The Centre for Excellence in Professional Placement Learning (Ceppl)

Final Evaluation Report

March 2010

Note: The Ceppl has received a formal extension from the Higher Education Funding Council for England until December 2010. The extension covers additional areas of activity that have been agreed against a re-profiled budget. Consequently, this report constitutes a final report with the proviso that additional activities undertaken during the period from April to December 2010 will be presented in a further report submitted to HEFCE at that time.

PART ONE

a) Centre for Excellence in Professional Placement Learning
b) University of Plymouth
c) Professor Susan Lea
d) Professor Susan Lea
e) 1st June 2005
f) 31st December 2010
g) Professor Susan Lea (1st June 2005 to 31st December 2008, 1st September 2009 to 31st December 2010)
h) Capital £2 million
Additional Capital £350k
Running Costs £2.5m
i) Capital funds were used to:
   ▪ Build and kit out Ceppl Office Space – Mezzanine Floor, 3-15 Endsleigh Place
   ▪ Refurbishment of 22 Endsleigh Place
   ▪ Partial funding of the new Nancy Astor building, which included a dedicated skills laboratory
   ▪ Mobile Learning Equipment (Additional Capital)
j) Those facilities built specifically to facilitate students in practice/placement learning skills will remain dedicated to this function. Ceppl office space is likely to be used by the new Teaching and Learning Directorate; however, the Ceppl has been granted an extension until the end of December 2010 and will remain in the space until that time.
k) *Academic – 2.8FTE* (9 x 0.2 FTE DAS, 1 FTE Lecturer/Development Officer)
Admin – 2.2 FTE (1 FTE Project Manager, 1 FTE Admin Assistant, 0.2 FTE Admin Clerk)
Other – 4.5 FTE (1 FTE Director, 3 FTE Researchers, 0.5FTE Learning Technologist)
l) The University of Plymouth is currently negotiating with the relevant Trade Unions regarding the redundancy of all staff currently employed in the University's CETLs. This process is linked to the possible redeployment of some staff into those roles identified as essential to continuing the legacy of the CETLs and that fall within the financial envelope identified by Chancellery. In respect of the Ceppl, the Director will return to her substantive post as Professor and one of the 0.5 Project Managers will return to his substantive post within the financial accounting of the Faculty. All other staff members face redundancy.
m) Number of spin-out projects funded: 78

Innovation Funds 05/06 - £41,000

1. Clinical Skills Development. A randomised controlled trial examining the role of inter-professional education. - £5,000

2. An evaluation of forum theatre as a suitable teaching and learning method of specialist communication skills for social work practice learning settings. - £5,000
3. Generating a resource containing new knowledge of specialist social work communication skills from practice learning in different practice settings. - £5,000
4. Reflective rounds and getting evidence into practice. - £5,000
5. Supporting genetics in midwifery placements. - £5,000
6. A qualitative investigation into the impact of experiential learning in interpersonal skills on practice – fitness for purpose and the student experience of role play - £5,000
7. Student to student web based mentoring project (combined). - £6,000
8. Learning to use and apply outcomes. - £5,000

Innovation Funds 06/07 - £25,587

9. Survey of Teaching Staff and Disabled Students' Experience - £5,000
10. Theory focussed practice: Enhancing the evidence base for children's nursing practice. An Action Research Project (Stage 1) - £5,000
11. Objective Structured Clinical Examinations; Expert Clinical Examiners Decision processes? Are they Recognition Primed? - £4,796
12. Review of the Anti-Racist Standards in Anti-Oppressive practice for the BSc in Social Work - £4,911
13. Furthering inter-professional learning at START: Integrating clinical psychology trainees - £2,980
14. Arterial Blood Gas Sampling E:Learning Resource - £2,900

Innovation Funds 07/08 - £56,244

15. Non Invasive Ventilation Competency E Learning Resource - £5,000
16. The use of mobile technology to support the Development of Evidence based practice skills in the clinical setting - £7,474
17. SWOT analysis and autonomous study - £4,133
18. Relevant Lives 2 Training Resource - £6,974
19. Manual Handling/ Taking care of your back: An e learning resource - £7,483
20. Supporting critical thinking skills in practice using an innovative approach: The GeneSense Toolkit - £3,425
21. An exploration of clinical educators perceptions of physiotherapy students who are studying on a problem based learning (PBL) undergraduate module - £6,820
22. An action research project to develop and evaluate tools for a blended learning approach to teaching interpersonal skills - £7,435

23. Using chat enabled webcasting and online resources for placement learning in dietetics - £7,500

Innovation Funds 08/09 – £73,720

24. Capturing and Sharing Learning from Practice - £7,500, University of Nottingham
25. An Employer-Led Student Appraisal System to Support Negotiated (Self- Directed) Learning in Professional Work Placements - £7,500, Royal Veterinary College London
26. Evaluating the Effectiveness of the Inter-professional Public Health Continuing Professional Development Programme in the Peninsula - £7,500, Plymouth Hospitals NHS Trust
27. Using Placements to Develop Psychology Students' Applications for Jobs and Further Training: An E-learning Resource - £6,411, Thames Valley University
28. An Exploration of nursing Students' and Mentors' perceptions of Support in Practice Settings - £7,389, University of Chester
29. Breaking the Bad News- Skills Development Using an Interactive Medium - £7,500, Cragrats Ltd
30. Confirming and Implementing a Three-Stage Model of Learning Practical Skills in Anaesthesia During Clinical Placements - £4,600, Salford Royal Infirmary
31. Placement Learning in the Creative Industries: Establishing a Placement Framework and Agreement for use with Students and the Designer Maker Community - £7,500, Brighton University
32. Using Learning Technology to Support and Encourage Confident Decision Making in Pre-Placement Year Students - £5,820, Essex University
33. Enhancing Employability Skills of 3rd Year Student Nurses by Engaging them in a Co-Mentor Role - £6,000, Middlesex University
34. Students' Experiences of International Placement: An E-support Approach - £6,000

Innovation Funds 09/10 - £71,667

35. Evaluating a new approach to placement training preparation: the EMS driving licence - £7,300, University of London
36. Teaching Behind Bars: placements in prisons for trainee teachers - £4,220
37. Outcome evaluation of the Greater Manchester Single Practice Assessment Tool - £7,392, Manchester Metropolitan University

38. Maximising employability skills and enhancing the learner experience through the placement period for undergraduates on placement in French-speaking countries - £4,125, Sheffield Hallam University
39. Can making webcasts into reusable learning objects enhance the support of placement learning? - £7,484
40. Identifying critical incidents in the development of accounting placement students - £7,500, Sheffield Hallam University
41. Student to student pre-placement mentoring, Developing placement opportunities for occupational therapy students within emerging practice, £6,900, University of Salford
42. Embedding sustainability into an innovative model of practice placements for pre-registration dietetic students - £6,718
43. Approaching placement extinction? Exploring the reasons why placement students are becoming a rare breed at the University of Central Lancashire (UCLAN) - £5,060, University of Central Lancashire
44. Development of best practice for work based learning at postgraduate level – taught courses (stage 5) - £7,476

Graduate Fellows 06/07 - £5,811

45. Competence for professional practice (Mark Berry – BSc (Hons) Social Work) - £2,455
46. Practice with minority language users in the UK: The roots of linguicism and its consequence for identity (Valerie Bishop – BSc (Hons) Social Work) - £1,678
47. Social Work with deaf people and people with varying degrees of hearing loss (Michelle Paradine – BSc (Hons) Social Work) - £1,678

Graduate Fellows 07/08 - £13,740

48. A systematic review of the research literature on nurse-led thrombolysis (Hannah Solomon – BSc (Hons) Child Health Nursing) - £2,290
49. Social Work Practice Strategies and Professional Identity within Private Fostering: A Critical Exploration (Charlotte Coldrey – BSc (Hons) Professional Studies – Social Work PQ Child Care) - £2,290
50. What are student midwives perceptions of midwifery clinical placements? (Deborah Gould – BSc (Hons) Midwifery) - £2,290
51. The prevalence of low back pain in undergraduate students with different educational exposures: a cross sectional survey of undergraduate students who partake in manual handling techniques and those who do not (Sarah Harwood, Katie Horrell, Amanda Wreford-Brown) - £2,290 x 3

Graduate Fellows 08/09 - £16,577

52. Methods for determining the insertion distance of nasogastric tubes in children (Hannah Solomon – BSc (Hons) Child Health Nursing) - £2,394, Royal Cornwall Hospitals NHS Trust
53. Care Pathways and their development in Interventional Radiology (Caroline Lyon – BSc (Hons) Health Studies) - £4,123.00, South Devon Healthcare NHS Foundation Trust
54. Systematic review of the literature studying psychiatric in-patients views of being nursed on 'special' or constant observations (Tom Holway) - £2,510
55. Systematic Literature Review of the Impact Domestic Violence has on Women's Mental Health (Cheryl Freeman – BSc (Hons) Mental Health Nursing) - £2,510
56. Carers' Experiences of Mental Health Services (Chloe Stepney – BSc (Hons) Mental Health Nursing) - £2,510
57. A systematic review of the literature on postnatal contraception advice / counselling (Olwen Ager – BSc (Hons) Midwifery) - £2,510

University of Plymouth Work Based and Placement Learning Development Fund 09/10 - £103,500

Faculty of Arts
58. School of Architecture, Design and Environment - £5,000
59. School of Art and Media - £5,000
60. School of Humanities and Performing Arts - £5,000

Faculty of Education
61. School of Early Years and Primary Education Studies - £5,000
62. School of Partnership, Enterprise and Professional Studies - £5,000
63. School of Secondary and Further Education Studies - £5,000

Faculty of Health
64. School of Applied Psychosocial Sciences - £5,000
65. School of Health Professions - £5,000
66. School of Nursing and Midwifery - £5,000

Faculty of Science and Technology
67. School of Biomedical and Biological Sciences - £5,000
68. School of Computing and Mathematics - £5,000
69. School of Geography, Earth and Environmental Sciences - £5,000
70. School of Marine Science and Engineering - £5,000
71. School of Psychology - £5,000

72. *Human Resources Directorate - £5,000*

Peninsula College of Medicine and Dentistry
73. Dental School - £5,000
74. Medical School - £3,500

Plymouth Business School
75. Plymouth Law School - £5,000
76. School of Management - £5,000
77. School of Tourism and Hospitality - £5,000

78. *University Partner Colleges - £5,000*

n) Number of peer-reviewed outputs to date: 39

o) Number of dissemination events: 127

p) Professor Susan J Lea (Director) (email: susan.lea@plymouth.ac.uk); Dr Lynne Callaghan (Post doctoral Research Fellow) (email: lynne.callaghan@plymouth.ac.uk)

Part Two-Evaluative Reflection

HEFCE Evaluation Part 2

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.

The Ceppl set up a number of reward and recognition schemes in order to achieve this objective. These included Innovation Funds (for academic, practice and professional services staff from all disciplines both regionally and nationally), Graduate Fellowships (for excellent final stage undergraduate and postgraduate student work), Personal and Professional Development Awards (University of Plymouth academic staff), dissemination funds (academic, practice and professional services staff, students and service users). A systematic programme of evaluation (formative and summative) has examined the impact of these initiatives on placement learning outcomes for students. This evaluation has shown that there are now enhanced support structures in place in order that students are:

1. better prepared for placement learning experiences,
2. appropriately supported during their time in practice,
3. generally experiencing enhanced access to resources,
4. undertaking assessments that appropriately prepare them for professional practice,
5. better able to integrate theory and practice,
6. and ultimately are becoming reflective, critical practitioners who offer an enhanced service to clients/service users.

(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

One of Ceppl's main development activities established an innovative and unique employer engagement initiative – Placement Development Teams (PDTs) to support all placement activity in the Faculty of Health (previously Health and Social Work). PDTs were introduced in November 2007 as a partnership arrangement between HEI providers in Devon, Cornwall and Somerset and their practice placement partners. PDTs were intended to improve student and mentor support in clinical practice settings. Sixteen expert academics from the university are employed half-time in the Trusts to work together with Trust personnel to enhance the education of

all employees who provide a service to the NHS so that they can be better equipped to provide a higher standard of service to patients. The success of this initiative, assessed through a comprehensive evaluation, lies in the generic support offered to learners across all health and those allied to health professions. Examples of how this has been achieved are: giving practitioners the confidence to appropriately assess students, working in partnership with employers to achieve an appropriate balance between service user care and learners' needs. Although the PDTs are a Peninsula wide development, owing to the diversity of placement contexts across this area, PDTs are tailored to the needs of these contexts, learners and staff. This provides teams with the freedom to implement and deliver innovative support provision which can be shared across this regional framework.

(iii)   To enable institutions to support and develop practice that encourages deeper understanding across the sector of ways of addressing students' learning effectively.

From the outset the Ceppl's dissemination strategy sought to ensure that all of its research and development activity achieved maximum impact across the sector regionally, nationally and internationally. At the University of Plymouth this activity along with that of the other Plymouth CETLs has significantly raised the profile of teaching and learning within the University and partner institutions. This has informed the new University Teaching and Learning Strategy and resulted in the establishment of a new University Teaching and Learning Directorate. This Directorate includes key posts such as Director of placement and work based learning and the Director of technology enhanced learning whose remit specifically includes ensuring that the work of the CETLs continues. Further, the Ceppl CETL has produced research based practice principles to address a range of learning needs in diverse contexts.

(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.

The Ceppl's development activities (nine) were formed around clusters of existing excellence pertaining to aspects of placement learning and teaching. Recognition and prominence were achieved through buying out identified staff as fellows of the Centre to spend protected time on Ceppl projects. Fellowships provided dedicated workspace, administrative support and access to dissemination funding and personal and professional development opportunities. Anecdotal evidence and evaluation research has shown that staff members feel that they have substantially benefited from their fellowships and having the opportunity to disseminate their excellent work. A number of staff have achieved a national and/or international profile (and promotion within the institution) in their area of excellence and therefore have had a wider impact on practice than they might otherwise have achieved.

(v)   To demonstrate collaboration and sharing of good practice and so enhance the standard of teaching and effective learning throughout the sector.

The Ceppl CETL embraced a collaborative ethos from its inception. Each development activity team was to comprise academic and practice staff, students and service users from a range of health and social care professions. This objective proved challenging and not all teams achieved this level of engagement. However, teams that did achieve this level of collaboration proved to be the most successful in terms of outputs, outcomes and impact. The Innovation Fund Scheme enabled the Ceppl's focus to be broadened beyond health and social care to all disciplines with a placement element thereby facilitating sharing of good practice. The Ceppl's 2008 Sharing Conference provided a forum for much of this activity. The Ceppl has also capitalised on the advantages of the University of Plymouth's unique position in being awarded 4+ CETLs by collaborating and working alongside colleagues from other UoP CETLs. For example, the Experiential Learning and Ceppl CETLs have collaborated on a range of dissemination events. The annual University of Plymouth work-based learning conference is co-hosted and co-funded by the two CETLs and the CETL Directors have shared platforms together introducing experiential and work-based or placement learning at local conferences.

 Further, an example of cross-CETL collaboration was a joint workshop between the CEPPL and ALPs CETLs at the Higher Education Academy's Festival of Learning in Carlisle in 2008.

(vi)   To raise student awareness of effectiveness in teaching and learning in order to inform student choice and maximize student performance

The Ceppl aimed to have students involved at all levels of its activity and included students participating as equal, active members of development and project teams. This aim was partially achieved due to the substantial demands of the professional programmes in health and social care. In addition, specific initiatives enabled students to champion the work of the Ceppl and raise awareness amongst their peers of effectiveness of placement learning. For example, students were involved at all levels of the mobile learning project including development, training and dissemination. In particular involving students in training and , mentoring other students in the use of mobile devices enhanced the level of student engagement and effective use of devices for learning. Students were supported to participate in the CETL student network which they reported as stimulating since they were able to contribute to current debate and discussion. In one instance this led a student to collaborate on a successful Innovation Fund bid.

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.

The Ceppl's mission is the enhancement of placement or practice learning to the benefit of students, educators (HE and practice based), and service users. While the Centre was initially located within the Health and Social Care arena, it was anticipated that much of the Centre's work may be appropriately disseminated to any discipline that incorporates a placement, practice or work-based component. The Ceppl's main aim was two-fold:

a. To develop best practice in various key aspects of placement learning provision.

Each aspect formed a separate area of development activity run by a core team comprising a mix of academics, practice educators, students and service users. These areas of development activity were: preparing and training staff; supporting students with disabilities; evaluating practice learning assessment tools; evaluating Interprofessional learning; auditing and enhancing the placement learning context; enhancing library access; and the role of Objective Structured Clinical Examinations in practice. A mobile learning strand was added later (refer question three). All educational development activity was to be underpinned by sound pedagogic research and evaluation. Practice principles aimed at enhancing practice across the sector in relation to both mobile learning and interprofessional learning have emerged from this research based activity. One of the tremendous successes of the Ceppl that has enabled best practice to be developed in these aspects of placement learning has been the rigorous research and evaluation framework which was developed at the outset. We were fortunate to employ psychologists in our research posts who have considerable expertise in relation to research with human subjects, often in sensitive areas, and are familiar with both quantitative and qualitative methodologies. As such, we engaged in fruitful debate around the nexus of research and evaluation. Ultimately, we formed a position that has been well received both nationally and overseas. Consequently, our approach has resulted in us being commissioned to undertake the evaluation of community activity in service in sensitive areas, thereby developing practice beyond the original scope of the Ceppl. For example, in 2009 we were commissioned to evaluate an event for professionals and paraprofessionals in respect of sexual harm, the aim of which was to produce a strategy and action plan for Interprofessional, multidisciplinary working. Additionally, we are currently working on an evaluation of a service for victims of domestic violence. This work again brings together professionals and paraprofessionals who hitherto have not worked together but whereby interprofessional working has substantial benefits for victims and both developing and sharing best practice among across victim support services.

Reward and recognition funding schemes were also set up to achieve this aim and to move the scope of the work of the Ceppl beyond both the Peninsula and the Health and Social Care arena. The scope of the Ceppl's work has been ambitious, capturing the diversity of learners' needs and placement learning and involving nearly 100 projects. Consequently, it is not surprising that some were more successful than others at achieving this aim. Where projects have been less successful, this has generally been due to challenges in setting up projects and working within institutional processes and infrastructure. On the whole, however, the additional resource provided through CETL funding has enabled practice to be developed, enhanced and disseminated across all aspects of placement learning covered by the Centre's activity with a number of development activities achieving outputs and outcomes beyond those originally envisaged. Moreover the small funding schemes highlighted above have provided outstanding value for money and numerous practice developments which have impacted on and benefitted students, staff, service users and placement learning provision across the sector.

b. The development of new, innovative placement opportunities for students, with an explicitly transformative agenda.

These placements aimed to assist in the provision of health and social care to historically marginalised groups such as refugees, asylum seekers, people who are homeless, and carers of chronically ill individuals amongst others. New placements were to be informed by the work of the development activities such that best practice was to be embedded and sustained in all new initiatives. The Ceppl's development officers have worked with local statutory and voluntary organisations in order to implement these placements. A substantive ethnographic study of one local initiative aimed at providing an interprofessional placement opportunity supporting refugees and asylum seekers (Students and Refugees Together) formed the basis of a model of support for such placements. This model is now being initiated in prisons for students undertaking the Social Care Management programme in partnership with the Age Concern Older Offenders Project that seeks to offer social care, advice and support to older offenders and their families. The Centre has also recently appointed to an innovative peripatetic role which aims to provide students with appropriate support whilst placed in these potentially challenging settings.

Challenges:

One of the most significant challenges to achieving the aims of the Centre has been in securing buy-out for staff members from their substantive positions in order to dedicate time to Ceppl projects. For example, the majority of development activity teams were led by full time academic or professional services staff who were initially bought out for one day a week to work on this activity. However, in many cases staff either found that they were unable to secure dedicated time for their Ceppl work and that they were having to work beyond their contracted hours to achieve this. This

situation arose on the whole due to difficulties in identifying staff to be seconded to take over aspects of their 'day job' and in some cases the reluctance and lack of support of managers despite the additional CETL funding. Difficulties regarding buy-out are also currently being faced in enabling the new placement supervisor position to be released in order to undertake this role. These issues were generally resolved with negotiation of the Ceppl's Director and Project Manager with respective Ceppl Fellows' line managers. Human Resource issues in terms of recruitment of staff were a major challenge. This was of particular concern to Innovation Fund holders within the University of Plymouth who wished to employ a research assistant or learning technologist to support the work of their small scale teaching and learning projects on a short term contract. The protracted systems in place concerning post approval and staff recruitment often delayed the commencement of projects and hindered achievement of completion dates. Securing ethical approval for projects, particularly those requiring approval through the National Health Service Integrated Research Application System also delayed data collection and highlighted one of the difficulties of conducting small scale research and evaluation projects in a limited timeframe. One of the greatest challenges currently being faced in developing the new innovative interprofessional placements is meeting the professional body requirements (Nursing and Midwifery Council; Health Professions Council) in relation to the supervision and assessment of students on placement. Although this is in some way being addressed by the introduction of the placement supervisor role, there remain issues that need to be dealt with in order that some health social care professions are able to benefit from these placement experiences.

Question 3
Please add any objectives that emerged as the CETL developed, and reflect on these as for question 2 (500 words maximum).

In response to HEFCE's call for additional capital funding, the Ceppl bid for additional investment to purchase a range of equipment which would further enhance distributed learning via new technologies. The use of webcasting, videoconferencing, and mobile technologies was envisaged to complement the dedicated placement learning facilities that comprised the original capital bid, enabling students to have real and virtual access to learning opportunities, resources and support. These developments aimed to: enhance student learning while on placement; enhance academic and practice staff members' teaching of practice; enhance the experiences of students and staff with disabilities engaging in placement learning and teaching; and ultimately indirectly enhance the experience of service users and carers and patients.

This additional strand of activity has been one of the highlights of the Ceppl. It has been successful in a number of ways:

1. We invited staff from across the University to participate in mobile learning trials and to learn with us, through our rigorous evaluation framework, what works best for students out on placement irrespective of discipline. This enabled us to engage with a far wider community of colleagues that had previously been the case.
2. The nature of this particular area of activity meant that students were very keen to engage and consequently we had a high-level involvement from them. They produced some highly innovative material and used mobile devices for a range of purposes that were not originally envisaged. For example, students made videos to achieve some of their learning outcomes when mentors were too busy dealing with patients on the ward to be able to observe them.
3. The funding enabled us to achieve one of the largest and diverse (in terms of device, context and programme) studies of mobile learning with a large number of trails framed within a three year systematic programme of research. This work has been presented both nationally and internationally and has had an impact therefore well beyond our local region.
4. Mobile technologies proved particularly useful for some students with disabilities. These students provided us with case studies of how such technology might enhance their experience. As one student noted:"".
5. The use of mobile technology has enabled us to reduce our carbon footprint by travelling less and yet to provide students and staff with greater support. Thus all stakeholders report positively on the benefits of being able to text, talk, or videoconference rather than having to travel long distances for a short face-to-face meeting.
6. This investment has enabled a considerable widening and strengthening of our existing collaborative links and partnerships with NHS, Social Service and independent sector colleagues. Practice staff who were originally sceptical of the use of mobile devices in health and social care settings have become advocates of their benefit.
7. Through our experience we have developed protocols and procedures to cover a wide range of ethical and sensitive situations which others have found to be of substantial use.

Overall, while our request for additional capital investment was a little unconventional at the time, it has been a stimulating and exciting development which has had considerable impact.

A further objective adopted by the Centre was precipitated by student and institutional need highlighted by changes in a major partner organisation. Due to structural changes within the Strategic Health Authority an opportunity arose for the Ceppl to facilitate the enhancement of placement learning across the Faculty of Health and Social Work through the Placement Development Team initiative. PDTs were intended to improve student and mentor support in clinical practice settings as a response to the withdrawal of SHA funding for the previous PE roles as

part of the model National Partnership Agreement and the new 'benchmark price' for healthcare education (DH 2006). This initiative in itself has attracted national and international attention (for example, colleagues from the Department of Gerontological Nursing and School of Nursing, Chiba University, Japan visited the University in 2009) colleagues from Japan) as has the formal evaluation of PDTs undertaken by the Ceppl's research team which has already shown benefits of this new support structure for students, staff and organisations and which has been disseminated nationally (Royal College of Nursing Research Conference, Cardiff, 2009' Nurse Education Today Conference, Cambridge University, 2008, 2009).

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.)

One of the greatest achievements of the Ceppl is the scope and diversity of audience upon which the work of the Centre has impacted regionally, nationally and internationally. This has included disciplines well beyond those targeted in the original bid and has involved service users and carers, practice, academic and professional services staff, students and statutory and voluntary organisations both as consumers and creators of best practice. For example, the Assessment in Practice development activity team (involving service users, practitioners, academics and students) is presenting a symposium at the Earli-Sig Assessment Conference "Assessment for Learners" in September 2010 and is currently submitting papers for publication in academic journals.

In line with the University's enterprise mission the Centre has sought to contribute to a social enterprise agenda through active engagement with the City and the region. This agenda has been greatly facilitated by HEFCE funding over an extended period which has allowed the Ceppl to build meaningful and sustaining relationships with statutory and voluntary agencies both within and beyond the original remit of the Centre. For example due to the success of the Centre's evaluation of the 'Sexual Harm, Developing the City's Response' event using the Ceppl's participatory utilisation focussed evaluation framework, the team were commissioned to evaluate the Domestic Abuse Advocacy Project by agencies constituting the Plymouth 2020 Partnership. Such partnership working has led to opportunities for new researchers at both undergraduate and postgraduate level. For example one of the Ceppl's research assistants was awarded a fully funded Ph.D. scholarship based on the knowledge and experience developed during her time at the Centre.

Staff (academic, professional services and practice), students and service users have benefited and developed both personally and professionally throughout the funding period. The work of the Centre has been nationally and internationally recognised through publication in peer reviewed journals and books (refer Annex A). Further, Ceppl research and development work has been presented at national and international conferences both in the UK (e.g. First International Mobile Libraries Conference, Open University; Nurse Education Today, Cambridge University) and overseas (International Society for the Scholarship of Teaching and Learning Washington DC, USA, 2007, Edmonton, Canada, 2008; Bloomington, USA, 2009). Equally, numerous dissemination events have enhanced the work of the sector regionally including Further Education and employing organisations. Invited presentations to the South West Lifelong Learning Network, Age Concern Older Offenders' Project and Shekinah Mission are but some examples.

Research staff within the Centre have delivered research training to development activity and innovation fund teams in order that they can conduct their own research aand have themselves undertaken well as specialist training, thereby developing their own knowledge and skills. Due to the expertise developed and gained through being part of a Centre for Excellence, staff have also been successful in securing project funding for a range of projects. These have included provision of personal digital assistants to social work students with disabilities (JISC TechDis, £1840), a National Teaching Fellowship, Person-Centred Dialogue to shape Interprofessional Identity (University of Plymouth Teaching Fellowship, £5000) and interactive web based video resources for teaching research methods (Teaching Quality Enhancement Fund Research Informed Teaching Initiative, £16,843.80). All of these successful bids have further developed the work of the Centre both in terms of and beyond its original aims and objectives, impacted positively on students and provided the teams involved with exciting opportunities that would otherwise not have been possible.

The role of students has been central to the Ceppl and its mission. Clearly the CETL initiative aimed to enhance the higher education of students nationally. Our mission was to demonstrate impact upon student learning in placement areas. Involving students in all facets of our work as much as possible has been truly fruitful. Students have been involved in all aspects of research and development work from designing reusable learning objects, training students in the use of mobile technology, contributing to the content of an electronic library guide and conducting research interviews. An excellent example of the support and recognition of student work by the Centre this is the Ceppl's Graduate Fellowship Scheme. This scheme specifically rewarded students who produced excellent final year undergraduate or Masters project work. The main driver for the scheme was the recognition that these students often produced extremely useful studies within their work-based environment but that these were never disseminated. The aim of the scheme was to mentors these students within the Ceppl to disseminate their work such that its

potential impact was achieved and thereby to contribute to the student's personal and professional development. Students were nominated for a Fellowship by their supervisor and usually took the opportunity up once they had graduated. The scheme enabled them to work within the Centre, through a buyout arrangement if they were already employed.

Systematic evaluation of this scheme has yielded nothing but positive comments from Fellows. All of the Fellows achieved a number of outputs, sometimes starting with a poster at a conference and then working up to a peer-reviewed publication. Others ran workshops or gave conference presentations to relevant audiences. Students excelled themselves and we have received extremely positive feedback about their performance and value of disseminating their work. Students themselves have regularly commented on how positive an opportunity they have found this. The following e-mail comment is exemplary: "Just wanted to say thanks for your help and support in my work. I am now looking into doing a Masters programme! After speaking to people at the conference I am really keen to look into the options". On following up with this student, she was very clear that this option would never have occurred to her if she had not been awarded a Graduate Fellowship.

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)

The Ceppl CETL has been fortunate in managing to achieve almost all of its objectives and, in fact, some that we had not anticipated. However, one of the Ceppl's key objectives was the development of inter-professional placement opportunities for students across a range of health and social care disciplines, specifically targeted at providing services to marginalised groups. This objective has proved exceedingly difficult to achieve for a range of reasons. Luckily, the short extension that the Centre has been granted will enable similar placement opportunities to take place, and to be formally evaluated. Additionally, the learning that has taken place in this respect is currently being formally written up for publication.

While there was overwhelming support for the idea of inter-professional placement opportunities for students in non-traditional settings across the Faculty at the outset of the Centre, when it came to the reality of such placements there was quite considerable resistance to it. Some of this resistance was located in the real challenges associated with practice placements on programmes leading to professional registration with a regulatory body (e.g. Nursing and Midwifery Council; Health Professions Council). As such, placements need to be supervised at close hand, on-site, by a registered professional in the same discipline as the student. This was very difficult to achieve in voluntary sector placements where such professionals were not employed or working voluntarily. Consequently, having a number of students from different professions co-located in a voluntary sector organisation proved impossible, as the number of registered, appropriately trained professionals to provide supervision was not realistic in terms of time and resource.

However, where there was scope for such placements, we still encountered difficulties. These difficulties appeared to pertain much more to what might be termed professional tribalism. There is a considerable literature around this area and we certainly encountered it directly. Consequently, even where it was not necessary to have a trained, qualified professional supervising a student, some professions were resistant to the notion of other professionals supervising their students - even in generic skills. As the Centre has a development strand of activity around inter-professional education, this particular area of resistance was of considerable interest. There is a substantial rhetoric and, indeed, a real government agenda around inter-professional education and working in health and social care. However, in reality, professions remain sceptical of this agenda and are anxious about the watering down of their own professional identity and, consequently, the importance of their role in delivering health and social care provision.

Our detailed experience of attempting to achieve these placements has provided valuable learning to others who have been keen to follow a similar path. In the last few months, we have achieved agreement for mini-placements, with similar ambitions to those originally envisioned in our bid, which do not have the same pressure to achieve skills and competencies that require specific and rigorous supervision. These placements are currently under way and being systematically evaluated. They will be reported upon in the final CETL report, at the end of December 2010.

Hopefully, these experiences, together with the substantial knowledge we have accrued in attempting to set up inter-professional placements for health and social care students in non-traditional settings, will mean that while we did not achieve our objective as we initially set it out, we have achieved a substantial amount of learning which will be extremely valuable to others concerned to explore innovative, new placement opportunities for their students.

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)

In terms of achieving the Centre's aims and objectives, and delivering its outcomes and outputs, the Ceppl has been fortunate to be located within the Faculty of Health and Social Work (now Faculty of Health), at the University of Plymouth. The Dean of the Faculty, at the time at which the call for Hefce's CETL initiative was made, was extremely supportive of a bid in relation to professional placement learning. Consequently, she enabled time and resource to be devoted to developing the bid and provided considerable support once the Ceppl bid had been successful.

The bid was developed via a workshop methodology and, therefore, included key stakeholders across the Faculty who were embedded in relationships with external placement providers. As a result, the infrastructure required for delivering the outcomes and outputs of the Ceppl and thereby achieving its aims and objectives was already in place. In other words, building upon existing excellence to achieve greater excellence and the dissemination of that good practice worked as a methodology for us.

This meant that people were excited about the initiative, were supportive of it, wanted to be involved with it, and championed our work. One small example of this level of recognition and acceptance is that some of the NHS trusts have put their staff development money through the Ceppl in order to give that funding additional weight and recognition. Thus, staff members in NHS trusts bid for research funding and the allocation of that funding goes through the Ceppl's research and

development unit. Not only does this give the funding additional status, as fund holders become associated with the Ceppl, but in addition those NHS staff are able to draw on the knowledge and expertise of the Ceppl's research team, thereby attaining additional benefits and value from their funding experience.

Some of the more difficult aspects of getting the Ceppl going were associated with the setup. The innovative and creative approach encouraged by HEFCE did not chime readily with the systems of the University which are necessarily bureaucratic. Particular challenges were met in relation to articulating with the University finance system, negotiating procurement procedures, and writing job descriptions for innovative posts that Human Resources found difficult to classify. Tension can arise when structures and processes that are meant to serve core University business, e.g. teaching and learning, become entities unto themselves. These difficulties, on reflection, sound like petty complaints. However, they were encountered by all of the CETL directors at the University of Plymouth and resulted in substantial learning.

Both the CETL directors and project managers each worked closely together on a largely informal basis to share best practice, to avoid duplication of effort, to share resources where appropriate, to collaborate where possible, to provide each other with support and guidance and to act as a sounding board across a wide range of issues. These forums proved both extremely useful and enhanced working across the CETLs. Indeed, the CETLs as a collective have felt like a force for change with the Directors being called upon as a distinct constituency within the University to provide advice and guidance on a host of teaching and learning related matters. The University CETLs Steering Group, chaired by the Deputy Vice Chancellor, ensured that the CETL initiative within the University was coordinated at the highest level. Regular meetings enabled matters of common concern to be discussed and action to be taken as appropriate. For example, a representative of the CETL Directors sits on the University Teaching and Learning Committee and various Directors were involved in the development of the new University strategies in relation to Teaching and Learning and Research and Innovation. Further, the Vice Chancellor has engaged in a revision of university structures and processes in line with her vision for the University as 'the Enterprise University'. This work has been taken forward through the University's Change Academy project to which members of the CETLs contributed, while the Ceppl Director was a member of the Change Academy core team.

One example of where serious risk was incurred in terms of delivering on outputs and outcomes was in relation to staffing. Due to the earlier strategic review taking place at the University, all posts had to be re-approved/approved through Chancellery when the current incumbent left. This process led to substantial delays in the filling of key posts in the Ceppl with attendant consequences for the programme of work, and a degree of underspend (now re-profiled against the extension until December 2010). It also had impact on highly responsive short-term

projects, making them impossible in some cases as the full approval process had to be actioned even for a three-day temporary post. The approval process could take 2 to 3 months, by which time the opportunity for the project had passed.

In terms of teaching and learning innovation itself, as noted, we were fortunate in encountering more formal support than resistance. Where we have encountered resistance, those tensions have often resulted in deeper learning and more creative solutions. Ultimately, just like learning often requires students to be outside their comfort zone, so too does the development of innovation in teaching. Two particular examples might illustrate this point. The first relates to tensions between different disciplines. While the Ceppl was developed by an interdisciplinary team of health and social care staff, differences in values and methods between health colleagues and social work colleagues surfaced on numerous occasions. These differences of opinion lead to considerable debate and discussion, as well as silence and terse exchanges at times! However, for the majority of staff, the end goal of such debate was always the enhancement of the student's learning experience and ultimately the enhancement of service user care. Consequently, out of these arguments surfaced new understandings, considerable insight, and new ways forward. Teams continue to work together on the whole and, indeed, some of the arguments have gone down in the history of the Ceppl - and are fondly laughed about with hindsight. In the areas of assessment and disability, substantial interprofessional working has been achieved with cross disciplinary learning and sharing of best practice. This work has been disseminated both orally and in written form in various formats.

Again, on the whole the practice or placement environments were extremely supportive of Ceppl activity and many staff from these areas have been involved in all aspects of Ceppl activity. However, a key lesson from the early interactions was the need for genuine partnership working throughout all stages. For example, with the mobile learning project, one academic who was considerably enthused about the potential of the technology to support placement students, was perhaps overzealous in attempting to sell the idea to heads of service at a meeting. The consequence of this was that the placement areas felt that the University was imposing methods of teaching and learning upon them without due consultation. The result was a sustained and productive dialogue with partner organisations which led to the establishment of a highly successful and subsequently completely sustainable programme of work. Additionally, the protocols and processes that have been developed for working in such sensitive contexts with mobile devices have been shared nationally and internationally as best practice.

In summary then, where resistance has been encountered, it has often led to significant insights that have enhanced the work. The Ceppl's commitment to systematic research and evaluation of all aspects of its activity has meant that we have been able to continually assess progress, reflect on that progress, and make

changes to ensure that we remain focused on delivering the enhancement of professional placement learning.

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)

The Ceppl was informed by a participatory approach to teaching and learning, and to research from the bid writing stage. In terms of teaching and learning, our work was informed by authors such as John Dewey, Ira Shor and Paolo Freire amongst others. A number of us were firmly committed to transformative pedagogy. With respect to research, our approach has been influenced by a diversity of epistemologies and methodologies as a result of the eclectic mix of academics that formed the Ceppl. However, irrespective of epistemological and theoretical position, Ceppl colleagues have been keen to privilege the student voice in their teaching and learning developments and associated research.

In an attempt to best understand student learning in the placement setting the CEPPL undertook a nine month ethnographic research study of a community organisation that provided placements to a cross section of students from health and social care disciplines. This naturalistic study was formulated in a way to ensure that the issues associated with placement learning would emerge directly from the field rather than from the usual predetermined paradigms associated with positivist approaches to research. The study was theoretically grounded by the most recent post-modern turns (Coffey, 1999) in ethnographic research that enable the multiple voices and experiences of students, staff and service users to be heard and shared.

Post-modern critical ethnography has long been associated with emancipation and empowerment (Goodley, et al, 2004) and thereby shows appreciation for the environment and participants who contribute to the study. The research findings showed that a community organisation trying to fulfil the dual and often competing roles of learning organisation and service provider needs to be fused by a shared critical vision that enables the interests of all stakeholders (students, staff, service-users, etc) to be democratically served. It was this conclusion that informed the development of our critical pedagogy model that has underpinned much of the subsequent CEPPL activity in relation to establishing new placements and the recently conceived mini-placements. Additionally, this theoretical, empirical and practical work has been embedded within a Post-Graduate Module on Rethinking Interprofessional Education which was specifically developed and accredited by the Ceppl. A 60 credit undergraduate module on Transformative Learning currently under development will soon be made available across the University to accredit placement learning in similar contexts.

The critical pedagogy deployed by CEPPL has the aim of transformation for all stakeholders involved in the learning process (teacher, student, practice professional, service user, etc). Transformative learning is predicated upon the notion of democratic values and challenges the validity of neoliberalism and the global economic structure in order to bring about a more equal and just society. This critical standpoint challenges the hegemony of the conventional "banking approach" (Freire, 2002) to education and instead seeks more authentic, meaningful and primarily constructivist approaches to learning and teaching that enables both teacher and learner to become equally engaged upon an educative journey of self and social discovery. The process of transformative learning easily has the potential to bring about a shift in the basic premises of thought, feelings and actions, but at its most significant it can bring about a shift of consciousness that alters individuals' ways of being and experiencing the world. Finally, a transformative pedagogy is particularly sensitive to the issues faced by our learners in sensitive contexts and in dealing with historically marginalised groups. Our research has shown that undertaking a Ceppl placement in the prison service and/or with refugees and asylum seekers has enabled students to develop in meaningful ways that make them more self and socially aware. For example, one of our students commented: "*I have learnt a lot about my own practice and a lot about my own being and my own prejudices on this placement*"

In addition to this overarching understanding of the role and function of Higher Education, and the way in which students learn, as noted we have used a range of other theories to understand specific learning contexts and situations. The Ceppl's research team were established to support pedagogic research across all nine development activities, to provide research training and consultancy in respect of all Ceppl projects (including Innovations Funds and Graduate Fellows), to evaluate all aspects of the Ceppl's activity, and to conduct their own pedagogic research. Despite the degree of turnover of personnel during the lifetime of the Centre, the research team has been predominantly staffed by psychology graduate research assistant is and a postdoctoral research fellow. Due to the rigorous research training that psychology undergraduate and postgraduate students undertake, this has benefited the Centre in terms of the quality of the research that has been undertaken.

Social psychological theory has been applied to understand aspects of learning behaviour as appropriate. An example of this is the programme of research that was carried out as a result of the Centre receiving additional capital funding for mobile technology and the resultant development activity 'enhancing placement learning through mobile technology'. This research was framed by their meta-theory of social cognition in order to understand why students choose to use mobile technology for learning by examining internal influences on individuals' behaviour. Such influences were explored through the application of a range of social cognition models including the theory of planned behaviour and self efficacy theory. This has enabled the

identification of internal influences such as attitudes, beliefs and perceived behavioural control that are important in the formation of students intention to engage in mobile learning whilst on placement and their subsequent behaviour. As such, we have also been able to extend psychological theory to understanding people's use of mobile devices specifically for learning, rather than for social interaction.

In conclusion, the psychological bias in terms of the research of our Centre has proved advantageous in terms of theory and method. One of our colleagues engaged in developing new placements has been working on a Ph.D. on the philosophy of education and is due to submit in the next couple of weeks. These influences, together with the substantial subject knowledge of our interdisciplinary team, have meant that the Ceppl has offered a rich, stimulating and fruitful research environment.

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)

Being part of the CETL initiative has represented a tremendous opportunity for university and practice staff, students, and service users. We have reflected on what our key messages would be and decided on the following three.

First, one of the most exciting aspects of the CETL initiative was HEFCE's encouragement of risk-taking. On reflection, this active support of experimenting, trialling, and exploring with a focus on learning from both success and failure has been a highlight for those of us involved in the Ceppl CETL. Higher Education is by nature fairly risk averse (although the sector would probably prefer not to characterise itself in this way). Being liberated to think in this way has resulted in colleagues trying things that they would never have had the confidence or the support to attempt previously. We believe that having the freedom to think in this way has enabled creativity that would otherwise not have been unleashed. Interesting discussions have ensued over the balance between high risk and failure, and low risk and banality. Ultimately, we have come to the conclusion that while taking risks necessarily results in some failure, such a stance is ultimately enterprising and will lead to distinctive and substantial enhancements to student learning.

One example of our high-risk, but potentially extremely exciting and fruitful areas of activity is around international placements with historically marginalised groups. The successful achievement of any international placement is always difficult. There are

so many things that can go wrong. The Ceppl has been working at a university level to attempt to enhance practice in respect of international placements, including crucial facets such as risk assessment and the standardisation of protocols. Currently we are exploring the possibility of a new and extremely innovative placement in South Africa. This placement arose out of unanticipated contacts made by a colleague while on holiday! It involves the Hoedspruit clinic which is located in a remote part of the country and serves the local population who live and work on the area's 10 game reserves. The clinic caters for all of the population's health needs and a significant number of people have HIV /Aids.

The Ceppl has been exploring the possibility of the clinic becoming an international placement opportunity for health and social care students. The lead member of staff working on this project is undertaking a site visit during February 2010 to make the final decision as to whether the placement is viable. This includes obtaining a detailed understanding of the health needs of the local population, how such needs are being met, which professions might benefit particularly from placement in this setting, and detailing all of the required protocols, processes and arrangements. Data are also being gathered during this site visit that will provide valuable transferable information about establishing placements in this type of setting. Consequently, if the placement ultimately is not viable, a tremendous amount of learning will have been achieved which will be disseminated and fed into future initiatives.

A second message concerns professional and personal development. We have already discussed in various places in this document the successes of certain members of the Ceppl team, be they staff or students. However, we felt that it was important to draw specific attention here to the amount of personal and professional development that has occurred directly in relation to the Ceppl CETL. A greater than average proportion of staff members had received promotion, won awards, all received recognition for distinguished work. For example, one of our staff members was successful in applying for the position of Associate Dean (teaching and learning) in the Faculty of Health and Social Work. Another staff member was promoted to senior lecturer.

 A further member of staff was put forward one of the Vice Chancellor's awards in relation to placements development activity. At the awards dinner her work was described as "a ground-breaking social enterprise initiative" which "innovatively integrates university placement students with Dartmoor Prison, Shekinah Mission, Age Concern and the Eden Project, to address the health and resettlement needs of an emerging marginalised group - elderly prisoners and ex-offenders aged 50+ whose age-related health and social needs are not always met by prison/community resettlement centres". Inspired by the mobile learning project, one member of staff has begun a PhD in the area. Another staff member has been awarded the first

teaching and learning sabbatical in order to capture and disseminate further her Ceppl work. In addition to the substantial development of staff, students have also benefited through the Graduate Fellow scheme as has been discussed elsewhere.

A final message that we felt was important to share involves student engagement. The Ceppl was highly committed to maximum student engagement as noted in response to other questions. Numerous methods of encouraging engagement, sensitive to students needs and indeed set up in collaboration with students, were tried. Whilst we were successful in engaging substantial student engagement in some areas, it has to be said that this was patchy. We know that students on health and social care programs are extremely busy with the amount of work that they need to undertake in order to become competent registerable professionals. Ultimately, student involvement in these sorts of projects works best when the outcomes of their engagement can be linked to their programme of study and ideally directly to their learning outcomes.

While we do not feel that we were entirely successful in achieving the level of engagement that we had anticipated, where students were involved, substantial benefits were accrued all round. For example, the assessment development activity team has conducted longitudinal research over the past three years into the student experience of assessment and have students as equal and valued members of their research team. These students report a number of advantages from participating in the assessment project, including attaining additional knowledge and skills in relation to literature searching, structuring and writing reports and papers, and conducting research. The students have presented at conferences alongside other members of the team with great success. All of these skills are transferable into the work context, and the various ways in which students have been involved in the project has been recorded in their Personal Development Portfolios and curriculum vitae.

Ultimately, there are many messages that we could communicate, however in summary we believe and our research has shown that involvement in the CETL initiative has benefited individuals, organisations, and the sector that has also highlighted some of the difficulties that we face in undertaking such innovative work.

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)

The opportunity to participate in a national initiative has had a number of benefits:

First, it has enabled the development of a network or community of people passionate about teaching and learning and at the cutting edge of developing new initiatives. This has facilitated exciting discussion and debate, the development of new practice, and the sharing of best practice, across the sector. For example, the

Ceppl has collaborated with the ALPs CETL in a number of respects including in relation to assessment and, separately, in relation to using mobile technology to support learners in practice. While this factor is one of the tremendous positives associated with the CETL initiative, it has also been something of a disappointment. CETLs were concerned during the early stages about the challenge of rewarding and recognising staff, rather than asking those that can do, to do even more. Inevitably, it was the case that many committed staff have had heavy workloads and as a result the level of interaction and exchange between Centres has not been as great as one might have hoped.

This said the level of 'cross-fertilization' at national events has been substantial. It would be fair to say that a sense of identity has been achieved. At international conferences, colleagues recognize those from other CETLs and usually end up in fruitful discussion with them, sharing experiences and ideas. Hopefully, as a consequence of this shared identity when the funding ceases, relationships and networks will be sustained. Indeed, the Ceppl is planning to hold a forum at its forthcoming conference (April 2010) precisely to initiate a national/international network of colleagues concerned to research and evaluate placement/practice/work-based learning in higher and further education. The impetus for this came from colleagues who were keen to maintain the momentum and the support that they have felt through being associated with the Ceppl.

Second, being part of a wider movement has given many staff (and those students directly involved in the Ceppl) the confidence and self belief to disseminate their work locally and at national events. It is interesting that such a personal outcome should be the result of a national initiative. Indeed, it could be argued that the national initiative has enabled the institution to recognise the excellence associated with some of its staff. We have seen a substantial proportion of those associated with the Ceppl achieve promotion, attend their first conference, and submit their first article for publication amongst other things. Through gaining confidence and disseminating their work to positive feedback, staff members have made connections nationally and internationally that have resulted in enhancing outcomes for students. For example, members of the child nursing team have received acclaim for their work in the area of theory focused practice and members of the social work team have developed an innovative method for teaching specialist communication skills called forum theatre. Our evaluation research has shown that both of these projects have resulted in significant personal and professional development for the teams of colleagues involved.

Finally, it was originally envisaged that there would be a reasonably close relationship between Subject Centres and CETLs. Different levels of engagement were discussed, including bronze, silver and gold alternatives. The Ceppl was excited by the possibility of closer working relations with the Subject Centres and indeed representatives from relevant Subject Centres have good links with some

Ceppl colleagues and are members of the Ceppl's Steering Group. However, on reflection, perhaps both sides could have done more to foster this relationship. Communication nationally is always challenging; nevertheless, in an ideal world a greater degree of synergy would have been achieved between Subject Centres and their relevant CETLs, with an attendant increase in coordinated networking and sharing of best practice.

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.

One of the original assumptions behind the Ceppl CETL bid was the notion that health and social work professional programmes offer a gold standard in terms of placement learning experiences for students. This is a consequence of such programs leading to the professional registration of those students with the relevant statutory body. As such, it was anticipated from the beginning that much of the Ceppl's work would be transferable beyond both the University of Plymouth and health and social care disciplines.

A number of steps have been taken to drive forward such transferability. These have involved the funding schemes previously described which have attempted to link new Ceppl Fellows with existing development activity teams thereby increasing the number of disciplines involved in exploring the different facets of placement learning. For example, the work of the assessment development activity and its associated Fellows has informed discussions about the use of electronic portfolios across the University of Plymouth and is linked to work being undertaken in other universities through innovation funding such as that at Manchester Metropolitan University.

A significant contribution to the transferability of the learning that has been achieved over the previous five years is the Ceppl's Placements Gateway. One of the difficulties in higher education is that resources tend to be dispersed across multiple sites. Feedback from our stakeholders, particularly those in practice, suggested that they would benefit from a single gateway which would provide access to the CEPPL's key findings and outputs in an accessible format. This web-based resource, which is currently under development and forms part of the activity occurring during the extension period, is retaining the CEPPL brand and reputation,

while being published and sustained through the University's website. Resources being published include:

- Identified principles of good practice based on Ceppl research e.g. principles underpinning effective transformative placements, effective inter-professional education, and the effective use of mobile technology
- Student resources, e.g. information on library resources available to placement students, placement student charter, placement assessment handbook
- Employer resources, e.g. student / assessor handbook for placements, transformative placements case studies , information to support students with disabilities on placement
- Staff resources, e.g. placement quality review form, placement development team job descriptions, mobile learning case studies, assessment case studies
- Links and signposting to other key non-CEPPL resources

New resources are also being developed where gaps are evident or to add coherence; e.g. a model employer handbook. The gateway will also link to CEPPL research publications.

The development activity concerned with disability also represents a good example of the transferability of the Ceppl's work. The Ceppl included a specific focus on disability from the outset. Originally, it was envisaged that this activity would form one of the development activities. However, it was felt strongly that an inclusive approach to disability should be adopted. In other words, thinking about disability should not be 'added on' to existing work but should be fully integrated with it. Hence, all development activities took an explicitly inclusive stance in their work. As has been shown elsewhere, such an approach benefits not only those students with disabilities but all students. The University of Plymouth has a strong tradition of work in disability and the Head of University's Disability Assist Service was involved in the bid from the beginning. Her knowledge and expertise together with that of members of the Ceppl's team has resulted in a number of pieces of work which have been transferred across the whole University and more widely in the HE sector. Some of this work has involved the use of mobile technologies to assist students with dyslexia while on placement (funded by TechDis). Research involving students' experiences of placement has been conducted and disseminated and an A to Z guide for placement areas on facilitating learning for students with disabilities and adopting an inclusive approach to learning generally is almost complete.

While we would anticipate that most of what we have accomplished over the past five years has been transferred to some extent, either across disciplines or across the health and social care sector more widely, space does not permit a full treatise of all that we have achieved. However, this section would not be complete without reference to the development of ARC, a placements management system for organizing the placements of all students across the Faculty of Health and auditing and enhancing those placements through the collection of triangulated feedback.

This substantial development was initiated and a successfully implemented by the development activity team with specific responsibility for this area. Again, this initiative has been characterized by the partnership working between the University and the Strategic Health Authority as well as the numerous placement areas that will be using ARC. The key benefits of the ARC system are that it provides:

- An integrated solution for the Faculty of Health to enable the streamlining of management of practice placements
- Student and mentor/supervisor information on a secure web-site
- Expert advice and support through using a bespoke system
- Accurate placement numbers and forecasting
- Flexible reporting on a range of activities accessible by University, Service and SHA.
- A web based system, leading to savings in travel, printing and postal costs
- An accurate and up to date live Register of Mentors, as required by the Nursing and Midwifery Council (NMC)
- Interlinking of placement evaluations, determining the quality of the placement.
- A profile of placement areas and placement details which can be accessed by students via the web
- A live Student absence record, accessible by students and staff.
- Improved communication; e.g. students have greater access to and responsibility for their records.

This work has led to an invitation to the project lead to visit colleagues in Canada (arranged for May/June) who have a similar system operating in British Columbia. Apart from sharing insights and experiences, it is hoped that this visit will lead to future collaborative opportunities to extend transferability further.

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 Ceppl has been concerned to ensure that its continuation strategy is effectively implemented before the end of the funding. This strategy pertains to the Faculty of Health, the University of Plymouth, and to placement learning nationally and internationally.

At a Faculty level, much of the Ceppl's work has been embedded in programmes using revalidation and programme review as methods for instigating change. For example, the podiatry programme included the use of mobile technology to support learning in their Definitive Module Records at the time of revalidation to ensure that

the significant improvements students experienced using this technology were not lost once the Ceppl was no longer funded.

Structural change is often needed to ensure the long-term sustainability of innovation. Hence, the Ceppl has been keen to ensure that strategic developments are delivered through accountable structures and processes. For example, the development activity concerned with interprofessional education has produced the Faculty Interprofessional Learning Strategy which now informs all teaching and learning within the Faculty as well as the Peninsula Allied Health Collaboration [involving the University of Plymouth, the University of Exeter, and the College of St. Mark and St. John]. This work is operationalised formally through the Faculty Interprofessional Learning Group, which is subcommittee of the Faculty Teaching and Learning Committee.

At a University level, a senior management level post of Director of Work-based and Placement Learning was approved by Chancellery in autumn 2008. The Ceppl had significant input into designing and developing this position. The successful candidate was Prof. Stephen Gomez who was the Ceppl's external evaluator prior to taking up the role. This high-level, strategic post provides oversight of all placement and work-based learning in the University of Plymouth and the approval of this post demonstrates the University's commitment to this important facet of higher education and to sustaining the Ceppl's legacy. The Director of Work-based and Placement Learning is situated within the new Teaching and Learning Directorate established in 2009.

The substantial contribution of Ceppl staff to the pedagogic research agenda has, along with that of the other Plymouth CETLs, been recognized in an in principle decision to establish a Pedagogic Research Institute within the University. The new PEDRIO is likely to be staffed by a 0.5 Director and experienced Post doctoral Research Fellows. Discussions are currently underway with the Deputy Vice Chancellor and Vice Chancellor about retaining talent developed through the CETL initiative within the obvious economic constraints of the current climate.

In order to ensure that the best practice developed by the Ceppl is embedded right across the University, a University-wide non-competitive scheme was established in late 2009 utilising the underspend mentioned in question 6. The aim was to support strategic developments in work based and placement learning across the University, reflecting the aims of the CEPPL, as well as the University's teaching and learning priorities. Specifically, the funding was intended to support the exploration and development of work-based and placement learning strategy at a School and Faculty level and to fund small-scale projects in support of those strategic objectives. The initiative is managed through the designated Work Based Learning Manager in each Faculty and the University's Work Based Learning Managers Group will act as a Steering Group. This work will directly inform developments in the Teaching and

Learning Directorate and will continue to be managed through the Director of Placement and Work-based Learning beyond the life of the scheme.

Interestingly, this scheme has been embraced with enthusiasm by all Faculties. Even in its early stages, it has highlighted gaps in communication, contradictions in terms of who is responsible for what, and numerous areas of excellent and innovative practice. For example, one faculty member commented: "scoping within the Faculty across the Schools for this bid highlighted significant challenges … It also indicated the need to identify staff from each School within the Faculty to have an identifiable responsibility for work based learning and thus raise awareness within programmes of the need to hold as a Faculty a shared vision and understanding of the nature, scope and potential impact of Work Based Learning". This scheme is the subject of a Scholarship of Learning and Teaching project and its impact is currently being evaluated. However, feedback to date suggests that already considerable impact has been achieved.

In conclusion, work-based and placement learning features prominently at both the Faculty and University level. Indeed, the new University Teaching and Learning Strategy emphasises work-based learning throughout, rather than seeing it as a separate component. Key structures have already been established to operationalise these strategic intentions and the transition of core activity from the Ceppl to the Teaching and Learning Directorate is underway. The legacy of part of the Ceppl's capital investment will be seen through the location of this Directorate, which is currently in and will expand into the specially developed CETL building at 3 Endsleigh Place. All other activity has been or continues to be embedded across the institution as per the Ceppl's continuation strategy. Such a significant change could not have been achieved without the substantial support of the University and the commitment of senior management to ensuring a CETL legacy.

 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)

Three areas of Ceppl activity have emerged during the lifetime of the Ceppl that will have greater importance over the next few years. These are:

Mobile learning: the Ceppl developed a substantial programme of activity in this area following the call for further capital funding. Ceppl colleagues have achieved national and international recognition as a result. The substantial programme of research has yielded the development of 10 principles to guide the implementation of effective mobile learning in placement or work-based settings. This work is currently awaiting publication, although it has been disseminated in various forums and in earlier work-in-progress documents which has aroused considerable interest. Specifically, this activity is informed by psychological theories of learning linked to

the use of technology and sensitive to the contextual issues facing students and staff at a distance from the University. Additional funding was obtained through the Research-informed Teaching initiative to further develop resources for students specifically in the area of research methods. This work too has attracted international attention and is likely to develop into fruitful avenues for international collaboration. Colleagues interested in our work are attending our forthcoming conference in April 2010.

Interprofessional placements in non- traditional settings: as noted above, this particular area of our activity presented a number of challenges. However, changes in health and social care at a national level and pressures on placement areas regionally mean that students will increasingly need to be placed in non-traditional settings. The extension of the Ceppl until December 2010 has enabled us to pilot some small-scale placements which are attempting to overcome some of the challenges associated with achieving our original vision. The learning to emerge from these placements will benefit universities running health and social care programs across the United Kingdom as they too will be facing the types of challenges that we have substantial experience of. Sharing this information and experience will save others considerable time and resource, in addition to assisting them in avoiding the frustrations that might otherwise be experienced by both students and staff. Additionally, this work is underpinned by strong humanitarian ethos and is informed theoretically by critical pedagogy. We are currently exploring possibilities of collaborative working with colleagues in the United States of America as many of their service learning programs have similar ideals and we feel that considerable learning may arise from such joint initiatives. Early discussions have been fruitful and plans for taking forward this joint working have been established for the summer.

Research and evaluation framework: the substantial programme of research that has underpinned all aspects of the Ceppl's activity has already been described. This work has attracted interest from external agencies who have commissioned us to use our evaluation framework not just in the area of pedagogy, but also in the area of service provision itself. Two significant areas of work have been an evaluation of the development and implementation of an inter-agency strategy on sexual harm for the city of Plymouth, and an evaluation of the Domestic Abuse Advocacy Project, funded by the 2020 partnership. Interestingly, while these two projects have not specifically been linked to students' learning in placement areas, the robust and rigorous framework that we developed in that context has been transferred to other contexts in which opportunities for student placement may well rise. Consequently, an unforeseen outcome of this aspect of the Ceppl's work has been the generation of an income stream and the possibility of identifying significant links between the University and other statutory and non--statutory agencies to the benefit of staff, students, and service users.

Question 13
Any other comments (600 words maximum)

This evaluation would feel incomplete without the following personal reflection - as someone who has been fortunate enough to write the bid for the Centre and to direct its progress throughout the full funded period.

Understandably, as we near the end of the lifetime of the Ceppl, many of those associated with it have been reflecting on the past five years work. It is important to note that without exception people have regarded being involved in such an initiative as being extraordinary privilege. To be in a position to facilitate a step change in a substantial area of pedagogy has been enormously rewarding. Through our systematic programme of research and evaluation, we have witnessed the transformation of learners, practice educators, higher education staff and ultimately service users as a result of enhanced placement or practice experience (refer Annex A). We have also witnessed organisational change and have had the opportunity to enter into constructive dialogue with colleagues locally, nationally and internationally. The sizeable resource that was attached to each of the Centres has enabled this significant change through many mechanisms, including the funding of numerous dissemination activities that have enabled dialogue, argument and debate and fuelled collaboration. Ultimately, our evaluation suggests that the Ceppl has represented excellent value for money and has rendered change at both micro and macro educational levels. Finally, we are optimistic that the legacy of our work will continue through the transformed structures at the University of Plymouth and through the network of collegiate relationships that have been established over the lifetime of the Centre.