

Centre for Excellence in Teaching and Learning Final HEFCE Self-Evaluation Report



Liverpool John Moores University
March 2010

Section 1

a. Name of CETL

Centre for Excellence in Leadership and Professional Learning

b. Name of Institutions(s)

Liverpool John Moores University

c. Contact name (someone likely to be in post until July 2010)

Elizabeth Clifford, CETL Co-ordinator e.clifford@ljmu.ac.uk

d. Name of person submitting the self-evaluation

Prof Sue Thompson

e. Start date of CETL

April 2005

f. Anticipated end date of CETL (if known, i.e. will it end with the money, when, will it continue in some recognisable form?)

Funding ends in April 2010 but some project associated activities will continue until 31st July 2011

g. Lead Director(s) and dates associated with CETL

Professor Tim Cable, entire duration

Professor Pat Shenton, entire duration

Professor Sue Thompson, entire duration

h. Total amount of award: capital and running

£4.85M which includes the £350k additional capital funding bid for subsequently.

Capital: £2.35M Recurrent: £2.5M

i. Briefly describe what the capital was used for (e.g. refurbishment of three small group teaching rooms and small lecture theatre; building of office and informal social/learning space for students)

There were two capital builds, one in the Faculty of Education, Community and Leisure (Learning Technology Suite) and the other in the School of Sport and Exercises Sciences, Faculty of Science (Health, Activity and Human Performance Suite).

1. Creation of a **Learning Technology suite** to support enhancement of learning technologies within the curriculum. Suite built by linking two existing buildings together and creating a teaching room, small office space and meeting room. With support from CETL-funded ICT Support Officers, students and staff are able to maximise opportunities for technology-enhanced learning and teaching.

ICT equipment purchased for the Learning Technology suite has promoted the use of learning technologies and enhanced the ICT skills of students, staff and the wider community. Funds were spent on equipping the Learning Technology Suite with 20 PCs for general use and for specialist video and multimedia productions required by the four areas of Physical Education, Dance, Sport Development and Outdoor Education. This was supplemented by 10 Apple Macs, 3 Mac Books and 11 Laptops providing further support for video and media production. Other technology introduced included 20 Mini DV camcorders, voice recorders, large LCD monitors, projectors, specialist software, still cameras and audio equipment. Together this has enhanced teaching in the CETL subject areas and provided additional technical resources for the rest of the Faculty of Education, Community and Leisure.

2. **A Health, Activity and Human Performance suite** was built through the part-demolition, refurbishment and extension of an existing building. This development has provided a space equipped with state of the art strength and conditioning and health and fitness equipment which replicates that used in elite sporting environments and in the delivery of community based exercise referral programmes. In addition, the learning environment is resourced with complex technologies and methodologies that are used to assess various parameters of health and fitness (e.g. oxygen consumption, body composition analysis etc). The aim was to build a suite which allowed students to develop their practitioner and technical skills in a safe environment designed to replicate a number of relevant work contexts. This ranged from the exercise equipment that health practitioners use when training patients who are part of a GP referral scheme (becoming an increasing source of employment opportunities for our graduates), to the physiological lab space and strength and conditioning kit required to work with performers in elite sport.

This diversity of application has meant that the suite has become an integral part of the work related learning modules within the School and not only exposed students to a range of technical skills, but also by virtue of working with “real” people, students have engaged with the full range of graduate “softer” skills. It has also facilitated engagement with the relevant communities as we are able to support GP referral schemes, community health initiatives and preparation of elite athletes. These links with the external world have had the added benefit of providing students with more relevant work related learning opportunities which are supported and supervised and which also encourage critical reflection. The excellence of the facility has also encouraged key stakeholders from various sports to locate the training of their elite squads here, which has increased the enterprise income generation of the School. This facility has also become the home of the Cardiac Risk in the Young (CRY) North West cardiac screening clinic. CRY is a charity that funds the screening of all age-group athletes, to ensure that the chance of suffering a sudden cardiac death are reduced (there are 12 such deaths a week in the UK). Furthermore the facility has been equipped with state of the art performance analysis software that students use to learn how to capture movement patterns both in training and in matches (12 Apple Mac computers with dedicated software). These are the type of technologies that are used daily in elite sport to feedback to coaching staff.

j. What will these facilities be used for in academic year 2010-11? (indicative/anticipated)

Learning Technology Suite

The Learning Technology suite will be adopted by the Faculty of Education, Community and Leisure for specialist teaching and will be maintained and updated by Computing and Information Services as part of general provision. The facilities will be maintained at their current level and will be available for specialist teaching and general use. Staff and students will notice little change, although the timetable will be busier given that the whole Faculty will have access rather than only those in the CETL subject areas.

The Macs that have been piloted will be maintained to give students and a staff a wider IT base. The Support staff will run workshops for students throughout the Faculty in Dartfish (movement analysis software), video and multimedia production. The hardware and software purchased will remain in the area and enable all students to benefit from these resources which will be adopted by the Faculty and maintained and added to as required. As a wider Faculty facility, the Suite will greatly enhance the currently stretched ICT provision in the Faculty. As a self contained Unit it will allow staff and students to continue to develop enterprising and income generating activities in collaboration with schools and business partners for the benefit of the University and local community.

The meeting room will remain as a meeting/seminar room and will also double as a video conference suite. All the current facilities will remain and be used by the Faculty and wider community.

Health, Activity and Human Performance Suite

The Health, Activity and Human Performance suite is now an essential element in supporting work-related learning and enterprise activity. Indeed, it is now seen as integral to the delivery of our curriculum and extensively used in the many components that make up the **core** work-related learning modules that build from levels 1 to 3 of our undergraduate programmes. This use will continue and be extended after the life of CETL, since CETL activity is now fully embedded into everything we do.

Furthermore, the School is now in the process of revalidating its undergraduate programmes to include an even greater focus on employability. This will revolve around an integrated assessment strategy that will incorporate the use of this facility to build greater understanding of the world of work skills required by our graduate body as they enter the work place. In addition, an even greater engagement with stakeholders is anticipated leading to accelerated income generation.

k. Average number over lifetime of the CETL of persons employed at any one time, in FTEs and by type: academic, admin, other (please indicate type of job)

Post	Type	CETL Area	FTE
Directors x3		1 Education, 1 Science 1 Educational Development Unit	Unfunded
CETL Leader	Academic	Education	0.2
CETL Leader	Academic	Science	0.2
CETL Co-ordinator	Other	Educational Development Unit	0.8
Research Officer	Other	Educational Development Unit	1.0
Research Assistant	Other	Educational Development Unit	1.0
Business Development Manager	Other	Education	1.0
Administrator	Admin	Educational Development Unit	0.2
Administrator	Admin	Education	1.0
Administrator	Admin	Science	1.0
Community Support Officer	Other	Education	1.0
ICT Support Officer	Other	Education	1.0
Physical Activity Support Officer	Other	Science	1.0
Sports Science Support Officer	Other	Science	1.0
			10.4

l. What are staff employed by the CETL towards the end of its HEFCE funded life going to do when this funding ends? Summarise, do not name staff, e.g. 2 part time academic staff return full time to university role; centre administrator has job in private sector lined up; research officer has an academic appointment for 2010-11 in another university; learning technologist will remain employed by host faculty to continue with similar work; not yet clear for 1 staff member)

Post	After CETL funding
CETL Leader	Return to full-time academic post
CETL Leader	Return to full-time academic post
CETL Co-ordinator	Return to substantive post within educational development unit
Research Officer	Taking up full-time Research Officer post within educational development unit
Research Assistant	Not yet known
Business Development Manager	Continue in full-time post with extended Faculty-wide remit
Administrator (Education)	Continue in full-time post
Administrator (Science)	Continue in full-time post supporting work-related learning provision
Administrator (Education Development)	Post-holder will continue with 0.4/0.6FTE post within educational development unit. Not yet known if remaining 0.2FTE will continue to be funded
Community Support Officer	Continue in full-time post with extended Faculty-wide remit
ICT Support Officer	Potential for post-holder to apply for new Faculty-wide post
Physical Activity Support Officer	Contract extended for 12 months
Sports Science Support Officer	Contract extended for 12 months

m. Number of 'spin out' projects funded: List projects by title and amount awarded, and name institution if other than host.

Title	Amount Funded	Year
Internal CETL Sabbatical/Secondments		05/06
Temple Project To forge links with Temple University, Philadelphia to develop shared research and practice in learning & teaching in dance. Utilising technology to link teaching between Liverpool and Philadelphia.	£5080	
Professional immersion sabbatical Time for academic member of staff to immerse himself in variety of football organisations to better understand employer requirements of graduates.	£6900	
Ethno Drama Exploring the assimilation of performance principles & processes with applied aspects of the sports science curriculum.	£1780	
Investigating employer requirements of graduates in Physical Activity Exercise & Health programme Developing greater opportunities for employer feedback on graduate requirements as well as input into new curriculum development.	£1745	
Limon Technique – bringing new techniques to the teaching of Dance Develop links with the Limon School New York to provide greater access to Limon teaching techniques for Dance.	£1215	
Personal Development Planning Developing new approaches to personal development planning (PDP) through creation of a personal discovery tool. Involved secondment of external expertise to the CETL.	£10200	
Creation of Sport Science Wiki Development of Sport Science WIKI with involvement of external technology specialist.	£7500	06/07
Continuation of Temple Project To forge links with Temple University, Philadelphia to develop shared research and practice in learning & teaching in dance. Utilising technology to link teaching between Liverpool and Philadelphia.	£2315	
Development of JMUpIN(tegrated) To develop links between the disabled community performer and able bodied dance undergraduates to provide new learning experiences for both.	£3790	
Developing Somatic Practice in Dance To enhance existing Dance teaching with Somatic Practice that encourages the cultivation of skills and self awareness relevant to professional practice.	£4700	
Developing reflective practice in Sport Psychology To support research exploring reflective practice within the professional training of sport psychology and sports coaching.	£2125	
Engaging employers in curriculum design and development To involve employers/external agencies more fully in the process of designing a new Coaching degree curriculum.	£3500	
The Game of Life To develop a prototype for an interactive CD Rom game "The Game Of Life" aimed at supporting Personal Development Planning.	£2180	
Personal Development Planning (PDP) Ongoing work with an external consultant to develop the curriculum and prepare students for a complex world through personal development planning at level 1.	£7050	
Personal Development Planning Continuation of project to develop and evaluate PDP materials appropriate for use with Level 2 & Level 3 undergraduate students.	£5875	07/08
Crossing Point To develop and evaluate innovative approaches to student learning through the interface of live and projected images during dance performances.	£2391	

Researching Graduate Employability in Outdoor and Environmental Education To undertake research with employers, alumni and current students relating to graduate employability.	£4420	
Curriculum enhancement for employability Developing projects to involve external stakeholders in curriculum development. To explore via consultation with industry experts, the external environment of the 'world of work' in relation to each of the routeways within the sport development programme cluster.	£2250	
Further development of JMU_{Up}IN(tegrated) Continuation and development of JMU _{Up} IN Dance Project focussing on the development of off-site workshops to enable disabled performers outside of the Merseyside area to participate.	£3345	
Learn2Support Development of a Student Learning mentors system with the aim of removing barriers to learning and achievement, providing an opportunity to reflect upon how university welfare services can act with academic staff, student learning mentors and students to maximise access and inclusion.	£6360	
Supporting professional development in Sport & Exercise Psychology To develop a Professional Doctorate in Sport & Exercise Psychology.	£2360	08/09
Magical Spelling Enhancing students' communication skills through adoption of Magical Spelling techniques.	£3000	
Personal Development Planning (PDP) for Level 3 students Ongoing development and evaluation of PDP materials appropriate for use with Level 3 students.	£8280	
Evaluating Skill Development in Overseas Youth Expeditions To undertake collaborative research with colleagues at the University of Edinburgh on evaluation of overseas youth expeditions in respect of student skill and learning development related to the subject area of Outdoor and Environmental Education. <i>Collaborative project between Liverpool John Moores University and the University of Edinburgh.</i>	£6150	
Investigating employer requirements of Sport Science graduates To enable the member of staff to have dedicated time to liaise with individuals/organisations across a variety of career pathways. It is intended that outcomes from this activity will directly impact upon the applied curriculum and Personal Development Planning programme within Sport Science.	£2500	
Learning from the Professionals Project to enable students to learn from a professional dance artist using live music.	£1000	09/10
Exploration of practitioner perceptions in elite sport Exploration of sport psychology practitioner perceptions in elite sport in relation to skills, knowledge and attributes required of graduates.	£6000	
Enhancing Personal Development Planning (PDP) Explore potential for 'Laughology for Life' approach to be implemented as part of the PDP processes.	£8625	
Thinking out of the box Revisiting the curriculum of Level 1 Dance Studies. To develop an integrated model of curriculum delivery for Semester 2, Level 1	£5265	
JMU_{Up}(IN)tegrated Dance Continued support and development for JMU _{Up} IN(tegrated) Dance Project.	£3580	
Temple Project Continuation and development of International web – cam project 2. Project3- sharing the curriculum. Further development of teaching/research links with Temple University.	£3620	

Small-Scale Internal CETL Projects		
Developing Students' Communication Skills through Performance Peer coaching project to support development of communication skills in Sport Development students with peer-coaching from Drama students.	£1095	05/06
Dance Leadership in the Community Involving Level 1 Dance students in supporting Primary School Dance.	£500	
Sport Development Mentoring Pilot project to explore cross-level student mentoring within the Sport Development programme.	£1350	
Sport Education in Schools Involving students in the promotion of sport education in schools.	£630	
Using Personal Digital Assistants (PDAs) to support mountain leadership skills development in Outdoor and Environmental Education (OEE) Using technology to support learning from fieldwork.	£1150	
JMUpStart Initial funding to establish JMUpStart – student dance company aimed at providing authentic work environment to support students' curriculum – based work based learning.	£5000	
Developing interactive digital video learning resources to support undergraduate students in coaching and leadership in Sport and Outdoor Education. <i>Collaboration between Liverpool John Moores University and Liverpool Hope University</i>	£1580	06/07
Skinner Releasing Technique To work with New York based choreographer on new approaches to teaching dance, ensuring curriculum currency and innovation.	£740	
Sports College Mentoring Project involving Level 3 Sport Development students in mentoring under-achieving pupils with sporting talent.	£1250	
Promoting Diversity Awareness in Dance Enabling students to work with performers from Cando Dance Company to promote diversity awareness.	£1320	
Promoting student engagement through active learning Purchase of pedometers to support a model of active learning to investigate whether this would enhance student engagement with subject content during Transition into HE	£1000	07/08
Changing the face of Outdoor Adventurous Activities in the Physical education (PE) Curriculum Re thinking the delivery of Outdoor Adventurous Activities within level 2 undergraduate PE curriculum.	£1000	08/09
Supporting Employability in Physical Education Development and evaluation of intensive programme of skills development and employability – related activities, including goal setting and self awareness designed for prospective PE teachers.	£2500	
Perceptions of CETL Reward and Recognition Strategy Evaluation of CETL Reward and Recognition strategy to include input from external consultant.	£11000	09/10
Self-efficacy in Statistics Promoting self efficacy through building students' confidence when working with statistics in Sport Science.	£3050	
Enterprise in a Box Development of Enterprise Education Toolkit, to include DVD, network game and Finance Card sorts. <i>Project being undertaken in collaboration with LJMU Student Enterprise Team</i>	£3000	

LJMU Wide Sabbatical and Project Funding		
Enterprise in the Curriculum Evaluation of an Enterprise Development Module that is currently offered to all Level 2 students in Engineering.	£3980	08/09
Exploring student self awareness and creativity through LEGO Serious Play To introduce, embed and evaluate the use of Lego as an innovative teaching and learning tool in the Liverpool Screen School intended to develop self awareness and foster students' creative abilities for a complex world.	£4000	
Evaluation of placement opportunities for Geosciences students To undertake a small scale research project to explore student engagement with opportunities provided for work experience within and outside the curriculum.	£900	09/10
Adapting CETL Personal Development Planning model for Journalism students Development of employability through PDP. Adaptation of CETL PDP model for use with Level 1 Journalism students.	£1775	
Business Matters Adaptation of CETL PDP model into Business Matters module for use with 900 Level 1 Business School students.	£8975	
Feedback Supporting staff as learners in their own right and as leaders of learning. Development of DVD and accompanying resources to support staff in process of giving feedback through peer review. Project is a collaboration between CETL staff and those with responsibility for the PGCert Learning and Teaching in Higher Education, as such the resources will be used with staff across the University.	£10000	
Development of Personal Development Planning materials Development of re usable learning objects to support PDP, for use with all adapted versions of CETL PDP model	£6000	
Adaptation of CETL PDP materials for use in Education Studies Adaptation of CETL PDP approach for use with students in Education Studies.	£4000	
Development of Screen School Production Unit To establish student Production Unit, based on CETL Sport Start model, to increase opportunities for students to undertake work-based projects within and external to the curriculum.	£2950	
International dimensions of employability Investigation into perspectives of international students in relation to employability.	£1000	
Sport Start to Earth Start Developing Earthstart/Greenstart to promote curricular/extra curricular work related learning opportunities for students in GeoSciences.	£500	
Academic Records Development of student music production company within the subject area of Popular Music Studies, Faculty of Media, Arts and Social Science.	£1000	
Aspire (American studies) To further develop the American Studies Resource Centre, Faculty of Media Arts and Social Science, through student-led educational initiatives with schools and other external organisations.	£3100	
Screen School Production Unit Matched funding to support additional equipment purchase for Liverpool Screen School Production Unit, Faculty of Media Arts and Social Science.	£3000 <i>Funding not yet confirmed, awaiting confirmation of matched funding</i>	

First Commission To create a dynamic, innovative and industry focussed work based learning initiative for creative writing and screen school students on work based learning modules. Supporting students in developing short films to use as 'calling cards' when seeking employment.	£3000	
Testing entrepreneurial potential Supporting ongoing research and testing in the Psychology subject area into the development of a potential test to assist with identifying individuals' entrepreneurial potential	£2000	
Alumni perspectives on employability in the humanities To involve students in researching the perspectives of alumni, dating back 10 years, on the role of their humanities (History, Politics) degree on their subsequent career paths.	£2000	
CETL Student Enterprise Fellowships (funding awarded to students in CETL subject areas to support development of business start-up ideas)		
Liberate A dance company formed by 3 Dance graduates to offer a programme of outreach work across Merseyside in schools and other community settings.	£3000	06/07
Biomechani Awarded to an undergraduate to help develop a prototype for a martial arts training aid in conjunction with LJMU Student Enterprise team.	£4760	
Ridenorway Setting up of an extreme outdoor adventure that offers individuals and companies a mix of outdoor adventure in Norway.	£3000	
Ambitions Dance A local dance company providing after school activity based in the Merseyside area.	£2000	07/08
Brazilian Soccer School A joint business for 2 students to establish their own franchise for Brazilian Soccer Schools.	£3816	
Reflections Dance Two dance companies set up by two Dance graduates to trade in Manchester and Wolverhampton. Each operating separate dance schools but using technology links to bring dancers from the two companies together.	£4500	08/09
Campervan Conversions Winner of LJMU 2009 Brainwave (student enterprise competition). This business start-up aims to design and refurbish vans making them bespoke for a range of outdoor sports.	£3000	
Summit To Sea Set up by 3 graduates this company offers corporate outdoor activity events in North Wales.	£3000	
OEE A sole trade business offering Outdoor Adventurous Activities for schools within city schools. The business offers both on site and off site workshops and activity.	£3000	
Party Feet A business offering bespoke themed party entertainment for children.	£3000	09/10

n. Number of peer reviewed outputs published that relate to CETL work – list in Annex A.

i. If you wish, list up to 5 other outputs that have not been peer reviewed

The following peer-reviewed outputs were produced between 2006-2010 by CETL staff, including those submitted and accepted for publication. Annex A provides full details.

- 12 journal papers/short journal articles
- 6 book chapters
- 15 papers/case studies published in the CETL 'Innovations in Practice' Journal (peer-reviewed LJMU CETL Journal)
- 32 conference papers (peer-reviewed at the stage of submission)
- 8 HEA case studies

Contributing to a total of **73** peer reviewed outputs

Annex B provides a full list of non –peer reviewed CETL dissemination outputs with the following 4 outputs highlighted here:

1. Staff perceptions of reward and recognition of excellence in teaching and learning provided through LJMU's Centre for Excellence in Teaching and Learning, Final Report
http://www.ljmu.ac.uk/lid/lid_docs/RR_Final_Report_final_version.pdf
2. Experience of CETL Sabbatical/Secondment Holders (2007-2008) Evaluation Report
http://www.ljmu.ac.uk/lid/lid_docs/Sab-sec_evaluation_report_2009.pdf
3. Reflective practice: Curriculum development through research informed teaching in sports science
http://www.ljmu.ac.uk/lid/lid_docs/Reflective_practice_LTPress_Vol_8.pdf
4. CETL Graduate Skills and Career Prospects Longitudinal Survey Report
http://www.ljmu.ac.uk/lid/lid_docs/CETL_report4years.pdf
5. 'Cohesive substance', 'Gap fillers', or 'Pyramid builders'? Outcomes of the Appreciative Inquiry into the impact of the CETL Support Officers' role: Draft Evaluation Report
http://www.ljmu.ac.uk/lid/lid_docs/Staff_practioners_report_v7.doc

o. Number of events held to develop or disseminate work beyond the CETL in the last three years internally; externally. Please also draw attention by means of a short paragraph each to 3-5 events that have been especially important or noteworthy, e.g. title, date, size, type of attendees, purpose, why it was important.

The distinctive approach of our CETL dissemination strategy was to utilise existing University structures, forums and networks for dissemination of CETL work, thus helping to ensure that target audiences were easily reached and to secure greater potential for future sustainability. At the same time various events and performances were organised, and are still being planned, specifically to share aspects of CETL activity with a wider audience.

In 2007-2009 CETL held the following internal (university wide) and external events:

13 University-wide Staff Development/Continuing Professional Development events

- 3 – Enterprise in curriculum
- 2 – PDP development
- 1 – Employability in the curriculum
- 3 – Researching and evaluating WBL
- 1 – Study skills ('Magical Spelling') workshop
- 2 – 'Transition' project workshops
- 1 – Leadership development ('Clean questioning') workshop

1 Somatic Practice Dance conference

1 Invited Participant Symposium: 'Learning for 'real world' complexity' (with LJMU NTF project)

JMUpStart company events

23 performances (at various venues at LJMU, in the North West and nationally)

18 outreach/educational events (various venues in the North West)

JMUpIN(tegrated)

3 Sharing Practice events including performance and opportunity to promote diversity awareness, the latest of which took place on Wednesday 24th March 2010

http://www.ljmu.ac.uk/NewsUpdate/index_102201.htm

Temple Project

2 Telecommunication real-time performances of the Temple project's participants (collaboration between LJMU and the Temple University in Philadelphia) – open for internal and external audience

3 LJMU Teaching and Learning conferences

2007: 10 CETL presentations /workshops

2008: 17 CETL presentations /workshops

2009: Conference Opening Keynote plus 3 presentations/workshops

Faculty of Education, Community and Leisure Research and Scholarly Activity Conferences: 3 presentations

Pedagogic Research Forum (university wide forum, open for collaborative partners):

2 presentations/workshops

E-learning Forum (university wide forum, open for collaborative partners): 3 presentations

Employability Forum (university wide forum, open for collaborative partners):

3 presentations

Work Related Learning Day (university wide, open for collaborative partners):

3 presentations

Taking WOW Forward events (the University's strategic World of Work initiative):

4 workshops/presentations

CETL-hosted visits

Over the course of the CETL, we have hosted visits from a range of national and international delegates including those from: Massey University, New Zealand; UPSI, Malaysia; Wales Employment and Skills Board; RMIT, Australia; University of Southern Queensland, Australia; Curtin University, Australia.

Planned Events

Making it Happen - A Professional Symposium: Creating the Context for Teaching and Learning in the 21st Century

5th-6th July 2010, LJMU CETL in collaboration with external consultants, Training Attention Ltd

Intended as an immersive development experience for those with Higher Education leadership responsibilities. <http://www.ljmu.ac.uk/ecl/cetl/>

Enterprise Education (details to be confirmed)

A series of enterprise education themed events supported by the newly appointed CETL Visiting Professor for Enterprise Education.

Exploring Real World learning event October 2010 (details to be confirmed)

Workshop to be jointly facilitated between LJMU's CETL, NTF project and Dr Deborah Peach, Queensland University of Technology, Australia.

Events of particular importance were the following:

Somatic and Creative Practices: Learning and Teaching in Higher Education

<http://www.palatine.ac.uk/events/viewreport/1172/>

(February 2008). This conference hosted in conjunction with the Palatine Subject Centre (HEA) was attended by national and international delegates. The development of the Somatic Practice approaches in teaching and learning was largely supported by the CETL through project and sabbatical funding and the conference was a great opportunity to showcase outcomes of this as well as to facilitate creation of the national community of practice promoting this innovative approach in Teaching and Learning associated with Dance.

Keynote at the LJMU Teaching and Learning Conference (April 2009) Annual LJMU teaching and learning conference open for all LJMU staff and collaborative partners (UK and international). CETL delivered the keynote entitled 'Placing Students at the Centre' designed as an interactive presentation showcasing all major CETL initiatives and achievements. It included contributions from staff, students (current and past) as well as external organisations. It was seen as an opportunity to engage staff in 'change thinking- change practice' dialogue and to obtain feedback on how transferable the CETL initiatives might be in to other subject contexts. In excess of 170 delegates attended the keynote.

Invited Participant Symposium: Learning for 'real world' complexity 10th March 2009

Jointly hosted by the CETL and NTF and externally facilitated by Professor Mantz Yorke, this Symposium was intended to enable participants to consider aspects of complexity and how the curriculum might support students in dealing with complex problems that are a feature of professional life. Participants (42 internal and external to LJMU) included those with particular interests in employability, leadership and enterprise and also creativity.

For the full list of dissemination events 2007-2010 – see Annex B

p. If any appropriately experienced member of your CETL team wishes to participate in a peer review scheme of CETL self-evaluations, please provide their names and contact details, especially email. (*Participation in the scheme means that you are putting your own self-evaluation up for peer review and indicating willingness to act as a peer reviewer for up to 2 other self-evaluations. These will need to be completed within a reasonable timescale, to be determined once we see how many people wish to be involved.*)

Dr Elena Zaitseva, Research Officer, e.zaitseva@ljmu.ac.uk

Section Two

Question 1

Please reflect on how effective your CETL has been in contributing to the objectives set out for the CETL initiative when it started. Be concise and do not exceed 1,000 words for the whole of the question

- i. To reward practice that demonstrates excellent learning outcomes for students.
- ii. To enable practitioners to lead and embed change by implementing approaches that address the diversity of learners' needs, the requirements of different learning contexts, the possibilities for innovation and the expectations of employers and others concerned with the quality of student learning.
- iii. To enable institutions to support and develop practice that encourages deeper understanding across the sector of ways of addressing students' learning effectively.
- iv. To recognize and give greater prominence to clusters of excellence that are capable of influencing practice and raising the profile of teaching excellence within and beyond their institutions.
- v. To demonstrate collaboration and sharing of good practice and so enhance the standard of teaching and effective learning throughout the sector.
- vi. To raise student awareness of effectiveness in teaching and learning in order to inform student choice and maximize student performance.

The Centre for Excellence in Teaching and Learning at Liverpool John Moores University has an employability, leadership and enterprise theme and a subject focus on sport, exercise, dance, physical activity and outdoor education; it spans programmes across two faculties in the disciplines of Education and Science. Through its primary focus on developing innovative approaches to work-related learning underpinned by pedagogic research and scholarly activity and on providing development opportunities for staff, we have addressed each of the CETL programme's original objectives.

Objective i

The CETL at LJMU identified four main strands in its mechanisms for rewarding and developing practice:

- Create promoted posts to lead and co-ordinate CETL activity
- Appoint new and specialist support personnel thereby enabling staff to focus on innovative curriculum development and delivery
- Create opportunities, including sabbaticals/secondments, for staff to engage in pedagogic research and scholarly activity, as well as significant personal and curriculum development
- Provide an environment through which staff would be well placed to seek further opportunities for reward and recognition via existing internal and external frameworks.

The extent to which LJMU's CETL has delivered its strategy for rewarding and recognising excellent practice was the focus of a significant evaluation undertaken in partnership with an external consultant (*Staff perceptions of reward and recognition of excellence in teaching and learning provided through LJMU's Centre for Excellence in Teaching and Learning, Final Report, November 2009.* http://www.ljmu.ac.uk/lid/lid_docs/RR_Final_Report_final_version.pdf)

Overall staff have described deriving significant benefit from their association with the CETL, indicating that the rewards available had enhanced their professional development, enabling them to undertake scholarly activity and curriculum development that has directly led to an enhanced student learning experience.

Objective ii and vi

With a focus on enhancing student employability, leadership and enterprise our CETL has been committed to providing students with learning experiences that will enable them to acquire and evidence high levels of self awareness, self-belief and skills of value, not just in the workplace but in all areas of life.

Students now have expanded opportunities to learn in many different contexts that:

- make use of connections between the University and external organisations to support work-related learning
- incorporate technology-enhanced learning to facilitate individual as well as collaborative methods of knowledge acquisition and production
- focus on developing students' cultural and diversity awareness
- encourage students to set goals and reflect on their achievement.

Strengthening links with employers, external communities and professional organisations has been crucial to achieving the aims of the CETL. The traditional academic team has been expanded to include new staff-practitioner posts whose role has been to bridge the gap between theory and practice. By moving from a reliance on traditional forms of work-based placement to more diverse forms of work-related learning the CETL has been able to offer a richer and more valuable experience to both students and employers. The involvement of a student workforce, particularly during longer placements, has created opportunities for students to support and influence change and make a difference in their workplace.

CETL projects and initiatives have covered the needs of diverse learner populations, both those of our students and those in the wider community. Some examples are:

- Student-led JMUStart Dance company provides outreach education activities to school pupils
- Staff and students supporting the development of Physical Education teaching in Namibia
- Health promotion activities with children and adults in the local area delivered through partnerships such as Everton Active Community
- JMUUpIN(tegrated), a dance company that enables able-bodied and disabled students to learn and perform together.

Objectives iii and iv

The CETL's curriculum development and innovative activity has been underpinned by a commitment to developing evidence-based practice. Structures and processes have been put in place to encourage staff to engage in meaningful research, evaluation and related scholarly activity as a means of illuminating and improving teaching and learning practice. Staff participation in pedagogic research and scholarly activity has varied across the CETL subject areas due, in part, to experience levels and disciplinary cultures. Output from the CETL, however, indicates growing levels of confidence and sophistication in staff investigating and disseminating their practice.

Dissemination activity (over 140 outputs including those peer-reviewed, see Annexes A and B) as a means of sharing good practice has provided staff with recognition for their work as well as feedback from peers working in similar areas, nationally and internationally. Whilst it is not possible to know how far each conference presentation, journal article or case study leads to changes in the practice of others, there are some significant examples of where CETL models have been adapted for use elsewhere (see Qns 4 and 10).

Objective v.

Our CETL has a subject focus on sport, exercise, dance and physical activity and from the outset has been developed as an institutional collaboration between subject areas in two Faculties (Education and Science) co-ordinated by the University's educational development unit. The strength of this collaboration has been the opportunities it has provided for exploring similar issues with different approaches which has increased our understanding of the issues surrounding the development and delivery of curricula to enhance student employability, leadership and enterprise, including those of staff and student engagement. Such collaboration has not been without its challenges. Reflections on what has and has not worked, however, have contributed to the learning that has taken place within the CETL.

The CETL initiative has also opened up opportunities to contribute to different collaborative networks, some of which were hosted by other employability-related CETLs. Most prominent amongst these were the Work Integrated Learning network, hosted by the University of Surrey's Centre for Excellence in Professional Training and Education (SCEPTre) and IPREN (Internal Pedagogic Research and Evaluation Network). Importantly, staff have also made the most of opportunities to contribute to international networks such as the World Association for Co-operative Education. Such engagement has led, for example, to involvement with a collaborative Australian Learning and Teaching Council funded project on Building Course Team Capability for Graduate Employability.

989/1000

Question 2

Please set out the aims and objectives specific to your CETL at the start; and for each one reflect how well these have been achieved. Be concise and do not exceed 1,000 words for the whole of the question.

Key Aim

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

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

The full text of the Aims and Objectives is included in Annex C.

Key Objective 1: Students

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

Curriculum development and, in some cases, transformation has been at the heart of CETL activity. All students (in excess of 2200) in CETL subject areas have benefited, with provision now markedly different to what it was five years ago. Examples of the breadth of changes include greater opportunities for work-related learning, wider use of technology enhanced learning, development of processes for PDP, transformation of student induction, more structured opportunities for extra-curricular development.

An important reference point for the CETL was its adoption of Moreland's (2005, p.4) expanded definition of work-related learning. CETL activity has addressed all four inter-related and inter-dependent aspects of the model: *learning about oneself; learning and practising skills; experiencing the world of work; experiencing and learning how to learn and manage in a range of situations*. This has provided students with a rich and varied teaching and learning environment (Knight, 2007) on which to draw for developing their skills, knowledge, self awareness and future plans.

Attempts to elicit the student voice through involvement in steering the direction of the CETL have not transpired as initially envisaged but examples of student-led initiatives e.g. JMUUpStart; staff-student partnerships; student achievement in work-related learning and entrepreneurship; as well as collaboration between students in different subjects and across programme, represent a significant shift in recognising students as directors of their own learning.

Key Objective 2: Curriculum

To develop the CETL as an institutional learning & 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

Focus here has been on developing pedagogies that address the model of work-related learning described, now adopted by the University as an integral aspect of its strategic World of Work employability initiative.

The transformed curricular in the CETL areas has involved whole programme approaches to student employability, leadership and enterprise, incorporating new models for work-related learning and personal development planning from induction to graduation. Whilst there has been some disappointment with levels of staff engagement (see Qn 5), active dissemination has led to approaches being adapted for use elsewhere in the institution and nationally. There is a sense of a growing momentum here as CETL initiatives develop in maturity and stronger evidence exists for their effectiveness.

The CETL has also provided a useful cross-section of staff on which to model approaches to research and evidence informed curriculum development. CETL supported activity in the area of peer-review and feedback is also contributing to University-wide staff development.

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

The CETL's work with the wider community has been multi-faceted in the range of engagement with external partners: public, private and voluntary sector organisations.

Consolidating relationships with wider community organisations through integrating activities with key aims for enterprise and research has emerged as a strong model of practice. Expansion of the traditional academic team to include 'staff practitioners' has been key in bringing the academic world and practical application closer through staff- and student-led projects (Qn 10).

Staff sabbaticals providing opportunities to research what employers and the wider community require of graduates have informed changes in curriculum content and delivery.

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

Developing a culture whereby staff feel supported to pursue interests relating to curriculum development underpinned this objective. Through a CETL infrastructure including:

- purpose-built teaching and learning facilities
- new equipment
- access to additional staff with particular specialist expertise in professional practice, community engagement, ICT, as well as pedagogic research

- dedicated funding for small and large scale projects and sabbaticals
- creation of themed forums for sharing and developing practice

an environment has been created that has enabled staff to examine, develop and change their practices.

This has enabled staff to demonstrate their personal capacity as 'leaders of learning' and gain internal and external recognition. In a LJMU survey of the reward and recognition aspects of the CETL (LJMU, 2009), over 50% of respondents indicated that they had been able to use their experiences with the CETL as a means of gaining external awards/funding for projects. This includes 2 members of the CETL team who successfully achieved National Teaching Fellowship status. In addition, 5 staff have gained Readership/Professorship appointments based, in part, on their active involvement with the CETL. There are many more individual stories of personal as well as professional advancement.

Key Objective 5: Management and Organisation

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

Managing this CETL has been a complex activity. Whilst the CETL is principally located in two Faculties, as an institutional teaching and learning project it has been co-ordinated through the University's educational development unit. Each of the three CETL areas has its own local management and organisational processes, but overall management was overseen by the CETL Management Group. Aside from financial tracking and overseeing the budgetary resources of the CETL, the Management Group has determined how the CETL integrates with and informs institutional policy, directs research and evaluation activity and provides a forum for reporting and sharing achievements.

995/1000

Question 3

Please add any objectives that emerged as the CETL developed, and reflect on these as for question 2 (500 words maximum).

Rather than new objectives emerging, what has been more noticeable were the different approaches taken to achieving the objectives by the two CETL discipline areas: Education and Science. Reflecting disciplinary, cultural and structural differences the approaches taken were characterised by the terms 'slow-burning fuse' (Science) and 'party poppers' (Education) (http://www.ljmu.ac.uk/lid/lid_docs/CETL_Interim_Evaluation_2007.pdf). Local priorities for change based on existing practices, programme review schedules, as well as a desire to accommodate staff interests and expertise also determined the means by which objectives were achieved.

Coinciding with the schedule for programme review and validation at the start of the CETL Science undertook a wholesale review and re-validation of their programmes aimed at better supporting students' career awareness and preparedness for their work-based experiences. The review identified that students could, through module choice, avoid significant skill development opportunities. Employers were also expressing 'placement fatigue' in terms of what students were able to contribute to their practice via a Level 2 work-based learning module. Through what is described as a '3 level model' a progressive process of familiarisation (Level 1), skilling-up (Level 2) and engagement (Level 3) now takes place in core modules at each level of all Sport and Exercise Science programmes (http://www.ljmu.ac.uk/lid/lid_docs/PDP_GUIDE_2007_casestudies.pdf). In this way, students' skills, attributes and knowledge in relation to future employability is progressively developed. At level 3 students, either individually or as part of a team, engage in an externally driven work related learning project which requires them to utilise the skills developed at level one and two. Such a process has been supported by the appointment of specialist staff practitioners who can act as brokers and interpreters between academic theory and practical application in the workplace. Through their support and contribution to curriculum content, students have opportunities to gain specific professionally-valued qualifications alongside their degree.

Curriculum, and associated organizational, change has been managed carefully by School management and a 'core' employability group via a careful process of negotiation with staff. In this research-intensive School, emphasis was placed on highlighting the connections and common methodologies between research-informed teaching, an employability-focused curriculum and enterprise.

In Education, reflecting a broader spread of programme areas, with inherent differences, from Dance to Sport Development, Physical and Outdoor Education, a variety of curriculum-related initiatives were encouraged and supported. Existing staff expertise and interest combined with continuous programme review led to several development strands emerging, which have included:

- expansion of work-related learning opportunities to include creation of authentic work environments
- technology-enhanced learning
- role of the first year experience and transition into HE on ongoing student development
- promotion of student enterprise development within and external to the curriculum
- personal development planning

Here the change process has been organic aimed at recognising existing staff strengths, as well as their knowledge of student needs and subject relevance. Strong leadership as well as high levels of staff motivation towards action research and undertaking multiple change projects were evident.

483/500

Question 4

Irrespective of your answers to questions 2 and 3 above, please reflect on, and draw out the achievements and benefits of the CETL (1000 words maximum) (Think about different audiences, types of output, impact internal and externally, on professional / staff development, on student learning, work over an extended period, use of money for facilities development etc.)

A study (LJMU 2009, http://www.ljmu.ac.uk/lid/lid_docs/RR_Final_Report_final_version.pdf) undertaken to gather staff perceptions of the reward and recognition aspects of LJMU's CETL provides evidence of the range of benefits staff have experienced:

- *tangible factors*, including access to CETL appointed specialist support staff, funding for staff to pursue particular development activities e.g sabbatical/secondments; improved facilities and equipment.
- *cultural factors*, including the atmosphere created through the CETL described by staff as encouraging 'discussion, innovation and a research based approach' (ibid p.5). Specifically staff highlighted the 'enhanced opportunities to share practice and network with other colleagues', as well as being encouraged to 'play' and take new approaches to aspects of their work' (ibid).
- *acknowledgement factors*, including opportunities for further reward and recognition resulting from staff activity within the CETL. For example, applying for and receiving external teaching and learning awards; management recognition through PDPR processes or peer review through conference presentations/journal articles based on CETL work. Included in the acknowledgement factors is the pleasure staff derive from seeing improvements in the student learning experience and consequent levels of achievement.

In terms of achievements we would highlight, in particular, the impact on the student learning experience brought about through a sustained focus on research, scholarly activity and resulting evidence-informed curriculum development. The curriculum, content and delivery, across the CETL subject areas is markedly different now than at the start of CETL funding. In Science, as detailed in Qn 3, all programmes follow a 3 level model for employability delivered through the core curriculum. In addition to this, students can gain additional professional qualifications through their degree; the staff practitioners having mapped curriculum content against external validating body requirements.

In Education the traditional single week induction has been transformed to a longer period of 'transition into HE'.

Significant achievements also include:

1. the expansion and diversification of work-related learning and enterprise within the curriculum.

Work-based learning has long been the bedrock of an employability-related curriculum. The CETL has taken traditional notions of work placements and further developed them such that students, staff as well as employers/external organisations derive maximum benefit from the experience. This has led to the growth and diversification of work-related learning opportunities for students that encompass traditional work placements as well as real-life employer-derived/driven projects undertaken by individuals/groups of students and creation of authentic work environments. Students may also use their own enterprise activities to fulfil the work-based element of their programme. Based on figures from the CETL Graduate Skills and Career Prospects survey (http://www.ljmu.ac.uk/lid/lid_docs/CETL_report4years.pdf) over 96% of students from the CETL subject areas reported having undertaken some form of work-based learning, this figure is significantly higher than the average for the rest of the University.

In addition, CETL Student Enterprise funding has assisted students to establish their own businesses ranging from dance companies and outdoor pursuits, through to bespoke vehicle adaptations for sports use.

2. development of new approaches to Personal Development Planning

The CETL has undertaken considerable work in developing a model of PDP relevant to students (http://www.heacademy.ac.uk/assets/hlst/documents/case_studies/nixon_walker.pdf) but which also encourages staff to reflect on their own personal and professional development. The model takes students through a process of developing self awareness, validating personal strengths, goal-setting and action planning. The first cohort of students who will have gone through all three levels of the PDP model will graduate this year. Further detail of how this model is being adapted for use elsewhere is provided in Question 10.

3. contribution to development and evaluation of the University's strategic employability initiative, World of Work

Knowledge and experience gained through the CETL have helped shape development and evaluation of the University's strategic employability initiative. The model of work-related learning subsequently adopted by the University as a requirement for all undergraduate programmes is the same as that promoted by CETL.

CETL methods for longitudinal data gathering have been taken up by the University which now surveys all its graduates in relation to their perceived skills development and preparedness for the world of work. Such data collection is supporting the longer term evaluation of the World of Work initiative (WoWTM). It has also enabled a comparison between CETL subject areas and overall University figures (http://www.ljmu.ac.uk/lid/lid_docs/CETL_report4years.pdf). Models of practice in relation to work-related learning, PDP and overall curriculum models for employability have been utilised to support staff development associated with WoWTM.

4. student skill development

Longitudinal data from the Graduate Skills and Career Prospects survey (see link above) indicates that CETL students year on year perceive their skills development to be improving. Areas showing particular improvement are non-verbal communication, numerical reasoning, ICT skills, self esteem, goal setting, as well as managing stress and team working. CETL subject area figures for these skills are also generally higher than the University average.

5. staff engagement in pedagogic research and scholarly activity

CETL supported pedagogic research and scholarship activity has led to in excess of 140 internal and external dissemination outputs ranging from peer-reviewed journal articles through to international conference presentations and study tours (Annexes A and B). The process of engaging staff in pedagogic research and evaluative activity has involved : tailored staff development events focussed on aspects of research methodology, supporting staff in translating their subject-based research methodologies in pedagogic approaches; support with data collection and analysis; and the creation of an in-house peer-reviewed CETL Journal (<http://www.ljmu.ac.uk/ECL/cetl/92936.htm>) that is now being used as an institution-wide means of encouraging staff new to pedagogic research.

A simple measure of the impact of the CETL on staff engagement with research and scholarly output is the number of contributions from staff in CETL subject areas to LJMU's Annual Learning and Teaching Conference. In 2005 there were 5 presentations, in 2008 this figure had risen to 17. In 2009 CETL staff delivered the conference keynote attended by in excess of 170 staff from LJMU and its partner colleges. Entitled 'Placing students at the centre' the keynote showcased the range of activity undertaken through the CETL, with contributions from staff, students, alumni and employers.

993/1000

Question 5

Have there been any disappointments in how the CETL has developed/what it has achieved. What are they, why did they happen? (600 words maximum)

Inevitably with such a large scale initiative there are hopes and ambitions at the outset which are not realised. In our case there was excitement about what the CETL could offer in terms of creating wider institutional change and engagement. We thought that staff elsewhere in the institution would be eager to work with us and make use of our experiences, as well as seek funding to pursue their own curriculum development plans. The extent to which this has happened has brought some disappointments. However, it is also evident that where staff did engage and make use of funding opportunities significant developments occurred. Resulting activities include: development of media production company; evaluation of enterprise education module; investigation into use of LEGO as a means of promoting creativity and self-awareness; adaptation of CETL PDP approaches. Further details of individual projects are included in Section 1m.

Initial attempts to engage staff across the institution with CETL activity through staff development events and promotion of mentoring support, as well as funding for adaptation of CETL activities, received only limited interest. Similarly, project funding made available from the CETL to the wider university to undertake local curriculum development initiatives associated with employability, leadership and enterprise did not attract as many applications as hoped.

Anecdotal evidence suggests the following may have led to initially disappointing levels of wider staff engagement with the CETL:

Competition for attention

It is possible that staff attention elsewhere in the University was focussed more towards the University's strategic employability initiative and how this was taking shape, leading programme teams to delay undertaking development activity until the full implications were known.

Now that the World of Work initiative is more established, there is evidence that staff are *actively seeking* (rather than passively receiving) examples and resources of well developed provision of work-related learning, employer engagement and personal development planning. The CETL is well placed to offer tried and tested approaches and is seeing growing interest in its activities. Interestingly, the final round of CETL project and sabbatical funding available to the wider University in 2009-10 attracted a higher number of applications than it was possible to fund.

Strategic visibility

It is also likely that the CETL did not promote itself as strategically as it could or make itself sufficiently visible to senior management within the institution and better use could have been made of the Steering Group. Following early initial attempts at internal dissemination, the focus of activity turned to deepening curriculum development within the CETL subject areas, as well as external dissemination which seemed to bring with it greater individual rewards in terms of raised profile and peer feedback.

Misapprehension over transferability

Whilst the CETL team believed that the models they were initiating were transferable, the subject specific focus of the CETL was clearly cited as a barrier to engagement by staff from other disciplinary backgrounds. The suggestion was that Sport students were somehow different from other students.

Disappointment has been expressed by staff within the CETL that it is only as the CETL is drawing to a close that the momentum of development and wider engagement is gathering pace. Initiatives resulting from CETL activity have now matured and are accompanied by a developing body of evidence, based on research and evaluation, of their value and effectiveness. It is likely that this growing assurance in how and why the particular models work is contributing to a renewed interest in CETL outputs. Whilst expressed as a disappointment, this exit trajectory is positive support for a lasting CETL legacy.

587/600

Question 6

Please reflect on the difficult and easier aspects of getting the CETL going and of getting your messages across. For example: Has action/change followed; where and why did you meet success or resistance. What worked, how did you discover this, how do you know it worked? (1000 words maximum)

The subject areas involved in the CETL are located on different University sites (separated by 4 miles and different ideologies and philosophies). Excellent in their own fields of practice and with a common subject focus, the two discipline areas are culturally very different. The inherent challenges of bringing these together as a CETL were recognised from the outset and much early work centred on what was termed 'building the CETL environment'. Translating a bid into a live initiative took longer than anticipated. Initial hopes for collaborative activities that might include development of joint modules or resources did not materialise. This was not due to a lack of will to work together but rather an indication of the different cultures and priorities dominant in the separate disciplines (see Qn3).

The role of the University's educational development unit (EDU) in overall CETL coordination has proved an important "political" positioning. The subject areas have delivered the "student-facing" components of CETL but the EDU has provided the essential "backbone" of communication, management, coordination, intelligence on learning and teaching strategy and facilitation of activity.

The EDU has been responsible for orchestrating the research and evaluation projects developed within the CETL and used to reshape activity along the way. These projects have also created the multiple outputs that have been internally and externally disseminated and that have led to changes in curriculum design and practice.

Managing collaboration within the CETL

Rather than continuing to focus on differences that would preclude collaboration (local structures, priorities for teaching and research, subject differences) we concentrated on moving ahead with common processes for evaluation and dissemination, using lessons from the CETL to inform the University's strategic employability initiative. The Management Group, CETL Leaders Group and periodic Plan, Do, Review events (see Qn8) were key to exploring and managing these processes collaboratively. The CETL Leaders group comprising the CETL Leaders (two discipline-based academic members of staff), the CETL Co-ordinator, CETL Research Officer, as well as the Business Development Manager proved to be a particularly important hub for sharing practice across the CETL and for enacting the CETL's wider institutional dissemination strategy.

Engaging staff within the CETL

Seeking staff involvement with achieving the CETL's objectives was initially more difficult than had been anticipated. Outside of those staff with appointed and promoted posts staff, within the CETL subject areas seemed uncertain as to what being a CETL meant and what was expected of them.

Differences were noted in levels of staff engagement between Education and Science. Within Education, the majority of staff were active from the beginning in utilising opportunities to take forward long standing ideas for curriculum innovation and renewal. In Science the initial stumbling block was staff engagement and "buy in" with and to the notion of employability and creating leading learners. There was much initial scepticism, particularly amongst more senior academics. These issues were overcome using staff development days that contextualised the changes that were needed in curricula structure arising from the momentum of change taking place in the external environment, in particular the skills agenda. Once staff understood the context and that curricula change was occurring to enhance the student experience and prospects, the engagement was (almost) total. What then followed was a uniform approach to redesigning the curriculum (en masse) that could only have happened once there was total "buy-in" (http://www.ljmu.ac.uk/lid/lid_docs/Close_up_research_ljmu.pdf)

Responding to these differences required a number of approaches to be taken.

Differentiation

The need to differentiate approaches to encouraging staff involvement was particularly evident in the area of engagement with pedagogic research and evaluation. In Education, where staff were enthusiastic and keen to develop their research profile but lacking in time and experience, efforts were directed towards providing instruction on methodological approaches as well as individual guidance from more experienced researchers (e.g. help with data collection, methodology etc). In Science encouragement was given to staff to turn their existing research skills to a different subject area and write up their reflections and observations, help was also given with data collection.

Promoting access to support and development

Feedback from the reward and recognition evaluation report (<http://www.ljmu.ac.uk/CETL/101286.htm>) points to the success of appointing support officers with particular expertise in ICT, professional practice, community engagement, as well as research as a means of complementing the work of the academic team and freeing up time for development and innovation. The secondment / sabbatical programme, as well as funding for small-scale projects (Project Table Section 1), allowed staff to undertake curriculum as well as professional development activities that led to changes in practice. Further detail is provided in Qn 8.

Overall, linked to these approaches, staff involvement in the CETL evidenced through numbers of staff involved in dissemination activity, pedagogic research projects and curriculum development has grown during the lifetime of the CETL. Increasing numbers of Science staff submitted sabbatical applications and there has been a substantial increase in the numbers of academic staff supporting work-related learning projects. In Education, all staff were involved in at least one funded project.

Students

To understand how successful the CETL has been in getting its message across to students, we have undertaken several longitudinal studies (e.g. Induction questionnaire for all CETL programmes across all 3 levels and Graduation questionnaire) monitoring students' attitudes to their study, career development, their immediate and longer-term aims, perceived employability and other variables. There is encouraging evidence that the impact on students has been significant:

- There was an increased positive response (20% growth over 3 years) in relation to the perceived impact of the 1st year on career awareness/understanding of job requirements
- Almost threefold increase in students' confidence in relation to setting up own business/being self-employed, largely due to raised awareness and development of entrepreneurial skills

- Confidence of gaining a graduate job in Sport Development, for example, has grown from 30.8% in 2007 to 60.1% in 2009 (% of students who rated their chances of getting the job as 'very high' or 'high').

989/1000

Question 7

Has your CETL adopted/used/been based around any specific theories, e.g. of change, or of student learning? If so, what, how have these underpinned your work, have they been useful? (1000 words maximum)

Several theoretical frameworks and models have been helpful, both in terms of directing CETL developments and in providing post hoc interpretation of experience.

Theories and models of student learning

From the outset, as indicated in the Stage 2 Bid for CETL funding, the USEM model (Yorke and Knight, 2004) was the CETL's guiding framework for curriculum development for employability. With its emphasis on traditional academic values, such as good learning and teaching, this model helped to communicate the complex and politically charged concept of employability to staff and to engage them in devising and implementing new curriculum models more responsive to the needs of the students, as learners and future professionals.

The understanding that employability is closely aligned with developed complex high level skills and cognitive abilities or 'wicked competencies' (Knight, 2007), the development of **Metacognition** and **Efficacy** beliefs, components of the USEM model and Moreland's later exemplification of work-related learning (Moreland, 2005), is evident in many of the CETL's projects and initiatives e.g. Transition project, PDP model, development of reflective skills in Sport Science.

These projects were also underpinned by theories and concepts of: social learning and development (Bandura, 1977; Vygotsky, 1978); developing the reflective learner and professional (Schön, 1987; Kolb, 1984, Mezirow, 1990); deep learning (Entwistle & Ramsden, 1983; Gibbs, 1981); and Boud's work on developing student autonomy (Boud, 1988; 1995). Studies such as that by Longden (2006) on the student experience and academic boredom and by Tinto (1993, 2002) on retention, provided further grounding for developments in relation to the first year experience and PDP. Social learning theory with its emphasis on modelling behaviour (Bandura, 1977) reinforced the importance of staff as role models or 'leaders of learning' and that they are seen, for example, to be creative and to be actively engaged in continuous development and reflection.

In devising strategies for developing entrepreneurial skills, the CETL was informed by views of enterprise education as a curriculum-based process of supporting students in recognising behaviours associated with entrepreneurialism, rather than a focus on the procedural aspects of business planning (Gibb, 2002). This involves creating opportunities in the curriculum to develop a wide range of skills and behaviours, such as networking, persuading others, curiosity, thinking and acting innovatively, ability to follow up ideas and take risks - transferable skills that will be useful in any area of employment (Moreland, 2006). Attention was also paid to showing how entrepreneurialism could manifest itself in different ways in different subject areas and merely be associated with commercial enterprise activity.

Theories of change

While we have not adopted a single specific change theory, the CETL change management process can be viewed through the lens of several theoretical frameworks.

The strategy used from the very beginning was aimed at 'transformational' change (Jick & Peiperl, 2003; Kotter, 1996; Moylan, *undated*), which places a particular emphasis on the role of the leader setting a personal example, driving ideas and challenging people to think 'outside the box' and be innovative, while providing space, time and a safe environment for doing so. Evidence from the Reward and Recognition strategy evaluation report (LJMU 2009) suggests that this environment was created.

CETL Leaders and their 'core' teams in both CETL areas, supported by the three CETL Directors (those in strategic decision-making and resource deployment positions) were key figures in showing the true commitment to the change process via structures, communications, performance evaluation, and reward/recognition aligned with the new direction being taken.

Change management strategies that CETL adopted were largely based on social practice theory and the concept of communities of practice (Lave and Wenger, 1991), acknowledging that any innovation will be received, understood and consequently implemented differently in different contexts. Both CETL areas, Education and Science, approached change differently (see Qn3). Their local differences and priorities were respected. Understanding the role of the respective departments and programme teams as key transformational units (Trowler, 2002; Trowler et al, 2003) was critical in our overall approach to change. Theories of organisational cultures (Bergquist, 1992) and, in particular, the nature of discipline/specialism and disciplinary links to academic behaviour, values, practices and attitudes (Becher, 1989; Ball, 1994; Bernstein, 2000; Henkel 2000; Becher and Trowler, 2001 nb 2nd edit 2003) helped us to make sense of the approaches chosen, speed of transformation and the level of staff engagement. This was explored, for example in Zaitseva et al, 2008 (http://www.ljmu.ac.uk/lid/lid_docs/Close_up_research_ljmu.pdf).

The different approaches taken by Education and Science may be understood through Bergquist's theories of organisational cultures (1992). Elements of Science's 'slow-burn' approach typified by collegiality and negotiation may be evident in Bergquist's description of research-focused departments that emphasise staff autonomy. Whilst Bergquist concluded that collegial and negotiating cultures may lead to slower, evolutionary rates of change, the curriculum change observed in the Science model was radical.

Education with its focus on the facilitation of personal and professional growth and maturity (as applied to both staff and students) may be described as adhering to aspects of Bergquist's developmental culture. Our characterisation of Education's 'party-poppers' approach seems to fit with the more rapid transformation, followed by swifter adoption and the diffusion of innovation associated with developmental cultures.

Research and evaluation methodology

Theories and methodologies underpinning CETL research and evaluation strategy also varied. We took a mixed method approach depending on suitability e.g. action research for immediate feedback on a new project/initiative; longitudinal studies for following some of the employability performance indicators and 'close up' research for in-depth understanding of the change process. Appreciative Inquiry was utilised for sensitive issues such as the evaluation of the new staff roles.

923/1000

Question 8

Reflecting on the last five years what other important messages are there that you want to convey about your CETL - its successes, difficulties, impact etc. (1000 words maximum)

A primary message that we would wish to convey, is that the process for all staff (but at varying levels) has been a learning experience, covering pedagogical, organisational, management and structural perspectives. For those that have been more deeply immersed in the process it has involved transformations in their thinking and practice. Five years on, the learning and teaching landscape is very different to what it was. Improving and making a noticeable impact on the student experience requires considerable investment in staff through opportunities to create, discover and develop new ideas. In the context of our CETL, we would highlight the following that were shown to have the most impact on both staff and students.

Investment in staff professional development

Sabbaticals were introduced to give staff time to focus on curriculum related research, professional development or implementation of a particular initiative related to the CETL themes. The importance of such support is illustrated by the following quote: "[without sabbatical] *it would be my own individual*

little activity that I do in my own time without probably any proper recognition, and some kind of frustration that I can't expand it to the level that I really had in mind." (Sabbatical Evaluation Report: http://www.ljmu.ac.uk/lid/lid_docs/Sab-sec_evaluation_report_2009.pdf)

Sabbaticals were especially productive in researching more closely the needs and requirements of industries linked to individual subject areas and building research and professional networks.

(see: http://www.ljmu.ac.uk/lid/lid_docs/B_Drust_sabbatical_presentation.ppt;
http://www.ljmu.ac.uk/lid/lid_docs/CETL_PAEH_Layout_5.pdf;
http://www.ljmu.ac.uk/lid/lid_docs/CETL_OE_Employability_poster_Jun-08.pdf)

Sabbaticals were designed to be flexible and, therefore, varied in duration and scheduling. Some were undertaken during vacation periods, others required only brief or periodic removal from teaching. When sabbatical holders were away from teaching for a longer period of time students were actively involved in the sabbaticals, getting updates on the sabbatical progress and being able to ask questions via discussion forum or blogs (Mitchell et al, 2007).

Recurrent funding (when sabbatical developments demonstrated a high potential for impact and/or transferability) allowed models to be fully developed and refined. Of the sabbaticals undertaken in 2005-2010 (3 of them funded over 2 or 3 successive years), 19 led to major curriculum change/innovations and 3 helped to develop significant extra-curriculum projects and student support schemes. It should also be highlighted that 5 sabbaticals were focused on development of cross-level, interdisciplinary initiatives, encouraging peer learning and mentoring.

Expertise of 6 external consultants (brought in through secondments and projects) was utilised in developing the CETL's Personal Development Planning model, facilitating creative approaches to programme design, developing staff and students leaderships skills, as well as enhancing study skills approaches.

Although sabbatical activity has been a key factor in achieving our CETL's aims, evaluation demonstrated that it placed additional demands on those who undertook them, as well as their colleagues. Staff frequently reported that sabbatical activity had increased their own workload and that of colleagues providing cover. Therefore, a sabbatical cannot be considered as cost-neutral (Zaitseva & Mitchell, 2007). The same is applicable to secondments since staff necessarily invested a considerable amount of time ensuring that the external consultant was fully introduced to the programme context and supported throughout the process.

New learning spaces and infrastructure created by CETL had a major influence on the curriculum, illustrated by the two following areas of impact.

ICT support

Increased support and resources for technology-enhanced learning has given rise to several innovative approaches to teaching and learning. 10 CETL sabbaticals and projects were ICT focused developing a range of reusable learning objects (http://www.youtube.com/watch?v=40P_sOBy6kc), Web 2.0 technologies to support the learning process, and evaluating available tools and technologies for usability (<http://www.gees.ac.uk/pubs/planet/p18/ts.pdf>). Some initiatives were quite unique, such as simultaneous transatlantic broadcasts between dance departments of Temple University, Philadelphia and LJMU which enabled students at both institutions to perform together (Kahlich and Brooks, 2009) or Sport Science Wiki, an online learning environment enabling students to practice scientific argumentation and cross-level peer-learning ([http://www.ljmu.ac.uk/lid/lid_docs/Sport_and_Exercise_Sciences_WIKI_\(e-learning_forum_June_08\).ppt](http://www.ljmu.ac.uk/lid/lid_docs/Sport_and_Exercise_Sciences_WIKI_(e-learning_forum_June_08).ppt))

Evaluation of the CETL ICT suite has shown that dedicated support of ICT staff and resources brought in by the CETL greatly enhanced curriculum and extra-curricular opportunities for both students and staff. New technologies have been introduced (Dartfish, iMovie) and specialist equipment purchased (Macs, camcorders, large LCD monitors) which expanded the potential for multimedia development within programmes. Their usage is now firmly embedded into the curriculum. CETL ICT initiatives have been closely shadowed by the Faculty with many technologies being developed for use within the Faculty and wider university.

CETL building/learning space

The Health, Activity and Human Performance suite was also a major success enabling new professional development opportunities for students and staff, enhancing the variety of placements and research projects available and providing a welcome learning and social environment. External partners highlighted that state of the art facilities served as a motivational factor for elite players to engage with strength and conditioning related activities and also played an important role in raising aspirations of young players in relation to undertaking Higher Education. Evaluation also demonstrated that this new building contributed to the success of the LJMU Sports Scholarship scheme serving as a hub for recruitment and training related activities and helping to secure further funding through the Talented Athlete Scholarship Scheme.

Plan Do Review process

Particularly noteworthy has been the CETL's commitment to ongoing planning and review as a means of achieving its objectives. One of the mechanisms established to facilitate reflective processes within the 'core' CETL team were the periodic 'Plan, Do, Review' days. With themes such as Research & Evaluation, Connectivity, Impact & Sustainability these days provided an opportunity for the whole team to review practice, reflect on and share successes and difficulties and identify steps forward. One of the main purposes of these review events was to encourage creative thinking by piloting innovative workshop approaches such as 'Clean Questioning', metaphor development, and the 'washing line' of impact.

Using metaphors, images and 3D models to explore attitudes to evaluation and issues of ownership and engagement proved a particularly productive means of exploring differences and promoting conceptual understanding across the CETL (http://www.ljmu.ac.uk/lid/lid_docs/CETL_POSTER_A2.pdf).

987/1000

Question 9

Reflecting on the last five years what important messages are there that you want to convey about the experience of being part of a wider 'movement'/experience of other CETLs. (600 words maximum)

This is an interesting question that generated some discussion during the drafting process for this report. A range of perspectives emerged suggesting that people's experiences of being part of a wider 'movement', even within one CETL, were not homogenous, but depended largely on their role within the CETL. Those staff appointed by the CETL in various full time support and coordination roles felt that they derived multiple benefits from it, while academics' (those with full time teaching roles) opinions varied.

Initial CETL networking and developmental events run by the HEA were beneficial for those who attended them, serving as a means to meet staff from other CETLs, to share practice and be reassured that our experiences were common to others. These events became less frequent over time, probably because the variety of themes covered by 74 CETLs made it difficult to identify common purpose for collective events. Subsequently, regional and thematic CETL networks took over. This dispersal of the CETL 'community' into general pedagogic theme areas lessened any sense of being part of a wider CETL movement.

As indicated above, staff with a research/evaluation-related post within the CETL described more of a sense of being part of a wider 'movement' due to stronger connections with those in similar roles in other CETLs, in this case mediated through the Internal Pedagogic Research and Evaluation Network (IPREN). This network was established to specifically support those staff with a research/evaluation focus to their role within or attached to a CETL and to promote collaborative reflection on the CETL experience. A paper comparing two CETL's experiences in developing staff pedagogic research and scholarship capacity that resulted from this collaboration is in the process of submission to the Journal of Scholarship of Teaching and Learning (Powell and Zaitseva, in submission).

From our own experience gained through participation in national and international conferences and networking events, feedback from international colleagues indicated that the UK CETL initiative was unprecedented (due to its large scale in terms of level of funding as well as spread of CETLs established across UK institutions). Drawn by the scale of the overall initiative many international academic colleagues sought to become part of the networks created by CETLs. In our case, through the CETL and an individual National Teaching Fellowship award we established and strengthened links with several Australian and Canadian colleagues which are giving rise to further opportunities for collaboration and sharing practice.

For the majority of academic staff in both subject areas there has been little feel for any community of practice connected with being part of a CETL, other than that provided internally. Although staff engagement increased throughout the life of CETL and the staff may have become engaged in activity within their department, being part of a wider CETL-driven community of teaching and learning will not be a priority for many due to a heavy teaching/admin load. Our sense is that many research orientated staff would be more inclined to share their practice and findings within their own communities of practice, which may or may not include other CETLs.

One of the difficulties (observed through communication within our institution and with external audiences) has been in the perceptions around CETLs having money. It was often heard at conferences when disseminating initiatives 'it's OK for you to do that because you have money to do it.'

556/600

Question 10

Please reflect on work emerging from your CETL that has been 'transferable', i.e. useable beyond the home audience for which it was originally developed. (You may wish to comment in terms of materials produced, a community created, understandings that CETL work has illuminated and which are useful to others, etc) (1000 words maximum) It would be useful to hear 'messages' and lessons learnt that you would like to continue to be disseminated.

It is our belief that, despite the subject context, much of our activity in relation to enhancing student employability, leadership and enterprise is adaptable for other audiences. Whilst it is not possible to know outcomes of every conference presentation or journal article, we have highlighted some aspects of our CETL work that is generating interest beyond the original audience.

Development of approaches to Personal Development Planning (PDP)

Levels of interest here may well be driven by national requirements for the provision of PDP opportunities for all students. Our CETL has made a significant investment, in terms of time and money, in developing and evaluating resources to encourage staff and student engagement in PDP. The model developed integrates a concern for both staff personal and student individual development. http://www.heacademy.ac.uk/assets/hlst/documents/case_studies/nixon_walker.pdf. Resources have been produced to support development of the individual at the three undergraduate levels alongside a delivery model for Level 1. The approaches are embedded within one of the CETL programmes of 270 students and have been adapted for 900 L1 Business School students and 100 L1 Screen School students. Plans are in place to adapt for use in the School of the Built Environment. The materials can be adapted to suit programme requirements but are also accompanied by a generic set of reusable learning objects. This allows staff and students to interact with the material in different ways. Staff development is offered to programmes wishing to take on this approach. It is important that programmes and staff adopting the approaches take ownership of them and make them their own.

Transformation of Level 1 Induction Processes and Transition into HE

Approaches to transforming the L1 induction process to an extended period of transition into the HE environment have been trialled, evaluated and adopted within one CETL programme of 90 students. The principles of such an approach have been taken and adapted to suit all programmes within the Education area of CETL, as well as within the Business School, the Screen School, the School of Art and Design and the University of Gloucestershire. A DVD resource has been created and this, together with evaluative evidence and written documentation, can help others in changing their approaches to induction, as well as the wider first year experience. Thought has been given to the transferability of the model with some underpinning elements being key but leaving flexibility for subject specific variation in delivery.

Student-led authentic work environments

Also significant in terms of future growth and transferability, has been the rise of 'student companies' as a means of providing authentic experience of the workplace, particularly in professional/occupational areas characterised by self-employment, freelance or short term contracts. In these areas traditional work-based placements can be difficult to find. The CETL has developed several models of 'student company' beginning with JMUUpStart (<http://www.ljmu.ac.uk/ECL/JMUUpStart/index.htm>) This student Dance company mirrors professional life in requiring students to apply or audition for posts within the company that cover roles in arts administration, education outreach, as well as choreography and performance. A highlight has been the company's performance at the Edinburgh Fringe Festival. To date 120 students have used JMUUpStart to fulfil the work-based learning requirement at Level 3 of their programme and it is proving to have a significant impact on students' future career success. With additional support through CETL Enterprise fellowships, students have set up their own dance companies and others are now working within several high profile dance companies.

JMUUpStart is one model of a student-led authentic work environment but others are emerging based on subject as well as commercial variations, in areas as diverse as Geosciences and Popular Music. Models are being developed to provide students with curriculum-based work-related learning as well as extra-curricular and voluntary experience and are proving useful in supporting employer engagement, and strengthening links with alumni (http://www.ljmu.ac.uk/lid/lid_docs/Liv_Screen_School_2010.pdf).

Similar to the experience of PDP, the potential for adaptation is key to the successful transferability of models from one context to another. In most cases it is not the exact model that is transferred but rather the possibility of being able to do something similar in a different context. Commercial and other external environments are different so student companies cannot all operate along similar lines. In disseminating Sport Start (http://www.ljmu.ac.uk/lid/lid_docs/Sport_Start_Case_Study.pdf) and JMUUpStart we encountered concerns from other subject areas regarding whether these student-led initiatives would be viewed as competition to potential markets, whereas other staff saw ways of overcoming such barriers in order to create experience-rich environments for students.

Enterprise Education

The process developed for enterprise education in sport allowed for students to start the development of their enterprising skills from Level 1 in a fun and safe environment using student-centred workshops, to L2 which introduced the know how skills of an entrepreneur through to L3, where opportunities are made available for students to develop business plans or deliver their own work-based projects. This process of de-mystifying entrepreneurialism has been transferred into other areas including teacher education, with changes made only to the subject content of the workshops. The potential for this model of enterprise education to be adopted more widely is enhanced by the originator's collaboration with LJMU's Student Enterprise Team, and by the appointment of a CETL Visiting Professor for Enterprise Education.

Expansion of academic team to include specialist staff practitioners

The role of staff practitioners within nursing/health-related subject areas is well-developed. Our CETL approach has been to develop a new model of staff practitioners i.e. those staff with recent experience of professional practice, as a means of bridging the gap between theory and the workplace. Their role

has been to work equally with external organisations as well as students to educate both about the world of the other. As such they integrate aspects of enterprise activity with research and student skill development. Evaluative work is being undertaken to further explore the impact of the role. The nature of this multi-faceted role is generating international interest with two Australian universities (Victoria and Monash) expressing keen interest in adopting this model of the Staff Practitioner.

999/1000

Question 11

How will the work and achievements of your CETL continue after HEFCE funding ends (1000 words maximum)? Please reflect on how far you think CETL work has become embedded in your institution or discipline and indicate if any structures have been put in place to ensure its legacy is not lost (1000 words maximum)

The CETL has provided us with the opportunity, time and space to undertake wide ranging development activity in the areas of employability, leadership and entrepreneurship. This has included development of a whole-school curriculum model of employability, 'live' real-world projects, the involvement of external expertise in curriculum development and delivery, student-led work experience, coaching and mentoring initiatives, staff sabbaticals and secondments. We see this diversity of approaches, undertaken in different disciplinary contexts, as a real strength of our CETL.

The more permanent legacy will be to take from this range what has been shown to work and embed it. Identified examples are:

- **Transformational effect on professional practice.** This is difficult to quantify but the experiences of staff within CETL subject areas has changed the way they think and support the student experience. The focus on Learning and Teaching for the last 5 years has brought about changes in attitude, new understandings and curriculum developments that will inform future programme design and that will continue to impact on the student experience. There have been shifts and transformations in thinking and in practice at varying levels. This learning stays with us and will inform our future developments.
- **Impact through the University's strategic World of Work initiative.** Structures and processes promoted and used by CETL have now become embedded and central to an institution-wide agenda that is guaranteed to be sustained. The legacy of CETL is therefore writ large in the future of LJMU.
- **Work related learning within the curriculum** The WRL model promoted by CETL has been adopted by the University. It is now a requirement that all undergraduate programmes include work related learning based on these four elements:
 - Learning about oneself
 - Learning and practising skills
 - Experiencing the world of work
 - Experiencing and learning how to learn and manage oneself in a range of situations

WRL within the curriculum is a core aspect of the University's strategic employability initiative (World of Work).

- **Curriculum model of employability.** The whole curriculum model of employability based on Awareness (Level 1), Familiarisation (Level 2) and Engagement (Level 3) developed in Science integrates the strands of subject knowledge, research and employability within the curriculum. The curriculum design and delivery developed through CETL (i.e. using the staff practitioners and the health and fitness facility) is already embedded.
- **Approaches to PDP** There are plans to use the CETL model to support implementation of a major University curriculum renewal project

- **Technology Enhanced Learning** Increased support and resources for technology-enhanced learning has led to a number of highly innovative developments that are being embedded and that provide exemplars for others to draw on.
- **Staff practitioner /support officer roles** These will continue within the CETL areas.
- **Engagement in Pedagogic research** We hope that the level of staff research and scholarship activity will be sustained. There are structures in place to ensure continuing support here - such as the CETL *Innovation in Practice Journal* which will be supported by the Faculty of Education, Community and Leisure and the educational development unit after the end of the CETL funding. A depository of all CETL research and evaluation outputs as well as major 'raw' data sets (for longitudinal evaluation and short term research projects) has been created on a SharePoint site to ensure that CETL staff have instant access to all data generated during the life time of the CETL that might be useful for further research or evaluation.
- **Spin off projects will continue** A criterion for funding was that they should be able to demonstrate sustainability.
- **Student companies** The model of student companies is self-sustainable and has the capacity to generate sufficient income to run year on year.
- **Enhanced partnership with employers and alumni** The CETL legacy is also being consolidated through enhanced partnerships with employers, especially former LJMU graduates (Mitchell et al, 2008). A major emphasis will be work with alumni – current graduates who have benefited from the CETL throughout their three years of study – for example, through engaging them in placement provision and mentoring.
- **Role of educational development unit** Three key members of the CETL staff (Director, Co-ordinator and Research Officer) work within the University's educational development unit. Through their job roles, a strategic university-wide remit for learning and teaching, expertise in work related and professional learning and pedagogic research, they will continue to promote and develop 'CETL related activities.
- **Capital builds** These will continue to support 'CETL-related' activity in their future use.
- **NTF project** CETL legacy continues through the NTF project '*Developing Learning and Assessment Opportunities for a Complex World*' (<http://www.ljmu.ac.uk/ntf/97815.htm>) which is furthering work initiated by the CETL and deepening its reach through 'close up' qualitative research investigating the congruence and dissonance in perceptions, expectations and understandings of employability of staff, students and employers.
- **Appointment of Visiting Professor in Enterprise Education** The appointment of the Director of Educator Development of the National Council for Graduate Entrepreneurship as Visiting Professor for Enterprise Education will enable the CETL and the wider university to learn from and contribute to the growing body of scholarship and best practice in the area of enterprise education.
- **International links and partnerships** The networks and partnerships we have developed through CETL connections made with Australian and Canadian networks present opportunities for future sharing of practice/ideas exchange

In summary A lasting legacy for the CETL will be the inter-disciplinary community of practice of staff that have (at varying levels) been immersed in innovative learning and teaching developments over a period of five years. The majority of those staff newly appointed or promoted to posts within the CETL will continue in posts beyond CETL funding. Whilst some of their duties and responsibilities may change, the learning and experiences gained during the CETL will remain with them to inform their future activities and practice.

971/1000

What will be difficult to sustain and how we are dealing with it

What will be harder to sustain are the opportunities for staff to play/pilot and test/disseminate their work to such a large scale, although structures such as the Higher Education Academy's EvidenceNet is a resource for ongoing dissemination.

It will not be possible to sustain the level of support that CETL has been providing through CPD and staff development events, one-to-one support/consultancy etc. Currently CETL staff provide direct support to staff in other Faculties to help with transfer and implementation of the models and initiatives developed by CETL. This activity will be largely reduced when staff revert to full time teaching. Case studies, step-by-step guides and other resources have been and are being produced/published to ensure that there is an initial point of reference for those who are interested in knowing more about a particular initiative. The educational development unit, that was part of the overall CETL, will continue to promote the work of the CETL within its fundamental role of sharing practice and promoting pedagogic research and scholarly activity.

With the end of the CETL funding it will not be possible to continue with staff sabbaticals and secondments but, given their success, we do plan to investigate potential to continue the scheme, albeit on a smaller scale.

207/1000

Question 12

Do you think there are any emerging aspects of your CETL activity that will have greater importance in the future? (600 words maximum)

Our CETL and the approaches we have taken to the enhancement of employability, leadership and enterprise have been based firmly in beliefs about the contribution to be made by the whole programme to student development. A student's employability is not, for example, the product of a single work-based learning module but is developed throughout their programme of study from a combination of subject content, exposure to a variety of teaching and learning methods, direct experience of the workplace and a focus on increasing students' self awareness and appreciation of their skills. What is also emerging is the role to be played by University in mediating its relationships with staff, students and the wider community such that boundaries between activities become less rigid.

We believe that this holistic approach built on both teaching and learning will become more important to the creation of individual who can leave University and go and make a difference. The key parts to this that will continue to develop are:

- Staffing models. The expansion of traditional academic teams to include staff with current professional experience and those who can broker links with external organisations
- Importance of the transition in to Higher Education as a means of promoting future student success
- PDP as a key component of the student learning journey aimed at developing students as individuals irrespective of their post-graduation ambitions
- Curricula that enable students through a variety of means to acquire knowledge and experiences related to the external environments in which they may work
- Growth of multi-dimensional models of working with employers/external organisations with a blurring of lines between what is delivered by staff through research and consultancy and what is delivered via students within and in addition to the curriculum
- Creation of authentic work environments as a means of providing richer work-related learning experiences, particularly in areas characterised by self-employment and short-term contracts where work-based learning placements may be difficult to support

- A focus on the role of assessment in promoting greater levels of self-judgement and self-awareness within students. Exploration of connections between feedback and future learning
- Efforts to promote a reflective, scholarly approach to pedagogic practice and developing staff research capacity
- Continuation of the work with the leading national and international employability networks – e.g. Australian Learning and Teaching Council's Employability related initiatives, WACE community, WIL network (facilitated by Surrey)
- Developing means by which staff can gain greater experience of professional practice related to their subject areas
- Enterprise education as an aspect of an employability-enhanced curriculum. Promoting self-employment as a realistic option upon graduation
- Integration of professional qualifications with degree studies as a means of adding value to the degree programme and providing students with a faster route into employment
- Greater involvement of the University in supporting students' extra-curricular experiences
- Strengthening of links with alumni as a means of gathering feedback on curriculum content and delivery, and as a means of providing mentorship and guidance, as well as work-based learning opportunities to current students
- Continued exploration into specificity of employer requirements in different occupational areas to enhance generic skills statements
- Exploration of issues surrounding transfer of 'good practice' from one setting to another and the complexities involved in dissemination (e.g. Coffield and Edward, 2009)

546/600

Question 13

Any other comments (600 words maximum)

Reflection on the speed of the change process:

The process of change in a large educational institution takes time. As Fullan highlights, 'the total time frame from initiation to institutionalisation is lengthy; even moderately complex changes take from 2 to 4 years, while large scale efforts can take up to 5 to 10 years' (Fullan, 2007, p.68). It is likely that some of the disappointments and difficulties we have presented in this report are an almost inevitable consequence of the scope of our ambitions and the challenges we set ourselves.

Key CETL initiatives such as the models for employability within the curriculum and approaches to PDP and enterprise education were predicated on a progressive student life style approach. The 5 year funding has provided the opportunity to develop, pilot, implement and evaluate these approaches for an entire cohort of students. Five years, however, is not long enough to be able to determine the long term benefit on students' development and achievement. While our own longitudinal study of the CETL's impact demonstrates a progressive enhancement in students' skills, attributes and understanding of what employability involves, we have to admit that measuring student success in relation to employability can be problematic. An economic downturn can have a dramatic effect on the graduate labour market, therefore employment figures are not a reliable indicator of student employability (Brown et al, 2003). What is clear, however, is that CETL funding over five years has given initiatives time to embed and mature and for evidence of their effectiveness to be accrued.

This is exemplified by the longitudinal evaluation of the student Dance company JMUpStart which shows showing how the developing reputation and self-assuredness of the company, despite new intakes of students each year, helped to inspire and set standards for those new intakes. It also

seems that the confidence and ambitions of the company members had grown (in comparison with the 1st year evaluation). Effective peer- support system and personal mentoring were established, with company graduates (alumni) playing an important role here (JMUStart Evaluation report, 2009: http://www.ljmu.ac.uk/lid/lid_docs/JMUStart_2009_evaluation.pdf).

Understanding patterns of engagement is a long-standing discourse, as Havelock (1971 cited in Huberman, 1973) highlighted, '...the context in which each potential adopter lives is different; his reference groups are different, his perceptions are different, and the norms of the group are interpreted differently by each. Their adopting behaviour ... (and) adopting periods (will) be different, (and) ... they will also become aware of an innovation at different times'... (Huberman, 1973, p.36). Our experiences reflect this, the University-wide take-up of CETL initiatives is actually increasing at the point at which the funding is about to end. What merits further consideration is why some staff have engaged and others have not. Such an investigation may indicate links between notions of self-efficacy prominent within graduate employability literature and staff engagement/take up of opportunities.

458/600

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Zaitseva, E., Thompson, S. and Mitchell, E. (2007) *Developing Scholarly Teachers: Benefits and Challenges of Taking a Phenomenological Approach*. Paper presented at the ISSOLT Conference, Sydney, July 2007

Zaitseva, E. & Mitchell, E. (2007) *Employability Sabbaticals: Experience of 'Boundary Crossing'*. Paper presented at the International Conference 'Education in Changing Environment', University of Salford, September 2007 http://www.ljmu.ac.uk/lid/lid_docs/Sabbaticals_paper_V3.pdf

Annex A

Peer-reviewed publications (including those in publication or in submission)

Journal papers

Cock, D., Nixon, S., Walker, C., Mitchell, E., Walsh, B. & Zaitseva, E. (2010) Investigating the relationship between student engagement and transition into Higher Education, *Active Learning in Higher Education*. (Paper accepted, due to be published in 2010)

Nixon, S., Vickerman, P. & Maynard, C. (2010) Teacher Immediacy: Reflections on a peer review of teaching scheme. *Journal of Further and Higher Education*. (Paper accepted, due to be published in 2010)

Forrester, B. & Stott, T. (2009). Stop driving me wild!!! Does the wilderness experience influence archaeopsychic behaviours? *Journal of Qualitative Research in Sport Studies* 2 (1), 175-190.

Stott, T. (2007) Adding value to students in higher education: a 5-year analysis of student attainment of National Governing Body Awards in a UK Outdoor Education Degree Programme. *Journal of Adventure Education & Outdoor Learning*, 7(2), 141–160

Mitchell, E. & Nixon, S. (2008) Real Work Related Learning - Integrating Live Projects in the Curriculum, *Journal of Employability and the Humanities*, Issue 2
<http://www.uclan.ac.uk/facs/class/cfe/ceth/journal/issue2.html>

Zaitseva, E., Carr, D., Mitchell, E. & Walton, A. (In submission) A Dance students' enterprise: benefits, challenges and lessons learned. *Education and Training*.

Short articles/discussion papers

Zaitseva, E. (2009). Why we have chosen Appreciative Inquiry, *AI Practitioner: Research Notes*, 11, 2, 59 www.aipractitioner.com

Palmer, C. & Stott, T. A. (2008) Coaching in UK to Canoe Poling USA, *Canoe Focus* 175, 46-47

Beattie, I. (2008) Joining up Work-Related Learning – Working Effectively with Industry in Hospitality, Sport, Leisure and Tourism, (2008), *Link 22 – Employer Engagement*, Oxford, HLST, 11-12
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Morton, J.P. (2007). Teaching the sport and exercise sciences: is it time for us to 'teach' in the way that we do research? *The Sport and Exercise Scientist*, 11, 10-11.

Stott, T. (2007) 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 & Environmental Sciences (GEES)*, N 18, June 2007, 12-17 (available online: <http://www.gees.ac.uk/pubs/planet/index.htm#P18>)

Book chapters

Zaitseva, E., Clifford, E., Nixon, S., Mitchell, E. & Murphy, A. (2010) Communication as Performance: Using Drama Students Expertise to Improve Communication Skills of Sports Students. *Staff-Student Partnerships in Higher Education*, Continuum (Chapter is due to be published in 2010)

Beattie, I. (2010) Developing E-Portfolios to Assess Students' Placements, Using Blackboard Effectively. (chapter has been accepted for BMAF / HLST *Enhancing learning through assessment Case Study Publication*) (Chapter due to be published in 2010)

Stott, TA. (In submission). Science on Expeditions, in *Understanding Education Expeditions*, S. Beames, (Ed.), Edinburgh University

Nixon, S. & Walker, C. (2009) PDP-inspiring capability. In Buswell, J. and Beckett, N. *Enhancing student centred learning in business and management, hospitality, leisure, sport and tourism*. Threshold –Press Ltd, 106 – 114

Zaitseva, E. & Mitchell, B. (2008). Employability Sabbaticals: Experience of 'Boundary Crossing'. *Education in a Changing Environment: Conference Book*, Volume 4, E. O'Doherty (Ed.), Informing Science Press, 317-330

Beattie, I., Nixon, S. & Walker, C. (2008). From potential to achievement: enhancing students' value to employees. In Graves, S. and Maher, A. (Eds). *Developing Graduate Employability. Case studies in hospitality, leisure, sport and tourism*, Newbury, Threshold Press, 1-16

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<http://www.ljmu.ac.uk/ECL/cetl/92936.htm>

Volume 1 (1) July 2008

Beattie, I., Dinning, T. & Williams, L. Continuing the Sport Development spirit using P2P networking as the catalyst, 66-69

Cock, D., Mitchell, B., Nixon, S., Walker, C., Walsh, B. & Zaitseva, E. Understanding student engagement: evaluation of an intensive five-week transition programme, 36-43

Pierre-Louis, B. The impact on student learning in relationship to language, curriculum and the delivery of dance practice, 16-19

Walker, C. Reflection on an international work based learning experience in Namibia, 48-51

Walsh, B. Who said being a subject mentor was a cushy number?, 44-48

Stott, T.A. & Stewart, M. Patterns of student attendance and online engagement with Blackboard in two Outdoor Education modules, 20-28.

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Nixon, S. & Walker, C. Modelling the curriculum through metaphors: One programmes' approach, 3-6

Beattie, I. Joining up Work-Related Learning -Working Effectively with Industry, 26-29

Emslie, M. Making Space for Somatic Practice in Higher Education, 54-57

Roberts, S. Podcasting feedback to students: Students' perceptions of effectiveness, 58-65

Hepworth, N. Case study: The development of a learning community's model to support the delivery of high quality physical education initial teacher training and continuing professional development, 7-17

Roberts, S. Can the coaches learn from the teachers? An examination of model-based instruction in a National Governing of Sport coach education programme, 44-47

Volume 2 (1) December 2009

Fairclough, S. Combining Research Informed Teaching and external research projects to produce high quality outputs: The Wigan PEPASS Physical Activity Project, 71-83

Kahlich, L.& Brooks, P. Reflections on a two-year joint international project using web-cam technology to create new opportunities for student choreographic collaborations, 41-48

Forrester, B.& Stott, T. Monitoring changes in driver behaviour during a three week wilderness experience in Cariboo Mountains, British Columbia, 28-40

HEA Case Studies

Beattie, I. (2006) SportsLinx & Sport Development students - A Marriage Made in Heaven?

http://www.heacademy.ac.uk/assets/hlst/documents/case_studies/sportslinx_and_sport_development_students.pdf

Beattie, I. (2007). Blackboard Discussion Boards - Adding Value to Work-Based Learning

http://www.heacademy.ac.uk/assets/hlst/documents/case_studies/blackboard_discussion_boards.pdf

Nixon, S. & E. Clifford. (2007) Enhancing Sports Students' Ability to Communicate, Within and Beyond the Curriculum

http://www.heacademy.ac.uk/assets/hlst/documents/case_studies/enhancing_sports_students_ability_to_communicate.pdf

Walker, C. Cullinane, D. & Haskins, D. (2007) Am I Boververed? Engaging Students in the Learning Process, through a Student Led Conference.

http://www.heacademy.ac.uk/assets/hlst/documents/case_studies/am_i_boververed.pdf

Vickerman, P. (2007) Engaging Students in Peer Assessment.

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Cock, D., Nixon, S., Walker, C & Walsh, B. (2008) A change from induction to transition, can this affect student engagement and learning?

http://www.heacademy.ac.uk/assets/hlst/documents/case_studies/case121_feb08_transition.pdf

Cock, D., Nixon, S., Walker, C & Walsh, B. (2008) Using movies to stimulate learning in sport subjects.

http://www.heacademy.ac.uk/assets/hlst/documents/case_studies/case119_feb08_movies.pdf

Cock, D., Nixon, S., Walker, C & Walsh, B. (2008) Changing induction to transition for L1 students; a staff perspective.

http://www.heacademy.ac.uk/assets/hlst/documents/case_studies/case120_feb08_induction_transition.pdf

Conference presentations (peer-reviewed at the stage of submission)

2006

Zaitseva, E., Carr, D., Mitchell, E. & A. Walton. Learner-Worker-Entrepreneur: Benefits and Challenges of Multiple Roles in a Dance Students' Enterprise. Proceedings of the WACE Symposium, 16th-18th November 2006, London, 124-126

2007

Zaitseva, E., Fletcher, T., Mitchell, E. & I. Beattie. Piloting the 2-Level Model of Reflective Practice in Work Based Learning. Paper presented at the Researching WBL Symposium, Middlesex University, 5th of January 2007

http://www.ljmu.ac.uk/lid/lid_docs/wbl_research_submission.pdf

Mitchell, E., Zaitseva, E. & B. Drust. Tackling Work- Related Learning: Blogging From the Touchline. Paper presented at the WACE Conference, Singapore, 26-29th of June, 2007 (full paper is available in the Proceedings published on CD)

Brooks, P. First Contact: Boldly going where others should not seek to follow. Presentation at the Learning for a Complex World: Facilitating Enquiry Conference. University of Surrey, 25-27 June 2007

Zaitseva, E., Thompson, S., Mitchell, E. & M. Scott. Time to Take a Sabbatical: Building Relationships with Employers. Paper presented at the WACE Conference, Singapore, 26-29th of June, 2007 (full paper is available in the Proceedings published on CD)

Nixon, S., Walsh, B. & S.Wooding. Does your personality affect your learning experiences? Presentation at the HEA Annual Conference, 4th July 2007

Zaitseva, E., Thompson, S. & Mitchell, E. Developing Scholarly Teachers: Benefits and Challenges of Taking a Phenomenological Approach. Paper presented at the ISSOTL Conference, Sydney, July, 2007

http://www.ljmu.ac.uk/lid/lid_docs/Developing_Scholarly_Teachers_ISSOLT_Handout.doc

Dining, T. & Zaitseva, E. SPORT START: Giving Students a Start in the World of Work. Paper presented at the E-Evolve Enhancing Employability Conference, Preston, September, 2007

Mitchell, E. & Nixon, S. Real Work Related Learning- Integrating Live Projects in the Curriculum. Paper presented at the E-Evolve Enhancing Employability Conference, Preston, September 2007

http://www.ljmu.ac.uk/lid/lid_docs/Live_Projects-Extended_case_study.pdf

Zaitseva, E. & Mitchell, E. Employability Sabbaticals: Experience of 'Boundary Crossing'. Paper presented at the International Conference 'Education in Changing Environment', University of Salford, 13th September 2007

http://www.ljmu.ac.uk/lid/lid_docs/Sabbaticals_paper_V3.pdf

Walsh, B., Nixon, S., Walker, C., Doyle, N & Mitchell, E. Cleaning up the 'F' word in the classroom. Paper presented at the BERA conference, 5-8th September 2007

2008

Walsh, B., & Mitchell, E. A Radical re-modelling of induction; the staff experience. Paper presented at the 3rd European Conference on the First Year Experience, 7th – 9th May 2008

Nixon, S. & Cock, D. Re-thinking the Concept of Induction. Paper presented at the 3rd European Conference on the First Year Experience, 7th – 9th May 2008.

Walsh, B., Nixon, S. & Walker, C. (2008) Cleaning up the 'F' word in the Classroom. Presentation at 4th Annual ESCalate ITE Conference - Innovation and Development in Initial Teacher Education.

Zaitseva, E., Mitchell, E., Thompson, S. & Clifford E. Collision Course or New Galaxy?: Exploring the Complexity of Staff Responses to the Implementation of an Employability-Focused Curriculum, Paper presented at the 4th HECU Conference, Cape Town, 29-29th June 2008

http://www.ljmu.ac.uk/lid/lid_docs/Close_up_research_ljmu.pdf

Brooks, P. First Contact: Boldly Using Technology To Teach Dance Across The Atlantic Divide, Paper presented at the International Conference on Learning and Teaching: Enhancing Learning and Teaching in Higher Education, Malaysia, 4-5th August 2008

Beattie, I. Joining up Work-Related Learning - working effectively with industry, Paper presented at the ASET The Placement and Employability Professionals' Conference, 2-4th September 2008

Beattie, I. & Hughes, B. Strengthening the use of E-Learning resources to support Work-Related Learning – a scoping exercise, Paper presented at the ASET The Placement and Employability Professionals' Conference, 2-4th September 2008

Beattie, I. & Fletcher, T. Joining up work-related learning - working effectively with industry, Paper presented at the HEA Hospitality, Leisure, Sport and Tourism Network 2008 Conference: Employer Engagement - What does it mean for HLST education?, 6th November 2008

Thompson, S., Cable, T. & Vickerman P. Developing enterprising learners, learning to lead, Paper presented at the First CGU – WACE Joint International Symposium & WACE's Seventh International Symposium on Work Integrated Learning: Challenging Higher Education: Developing Enterprising Graduates for a Changing World of Work, 3-5th December 2008

Mitchell, E., Zaitseva, E. & Clifford, E. Valuing the voice of past students: a dual perspective. Paper presented at the SRHE Conference. Liverpool, 9-11th December 2008
http://www.ljmu.ac.uk/lid/lid_docs/Alumni-Paper_SRHE.pdf

2009

Kahlich, L. & Brooks, P. New Frontiers for Aesthetic Pedagogy: Web-cam technology as a partner in creating new places and spaces for collaboration. Paper presented at the Society of Dance History Scholars Conference: Topographies: Sites, Bodies, Technologies, Stanford University in California, 19-22nd June 2009

Clifford, E., Zaitseva, E., Mitchell, E. & Thompson, S. Employer Engagement: The Issues and Opportunities. Paper presented at the 16th World Conference on Cooperative Education and Work Integrated learning: An International Dialogue in Vancouver, Vancouver, Canada, 23-26th June 2009

Thompson, S., Cable, T. & Vickerman P. Lost in Translation? Closing the gap in stakeholder perceptions of student employability (NTF+CETL). Paper presented at the 16th World Conference on Cooperative Education and Work Integrated learning: An International Dialogue in Vancouver, Vancouver, Canada, 23-26th June 2009

Nixon, S., & Walker, C. When you are learning at your best you are like what? Connecting the student learner through PDP. Paper presented at the Learning to be Professional Through a Life-wide Curriculum, Surrey, 31st March – 2nd April 2009

Walsh, B., Nixon, S. & Walker, C. Learning Journeys: supporting the student learning experience. Paper presented at the 4th European First-Year Experience conference, Netherlands, 13th – 15th May 2009

Nixon, S. & Walker, C. When you are learning at your best you are like what? Connecting the student learner through PDP. Paper presented at the HEA annual conference, University of Manchester, 30 June - 2 July 2009

Stott, T. & Beames, S. Learning on expeditions: quantitative and qualitative data on how participants benefited from a three month expedition to Costa Rica. Poster presented at the HEA annual Conference, University of Manchester, 30 June – 2 July 2009.

Walsh, B. & Cock, D. An innovative approach to induction. Paper presented at the HEA conference, 30 June - 2 July 2009

Beattie, I. Developing E-Portfolios to Assess Students' Placements, Using Blackboard Effectively presented at the HEA Hospitality, Leisure, Sport and Tourism Network 2009 Conference: Assessment and Feedback - What's The Answer?, 12th November 2009

2010

Nixon, S., Walsh, B. & Walker, C. When you are learning at your best you are like what? Supporting the student learner through PDP. Paper accepted for presentation for the 5th European Conference on the 1st Year Experience, May 2010, Antwerp, Belgium.

Annex B

CETL Dissemination events and non-peer-reviewed outputs

LJMU Annual Teaching and Learning Conferences

2006

Brooks, P., Carr, D., & Walton, A. JMUpStart- Work-Based Learning, Personal Development Planning and Dance.

Emslie, M. & Walton, A. Two voices: one message: fusing somatic and representational learning in dance technique.

Hardy, D., Boorman, A., Stott, T. & Martin, D. The Design and Evaluation of a Programme to Develop Leadership in Mountain Leaders.

Scott, M., Clifford, E & Nixon, S. Enhancing employability, leadership & entrepreneurship.

Vickerman, P., Jones, J., Clark, H. & A. Lowy. Including Disabled Students: Meeting and Going Beyond SENDA.

2007

Gilbourne, D., Llewellyn, D. & Scott, M. Making the applied world come alive: Ethno-drama as a research led curricula tool.

Haskins, D. Being a practitioner... Its impact on student and staff learning.

Money, J. & Walsh, B. How the use of language can enhance learning and technology.

Murphy, R., Scott, M. & Drust, B. Establishing the Graduate Requirements of Employers.

Nixon, S., Walsh, B. & Vickerman, P. Developing students learning approaches through increased self - understanding - interactive workshop.

Stott, T. Evaluation of Low-Cost Personal Digital Assistants for Field Data Collection and Fieldwork Leadership by Students and Staff.

Walker, C., Cullinane, D. & Haskins, D. Am I Boverred?: Engaging students in the learning process through a student led conference.

Walsh, B. & Money, J. Using feedback to develop others.

Beattie, I., Fletcher, T., Mitchell E. & Zaitseva, E. Using Blackboard discussion forum to enhance reflective practice in WBL.

Vickerman, P. & M. Blundell. Developing a Barrier Free Curriculum for Disabled People: The Perspectives of Students.

2008

Dinning, T. 'Making things happen' in an enterprising way!

Beattie, I. From this life to Second Life – modelling the Sport Development Programme.

Heatherington, A. & Duggan, B. The Virtual Classroom.

Heatherington, A. & Walker, C. Game of Life (poster)

Zaitseva, E. & Mitchell, E. Alumni: Who is learning from whom?

Vickerman, P. & Blundell, M. Hearing the voices of disabled students: Reflections on the student experience from induction to employability.

Nuttall, A-M., Stott, T. & Eden, N. Research informed teaching – student experiences of Alpine field research.

Stott, T. Using the I M Marsh automatic weather station data to enhance students' understanding of weather and climate variability.

Walker, C., Cullinane, D. & Fletcher, T. Namibia: an "IDEAL" Opportunity. The impact of student overseas experience on learning.

Beattie, I. & Fletcher, T. Joining up work related learning working effectively with industry.

Cock, D. & Turner, J. The Sport, Dance and Outdoor Education authorship project.

Nixon, S. Champion Lives: developing the student potential through mapping & modelling successful individuals.

Walsh, B. A radical re modelling of induction: the staff experience.

Cock, D. & Nixon, S. Rethinking the concept of induction.

Morton, J. & Drust, B. From application to education: Lessons from the real world for preparing science and football students.

Drust, B. & Morton, J. From education to application: Preparing science and football students for the real world.

Carr, D. JMUUp IN(tegrated) Dance Project – collaborative approaches to learning and teaching through peer support networks, for able bodied and disabled dancers in HE.

2009

CETL Keynote 'Placing students at the centre of the story'

Walton, A. Bridging the gap between university & employability: JMUUpStart.

Clifford, E., Zaitseva, E. & Mitchell, E. Employer engagement: issues and opportunities.

Knowles, Z. Reflecting on reflective practice: an 8 year journey.

National conference presentations (non-peer-reviewed)

2006

CETL stand at the SEDA Spring Conference (Liverpool) 2006

2007

Walsh, B. & Dinning, T. How HEIs can engage with sports colleges in a creative way. Presentation at the National Sports College Conference (Feb 2007).

Nixon, S. & M. Scott. Strategy to operation; institutional to programme responses to employability. Presentation at the HEA event National Agenda for Employability: Implications for HE policy and practice (June 2007).

2008

Murphy, R. & Scott, M. Employers' perspectives of the most appropriate 'knowledge, skills and personal attributes' required of individuals working in physical activity, exercise and health, Poster presented at the HEA Hospitality, Leisure, Sport and Tourism Network 2008 Conference: Employer Engagement - What does it mean for HLST education?, 6th November 2008

http://www.ljmu.ac.uk/lid/lid_docs/CETL_PAEH_Layout_5.pdf

Morton, J., Scott, M. & Drust, B. Preparing science and football students for the real world: critical reflections on mandatory employability skills and the student learning experience of the football environment, Paper presented at the HEA Hospitality, Leisure, Sport and Tourism Network 2008 Conference: Employer Engagement - What does it mean for HLST education?, 6th November 2008

Allison, P. & Stott, TA. (2008) Practice, Policy and Research on Overseas Expeditions: Building Connections. Paper presented to the Young Explorer's Trust 10th Standing Forum on Youth Expeditions, The Grammar School, Leeds, 15 October 2008.

Boorman, A., Fletcher, T., Mitchell, E. & Stott, T. Researching Graduate Employability in Outdoor and Environmental Education, Poster presented at the GEES Subject Centre Conference 'Employability, Employer Engagement and Enterprise in the GEES disciplines', 2-3rd July 2008.

http://www.ljmu.ac.uk/lid/lid_docs/CETL_OE_Employability_poster_Jun-08.pdf

Stott, T. A. & Allison, P. (2008) Research on Expeditions. '360 Degrees on Overseas Youth Expeditions'. ESRC Knowledge Exchange Event, University of Edinburgh, 5 June 2008.

Beattie, I. From this life to Second Life - modelling the Sport Development programme, Paper presented at the Solstice conference, Edge Hill, 5th June 2008

Scott, M. & Fletcher, T. Embedding employability both inside and outside the curriculum. Employability and professional learning workshop. Sheffield Hallam (Employability and professional learning CETLs , 25th April 2008

Nixon, S. & Walker, C. (2008). When you are learning at your best you are like what? Presentation at META: From PDP to CPD. University of Gloucester/ HLST, 30th April 2008

Fletcher, T. & Beattie, I. (2008). Re-thinking the concept of induction. Presentation at the 6th Annual Staff Conference, University of Chester, 2nd May 2008.

2009

Clifford, E. Exploring the role of an educational development unit in CETL co-ordination. Poster submitted to the Heads of Educational Development Group Summer Meeting, Cambridge, 18th June 2009

http://www.ljmu.ac.uk/lid/lid_docs/CETL_POSTER_A2.pdf

Dinning, T. and Clifford, E. Sport Start: Creating a model to enhance student employability through employer engagement. Case study presented at Higher Education Academy event, 'Better together: sharing learning from workforce development projects across the UK'. London, 19th May 2009

Walsh, B. Embarking on a Learning Journey: Benefits and Challenges of a 5 week Transition. Paper presented at the UK National Transition Conference, University College London, 24th April 2009

University wide CPD sessions

Turner, J. & Zaitseva, E. Engaging Learners – Practical Strategies: Integrating Online Discussions into Modules (22nd November 2006).

Scott, M. Developing Employability Through the Curriculum - A Work in Progress. (2007).

Zaitseva, E. & Mitchell, E. Methodologies for evaluating and researching WBL (March 2007).

Dinning, T. Developing Enterprise Capacity in the Curriculum (4th Dec 2007)

Mitchell, E. & Zaitseva, E. Focus groups as a research method (Jan 23rd, 30th 2008).

Nixon, S. & Scott, M. Strategies for supporting student learning through PDP to enhance student engagement (4th February 2008).

Dinning T. Setting Up In-House Student Run Companies to Support Learning (14th February 2008).

Faculty of Education, Community and Leisure Research and Scholarly Activity Conference, 2007

Brooks, P. First Contact: Using Technology to Facilitate International Collaborative Enquiry into Teaching and Learning.

Nixon, S., Cullinane, D., Walker, C., Beattie, I. & Walsh, B. Champion Lives: Mapping and Modelling Successful Pathways.

Faculty of Education, Community and Leisure Research and Scholarly Activity Conference, 2008

Emslie, M. Montréal here I come!

Faculty of Education, Community and Leisure Research and Scholarly Activity Conference, 2009

Boorman, A. Researching Graduate Employability in Outdoor Education.

LJMU Pedagogic research forum

Zaitseva, E. & Mitchell, E. Research in the Centre for Excellence in Leadership & Professional Learning: pedagogic research design considerations & experiences (15th February 2007).

Zaitseva, E. & Mitchell, E. Students' perceived and actual behaviour regarding lecture attendance: CETL case study (12th November 2007)

E-learning forum

Nixon, S. & Travis, K. ICT and E-learning within CETL : The Story so Far (June 2007).

Beattie I. Facebook: Social Networking and its Impact on Teaching and Learning (14th December, 2007)

Barton, G. Sport and Exercise Sciences WIKI: SESWIKI.com (6th June, 2008)
[http://www.ljmu.ac.uk/lid/lid_docs/Sport_and_Exercise_Sciences_WIKI_\(e-learning_forum_June_08\).ppt](http://www.ljmu.ac.uk/lid/lid_docs/Sport_and_Exercise_Sciences_WIKI_(e-learning_forum_June_08).ppt)

LJMU Work Related Learning Day, January 2007

Nixon, S & Zaitseva, E. CETL and its links with LJMU + .

Walker, C., Beattie, I. & Dinning, T. One programme different approaches to work based and work related learning.

LJMU Employability forum (29th October, 2008)

Boorman, A. Researching graduate employability in Outdoor and Environmental Education: interim results of the CETL sabbatical

Knowles, Z. Reflective practice: reflecting back and forward in sports science

LJMU Employability Forum (5th February, 2009)

Dinning, T. Sport Start model of employer engagement

Taking WOW Forward events

Scott, M. WOW and Employability Focused Curricula (1st February 2008)

Nixon S. WOW Ideas (1st February 2008)

Clifford, E., Nixon, S. & Scott, M. LJMU Plus Update: Learning from Experience, 3rd April 2008

Clifford, E., Nixon, S. & Scott, M. LJMU Plus Update: Learning from Experience, 9th April 2008

LJMU Teaching and Learning Press 'Learning for real world complexity' 2009

Knowles, Z. Embedding reflective learning and practice in Coaching Sciences
http://www.ljmu.ac.uk/lid/lid_docs/Reflective_practice_LTPress_Vol_8.pdf

Thompson, S., Cable, T. & Vickerman, P. Developing learning and assessment opportunities for a complex world: project overview

Hosted Events/Conferences

CETL Launch Events/New Building Openings (11th of October 2006 and 22nd November 2007)

Developing Somatic Practices within Dance International Conference – hosted in conjunction with the Palatine Subject Centre (HEA). October 2006.

[Somatic and Creative Practices: Learning and Teaching in Higher Education](#) - hosted in conjunction with the Palatine Subject Centre (HEA). 9th of February 2008.

Invited Participant Symposium: Learning for 'real world' complexity. 10th March 2009. Joint CETL and LJMU NTF project event. Externally facilitated by Professor Mantz Yorke.

Planned Event

Symposium: Creating the Context for Teaching and Learning in the 21st Century. 5th – 6th July 2010.

<http://www.ljmu.ac.uk/ecl/cetl/>

Annex C

Centre for Excellence in Teaching and Learning

Key Aim

The overarching aim of the CETL is to develop existing innovative approaches to work-related learning within the subject areas of sport, 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 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 & Community Learning & Health, Activity & 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 actively involved in the CETL and for how the 'student voice' will be heard, with a particular focus on student-led initiatives and recognition of student achievement.

Key Objective 2: Curriculum To develop the CETL as an institutional learning & 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 WoW (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 innovative 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 HE partnerships to promote applied learning linked to 'real world' practice and knowledge transfer into and out of the university

To achieve this objective 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 HE community and external organisations (that is, at institutional, national and international levels)

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 HR & LTA 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 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.