



LEEDS
BECKETT
UNIVERSITY

Citation:

Smith, SV and Coates, C (2010) Collaborative working across CETLs at Leeds Metropolitan University. Project Report. CETL ALPS (Assessment and Learning in Practice Settings).

Link to Leeds Beckett Repository record:

<https://eprints.leedsbeckett.ac.uk/id/eprint/3690/>

Document Version:

Monograph (Published Version)

The aim of the Leeds Beckett Repository is to provide open access to our research, as required by funder policies and permitted by publishers and copyright law.

The Leeds Beckett repository holds a wide range of publications, each of which has been checked for copyright and the relevant embargo period has been applied by the Research Services team.

We operate on a standard take-down policy. If you are the author or publisher of an output and you would like it removed from the repository, please [contact us](#) and we will investigate on a case-by-case basis.

Each thesis in the repository has been cleared where necessary by the author for third party copyright. If you would like a thesis to be removed from the repository or believe there is an issue with copyright, please contact us on openaccess@leedsbeckett.ac.uk and we will investigate on a case-by-case basis.

Assessment & Learning in Practice Settings



ALPS' aim has been to increase the confidence and competence of students graduating in health and social care

We need your input!

Please go to page 10 and complete the ALPS survey!

For the benefit of new readers...

... and as a reminder to everyone else, ALPS is a collaborative programme between five Higher Education Institutions with proven reputations for excellence in learning and teaching in health and social care: the Universities of Bradford, Huddersfield, Leeds (lead), and Leeds Metropolitan and York St John Universities. There are 16 professions across the partnership from Audiology to Social Work and a wide range of partners including NHS Yorkshire and the Humber and practice networks. We are also working in consultation with the Professional, Statutory and Regulatory Bodies.

**ALPS Conference 2010:
Work-based Learning and
Assessment for the Next Decade**

16-17 March 2010, Weetwood Hall, Leeds

Welcome to the latest edition of the ALPS Bulletin, where we are looking ahead to the fast approaching ALPS Conference!

The culmination of five year's worth of research, implementation and evaluation, the two day international conference offers a chance for delegates to learn about the successes and the challenges of this ambitious programme.

Conference Themes

With a high proportion of many undergraduate courses being taught within practice settings, work-based learning and assessment has increasingly been at the forefront of education development. The Conference themes of 'Working in partnership to improve employability' and 'Learning and assessment in the technological age' reflect this.

Over the two days, the ALPS Conference will also:

- identify the trends and potential developments of work-based learning and assessment over the next 10 years
- review current and up-and-coming learning technologies
- highlight factors affecting the employability of graduating students

Our Keynote Speakers



Professor Peter Chatterton

'Sustaining and embedding innovations – challenges & opportunities'

Peter Chatterton is a consultant and academic whose work spans higher and further education, Government and industry and is a Visiting Professor in the Learning and Teaching Institute at the University of Hertfordshire.

His consultancy work involves supporting institutions in programmes of change and transformation focused on enhancing the quality of teaching, learning and assessment and on improving efficiency. Peter has helped set-up and run partnerships and active collaborations between HE, FE and industry and supports various "vision" projects on the future of teaching, learning and assessment. He works with various sector agencies, such as the HEA, JISC and Becta, taking on roles such as benchmarking consultant, Critical Friend, programme/project evaluator and change management consultant e.g. working with the HEA/JISC national e-learning benchmarking and pathfinder programmes, the JISC Users and Innovation programme and the JISC Curriculum Design and Delivery Transformation programme. In this context, he has worked with a wide range of universities on programmes of change and facilitates cohorts of institutions working collaboratively. He is also actively involved with the development of work-based degrees and articulation routes in Scotland within a partnership of Scottish HE/FE institutions and has a keen interest in promoting partnerships between HEIs and SMEs (small/medium sized businesses).



Professor Sue Proctor

'Getting under the skin of effective working in partnership: A case study approach'

Sue Proctor is the Director of Patient Care & Partnerships at NHS Yorkshire and the Humber. As part of this role, Sue leads on clinical engagement and improving the quality of clinical services, innovation, integrated governance and patient safety. She also has responsibility for a number of specific service areas, including children and young people, mental health and learning disabilities, continuing care and offender health. Sue leads on reducing health care associated infections; improving patients' and public involvement in health care; regional economic partnerships and research and development. Last year Sue was seconded to NHS North Yorkshire and York, where she was interim Director of Strategy and Engagement. Earlier this year, she was awarded a Visiting Professorship by Leeds Metropolitan University.

We look forward to seeing you there!

ALPS Conference Team

University of Leeds
alps@leeds.ac.uk

ALPS – The Exceptional Student Journey

The ALPS team from the University of Leeds were out in force last month for the University's annual Learning and Teaching Conference



ALPS colleagues used posters and case studies to tell their story

This year's theme was 'the exceptional student journey' and it was agreed that this was an ideal opportunity to showcase the story of ALPS and how it has achieved excellence in student learning and assessment.

We were all mindful of the fact that this would be the last year ALPS was 'live' at a Leeds Learning & Teaching Conference, so really wanted to tell our story fully.

The ALPS Leeds Partner and ALPS Core Team all worked together to put the ALPS story together using posters, IT demonstrations and case studies.

The posters told the complete ALPS story; from the development of the ALPS Common Competency Maps, to the assessment tools and learning material, and finally some case studies illustrating how different professions and cohorts have embraced the ALPS outputs and adapted them to suit their own requirements.

ALPS' commercial partners also contributed to the success of the exhibition. MKM provided a laptop pre-loaded with a demonstration assessment suite, and ecommet set-up an innovative way of collecting feedback via texts, and were on hand to demonstrate the new Afaria mobile platform.

We had some demonstration mobile devices with the Radiography Technique booklet and related quiz uploaded as examples of mobile-friendly learning resources. Visitors to the stand could also take away copies of three different case studies based on ALPS activity at the University of Leeds:

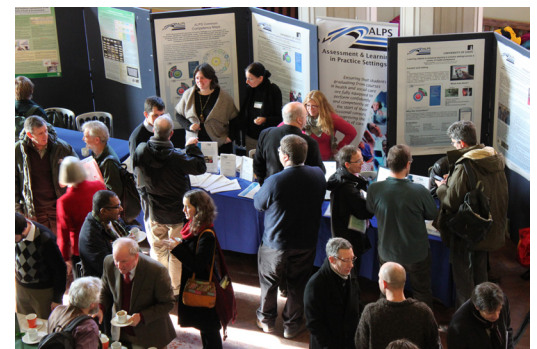
1. Audiology – use of mobile devices and the "Gaining Consent" assessment tool,

with their focus group findings and their plan for the future

2. Dental Hygiene and Therapy – students also used the "Gaining Consent" tool when they were in outreach clinics and concentrated on peer feedback
3. Social Work – students used ALPS paper based tools for gathering 360 degree feedback from a variety of sources during their placement observations

Some examples of ALPS embedding were also displayed; the cross referencing of the ALPS tools with the National Occupational Standards for Social Work, the Globalised Skills and Attributes Maps (<http://www.alps-cetl.ac.uk/GlobalisedMaps.html>) and a set of different devices being used by a cohort of medical students.

Despite having to contend with terrible snow and travelling conditions on the



The ALPS stand was busy during session breaks

day(!) we were very busy. Many different departments and professions were interested in the various aspects of the ALPS programme, and it was a pleasure talking to conference delegates about all that ALPS has achieved.

Julie Laxton

ALPS Teaching Fellow
University of Leeds

j.c.laxton@leeds.ac.uk



Visitors to the stand learned about ALPS activity at the University of Leeds

ALPS at York St John University



Professor Dianne Willcocks, Vice-Chancellor of York St John University, writes about the impact of the ALPS programme on the University. Dianne was involved in writing of the original ALPS bid and, as a member of the Advisory Board, has supported ALPS throughout the five year programme. We all send her our very good wishes when she retires in April

ALPS (Assessment of Learning in Practice

Settings) tells a powerful story of workplace learning; professional collaboration; shared learning; exploitation of innovative learning resources and development tools; and accessible (fair) routes into 16 professions. Importantly, for diverse individuals in diverse communities of learners it secures the CETL goals of excellence and enhancement for teaching and learning in ways that align with emerging priorities for the future of learning – most recently articulated in Higher Ambitions.

I am immensely proud that York St John has been a key partner in this five university venture, led by the University of Leeds. I believe that it opens up significantly new approaches to learning and assessment in workplace settings through its incorporation of two innovative elements: first through developing and mapping core competences for health and social care professionals (team working, communications skills and ethical working); and, second, through the use of new (award-winning) mobile technologies and the creation for roll-out of flexible assessment tools. The approach, as noted above, has secured agreement and plaudits across 16 health and social care professions and five universities – which is, of itself, quite astonishing. My own ambition would be to see development into other professions e.g. teaching, accountancy, sports science or engineering. At the same time, the particular remote learning model based on mobile technology needs to be scaled up to a critical mass in partnership with industry. Hence, some interesting challenges lie ahead.

Here at York St John the engagement with ALPS has influenced teaching and learning strategy in significant ways. Certainly it has helped to shape our approach to learning in the workplace – across the whole curriculum. Contemporary formation for tomorrow's graduates requires universities and colleges to forge multiple and complex relationships between student-tutor-mentor-service

user/audience in settings as diverse as schools, art galleries, prisons, day-centres, sports clubs, commercial and business settings, and many more. And these relationships involve new ways of working and the inculcation of new skills in both our staff and our students. ALPS represents a positive model from which helpful translations can be made into other subjects and sectors.

In addition, ALPS contributes significantly to the University's emerging e-learning strategy. Whilst the initial vision of placement assessments being managed through the ALPS mobile platform has yet to be embedded in the everyday learning experiences of all health and social care students at York St John, the experience that faculty academics, e-learning, IT and library staff have gained from ALPS has built new competences and confidence. The initial challenges for the technological element of the project, around lack of access to computers and difficulty maintaining e-contact with students are resolving rapidly as communication systems continue to evolve. Strategic dialogue with the Learning Directorate ensures that ALPS-related systems have a high degree of compatibility with mainstream hardware that students will employ for future communications thereby obviating provision of dedicated mobile devices.



York St John De Grey Court Building

Traditional health and social care student support on placement has been reliant on face to face contact during visits by academic staff. This is an expensive, inefficient and increasingly ineffective approach to supporting students. York St John is working with the private sector's MyKnowledgeMap (MKM) to explore how the ALPS system can provide a sustainable support system for students and placement providers. It is intended that by 2010/11 this development will be rolled out to provide high quality support to all health and life sciences students engaged in work-based learning.

In addition, ALPS technology has fostered formative assessment for placement and this has led to the introduction of what we are terming an “Intensive Care” approach for those students who are struggling to meet learning outcomes. This is being piloted, using the latest smart phones, with a small number of Occupational Therapy and Physiotherapy students on placement at the Goole Hospital Inter-Professional Training Ward – representing an early intervention and individually targeted support scheme for all health and social care students at risk of failing a placement. This in turn links with an acceleration towards electronic Personal Development Portfolios (PDPs). ALPS has facilitated strategies for using electronic PDPs (e.g. PebblePad) in the curriculum in order to capture user/carer feedback that can contribute to formal student assessment and Continuing Professional Development.

Finally, the ALPS common competences in communication, team working and ethical practice have now become embedded in

core teaching on all health and social care student programmes with colleagues in cognate disciplines evaluating the principle and practice of the ALPS Common Competency Maps for other learner communities.

In summary, the ALPS CETL goes to the heart of what counts in teaching and learning which is the evidenced excellence of professional practice through a negotiated approach to assessment that is relevant, replicable and reliable. Moreover, this approach has been developed collaboratively with highly respected partners in a way that models future shared learning development arrangements. At York St John the learning community will continue to engage with and draw on the lessons from this exciting programme as we shape our ambitions for the future graduate.

Dianne Willcocks

Vice-Chancellor
York St John University

The Nursing and Midwifery Council review of pre-registration nursing education – consultation on new standards

The Nursing and Midwifery Council (NMC), the UK regulator for nurses and midwives, launched its consultation on new standards for pre-registration nursing education on 29th January

The proposed new standards have been developed as part of a review of the current standards which began in 2007. They aim to provide a framework for programmes which will prepare nursing students to safely and effectively meet the needs of a future healthcare service. The NMC have worked in partnership with a wide range of stakeholders from across the UK to develop the new standards, including nurse educators from higher education and practice, senior and specialist nurses, employers and commissioners of education and representatives of service user and carer groups.

The challenges and opportunities associated with delivering nursing care in a changing healthcare environment underpinned the work. For example, the proposed new competences focus on a broad range of skills required across each of the four fields of adult, children’s, learning disability and mental health as well as the more specialised skills required in one particular field. This approach was taken in order to enable nurses to meet the essential mental and physical health needs of all people

irrespective of their field of practice.

New requirements for teaching, learning and assessment of programmes have also been developed. One of the key aims of the NMC review was to increase opportunities for nursing students to engage in shared learning throughout pre-registration nursing programmes, both across the four fields of nursing and with students and qualified members of other professions. A range of new and innovative approaches to achieving this are being proposed through new requirements.

Jan Goldsmith, professional adviser for education at the NMC is leading the work stream on teaching, learning and assessment in the review. She is also a member of the ALPS Advisory Board. Jan has found her involvement with ALPS valuable and it has provided an excellent opportunity to discuss and share new and innovative approaches to learning and assessment in practice.

Jan is keen to encourage anybody who has been involved with the ALPS programme to respond to the consultation on the NMC’s proposed new standards for pre-registration nursing education. The NMC would really value people’s feedback to ensure that the new standards are fit for the future. The consultation is being undertaken through an online survey which can be accessed through the NMC website www.nmc-uk.org or by going directly to: <http://www.nmc-uk.org/Article.aspx?ArticleID=4072>.



The new standards will prepare nursing students to meet the needs of tomorrow’s healthcare service

The consultation will be open until 23rd April.

Following analysis of the outcomes of the consultation and final amendments to the proposals over the summer, the new standards will be launched this autumn. The first new programmes

will be introduced in 2011 with all new programmes being approved by 2013.

Jan Goldsmith

Professional Adviser, Education Nursing and Midwifery Council
jan.goldsmith@nmc-uk.org

Collaborative Working Across CETLS at Leeds Metropolitan University

The ALPS CETL and the Institute for Enterprise CETL at Leeds Metropolitan University are working collaboratively to develop the use of the ALPS CETL Common Competency Maps

The process initially established within ALPS CETL to map communication, team working and ethical practice has now been extrapolated to develop a new enterprise skills map to be used by students and staff.

The mapping of skills is an interesting way to enable students and staff to navigate their way through competences in a user-friendly format. Both ALPS and the Enterprise CETL have worked with MyKnowledgeMap, a local software company to facilitate this process and create interactive and creative user-friendly tools. The collaborative process involved in developing these Maps can be lengthy and challenging, involving the generation of clusters and dimension statements, but the information gained in both processes gave us a breadth of understanding around common language and the variations in terminology to

build a mutually acceptable concept for professional groups.

The overarching context of this mapping process was that these performance criteria would ultimately form the content of common assessment tools for interprofessional learning,

for the students and staff to gain an understanding of the different skills required for them to be enterprising. At Leeds Metropolitan University these Common Competency Maps have been embedded into the interprofessional learning strategy for students to use as an aid to developing practice competences during interprofessional group work and online learning sets. The enterprise

competences will be embedded at the University in programme review documents to enhance curriculum development. Leeds Metropolitan University aims to develop similar tools for coaching skills and leadership skills.

There is potential for the CETLS to share these resources with other HEIs and to market the concept to private universities, colleges or businesses and other professional organisations.

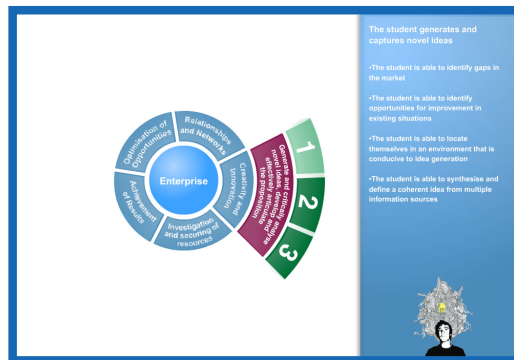
The enterprise map will be shared with colleagues at the ALPS Conference in March and the Leeds Metropolitan University CETL conference in April, where the embedding of the ALPS Common Competency Maps across the Faculty of Health and pan University will also be discussed.



ALPS Communication Skills Map

The student is able to adapt their communication style to suit different situations

- The student is able to deal constructively with conflict
- The student uses verbal and non-verbal skills to guide communication
- The student negotiates, clarifies and sets boundaries
- The student recognises situations where style needs to be adapted to reduce barriers to communication e.g. the use of sign language / an interpreter may be appropriate
- The student respects and supports the dignity, rights, privacy, autonomy and equality of others EP TV



ALPS and the Institute for Enterprise CETL worked together to produce the enterprise skills map

Catherine Coates

Director, Faculty of Health Placement Unit
ALPS Teaching Fellow
Leeds Metropolitan University
c.a.coates@leedsmet.ac.uk

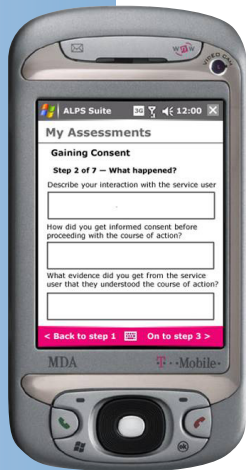
Sue Smith

Director, Institute for Enterprise
Leeds Metropolitan University
s.v.smith@leedsmet.ac.uk

An investigation of the reliability and validity of the ALPS assessment tools

The purpose of this project is to evaluate the ALPS assessment tools; a series of generic interprofessional assessments being undertaken by 1st, 2nd and 3rd year health and social care students attending HEIs in Yorkshire

The assessments are intended to provide the students with feedback on their performance in practice to enable them to develop their skills.



Gaining Consent is one of the ALPS assessment tools being evaluated

In order to determine if the assessment tools are appropriate for use across a range of disciplines, sites and institutions, it is important to evaluate the reliability and validity of the tools. Additionally, this work is a requirement of the HEFCE funding and the Professional, Statutory and Regulatory Bodies (PSRBs) that have been consulted throughout the ALPS programme.

To do this we intend to analyse completed, anonymised assessments using both quantitative and qualitative data. The quantitative data

will be analysed using descriptive

statistics and psychometric methods. The qualitative data will be analysed using an interpretative framework. Data is currently being collected by partner sites for analysis by the research team.

The core research team is made up of Sue Kilminster and Shelley Fielden, supported by the ALPS Core Team and partners. Sue Kilminster is Principal Research Fellow in the Medical Education Unit at the University of Leeds. Sue has various research interests, including IPE (Interprofessional Education), and manages the work-based learning IPE research project. Shelley Fielden is IPE Coordinator in the Medical Education Unit. Shelley is involved in the development, delivery and evaluation of the work based learning IPE research project.

Shelley Fielden

Interprofessional Education Co-ordinator
University of Leeds

s.a.fielden@leeds.ac.uk

Making Involvement Count

ALPS recently hosted a workshop to launch the report of an ALPS funded research capacity study into service user involvement led by Dr Virginia Minogue. The report is entitled: 'A study of service user and carer involvement in mental health training, education and research in West Yorkshire'

With considerable experience in research capacity, particularly with mental health service users, Virginia leads by example and is an authority on service user involvement in education and research. One of Virginia's specific areas of interest is service user and carer involvement in research and service development and planning. She has worked particularly closely with service users and carers, involving them at all levels of the research agenda, and has published papers in this area, book chapters, and a training

package. She also delivered training to service users and carers through the NIHR CRN. She is the facilitator of the Research and Development Forum Service User and Carer Working Group which, amongst other projects, has developed an

Involvement Portfolio.

Whilst the project management group was led by Virginia, service users conducted the actual research across four universities and three specialist mental health trusts in West Yorkshire. This work involved conducting interviews and focus groups with service users and carers engaged in teaching and research, surveying managers from the mental health trusts and staff within the universities, and the compilation of an extensive literature review. The data collection tools were developed by the service user and carer members of the project group.

Findings revealed that:

- Service user and carer involvement in education is still ad hoc and there is no clear methodology within teaching and training
- Service user and carer involvement in research is also varied but there are clear methodologies identified, although they are not implemented with any consistency



Dr Virginia Minogue gave a presentation based on the research

The following benefits of service user involvement in education and training were identified:

- Welcome addition of the user perspective
- Positive impact on student practice

There were also advantages to involving service users in the research process. These included an increased relevance of research questions and methodology, improved staff recruitment and an additional user perspective.

Although benefits to service users and carers were recognised, and despite the high level of involvement activity, the following barriers to involvement still exist:

- Lack of funding
- Lack of opportunities
- Lack of support and training
- Failure to value the user perspective

The workshop to share these findings was organised by Julie Laxton, ALPS Teaching Fellow (ALPS Leeds Partner) and Kate Murphy, ALPS Communications Officer.

The workshop was attended by service user and carer representatives from organisations (e.g. universities and NHS Trusts) and service users themselves.

Following an interesting presentation from Virginia about the research, the service users themselves described their experience of being involved in the research and also their views of the findings.

Participants then divided into groups and discussed ways of developing service user involvement, looking specifically at the areas the research had highlighted. Individual representatives who attended the workshop identified for themselves

and their organisations areas where they could improve their performance.

Feedback from the event was positive, with attendees welcoming the opportunity to hear about the research from those



The workshop gave participants an opportunity to discuss examples of best practice, as well as the barriers to service user involvement

involved and the chance to discuss the impact of this work and agree actions on return to their workplace.

Sara Firth from the Bradford & Airedale Mental Health Advocacy Group was involved in the research and attended the workshop: 'I thought the event was very useful in enabling people with health matters on their agenda to network and to hear stories about other people's experience of service user and carer involvement within other trusts and universities. Many of these mirrored my/our own in Bradford which helped, I think, to reinforce the findings and recommendations which arose from the study report.'

Julie Laxton

ALPS Teaching Fellow
University of Leeds
j.c.laxton@leeds.ac.uk

A Service User experience of the Authenticity to Action Conference, Cumbria

Barrie Holt, a service user involved with ALPS attended the conference held on 5 November 2009. The conference had a range of broad topics under the headings; Authenticity, Supporting Involvement–Systems and Processes, Using Technology, Community Engagement and Research

The ALPS input to the event was very strong with a large number of papers from the programme. The ALPS Conference coming up in March will be another ideal opportunity to demonstrate and share the material and expertise that exists across the programme.

I spoke to a number of service users who commented how good they thought the event was, and that it was clear that the trend for greater service user involvement still has a very positive momentum. This became clear from the number of presentations involving service users and the reception they received from the audience, which was very positive.

In one of 'our' presentations, the analogy of 'the Beach' was used to great effect to indicate the issues faced in the

development of the ALPS programme. This was a very useful ploy which amply demonstrated the hard work and dedication, of all involved, that was needed to move the programme forward. The main point of interest to me was the emphasis on the learning, and problem solving necessary in the process to make all aspects effective, and the difficulties of getting people to 'dip their toes in the water'. Some did with enthusiasm; some started swimming, others stayed on the beach. In today's climate of rising sea levels, they may find that the beach is not as secure as they would like. The audience was fully engaged and asked some very useful questions which were answered with clarity, honesty and with humour which was much appreciated.

In another presentation, it was very pleasing to see a group of young people taking such an active and amusing part, which was about thoughts around what it means to be a professional. There was much discussion around the issue of 'should social workers be expected to wear a uniform?' The general consensus was that they should not, but should dress with reasonable modesty befitting their role. It was very welcome to see young people at the conference, noticeable by their absence at previous conferences. They added a valuable and common sense approach to the issues and were praised by many for their contribution. I feel that this is a group of service users that we have tended to neglect and we should involve more young people in projects in

the future.

Having been to many conferences on service user engagement in the past, I feel I am beginning to see a trend which might be a problem in the making. I have noticed that when presentations are delivered by service users and an institution, whether it be health or education, there seems to be the assumption that 'their' particular method of involvement is the 'right' way. This seems to have the effect of closing minds to other ways of working, by both service users and professionals. I am not sure how this could be avoided but it may be a point of discussion in the future.

Barrie Holt

ALPS Service User & Carer Working Group



Introducing...

In this issue of the ALPS Bulletin we interview Hedda Bird, Managing Director of the ROI Academy...

...What is your role in regards to ALPS?

“ I am leading the Cost Benefit Analysis (CBA) project. My team gather data about how ALPS is creating benefits. I develop the value models, work with Finance to turn the models into numbers, and lead the analysis and reporting. ”

How did you become involved in ALPS?

“ We pitched for the business when the tender was published and we won! ”

Tell us about more about your role and what you are trying to achieve within ALPS

“ The output from the CBA will be used within the ALPS final report. However, doing a CBA highlights lots of areas where ALPS can add value in future; it should help participating HEIs decide how to take ALPS forward, and it can inform employers about the value of incorporating these kinds of assessment and learning tools into their continuing professional development programmes. A good CBA informs and supports the future, as well as recording the past – that’s what makes it so interesting.

We also hope that those who engage with us during the CBA project will learn a little more about how to evaluate and measure learning projects – the more we can all demonstrate the quantified value that learning can add, the easier it will be to secure funding for learning in the future.

Finally, we hope that the outcome of the CBA makes the ALPS team feel good about their achievements. It’s one thing to be fairly sure you have made a difference, it’s another to have it independently valued and written down to share with others.

What is the biggest challenge you are facing with regards to ALPS?

“ Engaging with the students who use ALPS

tools, and the service users who have given their feedback. Still, we are making progress, greatly helped by the lead ALPS partner in each HEI. ”

Tell us more about your job/role outside of ALPS

“ I am Managing Director of The ROI Academy. We provide robust, credible measurement for soft skills, management behaviour, training and all sorts of ‘difficult to quantify’ benefits. My time is divided about 50/50 between developing new business and leading the delivery of current projects. I like both roles, and think it is important to continue to do both even as the business grows. ”

Where do you see the work of ALPS having the biggest impact?

“ That’s what we are going to find out! However, from the process so far, it is clear that ALPS has made an enormous impact on individuals in terms of interprofessional working. ALPS has also been instrumental in leveraging funds for other projects, driving inter-disciplinary working within HEIs, managing students on placements and developing habits of life long learning. ”

Finally tell us an interesting fact about yourself you think people would like to know

“ My first, last and over riding passion is for the Theatre. I began my career running a theatre company that devised plays about Mathematics for secondary schools. My favourite piece was based on the life of Kepler: he used trigonometry as a central piece of proof in a famous court case. The student audiences all assumed the actors were brilliant mathematicians when in fact they hadn’t got a Maths GCSE between them! ”

Announcements

Cost Benefit Analysis Survey

As you may be aware, The ROI Academy was retained in Autumn 2009 to conduct a Cost Benefit Analysis (CBA) for the ALPS programme. The purpose of the CBA is to evaluate both qualitative improvements to student learning, as well as the economic benefits to the NHS and the universities involved. The ALPS Cost Benefit Analysis project is now in the last stages of data collection and The ROI Academy now needs your input!

No matter what role you have played in ALPS, your thoughts on the benefits that have arisen from the programme are important and valuable. Please go to: <http://tinyurl.com/alpscba> and complete the survey. It should take about five minutes for most people and no more than ten minutes even for those who have most to say!

Key findings from the CBA will be made available in September 2010. On behalf of The ROI Academy, thank you in advance for your help!

ALPS would like to say thank you to Professor Dianne Willcocks, Vice-Chancellor of York St John University as she prepares to retire in April. Dianne was involved in the original ALPS proposal to HEFCE in 2004 and has supported and promoted ALPS work since. As a member of the ALPS Advisory Board Dianne has made a significant contribution in advising the programme on strategic direction and facilitating key encounters.

Professor Vivien Jones, Chair of the ALPS Advisory Board and Pro-Vice-Chancellor for Learning and Teaching at the University of Leeds said, 'Dianne has been hugely important to ALPS and we are very sorry that she is leaving us. Dianne's knowledge and experience as a Vice-Chancellor have enabled ALPS to achieve much over the last four and a half years. We all wish her a very happy and healthy retirement.'

As part of the University of Huddersfield's third Research Festival, the School of Human and Health Sciences will be holding a Research Open Day on Wednesday 17 March 2010, celebrating the wealth of research undertaken by colleagues and postgraduate students. For more information visit: http://www2.hud.ac.uk/hhs/research/open_day.php

Leeds Metropolitan University is hosting a CETL Conference on Wednesday 21 April. This will be an opportunity for attendees to learn more about ALPS, as well as other CETLs based at Leeds Metropolitan University including the Institute for Enterprise CETL - read more about how these two programmes have worked together on page 6. For more information contact Catherine Coates: c.a.coates@leedsmet.ac.uk

ALPS Contact Details

ALPS Core Team is based at the University of Leeds:

T. 0113 343 6352
alps@leeds.ac.uk

www.alps-cetl.ac.uk

Each of the ALPS partners has a lead contact:

University of Bradford

Chris Dearnley

c.a.dearnley1@bradford.ac.uk

University of Huddersfield

Ian Warwick

i.warwick@hud.ac.uk

University of Leeds

Andy Pellow

a.j.h.pellow@leeds.ac.uk

Leeds Metropolitan University

Ieuan Ellis

i.ellis@leedsmet.ac.uk

York St John University

Peter Gray

p.gray@yorksjs.ac.uk

Forthcoming Events

Festival of Learning 2010: 'Connection, collaboration, and communication: The way forward in health professions education'

30-31 March 2010, Edinburgh Napier University. For more details visit:

<http://www.health.heacademy.ac.uk/>

SEDA Spring Teaching Learning and Assessment Conference: 'Communities of learning'

06-07 May 2010, Park Plaza Hotel, Leeds
For more details visit:

<http://www.seda.ac.uk/>

JSWEC 2010: 'Shaping the future of social work: priorities, challenges, opportunities'

30 June - 02 July 2010, University of Hertfordshire

For more information visit:

<http://www.jswec.co.uk/>

ASME Annual Scientific Meeting 2010

21-23 July 2010, Robinson College, Cambridge

For more information visit:

<http://www.asme.org.uk/>

Future Bulletins

The Bulletin is distributed electronically and via the ALPS website three times a year to keep colleagues up to date and involved with the work of the ALPS Centre for Excellence in Teaching and Learning. For further information on the articles featured visit our website at:

www.alps-cetl.ac.uk

We are looking for keen readers and contributors to the Bulletin, in order to make it a valuable, relevant and collective resource.

You can contribute by emailing the ALPS Core Team at alps@leeds.ac.uk with brief details of events, links to articles and other information.

The deadline for contributions to the next ALPS Bulletin is 23rd April 2010.

We'd be delighted if you would forward this Bulletin to your colleagues especially those in practice. Equally, if you've received this in error, or if you don't wish to remain on our circulation list please let us know - alps@leeds.ac.uk