

CETLview



Issue 6

Welcome to CETLview, the newsletter updating you with what's going on in the CETLs.

This edition has been written and produced by the CETL (Centre for Excellence in Teaching and Learning) placement students who work in the institutional CETLs. This newsletter covers events and activities from the e3i (Embedding, Enhancing and Integrating Employability) CETL and CPLA (Centre for Promoting Learner Autonomy) and the work of the CIPeL (Centre for Inter-professional e-Learning) CETL.

In this issue...

The new additions	1
CETL-bration	1
Employability in action	1
The CETLs in O & M	2
CIPeL CETL news	2
Enterprise: The next generation	3
CETL rooms uncovered	4

The new additions

As the momentum of the CETLs picks up we welcome four new members to our team. Diane Foster, CETL Manager, joined us in January 2007 to lead management support for e3i and CPLA. Diane is also co-ordinating the interim evaluation that CETLs submit to HEFCE in July. With the interim report fast approaching and mounting CETL activity in all four faculties 3 researchers, Ian Woolsey, Nicola Barraclough and Ester Ehiyazaryan, were appointed to work with the CETL teams to support evaluation and development.

CETL-bration

The CETLs will be hosting an event on the 26th April to Celebrate the excellent work and achievements accomplished since their launch. This will take place in the St Paul's Hotel (opposite the Town Hall) The intention is that there will be a keynote by Paul Helm and then a brief presentation by each of the directors of the CETLs: Frances Gordon, Anthony Rosie and David Laughton, followed by lunch. This will then be followed by breakout workshops, showcasing the work of those involved with the CETLs, in the afternoon in the CETL rooms.

If you are interested in attending the workshops in the afternoon, please contact Diane Foster, either by e mail or on extension 4735.

Employability in action

Simon Brown

Congratulations to Ben Haywood, Sam Boon, Daniel Jarman, Andrew Coop and Rob Davies who have won the IBM challenge. Each year the University enters a small number of teams of undergraduates into a national business planning competition. This shows the increasing confidence and the greater skill levels of our students. This year the team completed the ultimate challenge and won the grand final. Their achievement is remarkable - this gives confidence to all SHU graduates. It is also a brilliant example of students developing and demonstrating employability skills.



From left: Sam Boon, Rob Davies, Daniel Jarman, Andrew Coop, Ben Haywood, their team captain through stage 1 and 2 could not attend. However, he was there in the form of the team mascot, held by Dr Simon Brown, their lecturer.



Sheffield
Hallam University

SHARPENS YOUR THINKING

Employability CETL in O&M

David Laughton

The Faculty of Organisation and Management has been closely associated with the work of e3i over the last eighteen months. Gudrun Myers joined the CETL as Associate Director at the start, and David Laughton became Director of e3i in January of this year. In addition, Katherine Gardiner, Chris Wroe and Christine Gilligan are all CETL Associates this year. The Associates are working on projects to embed and integrate aspects of employability within the student experience. Kath is looking at ways of introducing work based learning within the MSc Human Resource Management/Development programme. Chris and Christine are examining existing links and relationships with employers within the faculty, with a view to encouraging greater utilisation of these links for work based and work related student activities. In addition, e3i is funding work by Jenny Cockill, who is developing an alumni network to use with existing students in terms of professional updating and placement opportunities.

The Faculty successfully revalidated all of its undergraduate provision in November 2006. This presented an important opportunity to review existing aspects of employability teaching and learning, and devise a more explicit and systematic approach to employability within programmes. There is now an employability pathway in all programmes, with a different emphasis at the different levels. At level 4 the emphasis is on key skills development and transition into HE; at level 5 placement preparation and interpersonal skills; at level 6 career management skills and springboard into employment. In addition, the PDP process has been redesigned, and students will now produce an E-PDP portfolio as part of the progress file experience. Roles to support the PDP/employability experience have been created e.g. Academic Coaches at level 4, and extra resources have been targeted at those modules with a specific employability content. A peer mentoring scheme (students mentoring students) is also being introduced.

"The revalidation exercise was a major opportunity to bring together both the thinking and practice around employability within the Faculty, to share this across a wider group of colleagues, and to plan strategically to enhance the employability aspects of our courses. It also allowed us to see the innovation around employability that was taking place within the Faculty."

David Laughton, Director of e3i and Head of Learning, Teaching and Assessment in O+M

This is an interesting approach to programme development which is being explored with other programme planning teams across the university as they are encouraged to engage with the SHU Employability Framework and the work of e3i.

CIPeL CETL News

Students in CIPeL

We would like to welcome our new group of student interns to the team. They are Katherine Miles, Helen Newell, Diane Maughan, Matthew Clark, Laura Green, Catherine Eyre, Claire Lilley and Sarah Harrington-Pollock. All are currently studying in Health and Wellbeing. Some of the students have given their views on the value of getting involved in the project

"Entering my final year of physiotherapy I have experienced the importance of IPL both in the academic and clinical setting. I am also therefore in a good position, to reflect on and evaluate the education that my peers and I have received and offer my opinions on where improvements could be made"

Katherine Miles

"The internship will be a fantastic opportunity and a valuable learning experience as well as giving me the chance of working alongside students from Coventry University"

Laura Green

The students will be engaged in a number of activities within the CIPeL which include the development and evaluation of inter-professional learning objects and promoting and disseminating inter-professional e-learning within the Faculties and beyond.

Enhancing Learning Experiences

CIPeL has been very successful in supporting e-enhancement of the inter-professional learning component of the undergraduate health and social care programmes. The use of e-learning as part of a blended learning approach, has addressed some of the practical barriers to delivering the programme to large student numbers but more importantly has enhanced their learning experience. The range of e-learning materials produced by secondees to the CIPeL has been varied from e-lectures to more complex interactive programmes, using actors to take on the role of patients. The e-enhancement has benefited students from all three years of the programme.

Foundations of Interprofessional Practice
"Effective Communication"

Learning Outcomes

➤ 1. Identify different types of communication

➤ 2. List desirable outcomes of effective communication in health and social care

➤ 3. Outline four key communication skills



SUBTITLES

GLOSSARY

RESOURCES

LEARNING OUTCOMES

1/11

Welcome to the e-lecture on effective communication. By the end of the lecture, you should be able to tell someone else what the difference types of communication are. You should be able to list some benefits of good communication in health and social care. And finally, explain briefly four key communication skills.

The 'Blogging' Project

This is an innovative project in which students from the Faculty of Health and Wellbeing will work with adults labelled with having learning difficulties to write blogs of their everyday experiences. Students and adults will together use CIPeL resources to build the blogs. It is anticipated that the project will help to gain an insight into how far involvement in blogging and pod casting achieves participation and exclusivity of a marginalised social grouping. The project will also explore whether inter-professional learning and collaboration is a model that can contribute to the government's aims for inclusion (DoH, 2001). Finally, the project will gain insights into different ways of offering students practice experience by engaging in social involvement on-campus.

Team News

Frances Gordon has recently been awarded a professoriate in inter-professional learning. So congratulations from all the CIPeL team to Professor Gordon.

The team have been actively disseminating and publicising the work of CIPeL both here and abroad, including France and Taiwan. Dissemination through the HE community is through a SIG and we are preparing for a second SIG event to follow on from the successful launch. This is a national group, which has gained wide interest and participation.

SIGs in action – Enterprise: The next Generation

Simon Brown

The VentureMatrix is the result of consultation between colleagues in the Enterprise Centre and tutors students and support staff from across the University last year. While helping colleagues involved in revalidation and curriculum planning to make their curriculum more enterprising, it transpired that what most tutors would welcome was a mechanism to offer their students appropriate and relevant work related learning opportunities. From those early discussions and a number of meetings and staff/student events came the concept that we now call the VentureMatrix.

The VentureMatrix Vision

Forward Thinking:

To establish a community of trading ventures that can exist as real, as well as virtual, entities to offer students access to appropriate work related learning.

Entrepreneurial:

A regulated and realistic community offering access to accredited learning that will provide an opportunity to practise the career life choices each student will make.

Business Focussed:

It will provide the University with a resource to attract external funding, real world consultancy projects and strengthen links to the local social and business communities.

In January, the paper "The Matrix Revisited" was submitted to the ADC (Academic Development Committee) where it was met with broad acceptance. University wide consultation and briefings followed and there have been many positive steps forward since then. The Enterprise Centre has appointed two "Enterprise Teaching Facilitators" (ETFs) to assist in disseminating the VentureMatrix concept across the faculties. Many course leaders, validation teams as well as academic boards have been briefed. Pro Vice Chancellor Philip Garrahan continues to be very supportive to VentureMatrix, and has provided suggestions for a structure that will ensure its longevity and success.

The four faculty LTA teams have been involved in the development of the concept and together with the enthusiastic "early adopters" (module leaders) have developed a programme that will prepare the VentureMatrix for a September '07 launch.

VentureMatrix will, by its design, compliment and support current University Teaching and Learning developments, the CETLs via the Enterprise SIG and with TALI, the Assessment for Learning project

An early success for the VentureMatrix team has been the development of a new module: "Capability for Innovation". As well as being a module on Entrepreneurship it can also be used as a mechanism for entrance to VentureMatrix. The module will run either as a 10 credit module or a 20 credit module, assessable at levels 4 or 5. It can be a taught module or an ISM. It will also be possible to extract elements from the module in order to introduce threads of entrepreneurship into existing programmes. The 10 credit version will run approximately as follows (still under development), with potential expansion into a 20 credit version by expanding at points 5, 9, 10.

Stage 1 – Self Actualisation

- Undermining perceptions, preconceptions
- Presentation and discussion analysis
- Examining ones closed symbols. New self perception and perception of others

Stage 2 – Ideation

- Ideation - Ideopoly - a process Development of a personal narrative

Stage 3 – Experimentation

- SimVenture
- SimVenture

Stage 4 – Investigation

- Exploration of key elements: Marketing, Operations, Human Resource Management, Finance
- Proposal research, information gathering
- Completion of proposal

Stage 5 – Presentation

- Peer assessed proposal pitch
- Evaluation and critical review of learning

A resource pack is being developed for the 5 module stages at the moment and we are running workshops in order to raise awareness amongst staff as to the module contents, how it can be expanded, how it can be delivered as separate stages and how it can be adapted to different subject areas. The workshops are also a chance for staff to give input and feedback. The next workshop is 24th April 2007: 'Ideopoly' (Please contact Anouska Kettle for further details. ext 4468).

Another important aspect of VentureMatrix is the VentureMatrix Agency. This will be a dating agency/melting pot/forum. for example:

projects can be posted that either offer or provide expertise

- students/staff from different faculties can source or offer expertise and collaborate on a cross-discipline project
- partner and resource searching can be undertaken
- In short - that there is a fully interactive business community operating as the VentureMatrix.

A website is already being developed to host this community and will also be a resource for general information regarding VentureMatrix and how to launch a business.

At the outset of VentureMatrix students will only trade internally, i.e. with other students under the umbrella of SHU. However it is envisaged that eventually students will trade externally, with local businesses for example. Ideally this would follow the example of the Law Clinic in which there is happy integration between students, local business and customers. There is also an exemplary model from ACES in place for the running of the businesses once they have been floated in VentureMatrix. One of the envisaged scenarios for the future is that students will float a business in VentureMatrix and they will trade both internally and externally. The students will start the business and run it, and as the business progresses and they progress through their academic career they will gain experience from the bottom up. As students approach the end of their studies they will have the experience to 'employ' students who are at the start of their academic career, much as Hallam Volunteering does. In this manner the business is handed over seamlessly to students who have been trained and have experience and the students gain both vertical and horizontal learning i.e. they work and learn with their peers, but also with students who are ahead or behind them in their studies.

All aspects of VentureMatrix are still being developed; the website, the agency etc. However the interest so far has been enormous and it has been noted that elements such as cross-discipline project collaboration are already thriving in the University and that VentureMatrix will provide a cohesive way to maximise their potential. We are in continuous consultation with staff and the help and support of those involved so far has been very much appreciated, so thank you very much and we look forward to launching in September!

CETL Rooms Uncovered

The CETL rooms (old Blackwell space) have been up and running now for a few months and are being used frequently for a multitude of activities and events. (All the rooms are IT equipped.)

The teaching room (Owen 223) is a great space for larger dynamic seminars and workshops. This has been used with students for a range of group working activities.



The teaching room—Owen 223



The Learning Lounge—Owen 222

The learning lounge (Owen 222) is geared to being the most flexible of the rooms. This has been used for a variety of activities by staff and students. This room is ideal for breakout sessions, seminars and group activities.

The boardroom (Owen 221) has been used in many different activities. Although it is mainly used for formal meetings, there are also plans for it to be used in simulated board meetings where students take on the role of clients or consultants.



The board room—Owen 221

Coming next issue...

- CETLs in Health & Wellbeing
- Celebration Event Review
- Learning from the HEFCE interim evaluation

Thanks to
Simon Brown
Claire Hannah & CIPeL Team
Anouska Kettle
David Laughton

Find out more

For further information, news, developments and a user friendly list of CETLs FAQs please visit our website at www.shu.ac.uk/cetl

If there is an article that you would like to write/contribute to/read about in the next issue, contact any of the new editors

k.elder@shu.ac.uk
b.haywood@shu.ac.uk

This information can be made available in other formats.
Please contact us for details.