



Centre for Excellence
in Leadership
and Professional Learning
Interim Evaluation Report

July 2007

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Interim Evaluation Report



1. Executive Summary

Looking back. Key findings from the internal review process are that:

- the CETL is making progress against all of its objectives to the extent that the review has not highlighted a need for any major change of direction
- particular strengths of the CETL thus far have been identified as:
 - the wide range of activity and projects
 - the different change models/approaches adopted in the discipline areas of Education and Science
 - the research and evaluation model, as a mechanism for reflection and review and for its emphasis on evidence and research informed practice
 - evidence that the CETL is having an impact on student learning
 - evidence that the CETL is impacting on strategic university learning and teaching initiatives.

Looking forward. The focus for the next phase will be an emphasis on development of:

- the outward facing role of the CETL, working with external stake holders and internally across the rest of the University
- the CETL's dissemination strategy
- the 'student voice' within the CETL
- the external dimension to the research and evaluation model through reflective appreciative enquiry with other CETLs
- the CETL's sustainability strategy.

2. Introduction

2.1 Structure and audience

For the CETL itself this report is the outcome of an in-depth, ongoing formative review process. Preparation of the report has formed an integral part of the CETL's own reflective 'Plan, Do, Review' cycle.

This report has been structured to address each of the areas that the HEFCE has identified as key aspects of the interim evaluation. It provides an overview summary with an evaluative commentary and reflective accounts of the results of the internal review, with links to an evidential base for further information (Appendix 1).

The audience for the report is seen primarily as being:

- the HEFCE and other external stakeholders and partners
- all internal stakeholders (the University, CETL Steering and Advisory Group)
- CETL Management Group and CETL Team.

2.2 Connection with other reports

Within the University the CETL formally reports through the CETL Management Group to a Steering and Advisory Group chaired by a Pro- Vice Chancellor. This group meets bi-annually and CETL progress reports to the Steering and Advisory Group are part of the CETL's evidential base [1, 2, 3].

In terms of monitoring and audit, the CETL's progress is tracked through the University's systems for financial control and reports to the HEFCE through the University's Annual Monitoring Statement.

2.3 Purpose

The purpose of this evaluation report is three fold:

- to contribute to the evidential base for HEFCE's own interim evaluation of the CETL initiative
- to fulfil objectives of the CETL business plan detailed in the Stage Two bid (October, 2004) that a major internal review be conducted at the end of the first two years to inform ongoing planning
- to form an intrinsic part of the CETL's own strategy for evaluating evidence of impact of the CETL on students, staff and stakeholders as part of a continuous formative evaluation process.

2.4 Overview of evidential base

For the purposes of this report, we have provided on the accompanying DVD examples of evidence that may be most useful / relevant to place in the public domain. At a later stage these will be accessible via our CETL website (currently undergoing reconstruction). A summary of all documents forming part of the evidential base can be found in Appendix 1 and are numerically referenced [#] throughout this report. The evidential base for this report comprises:

- CETL Management Group reports to the CETL Steering and Advisory Group [1, 2, 3]
- evaluation activities undertaken and research and scholarship outputs obtained over the 2 years of the project.

The student experience is captured through:

- interviews (snap shot and activities related), focus groups, surveys, module evaluation questionnaires, students' own products and pieces of reflective writing produced either as a part of assessed or non-assessed activity. A range of activities has been captured on video and still camera.

Experiences and lessons learned by the CETL 'core' team and members of staff are depicted through:

- interviews (audio and video), questionnaire results, outcomes of the 'Plan/Do/Review' and CETL away days, feedback from staff development sessions etc.
- theoretically grounded reflection can also be found in the research papers and scholarship outputs of the core team and staff involved in the CETL initiatives.

Impact on external stakeholders and their input into the CETL strategic development is evidenced in interviews and questionnaires, as well as in the results of audits undertaken (where external stakeholders were involved).

Evaluation activities were built in to the Year 2 plan to ensure progress is reviewed systematically to produce a reliable and robust evidential base to inform ongoing development and review.

3. Brief description of the aims and scope of the CETL

3.1 The Centre for Leadership and Professional Learning: its purpose

The CETL at Liverpool John Moores University has an employability theme and a subject focus on sport, exercise, dance and physical activity; it spans programmes across two faculties in the disciplines of Education and Science. Both discipline areas share excellent reputations for work-based and work-related learning (WBL, WRL). They have impressive track records in enterprise activity and collaborative partnerships and are known for bold, distinctive and innovative curriculum design and delivery. The CETL is co-ordinated as a university-wide learning and teaching initiative by the university's educational development unit, through which it is working to support the implementation of new strategic goals for the development of graduate skills and work-related learning within the curriculum of LJMU programmes. As such, it is a large and complex initiative with an ambitious remit.

The overarching aim of our Centre for Excellence in Leadership and Professional Learning is to develop existing innovative approaches to work-related learning within the subject areas of sport, exercise, dance and physical activity in order to enhance students' employability, leadership and entrepreneurial skills. In developing curriculum approaches that promote good learning for good employability, the CETL's primary aim is to enable students to become 'leading learners' who are also 'learning to lead.' For further detail please view the DVD prepared for the launch of our CETL, October 2006 [49].

For an early summary of the aims and scope of the CETL and its development and potential as a collaborative enterprise, see the article '*Multiple muffin fuelled meetings: learning from collaboration through the development of LJMU's Hefce funded Centre for Excellence in Teaching and Learning,*' in the LJMU Learning and Teaching Press (Vol 5, 2005, pp. 14-17 [4]).

The working and cultural context of the cognate subject areas is very different. What initially brought these areas together for the CETL bid was that collectively their case for evidence was most compelling. At the outset, the discipline areas shared common excellence, a generic theme of employability and a common subject focus. Over the last two years the discipline areas have developed a tight bond for knowledge transfer and dissemination of effective practice.

The challenge of the University's plans for developing a CETL based in different faculties and on campuses some seven miles apart, was highlighted in the feedback provided to the university by the HEFCE Project Manager on the successful CETL bid:

'the assessment panel suggest that close attention is paid to the issues raised by running a coherent programme with two organisational structures and two buildings.'

Letter to the Vice Chancellor, 17 June, 2005

We believe that within this statement lies both the fundamental challenge and the strength of our CETL. We have paid close attention to the complex change management issues that the development of our CETL has involved, both within the CETL itself and in its inter-relationship with the wider university. Our own internal evaluation of impact suggests that we have had some real successes here, while at the same time we have highlighted continuing and emerging issues. The lessons learnt from this complex change process would, we believe, make an interesting case study in itself.

3.2 Key Objectives

The overarching aim of our CETL is to be realised through its five key objectives, presented below, which provide the direction for all CETL activity. Each key objective has between three and six stated outcomes, the full text of which may be found in Appendix 2 [5]

Activities being undertaken to address these objectives are presented in Sections 3.3 and 3.4.

Key Objective 1: Students

To place the development of students as 'leading learners, learning to lead' at the heart of all CETL activity.

Key Objective 2: Curriculum

To develop the CETL as an institutional learning and teaching initiative to ensure synergy with, and inform the development of, the university's strategic goals for work-related learning in the context of the LJMU Learning, Teaching and Assessment (LTA) Strategy.

Key Objective 3: The Wider Community

Build on existing community, industry, business and HE partnerships to promote applied learning linked to 'real world' practice and knowledge transfer into and out of the university.

Key Objective 4: Staff

To involve and support staff as learners in their own right, and as leaders of learning, in developing and implementing employability, leadership and entrepreneurship within the curriculum.

Key Objective 5: Management and Organisation

To establish effective structures and processes for ensuring that the CETL delivers its operational objectives.

3.3 Activities

Having the CETL located within two Faculties and co-ordinated centrally is providing us with a somewhat unique opportunity to try different approaches to similar challenges. In some cases activities are jointly devised, in the majority of cases they are set up according to locally defined needs and circumstances. What we believe to be a distinctive and noteworthy feature of the CETL are the different 'change models' that are being developed within the disciplines of Education and Science, reflecting differences in disciplinary contexts and cultures. These models and the activities they are generating are presented below. Our intention is to evaluate and further research these models within the context of change theory (the CETL is a major cultural change initiative within the university) and in the context of theories of academic identity and orientation.

Slow burning fuse: the dynamite trail for planned, wholesale curriculum change

In Science the School of Sport and Exercise Sciences has taken a holistic approach, focused on whole curriculum change. A comprehensive review [6-10] undertaken as part of the CETL activity has resulted in the development of a structured model that embeds employability throughout the three years (levels) of the degree programmes:

- **At Level 1 (Familiarisation)**, the students are familiarised with the various types of careers open to them within the area of sport and exercise science. Familiarisation involves making students aware of the type of activities these jobs encompass and the qualifications/skills required to undertake them [11]
- **At Level 2 (Skilling-up)**, students are provided with vocational training as part of their core modules. The emphasis is on acquiring the practical skills necessary for a career in sport and exercise science. Where possible, the plan is to accredit these modules with professional organisations to increase the vocational relevance of the programme [12, 13, 14]
- **By Level 3 (Engagement)**, the students should have the appropriate practical skills and self-belief to engage in an externally driven, sustained Work Related Learning project that has been developed with a potential employer [11,15]. This model is being implemented across all levels on all courses within the School.

Party poppers approach: a range of concurrent, diverse projects and activities

The model adopted in Education focuses on a variety of curriculum related initiatives and extra-curriculum projects and activities to ensure best fit and needs-led development. Projects have taken an action research approach: identifying a need for improvement, designing and piloting the initiative, evaluating it and, if successful, embedding and replicating it in different subject areas. The outcomes from this process are feeding into programme review and validation of courses e.g. the BA Sport Development programme is being re-validated in November 2007.

This approach is less centralised than the planned curriculum change model adopted in Science and depends on a high level of programme team and individual staff motivation to drive the initiatives and ensure engagement in the process of reflection and evaluation. For further detail on the evaluation of both models please refer to section 5.1.

The summary that follows provides a flavour of the sorts of activities emerging from these different approaches, in many cases one activity might address multiple CETL objectives.

Developing students' employability, enterprise and leadership skills in and out of the curriculum,

facilitated or directly supported by CETL appointments in collaboration with programme leaders, employability teams and individual members of staff. This has involved:

- expansion of placement provision and increased connectivity with placement providers
- development and evaluation of interactive digital video learning resources to support undergraduate students in coaching and leadership. Personal Digital Assistants are also being used to support students' fieldwork [16]
- development of a 'Success Journeys' DVD as a resource to enhance students' awareness of what is possible through the stories of others
- undertaking innovative projects such as
 - JMUStart - further detail is provided in CETL Highlight 1 on the next page
 - the 'Live Projects' initiative that has been rolled out across subjects in Education brings the external world of work into the university setting. Within a module students are given the opportunity to work with a real life project and an external project mentor [17]

- using the University's Virtual Learning Environment (VLE), Blackboard, to facilitate a learning community whereby students' individual and group reflection, as well as awareness of skills is being developed whilst on placement [18]
 - Sport Development students further developing their communication and presentation skills by working through a supported programme of activities devised and run by final year Drama students. This peer-learning project is also an example of cross-university collaboration [19]
 - 'Sport Start' has been established to market our students as a potential workforce to the wider community. Projects may either be completed as work-related learning activities within the curriculum or undertaken by students outside the curriculum. By providing this brokerage service LJMU helps to ensure the quality of the experience for all partners and also means that relationships with external partners and stakeholders can be created and maintained [20]
 - a number of projects and initiatives focused on developing students' personal and leadership skills. Peer-mentoring, for example, is enabling Level 3 students to mentor Level 1 students and year 10 pupils in a sports college. Another example is the Personal Discovery Tool described in CETL Highlight 2 on page 6.
- research undertaken into the perceptions of undergraduate and postgraduate students of where and how leadership fits into their physical education teacher training programme will be used to build an integrated pathway of leadership development into the curriculum
 - students are being actively encouraged, by gaining credit towards their degree or by bidding for CETL Student Enterprise Fellowship awards, to develop commercial ideas and, where possible, set up their own companies. CETL Support Officers and Business Development Managers have provided mentoring and specific business support for particular projects that demonstrate significant entrepreneurial promise. Companies set up so far include: RideNorway - an adventure tourism company; Liberate and Ambitions Dance - two dance companies inspired by student experiences with JMUUpStart. Further companies are currently going through IP protection procedures. In addition, as part of a credited module, Level 2 students have developed computer software aimed at providing personal training and progressive feedback to the user. Additional credit may be gained as the students plan to further develop this software as part of a Level 3 module
 - opportunities for students to take part in enterprise master classes and other business start-up workshops. The Young Enterprise Graduate Programme is also being offered with sessions locked into relevant modules.

CETL Highlight 1

JMUUpStart is an undergraduate dance company that was established to support Level 3 work-based learning (WBL). It gives the students the opportunity to become involved in different aspects of a 'real life' dance venture. A dance artist in residence was appointed for 3 days per week to set up and run the company with the students. Mirroring professional life, the dance students had to undergo auditions to work in the company that now supports 20 Level 3 WBL students. The company, now about to enter its third year of operation, tours its dance performance within the North West, works in schools helping children to be inspired and developed through dance, runs camps for gifted and talented young people in dance and works in the local community with people of all ages. JMUUpStart has had the effect of increasing numbers of applications for the degree course from students in schools and colleges where the company have performed. For a fuller picture of what JMUUpStart is about and what the students have been doing please watch the short video [21].

CETL Highlight 2

Personal Discovery Tool

Working with an external consultant we have been able to introduce a group of Level 1 students (approx. 270) to a different approach to developing themselves as learners. A package of experiences has been put together and delivered to students focused on their personality and the possible implications this may have for their learning. Alongside this, a programme of staff development has been delivered focussing on how staff may interact with students to further enhance the learning for both staff and students. Developed through a staff sabbatical, this work is still in its pilot phase but is being developed for delivery in the next academic year. Outcomes from an initial evaluation are presented in Section 5.1 [22].

Developing new learning spaces

The new capital builds that have provided an ICT suite in Education [23] and the Human Performance Unit and Community Health and Fitness Facility in Science [24] are enabling students to expand applied knowledge and work-related practical skills in state of the art environments. The ICT suite has been developed as a multimedia environment and its resources extensively incorporated into the curriculum over the last academic year. This has included ICT provision for module delivery in the classroom, in dance theatre, out in the field and on work placements.

Students from three CETL programmes in Education have been able to master audio and video data processing/editing, movement and performance analysis, digital media capture for post assessment coaching and to develop their own teaching resources. ICT workshops have enabled students to upgrade their ICT skills to support their assignments, especially for modules involving web design, moving media, digital photography and multimedia design [25, 26].

The library drives serve as a digital repository of still images, video and audio material, for students to copy, download and incorporate into their own e-portfolios. Some files, for example student performances, can be uploaded and played back over the university's network, allowing for immediate feedback [27]. There have been pioneering innovations with real live video conferences, allowing for international collaboration between LJMU and Temple University in the USA - see CETL Highlight 3.

Across the CETL, students are harnessing the use of technology to produce personal development plans, assessments and media projects for assignments, with the end product in future being an e-portfolio streamed over the Internet using Blackboard VLE, and the potential for exploiting post-graduation social networking technologies.

CETL Highlight 3

Transatlantic Dance Project

Arising from a staff sabbatical this collaboration between LJMU and Temple University, Philadelphia is using video-conferencing to enable students to work together to create pieces of Dance work. In the first year pilot, 6 students from both universities and their respective members of staff have worked together once a week, technology permitting, to share ideas on choreography and development. This has been a fascinating project to work on with a need to deal with technological glitches, such as loss of images and breakdown of connections, through to negotiating time zone differences to get students working together at the same time. Despite the challenges, significant levels of interaction and joint work have been achieved. The next stage of the project is to further develop the work but in a dance space, which poses its own set of problems in relation to using moving rather than fixed cameras and teaching through video links. Temple University has now also gained some funding to enable its students to visit LJMU next year [28].

The Human Performance Unit and Community Health and Fitness Facility in the Science building is closely linked with delivering the enhanced curriculum. From the new academic year, it will support the delivery of modules within the Sport Science degree programmes focused on employability by providing a realistic working environment and access to specialist equipment.

CETL Highlight 4

From the world of work to the curriculum

Most recently, the Community Health and Fitness Facility is providing exercise prescription programmes for cardiac rehabilitation, with diabetic and obese patients being referred via their General Practitioner. This unique partnership between the CETL and the local Primary Care Trusts and Liverpool City Council is providing a valued resource (i.e. the patients and trained instructors from the City Council) from which students are learning valuable knowledge and graduate skills in a world of work setting. This partnership not only facilitates such high order learning but is also leading to other initiatives (such as mapping students' physical activity levels) that are providing a rich resource of applied research topics for Masters students, the results of which will directly inform the curriculum.

Developing new and strengthening existing links with the local community and relevant professional organisations has been an important strategic priority for the CETL.

In Education, three of the four CETL subject areas have worked on the 'real life' projects that have been set up with external partners. For example, Sport Development students have been involved in setting up activities for the World Fire Fighters Games to be held in Liverpool in 2008 and Level 1 Dance students have delivered workshops in a primary school. The JMUpStart student dance company has developed strong links with schools, inspiring and developing young people through dance; it has run camps for gifted and talented young people in dance and works in the local community with people of all ages.

In Science, over the past two years a number of commercial and non-commercial partnerships have been formed and the CETL Support Officers have been instrumental in developing these links. One impact of these partnerships has been to expand the number and quality of WRL projects that the students undertake. These include placement opportunities with local elite professional sport (football, rugby, gymnastics, boxing and English Institute of Sport) and local NHS and City Council physical activity initiatives. For further detail of the range of partnerships with which staff and students are involved please refer to the evidence [29].

Developing and rewarding staff through involvement in the CETL is being achieved with a range of strategies:

Raising staff awareness of issues surrounding employability through CETL Away Days, Employability meetings and invited speakers; as well as encouraging staff to participate in key national and international conferences and events

Projects: Education has funded 13 projects enabling a significant proportion of the staff, both as individuals or groups, to try out new methods, evaluate the outcomes and identify any sustainability issues

Sabbaticals-Secondments: 14 sabbaticals and secondments have been awarded to date to provide staff with an opportunity to engage in professional development, scholarship or pedagogic research via placements/visits to external organisations, or to work with an external consultant for the purpose of staff/curriculum development

Personal development opportunity: staff have had the opportunity to participate in sessions on role-modelling, communication and conflict resolution and Myers-Briggs Personality Indicators workshops

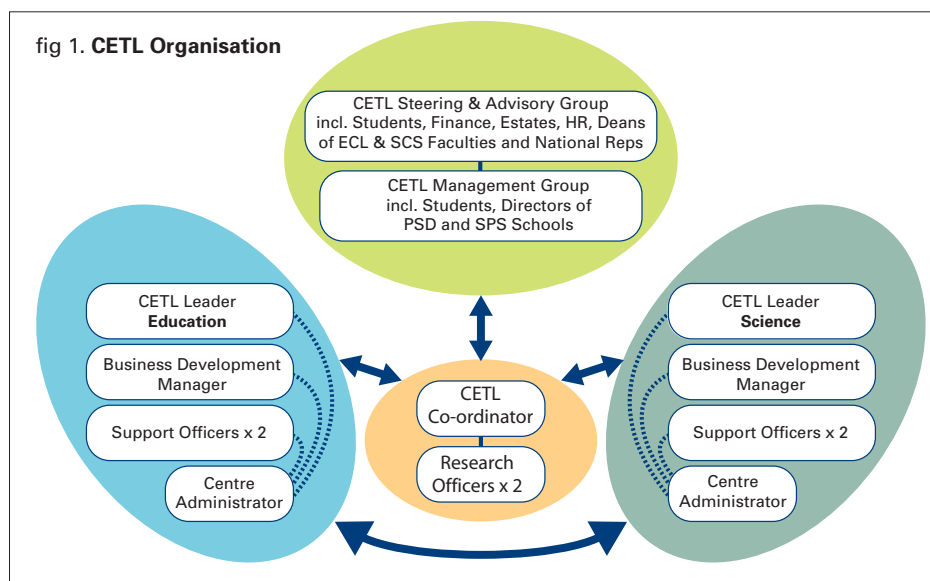
ICT skills: practical sessions have focused on the development of ICT skills (such as video and audio editing, podcasts, various multimedia tools etc)

Development of evaluation and pedagogic research skills: in Education a system of support for staff new to pedagogic research and evaluation was set up, including sessions on developing research knowledge and skills, walk-in sessions, face-to face consultations with researchers etc.

CETL fellowships: in order to recognise and reward excellent practice in work-based and work-related learning across the university and promote connectivity with other schools and departments a CETL fellowship scheme was launched. Detail of the first of these fellowships is provided in Section 5.4.

3.4 Roles and participants

This section continues the thread of highlighting activities addressing multiple objectives, and focuses particularly on activities that address the CETL's Key Objective 5: Management and Organisation.



The diagram above depicting the architecture of the CETL is reproduced from the Business Plan section of the CETL Stage 2 bid (October 2004) that described the proposed structures and processes for managing and supporting the CETL at local and institutional levels.

A key challenge for our CETL, see figure 1, has been translating a bid into reality and building a CETL environment that incorporates different disciplinary cultures and contexts into a cohesive whole. A mantra of the CETL has been that it should 'do what it says on the tin'; the organisational structure, as shown in the diagram above, has meant that the CETL has stayed close to its original objectives and that where changes have had to be made, or when issues have emerged, there have been structures and processes in place to deal with this. From the outset, building and maintaining the CETL environment has involved:

- setting up cross CETL management and reporting structures. The CETL Management Group comprising staff with a leadership/co-ordination function as well as those with specific roles relating to financial management and the capital builds, meets every 4-6 weeks. The CETL Steering and Advisory Group chaired by a Pro-Vice Chancellor and including the Directors of Finance and Property Services as well as representatives of external stakeholders meets bi-annually. The existence and composition of these groups is central to the CETL's robust mechanisms for monitoring and auditing its outcomes [1,2,3]
- creating new and promoted posts as part of the CETL's reward strategy. Funding was not used to appoint a CETL Director. This strategic decision meant that funding could be directed towards posts that would support existing and new activity (business development managers, support officers, researchers and administrators), based on the premise that the reward of being awarded a CETL should not involve more work for existing academic staff. It was also considered important that the CETL should not be a stand-alone project but rather that it should be integrated within existing structures. Existing directors of the three CETL areas (Education, Science and Educational Development) have jointly operated as CETL directors (as members of the Steering and Advisory Group, as co-directors of the CETL Management Group and with responsibility for overall leadership of their own CETL area)
- agreeing and enacting common structures for both Education and Science in terms of CETL leadership and coordination (CETL leader posts) and appointments of other CETL personnel (business development managers, support officers, administrators)
- locking the CETL into local management structures and processes. Ensuring that the CETL is not a 'stand alone' project has been vitally important in ensuring that it can achieve its potential to transform practice

- providing cross university co-ordination and support for research and evaluation in respect of the CETL (CETL Co-ordinator and Research posts) through the University's educational development unit
- establishing the CETL Leaders Group that has grown organically during the building of the CETL environment. This Group, comprising the CETL Leaders, CETL Co-ordinator, Business Development Managers and the Research Officer, has emerged as being critically important for cross CETL co-ordination, ideas incubation, as a forum for debate and dialogue and as a planning group for operationalising the CETL
- establishing a regular cycle of 'Plan, Do, Review' events for the whole CETL team. This has developed a strong culture of evaluative, reflective practice within the CETL alongside researching and evaluating all CETL activity and projects
- furthering the aims of the CETL by tying it into University strategic developments. The University has identified strategic goals for the development of graduate skills and work-related learning within the curriculum and these are made explicit within the University's Learning, Teaching and Assessment (LTA) strategy [30] and reflected in the requirements of the university's modular framework.

4. Evaluation Framework and Approach

The rationale for our approach to evaluation is that the investigation of cultural change processes and impact of the CETL on staff and students, should be a dynamic, formative process, established from the outset. Our intention was that this should be realised through an emphasis on appreciative critical enquiry, focusing on what works and why and that it should also involve all partners, where possible, in the process. The evaluative model builds on existing mechanisms for student feedback that inform and influence curriculum development, through actively involving students as key stakeholders in investigating and reflecting on their own learning. The robustness and maturity of existing in-house approaches to evaluation also led to a re-consideration of how the role and purpose of external evaluation might operate as a more dynamic process. Instead of appointing an external evaluator, therefore, the intention was that the CETL should develop a model of critical collaborative enquiry with other CETLs, to inform reflections on practice and promote shared learning.

4.1 Overall evaluation approach

The main purposes/goals of the CETL's evaluation strategy [31] are:

- to determine, where possible, the impact of the CETL initiative on stakeholders, including students, staff, employers and community (intended and unintended)
- to evaluate effects and effectiveness of the approaches adopted for achieving the CETL's objectives
- to use evaluation as a developmental tool to review and inform policy and practice and contribute to transforming approaches to learning, teaching and assessment within the CETL and the wider University
- to identify outcomes and issues as prompts for further research activities.

Our distinctive approach to evaluation, therefore, is one that promotes and combines appreciative critical enquiry with 'facilitated collaborative enquiry' (self-evaluation). In such a model everybody involved in the CETL is responsible for the evaluation of their initiatives and for sharing the results with the team and a wider audience. At the same time, a proactive approach to external evaluation has been chosen based on bringing in experts as consultants when a need is identified.

As an integral part of the development process, the CETL evaluation focuses on dialogue and enquiry rather than on mechanic measurement (Rubin, 1995¹; Jeffs and Smith, 2005²). We also assume that all stakeholders will have a chance to contribute to the formulation of evaluation needs and priorities through feedback mechanisms.

Our evaluation methodology utilises, where possible, a cycle of action research. As defined by Stringer³ (1999), in the framework of the 'look-think-act' approach, evaluation helps to define and describe the problem (innovation) to be investigated and its context; then it contributes to the analysis and interpretation of the situation and suggests ways to resolve issues. Finally, it judges the worth, effectiveness, appropriateness and outcomes of those activities.

¹ Rubin, F. (1995) *A Basic Guide to Evaluation for Development Workers*, Oxford: Oxfam

² Jeffs, T. and Smith, M. (eds.) (1990) *Using Informal Education*, Buckingham: Open University Press

³ Stringer, E.T. (1999) *Action Research* (2nd edn). California: Sage Publications

Where possible, evaluation is embedded in existing mechanisms, such as inclusion of specific questions in the student evaluation questionnaires, using module feedback forms and results of national surveys. Specific evaluation activities have also been set up throughout the project life. Using methods such as unstructured/semi-structured interviews and participant observation and recognising that different participants/stakeholders could have different perceptions are the key attributes of the approach. Longitudinal enquiry is being undertaken where possible. We also recognise the need for quantitative methods, especially for monitoring purposes.

The evaluation process is managed by the CETL Co-ordinator and facilitated by the CETL Researchers in consultation with the CETL Management Group. In the early stages, particular attention has been paid to equipping staff with the necessary skills to undertake evaluation. The Researchers have provided one-to-one consultations with staff on the evaluation/research methods applicable in particular situations, and, where necessary/ethically justified, assisted with data collection and analysis. Evaluation is seen as a continuous, formative process, closely linked with the original key objectives in the CETL Stage 2 Bid.

Scope/scale of the CETL evaluation can be seen at two levels:

Micro-level: evaluation of individual initiatives (CETL projects, curriculum changes, sabbaticals/secondment results etc) - driven by staff involved in these initiatives and supported/facilitated by the CETL 'core' team.

Macro-level: team reflection on the general progress (in all CETL areas) through Plan/Do/Review days and identifying where we need external input/expertise - driven by CETL core team and facilitated by the CETL Management Group.

In compliance with the University and the CETL Research and Evaluation Governance Code, all CETL research and evaluation activities take into account ethical issues and reflect these in publications and other dissemination documents [32].

4.2 Reflections on the evaluation process

Our reflections on the evaluation process have focused on:

- process and outcomes of staff engagement in the evaluation process
- role of CETL researchers as facilitators
- adjustments to the evaluation approach and practice

Having chosen a self-evaluative approach, it was clear that collective input and engagement into a joint reflective process would be crucial for the development of an evaluative culture. It was also the intention that such collective engagement would lay the foundations for the development of the capacity for pedagogic research and scholarship.

Following the RUFDATA [33] framework at the first Plan/Do/Review day (22nd – 23rd May 2006), the CETL team identified the purposes of evaluation, how it should be conducted and its desirable outcomes. This resulted in the CETL Evaluation Strategy being jointly developed by the researchers in collaboration with the CETL Leaders.

The relatively limited input of the rest of the CETL team in the development of the strategy and the different models of 'change' adopted by Education and Science, at first meant that there was a lack of understanding of how to engage staff more widely in the evaluation process. Initially, the primary view held by staff, beyond those involved in developing the strategy, was that evaluation was the responsibility of the researchers rather than a collective responsibility.

In planning the second Plan/Do/Review day, our intentions were threefold: to explore in depth staff attitudes to evaluation; to explore reasons for lack of ownership/engagement in the evaluation process; and address tensions across the team in relation to conceptual understanding of the CETL mission.

A distinctive feature of our approach was the use of an external facilitator, a communications expert, who worked with the CETL team using 'Clean Questions' and modelling to facilitate the dialogue between CETL teams. Prior to the Plan/Do/Review day individual staff members developed metaphors/models reflecting their perceptions of evaluation [Appendix 3, 34], and during the event the three CETL teams (Education, Science and educational development) worked on developing joint metaphors of the CETL which were then shared with the other teams [35].

In order to ascertain if the day had resulted in any change in perception or behaviour, feedback was collected at two time points: one week later and five months later. The metaphors were also analysed. Findings demonstrated that 78.5 % rated the day positively, while 14.5 % didn't find the approach useful. Approximately 80% of the CETL team stated a positive shift in their perception of evaluation and more than 20% changed their involvement to active engagement:

"...people realising that evaluation is everyone's responsibility"

"It is now an integral part of what we do, not a bolt-on activity. It is the thread that we run through everything, it is our story..."

A better understanding of the other areas of the CETL and individual situations was achieved:

"... it had made me think that it's actually ok for people to have their own versions of the cetl as long as there is shared understanding and a sense of common purpose and I think that was the breakthrough on the day"

"It promoted my understanding of their situation... [Party poppers] and why it has to be like that"

Another challenge faced by the CETL researchers, responsible for facilitation of the evaluation process, was that of working with two diverse academic groups in Education and Science. An initial 'observational stage' using relevant phenomenological methods such as informal conversations, interviews and participant observation helped to inform subsequent intervention strategies in both Faculties. Based on the results of the observation, different strategies were employed to promote pedagogic research and evaluation activities in the two CETL areas. These approaches have themselves been evaluated and the outcomes presented at the International Society for the Scholarship of Teaching and Learning Conference in July, 2007 [36].

Another successful model, aimed at facilitating and supporting pedagogic research in scholarship activities, has been the formation of the CETL Research Group in Education. Representatives from all CETL programmes met together regularly with the researchers to share information on ongoing research and evaluation, discuss methodology and outputs, and to plan and implement staff development events. This has been useful for promoting awareness and connectivity between different subject areas and hopefully has laid foundations for sustainability.

Whilst the whole process of changing staff attitudes towards evaluation was not straight forward and was very time consuming, we believe that the reward has been staff engagement on a scale that would not otherwise have been achieved.

Our objective of developing a model of critical appreciative enquiry with other CETLs remains to be developed and is a priority for the next stage.

CETL Highlight 5

Mixing metaphors and building bridges: an approach to evaluation

We believe that our approach to research and evaluation is a strength of our CETL and provides an interesting model. In summary:

- the expectation is that the majority of CETL activity will undergo a cycle of research/evaluation and that that will be initiated by local staff but involve all partners e.g. students, WBL providers
- the educational development unit, in particular through the researchers, provides a bridge between the CETL areas and helps to support and co-ordinate research/evaluation activity
- external support is drawn on to address particular needs, for example to assist us in reviewing our evaluation strategy to promote staff engagement
- the use of innovative approaches such as building models/creating metaphors to facilitate wider engagement in evaluation and assist in mutual understanding
- integration of the evaluation strategy with our approach to dissemination helps to focus evaluation outputs on themes with the most potential for impact
- strong evidence of the wider impact this approach is having across the university is the fact that an adapted version of the CETL employability questionnaire has been distributed to all graduating students in 2007 to provide University-wide baseline data on graduate skills and career prospects. Further detail of the wider impact is provided in Section 5.3.

5. Findings

5.1 Student experience

The students' experience is being evaluated through long-term evaluation activities and through action research. The long-term evaluation aims to map the impact on the student experience from induction through to graduation and, in so doing, identify how the CETL has contributed to the overall development of graduates' skills and employability. Findings from shorter-term projects are helping to identify what are the immediate implications/impact of the CETL initiatives (curriculum innovations, projects, sabbaticals etc) on the student experience.

We are using student feedback, gained from use of a range of research tools, to help us better understand how students are experiencing CETL initiatives. Any particularly problematic or interesting aspects of their experience are followed up with focus groups, interviews and other forms of qualitative investigation.

Whilst it is probably too early to draw any conclusions in relation to the overall CETL impact on student employability, some examples are provided below of longitudinal studies that we are carrying out:

- **Student CETL Experience:** individual stories and narratives of the university life
- **The Graduate Skills and Career Prospects Survey:** a part of the ongoing monitoring of graduates' perception of their skills development and employment prospects [37]
- **CETL Induction Questionnaire:** students data in relation to their previous education experiences, study choices, degree expectations and career aspirations.

Drawing on the extensive number of projects that we have evaluated here follows a brief summary of activity that we feel has had the most impact on the student experience:

- using pre- and post-placement questionnaires, reflective reports and a selection of interviews, an evaluation of the work based learning experiences of students took place across both CETL areas. While some of the data is still being analysed initial results suggest that students have been able to develop further their understanding of the purposes of WBL in relation to employability. Evidence shows that this form of learning enables them to see much more clearly the links between university and learning in the work place [38]
- focussing on the development of their professional, entrepreneurial and transferable skills the students' experience of being involved in the JMUUpStart dance company has been evaluated. Our understanding of how students performed in their multiple roles, as learners, workers and entrepreneurs, is also expanding. Students reported many advantages from participating in JMUUpStart, including linking real life experience into their curriculum, transferable and professional skills development and cementing their future career aspirations. However, they also had to deal with the challenges of being learner, worker and entrepreneur, and reported concerns relating to their academic progress and difficulties establishing priorities. The outcomes of the evaluation led to organisational and pedagogical changes in the following year [39]
- using mixed method approaches e.g. focus groups, questionnaires and metaphor development, modules that have undergone significant changes in relation to the CETL themes are being evaluated. For example, the evaluation of the Managing Sport Development Module, set up through the Live Projects initiative, showed it to be a successful venture, but, in order for it to be replicated on a wider scale, some changes will need to be made. Student feedback has been largely positive but the availability, accessibility and helpfulness of the external provider, as well as the group coherence, motivation levels and interests of the students, all have an impact on satisfaction levels [17]
- findings from the CETL Induction Questionnaire (highlighted above and issued as part of baseline data collection to students in both Education and Science) have been used to develop a new induction model and better address students' expectations via Personal Development Planning initiatives and other CETL activities.

- research into the effectiveness of the WBL reflective discussion forum demonstrated that it is an effective tool to facilitate reflective processes; the quality and depth of individual reflection has also steadily grown as a result of the activity. Group reflection within the students' postings appeared to be superficial; however, the focus group revealed that participants are involved in more in-depth group reflection not evidenced in the posts [18]
- feedback from students exposed to the Personal Discovery Tool demonstrated that it was important for them to know about the way they learn, some felt it helped them interact with staff, and a significant number of students felt it had helped them interact with each other. Findings also highlighted the importance of reinforcing knowledge across modules [22]
- interaction through blogs and a discussion forum, with a member of staff undertaking a sabbatical in different football related organisations, helped students to develop a more realistic vision of employability and enhanced their understanding of the professional environment. Problems were encountered, however, surrounding usage of the discussion forum [40]
- development of entrepreneurial skills resulted in the rapid growth of CETL Student Enterprise Fellowship applications from 1 application in 2005-2006 to 7 in 2007-2008.

5.2 Connections with external partners

Higher Education Academy

Our CETL has maintained and developed strong links with the two Higher Education Academy Subject Centres most directly related to its subject areas: Hospitality, Leisure, Sport and Tourism (HLST) and Palatine (Subject Centre for Dance, Drama and Music) through:

- **exchanging representation.** The Assistant Director of HLST and Co-Director of Palatine being members of the CETL Steering Group. The CETL Leader for Education is the Institutional Representative for HLST, a varied role that involves exchanging news, case studies and ideas between the subject centre and the relevant university-based subject areas
- **raising awareness.** The HLST subject centre has presented to Science area staff, promoting the activities of the HEA generally and signposting all potential project funding and resources available online. Staff have been encouraged to contribute to HEA and subject centre resources and publications (see next bullet point)
- **contributing to subject knowledge, pedagogic scholarship and research.** The subjects involved at LJMU have provided a number of case studies for the HLST website resource section as well as publishing in subject centre journals [16]. Submitted for publication on the HEA website is also a major project handbook and resource guide. Staff have also been successful in bidding for, and being awarded, HEA project funding, for example 'Sports ethics and anti-doping education within UK higher education sport-related degree programmes'. Such links have also enabled us to become involved with an FDTL bid looking at employability and provided opportunities for other work within the subject network
- **sharing practice.** CETL staff have presented on a range of topics associated with our CETL at various HEA and subject centre events [41]. In addition we hosted the 2006 HLST seminar on student support and the Palatine conference 'Dancing in the Now: Somatic Practices in Higher Education', October 2006.

Links with other CETLs

Contact with other CETLs, especially those with a common focus on employability, has been important for both knowledge exchange and for sharing issues and concerns. These contacts have been both a source of assurance (as in '*we've got the same problems too/what you're doing is interesting*') and for inspiration.

Attendance at events run by other CETLs have been extremely helpful for sharing practice and networking. Useful contacts via national CETL development events and conferences were initiated with the Centre for Employability through the Humanities (UCLAN), SOLSTICE (Edge Hill), the Institute for Enterprise (Leeds Metropolitan University) and Sheffield Hallam University's CETL on Embedding, Enhancing and Integrating Employability. Thus far the contact has been mainly via e-mail communication and working visits, but a longer term collaboration is being planned with Sheffield Hallam and Leeds Metropolitan Universities.

National and international networks

Through contacts developed in the international WACE community (World Association for Co-operative Education) we have broadened our collaboration with HEIs working in areas of Sport and Outdoor Education and have become a member of the Work Integrated Learning Network, facilitated by the University of Surrey Centre for Excellence in Professional Training and Education (SCEPTRE) and other WACE UK stakeholders. (WORKINTEGRATEDLEARNINGUK@JISMAIL.AC.UK).

Employers

- all major CETL initiatives aimed at enhancing student employability, such as the new curriculum model in Sport Science, the Live Projects in Education and other initiatives were undertaken in close collaboration with industry partners, with feedback sought wherever possible [42]
- two Sport Science sabbatical holders working directly with employers, highlighted in their interviews (done as part of the evaluation process), that employers valued direct contact with academics and benefited from knowledge transfer opportunities as well as from being informed on the current content of the degree programmes. Interviews with employers, looking at the impact of the sabbaticals on their practice, are to be arranged next academic year [43, 44]
- feedback from work based learning providers and mentors is being collected on a regular basis and used to improve individual student performance as well as general WBL procedures
- face to face interviews with key stakeholders involved in major CETL initiatives are currently being undertaken.

5.3 Internal strategic impact

The LJMU CETL is closely aligned with the institutional Learning, Teaching and Assessment (LTA) strategy and the University's new strategic goals for student employability. In this regard, the CETL has been well placed from the outset to both inform development of university policy and strategy and to support its implementation. In the early stages this alignment manifested itself through key staff who worked on the development of the CETL also contributing ideas and expertise to discussions on development of the university's strategic employability initiative.

It is probably true to say that initially there was a sense of these two initiatives developing along parallel tracks. More recently, however, there is strong evidence that they are now converging. There are a number of factors at play here:

- from the outset there has been a deliberate emphasis on the CETL's 'connectivity', to local management structures and processes in the two discipline areas of Education and Science
- university-wide connectivity has been realised through the co-ordinating role of the educational development unit; this has locked the CETL into a range of institutional learning and teaching initiatives, such as development work on research informed teaching
- connectivity has also been realised through involvement of CETL personnel in all activities associated with the university's strategic employability initiative such as project boards and management groups, working groups to inform thinking and events to disseminate 'best' practice
- the university is increasingly recognising and making use of the CETL as an institutional learning and teaching initiative that has a major role to play in taking forward the university's strategic agenda for employability-specifically this is taking the form of the CETL providing strategic and practical exemplars of models of work-related learning and employer engagement within the curriculum in different discipline settings
- the CETL research and evaluation team have been instrumental in informing the development of an evaluation model for the university's new strategic employability initiative.

5.4 Effects on staff

The evaluation of the CETL staff experience of the CETL has focused on four main areas:

- staff perceptions of CETL and engagement with CETL related activities
- effect of staff development initiatives
- sabbaticals/ Secondments Programme
- impact of Fellowships.

Staff engagement

Interestingly, the approaches taken to staff engagement within the different subject areas reflect the respective models they have adopted for curriculum change.

At the outset both Education and Science undertook snapshot surveys to gain a sense of the levels of staff awareness and engagement. In Education this took the form of a questionnaire administered at the first CETL away day in September 2005. In Science it took the form of 'vox pop' video interviews conducted by the Director of School.

In both cases, these 'snapshot' surveys indicated very variable levels of awareness of what the CETL was about or what it might do for staff and their students. In many cases, if staff had a view about the CETL at all it was that it would simply mean more work for them. There was, unsurprisingly, very little sense of any kind of ownership of the CETL at a subject level.

Over the last two years, the main thrust of the Education approach has been that all staff should be involved in some way and supported in their scholarship and research activities. The structures set up to support this have on the whole been successful and they continue to evolve as the CETL develops [45]. Eighteen months later at another away day, staff in Education completed a similar questionnaire, with 61% of the staff reporting that their perception of CETL had changed in a positive direction.

In Science, the shift of focus from standalone work-based learning modules to an integrated employability focused curriculum was intended to gradually increase staff engagement beyond those already involved with work-based learning. Early evidence suggests that this strategy is working with feedback from a recent school away day (summer 2007) including statements from staff on how they had a greater awareness of the issues and a clearer insight into how they could be involved. From the feedback it was also clear that staff recognised that the biggest threat to the success of the CETL would come from their not engaging with it.

On a university wide basis, the approach to staff engagement is driven by our approach to dissemination and a concern to be mindful of the potentially negative impact of a 'cash rich' CETL on the rest of the University. While there have been a range of dissemination events and activity (examples of which can be found throughout this report and in the evidence base [41]), the focus during the first two years has been on securing engagement within the CETL subject areas. Engagement with the wider university has taken the form of locking it in to the wider learning, teaching and assessment initiatives promoted and co-ordinated by the university's educational development unit and building the CETL into activity associated with the strategic university employability initiative. The process of 'reverse knowledge transfer' has begun by linking the CETL into other university employability hotspots through the appointment of the first CETL Employability Fellow (see next page).

Staff Development

A range of staff development opportunities has been offered to CETL staff with feedback sought and gained from participants, including:

- **Leadership development**

"Thought provoking, will use with students"; "Clearly can be embedded into the programme",
"Lacking anything new, how will CETL impact on this".

- **Myers-Briggs Personality Indicators**

"helped me to see where we are going in relation to feeding this into the programme",
"scary in relation to how we might have to take all students needs into account."
"Totally irrelevant - why do we need to do this, subject content is where the focus should be."

- **Enterprise workshop delivered by staff from the Institute for Enterprise at LMU**

"helped to clarify what this means", "an interesting concept requiring further thought",
"not sure how this will impact on student learning."

- **Role-modelling**

"Never really thought about what my sub-conscious messages might be and what this might mean for students", "We really need more of this stuff to help us to connect with the students more easily."

Findings from the staff research questionnaire demonstrated that staff within Education required more support with regard to research methods. Based on the questionnaire results, a series of 6 research methods sessions were run using a variety of facilitators. Their purpose was to better engage staff in the evaluation process by presenting to them the variety of methodologies that can be used in pedagogic research. Whilst no formal feedback was received, good levels of attendance and satisfaction were reported and early indications suggest that staff are now more likely to conduct their own research.

Sabbaticals / Secondments Programme

The first round of the sabbaticals/secondments programme has been evaluated on two levels. Feedback was sought from applicants and the judging panel on the overall organisation of the programme and its submissions process. In addition, each sabbatical/secondment has been evaluated in terms of its process and outcomes.

In the light of feedback, changes were made to the sabbaticals/secondment programme for Round 2. Such changes included: allowing more time between the call and submission deadline to enable plans to be developed in more detail and help and advice sought if needed; revising the guidelines to give a clearer indication of what is expected in terms of evaluation and dissemination of outcomes and sustainability. Additional support is also being provided with respect to ethical issues [46].

Outputs from the evaluation process demonstrated that sabbaticals and secondments have been very productive in relation to the professional development of the sabbatical holders and bringing about changes in the curriculum. For example, a member of the dance team undertook some personal development work in a specific dance technique taught by specialists in New York. This experience has changed the way he is delivering his dance programmes and is giving students the opportunity to develop new skills [47].

Two sabbaticals, with a focus on staff and student interaction with employers, helped to 'reveal' key information on the 'craft' knowledge and skills required from graduates to be able to work within football, exercise and health related environments. Outputs from these sabbaticals also included: the building of new or strengthening of existing partnerships based on knowledge transfer; the creation of learning resources on up-to date practice; and greater insights into the career pathways of Sport Science graduates [43, 44]. This type of engaged, work-based practice has provided staff with space in which they can make a difference, not only in relation to their own practice but also to that of others.

Alongside the benefits the sabbatical holders did report some difficulties. Perhaps unsurprisingly, undertaking the sabbatical/secondment did prove to be more time consuming than expected; finding staff cover was sometimes problematic; conflicts were revealed between real practice and the 'ideal' perceived in the academic world. Sabbatical holders also reported a sense of isolation from their normal working environment [48].

The second round of Sabbatical/Secondments have recently (May 2007) been approved, bringing the total number to 14.

CETL Fellowship

Our approach to dissemination places emphasis on knowledge exchange and working with other 'employability hotspots' within the institution and the CETL Fellowship scheme exemplifies that approach. In its first round, a member of staff from the School of Biological and Earth Sciences at LJMU was awarded a CETL Employability Fellowship in recognition of her outstanding contribution to the development of work based and work - related learning within the University and of her own individual teaching excellence. Based within the University's educational development unit Jan-June 2007 the fellowship recipient had a remit that included: supporting the CETL in identifying how its outputs could be shared more widely within the institution; contributing to the development of the University's strategic employability initiative as well as that of the CETL; identifying new practice to take back into her own School; as well as the development of the Virtual Workplace project funded by HEA Geography, Earth and Environmental Sciences subject network.

The fellowship has provided the CETL with an opportunity to enrich current initiatives and to develop new ones. It has ensured dissemination of some elements of the CETL's good practice across the university and promoted connectivity, as well as reinforcing the notion that our CETL is a University-wide resource.

6.0 Lessons learned and future adjustments

The earlier sections of this report have already described new knowledge resources and emerging teaching practices. In this final section we provide an evaluative overview of lessons learnt to date and future adjustments planned.

Effecting change on student learning, and the way that staff teach and support learning, takes time. From the outset we have been cognisant of the different disciplinary contexts and cultures within our CETL and that 'one size does not fit all'.

At the same time, however, we believe that models of practice have been developed that are robust enough to be adapted and customised for different settings. In this respect, the CETL's learning development model and its dissemination strategies are intertwined: developing and sharing practice, evaluating impact and then making adaptations and adjustments for future practice.

Key Outputs

Thus far, at the end of our first two years of operation, we would highlight key plus factors of the CETL as being:

- development and implementation of two distinctive models of curriculum change in the disciplines of Education and Science (encompassed within which are a range of projects and exemplars)
- robust mechanisms in place for monitoring and auditing CETL outcomes, which has allowed us to concentrate on an evaluation model that is concerned with evaluating impact of the CETL on both staff and students. This is the model outlined in the business plan of our stage 2 bid and we believe there is strong evidence that this is working in practice
- a research and evaluation model for the CETL which we think is an interesting and distinctive model (CETL Highlight 5 on page 11)
- a dissemination strategy that is multi-faceted and operates at many different levels; dissemination is writ large, both explicitly and implicitly, in the work of students and staff and in the roles of all those employed within the CETL; a particularly encouraging aspect of dissemination is that the numbers and quality of research and scholarship outputs are growing steadily, a fact that we believe is directly attributable to the level of support provided within the CETL for research and evaluation
- the importance of developing roles and relationships; CETL is now embedded within the discipline areas of Education and Science and the work of the educational development unit and closely involved with the university's new strategic employability initiative
- the involvement of three members of the university's management group at directorial level has been strategically important for embedding CETL within local structures and activity (faculty, school and service department) and for the CETL's strategic connectivity across the wider university. All three directors formed part of the core bid writing team and so have been closely associated with the CETL from the outset
- the CETL Leaders Group has been critically important for cross CETL co-ordination, for operationalising the CETL and for developing mutual understanding. As the leaders themselves say:

'Through our monthly meetings the CETL Leaders Group has developed as a strong communication base for sharing ideas, developing thinking, discussing potential problems and challenges and, when necessary, for having a good moan. The CETL through its complexity is a difficult vehicle through which to channel and develop totally cohesive themes and the approaches taken especially at the delivery end, although different, have matched in parts and been enhanced through learning from each other. The [educational development] connection has been invaluable in linking what could be seen as individual faculties into the bigger structure and has enabled us to connect and build on our practices and our evaluation.'

'An important aspect of the CETL Leaders' role is our communication with each other. Initially, relatively informal "Leaders Meetings" were held to discuss how things were going to be implemented within our areas. With the increase in CETL activity the importance of these meetings has grown. The CETL Leaders meetings have become vital in ensuring that the CETL aims are met.'

- the CETL's university-wide connectivity has been realised through the co-ordinating role of the educational development unit; this has locked the CETL into a range of institutional learning and teaching initiatives, such as development work on research informed teaching. The role of the CETL co-ordinator and CETL researchers, located within the educational development unit, has been central in creating a bridge across all three of the CETL's areas
- the CETL has been embedded within local management structures and processes and this has been vitally important in ensuring that it has not been a 'stand alone' project. This has been managed differently in each of the CETL's three areas and has the potential to be the focus of an interesting case study in its own right.

We freely acknowledge, and are happy to share, the challenges, tensions and frustrations involved in building the CETL environment. We now feel that we have created something robust enough to survive, and thrive, on difference and which can accommodate a range of perspectives.

Where we are now

Setting up these structures and processes has been enormously time consuming, in itself this has not been an issue but the time, energy and commitment that has gone into building the CETL environment should not be under-estimated.

There is evidence that CETL job roles have developed and changed over time, workload issues need careful monitoring; there are sustainability issues with respect to CETL activity bound up with posts which are fixed term appointments.

By the end of the first year of operation it was becoming apparent that the central CETL co-ordination role needed to be a full time rather than a 0.5 post, which it will be from July 2007 but with an increased focus on the role of CETL as an institutional learning and teaching initiative.

The CETL Leader roles are perceived as being more demanding than originally anticipated and require a high degree of operational flexibility. The CETL Leaders are involved in virtually all aspects of the CETL, from strategic decisions at a management level to the wider dissemination of the activities that have been undertaken. Responsible for facilitating staff engagement with CETL in their school or faculty, the CETL Leaders are typically seen by staff as 'the go to person' for CETL. This has meant that, as the number of initiatives increase and diversify, so do the demands on the Leader. Workload and the demands on their time can be unpredictable and increase without warning.

The role of the three CETL Directors is also evolving. In the early stages directors were closely involved with all aspects of the CETL, both operational and strategic, which has been hugely time consuming. More recently, the director's role is more focused on the 'helicopter view' of the strategic role of CETL within the Faculties and across the University.

6.1 Implications for university systems and practices

Section 5.3 summarises the internal strategic impact of the CETL to date. It is too early to comment on further implications for university systems and practices. We are already aware of the importance of creating a sustainability strategy since much of the CETL's activity is currently dependent on earmarked funding and fixed term posts.

6.2 Sector wide multiplier effects

Our key observation here would be that the University has derived added value from the connectivity between the various HEFCE earmarked funding streams for teaching quality enhancement, where the sum is greater than the parts. All our learning and teaching enhancement funding (TOE, CETL and NTF) is targeted at realising objectives aligned with the University's overall strategic purpose. Our deployment of learning and teaching funding mirrors national funding streams, targeted at the level of the institution, the subject discipline and the individual. One example of how this is working in practice is that the institutional Research Informed Teaching (RIT) initiative is working with the CETL research team and our National Teaching Fellows to build university-wide capacity for research informed curriculum development. This targeted funding has been particularly effective as a visible strategic driver and leaves us in no doubt that it has been instrumental in stimulating innovation and 'best' practice in learning and teaching across the University.

6.3 Adjustments and future plans

Apart from some financial re-profiling to support a full time CETL co-ordinator role, no major adjustments to the original business plan are planned at this stage. Initially our focus was on building the CETL environment, more recently the CETL team feels that the CETL is now mature enough to be able to accommodate a range of perspectives and approaches, without losing its core identity.

Key priorities for year 3 onwards are:

- a timely shift of emphasis to develop the outward facing role of the CETL, working with external stakeholders and internally across the university, taking the CETL forward as a university - wide initiative
- development of the CETL's dissemination strategy and an increased emphasis on '*reverse knowledge transfer*' into and out of the CETL
- evaluation of the impact of the CETL's dissemination strategy on a wider audience, that is beyond the CETL subject areas
- development of the 'student voice' within the CETL
- development of the external dimension to the research and evaluation model through reflective appreciative enquiry with other CETLs
- development of the CETL's sustainability strategy.

6.4 Reflections on the idea of a CETL as a change strategy

One of the most interesting aspects of the CETL has been what we have learnt from managing a large, complex initiative that spans two faculties and that is being co-ordinated as an institutional learning and teaching initiative.

The scale of funding has been important in that it was big enough to engage academics with different agendas to focus on teaching and learning activity and its dissemination. The capital investment has been important in signalling to external partners that we are serious about upskilling the potential workforce in their areas. This has been important for employer engagement.

The five year timescale is important, in that it provides time to make a real difference, especially since the capacity building work we have undertaken in the early stages has been critical for laying the foundations (for generating both activity and for staff engagement) on which the CETL can now build. The time spent on developing structures and processes and securing engagement from within, never mind without, the CETL has been time consuming but necessary.

Our research and evaluation strategy is concerned with measuring impact, but we do see this as a major challenge. As the CETL becomes even more integrated within the university's strategic employability agenda it may become increasingly difficult to identify where outcomes are related to the 'CETL factor'.

The strategies adopted by the CETL for developing and rewarding staff are summarised in section 3.3 (p.7). We have yet to evaluate the impact of these strategies, but the award of a National Teaching Fellowship in June 2007 to the CETL Director in the School of Sport and Exercise Sciences suggests that there is a direct correlation between the Centre for Excellence as an initiative for rewarding *existing* excellence and as an initiative for the *further* development of excellence.

Appendix 1: Summary of Evidence

Evidence Number	Description
1	CETL Progress report for the Steering and Management group (February, 2006)
2	CETL Progress report for the Steering and Management group (July, 2006)
3	CETL Progress report for the Steering and Management group (February, 2007)
4	Article: 'Multiple muffin- fuelled meetings: learning from collaboration through the development of LJMU's Hefce funded Centre for Excellence in Teaching and Learning.' in the LJMU Learning and Teaching Press (Vol 5, 2005, pp. 14-17).
5	A summary document outlining the Key Aim and Objectives of the CETL.
6	Summary of the Science environment immediately prior to the CETL "Where did the School of Sport and Exercise Sciences start from?"
7	Action Research Project: An employability audit of the Bachelor of Science degree programme in Sport Science of Liverpool John Moores University. Neil Chester (2006).
8	Agenda for Staff Employability day (December, 2005)
9	Document used as a stimulus/ discussion point at Science Employability day (December, 2005). Summary of Neil Chester report with key points for staff to discuss around employability.
10	Minutes from Science Employability Day (December, 2005)
11	Presentation from a workshop: Developing Employability through the Curriculum. Presented by a CETL leader. Includes summaries of current activity
12	Sports Training Programmes Module Pro forma
13	Sports Training Module Mapping document (demonstrating where the CFI fits in)
14	Explanation of Certificate of Fitness Instructor (CFI): Web link: http://www.hfigroup.com/acsmexerc.htm
15	Work Related Learning Topics document- examples of engagement activities in Science
16	Paper: Evaluation of low-cost Personal Digital Assistants for Field Data Collection and Fieldwork Leadership by Students and Staff. PLANET, The Higher Education Academy: Geography, Earth and Environmental Sciences (GEES), (2007) T.Stott.
17	Extended Abstract to be presented at Evolve Enhancing Employability Conference (September, 2007). Titled: Real Work Related Learning - Integrating Live Projects in the Curriculum. E. Mitchell and S. Nixon
18	Draft article presented at the Researching WBL Symposium, Middlesex University (January, 2007). Titled: Piloting the 2-level Model of Reflective Practice in Work Based learning.
19	A Case study describing the CETL Voice Project distributed during the CETL launch and on the CETL website.
20	Extended Abstract to be presented at Evolve Enhancing Employability Conference (September, 2007). Titled SPORT START: Giving Students a Start in the World of Work. T. Dinning and E. Zaitseva
21	A 2 minute video demonstrating extracts of the JMUUpStart Dance company's activities.
22	Workshop Presentation at the HEA National Conference (2007). Titled: Does your personality affect your learning experiences? S. Nixon, B. Walsh and S. Wooding. Outlining initial findings of the evaluation of the Personal Discovery Tool
23	A selection of images portraying the CETL ICT suite
24	A selection of photos of the Human Performance Unit
25	Short video clips of interviews with Dance students about ICT provision over the last academic term

Evidence Number	Description
26	Short Video clips of Sport Development students' opinions of ICT resources and IT support in the ICT suite
27	Short Video clips of Dance students opinions of the Library Drive
28	Presentation at the Liverpool John Moores University E-Learning Forum (June, 2007) looking at challenges of using technology to communicate with students at Temple University
29	Summary of "Opportunities and Community Links developed by the Support Officers" in Science
30	Liverpool John Moores University Learning, Teaching and Assessment (LTA) strategy URL http://www.ljmu.ac.uk/lid/ltweb/81303.htm
31	CETL Evaluation Strategy
32	CETL Research and Evaluation Ethical Guidelines
33	RUFDATA - Evaluation framework.
34	Examples of the Metaphors developed by the CETL Leaders and Research Officer prior to the Plan/Do/Review Day
35	Notes including Metaphors from Plan/Do/Review Day.
36	Handout distributed at the International Society for the Scholarship of Teaching and Learning conference (July 2007); Titled: Developing Scholarly Teachers: Benefits and Challenges of Taking a Phenomenological Approach
37	Graduate Skills and Career Prospects Report (2006), findings from a questionnaire distributed at graduation to CETL students.
38	Video interviews with Education students, discussing their Work based Learning Experience
39	Paper in proceedings of the WACE Symposium (November, 2006). Titled: Learner-Worker-Entrepreneur: Benefits and Challenges of Multiple roles in a Dance students Enterprise. E.Zaitseva, D.Carr, E.Mitchell, A.Walton.
40	Paper in proceedings of WACE Symposium (June, 2007) Titled: Tackling Work- Related Learning: Blogging From the Touchline. E. Mitchell, E. Zaitseva and B. Drust.
41	List of CETL Dissemination activity
42	A selection of informal feedback provided by Employers/ stakeholders on the curriculum changes in Science
43	Presentation (2007) Liverpool John Moores University Teaching and Learning conference. Titled: Insights Into Employability: Current Information from a CETL Sabbatical. B. Drust.
44	Presentation (2007) Liverpool John Moores University Teaching and Learning conference. Titled: Employers perspectives of the most appropriate "knowledge, skills and personal attributes" required of individuals working in Physical Activity, Exercise and Health. R. Murphy.
45	Document outlining the Education CETL structure
46	Initial evaluation report of the application process for Sabbatical/Secondments.
47	Video Clip of Bérnard Pierre-Louis discussing his sabbatical experience.
48	Paper in proceedings of WACE Symposium (June, 2007). Time to Take a Sabbatical: Building Relationships with Employers. E. Zaitseva, S. Thompson, E. Mitchell and M. Scott
49	10 minute DVD used at the CETL launch which outlines the purpose/ activities of the CETL or http://www.ljmu.ac.uk/CETL/84888.htm

Appendix 2: Key Aims and Objectives

The following is a summary of the Key Aim and Objectives of the CETL. These provide the blueprint from which annual operational plans are developed and reviewed by the CETL team, working through the CETL Management and Steering and Advisory Group.

Key Aim

The overarching aim of the CETL is to develop existing innovative approaches to work-related learning within the subject areas of sport, exercise, dance and physical activity in order to enhance students' vocational, leadership and entrepreneurial skills.

In developing curriculum approaches that promote good learning for good employability, the CETL's primary aim will be to enable students to become 'leading learners', who are also 'learning to lead'.

Key Objectives

Key Objective 1: Students

To place the development of students as 'leading learners, learning to lead' at the heart of all CETL activity.

To achieve this the CETL will:

- Develop curriculum models of work-related learning that will enhance students' employability, leadership and entrepreneurship skills
- Develop new 'state of the art' learning spaces (Leadership and Community Learning and Health, Activity and Human Performance facilities) that will enable students to expand their applied knowledge and practical skills in an interactive, work-related environment
- Develop and implement strategies for how students will be involved in the CETL and for how the 'student voice' will be heard.

Key Objective 2: Curriculum

To develop the CETL as an institutional learning and teaching initiative to ensure synergy with, and inform the development of, the university's strategic goals for work related learning in the context of the LJMU Learning, Teaching and Assessment (LTA) strategy.

To achieve this the CETL will:

- Contribute to, and inform the development of, the curriculum goals of LJMUPlus (Graduate Skills and Work Related Learning within programmes) and the development of enhanced extra-curricular World of Work (WoW) skills
- Develop exemplars and distinctive models of applied learning that link theory to 'real world' practice and that have potential for cross-discipline transferability
- Work within the CETL, across the university and externally to support developments in work-related learning and to disseminate 'best' practice in ways that encourage the transfer and adoption of effective practice
- Develop through key partnerships an interactive student learning environment that will provide a hotbed of work-related activity within the curriculum
- Develop and evaluate approaches to student learning in distinct educational and scientific settings
- Promote and support a culture of research and scholarship within the CETL.

Key Objective 3: The Wider Community

Build on existing community, industry, business and higher education partnerships to promote applied learning linked to 'real world' practice and knowledge transfer into and out of the university.

To achieve this the CETL will:

- Work with partner organisations to further develop applied work-related activity within the curriculum
- Contribute to enhanced local provision in sport, dance and health-related areas
- Work with partner organisations, students and staff to promote physical activity, health and fitness for members of the community whatever their age, ability, ethnicity or gender
- Develop lifelong learning models through opportunities provided by organisations dedicated to performance enhancement and the pursuit of healthy, creative and active lifestyles
- Develop and implement a CETL dissemination strategy that will impact on LJMU staff, the wider Higher Education community and external organisations.

Key Objective 4: Staff

To involve and support staff as learners in their own right, and as leaders of learning, in developing and implementing employability, leadership and entrepreneurship within the curriculum.

To achieve this objective the CETL will:

- Provide support for curriculum and staff development linked to the CETL's objectives
- Provide support for staff in developing teaching informed by research and for evaluating impact on the student experience
- Place an emphasis on promoting reflective collaborative enquiry, within the CETL, the institution and externally with other CETLs
- Explore opportunities for developing and delivering CPD programmes for staff within and external to the university
- Align CETL activities with institutional Human Resources and Learning, Teaching and Assessment reward and recognition strategies and develop long-term and sustainable mechanisms for recognising and rewarding excellence in learning and teaching.

Key Objective 5: Management and Organisation

To establish effective structures and processes for ensuring that the CETL delivers its operational objectives.

To achieve this objective the CETL will:

- Establish structures and processes for managing and supporting the CETL at local and institutional levels
- Develop a culture of reflective practice and regular periodic review
- Develop, implement and review a CETL research and evaluation strategy that will focus on the CETL's impact on students, staff and the wider learning community
- Monitor and audit CETL outcomes and progress through the CETL Management and Steering and Advisory Group and through institutional financial systems for tracking expenditure
- Develop a strategy to embed and sustain the CETL and its activities in the longer term.

Appendix 3: Using Metaphors in Evaluation

Currently evaluating CETL initiatives is like what? When it's working really well and you are able to work at your best and evaluate effectively, it will be like what?

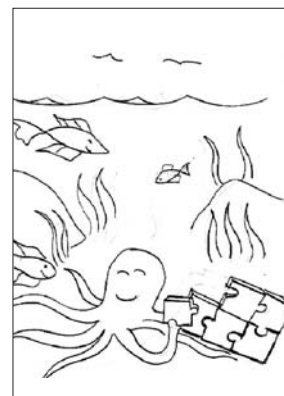
I'm an octopus sitting at the bottom of the sea... The octopus is reaching out its arms, trying to get pieces of evaluation; both from the water and in the ground/rocks. It's trying to create a jigsaw picture from these pieces. The picture is far from taking a shape - only a few bits/corners are completed so far.



Sometimes it's easy to get a piece (it's floating in the water), but mainly the octopus is struggling to find them (they are either behind the rocks or in the ground).

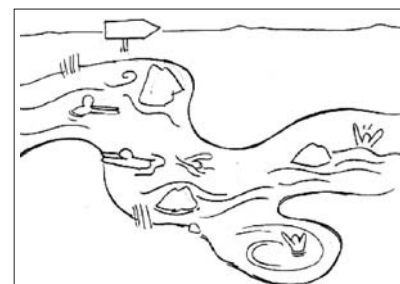
The octopus is surrounded by exotic fish, rocks, remains of the sunken ships, coral reefs etc (nice surroundings in general), but the sea is divided in two parts. The water is relatively clear (transparent) from one side and quite murky from another. The Tuna fish is in control of the clear part. It is like a sheep dog and could guide the pieces towards octopus's arms.

The Crab is in charge of the murky part, he controls its territory very well, but it can be difficult to see him (sometimes he hides behind the rocks). He is trying to help, but there is too much debris in this part and it's difficult to see what it is sending toward the arms.



After the successful away day the sea started to change: the murky part is much more clear now (ideally there shouldn't be any difference about two parts - the sea will be just one BIG SEA), and the octopus is much happier because building the jigsaw is getting easier now - every piece is clearly seen and if not, it's just a matter of time and joint efforts of all sea creatures...

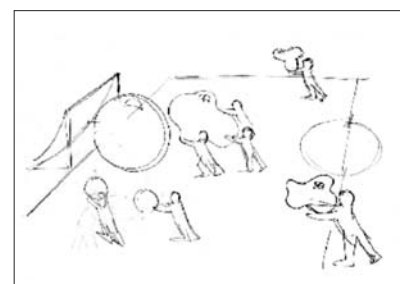
Evaluation is like a river, which is at its optimum in terms of depth, flow etc. The river is heading in a pre-determined direction but not necessarily on a straight path to get there. Within the river there are rocks, which signify both hurdles and learning points where we have to either do something to get around or change direction when something may not be working. There are at the sides, pools of water trapped and just going around and around and this signifies people (staff and students) not quite engaging or struggling with processes or concepts. The staff are all in the river together, but in different parts, flowing at different speeds, with some digging their heels into stop themselves becoming part of the flow. The students and the people we affect are the banks, the rocks etc. and it is hoped that they become an integral part of what is happening and start to move with us.



The journey is not calm or easy, there is some white water and scary moments, but this adds to the excitement of the unknown and what might happen next. We are charting our own course!!!

I view evaluation as starting with everyone involved in the CETL milling about on a football pitch that has only one set goals. Each person has an amorphous blob in his or her hands. Each blob represents that person's current thoughts about evaluation. Each blob is multicoloured with a futuristic metallic hue; the colours represent that person's thoughts about the various aspects of evaluation (e.g., the what, how, why and who). This describes how we are now.

Everyone will start to push their blobs together into one giant blob (this is the awayday). This takes place between the centre circle and the 18-yard box. The collective blob will increase in size and the colours will change as the individual blobs are added. The addition of a blob could cause a lot of the collective blob's colours to change when added or the colours could remain relatively stable, similar to a chemical reaction. Once all the blobs have been added the collective blob will become perfectly spherical and the colours will stop changing. At this point, this multi-coloured sphere melts and separates into a smaller spheres. Each sphere is multicoloured and the colours now represent what each person has to do. Each sphere is of a different size, representing the amount each person has to do. We each know which is our own sphere. We can now dribble our own sphere



towards the goal and we each kick our sphere into the net (this is us doing the evaluation over the time course of the CETL). Once all the spheres have been kicked into the net they reform back into the giant sphere and evaluation is over.

These brief descriptions of the CETL evaluation strategy are from Mark Scott, Sarah Nixon and Elena Zaitseva in preparation for the away day on the 8th. They've been using metaphors to better understand how to support one another on making evaluation easy, effortless and more effective. Please consider your responses to the following questions which we'll be working through on the 8th:

- Thinking about CETL, your department, Liverpool JMU; CETL is like what?
- So far the evaluation process has been like what?
- If the Evaluation process were going just the way you'd like it to and supported you to work at your best, the evaluation process would be like what?
- If the away day on the 8th were to be really successful, it will be like what?

Feel free to write or draw your answers and return them to Sarah Nixon by 1st December

Below is a summary of the CETL evaluation strategy, please read through it and consider how you are doing, in relation to it, how you can use it easily and effectively with initiatives you are involved in and how best to support it to succeed. Please consider it in relation to the metaphors above and your own ideas about the evaluation.

I look forward to an interesting and enlightening away day that is an example of Excellence in Teaching and Learning.

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CETL Evaluation Strategy Summary

WHO WILL DO IT?

We will evaluate all aspects of our CETL. External advice will be used only if we feel it is beneficial. Liz/Heather, Elena and Beth will manage the evaluation process in consultation with the CETL Management Group. The CETL team, academic staff, students and external stakeholders will all be needed to contribute to our evaluation process.

WHEN WILL IT BE DONE?

Evaluation will run continuously through the life of the CETL. Short-term projects will be evaluated upon completion whereas curricular and cultural changes will be evaluated longitudinally. Reports will be given to the CETL Management Group (monthly) and the Steering and Advisory Group (biannually). Importantly, we have to report back to HEFCE in JULY 2007 and then again in MARCH 2010. See the other sheet for HEFCE's requirements.

WHY ARE WE DOING IT?

The outcomes of the evaluations will be used to determine the effectiveness of our activities and to shape our future CETL activities.

HOW WILL WE DO IT?

The primary method of evaluation will be qualitative in nature as the insights gained from this approach best facilitate the development of future CETL activity. Quantitative methods will also be used for monitoring purposes and for gaining baseline data.

WHAT WILL WE EVALUATE?

You can liaise with Elena and Beth to determine the most suitable method of evaluation for any initiative that you are leading or supporting.

Centre for Excellence in Leadership and Professional Learning

Interim Evaluation Report

For further information
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