

LTC12D095

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Issue

This is a report on the activity of the Centre for Staff and Educational Development in 2011-12, with emphasis on work in support of learning and teaching.

Recommendation

Members are asked to consider the suggestions in section 3 of the report.

Resource Implications

Not applicable

Risk Implications

It is desirable that staff engage with activity to refresh and update their practice. There is a medium risk of student dissatisfaction and of damage to the University's reputation if staff do not regularly make use of the kinds of opportunities described in the report.

Equality and Diversity

Equality and diversity issues are fully taken into account in devising the activities described in the report.

Timing of decisions

Not applicable

Further Information

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Background

This report is presented annually to Learning and Teaching Committee

Discussion

Some issues

- There is currently no compulsion to attend anything, once probation has been completed, at which point engagement may diminish.
- Non-engagement leaves the University vulnerable (e.g. in Appeals/Complaints)
- Attendance at some workshops has been lower than one would wish.
- Emphasis at present is on staff finding information, rather than information finding them, being sent direct.
- The programme is not 'integrated' in the sense that it doesn't feed directly into the completion of the requirements needed for HEA recognition/Fellow of HEA status.

Attachments

Report from the Head of the Centre for Staff and Educational Development.

ANNUAL REPORT 2011-2012

1. Introduction

Mission

The Centre for Staff & Educational Development's mission is to provide a range of learning and development opportunities for all staff at the University. Our purpose is to develop the knowledge, skill, and awareness of staff, improving the current and future performance of the individual and the organisation. Staff development has a strategic role: to help all staff to engage fully with the University's objectives in relation to teaching and learning; research enterprise and engagement; internationalisation; career development; and equality and diversity.

Vision and values

We support the university's objective to attract, reward, motivate and retain the most able and committed academic, administrative and professional staff. Academic and professional excellence is essential in ensuring the future success of our organisation. We recognise that the key to this success is through the contributions of our staff.

Our vision is to ensure that the University fulfills its strategic objectives, and fosters a culture of continuous learning and development for all members of staff. By facilitating opportunities for personal growth, supporting career aspirations and nurturing talent, we wish to create a vibrant learning community in which all members can thrive and achieve their potential.

Our Long-term Plan

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

We aim to be a significant agency for organisational development that can enhance cross-faculty and cross-service links and develop new organisational structures. We know from feedback that colleagues value our sessions as an opportunity to exchange ideas with others across the University and beyond.

Future Plans

We have been working consistently to diversify our provision and try hard to provide the broadest possible range of development opportunities within the resources available. We continue to increase our internally-sourced provision in support of people, team and group-working skills for all staff, as well as ways of facilitating partnerships and alliances.

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

Academic Development & Staff Training Workshops

What follows is a list of the Academic development Workshops organised/arranged primarily by the Academic Director of Taught Programmes and CSED in 2011/12 and (so far) in 2012/13. They divide into two basic types: those focused on ensuring that staff are aware and trained to apply policy and regulatory processes, and those which promote and disseminate best practice in teaching/pedagogy. A significant number of the latter have been led by external specialists (e.g. Phil Race, Jude Carroll, Sally Brown). The majority of the 'regulatory' workshops have been led by the Academic Director of Taught Programmes, with support from a range of administrative and academic colleagues.

Workshop Title	Facilitated/Led by
REGULATORY/POICY COMPLIANCE & ROLE-SPECIFIC TRAINING	
<i>An Introduction to the UEA Plagiarism & Collusion Policy: A training workshop for all UEA staff</i>	Adam Longcroft (ADTP), Sarah Allen (NBS), Christine Raschka (AHP) and Christine Cornea (FTV)
<i>Training Day for New and Existing Plagiarism Officers</i>	Adam Longcroft (ADTP), Sarah Allen (NBS), and Christine Raschka (AHP) and with support from LTS
<i>Annual Meeting of School Plagiarism and Collusion Officers: Sharing Practice and Learning from Case Histories</i>	Adam Longcroft (ADTP), Gill Price (MED), Christine Raschka (AHP) and Sarah Allen (NBS)
<i>Being a member of an Exam Board: roles, responsibilities, regulations, and making academic judgements</i>	Adam Longcroft (ADTP), Barbara Jennings (MED) and Peter Russell (NBS)
<i>Chairing an Exam Board: the role, its responsibilities and learning from recent case histories</i>	Adam Longcroft, Peter Russell (NBS) and Barbara Jennings (MED).
<i>An Introduction to General Regulations and Disciplinary Procedures</i>	Adam Longcroft, Alastair Mullis, Lynne Ward & Jon Sharp
<i>Appeals & Complaints: Regulations, Procedures and Learning from Recent Case Histories</i>	Adam Longcroft/Jo Spiro/Jon Sharp
<i>Understanding Copyright: A Workshop for Academic Staff</i>	Dave Palmer
<i>Induction and Training Workshop for School Directors of Teaching & Learning</i>	Ben Milner, Sanna Inthorn, Helena Gillespie, Nicola Spalding, Garrick Fincham and Jon Sharp
<i>Code of Practice on Placement and Work-based Learning: A Briefing Session for UEA Staff</i>	Adam Longcroft (ADTP) and Becky Fitt (LTS)
PEDAGOGICAL INNOVATION AND ACADEMIC PRACTICE	
<i>Teamwork, groupwork and assessing group-based assignments: creative approaches and innovative solutions</i>	Phil Race
<i>Creative approaches to the use of formative assessment</i>	Phil Race
<i>Designing-out Plagiarism from the Assessment Process</i>	Jude Carroll with support from Adam Longcroft and Plagiarism Officers in each Faculty.
<i>Peer-led and Peer-assisted Learning: Maximising the Role of Students in Supporting the Learning of Their Peers</i>	Adam Longcroft supported by Marco Angelini (UCL).
<i>Streamlining assessment: giving feedback effectively and efficiently</i>	Sally Brown
<i>Assessing more students: ways of using productive assessment with large numbers</i>	Sally Brown
<i>Cross-cultural awareness and communications in a diverse University</i>	Led by Jude Carroll
<i>How Can You Help students to Develop their Information Literacy Skills?</i>	Andrew Barker and Jane Helgesen
<i>Creative cross-disciplinary applications of ICT to support student learning</i>	Helena Gillespie (EDU), Sarah Spooner (HIS), Andrew Simpson (MED) and Simon Lancaster (CHE)
<i>Assessing students at Masters Level</i>	Sally Brown
<i>Internationalising the Curriculum</i>	Sally Brown
<i>Developing an Inclusive Approach to Learning in</i>	Sally Brown

<i>Higher Education</i>	
<i>Peer-assisted Learning (PAL) at UEA: How can we maximise its value for students?</i>	Adam Longcroft
<i>Making Learning Outcomes Work</i>	Phil Race
<i>Towards Assessment as Learning</i>	Phil Race
<i>Supervising undergraduate dissertations and extended projects</i>	Led by Adam Longcroft, Jan McAllister (AHP), Jonathan Mason (NSC), Richard Harvey (CMP) and David Aldous (EDU)

DETAILED DESCRIPTIONS OF WORKSHOPS

REGULATORY/POICY COMPLIANCE & ROLE-SPECIFIC TRAINING

An Introduction to the UEA Plagiarism & Collusion Policy: A training workshop for all UEA staff

Adam Longcroft (ADTP), Sarah Allen (NBS), Christine Raschka (AHP) and Christine Cornea (FTV)
 The University approved a revised policy on Plagiarism and Collusion during 2011/12. But what are plagiarism, collusion and soliciting? What does the University's policy consist of in the way of processes, requirements and practices? What are the responsibilities and role of markers in identifying plagiarism and collusion and what is the role of the Plagiarism Officer? How should low level offences be treated, what level of certainty (e.g. what burden of proof) needs to be present in order to find against a student, and what are the implications for staff in a period when students are becoming increasingly litigious? How are cases of plagiarism detected and then 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? What happens when a case ends up at SSDC? How does the policy relating to plagiarism and collusion link to policies around fitness to practice and professional misconduct and unsuitability? How can and should we learn, as an organisation, from each case that emerges? What role does the OIA play in the field of plagiarism and how can UEA best maintain its excellent track record in identifying and penalising students engaging in plagiarism and collusion. But our responsibilities as academics go beyond 'policing' plagiarism - how can we build more opportunities for students to learn about good academic practice and understand better the often blurred boundaries between good and unacceptable academic practice? How can plagiarism be designed-out of the assessment strategy for your modules? These are some of the key questions the team will be exploring during the workshop.

Training Day for New and Existing Plagiarism Officers

Adam Longcroft (ADTP), Sarah Allen (NBS), and Christine Raschka (AHP) and with support from LTS
 The University approved a revised policy on Plagiarism and Collusion during 2011/12. It will also be carrying out an institution-wide review of its plagiarism and collusion policies and practices during 2012/13 with a view to producing a significantly revised set of Regulations for 2013/14. Plagiarism Officers are central, of course, to the successful operation of the existing policy and any future regulations in this area. The role is a particularly challenging one for academic staff to carry-out and it is important, therefore, that new plagiarism officers have opportunities to 'learn the ropes' from more experienced plagiarism officers. Experienced POs can also learn a great deal from sharing practice more widely with their peers. During the training we will be focusing on the regulations, the implementation of the regulations and the guidance provided for POs by the University regarding the nature of the role, the manner in which cases should be investigated and what happens before, during and after an investigation. The workshops will also focus on the 'educational' role of the PO in supporting students and colleagues, and the way in which POs are supported in their role by members of the Learning and Teaching Service.

Annual Meeting of School Plagiarism and Collusion Officers: Sharing Practice and Learning from Case Histories

Adam Longcroft (ADTP), Gill Price (MED), Christine Raschka (AHP) and Sarah Allen (NBS)
 An annual opportunity for Plagiarism Officers to share their experiences in the role, reflect on the kinds of issues which have surfaced during the year, and the learning lessons which have emerged for schools and the University 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 also an opportunity to reflect on the progress made with respect to the institution-wide review of plagiarism and collusion regulations,

procedures and practices. All Plagiarism Officers are welcome to attend, as are members of LTS staff involved in supporting School and Faculty level plagiarism hearings and meetings. Other staff may attend, but this will be subject to the availability of places. Please contact Tim York if you would like to attend.

Being a member of an Exam Board: roles, responsibilities, regulations, and making academic judgements

Adam Longcroft (ADTP), Barbara Jennings (MED) and Peter Russell (NBS)

Serving on an Exam Board is something which most academics do at some stage in their academic career. But 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 the experienced Chairs of Exam Boards, senior administrators from the Learning & Teaching Service and the Academic Director of Taught Programmes, we will explore the Regulations which apply to examiners, examples of Exam Board practice (for example, 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 by the University.

Chairing an Exam Board: the role, its responsibilities and learning from recent case histories

Led by Adam Longcroft, Peter Russell (NBS) and Barbara Jennings (MED).

Being a Chair of an Exam Board (Progression Boards and Final Exam Boards) brings with a wide range of duties and responsibilities, though the specifics of the role do vary between different programmes and Schools. Drawing on the recent experiences of chairs and secretaries of Exam Boards across the University, we will explore the nature of the role, the operational aspects of Exam Boards, the Regulations and Instructions which govern Exam Boards, the way in which chairs manage Exam Board meetings, and the extent to which judgements are made and 'discretion' is exercised (for example in the case of students on grade boundaries). The workshop will also consider the way in which academic appeals against Exam Board judgements are dealt with, the information available to Exam Boards, and the implications of key elements of the New Academic Model for the way in which Exam Boards operate from 2013 onwards. This workshop is for current chairs of Exam Boards and colleagues who will be taking on this role in the new academic year (2011/12). It also provides an opportunity for Schools of Study to extend the pool of suitably trained colleagues who can carry-out the duties associated with this important role.

An Introduction to General Regulations and Disciplinary Procedures

Led by: Adam Longcroft/Nigel Norris/Admin colleague TBC

Over the past 2 years a number of significant changes have been made to the General Regulations governing programmes and student behaviour and to the disciplinary procedures relating to students within the University. These include new regulations or procedures relating to Fitness/Unsuitability to Study, Plagiarism, Attendance Engagement & Progress, and Professional/Academic Misconduct. All staff need to ensure that they are aware of the University's regulations and disciplinary procedures so that they can draw them to the attention of students when necessary (e.g. during Induction, in advising sessions) and apply them consistently subsequently. Additional changes to regulations, policy and procedures will stem from the changes associated with the Integration Project, and further changes will need to be made in due course to accommodate the requirements of the New Academic Model. The workshop will be jointly led by the Director of Taught Programmes and the Chair of the Senate Disciplinary Committee, with support from senior colleagues from the Learning & Teaching Service.

Appeals & Complaints: Regulations, Procedures and Learning from Recent Case Histories

Led by: Adam Longcroft/Jo Spiro/Jon Sharp

All students have the right to appeal against an admissions decision, or a mark or degree outcome. They can also complain either about their academic experiences on a programme or about non-academic matters. It is important that all staff have a good understanding of the reasons why students complain or appeal, the sources of support and guidance available to them, and how informal mechanisms can be used to address students' concerns early-on. In this workshop we will explore how the formal regulatory processes associated with appeals and complaints operate (e.g. what happens when a Stage 1 appeal becomes a Stage 2 appeal?), who is involved in making judgements about them, and the kinds of remedies which have been employed to compensate students or address their concerns. Drawing on recent case histories we will also consider how equality issues and natural justice influence judgements, why certain cases have been considered by the Office of the Independent Adjudicator (OIA), and what implications the latter may have for the University in the future.

Understanding Copyright: A Workshop for Academic Staff

Copyright affects many of the activities of academics within the university community but is often considered an arcane and difficult area to understand. However, with rights holders being more aggressive asserting their rights, it is critical for academic staff to understand what is 'legal' – failure to do so can be embarrassing and costly. This session will attempt to provide some clarity and information about copyright in general, and inform 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 useful for anyone creating coursework, wishing to access and use the work of others, or assisting in these activities.

Induction and Training Workshop for School Directors of Teaching & Learning

Led by Ben Milner, Sanna Inthorn, Helena Gillespie, Nicola Spalding, Garrick Fincham and Jon Sharp
The role of the Director of Teaching and Learning is a complex, wide-ranging and challenging one. It is also one that is central to effective leadership of teaching and learning at School level and one that requires a strong understanding of University regulations and quality assurance and quality enhancement processes. The first part of the workshop focuses on the role of the Director of Learning and Teaching, drawing on case studies from HUM and SCI, and the second half will focus on how Directors of Teaching and Learning can influence and drive change in their Schools and Faculties. There will be Q & A sessions, and discussion in mixed Faculty groups. The workshop will be led by the four Faculty Associate Deans for Teaching and Learning, with support from colleagues in BIU and LTS. The workshop is aimed at all Directors of Teaching & Learning – including those new in the role and those with more experience. The presence of the latter is crucial in ensuring that experience in the role can be shared.

Code of Practice on Placement and Work-based Learning: A Briefing Session for UEA Staff

Led by Adam Longcroft (ADTP) and Becky Fitt (LTS)

The University has a duty of care to its students which extends to periods spent away from the University on course-related placements and work-based learning. Maintaining a safe environment and a positive student experience is relatively straight-forward when students study on campus, but how can we ensure students' safety and a positive experience whilst outside of the University? During the academic year 2011/12 the University approved a new Code of Practice on Placement & Work-based Learning. What are the precepts of the Code, what are the implications for staff engaged in overseeing placements and work-based learning, and what expectations and requirements does the Code place on the School of Study, the student, and the placement provider? The new Code adopts a risk-based approach to the process of organising and monitoring placements – but how can staff and students assess risks and what criteria can they use to do so? What are the implications of the Code with respect to students with disabilities and how can the Code be applied effectively in practice? The workshop is for any member of staff involved in organising, overseeing, assessing, managing or evaluating placements and work-based learning, regardless of whether the course or module or experience relates to UG, PG, or PGR level.

PEDAGOGICAL INNOVATION AND ACADEMIC PRACTICE

Teamwork, groupwork and assessing group-based assignments: creative approaches and innovative solutions

Led by Phil Race

Small-group learning can be a very important part in the overall experience of students, and can be an ideal context to build in opportunities for students to reflect on their learning, and hone their self-assessment and peer-assessment skills. However, too often students don't take small-group work as seriously as they need to, and this is reflected in their views regarding their overall satisfaction with our provision. This workshop will explore the use of teamwork, groupwork and assessing group-based assignments, including creative approaches to using groupwork, and innovative solutions to the problems we meet in small-group teaching. We will look at ways of ensuring that all students participate in group activities, minimising the effect of 'bystander' or 'passenger' behaviours. We will explore different ways of setting up small groups from a bigger class, and the effects of group size on participation. The workshop itself will be highly participative, modelling things we can do with groups of students, and will include at least one 'assessed' exercise involving collaborative groupwork.

Creative approaches to the use of formative assessment

Led by Phil Race

This workshop will explore creative approaches to the use of formative assessment, and ways of getting better formative feedback to more students in less time and ways to maximise the probability that students will make good use of formative feedback. It can be argued that if assessment is the engine which drives learning for most students, formative feedback can be the 'lubricant' which makes learning happen effectively and smoothly. We will explore the use of self- and peer-assessment to get more feedback to students, and also how we ourselves can maximise the chance that students will make good, formative use of the feedback we give them on their assessed work. The workshop will include a review of 'what the gurus tell us' about using assessment and feedback to enhance student learning, and we will explore creative solutions to some of the problems we have regarding student satisfaction with feedback and assessment.

Designing-out Plagiarism from the Assessment Process

Led by Jude Carroll (Oxford Brookes), with support from Adam Longcroft and Plagiarism Officers in each Faculty.

Many interconnecting activities are needed to manage student plagiarism such as ensuring students are aware of their responsibilities, teaching relevant skills, and matching penalties with the level of misconduct. This workshop focuses on assessment design as part of UEA's overall management of plagiarism. The rationale for singling out this issue is that it has the potential for delivering the maximum benefit for time and effort expended. And it probably enhances students' learning by shutting off the possibilities for finding, copying or faking answers. Instead, by focusing on assessment tasks and on authenticating the work needed to complete them, students can be guided to making or doing their own work and thereby, their own learning. Teachers also need to design in opportunities for practice and feedback as students grow in mastery as authors and as users of others' words and ideas. Participants are invited to share, rethink or confirm their own practice, drawing upon presentations, discussions and cases from a range of disciplines.

Peer-led and Peer-assisted Learning: Maximising the Role of Students in Supporting the Learning of Their Peers

Adam Longcroft supported by Marco Angelini (from UCL).

Peer-Assisted Learning (PAL), Peer-Assisted Study Sessions (PASS) and Supplemental Instruction (SI) are examples of student-led learning widely employed in HEIs in the USA, Australia, Canada and the UK. The focus of Peer-Assisted Learning is on more experienced students (normally 2nd and 3rd years) supporting the learning of less experienced students (normally 1st years), normally (but not always) on particularly 'difficult' modules in which students struggle to understand 'threshold concepts' or difficult content, and in which there are higher than average failure rates, low student satisfaction levels or generally poor levels of student performance. Experience from many other Universities suggests that there is much to gain from integrating PAL sessions: 1st years gain additional support and can learn and make mistakes in a safe learning environment, staff report that less of their time is spent dealing with 'non-academic' questions, their students progress more quickly and gain higher grades, and the 2nd/3rd year 'mentors' gain highly valuable skills (supporting others, leadership, planning, team-working, communication, listening-skills) that are highly attractive to employers. This workshop focuses on the advantages to be gained from integrating PAL sessions into 1st year programmes and the ways in which this can be achieved. Marco Angelini is the PAL Coordinator at UCL and will share his experiences of how PAL is used at UCL and its positive impact on staff and students there.

Streamlining assessment: giving feedback effectively and efficiently

Sally Brown

Teachers in higher education understand the importance of giving good feedback to students, both to maximize achievement and to support retention. Research in the field suggests that good feedback has a significant impact on student achievement, enabling them to become adept at judging the quality of their own work during its production. The National Student Survey and other means of providing feedback from students to universities suggest that assessment and feedback are commonly areas of dissatisfaction in UK universities. This interactive and evidence-based workshop will focus on what kinds of feedback work best for students, enabling participants to:

- discuss the importance of feedback as part of the learning process;
- review how feedback can be used as part of a cycle;
- consider how they can enable students to learn from each assignment cumulatively;
- Make feedback fit for purpose.

Assessing more students: ways of using productive assessment with large numbers

Sally Brown

Competing pressures on academic staff mean that many are seeking ways in which they can genuinely help students learn through assessment, but do so without it resulting in excessive additional workloads. A wide range of means are available to staff, including the use of group oral and written reports, statement banks, assignment return sheets, model answers, computer-aided assessment, and self and peer assessment. Each method is widely used in Higher Education, and each has value according to the subject area, level of students and the type of assignment. Through individual and group tasks, participants will be given opportunities to:

- consider a range of ways in which to give feedback;
- review diverse means of doing so efficiently and effectively;
- debate the pros and cons of diverse means of giving feedback;
- prioritise which approaches work best for their own learning contexts.

Cross-cultural awareness and communications in a diverse University

Led by Jude Carroll (Oxford Brookes)

This half day event can range across the issues which often crop up when students from culturally and linguistically diverse backgrounds travel to UEA to study. Ensuring students and teachers can engage and successfully navigate HE study will always be complex and challenging. One short session will not provide the answers but it will provide a chance to hear from students what their experiences have been - what helped or blocked their achievements? It will also draw upon work done through the Teaching International Students project hosted by the HEA which collected and commented on research, good practice and possible ways to deal with teaching students with diverse cultural and language backgrounds. Before the session, we will identify key aspects for UEA teachers and make time for discussing support and guidance for specific groups such as Masters students, those entering in Year Three, and those in specific disciplines. The session will be interactive, combining presentations, discussions and review of resources.

How Can You Help students to Develop their Information Literacy Skills?

Andrew Barker and Jane Helgesen

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 will 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. Throughout the workshop, we'll 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.

Creative cross-disciplinary applications of ICT to support student learning

Led by Helena Gillespie (EDU), Sarah Spooner (HIS), Andrew Simpson (MED) and Simon Lancaster (CHE)

New technologies open-up all sorts of possibilities for innovative approaches to HE pedagogy and provide new opportunities for engaging students in the learning process. In this workshop colleagues from each of the University's four Faculties who are pioneering the use of ICT in teaching will be explaining what they do, how they do it, and discussing the benefits and barrier of these technologies. All the ICT approaches explored will be readily 'transferable' to a wide range of disciplines and study contexts. Why not take the opportunity to up-date your awareness of new ICT tools and technology-driven pedagogical approaches such as podcasts, social media, online assessment and using the internet as a valid academic source. This could revolutionise the way you think about the role of ICT in teaching and learning and could help you to engage with your own students in innovative ways.

Assessing students at Masters Level

Led by Sally Brown

Sally Brown is Emeritus Professor at Leeds Metropolitan University and was until July 2010 Pro Vice Chancellor (Academic). She is a Senior Fellow of the Higher Education Academy, a Staff and Educational Development Association (SEDA) Fellow and a UK National Teaching Fellow. In 2009 she was awarded a £200,000 NTFS grant for three years to research Innovative Assessment at Masters level. She is widely published in the field of teaching, learning and particularly assessment and a frequent workshop facilitator and keynote speaker at conferences and events in the UK and internationally. Sally is an old friend of the

University and feedback on her previous workshops has been exceptionally positive. Good Master's curriculum and assessment design is imperative to enhance recruitment and success rates in a globally competitive environment, and authentic learning opportunities and assessment tasks are highly prized by students and employers. However, little research exists to date on how assessment is undertaken at Master's level. This participative workshop will explore the initial findings of the Assimilate project, a three year National Teaching Fellowship project which is seeking examples of innovative assessment methods at M level which go beyond essays, exams and dissertations. Interviews and discussions have been undertaken exploring practice principally in the UK but also in Australia, New Zealand, Singapore, Ireland, and Denmark and the Assimilate website is building a set of case studies to illustrate outcomes from the project, examples of which will be provided in the workshop. By the end of the workshop, participants will have had the chance to:

- discuss issues concerning the boundaries between masters and undergraduate level work;
- consider some innovative approaches to assessing at Masters level that go beyond essays, exams and dissertations;
- review options for enhancing assessment in Masters programmes at their own universities.

Internationalising the Curriculum

Sally Brown

Universities nowadays work in a global context and all hope to attract international students, not only for the fees they bring but also for the enrichment of the learning environment for all students. We can make a difference to the ways in which international students and staff view the university if we adopt an internationalized approach to not only what we teach but also the ways in which we deliver the curriculum.

By the end of the workshop, participants will have had the chance to:

- consider some of the diverse approaches to assessment, learning and teaching that our international students and staff are likely to have encountered;
- discuss some ways to avoid potential problems around learning cultures, including academic conduct;
- review their curricula to make them focused on international rather than just UK issues;
- consider how we can make their programmes more globally attractive in a highly competitive HE context.

Developing an Inclusive Approach to Learning in Higher Education

Led by Sally Brown

Universities have statutory obligations under the Single Equality Scheme to ensure that they provide a non-discriminatory environment for staff and students. This workshop won't focus on the legal aspects, however, but on actively promoting inclusivity in the curriculum. Universities are more diverse nowadays than ever before in terms *inter alia* of gender, sexuality, ethnicity, social class and disability, and the workshop will invite participants to share good practice and enhance their own engagements with students.

By the end of the workshop, participants will have had the chance to:

- review their own teaching through the lens of inclusivity;
- discuss how best to ensure diverse students have opportunities to maximise their achievements;
- consider how traditionally disadvantaged students can be supported to reduce attrition;
- consider how best to design alternative assessments for students with specific disabilities.

Peer-assisted Learning (PAL) at UEA: How can we maximise its value for students?

Led by Adam Longcroft (ADTP)

Peer-Assisted Learning (PAL) is an examples of student-led learning widely employed in HEIs in the USA, Australia, Canada and the UK. The focus of Peer-Assisted Learning is on more experienced students (normally 2nd and 3rd years) supporting the learning of less experienced students (normally 1st years), normally on particularly 'difficult' modules in which students struggle to understand 'threshold concepts' or difficult content, and in which there are higher than average failure rates, low student satisfaction levels or generally poor levels of student performance. During 2011/12 the University committed itself to rolling-out an ambitious PAL initiative which will provide funding for schools to implement pAL pilots during the spring semester 2013. Schools will be funded to recruit, train and pay PAL mentors, to recruit, train and pay PGR students as PAL officers (PAL coordinators at school level), whilst additional support will be provided by an academic 'champion' appointed to promote and support PAL developments at institutional level. Come along to find out how your school can maximise the value of PAL for all the students.

Making Learning Outcomes Work

Phil Race

Phil Race is one of the country's leading experts on higher education assessment and is also an old friend of the University of East Anglia. Colleagues who have attended Phil's previous workshops always comment on how constructive and practically useful they are and leave the room buzzing with ideas. Phil's workshops are also very interactive, so be prepared to engage in groupwork and lots of thinking around possible solutions to real-world problems. 'Getting learning outcomes right' seems one of the trickiest aspects of curriculum design in outcomes-based education systems. Learning outcomes, teaching processes and assessment formats should all fit together coherently. Aligning learning outcomes, teaching processes and assessment criteria is beneficial for students, and the extent to which we achieve this alignment is sought as an indicator of the quality of our educational provision. Sadly, too often learning outcomes are expressed in 'academese' – a language not understood by our students. In this workshop, based on Chapter 3 of Phil's book *Making Learning Happen* (2010), we will explore how to start from an evidence-based position, so that learning outcomes link naturally to everything else. We will also explore how to express learning outcomes, so that students themselves can use them as targets during their studies.

Towards Assessment as Learning

Phil Race

Phil Race is one of the country's leading experts on higher education assessment and is also an old friend of the University of East Anglia. Colleagues who have attended Phil's previous workshops always comment on how constructive and practically useful they are and leave the room buzzing with ideas. Phil's workshops are also very interactive, so be prepared to engage in groupwork and lots of thinking around possible solutions to real-world problems. This workshop starts from the premise that 'assessment is broken' in higher education at present. We will explore what we can do to make assessment more fit-for-purpose, and help it to be a better driver for students' learning. We will review 'what the gurus' tell us around the world on reforming assessment, and explore what we can do to improve assessment. You will have the opportunity to interrogate an assessment element of your choice, to explore how it measures up to such factors as validity, reliability, authenticity, transparency, and how well it links to factors underpinning successful student learning. The workshop is based on Chapter 4 of Phil's book: *Making Learning Happen* (2010).

Supervising undergraduate dissertations and extended projects

Led by Adam Longcroft (ADTP) and academic colleagues from Schools

Why do we require students to undertake dissertations and extended projects? What is it that we think they gain? What is it that they think they gain?

What does 'best practice' in supervising undergraduate dissertation students look like? How can we help them to developing the research and writing skills required, and how can we help them to 'conceptualise' their dissertation projects? 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 to students and when should we aim to provide it to them? What are the ethical considerations we need students to consider and what should the ethical approval process for projects involve or require. What do students most value in supervision process and what are the qualities they value in a supervisor? Which students benefit most from doing dissertations and what impact does a dissertation have on degree outcomes? These are some of the questions we will explore in a workshop aimed at ensuring that we maximise the benefits to students of engaging with dissertations and extended projects.

3. Reflections from the Academic Director of Taught Programmes and Head of CSED

The Academic Development Workshops organised have been largely successful over the past year, with very high satisfaction ratings and feedback from attendees, and very good attendance on most workshops. The programme has covered a wide range of regulatory/policy training themes, and also a wide range of pedagogy-related topics, with some input from some leading external researchers and specialists. The ADTP has attended, led or jointly led many of the workshops. This was a deliberate policy since the ADTP wanted to ensure he was very 'visible' in his role. It has, however, been a punishing schedule and has placed considerable demands on the ADTP's time and energies. Attendance on some workshops was very low and a small number had to be cancelled due to low enrolments.

Some issues

- There is currently no compulsion to attend anything, once probation has been completed, at which point engagement may diminish.
- Non-engagement leaves the University vulnerable (e.g. in Appeals/Complaints)
- Attendance at some workshops has been lower than one would wish.
- Whilst CSED advertise workshops on the CSED website and (where possible) in the CSED brochure, promotion is heavily reliant on the ADTP sending out reminders to HoS and others.
- Emphasis at present is on staff finding information, rather than information finding them, being sent direct.
- Delivery and leadership of most 'regulatory' focused workshops is overly reliant on ADTP.
- Limited opportunities have been provided for those leading Teaching Fellowship projects to feed into the programme.
- The programme is not 'integrated' in the sense that it doesn't feed directly into the completion of the requirements needed for HEA recognition/Fellow of HEA status.

Suggestions

- A more sophisticated, better planned and much more proactive promotional/advertising strategy could be put in place. More targeted communication could be had with key role holders: Plagiarism Officers, Teaching Directors, Exam Board Chairs, Exam Board Members, and Appeals Panel Members.
- The 'load' in terms of organising and leading delivery of workshops could be spread – especially those on regulatory/policy matters.
- An automated system of reminders sent to staff e mail addresses is needed, once a month, flagging 'up-coming' workshops.
- Training for some staff could be compulsory: e.g. Plagiarism Officers, Teaching Directors, Exam Board Chairs, Exam Board Members, and Appeals Panel Members. Attendance should be required every other year.
- The programme development process needs to be much more 'bottom-up' – with PVC Academic, LTC, HoS, Teaching Fellowship holders and ADs and Faculty LTQCs consulted on what they would like to see included in future years.
- Thought and creative problem-solving needs to be applied to the issue of how the programme can be mapped against CPD requirements, and for recognition by HEA.

Appendices:

The tables below show numbers of staff attending CSED events over last five years in main areas of activity.

1. Academic Practice
2. MAHEP
3. Learning Technologies
4. Information Technology
5. Personal & Professional Development
6. Leadership and Management Development
7. Research Staff Training
8. Equality & Diversity
9. Engagement
10. Developing Teaching Skills

CSED Annual Report Summary: Academic Practice (excluding MA-HEP) Attendance Figures 2007-12

COURSE	2007 - 2008		2008 - 2009		2009 - 2010		2010-2011		2011-2012	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Academic Appeals & Complaints	3	54	1	6	3	50	1	5	1	18
Academic Appeals (PGR)							1	5	1	4
Acceptable Extenuating Circumstances for Poor Acad. Performance					1	19	1	7		
Advising Students			2	33	3	43	3	37	2	34
Assessing More Students									1	20
Assessing Smarter			1	10						
Being a Member of a Taught Degree Examination Board					1	11			1	10
Best Practice in Research Supervision	2	33	2	32	3	55	2	28		
Best Practice in Research Supervision : CMP			1	9						
Best Practice in Research Supervision: FMH									1	22
Best Practice in Research Supervision: LAW			1	10						
Best Practice in Research Supervision: SCI Pt 1									2	43
Best Practice in Research Supervision: SCI Pt 2									1	16
Best Practice in Research Supervision: SSF									3	54
Chairing an Exam Board									1	13
Code of Practice on Placement Learning			1	30						
Creative Approaches to the Use of Formative Assessment									1	17
Creative Cross-Disciplinary Applications for ICT									2	32
Cross-Cultural Awareness and									1	11

Communications										
Delegation of PGR Concessions					1	8				
Designing Out Plagiarism									1	8
Deterring, Detecting and Dealing with Plagiarism	1	19								
Dev. Student Motivation through Feedback	1	11	1	12	1	14	1	9		
Driving the Lecture Theatre	2	27	1	17	2	28	2	34	3	43
Effective Research Applications: Health					1	13	1	17	1	10
Effective Research Applications: HUM					1	6			1	1
Effective Research Applications: SCI					1	18	1	12	1	13
Effective Research Applications: SSF					1	13	1	10	1	2
E-Learning Equality & Diversity									1	1
Employability									1	16
Handling Admissions Complaints			1	9						
Handling Concessions					1	16				
HEA STEM: Critical Thinking									1	19
HEA STEM: Innovative Approaches to Student Engagement									1	9
How to Get Published (Hum and S. Sciences)	1	10	1	14	1	12	1	8		
How Can You Help Students Develop Their Information Literacy Skills?									1	1
Impact from Intellectual Property: SCI							1	3		
Intellectual Property: Protection & Exploitation							1	4		
Introduction to General Regs & Disciplinary Procedures							1	34	1	27
Introduction to Working with the Media	1	11	2	17	1	11			2	16

Learning and Teaching Day							1	95	1	129
Linguistic Skills for those with English as a Second Language	1	8								
Making Learning Happen	1	27								
Managing PGR Student Issues							1	12	1	16
Masterclass for Research Supervisors										
Pathways to Impact									1	15
Pebblepad							2	15		
Peer-assisted Learning									1	18
Peer Observation of Teaching									1	30
Performance Element of Lecturing	2	23	2	17	2	22	2	22	2	19
Performance Element of Lecturing 1:1			1	7	1	7	1	7	1	7
Plagiarism and Collusion					1	8				
Planning and Managing a Research Project	1	14	1	12						
Preparing Grant Applications in the Arts and Humanities	1	11	1	5						
Preparing Grant Applications in the Health Professions	1	8	1	14						
Preparing Grant Applications in the Sciences	1	31	1	18						
Preparing Grant Applications in the Social Sciences	1	12	1	9						
Problem-based Learning	1	11	1	8	1	9				
Recruiting Patients as Research Participants									1	12
Research Careers – RCUK Strategy for Success			1	36						
Research Governance And Ethics: Health							1	21	1	4
Research Governance and Ethics: SCI							1	3		
Sharing Practice: Secretaries of Exam Boards									1	30

Streamlining Assessment: Giving Feedback									1	27
Student Assessment - Lightening the Load & Improving the Learning	2	23	2	18	1	13	1	13		
Supervising Int. Res. Degree Students	1	18			1	8				
Supporting Research Students in Supervisory Teams			1	4	1	3	1	5		
Teaching and Supporting Students with Diverse Learning Needs	2	11			1	3				
Teaching and Supporting Students with Mental Health Difficulties										
Teaching International Students										
Teaching in the Recession							1	12		
Teaching with Emotional Intelligence	1	15	1	10	1	10	1	8	1	11
Teamwork, Groupwork and Assessing Group-based Assignments									1	17
The Bologna Process			1	22						
The Role of the Advisor	1	12								
Training for Academic Consultants	2	24	1	4	1	6	1	7		
Transforming Student Performance and Engagement									1	21
Undergraduate Briefing Session	1	12								
Understanding Graduate Destinations					1	6	1	10	1	6
Understanding the Research Environment	1	18	2	25			1	4		
Voice and Pronunciation			1	16	1	10	1	11	1	8
Writing for Publication	3	45	2	33	2	23	1	15	1	7
Totals	35	488	36	457	37	445	36	473	52	837
Average attendance	14		13		12		13		16	
	2007 - 2008		2008 - 2009		2009 - 2010		2010-2011		2011-2012	

CSED Annual Report Summary: Appendix 2 - Participant numbers on the MA in Higher Education Practice

Numbers on the course are as follows:

2007/8	2008/9	2009/10	2010/11	2011/12
68 started the course; 8 Route 1	79 started the course; 4 Route 1	94 new starters, 10 Route 1, plus 7 HUM post-docs doing Module 1 only	84 new starters, 5 Route 1, plus 5 HUM post-docs doing Module 1 only	86 new starters, 4 Route 1
End December 2012 – 247 active participants				
38 Postgraduate Certificates in Higher Education Practice awarded at October 2012 Exam Board				
4 Route 1s exited at October 2012 Exam Board.				

*Route 1 indicates that a participant needs to complete only the Professional Development Plan (PDP) element of MA-HEP Module 1 and, from September 2009 Module 5 at which point they may exit the course. From September 2012 Route 1 is for academic staff who are Fellows of the HEA and they are required to complete a PDP plus two teaching observations.

CSED Annual Report Summary: Appendix 3 - Learning Technology Attendance Figures 2007-12

COURSE	2007 -2008		2008 -2009		2009 -2010		2010 - 2011		2011 - 12	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Audience Response Systems workshop			1	3			1	5		
Blackboard Day - Connect							1	12		
Blackboard Day - Mobile							1	19		
Blackboard Day - Q&A							1	24		
Blackboard Essentials					7	59	5	45	21	203
Blackboard Training	1	9								
Blackboard Overview			1	12						
Blackboard Upgrade Demonstration							7	67		
Blackboard Upgrade Training							9	71		
Building Blackboard Courses and Organisations			7	61	4	40	3	15	2	5
Creating Assessments & Surveys in Blackboard	2	16	1	8	2	12	1	3	3	12
Creating and Managing Content in Blackboard	10	96								
Discussion Board Training			2	20						
Digital Video for Teaching and Learning	1	7								
Illuminate Training			1	61						
Getting Started with Illuminate			5	31	3	17	9	48	3	34
Introduction to Audience Response Systems	1	11	1	3						
Introduction to Blackboard			2	21						
Introduction to Blogs	1	8								
Introduction to Live Classroom	1	6								
Introduction to Podcasting	1	11	1	12						
Introduction to Pronto	1	7								
Introduction to Respondus	1	11								
Introduction to Screencasts	1	8								
Introduction to Turnitin			4	39	1	13	1	7	2	19
Introduction to Voice Tools	1	5								
Introduction to Wikis	1	10								
New Features in Blackboard 9.1									13	102
Next Steps with Illuminate							1	4	1	4
Teaching and Learning 2.0					1	7				
The Virtual Classroom	1	7								

Using Audience Response Systems									1	1
Using Blackboard in your Teaching & Learning					2	13				
Using Digital Audio for Teaching and Learning					1	9				
Using Teaching and Learning Tools in Blackboard	2	16								
Using Tools in Blackboard	2	12								
Voice Over IP										
Web 2.0					1	10				
Wimba Voice Tools										
Working with Wikis										
Totals	28	240	27	281	21	170	40	320	46	380
Average attendance	8.5		10.4		8		8		8.2	
	2007 -2008		2008 -2009		2009 -2010		2010 - 2011		2011 - 12	

CSED Annual Report Summary: Appendix 4 - Information Technology Attendance Figures 2007-12

COURSE	2007 -2008		2008-2009		2009 -2010		2010 - 2011		2011-12	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Adding Voice Narration to PowerPoint Presentations							1	12		
A Brief Introduction to Publisher	3	28	1	9	1	4				
Basic GIS Analysis: Raster Data	2	15	2	13	2	13				
Basic GIS Analysis: Vector Data	2	16	2	14	2	15				
Basic Web Authoring	4	42	3	29						
Computing for Absolute Beginners	1	9								
Creating Web Pages for the UEA Website	12	133	8	93	5	51	8	45	7	58
Email Use and Etiquette	1	7								
Excel Charts	1	8								
Further Access	1	9			1	7	1	6	1	4
Further Excel	2	21	1	12	3	28	3	33	2	12
Further Unix	2	12	1	12	3	28				
Further Word	2	17	2	19	3	28	1	4	2	4
Getting more from Outlook Calendars	1	8								
Getting Started with Digital Signage	4	40	2	7	1	8	2	11		
Introduction to Access	5	57	4	48	5	58	4	42	3	26
Introduction to ArcGIS	3	35	2	21	2	23				
Introduction to Database Design			1	12						
Introduction to Dreamweaver	3	29	3	30						
Introduction to Excel	6	64	4	43	7	73	5	46	4	33
Introduction to LaTeX					1	8				
Introduction to Nvivo	5	51	5	46	5	58	3	22	3	21
Introduction to PowerPoint	6	54	5	47	3	20	2	18	2	6
Introduction to SPSS for Windows	3	33	4	40	4	42				
Introduction to Using Unix	3	20	2	18	2	22				
Introduction to Word	1	3	1	7	4	36	3	17	2	10
Managing Bibliographies with EndNote	10	115	11	120	11	170				
Managing your Email Inbox	2	19	1	8						
Microsoft Office Drawing Tools	1	6								
Next Steps in Access	4	35								
Next Steps in Access - Forms			2	14	2	23	2	17	2	12

Next Steps in Access - Queries			2	20	2	24	3	18	2	13
Next Steps in Access – Reports			2	15	2	18	2	16	2	12
Next Steps in Excel	5	52	3	32	4	43	4	44	2	19
Next Steps in Web Authoring	1	6								
Next Steps in Word	2	22	3	25	3	24	3	25	2	8
Presenting Effectively using PowerPoint	3	24	3	24	4	45	1	12	1	4
Training the IT Trainer					1	4				
Working with Library Resources, Introduction							1	7		
Working with Library Resources, Next Steps							1	5		
Totals	101	990	80	778	83	873	50	388	37	242
Average attendance	9		9.7		10.5		7.7		6.5	
	2007 -2008		2008 -2009		2009 -2010		2010 - 2011		2011 - 12	

CSED Annual Report Summary: Appendix 5 - Personal & Professional Development Attendance Figures 2007-12

COURSE	2007 - 2008		2008 - 2009		2009 - 2010		2010-2011		2011-12	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Agendas & Minutes	3	39	2	27	2	23	2	21	2	24
Alexander Technique	2	27	2	29	2	27	2	24	2	22
Appraiser Briefings	3	44	4	86	4	61	3	38	4	75
Appraiser Briefings *			1	3			1	9	3	48
Appraiser Training	4	57	4	54	6	50	6	39	5	55
Appraiser Training *	5	35	5	32	2	5	5	9	8	75
Assertiveness	1	13	1	16			1	14	2	19
Calm Course	1	13	1	11	1	10			1	4
Calm Lunchtimes (various sessions)	16	154	12	119	12	99	9	69	7	31
Chairing Meetings	1	12	1	12	1	9	3	28	1	8
Copyright – an Introduction	2	14	2	16	2	22	2	14	2	10
Creative Problem Solving Workshop	1	11	1	11	1	7	1	5	1	6
Creativity Workshop	1	13	1	11	1	13	1	6	1	10
Customer Care									1	10
Customer Care *									6	44
Customer Service workshop									1	12
Data Protection	2	26	2	26	2	26	2	23	2	20
Environmental Information Regs									1	8
Flightplan (+ follow up)							2	21	1	9
Freedom of Information	2	17	2	21	2	21	2	15	2	29
Introductory Conference for New Staff	3	135	3	154	3	109	3	86	3	130
Labyrinth walking			3	36						
Listening Responsively	1	9	1	9	1	9	1	9	1	9
Lunchtime speed training: Brainstorming	1	8	2	17	1	9			1	4
“ “ “ : Job Interviews	1	5	1	6	1	15	1	12		
“ “ “ : Effective Mtgs	1	12								
“ “ “ : Time Mgt	1	12	2	15						
“ “ “ : Storyboarding			1	7	1	8	1	4	1	3
“ “ “ : Writing well	1	13	1	9	1	13	1	5		

Lunchtime Nutrition: Flour Power *						3	41			
Lunchtime session: Well-Being week*						1	12	1	3	
Minute Taking										
Personal Safety					2	19	2	15		
Presentation Skills for Support Staff	2	19	1	9	1	11	1	12	1	5
Project Mgt.	1	11	2	23	4	28	4	27		
Retirement – Opportunity & Choice *	1	19	1	16	1	23	2	23	1	11
Smart Email Management	1	39							2	38
Time Management	1	14	1	11	1	22	1	15	2	28
BESPOKE SESSIONS;										
SSF – Customer Care/Dignity, Respect & Assertiveness workshops					6	116				
SSF – Finance Team Awayday					1	6				
Stress Release session for Nursery					1	26				
Team Development							8	219	1	10
EST/ISD – Customer Care									6	44
Totals	77	771	60	786	63	787	71	815	73	804
Average attendance	10.01		13.1		12.4		11.5		11.0	
	2007 - 2008		2008 - 2009		2009 - 2010		2010-2011		2011-12	

*Extra sessions requested

CSED Annual Report Summary: Appendix 6 - Leadership & Management Development Attendance Figures 2007-12

COURSE	2007 - 2008		2008 - 2009		2009 - 2010		2010-11		2011-12	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Briefings for Heads of School	3	12	1	5	1	10	4	26	3	13
BTEC Introductory Award in Mgt.	1	20	1	20			1	18	1	20
BTEC Certificate in Management (Yr.1)			1	20			1	14		
BTEC Certificate in Management (Yr.2)									1	14
BTEC Diploma in Management (Yr.2)										
BTEC Advanced Professional Award										
BTEC Short Courses in Mgt;										
- HR, Planning & Development										
- Leadership										
- Culture, Climate & Values										
- Quality & Systems Mgt.	1	6								
- Strategic Marketing Mgt.	1	6								
- Strategic Plann. & Implementation	1	7								
- Developing a Communications Strat.			1	9						
- Managing in the Wider Environment			1	6						
- The Creative Manager			1	9						
Coaching & Mentoring			1	11			4	26	1	10
Coaching your Team			1	10						
Coaches training *							1	7		
Coaching Skills workshop									1	5
From Colleague to Manager	2	9	2	25	1	8	1	13	4	40
Dealing with Difficult People					1	11	1	11	1	7
Delegation Skills									1	9
Developing Coaching Skills	2	18								
Exploring Issues in the Workplace	1	5			1	6				
Improve your Influencing Skills	1	19	1	14						
Managing Behaviour & Performance	1	14	1	7						
Managing Conflict	2	19	2	22	1	11	1	13	1	10
Managing Staff on Fixed Term Contracts										

Negotiation Skills (Introductory)	2	13	1	14	1	11	1	12	1	9
Negotiation Skills (Advanced)			1	10	1	6	1	7	1	3
Nutshell workshops					3	45	3	41	3	37
Recruitment Interviewing Skills	9	93	5	79	5	85	3	56	4	61
Recruitment Interviewing Skills *									4	57
Recruitment & Selection + 1-1 briefings*	48	327	18	117	5	18	2	3	15	76
Recruitment Refreshers					5	96	7	119	8	131
Recruitment Refreshers*					4	53			4	53
Understanding Teams	2	19	2	16			1	12	1	10
What happens in Groups			1	8						
Totals	77	587	42	402	29	360	32	378	55	565
Average attendance	7.6	9.5	12.4	11.8	10.3					
	2007 - 2008	2008 - 2009	2009 - 2010	2010-2011	2011-12					

*Extra sessions requested

CSED Annual Report Summary: Appendix 7 - Research Staff Attendance Figures 2006-11

COURSE	2007 -2008		2008 - 2009		2009 -2010		2010 - 2011		2011 - 2012	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Basic Database Design for Researchers (joint course with PGR)			1	1						
Bitesize Careers Workshops	4	13	9	36	15	66	6	15		
Career Planning for Contract Research Staff	1	7								
Effective CVs, Applications and Interviews	1	9								
Hilltop Professional Development Course for Research Staff	1	9	1	9						
Job Search, Applications and Interview Skills										
Personal and Professional Development Programme for Women Researchers			1	18	1	19			1	16
Induction for Research Staff							2	23		
Ethical Fitness Decision Making Workshop							1	10		
Bitesize Leadership Skills: The Theory							1	12		
Bitesize Leadership Skills: Self Awareness and Insight							1	9		
Bitesize Leadership Skills: Leadership and You							1	7		
Bitesize Leadership Skills: Working with Others							1	5		
Bitesize Leadership Skills: Challenging Situations							1	7		
Bitesize Leadership Skills: Evaluation							1	5		
Leadership Skills 1 day Workshop							1	6		

Business Skills: Teamwork and Negotiation						1	8		1	7
Business Skills: Operating as a Consultant						1	10		2	22
Business Skills: Business Basics						1	9		1	4
Business Skills: Project Management in Practice						1	15		1	7
Teaching Skills for RS Bitesize Workshop						1	4			
Group Facilitation Skills									1	9
Listening Skills									1	NA
Leadership Bitesize 6 sessions									2	23
Creative Problem Solving									1	6
Lunchtime in the Life of a Contract Researcher									1	8
Neuro Linguistic Programming									3	31
Pecha Kucha									2	13
Researcher Personal Safety									2	21
Action Learning Sets									1	8
Totals	7	38	12	64	16	85	21	145	20	175
Average attendance	5.4		5.3		5.3		6.9		8.75	
	2007 -2008		2008 -2009		2009 -2010		2010 - 2011		2011 - 2012	

CSED Annual Report Summary: Appendix 8 - Equality and Diversity Attendance Figures 2007-12

COURSE	2007 - 2008		2007 - 2008		2008 - 2009		2009 - 2010		2011 - 2012	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Carers at Work	1	8					1	13		
Carers & Parents – Effective Working					1	9				
“ “ - Manag. Flexible Working					1	9				
Cultural Awareness			1	13						
Customer Service							2	29		
Dignity & Respect									1	5
Disability Awareness	1	14	3	33	1	6	2	14	1	8
Equal Opportunities/Cultural Awareness										
Equality & Diversity Awareness	3	31	3	25	2	21	3	24	2	19
Equality & Diversity Awareness *	1	8	5	26	1	5	2	15	4	41
Harassment & Bullying in the Workplace	3	26	2	13	1	3	1	4		
Impact Assessment training			3	5						
Impact Assessment training *			2	16			1	7		
Mental Health Awareness (Intro.)	1	10	3	27	2	21	1	6	2	18
New Parents at Work	1	10								
Trans and Gender Awareness	1	12	3	12	1	8				
Work-Life Balance (Lunchtime)			2	9						
Work-Life Retune	1	10								
Totals	13	120	27	179	10	82	13	112	10	91
Average attendance	9.2		6.6		8.2		8.6		9.1	
	2007 - 2008		2008 - 2009		2009 - 2010		2010 - 2011		2011 - 2012	

*Extra sessions requested

Marshall ACM – Online training	Ongoing	80			Ongoing	23
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CSED Annual Report Summary: Appendix 9 - Engagement Attendance Figures 2008-12

COURSE	2008 -2009		2009-10		2010 - 2011		2011 - 2012	
	Runs	Attended	Runs	Attended	Runs	Attended	Runs	Attended
Are you looking for opportunities to get involved in Public Engagement	1	2						
Concordat for Engaging the Public with Research							1	6
Creative Engagement with Groups							1	20
Defining Public Engagement; what is it?	1	2						
Different Ways to Fund Your Engagement							1	10
Diversity Matters for Public and Community Engagement	1	5						
Engagement and Research Impact							2	15
Engagement as Performance							1	1
Engaging with the Public Using Café's					2	18	2	17
Enhancing Student Experience and Employability Through Engagement					1	6	1	6
Going Back to School..A Helping Hand			2	17	1	8	2	26
How to Evaluate your Engagement							1	12
How to Run a Successful Café			1	6				
Introduction to Film Making	3	25	3	18	4	26	4	23
Introductory Visit to the Forum	3	8						
Launch, Lunch and Learn with CUE East	1	9	1	70	1	69	1	37
Public and Community Engagement							2	10
Public Engagement Practitioners Programme	1	8						
Research in the Spotlight							1	25

UEA Enterprise and Engagement Tracker Demonstration	1	44						
Workshop on User Involvement in Research	2	39	1	10				
Write Out Loud	1	12	1	8	1	7		
Write Out Loud Academic							1	12
Totals	11	59	11	206	11	145	22	221
Average attendance	5.3	18.7	13.1	10				
	2008 -2009	2009 -2010	2010 -2011	2011 - 2012				

Appendix 10 - Developing Teaching Skills Programme

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, and accredited by the Higher Education Academy (on completion participants qualify for associate fellowship of the HEA). 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 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, allowing participants to develop an awareness of how the UKPSF should inform their own classroom practice. To complete, participants are required to attend three core modules (Introduction to Learning and Teaching, Teaching 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 individual disciplines and 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. 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.

This is a well-attended and received programme which has been running for over twelve years, although it has only been offered as a stand-alone accredited master's module since Autumn 2012. Currently, we are able to accommodate 90 participants a year on the module. Sessions are taught in mixed-discipline groups, as participants have indicated that they value the opportunity to talk with colleagues across subject boundaries. Nevertheless, particular discipline requirements are addressed by elective sessions which are geared towards particular teaching contexts (e.g. seminars and workshops, the demonstrator in the lab). This year 88 completed the programme.

The UKPSF will be returned to in subsequent sessions, as we explore the different types of - and contexts for - teaching, always relating theory to practice in order to assist you to a clear working definition of professional standards and the professional role.

To complete, you are required to attend the three core modules and a minimum of two options (although it is possible to attend all options if you wish) to reflect your own discipline and 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.

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).