

Centre for Staff and Educational Development
Annual Report

CSED's Vision

The Centre for Staff and Educational Development (CSED) exists to promote and support good practice in all aspects of developing the University's staff. In recent years the Centre's vision has expanded to include organisational development activities, intended to help UEA move closer to the goal of becoming a learning organisation.

In 2009-10 CSED provided an extensive and varied programme of events, activities, workshops, away-days and seminars to support the University's objectives. We also provide a range of more individual support and development- for example our coaching network, now in its second year - and have acted in a consultancy role for many parts of the organisation.

We have embraced the theme of integration, which began to come to the fore as an organising principle in 2010. Our vision is to create and maintain an integrated staff, educational and organisational development service. We aim to be a strong ally to the University as a whole, coherent organisation with responsibility for the development of all staff groups; strong links beyond UEA and across the HE sector. We want to ensure that UEA constantly learns from best practice and can take advantage of collaboration potential and we aim to provide a one-stop shop for staff and educational development activity.

Our Long-term Plan

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

We aim to be a key agency for organisational development that can: "Enhance cross-faculty links, develop new organisational structures, strengthen the bidding culture, and establish research partnerships and alliances, regionally,

nationally and internationally." We know from feedback that colleagues value our sessions as an opportunity to exchange ideas with others across the University and beyond (e.g. IFR, JIC). In addition, to resource and deliver UEA's vision, the Corporate Plan gives as one objective, "to attract, develop and retain staff of the highest calibre". We believe that CSED has a significant role to play in achieving this goal.

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 plan to increase our internally-sourced provision in support of people, team and group-working skills for all staff, as well as ways of facilitating partnerships and alliances. We plan to market very actively individual coaching and facilitated meetings, both face to face and distributed. This implies more people being trained as/available as coaches and facilitators.

The University is positive about organisational development and organisational change but the complexity of the organisation sometimes limits the effectiveness of this type of activity. This continues to be a growth area for us, and a way of contributing as much to strategic activities as to individual and group development.

Initiatives, such as CSED's coaching programme and change consultation workshops, are well-placed to support both individuals and the organisation, but we must be clear about the resource implications of doing this, which are significant and which have been launched despite of the loss of staff resources within CSED this year. As well as coaching and tailored activities, we believe we should continue to invest in leadership development and our educational development activities in 2010-2011 and beyond.

Key Areas Of Activity In Relation To Learning And Teaching

MA in Higher Education Practice

The MA-HEP was introduced in 2001. It is an individualized professional development course embracing all areas of academic activity - teaching, research, leadership/admin and community and public engagement. Numbers on the course have increased significantly in recent years. All new lecturers on probation and RCUK Fellows are required to take the course, although there is a “fast track” route for those with considerable prior experience. Established colleagues who are interested in the course may join it if an available place can be found. Postdoc teaching fellows in HUM have access to part of the course, providing a professional development element to their contracts.

The MA-HEP is a Masters programme accredited by the School of Education and Lifelong Learning. Course delivery is through a combination of taught sessions, school-based activities and tutorial and pastoral support, resulting in highly flexible and individualized delivery. The creation of a Professional Development Plan, approved by both Course Team and Head of School, is the cornerstone of the course and enables participants to identify their own professional development needs. A good deal of coursework is of very high quality indeed, and there have been recent instances of the course helping participants to secure longer-term contracts and/or promotion. Some participants have also secured University Teaching Fellowships to support project work undertaken on the course.

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

teaching in a structured way both interesting and valuable.

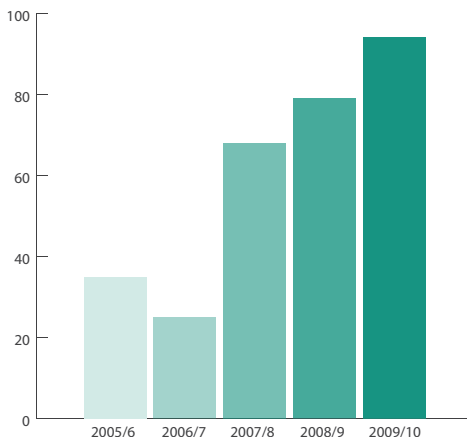


Chart 1: Participant numbers on the MA in Higher Education Practice

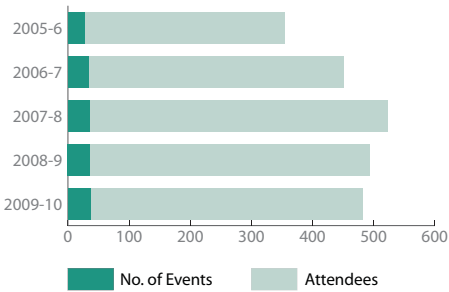
Academic Practice Short Courses

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

In association with the Director of Taught Programmes and colleagues in ACAD and LTQO we have expanded the range of courses which deal with University policy and procedure. New in 2009-10 were sessions on academic appeals and complaints, and on the handling of different types of concessions. New courses of more general application included an offering from regular external contributor Professor Phil Race called “Towards Assessment as Learning” and a session on student employability run by colleagues from the Careers Service.

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

Academic Practice Short Courses 2006-2010



Training for Postgraduate Research Students

During 2009-10 the structure of Postgraduate Research student training at UEA evolved to a less centralised format, with each Faculty developing their own programme for PGR Personal and Professional Development (most notably in the Faculty of Science, who receive the majority of the devolved Roberts fund). However, a full-programme of centrally organised activity was still offered to all PGRs irrespective of discipline.

Twenty-five separate courses were offered in total, with many having multiple runs. Most participants were from the Science Faculty, but, as can be seen below, there was good take-up from PGR in all four faculties (particularly if we adjust for faculty numbers). All courses had reasonable to very good take up, and the feedback was in the main good to excellent across the range.

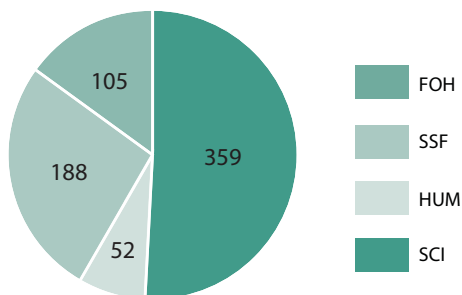


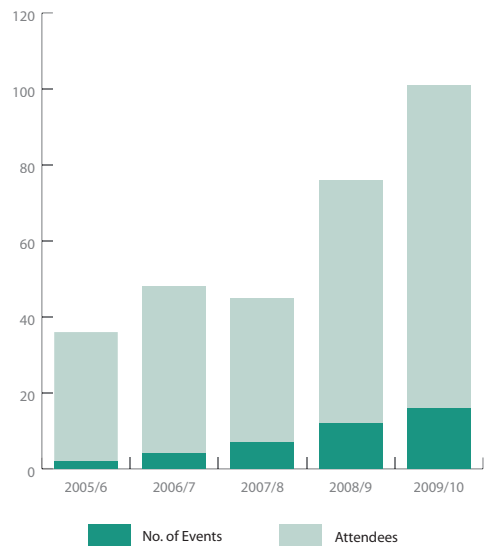
Chart 3: Post-Graduate Skills Training - Attendance 2006-2010

Research Staff

In 2009-10 CSED began to develop a strategy for ensuring sustainability of career development and transferable skills training for research staff once Roberts funding ceased.

The Staff Development Officer for Early Career Researchers dedicated a significant amount of time to assessing the training and development needs of research staff at our institution.

As a result our 2010-11 programme will focus on 5 key areas: 'Enterprise and Engagement', 'Teaching skills', 'Personal and Professional Development' (including Leadership and Creativity), 'Career Development' and 'Business skills'. Underpinning this programme will be the opportunity for research staff to engage in one to one coaching, to support and develop the learning gained from the workshops, and evaluation of impact.



Attendance figures – Research Staff Courses 2006-10

Learning Technology



Attendance figures – Learning Technology Short Courses 2006-10

Learning technology case study - Elluminate

UEA has been evaluating different online meeting and teaching tools for 4-5 years and we completed evaluation of Elluminate January 2009 to July 2010.

Our evaluation and the subsequent project group use of Elluminate has demonstrated that it is a sound, robust technical solution. During the evaluation period we found that the response to this technology was much higher than expected. We ran 18 demonstrations and 14 hands-on workshops, an almost unprecedented level of demand for a technology being evaluated with the exception of the introduction of the VLE.

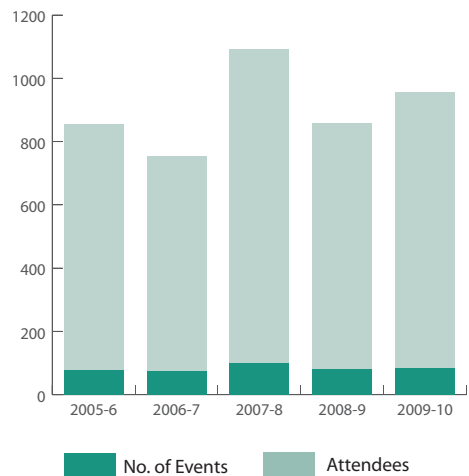
At least two areas of the University have already been using other commercial technologies (WebEx and MegaMeeting) to conduct the type of activity Elluminate supports. One area is already trialing Elluminate instead, and the other area is looking at doing so as well.

Information Technology

CSED provided over 100 regular scheduled IT courses and 2009-10 roughly half of which comprised two or more sessions representing a total of over 450 hours of classroom based IT training. In addition to this we continued to provide 1:1 support and specialised assistance to many individuals particularly during the transition to Office 2007.

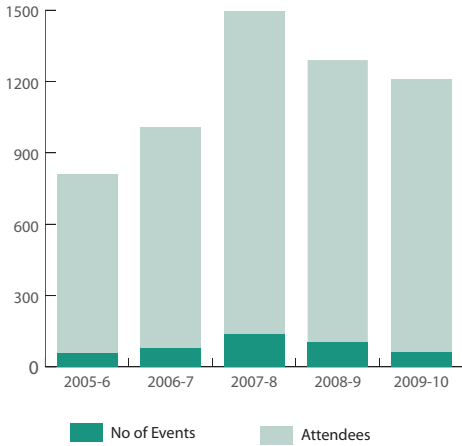
We have maintained our policy of writing the vast majority of our training material in house. This helps to make our courses more relevant to the participants and allows us the freedom to include topics at the level we feel appropriate for the needs of the institution. This policy also ensures that the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

The previously observed trend towards more advanced training continues with no scheduled courses in basic computer use or e-mail during 2009-10 and significantly reduced numbers attending the Introduction to Word course compared to previous years. The Introduction to Excel course has however enjoyed resurgence of interest since Excel became the application most frequently tested in the interview process at UEA.



Attendance figures – Information Technology Short Courses 2006-10

Leadership, Management, Personal and Professional Development



Attendance figures – Leadership, Management, Personal and Professional Development Courses 2006-10

Introductory Award in Management

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

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

This year a version of the course was specially commissioned by the Low Carbon Innovation Centre.

Certificate in Management Studies

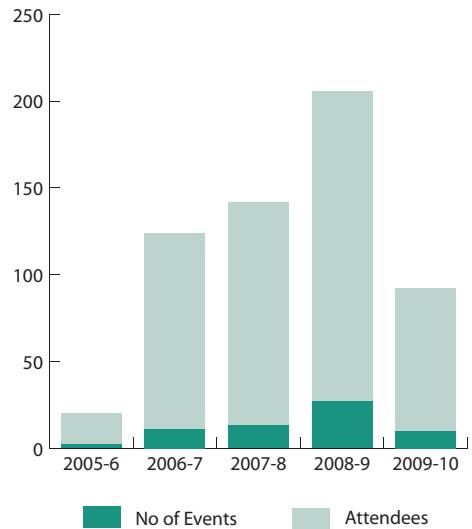
CSED has been running a version of the Certificate in Management Studies since 1994. This year's course began in September 2008 and ran over two academic years, concluding July 2010. There are typically 20 workshops, roughly a month apart with work-based assignments in each module. About 140 UEA staff have completed the programme over the years, and it has very often led to promotion and career development.

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

Equality and Diversity

CSED runs courses on Equality and Diversity Awareness, Identifying and Dealing with Harassment and Bullying in the Workplace, Impact Assessment, Mental Health Awareness, Disability Awareness, Trans and Gender Awareness, and sessions for New Parents and Carers at work. We have also commissioned an Equality and Diversity e-learning course, specifically tailored for the University.

This part of our activity continues to develop, with involvement not only in training courses, but also in focus groups and projects to investigate cultural awareness, women's leadership development and the establishment of diversity networks.

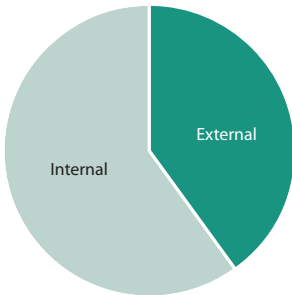


Attendance figures – Equality and Diversity Courses 2006-10

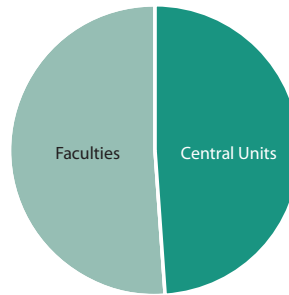
Organisation Development and the Innovation Lab

The University continues to take a more strategic approach to organisational development and organisational change. This has been paralleled as a growth area for CSED, and we have continued to contribute as much to strategic activities as to individual and group development.

The Innovation Lab (iLab) was a valued and important resource for creative thinking, research theme-scoping, strategic planning, project working, problem solving, team building, and multi-agency working. In most pieces of commissioned work there was an emphasis on organisational change and development. CSED's externally funded Synergy Project explored the use of technology and asynchronous (different time, different place) working to support these activities. This has led to the development of a blended (same time, same place and asynchronous) approach to group facilitation, which is increasingly used at UEA.



Breakdown of Internal/External events in the Innovation Lab 2006-10



Breakdown of Internal events in the Innovation Lab 2006-10

Innovation Lab External clients 2006-10

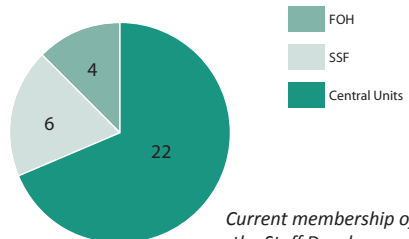
Association of Colleges in the Eastern Region + Bedford Borough Council + Breckland Council + CARE/Norfolk and Waveney project + East of England Development Agency + Eastern Region Forum for Staff Developers + i10 + Kings Lynn Borough Council + Learning Skills Development Agency + Norwich City Council + INCROPS Project + Renewables East + Vitae + West Suffolk and Lowestoft Colleges + Norfolk School of Art and Design + Business Link + University of Hertfordshire + Business in the Community

UEA Staff Development Advisory Group (SDAG)

This was formed in the Autumn of 2009. In order to increase the profile of staff development throughout the University. It has the following aims:

1. The SDAG links up those areas of the University with an interest or role in staff development by creating a forum for discussion, exchanging ideas, sharing practice and mutual collaboration.
2. It is a policy advisory group with the role of influencing and helping shape UEA staff development.
3. The SDAG will directly advise CSED about staff development needs, trends, priorities and gaps.

CSED performs all the necessary admin needed to keep the group going. The group will achieve its aims through regular meetings and an online discussion board.



Current membership of the Staff Development Network

UEA's Staff Development Policy

The University is committed to the support and promotion of staff development and training. Staff development is defined as:

Policies, procedures and practice designed by the Institution to develop the knowledge, skills and awareness of staff and by so doing, improve the effectiveness and efficiency of the individual and the institution.

The University interprets staff development as referring to all categories of its staff, for whom appropriate provision must be made. It recognises that the efficient and effective functioning of the institution depends on its support for and provision of staff development and training for academic, academic-related and non-teaching staff alike at all levels, including those working on a part-time or fixed-term basis.

Aims of Staff Development and Training:

- *to help individual staff acquire knowledge, skills or awareness which will allow them to fulfil current responsibilities more effectively;*
- *to help groups of staff or Schools/Units work more effectively together as a team;*
- *to help individuals or groups of staff meet the demands placed on them by organisational change and development at either University or School/Unit level;*
- *to help individuals develop skills and/or gain qualifications which will equip them for future career development;*
- *to enable staff who acquire new skills to have these recognised and find appropriate opportunities to exercise them in their employment;*
- *to contribute to the general education and welfare of staff.*

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