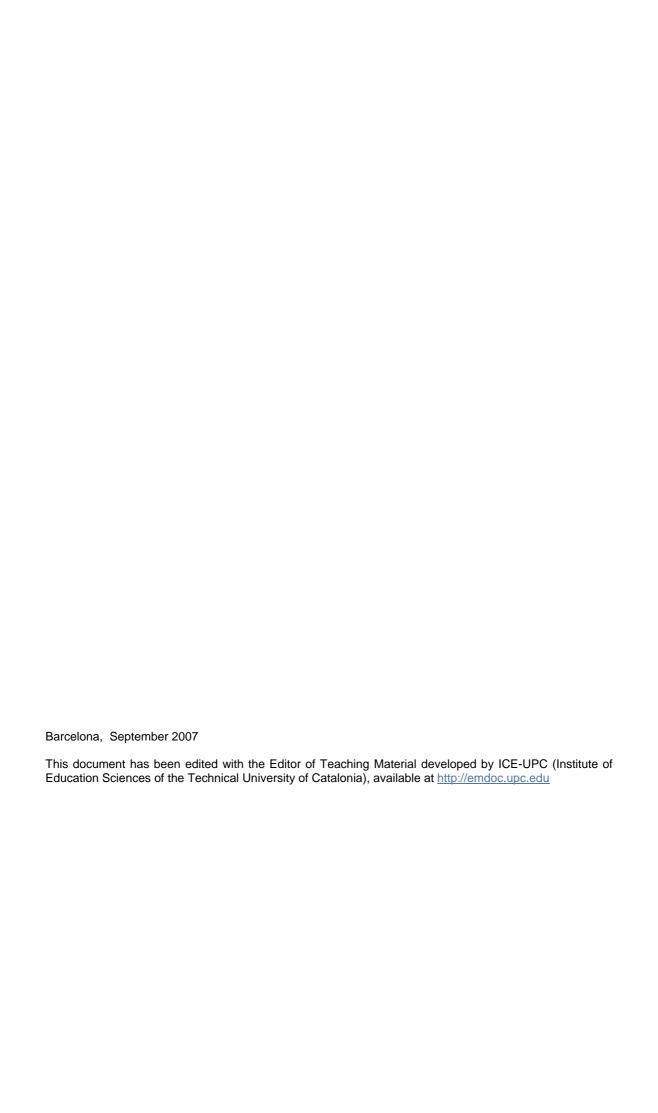# Professional visit to an associated university
From the Institute of Education Sciences, Technical University of Catalonia (ICE-UPC) to the Centre for Educational Development, Imperial College London (CED-ICL)

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Barcelona, September 2007

CONTENTS

A reference opinion from 1991:

"An institution truly committed to improving standards of teaching would not set up a Teaching and Learning centre as the first step, (...) it would adopt a realistic system of recognising and rewarding good teaching, it simply would not tolerate poor teaching"

From: 31 ideas for Staff and Educational Development, editor Graham Gibbs.

This opinion is a starting point, which would need to be completed with the statement that it is enriching for universities to include some powerful accompanying body providing elements and stimulus to the teaching staff and students and the entire university community to enable them to recognise and to appraise good teaching and good learning.

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Subject: Teaching and learning support actions

Host centre: Centre for Educational Development - Imperial College London (CED-ICL), set up in 2000

Location: South Kensington Campus, London SW7 2AZ, UK

Visit director: Ms. Heather Fry, head of the CED-ICL

Dates: 14 October to 13 December 2006

Places visited:
- *Educational and Staff Development Centre -Queen Mary University of London*
- *Centre for Learning and Quality Enhancement - Middlesex University*
- *Higher Education Academy Subject Network - King's College London*
- *Institute of Education - University of London*
- *Critical Change Consultants in Higher Education*

This document covers the experience acquired on the subject matter of the visit, has been translated into English from the original version written in Catalan, and comprises the following thematic sections:
First block:
- The context for higher education in the UK
- The needs and duties of the university system
- Ways and means of accompanying educational development
Second block:
- How are some Spanish university hot topics approached
- Tricks of the trade and working methods
Third block:
- Applicability to our university context
- Specific actions of interest that could be extrapolated

All the explanations about the visit contained in this document are the result of a temporary external observation. Since many of the concepts and aspects explained here have to do with the culture of the country and the organisation of the different universities visited, it is possible that they were not all fully understood in depth.

In addition to this document, a number of reports or dissemination actions have been conducted with reference to the visit, as follows:

- Presentation made to the management team and the people in charge of programmes of the ICE of the UPC on 7 and 21 March 2007.
- Powerpoint presentation containing all the URLs and a detailed list of the subjects covered during the visit) sent to all the staff of the ICE by e-mail, and to collaborators of the ICE or staff of the UPC that showed an interest in the visit.
- Exhibition of documentation brought from the UK (brochures, documents on university strategy and books) carried out within the ICE of the UPC over a period of two weeks on March 2007, available for consultation by all the staff of the ICE.
- Final report in AGAUR form format, with the required financial documentation and the report from the host institution, from September 2007.

Imperial College, Queen's Tower reflected in the new buildings
Peter Wren © 2007

The scenario for university education provided in the UK is not only the result of a university tradition and a logical evolution of the universities, but is also the result of certain very specific social and political needs of the economic environment . The foundation of the reforms and actions related to improving teaching and learning is not rooted in the teaching staff or their teaching methods. It is essentially the needs of the environment and of the university system itself (based on observation and data) which lead to specific duties that the government demands or which universities impose upon themselves, through their own conviction and tradition and also because they see themselves as immersed in a current to which they feel the need to contribute.

Some very specific **needs** and **duties** for the university system:

- To be very well organised.

- To better understand the students and their needs.

- To attend to various types of students.

- Transparency (what are we teaching, why, how are we doing it, what results are we obtaining).

- Updating: to keep university and university staff (both teaching and non-teaching) up to date with their professional development in order to keep leading in the field.

- To issue qualifications that guarantee that graduates have professional skills (hence a great deal of emphasis on practical work in solving real problems, professional skills, and less weight given to theoretical aspects) so that they can later be recognised by professional associations (which require universities to provide certain curricular contents).

- Economic committment to students and their families (guarantees that students will complete their studies in the planned time) due to registration high costs.

The context that has marked current needs and duties towards universities is based to a large degree on the strength of the 1997 Dearing Report, and on the policies that have derived from it. In the Dearing Report, a committee of wise men made a detailed study of the university system and issued recommendations for the following 20 years related to teaching, learning and research, attaching special importance to support to students.

Below we shall look in greater detail at certain political and social factors, tradition and trends that are important in the universities of the UK at present:

Political initiatives that are an obligation for universities and are linked to their funding:

- Integrating people from different social strata in universities, known as Widening Participation. This is a political term the development of which involves specific funding
- The liberalisation of registration fees (in the ICL currently approx. £4,000/year) and the indebtedness of students
- Duty of Care. This is a legal term that, in the university context, refers to providing the right kind of care and attention to students
- The obligation, linked to funding, to draft a Teaching & Learning strategy at each university. From 2000, this strategic planning is compulsory for all universities. This requirement is requested by the body that finances the universities, the HEFCE (a kind of buffer between the universities and the government)
- The obligation to carry out Peer Observation Reviewing, a periodical observation of teaching among teachers themselves.

A specific sociological situation:

- A great variety of students coming from different countries, languages and cultures, with very diverse origins and educational backgrounds
- Mass access to the university of more deprived classes whose parents have not been to university

River Thames with St.Paul's cathedral, Waterloo station and the new buildings of the City

A well-consolidated university tradition:

- University autonomy, "each university institution has a great deal of power to do what it chooses", and self-regulation via public funding and results. A committee of a ministry cannot impose its approach on universities - they follow other criteria

- The co-responsibility of universities is a fact
- An educational tradition based on active and participative methodologies. The whole university system is not based exclusively based on master classes. There is a strong orientation towards practice and less towards theory
- A tradition of intense exchanges with students and debate
- An educational tradition in which teaching staff are very much accustomed to accountability and ongoing assessment. Traditionally teaching staff have always devoted a lot of time to assessment. It is nothing new
- A tradition of professional associations
- *Teaching and Learning* at universities is now an academic discipline
- Subject Review from the 90s onwards, formerly Teaching Quality Assessment

A pressure or requirement of the environment (trends, key influences):
- The strength of professional associations to influence what they want from graduates
- Information and communication technologies applied to learning
- Employability skills (skills that help one to find a job and be able to fit in well in a professional environment)
- Public knowledge of scores opens students' results to social accountability
- Teaching quality and student guidance are determining factors for families when choosing a university. They are perceived as a guarantee of success and of completing studies within the time foreseen

It is a fact that universities are working their way up the government agenda in the UK.

As a result of the context in which they work, universities are promoting good teaching and good transmission of information and student guidance.

This commitment and the duties that it generates do not fall only to the teaching staff, but they are obliged to provide good teaching and to contribute to proper student guidance. It is considered that many of the staff who are not exclusively academic who work in the university system teach, or put another way, contribute to student learning, even though they might not have a formal obligation to full-time teaching.

This is a different way of looking at it, involving a guidance approach which does not so much involve only the training of teaching staff or an improvement in teaching as the use of terms such as:

- *Educational Development*
- *Teaching and Learning Enhancement*
- *Providing the best possible learning experience for students*

A cruise by Canary Wharf

Putting a lot of emphasis on these aspects of educational improvement from the learning point of view and the experience that the student has at university obliges them to provide guarantees to soften student failure and dropping out, thus reinforcing a strong tradition of accompaniment and guidance.

In parallel to this, they are exploring systems of teaching incentives linked to degree of effectiveness of teachers as facilitators of learning. And on the other hand, at many universities they have decided to introduce a compulsory initial training in teaching and learning for probationary lecturers themselves with externally accredited programmes.

THE EHEA (EUROPEAN HIGHER EDUCATION AREA) AND VISIBILITY

It is hard to detect any great concern about matters concerning adaptation to the EHEA in general. Althoug they do look closely at develoments concerning the duration of studies in other countries. In this sense, the UK has a system geared towards short duration studies that can be added together.

Generally speaking, there is a positive view of the European Union adopting the Anglo Saxon model, in which they already have twenty years' experience in many fields, and in which there are a number of points that they consider could be improved.

The system of ECTS credits (European Credit Transfer System) is certainly not widely used, and where it is in use it seems that the equivalence is 1 ECTS to 20h learning (student learning hours). The UK has a credit system that pre-dates ECTS. Although not universally used for all programmes, this system has an added factor of assigning levels to credits (for example M level for Master's level), in order to identify that the learning needs within that particular credit of level M are at higher level than those of Bachelor credits (of level B). Over the last year, at Imperial College, for example, all programmes have been credit pointed, using 1 ECTS for 25 learning hours. It is likely that this is the measure unit that this university will use in the future, but by now the ECTS equivalence of all programmes is not found publically. If this solution is eventually adopted, there will also be an indication of the level of credits.

One of the elements of the EHEA, the determination of the work to be done by the student in different pathways, not just quantifying the hours spent in the class with the teacher, is something that is closely linked to the tradition in the UK. They do not consider that the teacher should aim to teach everything, and on the other hand they give the student a lot of responsibility. Certainly, universities can select students before they are admitted.

They organise and publish a description of the study programmes in a very detailed way and this is reviewed periodically. These descriptions are known as Programme Specifications.

QUALITY

The term Quality Enhancement covers the most common concept at present concerning quality in UK universities.

This concept goes beyond the idea of assuring quality as a set of standards set by external agencies, because it has to do with the idea that universities both want and need to play a leading role in university quality and take the initiative, proposing public improvement actions.

Quality Enhancement is also driven by competitiveness in obtaining funding, and not by external regulatory systems. It forces universities to take risks, and motivates them to go further than a set of established standards to become a well-recognised university.

Within this general university dynamic, educational development centres are important agents for increasing educational quality, always in proportion to the level they occupy within the university. They affect how the university is organised in order really to provide support to learning.

The UK university Quality Assurance Agency has moved from a highly supervisory system to a system of university autonomy through Institutional Audits every 5-6 years.

The quality agency was previously much more inspections-based. To understand the current situation and the basis that gave rise to the concept of Quality Enhancement and autonomy of universities in quality matters, it is important to look to the nineties, when the agency had to visit each department of all universities to carry out what was called a Subject Review, based on the previous system of Teaching Quality Assessment.

The subject review involved a committee of experts on each subject visiting a centre for one week and reviewing all aspects, from class observation, student work, exams, the centre's policies regarding student admissions, follow-up, up to learning support resources. The commission issued recommendations and awarded a score regarding the following sections: student progress, contents of the curriculum, learning support, the relation between teaching and learning, and quality.

A great deal of work was done, which was very intrusive and involved a very elaborate and complicated system for collecting data. Departments had to prepare a large amount of documentation and the results were made fully public.

This very intense inspectorial review was overly costly and time-consuming and was not sustainable for universities, and led to each university having its own review system, audited by the quality agency every 5-6 years.

The agency issues standards (Benchmark Statements, Codes of Good Practice), publishes reports; and makes the audits performed at the universities public ... so it is necessary to get on well with each other!

As for the ISO quality certification, it seems that few UK universities have opted for this. It is rather used for such areas as catering or other services, and not for matters of university organisation or teaching and learning.

SKILLS

People speak mainly about Skills (habilities or competencies) and Learning Outcomes.

It is considered that both elements are already very much present in the priorities of the university lecturers, since there is a long tradition in this field and it is therefore considered part of the way to orient teaching towards developing skills.

Today however, priority has generally been given to what are known as Transferable or Generic or Professional or Employability Skills. A great deal of work is underway, together with industries, committees and organisations (a structured observation of the business world), to guarantee that many programmes are accredited by professional bodies and to ensure that the contents of programmes develop the required skills. At the same time, there is an effort to facilitate some type of placement in companies and industries in addition to classroom studies.

As for the way skills are taught to students, during the first years they are integrated into the subjects as a part of the work proposed. Later, external workshops are proposed for postgraduates.

The university also offers students the possibility to develop information literacy and written communication skills, proposed in agreement with the teaching staff of each subject.

The concept of Raising Awareness is very important with regard to skills, in other words, universities work to help students and graduates acquire a series of skills, but especially so that they clearly understand the scope and the possibilities of these skills. The university must make sure that they are taught, but particularly that they are put into practice and that students are aware of their importance for their professional future.

In this connection, there is something called Personal Development Planning, through which students are asked to list and prove the skills that they develop in an ongoing way.

Imperial College, Faculty Building: Rectorship offices
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This section mainly covers the observations and conversations carried out at ICL as the reference working location during the study visit.

I think we could summarise the "tricks of the trade" of an educational development space in a university into the following 8 "tricks", which are very important at ICL, and revolve around the need to generate the trust required by this type of area:

1. Offering quality, rigour and accuracy in what is proposed to the university community
2. Properly explaining the scope of the actions and what they mean
3. Having a very strong institutional link, with actions always linked to university priorities
4. Providing easy access (*keep it simple*) to documents and to web site information. Also facilitating participation by proposing sessions at easy times and for short lengths, anb by a personalised assistance
5. Having teaching and professional staff specialised in learning and teaching
6. Relating all actions to lines of research in education, and solid theoretical bases and concepts
7. Being present in forums, committees, audits, and all university actions related to educational development
8. Trying to make the main programmes mandatory with participation endorsed by the structural managers of participants in order to guarantee that individual actions are both beneficial and visible for the centres and departments

Little squirrel at Hyde Park

It was also observed at ICL that they have ways of doing everyday things which are similar or different to us, little things that make up a diverse style of organisation, but which are worthy of comment:

They use midday spaces to hold thematic workshops, during which participants can help themselves to a cold buffet meal.

They enjoy a certain working flexibility, and if necessary can work from home at certain times during the working week.

They have a single open-plan work space shared by all, with no individual offices.

Teaching and administrative service staff contribute to work on project basis.

They hold a monthly meeting for the whole team, with an agenda, framework report of monthly activities with figures and minutes, and a set timetable.

They hold regular meetings with the reference Vice-rector's office who knows the whole team.

Several visits were made to different university units or bodies. The work done by each of them is complementary to a single line of work which involves improving teaching and learning at universities.

Within this broad line of work, each unit or organisation puts the emphasis on the elements influenced by its own history or institutional order .

Some are more devoted to creating teaching staff networks, others to bringing together institutional quality and the improvement of learning, others to analysing the university educational system, others to setting specific educational development actions into place to accompany students, provide support to the teaching staff and the staff of the universities and to support or define the policies of the university.

However, from their different approaches, they all feed the current of educational development that has taken hold in the universities of the UK.

What is the added value of an educational development space in universities?
- Value of visibility vis a vis society
- Value of guaranteeing quality in the educational system used
- Value of ensuring that students feel comfortable within the system
- Value of guaranteeing costs by adjusting the completion of studies within the time foreseen
- Value of preventing failure and dropping out, and at the same time creating loyalty and positive recognition among the graduates with respect to university life and the way in which studies have been carried out
- Value of professional development of teachers and staff very directly involved in students' learning
- Value of involvement of all university actors

Is this educational development current possible at our universities?

Our universities are already carrying out many actions related to educational development. There are several ways this could have been approached: quality vicerectorships and EHEA units, other type of units, or ICEs (Institutes of Education Sciences).
Some of these organizational solutions are the result of needs that have emerged since the Bologna agreements concerning the review of study plans and the future systems of accreditation, or the result of a history of attention to educational subjects, mainly by training of teaching staff from the ICEs. However, they often have a limited impact within the university and often there is a considerable lack of familiarity with their actions by most members of the university communities (students, teaching and non-teaching staff).

That is why the answer to the previous question would be that it is possible to strengthen an educational development current as long as there is a very clear-cut strategy at institutional level, and measures are taken so that the educational development space is firmly integrated and recognised by the entire educational community.

Imperial College, 170 Queen's Gate
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On the basis of the analysis of all the actions observed during the visit, we can draw up a list of the main issues that an educational development space has to cover in universities:

1. Preparing the teaching and learning strategy at the university and all matters relating to measuring good and effective teaching and attention to learning.

2. Preparing a team of professionals dedicated to educational improvement and who play a role of educational developers (great care must be taken to avoid them ending up simply playing an inspectorial or supervisory role). Involvement of the administration and services staff in support to teaching and the learning, using the professional potential that such university staff can provide.

3. Facilitating the creation of networks among teachers: reflection on educational practice and peer review. Accompanying educational centres and teams, both in starting improvements, in setting up actions providing timely information about educational subjects or actions that facilitate the exchange of experiences.
    Stabilising an own syllabus for recognised training of the teachers themselves.
    Grants to improve teaching.
    Grants to adapt educational materials and make them more visible. Defining standards for university materials.

4. Acting as an umbrella and promoting educational research in university.

5. Paying attention to and assisting in e-learning.

A. Adam Salvatierra

6. Promoting professional development and recognition in education and belonging to associations. Working with external bodies to provide professional accreditation to good teaching and to the role of the educational developer.

7. Guidance and opportunities for students. Student guidance: inform by facilitating knowledge on entities or units that together provide support to the student in his/her learning process at university. There can be many different actions, for example: study guidance, individual tutor attention, company placements, grants as non-university teaching assistants, skilling opportunities (additional training), grants available.

8. Giving importance to environment (companies, view of professional profiles). Being present at internal and external forums to provide visibility to good university practices in educational development.
   Direct links with educational development units of leading European universities.

9. Contributing to educational quality: reviewing programmes, facilitating the accreditation of programmes. Awareness of the standards of the quality agencies.
   Contributing to the policy of increasing the educational quality of universities.

Below are some of the many actions observed during the visit at the different centres visited.

They are sorted by thematic matters, related to the areas that an educational development space needs to cover in universities (explained in the previous chapter).

Areas of the educational development space	Action observed in the UK (entity in brackets)	Description and comments (if available, website is included for more information)
1. Value and recognition of teaching and learning at universities	Learning and teaching strategy 2006-9 (ICL)	Document within the overall strategy of the university, containing learning and teaching priorities. This is the 4th document of this type that this university has http://www3.imperial.ac.uk/edudev/ teachingandlearningresources/ learningandteachingstrategy
	Learning and teaching strategy 2006-9 (QMUL)	Document listing the goals by areas, action plans, indicators, description of graduate skills and university e-learning strategy http://www.esd.qmul.ac.uk/tandl/LearnTeach% 20Strat.pdf
	Web-based thematic structure (CED-ICL)	Apart from the generic sections with details of the centre, novelties, events, registration for activities or FAQ, the thematic structure providing the information on the web site is organised by areas that are well adjusted to the intentions of the unit with respect to its educational development function. In the case of this centre they are as follows: Professional Development, Workshops, Learning and Teaching Resources, Funding Opportunities. Each of these sections leads into a large number of specific programmes http://www3.imperial.ac.uk/edudev
	Web-based thematic structure (ESD-QMUL)	In the case of this centre, the thematic sections of the web site are as follows: Academic practice, e-Learning, Leadership and management, Skills and employability http://www.esd.qmul.ac.uk/
	Study on effective teaching at universities	In order to articulate a rewarding system to the good teaching, several universities have pioneered a work project to attempt to determine what characteristics and actions of the teaching staff facilitate good learning (study underway - no public information available)

	Teaching & Learning academic discipline in universities	The fact that this area of knowledge is recognized as an academic discipline allows a specific dedication of teaching staff to support educational development in universities, as well as an impulse to research in this area (there is no electronic information available to document specifically this fact)
	Invited expert (ESD-QMUL)	This center invites with a certain periodicity a specialist in university education to carry out an extensive stay in the center, with the aim of bringing improvements in some current performances or to support the design of new actions (line of performance of this centre, there is no electronic information available)
2. Preparing teams in educational development. Increasing knowledge about education in universities	SLTP Supporting Learning and Teaching Programme (CED-ICL)	A participatory training programme aimed at all non-academic university staff who provide learning support as part of their job http://www3.imperial.ac.uk/edudev/professionaldevelopment/sltp
	LINKED London Imperial Network for Education Development (CED-ICL)	Regular meetings of university staff (academics and other professionals) interested in the subject of education. The group proposes a subject for each encounter and invites a speaker to facilitate the debate http://www3.imperial.ac.uk/edudev/professionaldevelopment/linked
	Educational Development Coordinators (CED-ICL)	This figure exists in the departments in a voluntary basis. Its function is to promote an interest in learning and teaching. The coordinators meet regularly to discuss subjects of interest. They can act as a reference group and send out a newsletter with their activities http://www3.imperial.ac.uk/edudev/professionaldevelopment/educationaldevelopmentcoordinators

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The London Eye passenger capsules

3. Exchange among teachers. Support to teachers	Teaching Development Grants (CED-ICL)	Grants for teachers to help develop materials or improve courses. The maximum amount of the grant is £5,000 (exceptionally up to 15,000). Information sessions are organised on preparing applications and focus of projects http://www3.imperial.ac.uk/edudev/fundingopportunities/teachingdevelopmentandteachingresearchgrants
	CASLAT Certificate of Advanced Study in Learning and Teaching (CED-ICL)	Programme targeted to the entire teaching staff of the university. It comprises different subject modules and is recognised and accredited by a higher body from the university world http://www3.imperial.ac.uk/edudev/professionaldevelopment/caslat
	Core Workshops (CED-ICL)	Five workshops that are compulsory for probationary lecturers, and may also be attended by other teaching staff who are interested. There are regular workshops held during the year. The 5 workshops are: Becoming a personal tutor, Communicating Knowledge, Designing for learning, Teaching for learning, Supervising PhD students http://www3.imperial.ac.uk/edudev/workshops/coreworkshops
	Management and Leadership Development (ESD-QMUL)	This programme provides all kinds of short or long duration activities aimed at developing personal effectiveness as a professional in teaching http://www.esd.qmul.ac.uk/mandl/

	Induction for new staff (ESD-QMUL)	A web-based resource providing guidance to new staff at the university and access to information on the university itself, the educational system and available resources http://www.esd.qmul.ac.uk/tour/index.htm
	Peer Observation of Teaching (CED-ICL)	This can take different forms and is done for various reasons (professional development, quality guarantee, as part of training, as part of probationary period). These are all defined by university criteria http://www3.imperial.ac.uk/edudev/ teachingandlearningresources/ peerobservationofteaching
4. Educational research	Research Development Grants (CED-ICL)	There is a special concern to increase the presence and visibility of research in university education throughout all activities. Lines of research and grants (up to a maximum of £15,000) are also promoted. http://www3.imperial.ac.uk/edudev/fundingopportunities/ teachingdevelopmentandteachingresearchgrants
	Support to research (ESD-QMUL)	Research support activities are provided at different levels (initiation and senior) and also through support to students http://www.esd.qmul.ac.uk/acprac/research/progs.htm
	Educational Research present at performances	All entities visited consider of fundamental importance that all contents and performances proposed to the university community are founded in elements of educational research and can be quoted specifically (there is no electronic information available to document specifically this fact)
5. E-learning	Drop-in centre (ESD-QMUL)	An open centre with specific software and hardware and spe cialised personel for clearing up doubts or making it easy to work with the new technologies. No prior booking required http://www.esd.qmul.ac.uk/elearning/dropin/index.htm
	Learning Technology Open Day (CED-ICL)	An open day for teaching and general staff, for any kind of queries about the use of the new technologies to improve learning. This open day runs in parallel to several e-learning workshops http://www3.imperial.ac.uk/edudev/workshops/ ltworkshops
	Information on e-learning (CED-ICL)	Extensive information on the web site covering all the initiatives of the university itself and the committees in which the university takes part related to e-learning. Part of these initiatives involves the Technologists-E-learning Committee and the document E-learning Strategy, on a university-wide level http://www3.imperial.ac.uk/edudev/ teachingandlearningresources/e-learning

6. Promoting Professional development and recognition and belonging to associations in university education	Higher Education Academy (HEA)	A supra-university structure created to provide support to universities and the teams of professionals working there in their task to improve students learning http://www.heacademy.ac.uk/
	Subject Centres (HEA)	Subject centres by areas, distributed throughout the UK and hosted by different universities. Their job is to promote exchange among teachers of a specific knowledge area. As an example, here are links to the web sites of the Health Sciences and Practice and the Information and Computer Sciences subject centres http://www.heacademy.ac.uk/ourwork/networks/ subjectcentres http://www.health.heacademy.ac.uk/ http://www.ics.heacademy.ac.uk/
	Staff and Educational Development Association (SEDA)	A UK professional association promoting innovation and good practices in university education. Set up in 1993 http://www.seda.ac.uk
	Learning Technologists Association (ALT)	A professional and study association working to bring together people involved in the use of technologies for learning http://www.alt.ac.uk
	Registered practitioners (HEA)	The HEA has a system for recognising professional practice in the educational world http://www.heacademy.ac.uk/ourwork/professional/ recognition
7. Guidance and opportunities for students	Personal and College Tutors (CED-ICL)	A university structure covering personal tutors and the figure of college tutors. There is a great effort in place to guarantee that this structure is well explained to students and that access to tutors is made easy for them http://www3.imperial.ac.uk/edudev/ teachingandlearningresources/learningsupport/ personalandcollegetutors
	Learning Support - Advice for students (CED-ICL)	From an educational perspective, all the information about subjects and structures within the university is made available to help the student in his or her learning process http://www3.imperial.ac.uk/edudev/ teachingandlearningresources/learningsupport
	Learning to Learn (ICL)	A handbook given to all first-year students. It details elements concerning how to learn, how to make better use of time, how to better adapt to university life, how to develop skills, and information about different styles of teaching they will encounter http://www3.imperial.ac.uk/edudev/ teachingandlearningresources/learningsupport/ learningtolearn

	Constructionarium (ICL)	A resource for civil engineering students. For a week they build a scale model based on a project from real professional life http://www3.imperial.ac.uk/envision/resources/experiences/constructionarium
	Undergraduate Research Opportunities Programmes (ICL)	Programme that supports voluntary placements in companies http://www3.imperial.ac.uk/urop
	Graduate Teaching Assistants (CED-ICL)	They provide support through materials, training and other exchange activities to PhD students who act as teaching assistants http://www3.imperial.ac.uk/edudev/teachingandlearningresources/gtamaterials http://www3.imperial.ac.uk/edudev/workshops/gtaworkshops
	Pimlico	A volunteer plan to enable university students to work one afternoon a week in primary and secondary schools in activities related to scientific subjects. For university students it is a way to acquire educational and professional skills, and enables the university to promote greater knowledge about science and technology http://www3.imperial.ac.uk/pimlico
	Personal Development Plans and e-portfolios (ESD-QMUL)	Systems for systematically gathering advances in learning and personal and professional skills acquisition http://www.esd.qmul.ac.uk/sande/pdp.htm
	Mind the Gap (ESD-QMUL)	Web site designed to provide students and the entire university community with information on what key skills are, why they are important and how they can be developed http://www.mindthegap.qmul.ac.uk/
	Graduate Schools Transferable Skills Programme (ICL)	A programme encompassing small workshops on research, professional and personal development skills. Designed to help fill in the Joint Skills Statement setting out the skills advanced students must obtain http://www3.imperial.ac.uk/graduateschools/transferableskillsbooklet2006-7/
	OLIVIA Online Virtual Information Assistant Programmes (ICL)	Programme of information literacy in WebCT support http://www3.imperial.ac.uk/library/learningsupport/libraryinformationliteracystrategy/teaching
	Support to language and mathematics (ICL)	Programmes to help students to improve their competence in English, in written language and maths http://www3.imperial.ac.uk/edudev/teachingandlearningresources/learningsupport/languagesupport http://www3.imperial.ac.uk/edudev/teachingandlearningresources/learningsupport/mathematics

8. Giving importance to environment	Envision 2010	A study on new engineering profiles and how to train them http://www3.imperial.ac.uk/envision
	Curricular innovation	Studies on the curricular innovation approach in leading institutions (internal studies not available publicly)
	IDEA league task forces	Thematic network of 5 leading universities in science and technology. They have incipient initiatives on working groups concerning centres on teaching and learning http://www.idealeague.org/
9. Increasing quality	Merged structure from the University of Middlesex	The Centre for Learning and Quality Enhancement is an organisational example bringing together quality and educational development aspects http://www.mdx.ac.uk/aboutus/fpr/clqe/index.asp
	Institutional Audit	D'acord amb la línia marcada per les pròpies universitats i per l'agència d'assegurament de la qualitat, les universitats disposen de documentació que recull les actuacions prioritàries i que es destaquen en el seu pla de millora. Aquest document inclou de manera important tots els aspectes de desenvolupament educatiu que es promouen a les universitats. In accordance with the line marked by the universities themselves and by the quality assurance agency, the universities have documentation about priority performances that are highlighted in their enhancement plan. This document gives importance to all aspects of educational development that are promoted at universities. (internal document of university)

ALT	*Association for Learning Technology*
CASLAT	*Certificate of Advanced Studies in Learning and Teaching*
CED	*Centre for Educational Development*
CLQE	*Centre for Learning and Quality Enhancement*
ECTS	*European Credit Transfer System*
EDCs	*Educational Development Coordinators*
EHEA	*European Higher Education Area*
ESD	*Educational and Staff Development*
GTAs	*Graduate Teaching Assistants*
HEA	*Higher Education Academy*
HEFCE	*Higher Education Funding Council of England*
ICE	*Institute of Education Sciencies*
ICL	*Imperial College of Science and Technology London*
IDEA	*(Imperial, Delft, ETH Zurich, Aachen, Paris Tech) Leading European education and research in science and technology*
IoE	*Institute of Education, University of London*
LINKED	*London Imperial Network for Educational Development*
MU	*Middlesex University*
OLIVIA	*Online Virtual Information Assistant (online information literacy programme)*
QAA	*Quality Assurance Agency*
QMUL	*Queen Mary University of London*
SEDA	*Staff and Educational Development Association*
SLTP	*Supporting Learning and Teaching Programme*
UPC	*Technical University of Catalonia*
VLE	*Virtual Learning Environment*

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