In this session you experience activities which can be used with relatively large groups of students to help them 'learn to see' how lecturers judge the relative worth of particular works. Using case studies participants will discuss design and process features to identify possible adaptation into other disciplines. Students' reactions to the activities will be shared, to identify benefits and challenges, stimulating ideas for alternative approaches.

Developing Partnerships with External Organisations

Sally Walker, Partnerships Office and Ian Dewing, NBS

Partnerships enable us to work with colleagues in external organisations to run different kinds of programmes and engage with a diverse range of learners. Also to build strong relationships with external stakeholders, develop innovative engagement activities and enable UEA to maximise its impact beyond the campus. Partnerships also embody an element of risk, and need to develop with respect to institutional priorities, and require careful planning to be successful and sustainable. If you are interested in establishing a partnership which will add value to your School or your students, find out how the Partnerships team can help you to maximise the benefits of the relationships you build.

Educating for the Future

Stefi Barna, MED

Is there a link between education and a more just and sustainable world? Education for sustainability uses it for thinking critically about current practices, engaging in debate about more positive futures and fuelling innovation to improve quality of life for all.

Sustainability education skills include:
- *Learning to ask critical questions*
- *Learning to clarify one's own values*
- *Learning to think systemically*
- *Applying theory to practice in addressing real issues*
- *Navigating between tradition and innovation*
- *Participating in work and community-focused learning*
- *Envisioning positive and sustainable futures*

We explore how educators can help students to develop these skills within their discipline.

Enhancing Students' Writing Skills

Victor Morgan, CSED

We often complain that students do not write well. Correcting defects in their writing is time-consuming and intellectually unrewarding. How can we become more effective in this regard while doing the job more efficiently? This session proposes techniques based on over forty years of experience in marking essays. It addresses issues to do with the structure of written work and the enhancement of localised expression. It proposes ways of encouraging creativity and imagination while inculcating good practices and technical skills that will serve students well within the university and after.

How Can You Help Students to Develop Information Literacy Skills?

Andrew Barker and Jane Helgesen,
Library

In a recent focus group of UEA students, participants acknowledged that Google and Wikipedia didn't always retrieve the most appropriate scholarly materials but they were quick and easy to use. In this workshop we explore the alternative resource discovery tools offered by the Library, how you can get the most out of them and discuss the arguments you can deploy to persuade your students to use them. We discuss information literacy more generally and make the link to graduate attributes and employability. By the end of the workshop you'll have a tool-kit of skills, teaching resources and useful contacts.

How to Manage a Degree Programme: the Role of the Course Director/Programme Leader

Jill Jepson, AHP, Paola Iannone and
Victoria Warburton, EDU

The New Academic Model (NAM) places emphasis on programme/course level coordination, planning and oversight: the role of Course Director will become an increasingly important one. UEA has developed a 'Role Description' and the workshop will focus on how this 'empowers' Course Directors to explore the opportunities that the role provides to positively influence programmes and the quality of the student experience. Discussions will focus on course leadership and organisation, induction, student support, coordination of assessment & feedback, moderation, quality management and enhancement, allocation of resources, effective liaison and PSRB compliance.

Information Compliance at UEA

Ellen Paterson, ISD

The university gathers, stores and disseminates vast quantities of recorded information. Much of it may be subject to legislation such as the Freedom of Information Act, the Data Protection Act and Environmental Information Regulations. Effective management of information is key to compliance and it is important that all staff are aware of their rights and responsibilities. This workshop provides an

introduction to information-related legislation and how it affects individuals and UEA as an organisation. Practical tips and suggestions for good information management will help participants manage workplace data effectively and securely.

Introduction to General Regulations and Disciplinary Procedures

Adam Longcroft, ADTP, Jon Sharp and
Lynne Ward, LTS, Nigel Norris, Senate
Disciplinary Committee

Over the past 2 years significant changes have been made to the General Regulations governing programmes and student behaviour and to the disciplinary procedures relating to students. These include new regulations or procedures relating to Fitness/Unsuitability to Study, Plagiarism, Attendance Engagement & Progress, and Professional/Academic Misconduct. All staff need to be aware of the regulations and disciplinary procedures to draw them to the attention of students (e.g. during Induction, in advising sessions) and apply them consistently.

Introduction to the Plagiarism and Collusion Policy

Adam Longcroft, ADTP, Sarah Allen, NBS,
Christine Raschka, AHP, Christine
Cornea, FTV

What are plagiarism, collusion and soliciting? What are the responsibilities of markers in identifying plagiarism and collusion and what is the role of the Plagiarism Officer? How should offences be treated, what level of certainty needs to be present? How are cases detected and investigated? What use is made of Turnitin and when can it be employed? What happens before, during and after a plagiarism meeting or a Faculty level hearing? How can we build opportunities for students to learn about good practice and understand the boundaries between good and unacceptable academic practice? How can plagiarism be designed-out of assessment? These are some of the questions explored.

Managing HE Assignments & Examinations to Support Students from Under-represented Groups

Sue Bloxham, University of Cumbria

There has been extensive growth in the size of the student body in recent years leading to a more diverse student population. Whilst evidence suggests that promoting diversity has benefits for all students' academic and social growth, this change is also producing powerful challenges to teaching and learning as a result of students' levels of preparedness and expectations. This workshop explores how we can address aspects of assessment to support students during their first year and in other transitions during their university careers.

Organising and Managing a Module

Ben Milner, CMP

The organisation and management of a module is key in students achieving its learning outcomes and being satisfied. This session examines how a module can be organised and managed successfully. The session is divided into three:

   1. Good organisation and management of a module. We look at data from the National Student Survey, student module feedback and good honours.

   2. Student feedback case studies. We look at real examples of student module feedback, good and bad, to identify strengths and weaknesses in the module's organisation and management.

   3. This section pulls together knowledge from the first two sections to create important points and actions to consider when planning and running a module.

Research, Commercialisation and Competition Legislation

Andreas Stephan, LAW

Competition rules protect consumers and prevent firms from causing anti-competitive harm. They have wide application and can be breached inadvertently through contact with individuals in rival institutions. Breaches of competition law can result in fines of up to 10% of turnover for the institution and (in extreme cases) up to five years imprisonment for individual employees. This seminar is for researchers and research coordinators who come into contact with individuals in competitor universities, e.g. through joint bids for research grants or research partnerships between institutions. It explains how competition rules might apply to research activity, providing guidance on how to limit the risk of infringements.

Supervising Dissertations and Extended Projects

Adam Longcroft, ADTP, David Aldous,
EDU, Richard Harvey, CMP, Gibson
d'Cruz, NSC

Why do we require students to undertake dissertations and extended projects? How can we help them to develop the research and writing skills required? How should we assess dissertation students – just by the dissertation, or using other means of formative and summative assessment? What kind of feedback is most helpful and when should we provide it? What are the ethical considerations we need students to consider? Which students benefit most from doing dissertations and what impact does a dissertation have on degree outcomes?
These are some of the questions we explore, to maximise the benefits to students of engaging with dissertations and extended projects.

Supporting Students Whose First Language is Not English

Chris Bishop and Jane Amos, DOS,
Eylem Atakav, FTM, Rebecca Westrup,
EDU

This interactive workshop is for teaching staff wishing to improve their effectiveness in supporting students who have English as an additional language. It covers academic and non-academic factors including:
- *Adjusting to life in the UK*
- *'Academic culture shock'*
- *Learning in English*
- *Immigration regulations*
- *Events in the student's home country*

This is an opportunity to discuss existing School-based initiatives for supporting the learning of students with English as an additional language, and a chance to learn more about what central support there is at UEA for these students and the staff working with them.

Supporting Students with Disabilities and Chronic Conditions

Jane Abson, Lydia Pell and Debbie
Sands, DOS

This workshop is for anyone who has an interest in finding out more about how best to support students with chronic conditions. It covers:
- *How living with chronic pain, fatigue and associated mobility issues can affect a student*
- *Support available from the Dean of Students Office*
- *How the Disabled Students Allowance (DSA) can support these students*
- *Strategies for supporting students with chronic conditions*
- *Exam Concessions and other reasonable adjustments available*

The workshop is interactive including exercises and group discussion. Case studies will be provided by students offering examples of good practice and areas for improvement.

Supporting Students with Dyslexia and Other Specific Learning Difficulties

Jane Abson, Simon Andrews and Calvin
Hoy, DOS

This workshop is for anyone who has an interest in finding out more about dyslexia support. It covers:
- *How you can support students with dyslexia and how the disability team can support you*
- *What is dyslexia and how to recognise the signs*

- *Support available for students from the disability team*
- *The Disabled Students' Allowance*
- *Exam Concessions and other reasonable adjustments*
- *How dyslexia influences mental well-being*

The workshop is interactive and includes exercises and group discussion. Case studies from students and members of faculty provide examples of good practice.

Teaching and Learning for Achievement and Retention

Sue Bloxham, University of Cumbria

This workshop encompasses key strategies in achieving improved retention and achievement, focused on in-course learning and teaching methods and drawing on relevant research. Delegates consider a range of methods to enhance students' sense of belonging and active engagement. The session stresses the importance of developing appropriate expectations of university learning and using learning and teaching practices to establish good study habits. The role of formative assessment, study skills support and proactive strategies for struggling students are included.

Teaching International Students

Chris Bishop, DOS

This module outlines best practice in teaching students who have English as an additional language. UEA, in common with other UK universities, has seen a marked rise in international admissions and this course is in response to requests to receive more guidance in teaching groups which include a significant number who do not have English as a mother-tongue. The session will include a discussion of how this group may engage effectively with the curriculum, as well as practical hints and tips to use in the classroom.

Teaching with Emotional Intelligence

Andrea Rippon

Emotional Intelligence is "the capacity for recognising our own feelings and those of others, for motivating ourselves, and for managing emotions well, in ourselves and in our relationships." There is evidence to suggest that when emotional intelligence is used in our teaching practice, our relationship with students is enhanced. Engagement with the subject can increase; there can be greater motivation, a willingness to take risks, a readiness to collaborate with others and more creativity in the classroom.

Teaching, Managing and Assessing Large Student Cohorts

Alfonso Avila-Merino, NBS

Large lecture classes present a challenge in terms of providing a positive student experience. Maintaining high quality academic input alongside rewarding learning outcomes for students is critical for all schools with large cohorts. This seminar provides examples of how these issues are being addressed within NBS, to share practice with colleagues in other schools facing similar challenges. The session focuses on:
  • *Managing engagement and participation through students questions*
  • *Presenting material effectively*
  • *Maintaining student engagement throughout a session*
  • *Using online learning materials*
  • *Student accountability for their learning*
  • *An introduction to marking assessments for large cohorts*

The New Higher Education Quality Infrastructure

Adam Longcroft, ADTP, Jon Sharp and
Lynne Ward, LTS, Sally Walker, Head of
Partnerships, Vivien Easson, PPE

UEA will have a QAA audit (institutional review) during 2015/16, conducted in accordance with the new review framework: the Higher Education Review. We will be audited against the QAA's new quality infrastructure: the UK Quality Code. It is important that all staff are aware of the review framework and the Quality Code to understand how the requirements will impact on them, their School and UEA, differences between past and current audit criteria, and the changes likely to occur at UEA to ensure compliance and to achieve a positive outcome from the Review. This workshop provides an overview of the new audit regime and the Quality Code.

The Role of the Associate Tutor: For Those on Associate Tutor Contracts

Mark Hitchcock, NBS

This workshop provides an 'induction' to the systems/processes and resources that underpin the teaching of students at UEA. This includes guidance on: HR issues, Blackboard, Student Support Services, marking criteria and feedback practices, effective use of classroom facilities and online resources etc. Schools making use of Associate Tutors during 2013/14 should ensure that they make information about this workshop available to them, and encourage them to book a place.

Understanding Copyright Workshop for Academic Staff

Dave Palmer, UEA Copyright Officer

Copyright affects many of the activities of academics but is often considered an arcane and difficult area to understand. With rights holders being more aggressive asserting their rights, it is critical for academic staff to understand what is legal as failure to do so can be costly. This session provides clear information about copyright in general, and informs attendees of what can and cannot be done under

current law and licences, particularly in relation to the creation of student coursework. This course is for anyone creating coursework, wishing to access and use the work of others, or assisting in these activities.

Understanding Graduate Destinations

Leon Doughty, Planning Office

Graduate employment is at the forefront of student and public expectations of the university sector. This workshop is for staff interested or involved in the employability of UEA students, whether for marketing and admissions purposes, or for curriculum development, teaching and advice. We cover:
- *A review of UEA graduate destinations, including employment and further study*
- *Where to find resources and statistics*
- *Understanding employability data*
- *Data contexts: admissions, outreach, course design etc.*
- *Graduate employability in the press: the use and abuse of destinations surveys*

Understanding the Impact of Peer-Assisted Learning (PAL)

Anne Guyon, AHP, Adam Longcroft,
ADTP

2013/14 saw the first full-scale roll-out of PAL at UEA with 10 schools involved and over 100 mentors leading weekly PAL sessions on 1st year modules. What have we learned and what impact has PAL had on the student experience, on 1st year retention rates, on employability, on student performance, and on the PAL Mentors and PAL Officers in participating schools? How can we add further value? How could PAL help 1st years in your School, and how can it build valuable translatable skills for your student mentors from higher years? This workshop is open to all staff to learn more about PAL and its implementation at UEA.

Using Authentic Assessments in Higher Education

Kay Sambell, Northumbria University

'Authentic' assessment is a powerful means of fostering students' deep, complex and long-lasting approaches to learning. It helps them see the point of what they're learning, offers a 'hook' to motivate them, and enables them to see the value of assessment beyond acquiring grades. The concept is relative, and authentic assessment takes different forms. The workshop focuses on sharing and discussing practical examples in a range of subject areas, identifying how they might help us improve our students' experiences of assessment. Participants will discuss the key features of authentic assessment, and explore the opportunities and constraints they encounter when they put authentic assessment into practice.

LEARNING TECHNOLOGY

Blackboard Essentials

Learning Technology Team, ISD

This short course, designed for staff new to Blackboard, covers basic activities such as using the interface, building the course menu, uploading documents, making announcements, and sending email

Building Blackboard Sites

Learning Technology Team, ISD

This two-part course explores Blackboard in detail. It covers using the interface, adding and managing content, using communication and collaboration tools effectively, and managing sites with Blackboard's administration tools.

Creating Assessments and Surveys in Blackboard

Learning Technology Team, ISD

This course covers creating and managing assessments and surveys in Blackboard. It looks at setting up assessments and surveys, adding and modifying different types of question, and deploying assessments and surveys using Blackboard's integrated tools.

Using Audience Response Systems

Learning Technology Team, ISD

This workshop introduces audience response systems and looks at how they can support and enhance teaching and learning in higher education institutions. It covers designing, creating, and using the Turning Point audience response system.

e:Vision for Academics

David Stevens, MTH and Ben Petley,
ITCS

This is a basic introduction to e:Vision (the web interface to student records, timetables and room booking information) for academic members of staff. The following will be demonstrated: viewing your staff timetable, viewing and updating student attendance records, searching for student records, accessing module marks, accessing student marks, viewing coursework deadlines, viewing room booking information. The session is practical, with attendees using their own IT accounts and thus accessing relevant information. We conclude with questions and answers.

MA IN HIGHER EDUCATION PRACTICE (MA-HEP)
2013-14

Course Overview

The MA-HEP is made up of six 20 credit modules, plus a dissertation, and is orientated towards reflective learning in the context of continuing professional development. It is accredited by the HEA and the UEA School of Education.

The course has 3 exit points:

Certificate – modules 1, 2 and 3
Diploma – modules 1, 2,3,4,5 and 6
MA - modules 1, 2,3,4,5, 6 and dissertation

Most new academic staff are required to complete to Certificate level as part of the probationary process. Research staff and ALC (with teaching commitments) may apply to take the programme if places are available.

Brief Summary of Modules

Module 1: Exploring the Academic Role

Module 1 invites participants to reflect on and evaluate the four elements of academic practice: teaching and learning, research, enterprise and engagement, and administration and academic management. You are encouraged to reflect holistically and to keep a reflective log or journal.

Module 2: Evaluating Teaching

Module 2 supports lecturers in their development of teaching capabilities including teaching styles, assessment and engaging students in learning. It assists Schools and Faculties to provide a broad-based teaching capability that gives students a consistent learning experience. The module takes account of the varying approaches to teaching needed to deliver different curricula and subject content. Those taking Module 2 will demonstrate their capability to teach at Higher Education level.

Module 3: Innovations in the 'Technology' of Teaching

Module 3 is concerned with information technology in relation to contemporary issues in academic work, and consists of four core sessions. Two provide a forum for reflective and critical consideration of two major technologies used by all academics: presentation software (mainly 'PowerPoint') and the virtual learning environment: 'Blackboard'. The other two sessions consider the impact of social

media and emergent technologies on the learning strategies of students: the opportunities and the threats.

Module 4: The Role of Research and Scholarship in Teaching and Learning

Module 4 explores the impact of disciplinary-based research and scholarship on teaching and learning. Research usually covers small and large-scale projects, funded or not. Scholarship includes ongoing disciplinary-based enquiry which usually focuses on complex and/ or problematic domains of a discipline. We consider how students can be actively engaged in research and scholarship as part of their learning.

Modules 5 and 6: Project in Academic Practice

Modules 5 & 6 enable participants to explore an issue in academic practice that is significant in their work, normally something that they have encountered in research, teaching, leadership and administration or enterprise and engagement. The module is project-based and largely self-directed.

The Dissertation

The dissertation should be 10-20,000 words. Supervision and topic selection are discussed with the Course Director, and possibly the mentor. Participants are assigned a supervisor, normally from within the course team.

Assessment

All MA-HEP work is marked Pass/Fail. Regulations pertaining to the Common Master's Framework apply.

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

Numbers on the course are as follows:

2011/12	2012/13	2013/14
86 new starters, 4 Route 1	83 new starters, 7 Route 1	92 new starters

End of August 2014 – 254 active participants

Awards

PGC-HEP

2013   36

MA-HEP

2013   6 passes

2014   7 dissertations will be submitted for consideration by the exam board in November

DEVELOPING TEACHING SKILLS (DTS) 2013-14

The Developing Teaching Skills (DTS) Programme is a stand-alone 20 credit Masters module offered by the UEA Centre for Staff and Educational Development and the UEA School of Education. It is aimed at postgraduate teaching assistants, demonstrators and postdoctoral researchers who are less experienced in teaching. Completion of DTS is required by some Schools if PGR wish to undertake teaching and most Faculties count DTS towards PPD credits.

The programme is designed to help PGR teaching assistants (and staff new to teaching) understand and engage with the *UK Professional Standards Framework for teaching and supporting learning in higher education* (UKPSF) which underpins the whole approach of DTS. The UKPSF is introduced in the first session ('An Introduction to Learning and Teaching and to Developing Practice') and is referred to in subsequent sessions: as we explore the different contexts in which teaching takes place, relating theory to practice, in we work towards as clear definition of professional standards and the professional role.

To complete, participants take three core modules (*Introduction to Learning and Teaching, Supporting Students with Individual Learning Needs* and *Evaluation of* Practice) and a minimum of two options (although it is possible to attend all options if desired) to reflect specific disciplinary interests. All the core modules and the most popular optional modules are repeated autumn, spring and summer. Some optional modules will only run once or twice each academic year. There is a written coursework element in the form of a 3,000 word reflective essay which is assessed on a pass/fail basis.

Core Modules:
An Introduction to Learning and Teaching and Developing Your Practice
Supporting Students with Individual Learning Needs
Evaluation of Your Learning and Development on the Programme

Optional Modules:
Developing Presentation Skills
Assessing Students' Learning
Designing and Leading Seminars to Promote Learning
Giving an Effective Lecture
Teaching International Students
Enhancing Learning through Technology (Autumn only)
Managing Fieldwork (Autumn/Spring only)
The Demonstrator in the Lab (Autumn/Spring only)

Participants who subsequently go on to become members of academic staff (ATS/ATR) may carry 20 M credits over to the MA in Higher Education Practice (MA-HEP). Upon successful completion, participants qualify for Associate Fellowship of the HEA.

Numbers Taking DTS

2012/13	2013/14
85 new starters	**92 new starters**

Awards

20 m credits:

2013
46 awards

2014 (to be confirmed at exam board)
84 awards

RESEARCH-RELATED WORKSHOPS 2013-2014

SOURCES OF FUNDING AND HOW TO APPLY

Effective Research Grant Applications

Delivered by members of REN staff applicable for each discipline (Health & Health Related, Science [including Biomedical Science], ARTS, HUM & SSF), with a variety of appropriate visiting expert speakers.

These courses will help academic staff to develop, write and submit effective applications for external research grants and are particularly useful for early career staff and those who have yet to achieve a successful grant application, or those more experienced staff in need of a refresher. Sessions are led by REN with a variety of appropriate visiting expert speakers.
Recent attendees have commented *"I found all the sessions very helpful as all the main issues about applying for grants were covered"*; and "*a very useful afternoon*".

Research Governance and Ethics

Delivered by members of REN staff applicable for each discipline (SCI/FMH, HUM/SSF).

These sessions will guide researchers through the sometimes complex requirements for ensuring they have appropriate ethics and research governance review, and University insurance and indemnity cover. They are aimed at all academics and research staff whose research encompasses work with humans, tissue or animals (or may do at some time). The session will look at the roles and responsibilities of the sponsor, the researcher, and the supervisor for student research.

An Introduction to Fundraising

Delivered by Graeme Byrne, VCO

A one hour session on fundraising at UEA; how to identify your potential donors; the fundraising process; how to make 'an ask'; and some typical pitfalls.

An Introduction to PURE

Delivered by Tracy Moulton, REN

PURE is the University's new virtual research platform and will allow Research and Academic staff to access all their research activity in one place. This would include projects, applications, outputs, patents, research supervision, etc. This session will

cover basic navigation around the system, your profile and CV and look at how to add an output and links to the University's Digital Repository.

Managing your Research Data

Delivered by Anna Collins, REN & Chris Collins, ISD

Having explicit processes for managing and sharing your research data is an increasing requirement of funders of research. There are also many links with the rapidly evolving open access agenda. Using case studies, this session will take you through the detail of preparing and implementing a Data Management Plan at the project design and planning stage, implementation during the course of your research and sharing afterwards with the wider research community. It will also discuss the requirements of UEA's Research Data Management Policy and Procedures and the support available to you.

Got a Grant – What's Next? Project Management General and Ethics

Delivered by Oliver Dean, REN

This is the first of six sessions covering the responsibilities of a Principal Investigator after securing external funding for a research project. Ideally all six sessions should be attended. The course is aimed at new members of academic staff and contract research staff who have recently received a research grant. It is also a useful refresher for existing staff who have not recently been awarded a research grant.

This first session will cover general administrative management of your grant including applying for ethics and will outline the support available within REN for managing the grant successfully.

Got a Grant – What's Next? Staff Appointments

Delivered by Laura Glibbery & Sarah Burbidge, REN

This is the second of six sessions covering the responsibilities of a Principal Investigator after securing external funding for a research project. Ideally all six sessions should be attended. The course is aimed at new members of academic staff and contract research staff who have recently received a research grant. It is also a useful refresher for existing staff who have not recently been awarded a research grant.

This session will cover the various processes for appointing all types of project based staff and will outline the support provided by REN throughout the process.

Got a Grant – What's Next? Project Finances

Delivered by Sandra Hall, REN

This is the third of six sessions covering the responsibilities of a Principal Investigator after securing external funding for a research project. Ideally all six sessions should be attended. The course is aimed at new members of academic staff and contract research staff who have recently received a research grant. It is also a useful refresher for existing staff who have not recently been awarded a research grant.

This session will cover the process for charging budgeted expenditure to your project and will outline the support provided by REN throughout the process.

Got a Grant – What's Next? Project Outputs and Open Access

Delivered by Tracy Moulton & Anna Collins, REN

This is the fourth of six sessions covering the responsibilities of a Principal Investigator after securing external funding for a research project. Ideally all six sessions should be attended. The course is aimed at new members of academic staff and contract research staff who have recently received a research grant. It is also a useful refresher for existing staff who have not recently been awarded a research grant.

This session will cover dealing with your project outputs at UEA and guide you through the current Open Access arrangements for full text deposits. It will also outline the support provided by REN throughout the process.

Got a Grant – What's Next? Developing and Exploiting Outputs from your Research to Generate Impact

Delivered by Georgina Pope, Vittoria Danino and Joita Dey, REN

This is the fifth of six sessions covering the responsibilities of a Principal Investigator after securing external funding for a research project. Ideally all six sessions should be attended. The course is aimed at new members of academic staff and contract research staff who have recently received a research grant. It is also a useful refresher for existing staff who have not recently been awarded a research grant.

This session will explore possible opportunities for developing and exploiting the outputs from your research (other than as publications) to generate impact. It will also outline the support provided by REN for exploitation.

Got a Grant – What's Next? Data Management

Delivered by Anna Collins, REN

This is the sixth of six sessions covering the responsibilities of a Principal Investigator after securing external funding for a research project. Ideally all six sessions should be attended. The course is aimed at new members of academic staff and contract research staff who have recently received a research grant. It is

also a useful refresher for existing staff who have not recently been awarded a research grant.

This session will cover the principles of managing your research data at UEA and guide you through the current Research Data Management Policy and Procedures so that you can put your data management plan into practice. It will also outline the support provided by REN throughout the process.

GOVERNANCE AND ETHICS

Research Governance and Ethics

Delivered by members of REN staff applicable for each discipline (SCI/FMH, HUM/SSF).

These sessions will guide researchers through the sometimes complex requirements for ensuring they have appropriate ethics and research governance review, and University insurance and indemnity cover. They are aimed at all academics and research staff whose research encompasses work with humans, tissue or animals (or may do at some time). The session will look at the roles and responsibilities of the sponsor, the researcher, and the supervisor for student research.

NNUH and UEA Joint Operating Procedures for Healthcare Research

Delivered by Sue Steel, REN

Are you leading research involving NHS patients and other resources? This session is relevant if you need NHS research ethics and NHS Trust research governance approval to conduct your research and UEA is the sponsor of the study.
UEA and NNUH have collaborated to produce joint Standard Operating Procedures which govern the conduct of research projects falling within the scope of the Department of Health Research Governance Framework. They cover all stages of the research project. This session will include the introduction to SOPs for those who haven't used them before and an update on new/revised SOPs.

IMPACT

Pathways to Impact

Delivered by Julia Warner, REN

This session introduces the basic concepts of non-academic impact from research and the various routes to achieving impact. It is particularly designed to help with the preparation of Pathways to Impact statements, a mandatory part of an increasing number of research grant applications and therefore a crucial element of the

research planning process. Particularly useful for all staff considering applying for external research funding.

WRITING UP YOUR RESEARCH

Techniques for Long Writing: Dissertations; Theses; Articles; Books

Delivered by Victor Morgan, CSED

Long writing' can be defined as anything over 5,000 words. This requires techniques of writing that are rather different to those used in a dashed-off email or short memo! *Microsoft Word* and other more specialised writing programs offer a range of facilities that can help with the process of 'long writing' and we will glance at a number of these. Consideration will be given to:
- 'staging'
- non-linear brainstorming
- structuring using an outliner
- quick fixes in drafting including customising the keyboard, macros and auto replace
- the bibliographical trawl, bibliographical management and auto-citation
- academic style templates as used by specific journals or publishing houses
- revision and proofing, beyond the spellchecker: electronic dictionaries, writing style and grammar checkers

Academic Writing for Research Staff where English is not their First Language

Delivered by Chris Bishop, DOS

An opportunity to work with Chris Bishop, a Learning Enhancement Tutor specialising in working with UEA's International community. Working in a supportive environment, you are invited to bring any language issues that you need help with, in order to complete your work as a Researcher. Chris will also introduce you to elements of the online Study Skills Toolkits on which you may find tools and tips that are useful.

COMMUNICATING YOUR RESEARCH

How to… work with the Media

Delivered by Lisa Horton, ARM

A taster on how the media works. Delivered by the UEA Communications Office and sharing the experiences of a UEA researcher who has recently worked with the media, you will discover what makes a good story, how to provide expert comment

on breaking stories and learn about the embargo system. Using case studies you will see examples of successful UEA stories and explore the pitfalls and advantages of engaging with the media.

Tell the World: Media Training for Researchers

Delivered by Media Players International

Are you interested in getting your research out to the media? Do you want to know how to tell an engaging story and learn how to present yourself and your research in an interview? If your answer to these questions is "Yes" then our 'Tell the World' media training workshop may be just what you need. This is an interactive workshop run by two ex-BBC journalists from Media Players International (http://www.mpinternational.org/).

Building a Reputation by Blogging

Delivered by Erika Watson

This practical workshop introduces blogging and associated social media for researchers, as a means to establish reputation and authority and enable public impact and engagement. It includes how to setup your own blog, guest blogging, writing techniques, SEO, promotion and measuring impact.

RESEARCHER CAREER DEVELOPMENT

Getting your First Academic Post

A new course for 2013-2014

Delivered by Career Development Advisors, CCEN

Have you had one or two (or more) contract research posts and are now contemplating making the next move up the academic ladder? Do you want to know more about how to obtain that elusive Fellowship or first lectureship post? In this introductory session you will have the opportunity to get advice from researchers who have recently been successful in making the transition into their first academic post and learn what makes a good candidate and a strong application.

Effective Academic Applications

Delivered by Career Development Advisors, CCEN

This session will cover how to produce a strong written application for an academic position, including advice on producing effective academic CVs, cover letters and application forms. There will be an opportunity to review example CVs and to get some feedback on your own academic applications.

Preparing for Academic Interviews

Delivered by Career Development Advisors, CCEN

Your CV and cover letter have been effective – you've been invited to interview and now face a potential panel of esteemed academics in your field. Commonly, as part of the interview process you will also be required to give a presentation – this may be a short synopsis of your research or a mock lecture to a group of undergraduate students. This session covers advice and strategies to ensure thorough preparation, making a good first impression and giving a positive performance.

Making the Leap: Leaving Academia

Delivered by Career Development Advisors, CCEN

Are you coming to the end of your research contract and reviewing all career options or are you simply looking for a change of direction? In this session you will have the opportunity to hear from researchers who have made the transition outside of academia, and discuss your own concerns around 'Making the leap'.

Applications for Beyond Academia

Delivered by Career Development Advisors, CCEN

Learn how to sell the benefits of your PhD and broader experience to potential employers by effectively demonstrating the higher level skills and attributes they are looking for, in a language they understand.

Interviews beyond Academia

Delivered by Career Development Advisors, CCEN

Gain tips on how to prepare for and behave well in a range of interview formats including telephone and Skype interviews, psychometric tests and presentations. This session will demystify assessment centres, covering the typical activities you may encounter and the reasons behind them.

Managing your Academic Career: A Development Programme for Women

Delivered by Career Development Advisors, CCEN

The aim of the course is to provide a discussion forum and peer support for women that are nearing the end of their PhDs, 'early career' or returning to academia after a career break. The maximum group number is 16 and will include some senior academics, who will share their experience in what will be a very supportive environment. This will provide an opportunity for participants to examine existing skills, networks and preferences and to consider what next steps might be appropriate

Get Connected: Networking and Social Media

Delivered by Erika Watson

Most people hate networking, but know it's important for professional development. This session aims to enable you to develop a more effective and strategic approach - to both face to face and online networking - which benefits your career and keeps your values intact!
100% of previous delegates would recommend this session to a colleague. 100% rated it 'good' or better, 73% rated it 'excellent'.

MISCELLANEOUS

An Introduction to Grounded Theory

Delivered by Dr Lisa Worrall, CSED

This 'bite-sized' workshop will inform you about an exciting way to do research that turns 'traditional' research on its head. Learn about how data can lead to the discovery of a theory, not the other way around. Grounded Theory is a contextual and 'real world' based method of research. Learn about the concepts behind this innovative and fresh way of doing research that can be applied to all research disciplines to analyse and explain complex phenomena.

PERSONAL AND PROFESSIONAL DEVELOPMENT (PPD) COURSES 2013-2014

INTRODUCTORY EVENTS

Introductory Conference

All new staff are invited to attend an Introductory Conference, ideally within three months of starting at UEA. The conferences include:
- Introduction to the university
- Quiz about your UEA knowledge
- CSED's Staff Development at UEA
- Parallel sessions offering:
  - » Tour of campus grounds & short tour of Sportspark
  - » Tour of Sainsbury Centre for Visual Arts
  - » UEA's Information Services
  - » Learning & Teaching session
  - » Plans for the future infrastructure of UEA
  - » Sustainability tour
- Opportunity to express your thoughts of working at UEA so far
- Opportunity for networking

LEADERSHIP AND MANAGEMENT

Introduction to University Leadership

Ginnie Willis, Leadership Foundation for Higher Education

A two-day intensive programme, followed by an optional one-day action learning set.
TARGET AUDIENCE: Academic staff who may aspire to become Heads of School, leaders of large research or teaching programmes, Associate Deans or administrative staff who may aspire to become Heads of Service.

University Leadership

Ginnie Willis, Leadership Foundation for Higher Education

Two two-day modules, followed by an optional one-day action learning set.
TARGET AUDIENCE: Academic staff already in a Head of School or Associate Dean role.

Making Strategy Happen: Ideas into Action

Doug Parkin, Leadership Foundation for Higher Education

Participants will be invited to bring with them details of a strategic implementation challenge they currently face to discuss, consider and work on within the workshop. Strategy can be an easier thing to define than implement. To make it a reality an alignment has to found or created with the structure, priorities, ways of working and above all culture of the academic or professional area concerned. Levels of 'change readiness' vary as do levels of cultural flexibility and the leadership challenge of turning *ideas into action* can be considerable. This two-day programme is an opportunity to explore how to align change processes with strategic drivers, create plans that are both ambitious and achievable, and engage the heads, hearts and minds of those you lead.

Personality and Leadership

Chris Liles

Leadership is the art of getting someone else to do something you want done because he (or she) wants to do it. General Dwight Eisenhower
How can we do that?! Primarily by communicating the benefits to people in the way they find the most effective. Achieved firstly by understanding our own personality style blend and that of others. We can then strategise to communicate effectively even with those whom we previously found difficult. Personality clashes can become a thing of the past. How could all that possibly be achieved in this three-hour Personality and Leadership workshop? Simply by remembering and using four primary colours.

Collaborative Leadership

Simon Delf, Leading to Change

A series of six one-hour facilitated conversations with colleagues drawn from across the university: the guiding question for the conversation series is "*How to be a successful leader in an academic setting*?" We will explore the unique power dynamic that characterises situations with multiple stakeholders, cultural differences, interdependent and overlapping authority, and sometimes competing or mis-aligned agendas. The conversations are designed as a coherent series and will be undertaken as a collaborative learning inquiry – drawing on and reflecting the experiences and challenges faced by participants in their current work.

ILM Certificate in Leadership & Management

Stephanie Allen

This course provides an introduction to supervisory and management skills to equip staff with the knowledge and understanding required for current and future employment in management positions. The course leads to a nationally recognised

qualification and consists of six one-day workshops, with the completion of short assignments in between sessions.

Learning outcomes:
• *Know differences between leadership and management*
• *Understand key issues of leadership*
• *Setting work objectives and delegating work to others*
• *Promoting quality in the workplace*

ILM Diploma in Leadership & Management

Stephanie Allen

The course runs over two years with scheduled sessions once a month. You are expected to undertake reading and research in your own time. Assessment methods for each unit will include presentations, case studies, assignments and work-based projects. This course provides participants with the knowledge and skills required for continued professional development in current and future operational management positions. It will help staff develop an understanding of a wide range of management and leadership topics, issues, processes and systems.

From Colleague to Manager

Karyn Prentice

As a manager you are aiming to create an environment where success can flourish. Often, moving up into the role of manager or supervisor of people who have recently been peers can present challenges. Sometimes it can feel like being between a rock and a hard place. This workshop will help you, the new manager, to:
• *Boost confidence in the strengths you are bringing to the role*
• *Know how to give and receive constructive feedback*
• *Improve your delegation skills*

Strategies for Resolving Conflict

Karyn Prentice

Resolving conflict effectively is an art of many skills. When we collaborate we try to look at the needs and concerns of each party because in so doing it defines and recognises the conflict as a mutual issue.

OBJECTIVES:
• *Develop strategies for managing difficult situations*
• *Learn how to prepare effectively when provocative behaviour appears*
• *Understand how negotiation skills are essential in managing conflict effectively*
• *Review how our own values impact on how we interpret a situation*
• *Appreciate the importance of being an acute listener*
• *Have an opportunity to share ideas and good practice with colleagues*

Delegation Skills

Karyn Prentice

This course will provide managers with the skills and knowledge to be more confident in delegating tasks to members of their teams.
Agenda:
Why delegate at all?
What skills make you a good delegator?
Guidelines for good practice
What gets in the way (and what to do about it)?
Before, during and after - key points for effective delegation
Learning Objectives:
To learn how to delegate in a positive, encouraging manner
To understand the basic principles behind the delegation process
To reflect on the responsibilities of both delegator and delegatee

Understanding Motivation in the Workplace

Robert Marshall

People's motivation and behaviour at work can sometimes seem perplexing and difficult to comprehend. This interactive half-day course sets out to improve our understanding of this important area, using presentation, discussion and practical scenarios to explore a range of ideas and theories about motivation in the workplace.
Objectives:
To understand a range of ideas and theories on workplace motivation
To learn what motivates people to achieve more
To understand your own motivation at work
To understand how you can contribute to improving your colleagues' motivation, and your own.

Chairing and Running Better Meetings

Karyn Prentice

A brief introduction for managers and anyone who may be called upon to chair a meeting or who, as a participant, wants to know best practice.
The workshop will include:
The benefits of effective and efficient meetings
Preparation
Making the agenda work: focus and timing
Being inclusive, understanding the needs of others and encouraging participation
Handling problems and problem people
Closing the meeting
Commitment to action points and follow through

Understanding Teams

Ian Hewes

Aims:
• To understand what makes an effective team
• To explore team roles, and see colleagues in a new light
• To investigate participants' preferred roles, strengths and possible range of contributions
• To explore the stages of team development
• To consider good communication – including feedback – and other group processes
• To plan possible improvements for participant's teams
Many people have experience of teams that work well, but probably more of teams that could be improved. This session offers a chance to reflect on the factors that make good teams – the ingredients and the process. It should enable participants to appreciate and maximise their strengths, to recognise and use the strengths of others and to help the teams they are in to run better. At one time or another anyone in a team can exercise leadership, with or without fanfares. This course will show how.

Dealing with Difficult People

Ian Hewes

Aims: The workshop will help participants to:
• understand what makes people (most people at some time) difficult
• assess how they cope already
• explore a range of methods for dealing with difficult people
• practise directing their feelings in difficult circumstances
The workshop will be tailored to the questions that participants bring with them but may well include:
• what makes people difficult
• giving and getting constructive feedback
• planning problem-solving interviews to get people to do what you want
• identifying types of difficult behaviour, and getting around them
• keeping cool to avoid getting drawn in
We may all be difficult sometimes. When we are at our worst, we don't want someone telling us our problems, but we should not want to cause problems for others either. This workshop helps participants to deal with the difficult behaviours of others in constructive ways that enable mutual respect.

Negotiation Skills

Robert Marshall

Many people find themselves involved in negotiation as an essential part of their role. This session will identify and examine different styles of negotiation, and

recognise those principled approaches most likely to prove successful. This highly interactive course uses presentation, discussion, 'real-world' scenarios and group activity to examine and practice negotiation in an engaging, friendly and supportive atmosphere.

Objectives:
- To examine and understand the three basic approaches to negotiation
- To consider the merits and problems that different approaches bring
- To better understand your own attitude and behaviour in negotiations – especially when there is conflict or resistance
- To examine techniques for negotiating with difficult or unyielding people

Exploring Issues in the Workplace: Support Sessions for those in a Managerial/Leadership Role

Eamonn O'Mahony

A facilitated confidential group for managers/those in a managerial or leadership role to reflect on their work, with others, with a view to managing work more effectively. The group will meet weekly over six weeks and numbers are limited to 6. It is essential that people commit to all sessions.

Aims: To create a confidential, safe and supportive environment to enable reflection on and exploration of any work issues you may choose to bring, e.g.
- Workload
- Managing people within a team
- Dealing with change
- Managing conflict
- Managing and working with the organisation

EQUALITY AND DIVERSITY

Equality & Diversity Awareness

Helen Murdoch, HRD and Gurpreet Gill,
CSED

The university aims to create a working environment where everyone is treated with respect and valued for their diversity. This course enables staff to explore what equality and diversity means in practice, and what is expected of them whilst employed here. The course will cover:
- An overview of Equality & Diversity legislation
- The different forms of discrimination, including harassment and bullying
- The structures and policies supporting Equality & Diversity at UEA
- The consequences of discriminatory and inappropriate behaviour
- Identifying and dealing with inappropriate behaviour in the workplace
- Good practice when dealing with colleagues, students and external contacts

Diversity in the Workplace: E-learning Equality & Diversity Course for Staff

If you would like to gain a firm foundation in equality and diversity, with the added benefit of doing it at times convenient for you, then this e-learning course is ideal. The course allows you to work at your own pace, either in one session (approx. 2 hours) or over a period of time in 'bite size' chunks. The module is kept up to date, and links to information about real issues in the form of case studies, articles and video clips, illustrate the equality issues explored.

Understanding Unconscious Bias

Helen Murdoch, HRD and Gurpreet Gill,
CSED

It is part of human nature to be biased. However, much of our bias is unconscious or 'hidden' and we are unaware that it is influencing the judgements and decisions that we make - even though we may think we are being fair and impartial. This course aims to increase our understanding of unconscious bias and the negative impact it can have on groups of people, particularly when it affects decision making. We will discuss why awareness of unconscious bias is important in ensuring a more diverse and inclusive working environment by looking at recent research; exploring how unconscious bias affects our perceptions and interactions with other people; and considering the impact unconscious bias can have in the workplace.

Cultural Awareness

Jane Amos, DOS

This workshop helps non-academic staff, who work with international students, interact more effectively with students from different cultures. The session will explore cultural factors and assumptions which can influence what happens when communicating with someone from a different cultural background and looks at strategies to help make such interactions more successful. The workshop will draw extensively on participants' experiences and those of international students living and studying in the UK. This workshop will help you to:
- Identify key stages of cultural adjustment
- Increase your awareness of your own culture and of cultural diversity
- Identify possible effects of culture shock
- Develop knowledge, skills and attitudes that can be effective when communicating with students from different cultural backgrounds

Understanding dyslexia and other specific learning disabilities

Calvin Hoy and Simon Andrews, DOS

This workshop is for any non-academic staff member who has interest in finding out more about dyslexia and other specific learning difficulties. It will cover the following:

- What is a Specific Learning Difficulty
- How to recognise the signs of Specific Learning Difficulties
- How dyslexia influences mental well-being
- How you can support students with Dyslexia and other Specific Learning Difficulty
- Support available from the Dean of Students Office

Supporting students with disabilities and chronic health conditions

Debbie Sands, DOS

This workshop is for any non-academic staff member who has interest in finding out more about support. It will cover the following:
- An exploration of how living with chronic pain, fatigue and associated mobility issues can affect life as a student
- How you can best support students with disabilities and chronic conditions
- Support available from the Dean of Students Office

Mental Health First Aid

Beckie Davies, MHFA England CIC
approved instructor

Over 200 staff members at UEA have attended this valuable course designed to empower you to feel more able and confident to help colleagues, students, friends and family who may be experiencing mental health and emotional issues. An MHFA course will help you to:
- Recognise early signs of a mental health problem
- Feel more confident helping someone experiencing a problem
- Provide help on a first aid basis
- Help prevent someone from hurting themselves
- Provide comfort to a person in distress or experiencing mental ill-health
- Promote recovery and maintenance of positive mental health
- Guide someone towards appropriate professional support and self-help
- Help reduce the stigma of mental health problems

Athena Swan Briefings

Helen Murdoch

Following its award in July 2012 of Bronze University status under the Athena Swan standard the University is working with several Schools in its Science and Health Faculties to achieve the key next steps. Athena Swan focuses on equality for women in science, technology, engineering, maths and medicine. It requires us to look at detailed evidence to detect areas for attention; explain what action will be taken; and then to demonstrate what the impact has been in terms of furthering gender equality. If you are interested in hearing more about how it works, progress so far and what

future plans involve, contact Helen Murdoch on ext. 1898 or equality@uea.ac.uk to arrange a chat or briefing tailored to your needs.

Trans and Gender Identity Awareness – an Introduction

Helen Murdoch

This session addresses one of the most misunderstood areas within the equality agenda. It will increase understanding and awareness of the issues within and around transgender and transsexual experiences. Through information, discussion, case studies and real voices, the session aims to explode myths and establish facts. If you are responsible for students or for other staff, or simply want to know more, then this session exploring an increasingly widespread but hidden human situation is well worth the time.   These sessions are arranged on request for offices, schools, units, faculties and other groups of staff –please contact Helen Murdoch: equality@uea.ac.uk

PERSONAL AND PROFSSIONAL DEVELOPMENT

Coaching & Mentoring - A Briefing Session

Paul Levy, CSED

Coaching is sometimes confused with mentoring and this session will discuss different models and distinguish between the two.

Coaching Skills Programme (a 2-part workshop)

Gurpreet Gill and Steve
Oldfield, CSED

Coaching conversations can be of benefit to both the individual and the institution. This programme is designed to equip participants with fundamental coaching skills useful in many work situations which involve supporting the learning and development of others. Time will be spent on the approach to coaching at UEA and its application in the wider context. The skills of listening, questioning, goal setting, building rapport and identifying learning outcomes will be developed using a mix of discussion, group work and exercises. Whilst the programme is open to all staff, it is a requirement for those wishing to become part of the Coaching Scheme at UEA.

FlightPlan

Gurpreet Gill and Steve Oldfield, CSED

Flightplan is a personal development programme for men and women from all staff groups who are in non-management roles. If you are feeling stuck or thinking 'is this it?' about your job or life in general, this course could help you move forwards. Structured around the metaphor of a journey, and in a safe, supportive environment,

Flightplan will help you do some personal stock-taking, and gain the confidence to identify opportunities and find new ways of moving on in your life. Topics will include values and goals, relaxation, positive thinking, dealing with change, assertiveness, career development and work-life balance.

Making Your Thinking Work for You: Positive Psychology

Karyn Prentice, Fletcher Prentice &
Associates

This workshop will explore:
• How developing hope and optimism can help you tackle everyday work problems and be a more robust learner
• Whether we can measure happiness?
• Some tools for positive and realistic change
• An introduction to 'flow'
At the end of this workshop you will:
• Know what positive psychology really is and the difference it can make
• Have an understanding of the science of subjective well-being and human strengths
• Have tools you can use straight away to enhance your performance

Emotional Intelligence (EI)

Andrea Rippon, Freelance Trainer

Being emotionally intelligent means that you are aware of and can manage your intrapersonal skills (what is going on inside you), whilst appropriately using your interpersonal skills (what is going on in/between other people). High Emotional Intelligence is linked to increased productivity, proactivity, innovation and resilience to change. People are better at motivating themselves and others and create stronger interpersonal relationships. This series of 2 workshops will allow you to explore your Personal Competences (intrapersonal skills) and your Social Competences (interpersonal skills) within the context of working on your own; and working with others.   More information on the CSED Website.

Assertiveness Workshop

Gurpreet Gill, CSED

Learning to express yourself in a clear and direct way, without resorting to aggressive or non-assertive behaviour, results in more effective and confident communication. These assertive behaviours take time and practice to develop, but can lead to more productive personal and professional relationships.
In this two part workshop, participants will understand how thoughts and feelings affect our interactions with others; explore our behaviour and how we can change it; and consider how assertive skills and techniques can be applied to particular situations. The workshop involves a mix of theoretical input, group discussion, practical exercises and personal reflection.

Training for New Appraisers

Dave Knock, CSED

This session explains the UEA appraisal process from an appraiser's point of view, with opportunity for questions and discussion. Some practical work is involved for which a small amount of preparation is required, you will be given details with the joining instructions. This session is mandatory for staff who will carry out appraisals under the UEA scheme.

Briefing for New Appraisees

Dave Knock, CSED

A short training workshop during which the trainer will describe the process of UEA appraisal from the perspective of the appraised person. Especially suitable for those new to the UEA appraisal system but also of value to anyone wanting to refresh their understanding and expectations of the process. Time is allowed for questions and discussion.

Preparing for Job Interviews

Paul Levy, CSED

'Interviewers usually want to give you the best opportunity to shine, not trip you up'. 'The very fact that you have been selected for interview means the employer considers you have the potential to do the job'. This session gives you the confidence to capitalise on these two principles.

Improving Your Influencing

Karyn Prentice, Fletcher Prentice &
Associates

This workshop will include:
• Exploring the four styles of influencing
• Understanding the impact of different ways to influence
• Practical exercises to try out styles
At the end of this workshop you will:
• Know the 8 elements that make up influence
• Experience the four styles of influencing
• Understand the importance of 'push' and 'pull' factors in influencing

Neuro Linguistic Programme (NLP)

Andrea Rippon

This is an interactive workshop, full of practical exercises, which will help you explore the basics of NLP. Throughout the day we will look at the assumptions that working within the NLP framework makes; and discuss the opportunities and challenges these might bring. The NLP Model of Communication will provide us with a structure within which we can explore our communication and how we might adapt this (with integrity) to increase rapport, gain understanding and influence more effectively.

Communication Skills Workshop

Dave Knock, CSED

Few skills are as important as effective communications. While listening to instructions, expressing an opinion, offering expert guidance or in any number of other situations your effectiveness in your career, your place in the team and your prospects for promotion are all influenced by how well you communicate with others. In this workshop we explore communications in a general way to gain a better understanding of the process and how we can become more effective communicators at work.

Presentation Skills for Support Staff

Dave Knock, CSED

A workshop for any non-teaching staff who might want or need to make a presentation. To many people this is daunting and can cause much worry and stress, so if that's how you feel then this course is for you. Techniques for making a successful presentation will be described such as: ideas for controlling nerves, dealing with problems, preparing materials and avoiding common mistakes. There will be a short session on using PowerPoint and tips to deal with the 'technology'. There will also be an opportunity to make a very short presentation to try out some of these new skills.

The Creative Facilitator

Steve Oldfield and Gurpreet Gill, CSED

Not an introduction to facilitation, but a one day workshop for people who already have experience of facilitating group activities and want to enhance their existing skills by taking a more creative approach. When working with groups, adopting creative techniques will better engage participants raise positive energy, build rapport, stretch thinking and give everyone a voice. The workshop involves practical work, discussion and group activity so you can discover first-hand the benefits of creative facilitation.

Write Out Loud – Memoir

Mary-Jane Cullen, Andrea Rippon and
Sue Welfare

Write Out Loud will give you the tools and the encouragement to explore your creativity and voice. You will explore your life experiences and write about them in a way that other people will want to read them. You'll look at how you communicate with other people, how you listen and how you can apply the skills you learn to all your writing. You'll reassess and enhance the way you communicate in the broadest sense; not just creatively, but across the board in terms of reports, letters, emails and presentations.

Service Excellence

Gurpreet Gill, CSED

If the University is to remain competitive, service excellence must be a priority. This depends on staff being aware of customer needs and expectations and acting with professionalism, confidence and sensitivity. This course will explore the skills, strategies and techniques involved in providing excellent service. Course content includes:
- Service excellence and its importance to the university
- Customers and their needs and expectations
- Communication skills
- Dealing with difficult situations
- Assertiveness
- Setting standards

Making Videos
A series of workshops and short courses designed to help you to get more from the readily available technology for making videos.

Dave Knock and Steve Oldfield, CSED

Camera-work

We will explore techniques for using a video camera to record material suitable for serious applications (lectures, presentations) as well as more creative purposes (video diaries, promotional films). The techniques are equally applicable to making music videos, instructional films or home movies, and will help you to obtain the types of shot professionals use, ready for editing and processing. Topics include: planning for editing, composition, framing, duration and type of shot, camera movement, using a tripod.

Basic Editing

So you've filmed the material and now you need to get it into shape. In this session you will edit a series of shots into a video sequence using the popular Sony Vegas video editing software application. Instruction will be given in using basic features of the editor including adding video and audio files, applying transitions, adding titles, using video effects (sharpen, contrast, brightness, monochrome etc) and applying

sound envelopes. Topics will include sequencing the shots on the timeline, editing the soundtrack, previewing results, rendering to a single file.

Distribution

Once you have your video file you will want people to see it, so this session examines some of the ways in which you can distribute your video. Topics will include: preparing and burning a DVD using DVD Architect (part of the Sony Vegas application) or alternative software, choosing which video file formats to use with PowerPoint, and publishing your work on You Tube.

Time Management

Dave Knock, CSED

Many of us struggle at some point to get everything done, this is normal. But when the everyday tasks become too much or we need to 'make time' for an important project we may need to manage our time and work more effectively. Often, these techniques will benefit not only the individual but others as well, leading to a happier and more productive workplace. This course will help people manage their time, workload and efficiency in the office, offering proven suggestions and techniques for people at various levels. We will explore the common problems of time management and barriers to efficient working which we all encounter, with advice on dealing with these in realistic and effective ways.

Task and Time Management: Tips on how Outlook can help

Chloe Lynn, ARM

Outlook is much more than just an email / calendar provider: it can help you manage your workload and save you time. This is not a training session, but an interactive workshop for staff who wish to explore what Outlook has to offer. The session introduces some practical and easy-to-apply hints and tips designed to help users manage their workload, more efficiently and make effective use of resources. This bite size session will involve group work and discussion – no computers will be used. Participants should have basic knowledge of Outlook.

Creative Problem Solving (CPS)

Steve Oldfield and Gurpreet Gill, CSED

Do you sometimes feel that you are tackling problems in the same old way and could benefit from a fresh approach? This workshop focuses specifically on the Osborn-Parnes model of CPS. The process is a structured, step-by-step method to help you approach problems or challenges using imagination and creativity, exploring different options and finally formulating an action plan. Although we will emphasise the practical uses of CPS, this will be a fun, interactive experience. You will work with others, trying out a variety of techniques, experimenting and adapting CPS to different situations.

Introduction to Ketso

Steve Oldfield, CSED

Ketso offers a creative alternative to anyone who needs to get results from working with different groups (students, staff or others) for engagement, consultation, idea generation, problem solving, action planning etc. The kit helps you capture and organise the group's ideas, thoughts or opinions and develop an action plan if appropriate. Ideas are written onto colour-coded shapes and placed onto a felt workspace, and can easily be moved around as the discussion progresses. Seeing the ideas taking shape encourages interaction and co-operation. This practical session explains the use and care of the kit. A Ketso kit is available for loan, see https://intranet.uea.ac.uk/csed/resources/ketso

Project Management in Practice

Caroline Brimblecombe

This is a practical session exploring the application of project planning and management as part of core business practice. A project is defined as a temporary, planned undertaking, for the purpose of achieving a specific objective.   Project management skills are essential in many professional settings, from administrative work to research and development. Drawing on real world examples and practical exercises, this workshop will introduce project management basics, and how they are applied to deliver successful projects.

Agendas & Minutes

Gurpreet Gill, CSED

Many people find themselves in a position where they are required to take minutes at meetings, often without having had any training or experience. This may be as an additional responsibility to your current role or it could form part of the duties of a new post. This course is for staff with little or no experience of taking minutes. It will cover the key aspects including the preparation of agendas, the structure and content of minutes and different minute taking styles. It provides useful tips on writing effective minutes and includes a variety of practical exercises for participants to try.

Business Basics

Peter Ellington and Kevan Williams, NBS

This session is for staff interested in core business skills, it provides participants with an overview of business accounting, financial analysis, marketing and organisational strategy. *Topics include*:
- Introduce the principles underpinning the preparation of accounts

- Review the various financial statements included in a set of report and accounts
- Understand financial measurements of business success and signs of financial stress
- Introduce the strategic thinking methodology employed in business
- Understand the critical nature of strategy in the success of the organisations
- Explore the key skills of strategy and strategic management applied in business.

How to Become Calm

Steve Oldfield, CSED

A new stress management workshop to help you identify what causes stress for you, to know what happens when you are stressed, and to learn practical methods for reducing its impact and bringing a greater feeling of calm into your life. This is an opportunity for you to step out of your normal routine and acquire some tools and techniques that will help you counter potentially harmful stress and become calmer. We will work on breathing, meditation, visualization, deep relaxation, changing perceptions, facing fears, being more positive and taking action.

De-Cluttering

Steve Oldfield, CSED

Clear out your clutter and gain peace of mind. Learn a few novel techniques for deciding what to get rid of and how, especially those difficult items. Offload the junk and feel empowered.

Sophrology

Steve Oldfield, CSED

A technique developed in France in 1960 designed to produce a state of physical relaxation through the use of breathing, movement and visualization.

Wabi Sabi

Steve Oldfield, CSED

An introduction to the ancient Japanese approach to life in which we accept impermanence and find beauty in imperfection to bring us peace and serenity.

Striking the Balance (achieving Personal Work Life Balance)

Lucy McCarraher

Lucy McCarraher has worked for many years with individuals and organisations of all types and sizes on work-life balance and wellbeing. Delegates on her "Striking the Balance" workshop will evaluate their current balance, identify issues at work and at home, and consider their own core values in relation to these. They will also review employment legislation that underpins work-life balance and the specific policies of the UEA. The workshop will include time management concepts and goal-setting exercises that will enable delegates to develop a personal plan for improved work-life balance. There will also be a session on stress management and a soothing relaxation exercise.

Change Resilience

Andrea Rippon

The current economic climate means that all of us are facing more change than ever before; the world can appear high pressured, fast paced and the amount of change that we are facing can seem relentless. It is easy to feel that things have the potential to get out of control. So what can we do to make sure that we do more than just survive in these 'do-more-with-less' times? Whether we are managing the change, or responding to something that has been imposed by others, there are some simple processes, techniques and tools that we can all use to make managing the change, and our response to it, more effective.

Understanding & Managing Emotions

Eamonn O'Mahony, COUNS and Gurpreet
Gill, CSED

This course is open to all staff. We will explore what emotions are and consider situations at work where they can feel particularly intense and overwhelming. There will be an opportunity to reflect on our emotions and to look at how we can manage them in effective and productive ways. The session will involve group work and discussion in a relaxed but safe and confidential environment.

Alexander Technique

Jonathan Drake

This is a four hour introduction to the method for improving mind-body co-ordination, postural balance and reaction to stress. As well as raising awareness it covers practical self-help or preventative measures.
- SESSION 1a: The basic ideas and how stress first impacts on the neck muscles and head balance. The semi-supine position for relieving tension in the neck, shoulders and lower back.
- SESSION 1b: The 'active' sitting model of ergonomics: how to arrange your work-station to minimise RSI and desk-work related fatigue and discomfort.
- SESSION 2a: On the feet: the use of the body as a whole in everyday movements – standing, bending and lifting.

- SESSION 2b: Why more movement is necessary for long-term health benefits but why mindless exercising can cause more problems than it solves.

Personal Safety

Tim York, CSED

We live and work in a safe region, but rather than be complacent we can always do more to make ourselves safer while out and about. Targets of street theft / assault are almost always selected, rather than picked at random, and this session offers clear, practical advice about making yourself even less likely to be the target of unwanted attention, partly by seeing yourself and your valuables from the point of view of a potential assailant. The session covers what to do, and what not to do. Basic self-defence will be discussed and demonstrated but this is not a self-defence course.

Third Phase Programme (Retirement)

Andrew Wood and Beryl Perez, Focus for
Change and Jon Cliston, Independent
Financial Adviser

Life is for living and while some enjoy the leisured freedom they have always prized, others grasp the challenge of new interests, or find it rewarding to utilise a lifetime of knowledge and skills to contribute to the community or generate income. All these issues and more make up this friendly, interactive programme led by experienced Focus for Change presenters. It might be helpful to consider these questions:
• What do you really want from this next and most rewarding of phases?
• What are your priorities?
• How will you adapt to this major life change?
• What will be the daily structure?
• How will you use the quality time available?

Data Protection Act: An Introduction

Dave Palmer, LIB

UEA holds personal information about its students and staff for a variety of reasons, as well as suppliers, employees of other organisations who are involved in research contracts, and so on. The Data Protection Act 1998 (DPA) places important responsibilities and obligations on organisations which process data about living individuals and gives legal rights to individuals in respect of personal data held about them by others. Penalties for non-compliance are severe, frequent and well-publicised. This is an introduction to the Act and the obligations it imposes on UEA. It will cover the 'rights' of owners of data as well as information on UEA data protection policy and practice. This is an essential course for anyone who handles personal data.

Freedom of Information: An Introduction

Dave Palmer, LIB

The Freedom of Information Act 2000 gave everyone the right of access to information held by all public authorities including universities. All of UEA's digital and print records, current or archived, of any type are open to scrutiny and many staff will potentially be affected. Requests can come at any point, from anywhere in the world, and it is vital that staff keep their records in order to respond to requests. This course covers the basics of the Act, how UEA manages requests for information, and addresses the implications of the Act for work practices. It is useful for anyone receiving requests for information from anyone, within UEA or externally.

Copyright: An Introduction

Dave Palmer, LIB

Copyright affects many activities of the university community but is often considered an arcane and difficult area to understand. This session provides clarity and information about copyright in general, how UEA approaches copyright issues, and will inform attendees of what can and cannot be done under current law and licences. This course is useful for anyone creating coursework, wishing to access and use the work of others, or assisting in these activities. It will cover the basics of UK copyright law, UEA licences and coverage thereunder, and highlight the implications for work and practices.

Environmental Information Regulations: An Introduction

Dave Palmer, LIB

The Environmental Information Regulations 2004 gives everyone the right of access to environmental information held by public authorities, including universities and imposes obligations on public authorities in relation to the publication of environmental information. The definition of 'environmental information' is broad and, as recent events have shown, all of UEA's digital and print records are now open to greater scrutiny and many staff that hold or handle environmental information will be affected. This course covers the basics of the Regulations, how UEA manages requests for information, and address the implications of the Regulations for work practices. This will be useful for anyone receiving requests for environmental information from within UEA or externally.

'Reducing our Impact': Carbon Crew Certificate

Richard Bettle, Andrew Watts, EST, Matt
Taylor and Fergus Rolfe, ADAPT

This course aims to increase awareness and understanding regarding UEA's low carbon campus, its buildings and ambition. It will provide staff with knowledge and skills to deliver Carbon Crew's vision to reduce UEA's environmental impact. The

course leads to a Carbon Crew certificate and consists of six workshops of up to two hours over lunchtimes followed by a short test.

INFORMATION TECHNOLOGY

Introduction to Word (a two-part course)

Steve Oldfield, CSED

This course teaches the popular word processing package on PCs at beginners' level, so no prior knowledge of Word is assumed. The course covers the Word environment, setting options, text entry and editing, working with documents, formatting text appearance, page numbering, alignment, line spacing, tabulation, indentation and the use of sections.

Next Steps in Word (a two-part course)

Steve Oldfield, CSED

This course covers the use of tables, templates, mail merge, sorting, drawing tools, index and table of contents creation, symbols, the use of images, and watermarks.

Introduction to Excel (a two-part course)

Dave Knock, CSED

This course teaches the basic use of spreadsheets. On completion you will be able to enter, edit and manipulate information, use simple formulas and functions, save and retrieve workbooks, format and print worksheets and create and print simple charts from your data.

Next Steps in Excel (a two-part course)

Dave Knock, CSED

This course takes participants further into the practical use of Excel and is an ideal follow-on from the 'Introduction to Excel'. Topics included are: absolute references, functions, conditional formatting and sorting datalists.

Further Excel (a two-part course)

Dave Knock, CSED

This course is for those familiar with the use of Excel and explains more advanced features such as: conditional functions, lookup tables, data validation, security, macros and data consolidation. The techniques involved instruct the user how to

perform more complex calculations and create consolidated reports from tables of data.

Interesting Excel

Dave Knock, CSED

This workshop explores some of the more diverse uses to which Excel can be put and introduces some types of formulas and techniques which go beyond the scope of the conventional CSED Excel courses. *Topics include*:
- Creative conditional formatting
- Dynamic ranges in formulas
- Weightings and other 'real world' effects
- Formatting within formulas
- Finding unique and duplicated values

Introduction to Access (a two-part course)

Dave Knock, CSED

This introductory level course will help users to write a database using Access. It covers: creating and relating tables, using queries to filter and arrange data, data entry forms and simple reports. Some basic principles of database design will also be discussed.

Next Steps in Access - Queries

Dave Knock, CSED

This course follows on from 'Introduction to Access'. Areas covered include: parameter queries, calculated fields and totals, action queries and subqueries.

Next Steps in Access - Forms

Dave Knock, CSED

This course follows on from 'Introduction to Access'. Areas covered include: subforms, formatting, controls on forms, filtering data in forms and using different form views.

Next Steps in Access - Reports

Dave Knock, CSED

This course follows on from 'Introduction to Access'. Areas covered include: formatting, sub-reports, filtering data in reports and creating formatted reports for Word or e-mail.

Further Access (a two-part course)

Dave Knock, CSED

This is a more advanced course involving small amounts of code and macro writing to add more advanced features to a database. Topics covered include: multiple combo boxes, images on forms and crosstab queries.

Introduction to PowerPoint (a two-part course)

Steve Oldfield, CSED

A beginners' level course in using Microsoft PowerPoint, a presentation graphics software package which makes it easy to create smart, professional-looking 'slideshow' presentations. The course will explain working views, slide creation, slide layout, formatting content, inserting objects, shapes and images, special effects, producing handouts, using templates, and tips on running the finished slideshow.

Presenting Effectively Using PowerPoint

Dave Knock, CSED

A workshop for those who already know how to make PowerPoint slideshows, but wish to enhance the effectiveness of their presentations. Slide content and session delivery will be covered – by tutor-led discussion. There will be an opportunity to explore some of PowerPoint's more creative capabilities.

Rich PowerPoint Slides

Dave Knock, CSED

This workshop demonstrates the use of PowerPoint to create richer and more engaging slides without overloading them with information. Techniques for formatting and animating PowerPoint slides will be explained and their appropriate use discussed. *Topics include*:
- Animation in diagrams
- Layout techniques
- Blending pictures into your slides
- Creating interesting but practical styles

Introduction to Prezi

Richard Jardine, ITCS

Prezi offers an alternative to PowerPoint for presentations. Prezi allows you to look and zoom into different aspects of your presentation and this is useful if you which to show an overview or indicate the connectivity of ideas. PowerPoint with its linear way

of presenting ideas is likely to be the best presentation software for most presentations but Prezi offers an alternative tool and can be relatively easy to use. Prezi is mostly accessed online and is also free.

Pecha Kucha

Dave Knock, CSED

Pecha Kucha is a fast, exciting and engaging presentation technique, giving the presenter just 20 slides, each shown for 20 seconds. The slides are often in PowerPoint but can be in any other image format. Would you like to explore its potential in terms of communicating your research; and have a go at preparing one? Join us for a 30 minute introduction to Pecha Kucha; some useful PowerPoint tips; an hour of putting something together with support from a PowerPoint trainer; and a voluntary presentation to the rest of the group (we have time for up to 3 people).

Introduction to NVivo (a two-part course)

Steve Oldfield, CSED

Nvivo is a software package which makes the task of analysing qualitative data easier. ITCS has arranged a site licence which some Schools at UEA have bought into. It is expected that we will be using version 9 for this course. This course provides a step-by-step introduction to using NVivo for those with little or no experience of it (though some familiarity with analysing qualitative data will be an advantage). Demonstration data will be used, though the techniques and organising principles can be applied to any qualitative data. The course focuses on basic use of the software package; it is not a research methods course.

Introduction to Linux

Chris Collins, ISD

A hands-on introduction to Linux, a powerful and versatile open source operating system frequently found powering desktop computers and servers, including the UEA High Performance Computing Cluster. The workshop presents the fundamental skills needed to begin working with Linux: from familiarising participants with the working environment, using common commands and file management to more advanced usage and scripting.

Introduction to High Powered Computing

Chris Collins, ISD

Do you have a computational element to your research? This session will introduce UEA's HPC cluster, show how the resource can benefit research and look at what applications are available with examples of common usage. You will have the opportunity to discuss how to use this resource for your own computational requirements.

Introduction to High Powered Computing (One to One session)

Chris Collins, ISD

Do you have a computational element to your research? In a one to one session we will introduce UEA's HPC cluster and discuss how it can potentially benefit your research looking at your own specific computational requirements. We will go through the initial steps on using the HPC cluster and help you get started with your own task.

'How to' 1 hr Skills...Cloud Storage and Security of Data

Andrew Walker, AHP

Many people increasingly need extra digital storage, the freedom that comes with mobile data and/or its collaborative opportunities. Understanding how these options differ and the associated benefits and risks is increasingly important to those who use Cloud storage professionally or want to understand more about why these differences matter. This session will cover free and widely used services (including Dropbox, Google Drive and Wuala) and will also cover the latest UEA ITCS approved options for storing and accessing data remotely. All are welcome and no existing knowledge of these services is required

'How to' 1 hr Skills...Useful APPS: Lyx and Mendeley

Andrew Walker, AHP

This session introduces two Open Source and free applications which may be of interest to anyone working on complex documents (such as manuscripts for publication, academic works, operating procedures/manuals, books, or math heavy content). Lyx is a document processor that encourages an approach to writing based on the structure of your documents. Mendeley is a free reference manager. Both are approved but not supported by the University. No previous experience of Lyx and Mendeley required

CSED COURSE STATS - 3 YEARS - 2011 TO 2014

Course Title	2011-12		2012-13		2013-14		3 Years	
	Number of Runs	Number Attended	Number of Runs	Number Attended	Number of Runs	Number Attended	Total Runs	Total Attended
A Practical Guide to Generating Impact from Intellectual Property			1	2			1	2
Academic Appeals and Complaints (PGR)	1	4	1	1			2	5
Academic Leadership			2	26			2	26
Academic Writing for Research Staff where English is not their First Language					2	20	2	20
Action Learning Sets	2	9	4	17			6	26
Active Listening Skills for Academic Staff	6	7	2	14			8	21
Adapt Learning & Development Programme			2	14			2	14
Advising Students	2	34	2	30	2	26	6	90
Agendas & Minutes	2	24	2	21	2	27	6	72
Alexander Technique	2	16	2	11	2	20	6	47
An Introduction to Fundraising					1	13	1	13
An Introduction to Grounded Theory					1	21	1	21
An Introduction to PURE					7	77	7	77
An Introduction to the UEA Plagiarism and Collusion Policy			1	19	2	18	3	37
Annual Meeting of School Plagiarism and Collusion Officers			2	14	1	15	3	29
Applications for Beyond Academia			2	11	1	6	3	17
Appraisal session for NSC			1	2			1	2
Assertive Communication for Managers			1	11			1	11
Assertiveness in the Workplace	2	18					2	18
Assertiveness Training Workshop			1	6			1	6
Assertiveness Workshop			1	9	2	22	3	31
Assessing More Students	1	20					1	20
Assessing Students at Masters Level			2	19			2	19
Being a Member of an Exam Board	1	10	1	21	1	17	3	48
Bespoke Excel Training					1	8	1	8
Best Practice in Promoting Student Engagement HUM/SSF					1	35	1	35
Best Practice in Promoting Student Engagement SCI/FMH					1	16	1	16
Best Practice in Research Supervision for BIO Part 1			1	26			1	26
Best Practice in Research Supervision: ENV			1	16			1	16
Best Practice in Research Supervision: FMH	1	22	4	72			5	94
Best Practice in Research Supervision: HUM			3	41	2	16	5	57
Best Practice in Research Supervision: SCI Part 1	2	43	4	91			6	134
Best Practice in Research Supervision: SCI Part 2	1	16	4	34			5	50
Best Practice in Research Supervision: SCI/FMH					3	54	3	54
Best Practice in Research Supervision: SSF	5	70	5	75	1	14	11	159

Course								
Bitesize for RS: Staying Local - Careers in the Eastern Region			1	3			1	3
Blogging for Researchers			1	8			1	8
Briefing for Heads of School - Academic Services	1	5					1	5
Briefing for Heads of School - Financial Planning & Management	1	4					1	4
Briefing for Heads of School - HoS & People - HR, training and development	1	4					1	4
Briefing for Heads of School - University Strategy & the National Scene	1	5					1	5
Briefing for New Appraisees	7	123	4	69	6	78	17	270
BTEC Certificate in Mgt. (Yr. 2)	1	12					1	12
BTEC Introductory Award in Mgt	1	20					1	20
Building a Reputation by Blogging					1	12	1	12
Business Basics					1	8	1	8
Business Skills for Research and Academic Staff: Becoming a Consultant	2	24	2	13			4	37
Business Skills for Research Staff: Project Management in Practice	1	6	2	13			3	19
Business Skills for Research Staff: Teamwork and Negotiation	1	7					1	7
Business Skills for Researchers: Business Basics	1	4	1	3			2	7
Calm Course	1	4					1	4
Calm lunchtime - De-cluttering	1	5	1	6	1	11	3	22
Calm Lunchtime - Oasis 2	1	2					1	2
Calm Lunchtime - Sophrology	1	5					1	5
Calm Lunchtime: Oasis 1	1	6					1	6
Calm Lunchtime: Oasis 3	1	5					1	5
Calm Lunchtimes - Mandalas	1	5					1	5
Calm Lunchtimes: Wabi Sabi	1	3	1	8	1	14	3	25
Chairing an Exam Board	1	13	1	12	1	18	3	43
Chairing and Running Better Meetings					1	14	1	14
Chairing Meetings	1	8			1	7	2	15
CHE Student Focus Group			1	8			1	8
CIMA Excel for Accountants					1	12	1	12
Cloud Storage and Security of Data					2	19	2	19
Coaching & Mentoring Briefing	1	10			1	4	2	14
Coaching Skills programme					1	10	1	10
Coaching Skills workshop	1	4					1	4
Code of Practice on Placement and Work-based Learning			1	25	1	17	2	42
Collaborative Leadership					1	3	1	3
Communication Skills Workshop			1	7	1	11	2	18
Connecting with your Creative Compass: A Problem Solving Process for RS	1	4					1	4
Copyright: An Introduction	2	10	2	9	2	11	6	30
Creating Web Pages for the UEA Website	7	58					7	58
Creative Approaches to the Use of Formative Assessment	1	17					1	17
Creative Problems Solving	1	6	1	6	1	12	3	24
Cross-Cultural Awareness and Communications in a Diverse University	1	11					1	11
CUE EAST: Concordat for Engaging the Public with Research	1	6	1	4			2	10
CUE EAST: Creative Engagement with Groups	1	20					1	20
CUE EAST: Different Ways to Fund Your Engagement	1	10	1	4			2	14

CUE EAST: Engagement and Research Impact	2	15					2	15
CUE EAST: Engagement as Performance	1	1					1	1
CUE EAST: Engaging with the Public Using Café's	2	17	1	5			3	22
CUE EAST: Enhancing Student Experience and Employability Through Engagement	1	6	1	3			2	9
CUE EAST: Going Back to School..A Helping Hand	2	26	1	6			3	32
CUE EAST: How to Evaluate your Engagement	1	12					1	12
CUE EAST: Introduction to Film Making	4	23	2	9			6	32
CUE EAST: Introduction to Ketso			1	4			1	4
CUE EAST: Launch, Lunch and Learn with CUE East	1	37					1	37
CUE EAST: Public and Community Engagement	2	10					2	10
CUE EAST: Research in the Spotlight	1	25					1	25
CUE EAST: SAW Training Workshop			1	10			1	10
CUE EAST: Write Out Loud	1	6					1	6
CUE EAST: Write Out Loud Academic	1	12	1	7			2	19
Cultural Awareness			2	24	2	13	4	37
Customer Care	7	54					7	54
Data Protection Act: An Introduction	2	20	2	28	2	25	6	73
Dealing with Difficult People	1	7	1	9	2	24	4	40
Delegation Skills	1	9			1	15	2	24
Designing Out Plagiarism from the Assessment Process	1	8					1	8
Designing Your Own Module and Using Blackboard for Delivery					1	6	1	6
Developing an Inclusive Approach to Learning in Higher Education			1	4			1	4
Developing Assessment Literacies in HE Students					1	12	1	12
Dignity and Respect in the Workplace	1	5					1	5
Disability Awareness for Support & Frontline Staff (An Introduction)	1	8					1	8
Driving the Lecture Theatre	3	43	2	28	1	11	6	82
e:Vision for Academics					2	19	2	19
Educating for the Future					1	8	1	8
Effective Academic Applications			2	10	2	15	4	25
Effective Networking for Researchers			1	12			1	12
Effective Research Grant Applications: Arts, Humanities & Social Sciences	1	1	1	3	2	23	4	27
Effective Research Grant Applications: Health & Health Related	1	10	2	15	2	18	5	43
Effective Research Grant Applications: Science (including Biomedical Science)	1	13	2	9	1	10	4	32
Effective Research Grant Applications: Social Sciences	1	2	2	19			3	21
E-Learning Equality and Diversity Training	1	1					1	1
Emotional Intelligence					1	14	1	14
Employability, Translatable Skills and the Transition into Employment	1	16					1	16
Environmental Information Regulations: An Introduction	1	8	1	4			2	12
Equality & Diversity Awareness	5	55	2	24	1	7	8	86
Equality and Diversity Awareness for MED	1	5	2	21			3	26
Equality and Diversity Awareness for PHA								
Exploring Issues in the Workplace (6 part)			1	4			1	4
First Steps in the Use of IT to Support Teaching and Student Learning	2	32					2	32
Flightplan	1	9	1	13			2	22

Course								
FMH Finance Team Meeting					1	6	1	6
Freedom of Information: An Introduction	2	29	2	16	2	19	6	64
From Colleague to Manager	4	40	2	29	2	26	8	95
From Stress to Calm					1	15	1	15
Further Access	1	4	1	4			2	8
Further Excel	2	12	2	22	4	28	8	62
Further Word	2	4	1	8			3	12
Get Connected: Networking and Social Media					1	6	1	6
Getting Started at UEA					1	15	1	15
Getting Started With Blackboard					1	10	1	10
Getting your First Academic Post					2	33	2	33
Got a Grant - What's Next? Data Management					1	8	1	8
Got a Grant - What's Next? Developing and Exploiting Outputs from your Research to Generate Impact					1	6	1	6
Got a Grant - What's Next? Project Finances					1	6	1	6
Got a Grant - What's Next? Project Outputs and Open Access					1	2	1	2
Got a Grant - What's Next? Staff Appointments					1	9	1	9
Got a Grant What's Next: Research Project Appointments			2	15			2	15
Got a Grant What's Next: Research Project Finances			2	18			2	18
Got a Grant What's Next: Research Project Management			2	19			2	19
Got a Grant What's Next: Research Project Outputs			2	14			2	14
Group Facilitation Skills	1	9					1	9
HEA STEM: Critical Thinking	1	19					1	19
HEA STEM: Innovative Approaches to Student Engagement	1	9					1	9
How to Manage a Degree Programme					1	16	1	16
How to… be emotionally intelligent			2	14			2	14
How to… choose proactive over reactive			2	10			2	10
How to… expand my circle of influence			1	5			1	5
How to… extending the impact of research - open access publishing			1	4			1	4
How to… Introduction to Bibliometrics			1	2			1	2
How to… know the difference between coaching and mentoring			2	15			2	15
How to… lead & communicate in multicultural and diverse environments			1	7			1	7
How to… Listen			1	4			1	4
How to… new to UEA Library session			2	6			2	6
How to… prioritise action			1	4			1	4
How to… use appreciative inquiry			1	3			1	3
How to… useful apps			1	4			1	4
How to…work with the media			1	11	1	8	2	19
SEESAW - MED Mentoring Training session					1	15	1	15
ILM Certificate in Leadership & Management			1	19	1	17	2	36
ILM Diploma in Leadership & Management (Yr. 1)			1	17			1	17
ILM Diploma in Leadership & Management (Yr. 2)					1	14	1	14
Improving your Influencing					1	13	1	13
Improving Your Use of Microsoft Excel - PGR			2	26	5	63	7	89
Information Compliance at UEA					1	7	1	7

Information Literacy: The Secret Ingredient in Student Success?	1	1					1	1
Intellectual Property in a UEA Context			1	2			1	2
Interesting Excel			1	8	2	17	3	25
Internal and External Commercial Funding Programmes			2	6			2	6
Internationalising the Curriculum			1	5			1	5
Interview University Applicants			1	24	2	41	3	65
Interviews Beyond Academia			2	7	1	4	3	11
Introduction to Academic Leadership			1	13			1	13
Introduction to Access	3	26	5	41	4	36	12	103
Introduction To Access - PGR			1	12	1	9	2	21
Introduction to Excel	4	33	7	53	5	49	16	135
Introduction to Excel VBA					1	8	1	8
Introduction to General Regulations and Disciplinary Procedures	1	27	2	40	1	13	4	80
Introduction to Linux			1	9	2	7	3	16
Introduction to Mediation (nutshell)			1	6			1	6
Introduction to Nvivo	3	19	3	27	3	14	9	60
Introduction to Poetry Therapy			1	6			1	6
Introduction to PowerPoint	2	6	2	9	2	16	6	31
Introduction to Prezi					4	34	4	34
Introduction to REN for New Staff			2	9			2	9
Introduction to University Leadership					1	19	1	19
Introduction to Word	2	8	1	5			3	13
Introduction to Working with the Media	2	16	2	4			4	20
Introductory Conference for all New Staff	3	130	3	136	3	138	9	404
Leadership 1: The Theory	2	19					2	19
Leadership 2: Self Awareness and Insight	2	21					2	21
Leadership 3: Leadership and You	2	21					2	21
Leadership 4: Working with Others	2	14					2	14
Leadership 5: Challenging Situations	2	16					2	16
Leadership 6: Evaluation	2	13					2	13
Leadership Bitesize			6	50			6	50
Leadership training					1	12	1	12
Leadership training (PAL Mentors) - Belbin session					1	12	1	12
Leading to Change: Collaboration			1	5			1	5
Leading to Change: Ingenuity			1	6			1	6
Leading to Change: Inspiring High Performance			1	6			1	6
Leading to Change: Learning to Change			1	6			1	6
Leading to Change: Optimism			1	7			1	7
Leading to Change: Resilience			1	6			1	6
Learning Technology Network	1	19					1	19
Lecturing for Beginners					2	13	2	13
Listening Responsively and Referring Appropriately	1	9	1	11			2	20
LT: Blackboard Essentials	22	203	7	66	7	36	36	305
LT: Building Blackboard Courses and Organisations	2	5					2	5

LT: Building Blackboard Sites			5	27	2	11	7	38
LT: Creating Assessments and Surveys in Blackboard	3	12	1	7	2	12	6	31
LT: Getting Started with Elluminate	4	34					4	34
LT: Introduction to Turnitin	2	19					2	19
LT: New Features in Blackboard 9.1	13	102					13	102
LT: Next Steps with Elluminate	1	4					1	4
LT: Using Audience Response Systems	1	1	2	15	2	16	5	32
Lunch time Speed Training - Introduction to Mind Mapping			1	4			1	4
Lunchtime in the Life of a Researcher 1	1	7					1	7
Lunchtime in the Life of a Researcher 2	1	7					1	7
Lunchtime in the Life of a Researcher 3	1	6					1	6
Lunchtime in the Life of a Researcher 4	1	6					1	6
Lunchtime in the Life of a Researcher 5	1	4					1	4
Lunchtime in the Life of a Researcher 6	1	4					1	4
Lunchtime Speed Training - A Pocket Guide to Storyboarding	1	3					1	3
Lunchtime Speed Training - How to do a SWOT Analysis			1	11			1	11
Lunchtime Speed-training - A pocket guide to brain-storming	1	4					1	4
Lunchtime Speed-training - Preparing for job interviews			1	15	1	15	2	30
MA-HEP Equality and Diversity			3	56	2	14	5	70
MA-HEP Induction	4	74	4	69	4	71	12	214
MA-HEP Mentor Briefing	2	9	1	9			3	18
MA-HEP Module 1: Creating the Reflective Report	2	27	2	45	2	58	6	130
MA-HEP Module 2 - Introductory Meeting			2	63	3	66	5	129
MA-HEP Module 2 - Writing the Teaching Report			2	52	3	60	5	112
MA-HEP Module 2: Exploring Research-led Learning and Teaching	1	23					1	23
MA-HEP Module 2: Peer Observation and Enhancing the Quality of Teaching	1	18					1	18
MA-HEP Module 2: Presentations and Strategies	1	13					1	13
MA-HEP Module 2: Reviewing and Applying Learning	1	10					1	10
MA-HEP Module 3 - Briefing			2	22	2	37	4	59
MA-HEP Module 3 - Pecha Kucha			3	21	2	34	5	55
MA-HEP Module 3 - Presentations			2	23	4	40	6	63
MA-HEP Module 3 - Workshop 1			2	22	2	41	4	63
MA-HEP Module 3 - Workshop 2			2	25	2	36	4	61
MA-HEP Module 3 - Workshop 3			2	26	2	37	4	63
MA-HEP Module 3 - Workshop 4					2	38	2	38
MA-HEP Module 3/4: Briefing	2	30					2	30
MA-HEP Module 3/4: Progress Meeting	4	32					4	32
MA-HEP Module 3/4: Workshop	2	21					2	21
MA-HEP Module 4 - An Introduction to Research-led Teaching and Learning			1	7	2	17	3	24
MA-HEP Module 4 - Peer Observation			1	8	1	14	2	22
MA-HEP Module 4 - Presentations and Strategies			1	6	1	16	2	22
MA-HEP Module 4 - Review and Evaluation			1	11	1	11	2	22
MA-HEP Module 5: Introductory Meeting	2	36					2	36
MA-HEP Module 5: Writing the Teaching Report	2	29					2	29

MA-HEP Module 6: Planning to Use Learning Technology	1	12					1	12
MA-HEP Module 6: Presentations	2	22					2	22
MA-HEP Module 6: Progress Meeting	1	10					1	10
MA-HEP Modules 5/6 - Briefing			2	14	2	13	4	27
MA-HEP Modules 5/6 - Progress Meeting			2	10	2	13	4	23
MA-HEP Modules 5/6 - Workshop			3	15	4	16	7	31
MA-HEP Seminar Series: A Critique of Learning Outcomes			1	6			1	6
MA-HEP Seminar Series: Giving an Effective Lecture			1	13			1	13
MA-HEP Seminar Series: Implications of Anonymous Marking			1	5			1	5
MA-HEP Seminar Series: Integrating Contexts for Learning & Teaching			1	8			1	8
MA-HEP Seminar Series: Supervising PhD Students			1	12			1	12
MA-HEP Seminar Series: Threshold Concepts			1	6			1	6
MA-HEP: Getting Started at UEA			1	4			1	4
MA-HEP: Lecturing for Beginners			1	14			1	14
Making Strategy Happen: Ideas into Action					1	17	1	17
Making the Leap: Leaving Academia					1	7	1	7
Making Videos: Camera-work					1	6	1	6
Making Videos: Distribution					1	5	1	5
Making Videos: Editing					1	6	1	6
Making your Thinking work for You: Positive Psychology					1	15	1	15
Managing HE Assignments and Exams					1	5	1	5
Managing Postgraduate Research Student Issues	1	16	1	3			2	19
Managing your Academic Career for Women	1	17	1	15	1	12	3	44
Managing your Research Data					2	28	2	28
Massive Open Online Courses (MOOCs)					1	13	1	13
Maximising the Value of Open Educational Resources in Teaching					1	7	1	7
Meeting for Nutrition Dept (MED) for post-docs and staff					1	12	1	12
Mental Health Awareness - Supporting Students in Higher Education			2	15			2	15
Mental Health Awareness (An introduction)	2	18					2	18
Mind mapping for PGRs					1	27	1	27
Mini Bites: An Introduction to Interactive Whiteboards and Visualisers			1	20			1	20
Mini Bites: An Introduction to Twitter and Facebook			1	19			1	19
Mini Bites: Exploring Assessment and Technology			1	19			1	19
Mini Bites: Recording Teaching to Support Learners			1	12			1	12
Negotiation (Further) Skills	1	3					1	3
Negotiation Skills			1	6	1	10	2	16
Negotiation Skills (Introductory Session)	1	9					1	9
Neuro Linguistic Programming					1	12	1	12
Neuro Linguistic Programming (NLP)	4	42	3	28			7	70
Next Steps in Access - Forms	2	12	2	14	1	4	5	30
Next Steps in Access - Queries	2	12	2	15	1	5	5	32
Next Steps in Access - Reports	2	12	2	13	1	4	5	29
Next Steps in Excel	2	19	4	41	5	41	11	101
Next Steps in Word	2	8	2	14	2	18	6	40

NNUH/UEA Joint Standard Operating Procedures for Healthcare Research			2	5	1	19	3	24
Nutshell Workshops	3	37	3	39			6	76
Operationalising Formative Assessment					2	20	2	20
Organising and Managing a Module					2	38	2	38
Outlook Workshop			1	10			1	10
PA and the Manager			1	7			1	7
Pathways to Impact	1	15	2	27	3	27	6	69
Pecha Kucha	2	13	4	22	2	13	8	48
Peer Observation of Teaching: New Code of Practice	1	30					1	30
Performance Element of Lecturing	2	19	2	14	2	18	6	51
Performance Element of Lecturing - One to One Coaching	1	7	2	14	2	14	5	35
Personal Safety			1	8			1	8
Personality & Leadership					1	16	1	16
Preparing for Academic Interviews			1	2	2	20	3	22
Presentation Skills for Support Staff	1	5			1	7	2	12
Presentation Skills PG					1	4	1	4
Presenting Effectively using PowerPoint	1	4	1	5	2	15	4	24
Project Management					1	20	1	20
Project Management General and Ethics					1	13	1	13
Purposeful Seminars					1	6	1	6
Reasonable Adjustment for Disabled Students: A Guide for Admin Staff			1	6			1	6
Recruiting Patients as Research Participants	1	12	1	10			2	22
Recruitment & Selection briefing session	7	31	4	6			11	37
Recruitment and Selection Training	8	45	2	12			10	57
Recruitment Interviewing Skills	8	118	5	76			13	194
Recruitment refresher session	12	184	4	52			16	236
Reducing our impact: Carbon Crew Certificate			1	6			1	6
REF: A brief introduction for Researchers					1	13	1	13
Research Governance & Ethics - HUM/SSF					1	2	1	2
Research Governance and Ethics: SCI/FMH					1	3	1	3
Research Governance and Research Ethics: Humanities and Social Sciences			1	3			1	3
Research Governance and Research Ethics: Medicine and Health Sciences	1	4	2	10			3	14
Researcher Personal Safety: For Yourself or for Your Team	2	22					2	22
ResNet celebrates Global Entrepreneurship Week					1	39	1	39
ResNet IWD The Politics of being a Woman					1	29	1	29
ResNet: "Invisible Soldiers" - talk by Prof. Yvonne Tasker			1	29			1	29
ResNet: A Mens Club? Senior Leadership in HE	1	42					1	42
ResNet: A Scientific Journey from Lab Bench to the Directors Chair	1	19					1	19
ResNet: Ada Lovelace Day					1	30	1	30
ResNet: Breakfast Social	1	17					1	17
ResNet: Breakfast Social April Fools' Day					1	23	1	23
ResNet: Christmas Social					1	20	1	20
ResNet: Conditions of Worth	1	11					1	11
ResNet: Diversity in Science, Research and Academia			1	40			1	40

Course							Total	
ResNet: Entrepreneur Panel	1	30					1	30
ResNet: Equality for women in science: now, sometime, never?			1	54			1	54
ResNet: Find your Voice!					1	22	1	22
ResNet: Fizz Social	1	16					1	16
ResNet: Holiday Calm	1	11					1	11
ResNet: International Womens Day	1	17					1	17
ResNet: Making Connections with Social Media					1	51	1	51
ResNet: May Social Event					1	5	1	5
ResNet: Mindfulness			1	45			1	45
ResNet: Motherhood and Work during the British Industrial Revolution			1	40			1	40
ResNet: Moving beyond Athena SWAN bronze - actions not words			1	43			1	43
ResNet: My Conscious Bias					1	52	1	52
ResNet: My productivity journey					1	49	1	49
ResNet: Networking Breakfast			1	23			1	23
ResNet: Networking Lunch IWD			1	22			1	22
ResNet: One Female Academic's Tale of Researching the Remarkable Lives of Black Female Artists					1	19	1	19
ResNet: Pimms Social Event	1	14					1	14
ResNet: Reaching your Goals			1	12			1	12
ResNet: Social 2013			1	20			1	20
ResNet: The NHS Reforms, GP Commissioning & Womens Health - new opportunities or future threats	1	20					1	20
ResNet: Too Wrinkly to Reproduce					1	43	1	43
ResNet: Using CBT to work through anxiety					1	25	1	25
ResNet: Women in Science					1	43	1	43
Retirement - Opportunity & Choice	1	11					1	11
Rich PowerPoint Slides			1	8	1	8	2	16
Service Excellence	1	12	1	14	1	10	3	36
Sharing Practice Within the University: Secretaries of Exam Boards	1	30					1	30
Smart Email Management	2	38					2	38
Staff Development for DOS			1	9			1	9
Strategies for Resolving Conflict	1	10	1	11	1	13	3	34
Strategy Day: Mission, Vision & Values			1	4			1	4
Streamlining Assessment: Giving Feedback Effectively and Efficiently	1	27					1	27
Striking the Balance					1	13	1	13
Supervising Dissertations & Extended Projects			1	16	1	8	2	24
Supporting Students with Disabilities and Chronic Health Conditions					1	11	1	11
Teaching and Learning for Achievement and Retention					1	13	1	13
Teaching with Emotional Intelligence	1	11	1	6	1	8	3	25
Teaching, Managing and Assessing Large Student Cohorts					1	10	1	10
Team Development	1	10					1	10
Teamwork Workshop (for PGR)					1	2	1	2
Teamwork, Groupwork and Assessing Group-Based Assignments	1	17					1	17
Techniques for Long Writing: dissertations; theses; articles; books					2	20	2	20
Tell the World - media training for researchers			1	13			1	13
Telling the World: Media Skills Training					1	5	1	5

Text-matching Software (Turnitin) Training for Plagiarism Officers					1	11	1	11
The Creative Facilitator			2	12	1	10	3	22
The Creativity Workshop	1	10					1	10
The Global Researcher					1	14	1	14
The Managed Consultancy Service	1	2	1	1			2	3
The Role of Staff-Student Liaison Officer					1	14	1	14
Third Phase Focus (Retirement)			1	12	1	15	2	27
Time Management	2	28	2	18	1	15	5	61
Training for Directors of Teaching & Learning			1	21	1	17	2	38
Training for Faculty Appeals and Complaints Panels	1	18	1	27	2	19	4	64
Training for New Appraisers	14	132	5	65	6	76	25	273
Training for Plagiarism Officers			1	7	1	10	2	17
Transforming Student Performance and Engagement	1	21					1	21
TS Core - An Introduction to Learning and Teaching and to Developing Practice	3	88	3	85	3	92	9	265
TS Core - Evaluation of Learning and Development	3	72	3	80	3	85	9	237
TS Core - Supporting Students with Individual Learning Needs	3	88	3	81	3	92	9	261
TS Optional Module - Assessing Students' Learning	3	54	3	54	3	47	9	155
TS Optional Module - Designing and Leading Seminars to Promote Learning	3	52	3	60	3	67	9	179
TS Optional Module - Developing Presentation Skills	3	47	3	50	3	40	9	137
TS Optional Module - Giving an Effective Lecture	2	40	2	49	3	68	7	157
TS Optional Module - Managing Fieldwork across all Disciplines	2	13	2	8	2	10	6	31
TS Optional Module - The Demonstrator in the Lab	2	15	2	10	2	6	6	31
TS Optional Module - The Museum: A Participatory Approach to Teaching Theory to Undergraduates	1	6					1	6
TS-Optional Module - Teaching International Students	3	21	3	37	3	44	9	102
Understanding & Managing Emotions in the Workplace					1	9	1	9
Understanding Chronic Conditions and Their Effects on Students					1	10	1	10
Understanding Copyright for Academic Staff			1	10	1	5	2	15
Understanding Dyslexia and Other Specific Learning Disabilities					1	5	1	5
Understanding Graduate Destinations	1	6	1	7	1	5	3	18
Understanding Motivation in the Workplace					1	15	1	15
Understanding Teams (2)	1	10	1	12	1	7	3	29
Understanding the Impact of Peer-assisted Learning (PAL)	2	18	2	6			4	24
Understanding Unconscious Bias					3	31	3	31
University Leadership					1	10	1	10
Using Authentic Assessments in HE					1	20	1	20
Using Social Media to Develop a Professional Online Presence					2	17	2	17
Voice and Pronunciation	1	8	1	5	1	10	3	23
Well-being Week Lunchtime Session	1	3					1	3
Winning Bids and Tenders			2	10			2	10
Workshop for Members of Faculty Appeals Panels			2	18			2	18
Writing for Publication	1	7					1	7
TOTALS	**405**	**4362**	**395**	**4326**	**343**	**4401**	**1143**	**13089**

School:	EDU
Courses Reviewed: *(list all titles and course codes)*	Higher Education Practice MA T2X343301 Higher Education Practice standalone P/Cert T2X344301
Years covered by Review:	2009-2014
Date of Review:	1st July 2014
Report prepared by:	Shawn McGuire (Chair)/Carole Bull (Secretary)

Overview of the main characteristics of the courses covered by the review:

The MA and P/Cert Higher Education Practice are jointly offered by the School of Education and the Centre for Staff and Educational Development (CSED) at UEA. The courses fulfil the requirement, established in 1998, for universities to have an academic development programme.

In 2012 the current format of the programme was accredited by the Higher Education Authority (HEA). In order to meet the requirements of the UK Professional Standards Framework (UKPSF), 3 mandatory 20 credit modules were introduced which between them cover all aspects of the UKPSF.

The main method of informing participants about the course is through the MA HEP handbook. In addition materials are provided on the Blackboard site.

The three mandatory modules lead to the P/Cert, with modules 4 – 6 required for the diploma, and a dissertation required for the full MA.

The approach for the course is to customise content and support as far as possible for individual participants because their needs can vary considerably, even within disciplines. The one-to-one support of an advisor for each participant allows the development of learning through reflection and gives the participant one point of contact for academic-related questions.

From September 2014 the courses will be run in line with the Common Master Framework regulations and work submitted for assessment will be treated as summative with re-submission opportunities if the work is graded as a fail. All new participants from September 2014 will be given 2 years to complete the mandatory programme. This will ensure the completion of the programme and fulfilment of probationary requirements in a shorter timeframe and increase the build-up of HEA Fellow numbers.

Summary of the topics discussed during the review:

- Staffing and resources for the delivery of the course
- Pedagogy and scholarship – understanding needs to meet both basic and advanced requirements
- Response to feedback and course changes since last review
- Title of the course (modules focus on teaching practice and scholarship) and accreditation with HEA
- Assessment of prior learning (APL) for experienced staff
- Mentoring and evaluation of outcomes
- Timing of intake and managing participants starting after October
- Peer observation and formative feedback
- Set-up of course, sitting between HR, CSED and EDU
- External speakers for HEP modules

Summary of areas of innovation and good practice:

Participants are positive about the course. They liked the flexibility and support offered and the focus on teaching.

The organisation of the course allows flexibility within the constraints of the course set-up and requirements.

It was clear that the course team had delivered the course successfully in spite of difficulties and lack of resource.

The personalised 'evaluative conversations' are an effective form of feedback for a course of this nature, and good at fostering reflective practice.

The course team are very open to change and reflective in terms of their own practice.

Conclusions on quality and standards:

The Panel were impressed with the quality of the teaching and assessment strategies evidenced in the report, the supplementary information and the response to questions at the review event itself.

Areas to consider for further improvement:

Moving to more strategic thinking; promoting the outcomes of the course
The course team could do more to bring on board stakeholders across the university. More could be made of successes and good teaching practice with publicity through bulletins, Learning and Teaching days and through the Faculties. The outcomes of the course could be more clearly highlighted to participants and stakeholders, disseminating the available information about good practice. This is important in order to maintain broad support across Schools, and the engagement of individual faculty members (and their mentors).

Pedagogical and scholarship issues
It is not always clear where this information can be found. There is scope for improvement in the use of Blackboard for the organisation and availability of materials and better signposting for participants. Specific disciplinary needs could be emphasised more; contact with Schools could help identify their particular needs. In the first years of teaching the focus could also be on problem-based learning with case studies looking at challenges for early career lecturers.

Mentoring programme
The role of mentor is not currently clear and could be developed to offer more to Schools. Mentoring skills could be accredited and could also link in with Athena Swan applications for diversity and equality. More training could be offered to mentors and the role could be mapped more directly onto the strategic needs of the University. Additionally, there is potential for involving accredited mentors in developing or delivering more School-based pedagogy around specific subjects or HE skills.

Accreditation with HEA
The next accreditation with the HEA is an opportunity for the course team to look at building in more flexibility and to bring in research led teaching. As a member the UEA can access support from HEA and could utilise this prior to the next accreditation to explore the scope for flexibility in the course's objectives.

Accredited Prior Learning (APL)
There is further scope for signposting how very experienced academics can gain Fellowship of the HEA. With the pilot for HEA Fellowship accreditation it may be possible to assist those who can go straight to this and move people on to a different track. The fee issue also needs to be addressed as this is a barrier for some Schools.

Assessment of the ways in which equality of opportunity is supported and promoted:

Equality of opportunity on the course reflects the recruitment strategy of the University as the participants are newly recruited members of academic staff. The panel noted the connection between participants on the course and Athena Swan awards which recognise equality and diversity and individual Schools have applied for Athena Swan awards.

Conclusions on whether the course(s) remain current and valid in the light of developing knowledge in the discipline, practice in its application and developments in teaching and learning:

The course is delivered to fulfil a government requirement for all HEIs to have an academic development programme and as part of the required probationary programme for all newly recruited academics at UEA.

Comments on factors relating to Corporate Plan KPIs (Employability, Good Honours, Minimising Dropout, Stretching Able Students):

N/A

Comments on the business case for continuing to offer the course(s) and how the course fits into School and Faculty strategy:
The University delivers the course in line with government policy. However, the panel noted that there is scope to further improve the relationship with stakeholders around the University and to increase the profile of the course and recognition of the value of the modules offered. The course team could identify ways in which the course can be more clearly linked to strategic aims at School, Faculty and University level, such as through enhancing the attention given in the course to research-led teaching, and other ways to increase the course's flexibility.

Comments on the availability of the necessary resources to deliver the courses over the coming period:
The panel noted that resources had been a particular problem which had been acknowledged by the course team in their report. Growth in numbers of participants on the course had not been matched by a corresponding growth in the course team for a number of reasons. For 2014/15 the addition of 3 new posts in CSED will considerably strengthen the team and allow both delivery of the course and an opportunity to consider the strategic needs of the course in the coming years.