

Annex A – FDTL phase four funded projects

Birkbeck College (University of London)

OLAAF: OnLine Assessment and Feedback

| | |
|----------------------|---|
| Subject area | Organismal Bioscience and others |
| Theme | Computer-Based Assessment |
| Partner institutions | London Metropolitan University, University of Brighton, University of Birmingham, University of Kent, University of Plymouth, University of Wales |
| Project number | 05/02 |
| Duration | 34 months (extended to 31 January 2006, so 38 months) |
| Funding | £249,956 |
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| Role in project | Project Director |
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Goals

The project seeks to develop and disseminate resources to support authors in the design, delivery and evaluation of computer-based assessments with feedback (CBAF). The resources we produce will reflect the scholarly approaches undertaken by the project participants (reported as OLAAF Case Studies), and will be informed by the latest literature on assessment for learning. Focusing on fundamental aspects of assessment construction, the resources will be relevant irrespective of the preferred CBAF authoring system and it will be able to generalise them across disciplines.

Project outcomes

The outcomes will be:

- the development of a supportive network of CBAF authors, mainly in the biosciences and health-related disciplines, but open to others
- an increased understanding of how the features of CBAF and its strategic deployment can be utilised to support student learning within varied assessment regimes
- the embedding of good CBAF authoring practices at partner institutions and elsewhere
- the publication and dissemination of scholarly studies (through our web-site, HE Academy publications, conferences and conference proceedings, journals and other

appropriate avenues) that document our work and indicate how our findings may be useful to the wider HE community.

Programme of work

During the first year of the project we will establish a network of interested academics in our own and other institutions (including collaborative partners) and will establish ways in which this network can contribute to the goals of the project. We will draw up plans of work and establish mechanisms by which the lead site will support the partners. Assessments will be authored, run and evaluated across the network. We will seek links with other FDTL projects that share similar concerns.

In years 2 and 3, project participants will continue to develop new assessments and to refine existing ones based on the feedback received through student evaluations and peer review. The design and deployment of the assessments will be further informed by our developing understanding of the benefits of CBAF and our increasing recognition and avoidance of factors that may limit CBAF's effectiveness. We will document the outcomes of our work in OLAAF Case Studies that will focus on the pedagogical aims underpinning the use of CBAF in specific scenarios and will produce OLAAF Briefings that will highlight issues emerging from our work and the work of others. OLAAF participants will have the opportunity to present and discuss their work at internal OLAAF conferences and project consortium meetings. To disseminate our work more widely, we will stage workshops, present work at HE Academy-sponsored events and at national and international conferences. We will also contribute to the organisation of at least one national conference where our work will be a major feature. Throughout, we will seek to make productive use of links with other FDTL4 projects and, as a means of amplifying the outcomes of OLAAF, to reach out to FDTL5 projects that may benefit from our accumulated knowledge.

University College London

CaSTLe: Case Study material for Teaching and Learning

| | |
|----------------------|---|
| Subject area | Other subjects allied to medicine |
| Theme | Problem based learning and Interdisciplinary learning |
| Partner institutions | University College London – Ear Institute, University College London - Department of Human Communication, Edinburgh University and Sussex University, |
| Project number | 18/02 |
| Duration | 3 years |
| Funding | £249,554 |
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Goals

This project seeks to enhance clinical thinking skills and interdisciplinary work in the fields of Audiology and Speech Language Therapy.

Project outcomes

The outcomes will be:

- The creation of online multidisciplinary material
- The creation of a community of 'virtual tutor groups' bringing together students and practitioners in the work place with the purpose of examining patient/client diagnostic and therapeutic information.
- To specifically create multidisciplinary groups to collaborate with real patient/client data.
- Dissemination of the web-based platform to all academic groups wishing to incorporate it within their programmes.

Programme of work

The first year of the project will explore the extent to which online material can enhance clinical thinking and training in the area of audiology. This will be through collaboration with the Patient Assessment Training System (PATSy) platform.

The second and final year of the project will build upon the findings to create a specifically targeted open source web-based platform which will meet the needs of students on placement in any location.

It will also be formally incorporated into the curriculum of the partner institutions. The multidisciplinary teaching platform will continue to be developed and offered to other institutions wishing to incorporate it into their programmes.

Teaching and learning will be further enhanced by the collaboration with overseas courses joining virtual tutor groups created from participating institutions.

Coventry University

STARS: Creation of Statistical Resources from Real Datasets

| | |
|----------------------|--|
| Subject area | Maths, Statistics & OR Network |
| Theme | N/A |
| Partner institutions | Coventry University, Kingston University, Nottingham Trent University, Oxford Brookes University |
| Project number | 24/02 |
| Duration | 3 years |
| Funding | £250,000 |
| Contact | Dr Colin James |
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| Web | http://stars.ac.uk |
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Goals

This project seeks to increase the awareness of the value of statistics to students and staff through the use of real datasets and associated resources across a range of disciplines.

Project outcomes

The outcomes will be:

- the provision of real, relevant datasets;
- worksheets which are:
 - tailored to individual disciplines and popular statistics packages;
 - available to everybody with web access;
 - modifiable by staff to take account of local preferences;
- individualised assignments for distribution to students (and staff), together with their suggested “solutions” for lecturers.

Programme of work

In the first year we expect to:

- determine the initial discipline focus;
- create a dedicated web-site and JISCmail discussion group;
- create a computer conferencing environment.

In the first year we also expect to start the following activities, which will continue to the end of the project:

- Identification of suitable datasets;
- Determination of accessibility of databases;
- Categorisation and publicity of datasets;
- Writing articles and running workshops;
- Production of (PDF and modifiable) discipline-specific worksheets;
- Piloting and evaluation of materials.

In the second year we expect to start the following activities, which will continue to the end of the project:

- Generation of random subsets of data;
- Production of individualised assignments and “solutions”;
- Production of step-by-step guides.

Goldsmiths College

Writing PAD: Writing purposefully in art and design

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|----------------------|--|
| Subject area | Art and Design |
| Theme | Widening participation |
| Partner institutions | Royal College of Art, Central Saint Martins College of Art & Design |
| Project number | 26/02 |
| Duration | 3 years |
| Funding | £249,967 |
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Goals

Writing PAD aims to inform the cultures of learning and teaching in studio-based art and design (A&D) practice and to encourage the use of writing as a valid tool for the reflective practitioner. It hopes to achieve this by encouraging dialogue across and within institutions; communicating between those involved in studio, theory and the teaching of writing and through wider debates and exchanges between project partners.

Project outcomes

The project outcomes will be:

- a network for those involved in the teaching and learning of writing in studio-based A&D higher education (HE)
- a set of case studies and discussion papers documenting current practice in the teaching and learning of writing in A&D HE
- a primer report on current issues and challenges in A&D HE and a major survey of current practice in the teaching and learning of writing in A&D HE
- two rounds of partnerships with up to 18 institutions providing A&D HE to maximise the impact of the project. The partnerships will produce case study materials and enrich the dissemination routes as well as the project processes by feeding back into the project development
- workshops for the project partners to discuss current issues in the learning and teaching of writing in A&D HE
- a project web-site as the main depository for project materials and as the centre for the Writing PAD network

- an evaluation event for all project partners to evaluate the project and its impact within partner institutions
- a final dissemination event for all project partners and colleagues from other A&D HE institutions
- presentations at various relevant national and international conferences.

Programme of work

The project will progress through three main stages. In year 1 the project will survey the field and raise the debate (activities: 'common elements' discussion meetings with various colleagues involved in the teaching and learning of writing in A&D HE; Stage 1 partnerships; Stage 1 workshop focus on challenges and issues). In year 2 the project will disseminate some of the observations and distil what might constitute good practice (activities: case studies of good practice; Stage 2 partnerships; Stage 2 workshop focus on good practice; primer report, website, conference presentations). In line with this progress, year 3 will concentrate on the consolidation and evaluation of the results and Writing PAD's identification of shifts, challenges and possibilities for the future (evaluation event, dissemination event, survey of practice, conference presentations).

Kings College London

Interprofessional education for all prequalification students in the health professions across the NHS Trusts and HEIs within the South East London Workforce Development Confederation

| | |
|----------------------|---|
| Subject area | Interprofessional Education |
| Theme | Interprofessional Learning in Practice |
| Partner institutions | King's College University, University of Greenwich, London South Bank University, South East London Workforce Development Confederation |
| Project number | 32/02 |
| Duration | 3 years |
| Funding | £249,589 |
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Goals

To provide interprofessional learning to health students who are on practice placement in NHS Trusts in South East (SE) London. Partnership between the SE London HEIs and Trusts has enabled the learning in practice (ILP) course, whereby health students from the partner universities meet whilst on placement in the 14 NHS Trusts for 3 ILP sessions. Learning takes place entirely in the placement setting with facilitation from both academic and practice staff.

The aims of the course are to:

- Promote positive attitudes of students towards their own and other professions
- Enhance students' communication
- Improve understanding from the patient's perspective
- Improve teamwork for benefit of patients

Project outcomes

- Objective 1: Develop a multi-centre Confederation wide dynamic cross-disciplinary training programme for interprofessional ILP.
- Objective 2: Train clinical facilitators to support ILP in practice within South East London Workforce Development Confederation (SELWDC) Trusts.
- Objective 3: Deliver the ILP to students within selected SELWDC Trusts and plan roll-out of the intervention.

- Objective 4: Produce evidence on the process and outcomes of the ILP programme for students from a formative evaluation.
- Objective 5: Revise the ILP intervention for students in the light of emerging evidence.
- Objective 6: Disseminate training materials and the results of the evaluation widely, through publications and other media.

Programme of work

To ensure quality education appropriate to the needs of the students and to fit Trust capacity, implementation and roll-out of the project initially started small in the following Trusts:

University Hospital Lewisham

- King's College London (KCL) and University of Greenwich (UOG) students, 2003/4/5

King's College Hospital

- KCL and London South Bank University (LSBU) students, 2004/5

Greenwich Primary Care Trust

Round 1: November 2004, Round 2: December 2004

- students from nursing, medicine and midwifery

Lewisham Primary Care Trust

November 2004: Pilot in GP Practice

- students from medicine, nursing and pharmacy

2005-06 Programme

Continue with the four Trusts (above), and add:

- From November 2005, Guy's & St Thomas' NHS Foundation Trust (GSTT)
- From January 2006, Bromley Hospital and Bromley Primary Care Trust

To include the extra disciplines:

- Pharmacy (at GSTT and King's College Hospital), clinical measurement, child nursing and midwifery (at Bromley)
- 2006 Queen Elizabeth Hospital
- 2006 South London & Maudesley NHS Trust

Programme plans include taking steps to incorporate recommendations as follows:

1. Develop summative assessment carrying credit for uniprofessional awards
2. Find ways to relate individual and group assessment
3. Obtain approval of such assessment in the relevant uniprofessional programmes
4. Keep under review the training and support for facilitators
5. Monitor the extension of ILP to other sites to ensure any modification is consistent with rationale
6. Make available reports on ILP to other IPE programmes
7. Use evaluations of the two IPE projects for briefing uniprofessional teachers

8. Develop mutually reinforcing learning between the two IPE projects
9. Review the relationship between web-based learning and the IPE projects
10. Consider extending web-based learning to include the interprofessional group as well as individuals.

London Metropolitan University

Assessment Plus: Using Assessment Criteria to Support Student Learning

| | |
|----------------------|--|
| Subject area | Psychology |
| Theme | Improving learning and performance by enhancing student understanding of assessment criteria for written work |
| Partner institutions | Liverpool Hope University College, Aston University |
| Project number | 45/02 |
| Duration | 2 ½ years |
| Funding | £192,496 |
| Contact | Dr Katherine Harrington |
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| Web | http://www.assessmentplus.net |
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Goals

This project aims to support student learning through the development of evidence-based methods and materials linked to core assessment criteria for written work. More specifically, the project has the dual objectives of improving students' understanding and use of assessment criteria and of enabling markers to apply assessment criteria effectively and efficiently. The first of these objectives focuses on removing barriers to learning and supporting student retention by early and effective communication to make assessment criteria more transparent, accessible, and useful to students. The second objective focuses on supporting markers in judgement-making, resolving differences with co-markers, and formulating feedback that is supportive of student learning.

Project outcomes

The project outcomes will be:

- A series of student workshop protocols and materials to help students write better essays as well as take a deep approach to their learning through developing an understanding of the meaning of common assessment criteria and ways of meeting the criteria in written work.
- A students' guide to assessment to increase understanding of the meanings of assessment criteria commonly used by markers in the assessment of written work and raise awareness of the importance of assessment criteria. This small book aims to be an

accessible and supportive student-focused resource, which will include students' experiences of assessment and feedback, students' understandings and misunderstandings of assessment criteria, and students' advice to new students.

- Feedback and marking resources to promote transparent and reliable marking, enhance student learning, and facilitate the development of a shared understanding of the meaning of common assessment criteria and standards amongst students and staff.
- A staff workshop protocol and materials to introduce an approach to the assessment of student essays based on core criteria. This resource provides an opportunity to look at the ways in which a small number of assessment criteria can be used to guide judgements about student essays and frame the formulation of feedback to students.
- A guide to marking and providing feedback on student essays using core assessment criteria to assist staff in making judgements about the quality of students' written work in a way which is both efficient and reliable as well as supportive of student learning and achievement. The guide includes brief, accessible definitions of common criteria and examples from students' work to illustrate how the criteria can be met at different standards of performance.
- A range of presentations at local, national, and international conferences and other events and papers in scholarly journals to disseminate the work of the project across the HE sector.

Programme of work

The initial phase of project activity involves conducting a review of published literature on assessment criteria and student learning and gathering qualitative data from students and staff on their understandings and experiences of assessment criteria through focus groups and interviews. The second phase of the project is dedicated to resource development, trialling, evaluation, and embedding within the project institutions. The third phase involves disseminating the project outcomes more widely. Throughout all phases, the project will aim to raise awareness of project work as well as disseminate outcomes and pedagogical findings through a wide variety of local, national, and international presentations and publications. Following completion of the project, there will be a transferability programme in which project outcomes will be adapted and embedded in a number of institutions that were not part of the main project programme.

Loughborough University

HELM: Helping Engineers Learn Mathematics

| | |
|----------------------|---|
| Subject area | Mathematics, Statistics and OR |
| Theme | The mathematical education of engineering undergraduates. |
| Partner institutions | University of Hull, University of Reading, University of Sunderland, University of Manchester (formerly UMIST) |
| Project number | 48/02 |
| Duration | 3 years |
| Funding | £250,000 |
| Contact | Dave Pidcock |
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Goals

HELM aims to enhance the mathematical education of engineering undergraduates through the development of a range of flexible learning resources in the form of workbooks and web delivered interactive computer aided learning (CAL) segments together with an integrated web-delivered computer aided assessment (CAA) implementation.

Project outcomes

The outcomes will be:

- The production of 50 high quality workbooks covering the mathematical content of the first two years of an undergraduate engineering degree course.
- The production of CAL segments linked to a significant number of the more elementary workbooks.
- The production of a CAA testing regime based on Question Mark Perception and incorporating of the order of 6,000 questions linked to the content of the workbooks.
- The development of a substantial group of project participants drawn from the HE and FE sectors.
- The dissemination of the HELM materials and ethos via appropriate conferences and publications.
- Collaboration with other related projects.

Programme of work

First year:

- Using materials and expertise drawn from the partner institutions, initiate the extension, enhancement and dissemination of the Loughborough Open Learning Project. Incorporate the development of workbooks, CAL and CAA.
- Formulate a detailed dissemination and evaluation strategy. Implement a HELM web-site. Recruit Technical Author and Project Administrator. Develop workbook materials, engineering examples, CAL and CAA. Initiate trialling of selected materials. Implement internal and external evaluation and critical review regime. Develop a network of triallists.

Second Year:

- Recruit Project Manager. Continue development and evaluation cycle. Organise Regional Workshops for Consortium Partners and higher education institutions (HEIs).
- Continue development of core materials. Publish Newsletter. Disseminate HELM via participation in conferences and contributions to journals. Extend network of triallists. Establish product licensing.

Third Year:

- Finalise exit strategy. Initiate final review of project materials. Continue evaluation with focus on aspects of implementation. Disseminate project deliverables at conference organised by Subject Network of the HEA and two FDTL4 projects (HELM & mathcentre)
- Establish product trade marking and initiate small scale market research.
- Seek transferability funding post project.

Nottingham Trent University

EFEL: Effective Feedback Enhanced Learning

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|----------------------|---|
| Subject area | Bioscience |
| Theme | Assessment and feedback |
| Partner institutions | De Montfort University |
| Project number | 56/02 |
| Duration | 3 years |
| Funding | £250,000 |
| Contact | Dr Colin Hughes |
| Role in project | Project Consortium Manager and NTU Project Manager |
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Goals

The project seeks to increase both staff and students' understanding of the assessment process, leading to more effective setting of tasks by the former, more effective response to the tasks by the latter and more effective learning.

Project outcomes

- Production of clear task-specific criteria assessments sheets (TSCASs) for all assessed tasks supported by staff development workshops
- Production of improved generic grade criteria for all assessment types
- Workshops for students to help their understanding of the generic grade criteria and task-specific criteria
- Production of improved assessment sheets for more structured feedback to students related to the assessment criteria (and learning outcomes)
- Production of target-setting sheets to help students interact with feedback and to set an agenda for future pieces of similar work

Programme of work

The first year of the project involved auditing assessment strategies and processes at a number of biosciences departments in the UK with an emphasis on feedback to students. A web-site was designed. Staff workshops concentrated on improving the information given to students when tasks are set through the design of TSCASs (task-specific criteria assessment sheets).

The second year involved improving the existing generic grade criteria and helping students to understand what was required for example to produce a first class mark when producing an

introduction to a scientific report or when discussing results. Much work took place on analysing the types of feedback that students found helpful and informing staff of perceived good practice. Detailed feedback rather than timely feedback was preferred by many. As many students did not interact with their feedback to any great extent or did not really understand how to do this, there has been considerable development in the area of target-setting. Students are being encouraged to interact with staff feedback, initially with assistance to target areas for further development.

The third year of the project will embed these procedures across more students in the School, at foundation degree, BSc and Masters levels. Ensuring that students get effective feedback on research projects and examinations and that the wording of examination questions is clear and coherent are areas for further development.

Royal Veterinary College

OCTAVE: Optimising Computer-aided and Traditional Assessment in Veterinary Education

| | |
|----------------------|---|
| Subject area | Veterinary Medicine |
| Theme | Assessment |
| Partner institutions | University of Bristol, University of Liverpool, University of Cambridge, Veterinary Business Liaison Unit |
| Project number | 61/02 |
| Duration | 3 years |
| Funding | £249,999 |
| Contact | Stan Head |
| Role in project | Project Manager |
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| Address | OCTAVE project Royal Veterinary College Royal College Street London NW1 0TU |

Goals

The major goal of the project is to develop and embed a more objective approach to the assessment of veterinary students. There are two strands to this project; 1) To develop a database of multiple choice questions (MCQ) and to encourage the use of computer aided assessment for online assessment using these MCQs in order to readily assess a student's knowledge and clinical judgement, and 2) The development of Objective Structured Clinical Examinations (OSCE) or for Objective Structured Practical Veterinary Examinations (OSPVE) for assessment of practical skills of veterinary students in an objective and defined manner.

Project outcomes

- Development of a database of MCQs for use by all veterinary schools
- The database will be online for use by students for self assessment
- The utilisation of these MCQs in CAA
- Authoring of scenarios for use in Objective Structured Practical Veterinary Examinations (based on Medical OSCE)
- Development of a handbook detailing how to arrange these in a veterinary situation.
- Arrange workshops at the other English veterinary schools and encourage them to develop OSCE
- Arrange an end of project conference to disseminate the information concerning the MCQ database and how OSCE may be used in veterinary assessment.

Programme of work

In the first year the major thrust of the project was in the MCQ area. An MS-Word template was developed for ease of authoring questions. Roadshows at the 4 English veterinary schools were held. The computer hardware and software was installed and tested. Lunchtime authoring workshops, external authors and student authoring of MCQs were all utilised to develop the number of questions written.

The second year concentrated on the authoring of OSCE. Workshops have been organised where scenarios were written AND trialled. The scenarios and assessment sheets are often repeatedly revised. Extensive trailing of scenarios has been undertaken so refining the OSCE. In addition, a working list of what is necessary to be done in organising the OSCE has been developed. The progression from writing to embedding has progressed rapidly and extensive use has been made of the OSCE form of assessment at the Royal Veterinary College (RVC).

In the final year workshops at Liverpool were arranged (18 May 2005) as were further visits to Bristol to continue writing experience with OSCE. An end of Project conference to disseminate and demonstrate OSCE to veterinary Schools and to Colleges of Further Education who teach animal handling and Diplomas in Animal Care was organised. Communications and posters have already been produced for the Association for Medical Education in Europe meeting in Amsterdam in September 2005.

London South Bank University

Dyslexicon: Dyslexic Students' Self-Directed Learning of Subject Specific Terminology

| | |
|----------------------|---|
| Subject area | Psychology, Health & Social Care |
| Theme | Self-directed learning |
| Partner institutions | University of Luton |
| Project number | 65/02 |
| Duration | 2 years (+ extension for 9 months, granted December 2004) |
| Funding | £148,780 |
| Contact | Kylie Brownfield |
| Role in project | Project Manager |
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| Address | London South Bank University Department of Psychology 103 Borough Road London SE1 0AA |

Goals

To develop a self-help programme for students with dyslexia in order to assist them in learning to read and spell problematic words such as specialist terms.

Project outcomes

We have developed and validated the abovementioned programme. Our programme has been successful with a large number of students with dyslexia. Not only can students remember how to spell difficult terminology over a long period of time, but there is also significant evidence that students are able to generalise their knowledge to novel words.

Further, we have produced this programme online. Students can enter their own words to be learned, or they can practise the subject-specific terminology that is presented in the programme's default database. The programme provides immediate feedback to the user, thus reinforcing what the student has learned. These findings will be published in journals and other professional publications.

Programme of work

- Interviews with students and dyslexia support advisers regarding reading and spelling strategies
- Development and testing of the learning programme
- Production of web-site, including dyslexia-related information.
- Hosted training and dissemination workshops (for both students and dyslexia support advisers).

- Networking and collaborative events with other disability-related projects. Most recently, hosting a collaborative networking day with ADSHE (Association for Dyslexia Specialists in Higher Education) in June 2005.

St Mary's College, University of Surrey

PASS (Package to Assist Student Study): The development of a package to assist student learning at level one

| | |
|----------------------|---|
| Subject area | Organismal Biosciences |
| Theme | Widening Participation |
| Partner institutions | N/A |
| Project number | 66/02 |
| Duration | 2 years |
| Funding | £43,340 |
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Goals

- To produce a learning support package for cell biology and physiology modules for level one undergraduates.
- To identify some key themes in the level one undergraduate learning experience.

Project outcomes

- To disseminate / make available student support packs for HE sector use.
- Share information gleaned from level one survey.

Programme of work

The project is in its final stages and ends in September 2005. Over the past three years we have met with colleagues in this institution to draft, produce and disseminate the level one questionnaire. Colleagues taking part in this generic study were representative of a variety of subject disciplines. Analysis of the questionnaires will be completed this summer.

The pack addresses basic biochemical knowledge, needed by level one undergraduates studying subjects such as cell biology and physiology. The packs are meant for students with a paucity in fundamental biochemical knowledge. The packs are expected to give these students a way-in to this area of knowledge. It is not meant as an extra module but merely as a springboard to further encourage self directed study as required for the relevant level one modules. The pack will be finalised in the course of this summer.

The Open University

The Development and Dissemination of Cost-effective training in Systematic Observation of Behaviour within Psychology Courses

| | |
|----------------------|--|
| Subject area | Psychology |
| Theme | Developing Observation Skills |
| Partner institutions | Leeds Metropolitan University, Oxford University, Newcastle University and Sheffield University |
| Project number | 72/02 |
| Duration | 3 years |
| Funding | £249,942 |
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| Address | Centre for Childhood, Development and Learning Faculty of Education and Language Studies Briggs Building The Open University Walton Hall Milton Keynes MK7 6AA |

Goals

To improve the quality and cost-effectiveness of training in systematic observation and assessment skills in undergraduate psychology and postgraduate clinical psychology courses.

Project outcomes

The consortium, in collaboration with additional participating departments, will:

- identify user requirements and intended learning outcomes for training psychology undergraduates and clinical psychology postgraduates in observation and assessment skills;
- (using specialist software designed to apply the benefits of new technology to learning observation skills) produce a series of materials to support the identified requirements;
- pilot and evaluate these materials in 10 psychology departments and modify them in the light of the evaluation;
- disseminate widely information about the developed teaching materials, and support and evaluate their introduction into teaching programmes;
- support up to 10 departments in developing and using further versions of the CD-ROM based teaching materials;
- identify and evaluate opportunities and solutions for meeting the specific needs of students with disabilities;

- conduct a broad dissemination programme to support and extend the take-up of the final sets of teaching materials;
- plan a strategy to establish ongoing support for departments using or wishing to make use of the teaching resources, and to foster further development activities.

Programme of work

During the first year, the project:

- completed a survey of sector needs
- completed a small pilot study using the fOCUS software in a classroom setting
- developed a CD-ROM to meet the needs of undergraduate psychology courses.

During the second year, the project:

- evaluated this CD-ROM with undergraduate students in five psychology departments
- modified the content to reflect findings from the evaluation
- developed a further set of materials to support postgraduate clinical psychology trainees.

During the final year, the project will:

- pilot the revised undergraduate materials in seven psychology departments
- pilot the 'clinical' material in four clinical psychology courses
- produce revised versions of all the materials taking into account findings from the pilot studies
- support departments and individuals producing customised versions of the materials
- widely disseminate the findings and final outputs from the project
- establish a support network.

The Open University

FAST: Formative Assessment in Science Teaching

| | |
|----------------------|---|
| Subject area | All sciences |
| Theme | Assessment |
| Partner institutions | Sheffield Hallam Univeristy |
| Project number | 74/02 |
| Duration | 3 years |
| Funding | £249,864 |
| Contact | Catherine Reuben |
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| Address | Faculty of Science The Open University Walton Hall Milton Keynes MK7 6AA |

Goals

The project aims to improve the effectiveness of formative assessment so as to improve student progression and retention in science courses (starting from three subjects: Biosciences, Physics and Astronomy, and Chemistry). It takes a 'scholarship of teaching' approach rather than a simple 'collation and dissemination' approach and aims to:

- Evaluate the impact of existing formative assessment practices on student learning behaviour, progression and retention in two institutions;
- Develop, implement, and evaluate the impact on students of a range of new approaches to providing students with timely and useful feedback on their learning and progress in these institutions;
- Document methods for courses to review their existing formative assessment provision;
- Establish a set of principles for the effective operation of formative assessment;
- Collect case studies of the use of methods which employ these principles, across the Sciences;
- Disseminate widely within the Sciences to other institutions through the development of an Interest Group in association with HE Academy;
- Disseminate to other subject areas within the two institutions, with institutional support.

Project outcomes

- A developed set of “conditions under which formative assessment in science is effective” to be used by science teachers and departments to review their current assessment practice.
- Case studies of existing formative assessment practices which illustrate the use of these ‘conditions’.
- Commentaries of generic issues relevant to effective formative assessment.
- The establishment of a community of people concerned with formative assessment with reflected workshops, consultancies, meetings, etc.
- Scholarly publications in generic HE journals, publications in disciplinary teaching journals and in the form of practical guidance. All disciplinary practical material and case studies will be mounted on Subject Centre web-sites and linked to the Generic Centre assessment site.

Programme of work

The work of FAST is based around a framework of 11 conditions that, when met, lead to formative assessment supporting learning. The framework was originally proposed by Gibbs and Simpson (in press) as a means of considering how assessment promotes learning. It is fully described in several publications (see the FAST web-site www.open.ac.uk/science/fdtl for full details).

In Year 1 of the project, Gibbs and Simpson developed the Assessment Experience Questionnaire, based on these 11 conditions, The Open University and Sheffield Hallam University evaluated the impact of existing formative assessment practices on student learning behaviour, progression and retention for a total of 15 courses. Assessment reforms were proposed to address gaps in practice and there has been an ongoing period of diagnosis, reform and evaluation in Years 2 and 3 of the project. Within this process several analytical tools have been devised. In addition, the project team supported work in other universities to analyse existing assessment practice, to propose changes suggested by the framework, and to evaluate the effect of these changes. These development projects will be written up as ‘Case Studies’.

Year 3 of the project has focused on wider capture and dissemination of good practice in the HE community. This has included collaborative workshops and papers with other FDTL 4 projects and subject centres; input at other institutional staff development events; invitations for reflective case studies to disseminate assessment practice in other disciplines. The project will culminate in a report with thematic papers relating to assessment, further exemplified with case studies of good practice and tactics for formative assessment together with a set of analytical instruments.

University College London

Dissemination of Formative Confidence-based Exercises

| | |
|----------------------|---|
| Subject area | Anatomy and Physiology |
| Theme | Assessment |
| Partner institutions | N/A |
| Project number | 77/02 |
| Duration | 18 months, extended to 3 years |
| Funding | £75,000 |
| Contact | Prof. Tony Gardner-Medwin |
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Goals

To develop tools for the dissemination to other fields and other institutions of successful innovative practice at University College London (UCL) using Confidence-Based Marking (CBM), in which students indicate their degree of certainty along with answers to objectively marked questions. This helps to develop rigorous and reflective study habits and improves the reliability and validity of exam data. To extend into new contexts the strategies for assessment and practice of numeracy skills employing these techniques, developed at UCL for medical students

Project outcomes

- Web software for universal access (www.ucl.ac.uk/lapt/laptlite)
- Flexible authoring system with editing and conversion tools
- Context sensitive comment facilities for interaction
- Virtual learning environment (VLE) interface for WebCT (adaptable for other VLEs)
- New exercise areas (biomedicine, maths, biology, physics, chemistry, Latin)
- Practice facilities for thinking skills tests (Biomedical Admissions Test [BMAT] - with the University of Cambridge Local Examinations Syndicate [UCLES])
- Optical Mark Reader facilities for principal question types (with Speedwell)
- Talks, Workshops, Posters at National and International Meetings

Programme of work

Development work has been carried out alongside active teaching and assessment programmes at UCL and Imperial College, ensuring constant use and feedback from staff and students. The open-door policy for help and problem solving ensures maximum usability to keep requests to a minimum. The current system (as at May 2005) - subject to continuing development - now

performs nearly trouble free. Principal problems overcome have concerned virus damaged machines and the multiplicity of security measures against viruses and pop-ups on student machines.

Reactions to Confidence-Based Marking at dissemination talks and meetings are nearly all very positive, but uptake in other institutions has still proved slow. This may only change once commercial vendors build in CBM facilities, since institutional policy often seems to go with commercial options. But since the rationale for CBM (as set out on the web-site) is strong, focus on dissemination to devotees should eventually build up pressure for change in such systems. Meanwhile assistance for new users is strong and will continue after project completion.

University of Bristol

Incorporating Disability Equality in Clinical Practice: a Generic Framework for Healthcare Professionals in Training

| | |
|----------------------|--|
| Subject area | Medicine |
| Theme | Disability Equality |
| Partner institutions | University of the West of England, Peninsula Medical School |
| Project number | 91/02 |
| Duration | 3 years |
| Funding | £249,978 |
| Contact | Caro Howell |
| Role in project | Co-ordinator |
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| Address | Partners in Practice University of Bristol 39-41 St Michael's Hill Bristol BS2 8DZ |

Goals

Partners in Practice is working towards creating an accessible health service in which everybody, disabled or non-disabled, healthcare worker, patient or client, is able to contribute on equal terms. Partners in Practice will create a curriculum framework designed to embed disability equality in healthcare education.

Project outcomes

- A curriculum framework designed to embed disability equality in healthcare education, flexible enough for single or interprofessional learning and underpinned by the social model of disability.
- A disability equality teaching self assessment tool for use by higher education institutions.
- A disability equality awareness in healthcare CD-ROM to assess and develop student learning.
- Critical evaluation of the current leading attitudinal measure towards disabled people.
- Guidelines for working in partnership with disabled people both as teachers and trainers in healthcare.
- Presentations, workshops and posters at relevant conferences in the final year.

Programme of work

In its first year the project ran a Workshop for Change with disabled people, healthcare professionals and educators to propose learning outcomes for a curriculum framework. These became the basis of a consultation document that was disseminated nationally using the Delphi Process. This included running specially adapted workshops for learning disabled adults and

British Sign Language users to enable them to participate in the consultation process. Over 150 people took part of whom roughly half were disabled and consensus was reached on the 15 most important learning outcomes for teaching disability equality to healthcare workers. A web-site was also created to enable people to complete the consultation online and to view the results, including those from the workshops.

In the second year data from the Delphi consultation was analysed, a self assessment tool was piloted with five UK HE institutions and a teaching pilot was run with first year medical and allied health students to test different teaching content and methodologies for delivering the new curriculum learning outcomes. In addition, a new student assessment tool was piloted and the most established attitudinal assessment scale was interrogated for its effectiveness. Project results were disseminated via presentations, posters and workshops at relevant medical, allied health and HEFCE conferences.

In the third and final year the curriculum framework will be produced. This will include teaching materials, a curriculum self-assessment tool, guidelines for working with disabled people as curriculum planners, tutors and assessors and a CD-ROM of the new student assessment tool. The framework will be launched in October at a Health Council event and at a celebration event for contributors, supporters and interested parties. In addition the framework document will be disseminated to interested parties with support from the HE Academy Subject Centres. Papers, posters and workshops are being presented at the HE Academy, Association for the Study of Medical Education (ASME) and Association for Medical Humanities (AMH) conferences in July as well as a dedicated Learning and Teaching Support Network (LTSN) project workshop in the autumn and in the 'Patients' Voice in Health Professional Education' conference in Vancouver in November.

University of Central Lancashire

SONIC: Students On-line in Nursing Integrated Curricula

| | |
|----------------------|---|
| Subject area | Nursing |
| Theme | E-learning |
| Partner institutions | University of Salford, University of Northumbria at Newcastle, Liverpool John Moores University |
| Project number | 95/02 |
| Duration | 3 years |
| Funding | £248,297 |
| Contact | Carolyn Gibbon |
| Role in project | Project Manager |
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| Web | http://www.uclan.ac.uk/facs/health/nursing/sonic/ |
| Address | Department of Nursing University of Central Lancashire Preston PR1 2HE |

Goals

- To develop and evaluate web-based, resource-enriched scenarios that encourage independent learning and student centred enquiry within facilitated small groups using problem-based learning (PBL) as a learning and teaching methodology.
- To ensure that the scenarios are accessible to all potential students regardless of learning styles or disability.
- To disseminate and consolidate good practice in multi-professional education by supporting the use of the scenarios by other professionals.

Project outcomes

- To develop and evaluate an initial bank of 5 resource-enriched scenarios supporting PBL to fulfil the breadth of requirements of the 'Making a Difference' curriculum and subject benchmark.
- To enable students to experience learning and assessment methods commensurate with the online nature of the learning experience.
- Evaluate the contribution that online learning has made to their learning experience.
- To provide opportunities for facilitators of PBL to enhance support skills for students using online materials evaluation tools for online learning and assessment.

Programme of work

Year 1: Developing the scenarios

- Appointment of key personnel
- Establish Steering Group and Project Management Team
- Develop template for web-site, scenarios and resources

- Attend conferences
- Development of facilitator's pack
- Plan online assessments
- Pilot of the scenarios
- Evaluation of pilot study.

Year 2: Utilising the Scenarios

- External evaluator's report
- Internal evaluator's report
- Evaluation of scenarios
- Modifications to scenarios and resources
- Creative Thinking Forum for academics
- Scenarios utilised by other institutions
- Conference attendance/publications.

Year 3: Disseminating the Scenarios

- Evaluation of scenarios by other institutions
- Creative Thinking Forum for practice educators, and later for students
- Reports to institutions on their evaluations
- Conference attendance/publications
- National conference to be held in November.

University of Central Lancashire

CLaSS: Cognitive Learning Strategies for Students

| | |
|----------------------|---|
| Subject area | Psychology |
| Theme | Student support |
| Partner institutions | University College, Northampton, University of Northumbria at Newcastle, University of Westminster |
| Project number | 97/02 |
| Duration | 3 years |
| Funding | £244,534 |
| Contact | Dr Chris Smith |
| Role in project | Project Director |
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| Address | Department of Psychology University of Central Lancashire Corporation Street Preston Lancashire PR1 2HE |

Goals

This project seeks to increase student awareness of their own learning processes generally and their learning styles, in particular, and to provide a resource for enhancing both.

Project outcomes

The outcomes will be:

- the development and introduction of an evaluated package for self-diagnosis and adaptation by students of their learning preferences. The package will be available online at all the institutions in the consortium and will be incorporated into each psychology student's area on the University of Central Lancashire's (UCLan's) managed learning environment. The package will also be incorporated into formal support and guidance mechanisms available to psychology staff;
- a web-site reporting and disseminating the outcomes of the project;
- further dissemination via conference papers, articles in specialist and non-specialist publications and LTSN Psychology's channels.

Programme of work

In the first year the project will:

- Identify measures of learning styles for possible use in the development of the 'identification (of learning style) module' component of the package;
- Select appropriate measures;
- Devise a questionnaire to measure student attitudes to the curriculum;

- Trial these measures with cohorts of students in all partner institutions;
- Set up a project web-site;
- Commence dissemination;
- Analyse the data.

In the second year the project will:

- Refine the identification module in the light of the data analysis and student feedback;
- Trial the revised version with new and existing students;
- Repeat the analysis and feedback collection process;
- Arrive at a final version of the identification module;
- Commence development of the 'enhancement (of learning style) module';
- Trial and analyse this module;
- Create an integrated package;
- Continue dissemination.

In the third year the project will:

- Trial and modify the integrated package;
- Produce a final online version of the package;
- Continue dissemination;
- Begin embedding the package into institutional programmes, such as parallel distributed processing (PDP).

University of Exeter

Development and Evaluation of PBL in Clinical Psychology Training Programmes

| | |
|----------------------|--|
| Subject area | Psychology |
| Theme | Problem Based Learning |
| Partner institutions | University of Plymouth |
| Project number | 107/02 |
| Duration | 3 years |
| Funding | £228,659 |
| Contact | Jim Wood |
| Role in project | Project Administrator/Manager |
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| Fax | 01392 264623 |
| Email | j.r.a.wood@exeter.ac.uk |
| Web | http://psynet.ex.ac.uk:8500/pbl |
| Address | School of Psychology University of Exeter PBL Project in Clinical Psychology Training Exeter EX4 4QG |

Goals

- To develop the use of Problem Based Learning (PBL) in Clinical Psychology training programmes by extending the use of PBL into the teaching of research methods and incorporating it into the academic programme of training at Plymouth University.
- To evaluate PBL in the two clinical training programmes.
- To disseminate the approach and results of the evaluation to the rest of the clinical training community, and to other relevant interest groups.

Project outcomes

- Development of new measures (such as group identity and dynamics, and clinical competence) to evaluate PBL with relevance to all forms of professional training.
- Analysis of PBL in clinical psychology training programmes. This will be achieved through collection of data from PBL exercises in the academic and research modules of Exeter and Plymouth programmes.
- Evaluation of the degree to which PBL can be generalised across clinical training programmes by comparing the performance of trainees from Exeter and Plymouth on the measures developed.
- Dissemination of findings through outreach activities (such as conference presentations, publications, LTSN Psychology central co-ordination meetings, representation at national meetings and Continuing Professional Development (CPD) workshops), development of a PBL manual in CD-ROM form to facilitate its adoption in other training programmes.
- Furthermore, it is also anticipated that:
 - links between theory and practice will be consolidated,

- learning and teaching experiences of trainees and staff will be enhanced the foundations of self-directed learning will be set.

Programme of work

Year One – The focus is on a) the further development of PBL within the Exeter programme and the introduction into the Plymouth programme, and b) the development of appropriate measures for the evaluation.

Year Two – The main work will be extending PBL into research methods, teaching, and applying the evaluation measures. Initial dissemination to the professional training community will be carried out through relevant workshops. Delivering conference papers and other opportunities for dissemination will be taken as they arise.

Year Three – Emphasis during the final year will be on obtaining further data and analysis of this; preparation for – and delivery of – the dissemination workshops planned for the last six months of the project; production of a PBL manual in CD format; and preparation of papers etc for publication and distribution.

University of Hertfordshire

ADEPTT: Art and Design: Enabling Part -Time Tutors

| | |
|----------------------|---|
| Subject area | Art & Design |
| Theme | |
| Partner institutions | Loughborough University, London College of Fashion - London Institute, Surrey Institute of Art and Design |
| Project number | 110/02 |
| Duration | 3 years |
| Funding | £249,980 |
| Contact | Judy Glasman |
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| Address | Faculty of Art & Design University of Hertfordshire Hatfield Campus College Lane Hatfield AL10 9AB |

Goals

The aim of the ADEPTT Project is to enhance the teaching of part-time lecturers in Art and Design in order to effect change in learning and teaching in HE, leading to enhanced student learning, meeting the diverse learning needs of students, enhanced student retention and improved professional knowledge transfer.

Project outcomes

- A set of flexible, easy to use support materials to be used by facilitators and part-time staff, adaptable to the needs of new and experienced staff and able to accommodate local components.
- A training package for department facilitators.
- A network of departments with trained department facilitators to help develop and support part-time staff.
- A Project web-site with downloadable resources.
- 'The Widening the Circle Report' based on the original needs exercise.

Programme of work

Phase one began with a full needs analysis and gathering of information in relation to existing practice. After analysis, the development of the support system, role definitions, training package for facilitators and support materials commenced. The first stage of piloting started with the training of 8 partner facilitators in September 2003.

Year two of the project saw these partner facilitators utilising the approaches and materials within their institutions. Feedback from these events and from a review group of part-time tutors lead to revisions and further development of support materials. The year ended with the September training of 20 people recruited from a wider network of Art and Design institutions to take on the support function within their departments.

In the final year of the project further testing and evaluation of the materials by this larger network will lead to a final evaluation and revision of the support materials. Two national training days and three regional events, one hosted by each partner, will offer the ADEPTT training to an additional 70 academic facilitators. During this phase, two training providers will confirm their continuation of training provision.

University of Huddersfield

In:Context – Creating the balance in the nursing curriculum

| | |
|----------------------|---|
| Subject area | Nursing |
| Theme | Problem-based learning |
| Partner institutions | University of Glamorgan, Sheffield University |
| Project number | 114/02 |
| Duration | 3 years |
| Funding | £249,994 |
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Goals

The project aims to develop case based learning materials for nursing from patients' case files and use these learning materials to recreate the context of patient care and service delivery in the classroom for the purposes of student learning.

Project outcomes

- Collection of 200 sets of patients' case notes from: Medical – Surgical, Paediatrics, Mental Health and Learning Disabilities specialities.
- Process the handwritten case notes to a machine-readable format (PDF file format).
- Develop the case notes into case based learning materials by mapping QAA. Benchmark Statements for nursing on to them.
- Create a database fully populated with the case based learning materials.
- Build a dedicated web-site to include a search engine capable of interrogating the database.
- Involvement of academic staff from across the sector in achieving the outcomes.

Programme of work

Programme of work executed in three phases:-

Phase One: Collection

Local research ethics committees, NHS Trust R&D departments and Caldicott¹ Guardians from two NHS sites in the UK approved the collection of medical case notes from Mental Health and Medical patients for the purposes of educating health care professionals.

¹ Local clinician charged with ensuring confidentiality and security of patient held data

The ethics committee was not convinced that the Learning Disability client group could give informed consent/assent using the proposed consent document and instruction sets and recommended a rewrite. The rewriting of the instruction sets and consent/assent forms to comply with research ethics conditions incorporated advice from a linguist and various experts in the field and made extensive use of Makaton Symbols². The ethics committees approved the revised information and consent forms.

Two domain experts (senior nurses) were seconded to the project to gather the medical case notes and generally advise on methods and procedures for their collection. The domain experts kept project diaries to log their successes, record problems that arose and their solutions. The diaries will be an invaluable resource to future projects collecting medical case notes.

→ outcome 200 sets of patients' case files

Phase Two: Processing of case files

Transcription of a significant number of sub sections of the raw case files into Word format completed prior to distribution to academic staff (47) for coding/mapping against QAA benchmark statements for nursing. Academics attended a series of three two-day workshops to determine the methodology for the coding process and specification of the end user database.

→ outcome 164 case files coded against QAA benchmark statements for nursing and end user database specification agreed

Phase Three: Transition to case based learning materials and populating of the database

The project is currently at the document processing stage i.e. bringing all of the coded elements of the case files into one file in preparation for population of the database. See <http://www.in-context.info/Case01-010.pdf> for an example of processed case file.

The project outcomes are expected to be launched by conference in Sheffield on 13-14 September 2005

² A set of graphical symbols used in place of text to convey information to individuals with learning difficulties

University of Leeds

Mathematics Support at the Transition to University

| | |
|----------------------|--|
| Subject area | Mathematics |
| Theme | Digital delivery of core maths topics |
| Partner institutions | Coventry University, EBS Trust, Loughborough University |
| Project number | 125/02 |
| Duration | 3 years |
| Funding | £250,000 |
| Contact | Professor Mike Savage |
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| Web | www.mathcentre.ac.uk |
| Address | Department of Physics and Astronomy University of Leeds Leeds LS2 9JT |

Goals

To provide and disseminate accessible mathematics support online and on-disk to students making the transition from pre-university to first year undergraduate programmes.

Project outcomes

- production of the mathtutor resource - covering a range of basic topics in pure mathematics - and consisting of 80 video tutorials with interactive diagnostics and exercises, printable text and associated extension films and graphics animations;
- presentation of the resource online via the associated mathcentre web-site, www.mathcentre.ac.uk and on-disk in a set of DVD-ROMs: Arithmetic, Algebra, Trigonometry, Geometry & Vectors, Functions & Graphs, Sequences & Series, Differential & Integral Calculus;
- introduction of the resource in consortium and selected external institutions through a programme of active engagement to test its quality and accessibility for a range of student users;
- extension of the project, to double its scope and add extension materials;
- a foundation has been built to form the basis of subject specific resources where maths support is required.

Programme of work

The first year was dominated by production of the materials and the establishment of a modus operandi to ensure quality control of content, academic level and technical standards. Building on the consortium's experience of providing effective mathematics support and creating functional digital resources, the project team was able to deliver original authorship, auditioning and

recording of video presentations and digital design and programming leading to a first pilot product.

By the middle of the second year the team had secured matched funding from the Gatsby Foundation, enabling the project to more than double the number of topics covered and to add enhancement through additional filming. To maintain essentially the same three-year schedule increased the team's workload and demanded recruitment of additional specialist academic and production expertise. A programme of evaluation and dissemination increased awareness and led to revision of aspects of the resource. Portsmouth University facilitated video streaming which worked well and caused a rethink of the principal delivery mechanism for the final product. As the project approached completion it was agreed to deliver the material online, with the option to apply for DVD-ROM as a back-up and on a cost-recovery basis. Reporting on the materials in use will continue beyond the completion of the funding period.

University of Leicester

Project LeAP: Problem Based Learning in Astronomy and Physics

| | |
|----------------------|---|
| Subject area | Physics and Astronomy |
| Theme | Problem-based learning (PBL) |
| Partner institutions | University of Hertfordshire, University of Reading, University of Sheffield |
| Project number | 126/02 |
| Duration | 3 years |
| Funding | £250,000 |
| Contact | Dr Sarah Symons |
| Role in project | Project Manager |
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| Web | http://www.le.ac.uk/leap/ |
| Address | Project LeAP Department of Physics and Astronomy University of Leicester University Road Leicester LE1 7RH |

Goals

- to promote a real-world (student-centred) working environment for the undergraduate learning of physics and astronomy
- to emphasise the interrelatedness of different areas of physics
- to improve student learning outcomes from laboratory work through independent learning
- to provide a natural environment for the enhancement of professional skills including group work, IT, and problem-solving skills
- to disseminate and encourage the adoption of best practice in PBL in physics

Project outcomes

- Major publication: *Practice Guide to Problem-Based Learning in Physics and Astronomy*, ed. D J Raine and S L Symons, published by HEA SC Physical Science. Available by post from Project LeAP or electronically from the Project LeAP web-site.

Based on the findings of the project, the Practice Guide provides a background to the varieties of PBL in physics sufficient to inform potential implementers about the potential benefits of PBL, the potential costs and how to minimise them, models of PBL, and sources of further information and assistance. Content includes a detailed narrative of a PBL experience, sections on theory and practice, FAQs, composite case studies of PBL, and worldwide examples of PBL in physics.

- Problem Bank: a searchable, online, freely available collection of physics and astronomy problems with complete documentation to download, adapt, and use. The Problem Bank is hosted on the Project LeAP web-site.

- PBL Profile of the UK: a clickable map of where PBL or PBL-like activities are taking place in English physics departments, hosted on the Project LeAP web-site.
- Project LeAP Summer School: an annual three-day residential event which provides an opportunity for problem development, sharing of experiences, and workshops led by PBL experts.
- Consultancy: Project LeAP offers a programme of 'road shows' hosted by physics departments throughout the UK. These events offer a tailored introduction to PBL for teaching staff. If particular interest is identified, Project members are available to provide consultancy on implementing PBL, training staff, and problem development.

Programme of work

Years one and two will be spent developing, implementing, and evaluating pilot PBL programmes within the Project LeAP consortium. An annual Summer School and programme of road shows visiting UK physics departments will raise awareness of PBL. In year three, the focus will change to consultancy, dissemination and evaluation of experiences, and the production of lasting outcomes.

Leicester Medical School

Developing Tomorrow's Leaders in Health and Social Care Education

| | |
|----------------------|---|
| Subject area | Medicine, Health and Social Care |
| Theme | Leadership professional development |
| Partner institutions | Imperial College Medical School, University of Leeds Medical School, University College Northampton, Liverpool John Moores University |
| Project number | 127/02 |
| Duration | 3 years |
| Funding | £250,000 |
| Contact | Judy Mckimm |
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Goals

The project aims to improve the future management and enhancement of health and social care education in the face of dramatic change by identifying future leaders and providing individualised personal development programmes which will enable them to meet their identified needs by learning from current leaders, experts in NHS and University management, and one another. The project will achieve this by setting up and evaluating the impact of a sustainable health and social care leaders' development programme.

Project outcomes

The project outcomes will be to:

- identify the skills and competencies required for effective management and enhancement of health and social care education in the new NHS environment by working with current leaders and experts in educational and health and social care management;
- identify good practice and relevant learning opportunities from organisations such as the Higher Education Staff Development Agency (HESDA), higher education institutions (HEIs), the NHS and abroad, and recruit experienced mentors and expert input to the programme;
- identify, in consultation with providers, 30-70 staff distributed over medical schools, schools of nursing & midwifery and allied health professions, and schools of social work who aspire to leadership;
- establish a health & social care leadership programme which:

- enables participants to audit their skills and competencies against the identified list, and identify their individual needs;
- provides a wide range of opportunities for development including;
- a personalised development programme;
- mentorship by experienced leaders;
- action learning sets;
- formal training events with expert facilitators;
- access to relevant training in the NHS and HE sector;
- a virtual learning environment and web-site;
- assesses participants' progress by formal appraisal and other methods;
- work with senior staff in providers to facilitate more effective succession planning;
- evaluate the effectiveness of the programme by qualitative and quantitative techniques involving the participants, staff in HEIs, students and clients;
- obtain accreditation via HESDA;
- work with the LTSN subject centre and the providers of health and social care education to ensure the continuing support of the programme by embedding it into institutional and sector staff development strategies.

Deliverables of the project

By the end of the project we will deliver:

- a nationally agreed specification for the skills and competencies of health and social care education leaders;
- a framework, and structures, for the continuing development of future leaders;
- a group of at least 20 experienced mentors trained to facilitate the development of future leaders;
- at least 10 regionally based action learning sets, each spanning different aspects of health and social care education;
- an established formal network of participants with access to generic staff development events in at least 4 different institutions;
- at least 12 dedicated staff development short courses over a recurring two year cycle designed specifically to address issues at the HEI/NHS interface;
- one event each year modelled on international examples, including contributions from international experts;
- 30 (pilot group), and overall up to 70 staff prepared to progress to senior leadership roles in health care education, equipped with the skills necessary to manage and enhance the quality of students' learning experience across the HEI/NHS/Social Care interface;
- manage change and development of health and social care education;
- work within a well established national network to ensure rapid spread of good practice;
- measurable improvements and changes in the management of provision of health & social care education that will lead to significant improvements in the experience of several thousand students in many HEIs;
- changes in institutional staff development strategies, supported by national bodies such as Council of Heads of Medical Schools (CHMS), Council of Deans & Heads of UK University Faculties for Nursing, Midwifery & Health Visiting ('Council of Deans'), HESDA and the Institute for learning and Teaching in Higher Education (ILT), to reflect the need for leadership development, with benefits for all staff;

- a nationally agreed development programme for continued leadership development within a HESDA/sector wide strategic framework;
- a detailed evaluation of the impact of the project on succession planning and staff development in schools;
- regular quarterly and annual reports, with a detailed end of project report including formative evaluation of the project methodology for bringing about change;
- a national group of key stakeholders experienced in and committed to working together to support the development of leaders in health and social care education.

Programme of work

The first year of the project will identify a cohort of up to 25 aspiring leaders from health and social care education who are actively supported by their institution to participate in the leadership development programme. It will also develop a programme, comprising residential and one-day events, action learning sets and self-directed learning supported by mentors specially recruited for the programme and a programme team. The programme will be developed through wide consultation with leaders in health and social care education and through an externally commissioned literature review. It will focus on delivering a subject based professional development programme which will complement existing management training carried out within HEIs. The programme will be accredited by one of the professional staff development organisations and possibilities will be explored for developing the programme as award bearing should participants feel this would be of benefit to them.

Work will also start to establish a VLE for participants and to identify resources to support leadership development in higher education which will be accessible to participants. Dissemination and awareness raising activities will also be carried out via the LTSNs, Councils of Deans, professional organisations, conferences and other media.

In the second and third years, the project will further develop the VLE and transfer the resources to an open access web-site, train up to fifty additional aspiring leaders and carry out further dissemination activities. Work will also be carried out with HEIs to embed the programme within organisational staff development activities as well as explore continuation strategies with national organisations. The programme and the project will be subject to formal external evaluation which will complement the internal programme evaluation that will be carried out by the programme team.

University of Manchester

Interprofessional Medical Training by Means of a Virtual Hospital Ward

| | |
|----------------------|--|
| Subject area | Pharmacology and Pharmacy |
| Theme | Development and assessment of the use of an electronic medium to deliver clinical case studies to multidisciplinary teams based in different locations to deliver interprofessional education. |
| Partner institutions | Not Applicable |
| Project number | 137/02 |
| Duration | 3 years |
| Funding | £150,000 |
| Contact | Professor Larry Gifford |
| Role in project | Project Director |
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| Address | School of Pharmacy University of Manchester Oxford Road Manchester M13 9PL |

Goals

This project is set to achieve a new method of developing interprofessional relationships between different healthcare professions by delivering medical case studies by mobile phone and computer technology.

Project outcomes

The project outcomes will include:

- Producing a series of clinical multi-professional virtual case studies
- Developing supporting software to deliver the case studies
- Providing tutorial manuals for case studies
- Providing a software operating manual
- Evaluating the students' preconceptions of their professional identity and readiness to learn together as a baseline and once they have participated in the virtual hospital ward
- To establish in a multi-professional student population whether this mode of delivery is effective and addresses the barriers in interprofessional education.

Programme of work

- To commission the software development to create the environment to deliver the multi-professional case studies.

The main priorities for software development are to:

- Establish a mechanism for controlling a server by mobile phone technology

- Develop pharmacokinetic models to profile drug action in the human body
- Create a package capable of mimicking human responses to commands issued by text message
- Provide software to monitor and record student responses
- To write an operation manual.

The rest of the work includes:

- Writing clinical case studies based on drugs with a narrow therapeutic range and piloting it in a student population (phase 1) in a paper based story book format.
- Creating a database of case studies capable of working within an electronic delivery format.
- Producing tables of human responses to scenarios (e.g. effect of heart rate in a respiratory arrest).
- Developing a preconceptions evaluation questionnaire.
- Developing a reflective practice student workbook.
- Developing student performance protocols.
- Piloting the technology in 12 groups of multi-professional students (doctors, nurses, medics).
- Raising awareness of the project throughout the university, UK schools of pharmacy and other interested bodies.

University of Manchester

UMAP: A Core Question Bank Linked to Learning Outcomes for Undergraduate Medicine

| | |
|----------------------|--|
| Subject area | Medicine |
| Theme | Assessment |
| Partner institutions | University of Sheffield, University of Newcastle, University of Liverpool, University of Leeds |
| Project number | 138/02 |
| Duration | 3 years |
| Funding | £235,160 |
| Contact | Professor Paul O'Neill |
| Role in project | Project Director |
| Tel | 0161 2915805 |
| Fax | 0161 2915806 |
| Email | p.a.o'neill@man.ac.uk |
| Web | http://www.umap.org.uk/ |
| Address | UMAP University of Manchester ATR4 1 st Floor ERC South Manchester University Hospitals Trust Southmoor Road Manchester M23 9LT |

Goals

- Producing and maintaining a question bank as a shared resource between five partner schools, which contains validated questions linked to a blueprint of core learning outcomes based on the General Medical Council (GMC) 'Tomorrow's Doctors' report.
- Training experienced examiners (clinicians and non-clinicians) in developing high quality questions.
- To guarantee assessment validity and reliability to partner institutions.

Project outcomes

- Established a framework for writing, reviewing and analyzing the performance of questions in the bank with detailed expert advice from Professor Cees van der Vleuten and Dr Susan Case.
- Generated in excess of 2,000 multiple choice questions (MCQ) and extended matching (EMQ) question items benchmarked to GMC learning outcomes.
- Trained over 400 question setters in unified, evidence based methods for question writing based on the National Board of Medical Examiners' (NBME) methodology (Case and Swanson 1998).
- Embedded this new process as a mainstay of examination content in each of the five founding medical schools, and started a programme of embedding across ten new partner medical schools.

- Set up a process that supports local standard setting by using the performance data for individual questions in the bank.
- Influenced stakeholders' understanding of item banking and sharing in the UK.

Programme of work

- LIASON: Create email links for consortium discussion with all members of consortium, set up steering group and progress reporting (Year 1 onwards).
- CONTRACTUAL AGREEMENT: Draw up contract and obtain Universities Medical Assessment Partnership (UMAP) representative and pro vice chancellor level signatories (Year 1).
- DISSEMINATION FOR AWARENESS: Set up logos, project web-site, project newsletter, fliers, business cards, posters. Seek out medical education publications and construct articles for inclusion. Log web-site hits as barometer of success of dissemination strategy (Year 1 onwards).
- DISSEMINATION FOR UNDERSTANDING: Aside from UMAP's own workshops, hold additional, regional, workshops for associated healthcare audiences through LTSN-01. Hold workshops or present data at local, national and international medical education conferences. Submit articles to journals in the field of assessment/medical education (Year 1 onwards).
- WORKSHOPS: Consult with international advisors, develop question writing methodology, question writing workshop formula, question writing templates and other resources (Year 1).
- QUESTION DATABASE: Acquire and develop database to hold questions and metadata including e.g. staff contact details, workshop dates (ongoing).
- LEARNING BLUEPRINT: Develop and agree a series of learning outcomes which relate to all five medical school curricula and GMC learning outcomes (Year 2).
- QUESTION WRITER RECRUITMENT: Collate details for members of staff working in formal academic roles at each medical school, as well as those members of clinical staff who have an interest in medical education at related teaching hospitals and district general hospitals. Send out invites to up to 500 members of staff per each planned workshop and collate responses (Year 1 onwards).
- GENERAL QUESTION WRITING: Hold workshops local to each partner medical school, 2-3 times per year, attracting 12-20 members of clinical/academic staff on each occasion. Aid attendees to write questions covering core knowledge (Year 1 onwards).
- SPECIALIST QUESTION WRITING: Hold workshops as needed on specialist subject areas e.g. ethics, communication and social sciences, open to all associated staff across England (Year 2 onwards).
- QUESTION ADMINISTRATION: Enter full contact details of all workshop attendees. Type up all questions written at workshops and follow up any missing information (Year 1 onwards).
- QUESTION TAGGING: Tag all questions according to learning blueprint and input into database (Year 2 onwards).
- QUESTION REVIEWER RECRUITMENT: Invite UMAP representatives and question writing enthusiasts to take part in on site question review activities (Year 1 onwards).

- **QUESTION REVIEWING:** Discuss and adopt appropriate question review strategy. Hold meetings of selected reviewers to validate question content and structure, at each partner site, 3 times per year (Year 1 onwards).
- **SUMMATIVE QUESTION RELEASE:** Collate details of examinations requiring questions at start of each academic year. Ahead of exam send question selection forms and collate requests before releasing question copies through the post (Year 2 onwards)
- **FORMATIVE QUESTION RELEASE:** Release number of questions annually for use e.g. to allow students to view practice questions, or for inclusion in formative tests (Year 2 onwards).
- **RESULTS ADMINISTRATION:** Collate results of summative exams run with UMAP questions. Analyse results data to determine item performance statistics (Year 2 onwards).
- **FEEDBACK TO AUTHORS:** Send each workshop attendee a certificate of attendance with Continuing Professional Development (CPD) accreditation where appropriate (Year 1 onwards). Contact authors whose questions have appeared in exams with details of how well their questions have performed (Year 3 onwards).
- **EVALUATION:** Collate evaluations from each workshop participant to monitor workshop formula. Examine workshop productivity, per session and per author. Look at question performance data to determine patterns of good and bad questions and feed results back into question writing methodology. Perform mock exams with comparative groups at undergraduate and postgraduate levels to determine if questions are indeed 'core'. Request student opinion e.g. where UMAP questions exam question format (Year 1 onwards).
- **NEW PARTNERS:** Determine levels of interest in other medical schools joining partnership, request formal expressions of interest, arrange new partner discussions (Year 2 onwards).
- **PARTNERSHIP EXTENSION:** Construct programme of work to embed approved new partner schools into UMAP. Offer full partnership status to schools on successful completion of embedding activity. Circulate new contracts for signature (Year 3 onwards).

University of Newcastle

Managed Environments for Portfolio-based Reflective Learning – Integrated Support for Evidencing Outcomes

| | |
|----------------------|--|
| Subject area | Medicine |
| Partner institutions | University of Leeds, University of Sheffield, University of St Andrews (self-funded partner), University of Dundee (project consultants) |
| Project number | 141/02 |
| Duration | 3 years |
| Funding | £250,000 |
| Contact | Simon Cotterill |
| Role in project | Senior Project Officer |
| Tel | 0191 246 4540 |
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| Web | http://www.eportfolios.ac.uk |
| Address | School of Medical Education Development University of Newcastle 16/17 Framlington Place Newcastle Upon Tyne NE1 7RU |

Goals

- To develop web based ePortfolios to support reflective approaches for evidencing the attainment of programme outcomes.
- To integrate the ePortfolios in the managed learning environments for undergraduate Medicine.

Project outcomes

- A flexible component-based ePortfolio suitable for supporting PDP across a range of different subject areas, freely available to the HE community.
- Successful integration of ePortfolios into the managed learning environments for Medicine at Newcastle, Leeds and Sheffield. Additional work on interoperability and investigation of integration with the Blackboard and Bodington VLEs.
- Successful integration with, and embedding in the Medical curricula / learning outcomes at 4 Medical Schools.
- The 'Generic' ePortfolio, developed at Newcastle, has been successfully adapted for a number of other subject areas including: biosciences, dentistry, postgraduate research students and contract research staff.
- Research and evaluation studies investigating the use of portfolios in promoting a reflective approach, including 2 peer-reviewed conference papers.^{3, 4}

³ Cotterill SJ., McDonald AM., Drummond P., Hammond GR. Design, implementation and evaluation of a 'generic' ePortfolio: the Newcastle experience. Proc. ePortfolios 2004.
<http://www.eportfolios.ac.uk/FDTL4/docs>

- Chapters for 2 books; 'Innovations in Assessment' and 'Handbook of Portfolio Research'.
- Dissemination to the wider HE community (presentations at over 30 major conferences, including 16 invited presentations and workshops).
- A project web-site (<http://www.eportfolios.ac.uk/>) which includes a public demonstrator (over 500 registered users), documents and presentations related to the project. The web-site includes resources of interest to the wider community, including a database of over 200 citations related to portfolios, PDP, and reflection.
- Close collaboration with the HE Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine.
- Close collaboration with other ePortfolio-related projects: Teaching Quality Enhancement Fund (TQEF) peer assessment project (Leeds), Pre-registration House Offers (PRHO) log book (Sheffield/Tent Deanery), Joint Information Systems Committee (JISC) funded 'ePET' ePortfolio interoperability project (Newcastle), JISC funded 'SPWS' skills profiling project (Leeds/Oxford), HE Academy Biosciences ePortfolio mini-project (Newcastle), JISC funded 'EPICS' regional ePortfolio project (North East), JISC funded 'ELP' regional ePortfolio project (Yorkshire), Dental ePortfolios (undergraduate & vocational training consortium).
- The success of the project led to funding of 4 portfolio-related projects by JISC and was a contributing factor to the funding of 2 CETLs by HEFCE.

Programme of work

There has been a busy programme of work including technical and pedagogic development, research and evaluation, and project dissemination. The technical development has utilised Open Source software (Zope, MySQL and Bodington). The project has also benefited from significant input from outside the wider team, including senior curriculum staff. It has built on previous experience of online support for PDP, including 2 Department for Education and Skills (DfES) funded projects, and was able to extend its original scope to apply the ePortfolio to other subject areas.

⁴ Hennessy S., Howes A. Using ePortfolios to assess the Reflective Capabilities of Medical Students. Proc. ePortfolios 2004. [http://www.eportfolios.ac.uk/FDTL4/docs??not working??](http://www.eportfolios.ac.uk/FDTL4/docs??not%20working??)

University of Newcastle upon Tyne

Life, Work, Art: Integrating Entrepreneurship into Art and Design Programmes in the North East

| | |
|----------------------|---|
| Subject area | Art and Design |
| Theme | Entrepreneurship in Fine Art |
| Partner institutions | Cleveland College of Art & Design, Northumbria University, University of Sunderland |
| Project number | 143/02 |
| Duration | 2 years |
| Funding | £136,518 |
| Contact | Dawn Weatherston |
| Role in project | Project Manager |
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| Web | www.ncl.ac.uk/lifeworkart |
| Address | Centre for Academic Development University of Newcastle Newcastle NE1 7RU |

Goals

The aim of the project is to help students make the transition from a Fine Art course to a career in the cultural sector. The project takes on board that many students are likely to be self-employed entrepreneurs and freelancers and increasing numbers hope to remain in the region. The project is building relationships between the region's Art and Design departments, specialist careers services and practitioners.

Project outcomes

- new professional development programme fully integrated into existing modules across all stages of the BA and Masters in Fine Art at the University of Newcastle;
- it builds on and enhances good teaching practice in Fine Art by integrating professional development into studio teaching through experiential learning;
- it is project based, supported by a workshop and seminar programme, enabling students to gain both experience and the necessary skills to evaluate and build on that experience;
- a student led conference with a focus on providing appropriate support and guidance to students interested in careers in the cultural sector;
- development of support mechanisms to encourage enterprise with particular emphasis on business start-up;
- establishment of a regional practitioner network supporting and enhancing good practice in integrating teaching and learning of professional development within the curriculum and facilitating partnerships between universities and other organisations.

Programme of work

- The first stage, produced a labour market information report on the core competencies required from professional practice in the cultural sector.
- The second stage saw the implementation of the new Life, Work, Art teaching programme, embedded within existing teaching modules. The regional practitioner network was set up and the first student conference took place.
- The second year of the programme was delivered with adjustments arising from the end of first year evaluation. A second student conference took place and a wide range of additional externally funded projects took place.
- Dissemination has been taking place throughout the lifetime of the project through regional and national conferences, newspaper and journal articles, the project web-site and the Art, Design, Media Subject Centre.

University of Newcastle

Supporting Placement Learning through a Virtual Learning Environment

| | |
|----------------------|---|
| Subject area | Organismal Biosciences |
| Theme | Work related learning |
| Partner Institutions | None |
| Duration | 2 years |
| Funding | £74,928 |
| Project Number | 144/02 |
| Contact | Dr Chris Seal |
| Role in project | Project Director |
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| Fax | 0191 2226720 |
| Email | chris.seal@ncl.ac.uk |
| Web | http://www.ncl.ac.uk/cad/placementVLE/about.html |
| Address | School of Agriculture, Food & Rural Development University of Newcastle Newcastle upon Tyne NE1 7RU |

Goals

- Formation of an institutional practitioner network involving departments offering placement opportunities to facilitate the sharing and uptake of good practice in placement learning.
- Identification of good practice in the supervision and assessment of work-related learning in the placement environment which will be used to inform the development of the learning resources, which will be designed for use by the LTSN Biosciences and the National Council for Work Experience (NCWE).
- Development and implementation of a web-based interface using the Blackboard system to support students on placement as part of the institution's biosciences curriculum.
- Deliver 2 workshops as part of conferences organised by the LTSN Biosciences and NCWE.
- Produce for the LTSN Biosciences and NCWE a guide to placement learning in hard-copy and electronic form which details a code of practice for employers and case studies of good practice.

Project outcomes

Representatives from a range of academic Schools and central services attended a workshop on the materials developed by the project. Based on this and contacts made during a poster presentation at the institutional Learning & Teaching conference, links have been established with individuals involved in placements, most notably in Chemistry and Modern Languages where the project materials as well as the process of developing them is being shared. The project's approach has also informed the development of materials to support students undertaking consultancy projects as part of the Applied Communications degree; although the

students are still based on campus, the projects are work-based and undertaken on behalf of external organisations, forming a significant part of the final stage of the degree programme.

The learning resources were developed after an analysis of sources such as the QAA Code of Practice on Placement Learning, the University's own Code of Practice on Placement Learning, a survey of students returning from placements, of organisations who had hosted students in recent years, and materials in the NCWE resource pack. As the students from the two programmes that formed the focus of the project (BSc Honours programmes in Food & Human Nutrition and Applied Biology) were submitted for the City & Guilds Licentiate Award, the standards for that award were also taken into consideration.

After consultation with students who had already undertaken a placement (and a similar survey of host organisations), materials were developed as a Blackboard module. The project aimed to reinforce the connections between learning on campus and learning during the placement and so chose to develop a 'module' even though it would have been possible to develop a 'community' as we felt the consistency of vocabulary would be valuable. After initial evaluation, the materials were refined and made available to students in June 2003 at the start of the placement year for this cohort of students.

A workshop session was delivered at the 2004 ASET conference to approximately 25 people from a range of higher education institutions. The project manager also gave a presentation on the project to the annual conference of City & Guilds delegated authorities, September 2004. The Project Manager spoke at the LTSN Employability conference, December 2004.

In touch, online: Supporting placement learning through a Virtual Learning Environment is a six page guide that aims to provide a starting point for the development of online learning resources for students undertaking placements as part of their programmes. It is based on the experiences of the project team and draws on elements of good practice from other sources to ensure consideration of factors such as accessibility during the development of online resources. Printed copies have been distributed through the LTSN Bioscience network of departmental contacts and to all Placement Tutors and Degree Programme Directors for those programmes that offer placement at the University of Newcastle. The Guide is available from the project's web-site at <http://www.ncl.ac.uk/cad/placementVLE> and from the LTSN Bioscience site at <http://bio.ltsn.ac.uk/ftp/projects/fdtl/intouchonline.pdf>. Links are also in place from the NCWE site.

Programme of Work

The project spanned three academic cycles to reflect the progressive nature of the placement within the programme structure. During the life of the project, cohorts of students progressed through (i) placement preparation and planning (ii) placement activity and (iii) post placement submission of evidence of skills obtained.

The project was designed in two principle phases following an initial organisation process which included the establishment of a sub-committee of the institution's Teaching and Learning Committee to oversee this [and 2 other FDTL-4 projects], and the appointment of an external evaluator [Mr CT Proctor, Lecturer, Informations Systems Institute, University of Salford].

Phase 1 Development of learning resources

This phase of the project involved the identification and evaluation of good practice in placement learning within and outside the institution. The key object was to incorporate established good practice based on the institution's Code of Practice for Placement Learning alongside QAA Placement Guidelines. The process involved meetings with colleagues managing placements within the institution and discussions with others from outside this institution. The information was used to develop the Blackboard module, tying in principles of the City & Guilds criteria for the development of a portfolio suitable for the award of a Licentiate of the City & Guilds, which was the current practice for students taking the Food & Human Nutrition degree programme. The materials were evaluated by students returning from placement and finally completed for outgoing students in June 2003.

Phase 2 Implementation and evaluation

During this phase the web based interface and learning resources were used by placement students during their placement year June 2003 – July 2004. During this period, the use of the Blackboard module by students was monitored and informal discussions with students carried out during placement visits by the placement tutor. At the same time, items on the module, such as the Digital Drop Box and Discussion Boards were the focus of contact between the students on placements and the University. Towards the end of the placement year the students completed an evaluation questionnaire on their perceptions of, and use of the Blackboard module. The external evaluator also visited two students while out on placement to assess their perceptions. This was re-enforced with two focus group discussions held by the external assessor with all of the students from this cohort in September 2004, which formed the core of his evaluation of the project.

Post-project dissemination

The Blackboard module has continued to be the principle process for monitoring the students while on placement, with small changes to the structure during the current academic year. Feedback from the students continues to be very positive and supportive of this means of contact.

The project has been disseminated through a variety of meetings nationally and within this institution (see above). The guide and interactive CD have been provided at a number of events and several individuals have been given access to the Newcastle Blackboard system for their own evaluation of the materials.

University of Nottingham

APPLET: Advancing the Provision of Pharmacy Law and Ethics Teaching

| | |
|----------------------|---|
| Subject area | Pharmacology and Pharmacy |
| Theme | Teaching Development |
| Partner institutions | Aston University, De Montfort University |
| Project number | 150/02 |
| Duration | 3 years |
| Funding | £249,753 |
| Contact | Phil Whieldon |
| Role in project | Project Manager |
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| Web | http://www.nottingham.ac.uk/pharmacy/applet/ |
| Address | School of Pharmacy University of Nottingham Nottingham NG7 2RD |

Goals

The project aims to make a step change in the scope and content of law and ethics teaching in the pharmacy curriculum to support::

- the pharmacists' changing role from supplier of medicines to clinical practitioner
- provision of teaching mostly by non-specialist, part-time teacher practitioners.

Project outcomes

The project will provide:

- Collective working of teachers of pharmacy law and ethics in a participative process of review, development and evaluation across all UK schools of pharmacy.
- The collective development of an agreed new curriculum, consistent with continuing Royal Pharmaceutical Society of Great Britain (RPSGB) accreditation, to meet the rapidly changing needs of the health care workplace.
- The identification and development of a range of learning and teaching approaches (e.g. exemplars of problems, effective learning strategies, assessment techniques) that develop individual student skills and meet the needs of a diverse, multi-ethnic student group.
- A phased implementation framework that can be tailored by individual schools to meet their own institutional curriculum and learning strategy and priorities.
- Teaching and learning resources (both IT based and paper based) and a training programme that takes account of resource limitations within schools and the need to deliver the curriculum by non-specialist practitioner staff.
- A dedicated national, interactive web-site for dissemination, evaluation and project support linked to the national LTSN site. On completion of the project, there is collective

agreement by schools of pharmacy and the RPSGB to maintain this site with continued LTSN links.

- Continuous formative evaluation of the project with dissemination of the findings through annual workshops, progress reports and web information.
- A final report and a summative evaluation by an external evaluator with dissemination beyond the world of pharmacy through a national project review meeting organised in collaboration with LTSN and other stakeholders.

Programme of work

Year 1

- Set up project web-site for dissemination with mailing to heads and teaching staff in all schools of pharmacy.
- Collection of curriculum information in related disciplines (medicine, nursing, law, philosophy and social science) and interviews with key players.
- Review of curriculum and teaching and learning strategies in related disciplines.
- Conduct semi-structured interviews with sample of teachers of pharmacy and law and ethics to investigate current practice, limitations, ambitions and constraints.
- Interactive workshop for all teachers of pharmacy law and ethics, identify and agree strands of work (e.g. development of ethical case studies; techniques for assessing moral reasoning) and identify membership of up to four task groups.

Year 2

- Task groups (supported by the project team) to develop learning and teaching materials.
- Dissemination of learning materials via web-site.
- Development of consensus curriculum, further negotiation and refinement. Submission to RPSGB Education Committee.
- Development of web-site to support the consensus curriculum.
- Negotiate with schools' participating in the piloting of new resources.

Year 3

- Implementation of pilot projects supported by web based project material. Eight pilots in total, one project team member will act as primary contact for each pilot.
- Post-pilot evaluation at active sites; validation and analysis of evaluation results (focus group of project team, representatives of pilot sites and expert advisors).
- Evaluation using telephone interviews, focus groups and self-completion questionnaire.
- Analyse evaluation evidence, revise materials and dissemination through web-site and hard copy handbooks.
- Final project presentation open to all schools of pharmacy, RPSGB and employers to disseminate findings of project. To be held at Royal Society of Medicine.

University of Reading

PIPE: Promoting Interprofessional Education

| | |
|----------------------|--|
| Subject area | Facilitation of Interprofessional Learning |
| Theme | Interprofessional education |
| Partner institutions | University of Reading, Buckinghamshire Chilterns University College, Oxford Brookes University, Thames Valley University, University of Oxford, Thames Valley Deanery for Dental and Medical Education |
| Project number | 158/02 |
| Duration | 3 years |
| Funding | £250,000 |
| Contact | Julia Bray |
| Role in project | Project Director and Manager |
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| Web | http://www.pipe.ac.uk |
| Address | School of Health and Social Care University of Reading Bulmershe Court Earley Reading RG6 1HY |

Goals

To enhance the quality of Interprofessional Learning by preparing teachers and facilitators in health and social care.

Project outcomes

- increase accessibility for IPL for teachers
- develop and evaluate IPL preparation for student teachers
- ensure that IPL training developed for teachers is accredited and recognised.

Programme of work

The project comprises four different schemes all with a focus of facilitation of IPL.

PIPE Scheme 1 is to develop the skills of a range of health professionals in the delivery and management of course-based and work-based learning throughout the primary care team.

The existing course for the preparation of GP trainers has been redesigned to focus on generic skills and to introduce a multi-professional teaching team. The course is now delivered by health professionals with a mixture of backgrounds which include medicine, nursing, education and management.

PIPE Scheme 2 explores the preparation of lecturers and practice educators through postgraduate programmes in professional education offered at the partner institutions.

All participating HEIs offer postgraduate level programmes in teaching and learning to a range of health and social care professionals.

This Scheme began with a survey of commitment to interprofessional education (IPE) across the programmes which highlighted:

- differing stages of development of IPE
- differing drivers and commitment to (further) change
- different approaches – integration / highlighted provision / specific module.

Students explore opportunities for interprofessional collaboration which influence or lead to informal / formal learning.

This has been achieved in each institution by a combination of:

- embedding the core attributes
- offering specific modules on IPL
- ensuring reading lists reflect IPL
- incorporating it into the teaching observation criteria
- ensuring IPL is part of the assessment requirements.

The next phase will be to evaluate the impact of the various approaches on the trainee teachers and practice educators and, equally importantly, teaching staff facilitating these programmes in higher education institutions.

PIPE Scheme 3

Overall goal: To develop skills in a range of health and social care professionals who undertake facilitation of interprofessional work-based learning.

Plan

In order to address the problem we decided to use a Delphi research technique, setting up an expert panel of facilitators to collect their views on what knowledge and skills are needed to facilitate IPL in the workplace. This survey has now been completed and the results are being written up. The results of this research are now being used to support the teaching in the other schemes and to link the project as a whole.

PIPE Scheme 4

- main objective of project to prepare facilitators for developing interprofessional learning in undergraduate education
- a learning set of faculty from University of Oxford and Oxford Brookes University – learning from and with each other
- exploring opportunities for developing interprofessional pilot projects within the undergraduate curricula.

Where we are now

- interprofessional workshops on sexuality and sexual health are being planned
- the location of student placements in the community is being mapped, so that overlaps (with potential for interprofessional learning opportunities) can be identified

- exploration of how the learning set might prepare other facilitators for interprofessional learning and teaching, for example, using self-directed study packs, seminars and web-based materials.

University of Reading

PPLATO: Promoting Physics Learning and Teaching Opportunities

| | |
|----------------------|--|
| Subject area | Physics and Astronomy |
| Theme | Development of physics and mathematics teaching resources and an online foundation programme. |
| Partner institutions | Brunel University, University of Newcastle upon Tyne, University of Plymouth, University of Salford, The Open University |
| Project number | 159/02 |
| Duration | 3 years |
| Funding | £249,967 |
| Contact | Silvia Bragaglia Pike |
| Role in project | Project Coordinator |
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Goals

To address the twin problems of mathematics teaching for physics undergraduates and widening participation in undergraduate physics. These goals are addressed through the development of flexible teaching resources in physics and mathematics at foundation and first year levels and an online foundation year programme in physics and mathematics. The resources include electronic textbooks, supporting tutorial packages and computer assessment packages. They will be implemented and evaluated within the HE sector.

Project outcomes

The resources developed include an introductory mathematics textbook for science, the equivalent of two mathematics textbooks and three physics textbooks for first year and foundation year university work, 36 tutorial packages and a very large computer assessment package. The online foundation programme is studied from home and may be spread over one or two years. It includes a mathematics programme, a physics programme and a physics laboratory school. These elements may be taken in whole or in part by school-leavers preparing for university entry or by others as part of a continuing professional development programme – for example, by schoolteachers or those working in industry.

Programme of work

The resource development has involved the production of the electronic textbooks by Reading and the Open University (OU), the tutorial packages from Plymouth and Salford and the computer assessment packages from Brunel. Newcastle undertook an initial review of the sector

and has liaised subsequently with the sector concerning implementation and evaluation. Reading and the OU have also been particularly involved with the evaluation process.

University of Sheffield

Web-based Interprofessional Network

| | |
|----------------------|---|
| Subject area | Dentistry |
| Theme | Interprofessional learning |
| Partner institutions | University of Derby |
| Project number | 162/02 |
| Duration | 3 years |
| Funding | £250,000 |
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Goals

The WILeN project seeks to develop a web-based interprofessional learning environment across institutions in the “old and new” university sector. The project will be led by the University of Sheffield and implemented at the University of Derby, with a view to expanding the network in the final year of the project.

Project outcomes

The WILeN project will establish a protocol and a structured software package designed to facilitate online interprofessional learning. In the process of this development, best practice in e-learning and IPE will be identified, and through dissemination the WILeN network will be expanded. The developed online environment will be piloted at partner institutions to inform future development and to ensure that it meets the needs of as many disciplines as is feasible. Workshops and publications will disseminate these outcomes.

Programme of work

The planned work is to:

- examine existing examples of best practice in e-learning and interprofessional learning
- identify evaluation models for the delivery of generic courses, supported by online learning, with the potential for interprofessional learning
- in collaboration with the WILeN network, develop the computing technology to provide structured support for interprofessional learning based on the evidence collected
- pilot the structured online IPE environment with identified partners
- evaluate and disseminate the results through publication and national workshops.

University of the West of England

PROFILE: A Flexible, Generic System to Support the Assessment for Academic Credit of Work-Based Learning within Non-Vocational Bioscience Sandwich Degrees

| | |
|----------------------|---|
| Subject area | Bioscience / Generic |
| Theme | Electronic portfolio |
| Partner institutions | N/A |
| Project number | 170/02 |
| Duration | 3 years |
| Funding | £149,557 |
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Goals

To produce a flexible and generic web-based electronic portfolio system that can be used by any discipline to track, monitor and assess learning (particularly work-based learning) but can be applied to any form of learning, PDP or CPD.

Project outcomes

The outcomes include:

- The production of a secure, password-controlled electronic-portfolio (e-portfolio), named PROFILE, for individual students in which they can evidence their learning;
- A system that can be accessed anywhere in the world through the web and not tied to any single VLE;
- An e-portfolio that students can use during formal higher education study and continue to use for PDP, CPD and lifelong learning;
- A system whereby stakeholders in the education of the student (eg employers supervisors and academics) can, by invitation of the student, view and sign off the student's work;
- A flexible, generic system whereby any discipline can house its own learning materials and be responsible for the management of students' e-portfolios.

Programme of work

In the first year, we will look at our current practices of monitoring learning on work placements and devise new pedagogies to capture learning opportunities for students on work-based

learning. We will also visit other bioscience departments in the HE sector to see how their practices and if the new pedagogy can be applied elsewhere. Work will also start on planning the programming of the e-portfolio system. New programming methods will be scoped to see if they are suitable vehicles upon which to build PROFILE.

In the second year, the programming of the PROFILE system will begin and be applied to the new approach to capturing learning on work placements within our Faculty. The new practice will be evaluated and used to refine the PROFILE system as necessary. Further dialogue will take place with others in the HE sector and new disciplines will be brought in.

In the third year, new versions of the PROFILE software will be developed and informed by the evaluative processes in the second year. The new versions will be applied again to another cohort of placement students and feedback obtained. In parallel, major dissemination activities will occur to all disciplines, and groups within UWE and throughout the HE sector will be invited to trial the PROFILE system and the feedback obtained will help to further develop PROFILE.

University of Ulster

STAR: Student Transition and Retention

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|----------------------|--|
| Subject area | Molecular Biosciences and Organismal Biosciences |
| Theme | Widening Participation |
| Partner institutions | University of Manchester, University of Brighton, University of Sunderland, Liverpool Hope University |
| Project number | 172/02 |
| Duration | 3 years |
| Funding | £249,932 |
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Goals

The project aims to:

- Identify the purposes of induction and other introductory activities related to the management of student transitions;
- Identify and document good practice i.e. those activities that fit their purposes;
- Disseminate this good practice through publications, a web-site and workshops; and
- Promote innovation through a phase of project funding.

Project outcomes

- The project will produce a set of guidelines which will indicate appropriate purposes for activities aimed at the effective management of student transitions. These will be grouped under the following headings:
 - Prior to entry
 - Induction
 - Curriculum Development
 - Staff Development
- The project will produce web and paper based case studies which will illustrate how the objectives contained in the guidelines document can be met.

- The project will sponsor a range of sub projects to promote changed practices and these will be reported as further means to achieve the objectives contained in the guidelines document.
- The project will disseminate accounts of good practice through attendance at a range of events including those held through HEA subject centres, distribution of paper-based materials and the maintenance of a web-site.

Programme of work

- A set of transition guidelines will be developed through consideration of the literature, experience within the consortium and established practice.
- Locations of practices that fulfil the purposes set out in the guidelines will be located through a sector-wide questionnaire and interviews with selected staff.
- This good practice will be documented using information from staff interviews, institutional literature and student focus groups. In addition case studies will be commissioned from sites of likely good practice.
- Dissemination will involve awareness and understanding of the guidelines and the promotion of an audit tool designed to promote staff reflection on their current practices. In addition awareness and uptake of the practices detailed in the STAR case studies and implied in the guidelines document will be raised through presentations of work and sponsorship of sub projects. Dissemination will be achieved through attendance at meetings, workshops, a web-site and paper based accounts of good practice.

University of Ulster

Making Practice-based Learning Work

| | |
|----------------------|---|
| Subject area | Nursing and other subjects allied to Medicine |
| Theme | Employability |
| Partner institutions | Bournemouth University, Northumbria University |
| Project number | 174/02 |
| Duration | 3 years |
| Funding | £250,138 |
| Contact | Joan Mulholland |
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Goals

The main aim of this three-year FDTL Phase 4 funded project is to make practitioners more effective at supporting and supervising students in the workplace across a range of health care disciplines. The professions involved in the project include:

- Dietetics
- Nursing
- Occupational Therapy
- Physiotherapy
- Radiography.

The principal questions to be addressed in this project are:

- What constitutes effective practice in placement education?
- How can effective practice be implemented at organisational, professional and practitioner levels so as to maximise student learning on placement?
- How can this good practice be developed and embedded in the contexts of health and social care within a multicultural workforce?

Project outcomes

- Identification and documentation of good practice on how practitioners are prepared for their educational role.

- Learning materials developed and evaluated by and for five health care disciplines for use by practitioners.
- Learning materials that will be made available in a number of efficient media, eg paper, electronic, CD-ROM and web-based.
- A programme applicable to interprofessional and uniprofessional contexts.
- Widened access for a multicultural workforce.
- Embedding best educational practice through the establishment of an academic-practitioner network.
- Dissemination of a range of materials and processes across the wider academic and health and social care communities.

Programme of work

The project is being completed in three phases:

- Mapping the current preparation of practitioners to undertake their practice learning supervisory role in each of the participating disciplines.
- Identifying best practice and developing interprofessional open learning (to include e-learning) resources to enhance the preparation of Practice Educators.
- Disseminating, implementing and evaluating the effectiveness of the proposed preparation programmes.

University of York

Viperlib: visual perception library

| | |
|----------------------|---|
| Subject area | Psychology |
| Theme | A web-based library of images supporting the study of visual perception |
| Partner institutions | N/A |
| Project number | 183/02 |
| Duration | 21 months |
| Funding | £74,908 |
| Contact | Elaine Pollard |
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Goals

The Viperlib project has established a web-based resource library of images and presentation material illuminating the study of visual perception. All images are given freely by the vision research community and are available for educational, non-profit use only.

Viperlib does not own the copyright of any of the images on the web-site. Copyright for the images and materials resides with their respective owners.

Project outcomes

The web-site has over 2,000 images and 3,200 registered members.

Programme of work

We have sourced potential contributors and persuaded them to contribute, arranged blanket agreements with publishers, set up terms and conditions of use, established, maintained and enhanced the web-site, monitored usage, and worked on publicity and dissemination.

University of York

Interprofessional Teaching and Learning in Contemporary Mental Health Care

| | |
|----------------------|---|
| Subject area | Nursing |
| Theme | Interprofessional education |
| Partner institutions | N/A |
| Project number | 184/02 |
| Duration | 2 years |
| Funding | £40,336 |
| Contact | Mark Whyte |
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Goals

The goals of this project are to design, implement, evaluate and disseminate the results from a shared learning module entitled “Collaborative Practice in Contemporary Mental Health Care”. The module involved bringing together nursing and social work students.

Project outcomes

This was originally a two-year project but it was agreed to extend it for a further year in order to allow for a third cohort of students to undertake the module and to provide more opportunities for dissemination. Project dissemination focuses on the following outcomes:

- Changes in knowledge, skills and attitudes.
- Evaluation of teaching and learning strategies that have been found to be beneficial to shared learning.
- Sharing of teaching and learning materials.
- Students’ experiences of shared learning.
- Practical considerations when planning interprofessional learning.
- Implications for workforce planners and curriculum developers.

Programme of work

All students have now finished the module and the final stage of the project is to complete the evaluation and produce a final report and summary for dissemination. A significant amount of dissemination activity has already taken place with other HEIs, via the HE Academy FDTL Phases 4 and 5 conference and via the Mental Health in Higher Education/Subject Centre network.

University of Nottingham

Promoting Key Skills Development through the use of Portfolios

| | |
|----------------------|---|
| Subject area | Nursing |
| Theme | Developing key transferable skills |
| Partner institutions | De Montfort University, Leeds Metropolitan University, University of Salford |
| Project number | 188/02 |
| Duration | 3 years |
| Funding | £248,913 |
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Goals

The aims of the project are to promote the development of students' key skills through the use of portfolios and to explore ways of assessing the evidence of key skills attainment.

Project outcomes

The outcomes will be:

- A key skills portfolio (electronic and paper based) and assessment strategies which are capable of being adapted to accommodate variations in the specific needs of different student groups and institutions.
- A User's Guide in a variety of media (CD, paper-based and electronic) explaining the principles underpinning the design and implementation of a key skills portfolio.
- Staff development materials that have been developed and evaluated.
- A project web-site containing information about the project, case studies documenting the development and use of key skills portfolios and other explanatory materials.
- An evaluative report.

Programme of work

The programme of work has taken place in three overlapping stages. Each stage has employed a range of methods designed to link the activities in each of the partner institutions. In stage one working groups, comprising academics, students and nurse practitioners were developed in each of the institutions. The remit of these groups was to adapt existing portfolios and/or design a new model and to develop strategies for assessing evidence of students' key skills development and

to pilot these with small groups of students. Mechanisms for partnership working across the consortium were established

In stage two there were three strands to the project teams work in each institution; i) evaluating the effectiveness of the prototype portfolios and modifying them in response to the data obtained, ii) implementing the adapted portfolios with larger groups of students, and iii) disseminating the lessons learnt from the project internally and externally.

In stage three the activities of the project team centred around adapting and changing the portfolio materials in response to the lessons learnt, developing materials for the web-site and dissemination to other disciplines and professions across the consortium and to the wider HE sector through a combination of staff development workshops, conference papers and poster presentations locally and nationally.

