

Mid-Year Review Report

LTSN-01

Subject Centre for Medicine, Dentistry & Veterinary Medicine

1<sup>st</sup> August 2002 – 31<sup>st</sup> January, 2003

<b>1</b>	<b>Introduction &amp; Context</b>	<b>3</b>
<b>2</b>	<b>Significant Changes at the Operational Level</b>	<b>3</b>
2.1	Staffing changes	3
2.2	Operational systems/processes	5
<b>3</b>	<b>Significant Changes at the Strategic Level</b>	<b>6</b>
3.2	National Policy Issues	7
3.3	Reform of the Professional and Statutory Bodies	8
3.4	Feedback from LTSN Executive	8
<b>4</b>	<b>Revised Strategic, Operational and Financial Plans</b>	<b>11</b>
4.1	LTSN-01 Revised Strategic Objectives (2002-2003 activities in italics)	12
4.2	LTSN-01 Revised Strategic Plan 1 <sup>st</sup> August 2002 - 31 <sup>st</sup> December 2004	16
4.3	LTSN-01 Full Operational One Year Plan 1 <sup>st</sup> August 2002 - 31 <sup>st</sup> July 2003	23
4.4	Revised Financial Plan 1 <sup>st</sup> August 2002 – 31 <sup>st</sup> July 2004	31
<b>5</b>	<b>Progress against Revised Operational Plan</b>	<b>34</b>
5.1	Information Services	34
5.2	Raising levels of awareness and projecting our profile	35
5.3	Subject-specific engagement	35
5.4	Brokerage and collaboration	36
5.5	Dissemination of good practice	37
<b>6</b>	<b>APPENDIX 1: Staffing Structure</b>	<b>39</b>
<b>7</b>	<b>APPENDIX 2: Projects Relevant to our Constituency</b>	<b>40</b>
<b>8</b>	<b>APPENDIX 3: External Evaluator's Report</b>	<b>42</b>
8.2	LTSN-01 External Evaluation Notes	42
8.3	Data collection methodologies	42
8.4	Main themes for interviews with NPCs:	42
8.5	Suggestions made to Centre/possible activities to explore	43
8.6	Role of the LTSN-01	43
8.7	WWW site	43
8.8	Notes from the Questionnaire responses – July 2002	43
8.9	Telephone Interviews – October '02	46
8.10	LTSN-01 Questionnaire I: NPCs	51
<b>9</b>	<b>APPENDIX 4: LTSN Mission and Strategic Aims</b>	<b>54</b>
9.1	LTSN Overall Mission and Strategic Aims	54
9.2	LTSN-01 Mission and Strategic Aims	54
<b>10</b>	<b>APPENDIX 5: Financial Statement for 2001-02</b>	<b>56</b>
10.2	Core Budget	56
10.3	Additional development funds	59
<b>11</b>	<b>APPENDIX 6: Dissemination Activities</b>	<b>60</b>
<b>12</b>	<b>APPENDIX 7: Conferences and Events Planned for 2002-2003</b>	<b>65</b>
<b>13</b>	<b>APPENDIX 8. Glossary of Terms</b>	<b>66</b>

## 1 Introduction & Context

While LTSN-01 continues to work strenuously to meet in full the LTSN mission statement and strategic aims, the last six months has been a period of considerable change and challenge at both the operational and strategic levels. It has been a period of reflective review and re-structuring, and the Director is grateful to the Advisory Board for its full support and endorsement of the outcomes.

At the operational level the principal changes have been to the staffing structure. As a corollary, changes to the staffing structure have necessitated a full review and revision of our operating systems and business processes. The revised LTSN-01 staffing structure now being put in place has been designed to increase the Centre's operational capacity and to consolidate, extend and enhance its strategies for engagement with a diverse and complex constituency. Full details are presented at **Section 2**, below.

While driven largely by external factors, the need for change at the operational level has provided a most useful opportunity to reflect on the Centre's position and refocus its strategic aims so as to take better account of the operational environment, the changing development needs of our constituent subjects, and new national policy issues. Full details are provided at **Section 3**, below.

As a direct consequence of the staffing changes and the implementation of revised engagement strategies, LTSN-01 is reporting here significant changes to both the Annual Operating Plan and the Budget. These changes also take account of the feedback received on the Annual Report submitted in July, 2002 and the subsequent discussions held with Cliff Allan and Richard Townend last October. Full details are presented at **Section 4**, below.

A reflective review of our progress measured against the revised operational plan is presented in **Section 5**.

## 2 Significant Changes at the Operational Level

### 2.1 Staffing changes

The major drivers for change included:

- the impact of re-structuring of the University of Newcastle upon Tyne;
- Dr Megan Quentin-Baxter's secondment (0.6 wte) to UK eUniversities Worldwide Ltd. (UKeU);
- the need to redeploy and enhance the academic and support resources of LTSN-01 so as to better meet the needs of the three constituencies, increase the Centre's engagement and impact, and, in particular, cope with a rapidly growing volume of work.

As a consequence of the re-structuring of the University of Newcastle upon Tyne, in August 2002 Professor Reg Jordan (Director, LTSN-01) was appointed to the position of Dean for Undergraduate Education in the new Faculty of Medical Sciences, and Dr Geoff Hammond (Deputy Director, LTSN-01) was appointed Head of the new School of Medical Education Development.

Following discussions with the Provost of the Faculty of Medical Sciences, it was agreed that in order to fulfil his role as Director of LTSN-01 Professor Jordan would continue to have 0.4 wte protected time (funded by the University) and that the new Faculty would fund an additional 0.5 wte Administrative Assistant (ALC 2) to facilitate and support his dual roles as Director and Dean.

While Dr Geoff Hammond agreed to remain formally associated with LTSN-01 (0.1 wte, funded by the University), his additional responsibilities as Head of School precluded him from continuing as Deputy Director, LTSN-01.

In December 2002 Dr Megan Quentin-Baxter (Centre Manager, LTSN-01) was seconded to UKeU. This secondment was discussed fully with, and approved by Cliff Allan, LTSN Programme Director. While Dr Quentin-Baxter's 0.6 wte secondment to UKeU as Health & Education Specialist is a positive development insofar as it facilitates closer joint working on the shared LTSN/UKeU agenda, her remaining 0.4 wte LTSN-01 precluded her from fulfilling the day-to-day centre management functions; her LTSN role was considered now to be more strategic, and she has been appointed to succeed Dr Geoff Hammond, as Deputy Director for LTSN-01.

Susanne Young, LTSN-01 Centre Co-ordinator has been promoted to Administrative Assistant to the Director (now funded 50:50 by LTSN-01 and the University)

In considering the question of day-to-day management, and whether to replace the Centre Manager post (previously held by Megan Quentin-Baxter), a detailed role analysis was conducted, and it was decided that by adopting a 'flatter' management structure the various necessary functions could be devolved to other members of the team. Thus the Deputy Director will retain the high level strategic functions (including HR), the day-to-day budget management functions will be handled by the Administrative Assistant, and, given the additional University support provided to him, the Learning Development Officers will report to the Director or the Deputy Director as appropriate. Even if a suitable candidate for Centre Manager could be recruited with 2 years of the contract to run, against the arrangements outlined above, the appointment at this stage of a new dedicated post was considered a poor use of scarce LTSN-01 resource which could be better deployed in increasing the Centre's capacity at the constituency interface.

In order to increase the constituency support capacity of LTSN-01, three additional posts have been created, to be based at the main office in Newcastle:

- an additional Learning Development Officer (1.0 wte);
- an Information & Web Development Officer (1.0 wte);
- an additional Clerical Officer (0.5 wte).

These new posts will be funded from the salary savings accruing as a result of Dr Quentin-Baxter's secondment and the University funding for 50% of the Administrative Assistant, and from the unplanned part of the underspend on the 2001/02 budget. The new Learning Development Officer post has already been filled, and interviews for the Information/Web Development Officer and the additional Clerical Officer are scheduled within the next two weeks.

The academic capacity supporting LTSN-01's activities in relation to Medicine and Veterinary Medicine has been enhanced by the agreement of several Newcastle based academics to act as additional associate subject specialist advisors. These include:

- Professor Roger Barton
- Dr Phil Bradley
- Dr Suzanne Cholerton
- Professor Paul Flecknell
- Dr Pauline Pearson

The principles and framework of this revised staffing structure were approved at a 2-day full Management Group Strategy meeting in December, 2002. We believe that this enhanced and expanded structure will enable LTSN-01 to more effectively meet the constituency needs, undertake a greater range of engagement activities, and expedite the achievement of the outcomes set out in our revised Operating Plan.

The revised structure plan is set out in the organogram at **Appendix 1**.

## 2.2 Operational systems/processes

Despite the uncertainty that inevitably accompanies a period of staff restructuring, the past six months has seen substantial progress at every level in relation to our work in the constituency. This has been achieved through the redoubled efforts of each and every member of the Subject Centre. Progress measured against the principal targets identified in our Annual Report is on, or in some areas, ahead of schedule and is detailed at **Section 5**, below. Nevertheless in revising the staffing structure we have taken the opportunity to reassess the ways in which we address the various interwoven strands of our activity. Consequently we have reorganised our business processes so as to maximise the output from the expanded but still limited staff capacity at our disposal.

We have redefined our business under two broad headings:

- **Core**, including:
  - *information services;*
  - *raising levels of awareness and projecting our profile;*
  - *subject-specific engagement;*
  - *brokerage and collaboration;*
  - *dissemination of good practice.*
- **Proactive strategic engagement**, through supporting enhancement projects.

While there is clear, and indeed desirable overlap between these, in formulating our revised structure we have clarified prime responsibilities and lines of accountability.

The three academic Subject Specialist Liaison Officers will continue to take the lead for engaging with each of their respective constituencies, one each for Medicine, Dentistry, and Veterinary Medicine. They will report to the Deputy Director. In addition to their subject constituency, the Medical Liaison Officer (1.0 wte) will also oversee the very successful mini project programme.

The Director will oversee the proactive strategic engagement activities, with each of the broad enhancement project areas having a named LTSN-01 associate(s) taking the prime academic lead for engagement. These include:

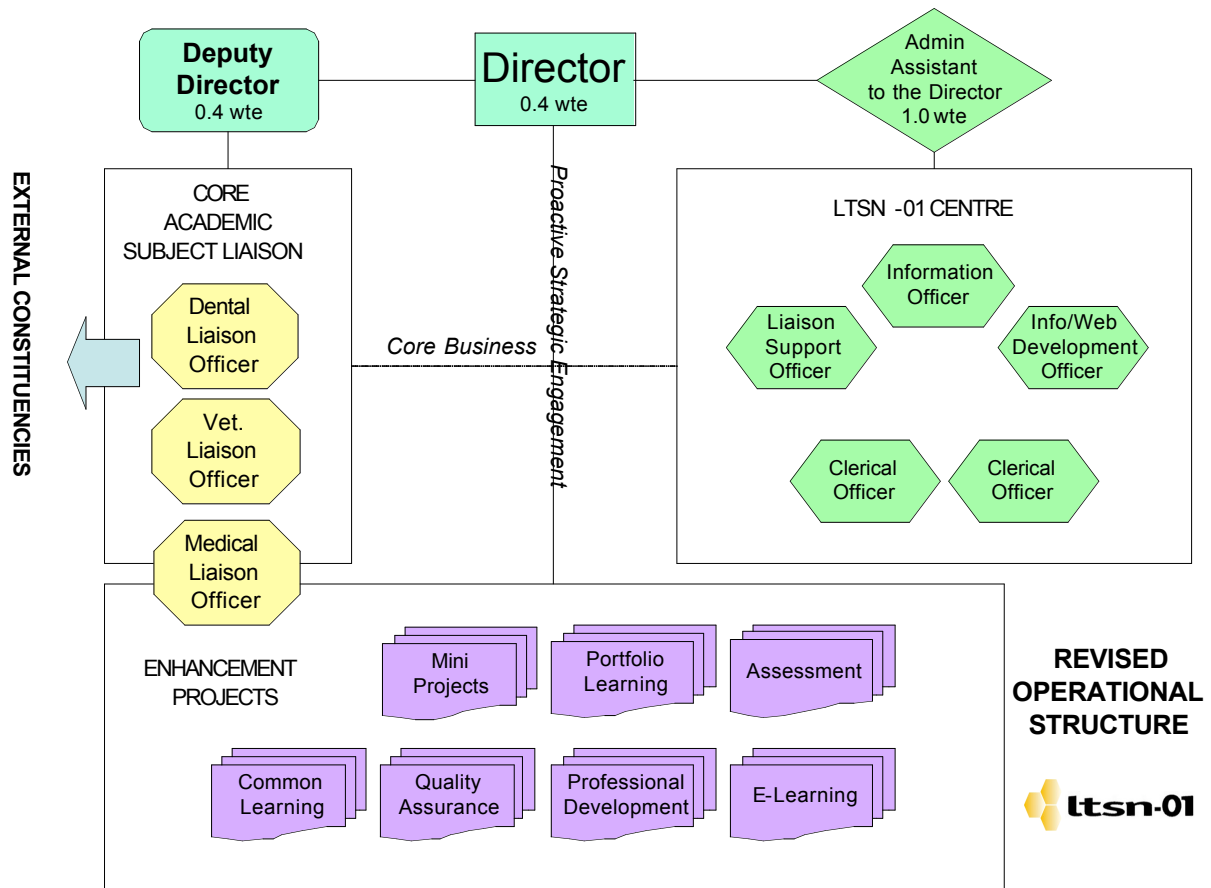
- *Widening Participation – with Dr Trudie Roberts, Leeds, who is leading a consortium seeking ESRC TLRP3 funding (Dr Suzanne Cholerton)*
- *Common Learning and Inter-professional Education – linked to the DH Common Learning Programme, and the four national ‘leading edge’ consortium sites, at Southampton and Portsmouth, London (King’s, Greenwich and South Bank), Sheffield and Sheffield Hallam, and Newcastle, Northumbria and Teesside and FDTL4 projects (Dr Pauline Pearson)*
- *Portfolio and Reflective Learning – linked to Medicine FDTL4 consortium project (Dr Geoff Hammond)*
- *eLearning – supporting Schools and linking with NHSU, UKeU, LearnDirect, and relevant FDTL4 projects (Dr Megan Quentin-Baxter)*
- *Assessment – linked to Medicine and Veterinary Medicine FDTL4 consortium projects, plus LTSN-01 educational research and development projects in assessment (Professor Roger Barton and Dr Phil Bradley)*
- *Personal & Professional Development – with Professor Amanda Howe, East Anglia, Dr Charlotte Rees, Peninsular Medical School, and Dr Jane McNaughton, Durham (Professor John Spencer)*
- *Leadership and Quality Management – linked to FDTL4 project and the GMC (Professor Reg Jordan)*

A full list of relevant projects is appended at **Appendix 2**.

The LTSN-01 core and associate academic staff will be supported in both their core and engagement activities by the rationalized ‘hub’ office at Newcastle. The expanded staffing

establishment of this office will comprise the Administrative Assistant to the Director, the Learning Development Officer, the Information Officer/C&IT Manager, the Information/Web Development Officer, and two Clerical Officers. In addition, support will continue to be provided to the Veterinary Liaison Officer, based in Edinburgh.

These revised operational relationships are illustrated below.



### 3 Significant Changes at the Strategic Level

The last six months have seen a number of significant changes to our operational environment, and we have taken the opportunity of restructuring the Subject Centre to consider whether the LTSN-01 strategic aims need adjusting. In revisiting our strategy, we have considered and taken account of:

- The feedback received from the LTSN Executive on our 2001-02 Annual Report and 2002-03 'forward look';
- The LTSN-01 External Evaluator's first report (from data collected during the period June – October, 2002) – attached at **Appendix 3**;
- The views of the LTSN-01 Advisory Board, representing our professional and statutory bodies;
- The reforms of the GMC and GDC (including the publication of their revised Statutory Recommendations and new systems for assuring the quality of basic professional training);
- Implementation of the *NHS Plan* (including the implementation of *Working Together – Learning Together: A Framework for Lifelong Learning for the NHS* and the associated DH consultation on the review of NHS education and training funding, *Funding Learning and Development for the Healthcare Workforce*);
- The launch of the NHSU, a corporate 'university' for the NHS, and its development plan *NHSU – Putting Learning for Everyone at the Heart of Healthcare*;

- The DH proposals to modernize postgraduate medical education and training, *Medical, Health Care and Associated Professions*;
- The DfES White Paper, *The Future of Higher Education*;
- The interim and final reports of Teaching Quality Enhancement Committee

### **3.2 National Policy Issues**

While the mission of LTSN-01 remains the quality enhancement of teaching and learning in UK higher education, in relation of our two largest constituencies, medicine and dentistry, this can no longer be divorced from the wider Government policy agenda of developing the public sector workforce. Indeed this perspective was reinforced in the White Paper, in which Government stressed the central role of both HE and FE, and expressed its intention that the DfES would continue to work through the Department of Health (DH) as a vital partner in developing its plans to develop the healthcare workforce.

In 2000, the *NHS Plan* put forward a radical agenda for modernising education, training and development. Since then, a great deal of activity has been underway to realise these commitments. While recognizing that pre-registration education continues to provide the basis for professional competency and entry to the professional register, *Working Together – Learning Together* highlighted the Government's requirements for modernization. The need for flexibility, a greater degree of partnership working, widening participation, inter-professional learning, and the development of patient-centred programmes, were all highlighted as aspects requiring reform. Greater collaboration of the regulatory bodies, employers, education providers and patient representatives was stressed as a necessary prerequisite to ensuring that the quality of pre-registration education be continuously improved in line with changes in health care and increasing public expectations about professional practice.

The Government's *Options for Change* white paper reinforced its vision for the future of dentistry. There is to be increased training and use of auxiliary staff, both via FE and HE. There is demand for greater integration of dental and auxiliary training – i.e. need for greater emphasis on training the whole of the dental team.

Increasingly this new education agenda is being driven by the DH, through the new Strategic Health Authorities, their Workforce Development Confederations, and the NHSU. Indeed, in the run up to publication of the White Paper, the Secretary of State explored with 'medical' Vice Chancellors, the Chair of the UUK's Health Committee, and the Chairs of both the Council of Heads of Medical Schools (CHMS) and the Council of Dental Deans, the possibility/desirability of transferring accountability for medical and dental education and its funding from DfES to the DH.

DEFRA, as the Government department responsible for the veterinary profession, after consulting in 2002, is preparing a new Animal Welfare Bill consolidating and modernising laws dating back to 1911. Reform of the Veterinary Surgeons Act 1966 will follow; reform is necessary to provide for the regulation of postgraduate training and specialist accreditation. Following the outbreak of Foot and Mouth Disease in 2001 DEFRA is putting substantial resources into veterinary training and research in universities. The changing roles of veterinary nurses and the increase in team working and corporate practice are leading to discussion and redefinition of the boundaries of practice reserved for the veterinary profession.

We believe that these recently emerging national policy perspectives in health education validate the LTSN-01 approach to partnership working, and that our recent activities leave us well-placed to respond to what promises to be a prolonged period of considerable challenge. For example, the Director is a member of the DH Common Learning Steering Group, leads one of the four national 'leading edge' sites for inter-professional education health, is in high-level contact with the newly appointed officers of the NHSU, and already works closely with three of the twenty four NHS Workforce Development Confederations.

### **3.3 Reform of the Professional and Statutory Bodies**

The last few years have been a somewhat turbulent time for the Professional and Statutory Bodies, particularly the GMC. Criticised for being out of touch with the profession and by the public for not representing sufficiently clearly their interest, the GMC has undergone major reform. Shortly there will be legislation to support the widest and most radical review undertaken of its structure and governance since the Merrison inquiry. At the heart of the reforms is the reduction in the size of the Council, from 104 to 35 members. Of all the reforms proposed, revalidation and the consequent need for enhanced CPD, will have the greatest impact.

The General Dental Council has undergone similar reforms, whilst retaining and developing existing CPD arrangements for dentists. The links between undergraduate and post graduate education continues to develop with dental Vocational Training being essentially compulsory for UK trained dentists. Compulsory CPD starts imminently with similar implications as those for medicine.

All three Statutory Bodies have published recently revised statutory recommendations governing basic (pre-registration) professional education. These new requirements follow on, and reinforce the QAA Benchmarks for our three subject constituencies published early in 2002. The Education Committee of each PSB has the responsibility for monitoring our constituent schools' progress in implementing these revised recommendations.

In the case of the GMC and GDC, the governance arrangements for this quality assurance function will change with the reformation of the respective Councils, and with the new legislation. It is likely that their Education Committees will become Statutory Bodies in their own right. Furthermore, in the case of the GMC, with the reduced size of Council, a cadre of GMC Associates is being appointed to assist the Education Committee in the discharge of its statutory functions and implementation of its revised system for assuring the quality of basic medical education (undergraduate education and the PRHO year), due to be implemented from 2003-04. The Director of LTSN-01 has been appointed as one of these GMC Associates. With the new GDC just being formed it is likely that the regulation of dental education will follow similar lines.

Similarly, reform of the Veterinary Surgeons Act is likely to have far-reaching consequences for the constitution of the RCVS Council and for veterinary education (where an RCVS strategy group has canvassed significant changes); however consultations are still at an early stage.

### **3.4 Feedback from LTSN Executive**

In formulating our revised Strategic and Operational Plans we have paid particular attention to the feedback received on our 2001-02 Annual Report and our original (now superseded) forward view of 2002-03.

Firstly we apologise for not reporting previously under the separate heads highlighted in paragraph 11 of Network Briefing 02/34, which we mistakenly assumed were adequately covered in the qualitative narrative and the quantitative 'evidence of success'. We are pleased to note that this deficiency has now been rectified by the subsequent telephone survey.

The first report from our external evaluator, is attached at **Appendix 3**. While the LTSN-01 team had some concern about the sample size used by the evaluator, and that the timing of the consultations pre-dated our new web site, nevertheless we have drawn also on the 'messages' from this first report in framing our forward plans.

We note those areas in which we were judged to have made good progress (information source and service; brokerage and collaboration), and in revising our operational plan we have endeavored not only to build upon these successes but also to focus more on those areas where improvement was desired.

### 3.4.1 Profile and awareness

We are endeavoring to strengthen our core activities directed at improving awareness within our three subject constituencies and raising our profile in the wider arena. To this end specific changes to our operating plan have been made including:

- The launch of a newsletter, '01 *The Newsletter of LTSN-01*' to be published three times a year as an eZine (<http://www.ltsn-01.ac.uk/resources/newsletter>) and in limited hard copy circulation. The first edition was published in January 2003, and a copy is enclosed with this report.
- The update of our web site (<http://www.ltsn-01.ac.uk/>) to version 2 by end of February 2003. Publication of this new version, incorporating all of the existing accessibility features, will make the site more user-friendly and enhance more rapid and direct access to our rapidly growing knowledge base.
- The enhancement of our monthly eBulletin distributed to our mailing list, to focus on those issues of particular relevance to our three communities
- The distribution of additional paper based marketing and promotional materials to our NPCs for wide circulation within their individual schools. 20,000 new promotional leaflets were circulated by October, 2002.

### 3.4.2 Engagement

Given the complexity of our constituency we have continued to operate through our network of unpaid NPCs, for with the limited resources at our disposal there is no other realistic alternative. Virtually all of the Subject Centre's academic capacity is funded from the host institutions – only 0.2 wte of the total 1.4 wte subject specialist academic/clinical academic staff is paid for directly from the budget of LTSN-01. The cash equivalent of this contribution from the host universities now amounts to some £90k per year (including the recently appointed additional Subject Specialist Advisors)

Currently we have 34 NPCs in Medicine, 15 in Dentistry, and 6 for Veterinary Medicine. This distribution reflects the relative size of the three subject constituencies, as measured by the number of UK schools.

The complexity of each subject constituency is, we feel, underestimated by the LTSN Executive. Each of our three subject areas is multi-disciplinary. For example Medicine alone comprises at least 30 different disciplines (anatomy, physiology, pathology, biochemistry, medicine, surgery, pediatrics etc). Historically the departmental structure of an individual School reflected this discipline make-up (i.e. one department for each discipline), and notwithstanding that most universities have now rationalized their departmental structure, LTSN-01 just does not have the resource to operate at the departmental level. Instead we rely on NPCs cascading activity through their respective School structure.

Care has been taken, and continues to be taken, to ensure that the NPC for each institution is in a position of authority (often the programme director) to discharge this undertaking, however engagement at this level is a two-way street. Results of the external evaluation, however limited, do show that many NPCs are exceptionally busy, and while they would wish to engage more fully they and their staff have their hands full maintaining their core business of delivering teaching, research and patient care. In this context it is relevant to comment on the current academic/clinical academic capacity of UK Medical, Dental and Veterinary Medicine Schools.

In relation to medicine and dentistry around two-thirds of all undergraduate teaching is provided by clinicians employed by the NHS, and of those employed in the universities, some 38% are also funded by the NHS. The reliance of the universities on NHS funding for posts and the converse – the dependence of the NHS on the universities for clinical services and patient care provided by academics – are amongst the key findings from a recent Council of Heads of medical Schools survey academic/clinical academic staffing in UK medical and dental schools. This survey also revealed that the expansion of medical education alone would require the recruitment of at least 500 new clinical academics. It can be seen therefore that the pressures

on existing staff to deliver the tripartite agenda of teaching, research and clinical care are enormous, and it is not surprising given the major changes in the NHS and professional governance that the time existing staff can dedicated to enhancement activities is severely limited.

We have heeded comments from the Executive that we should try to target additional groups other than our NPCs. Indeed it has been one of our long term underpinning strategies to target very specifically those staff engaged in each School in educational development.

Through our initial and continuing constituency needs analyses, the outcomes of the 1998-2000 QAA Subject Reviews, and the changing requirements for education and training of the healthcare workforce, we have identified a list of seven key themes around which our strategic engagement strategy for making a difference will be built.

- Widening participation
- Inter-professional education
- Portfolio and reflective learning
- eLearning
- Assessment
- Personal and professional development
- Leadership and quality management

Through our highly successful brokerage and collaboration activities we have been instrumental in developing consortia approaches to taking forward an agenda for each of these themes in each constituency. All of these are funded, or have funding pending, from initiatives such as FDTL4, ESRC – TLRP3, the DH and other agencies external to LTSN. In addition to core dissemination activities, LTSN-01 is now actively engaged with each to establish how best to use our limited development resources (from Tranches 1 & 2) to aid and add value to each, e.g. through direct additional support, funding associated workshops, mini projects etc.

For **widening participation** a consortium based upon the constituent schools of the Universities of Leeds, London, Newcastle, Queen Mary & Westfield, and the Open University has been formed to investigate the educational, social, cultural and pedagogical implications of widening participation in professional undergraduate courses. A proposal from this consortium is through to the final stage for ESRC TLRP3 funding. In addition the medical FDTL4 consortium project (Universities of Bristol, West of England and Plymouth) on Disability and Equality in Clinical Practice is also relevant to this theme. Dr Suzanne Cholerton has agreed to act as an additional LTSN-01 Subject Specialist Advisor for this theme.

For the **inter-professional education** theme LTSN-01 is working in partnership with the LTSN Subject Centres for Health Sciences & Practice and Social Work & Policy. Dr Pauline Pearson has agreed to act as the additional LTSN-01 Subject Specialist Advisor, and together with Professor Reg Jordan, she leads one of the four DH 'leading edge' sites for Common Learning in Health. This DH funded programme has brought together the Universities of Southampton and Portsmouth, London (Kings, Greenwich and South Bank), Sheffield and Sheffield Hallam, and Newcastle, Northumbria and Teesside. In addition this theme is supported by an FDTL4 project in medicine, dentistry and health sciences being carried out by a consortium of Sheffield, Derby and Sheffield Hallam.

For **portfolio and reflective learning**, Newcastle leads an FDTL4 medical consortium which includes Leeds, Sheffield, and Dundee (in a consultancy role). Dr Geoff Hammond, the FDTL4 Project Director, is continuing to act as the LTSN-01 Subject Specialist Advisor. LTSN-01 will assist by supporting impact research studies.

For the **eLearning** theme, Dr Megan Quentin-Baxter, LTSN-01 Deputy Director, will continue to take the lead. Besides the early engagement with UKeU and NHSU, this theme encompasses the veterinary FDTL4 project based at the Royal Veterinary College and led by Professor Stephen May (a member of the LTSN-01 Advisory Board). A major meeting, *Breaking the Boundaries*, to be held in February 2002 and sponsored jointly by LTSN-01 and the TLTP3-86

Project Team for Networked Learning, will provide a major springboard for taking this theme forward.

For **assessment**, which has always been a key issue with all of our constituencies and for which we have already invested much, another major medicine FDTL4 consortium involving Liverpool, Leeds, Manchester, Newcastle and Sheffield is a prime focus for future development. Professor Roger Barton and Dr Phil Bradley have agreed to work as additional LTSN-01 Subject Specialists. The FDTL4 consortium is keen to work with LTSN-01, to involve as many schools as possible and to disseminate their work to the other constituencies. In particular LTSN-01 is planning to run and support GMC PLAB-style question authoring workshops jointly with the project, to assist with both data base design and access, and to add value through supporting impact research studies.

For **personal and professional development**, the focus is very much associated with addressing the statutory body concerns relating to practitioner attitudes and suitability and fitness to practice issues. While initially efforts here focused upon medicine, following one of the most highly successful meetings LTSN-01 has organized, there is pressure from all three constituencies for further engagement, a follow up meeting and a commissioned Critical Review. Professor John Spencer has agreed to lead on this area for LTSN-01.

For **leadership and quality management**, Professor Reg Jordan will lead for LTSN-01. The focus will be around the FDTL4 consortium of Imperial, Leicester and Northampton, but will also include engagement with the GMC (both Professor Stewart Peterson, the FDTL4 Project Director, and Professor Jordan are GMC Associates and serve as members of two of the GMC/Privy Council Validation Teams for the new medical schools).

Our new plans for strategic engagement have been discussed and endorsed by our Advisory Board. Their view, and they are an influential group representing the three Statutory Bodies and the three organizations of the Deans and Principals of our constituent schools, is that it is essential for LTSN-01 to continue to do what it does best. The Board believes that on occasion there is a tension between the Executive's needs and those of the three subject groups. It is a tension between the political need for greater visibility versus the needs of the constituency for 'behind-the-scenes' brokerage and facilitation. The prime concern is that LTSN-01 may be pushed to provide unwanted services rather than encouraged to respond to need.

In formulating our revised Strategic and Operational Plans, we have attempted to take account of our rapidly changing operational environment, the policy imperatives in relation to the development of the public sector workforce, the requirements of the Executive, the primacy of focusing on the needs of our constituency, the need to balance equitably our activities between the three subject disciplines, the opportunity to add value to the major new consortia development projects, and our strictly limited financial and human resource.

We hope that the level of detail provided in **Section 4**, below is adequate, but we are fully prepared to expand on any particular aspect if required.

## **4 Revised Strategic, Operational and Financial Plans**

Overall the strategy followed previously by LTSN-01 has been continued for 2002-2003. However a revised set of Strategic Objectives has been adopted, reflecting the outcomes of the recent in-depth review. Subject Centre activity has been refocused so as to place a greater emphasis on strategic engagement and impact.

In the following list of revised Strategic Objectives, each objective is cross-referenced to the appropriate LTSN-01 Strategic Aims [SA] attached at **Appendix 4**.

As a consequence of the significant changes at both the operational and strategic levels, described above, a fully revised Financial Plan is included at **4.4** and a copy of the final Financial Statement for 2001/02 is attached at **Appendix 5**.

#### 4.1 LTSN-01 Revised Strategic Objectives (2002-2003 activities in italics)

[Bold = New/Amended]

- To promote the LTSN within institutions, and the HE sector more widely, so that stakeholders involved in learning and teaching are aware of, and have access to, the resources provided by LTSN [SA1]
  - *Distribute paper based marketing materials such as leaflets and other LTSN-01 printed materials to constituent schools (via NPCs) for internal dissemination.*
  - *Disseminate a regular monthly eBulletin on the LTSN-01 mailing list.*
  - *Disseminate print material from other sources such as the LTSN Generic Centre, funded projects and other networks and organisations.*
  - *Increase the uptake of live news feeds from the LTSN-1 website, to individuals and institutional information gatherers/providers.*
  - *Increase the web logs for 'visits' on the website as a result of marketing.*
  - ***Develop a newsletter or eZine in relation to the development of projects in our constituent areas. Electronically distribute two issues of the LTSN-01 Newsletter, focusing on projects such as mini-projects, FDTL4, JISC funded projects and education interest-stories.***
- To continue to identify the ongoing generic and subject-specific needs of the constituency [SA1].
  - ***Respond to enquiries to the LTSN-01 and log the results (create FAQ).***
  - ***Monitor needs as identified by the subject Liaison Officers, and the Specialist Advisors.***
  - ***Use the external evaluator to gather information about on-going needs.***
  - ***Conduct telephone e interviews with representatives of the postgraduate deaneries to assess postgraduate needs (CPD).***
- To maintain and expand an accessible and evaluated knowledge-base by accelerating research into and access to the extensive body of knowledge which already exists and adding value to existing educational resources to ensure that the range of resources now available is properly exploited to support and enhance the student learning experience [SA1, SA2 and SA4].
  - ***Update the website to version 2.0 (1.0, incorporating full accessibility, was delivered in June 2002) to improve the structure of the underlying databases to give more search power, refine the design for locating materials and handle interface features such as auto-resizing of pages and print versions.***
  - ***Evaluate the website with real end users (particularly those previously reporting difficulties with e.g. Netscape 4.x) and modify in response to feedback***
  - *Keep up to date and advertise events, fundops etc. via the website, (databases), providing a search interface to these resources.*
  - ***Commission evaluation of materials such as coordinating the review of software in the European Academic Software Awards 2002, and digitised video (in conjunction with the MAAS project).***
  - ***Formalise and progress the interoperability work with cognate subject centres and relevant RDN hubs.***
- To promote and disseminate models of best practice in the management and support of students' learning, the development of skills, and the inculcation of attitudes appropriate to professional reflective practice based on up-to-date evidence-based theory and practice [SA2]
  - ***Commission educational guides from existing sources such as AMEE and ASME for delivery on the website.***

- **Commission specific pieces of work to investigate particular issues, such as the use of diagnostic admissions evaluation tools.**
- **Support small-scale research activities such as questionnaires into teaching and learning methods.**
- **Publish interim and final reports from the miniprojects on LTSN-01 website.**
- To generate new initiatives aimed at enhancing the quality of the subject specific educational experience; for example, the impact of reflective learning and personal development planning, and of health informatics and telemedicine will be of particular significance to the evolution of the undergraduate and postgraduate curricula [SA2 and SA3].
  - **Fund small grants (miniprojects) to investigate educational methods and assessment.**
  - *Work with LTSN-01 small grants/miniprojects to assist holders, establish a network of LTSN-01 grant holders, and to disseminate their outcomes widely.*
  - **Work with externally funded projects such as JISC and FDTL4 to increase collaboration, reduce duplication and disseminate their results widely. This will involve attending meetings, facilitating additional workshops (where required) for early dissemination.**
- To promote and facilitate faculty and professional development and work with the professional bodies to promote approaches designed to address the changing needs of the constituent professions, particularly those pertaining to continuing professional development, clinical governance and standards of practice [SA2 and SA3]
  - **Administer a questionnaire to educationalists and staff developers in medicine, dentistry and veterinary medicine to collate indications of what courses already run and what is available to commission.**
  - *Establish a staff development programme delivering educational staff development workshops as a result of the needs analysis in 2001 and on-going collection and analysis of needs.*
  - *Organise and administer a 'young lecturer' competition, designed to encourage teaching staff to attend educational conferences. Work with existing conference providers to identify prizes.*
  - *Organise and run a two day conference in the area of eLearning and Health for at least 100 participants from the eLearning and staff development support areas.*
  - **Establish a programme of co-hosted/sponsored events in conjunction with existing professional networks and special interest groups, and other Subject Centres. Specifically target working with students.**
  - *Attend others meetings and events, ranging from publicity events involving presentations by staff and attendance of the exhibition stands at conferences and events, to advisory board meetings for projects, special interest groups, etc.*
  - **Report all events and meetings in annual reports to the LTSN Executive, indicating date and country where the event was hosted/attended.**
- To ensure that learning and teaching may be informed by the accrediting bodies and the quality assurance subject review benchmarks by facilitating the understanding / implementation of subject benchmarking, statutory body recommendations [SA3 and SA4].
  - **Liaise with existing organisations, statutory bodies, QAA and other relevant networks in order to publicise and raise awareness of new quality requirements.**
  - *Respond to consultation opportunities on behalf of the constituency (where appropriate) and representing our own views (where appropriate).*
- To provide advice and guidance on the implementation and evaluation of change, and helping the constituency to manage major change processes [SA4].

- **Work with specific schools (at their request) to achieve school specific goals (e.g. to establish their own educational working group; investigate local issues and disseminate the outcomes).**
- Visit schools (where possible) who have had less involvement with LTSN-01 with a view to engaging their interest and responding to their interest areas.
- **Undertake evaluation work on behalf of schools (e.g. analyse data, advise on educational studies) to help them to understand the impact of change.**
- Recruit additional subject advisors to advise and represent the LTSN-01 on themed areas such as assessment, common learning, professionalism, reflection, eLearning, quality management, etc.
- To identify and promote innovation and build capacity in the sector by seeking funds, facilitating networks and collaboration [SA4].
  - **Identify areas of need of research and development, funding opportunities and those most likely to be successful if they respond to the funding call. Broker collaborations / consortia if appropriate.**
  - **Develop funding proposals with the constituency by helping to draft sections, commenting on drafts, etc. in order to increase educational research and development capacity in the sector.**
  - **Support funding proposals by providing letters or other forms of support from LTSN-01, or seeking support from the constituency.**
- To inform the continuing development of medical, dental and veterinary education through the development and implementation of a pro-active pedagogic research and development agenda based on the priority outcome areas identified through the initial consultation with the constituency [SA4].
  - **[See above and] undertake a final round of mini-project or small grant funding in 2002-2003, possibly focussed on a specific theme such as assessment.**
- To actively promote innovative national initiatives and policies/strategies, such as widening participation, modernising the NHS, the outcomes of past projects, and those envisaged by Dearing<sup>1</sup> (e.g. resource-based learning, student-centred learning) [SA5].
  - *Identify relevant national priorities, including subject specific ones such as public health veterinary medicine, working time and other EU directives, and work with constituency to raise awareness of the implications.*
  - *Respond appropriately to national initiatives and government policy directives in health and education.*
- To maintain strong links with the Generic Centre (GC) and cognate subject centres such as Bioscience and Health Sciences and Practice in recognition of the wider healthcare education agenda, and to benefit from interdisciplinary activities [SA5].
  - *Work with LTSN Tranche 2 funded projects (IPE, Mental Health Teaching and ETHICS) to maximise outcomes for the constituency. Appoint specialist advisors where appropriate e.g. Mental Health Teaching and ETHICS.*
  - **Co-host/sponsor workshops and other events, as appropriate.**
- To provide an evaluated, high quality UK-wide service by ensuring that the strategic aims of the subject centre map to the strategic aims of the network as a whole; developing plans and regular reporting arrangements, and evaluating the effectiveness of the subject centre with the constituency [SA5].
  - *Develop and document internal procedures for ensuring quality and efficiency in the Centre.*
  - *Publish copies of interim and final reports and other briefing papers on the LTSN-01 website in the about section.*

<sup>1</sup> *Higher Education in the Learning Society: Report of the National Committee of Enquiry into Higher Education* (1997) HMSO and NCIHE Publications, London

- ***Publish at least one external evaluators report.***
- To develop and sustain effective relationships and partnerships with appropriate stakeholders within the constituency [SA6].
  - ***Work with NPCs using email, site visits, consultancies, newsletter articles, workshop attendance, etc. to engage stakeholders and ensure that they are supported in their role.***
  - ***Write to PVCs for Learning and Teaching, and other stakeholders, to summarise work to date.***
- To actively pursue a thematic policy of strategic engagement and capacity building to meet development needs identified by the LTSN-01 Advisory Board, representing the Professional and Statutory Bodies [SA7]
  - ***Working through Academic Subject Specialists, to engage with, support and add value to strategic national enhancement projects in relation to:***
    - ***widening participation***
    - ***inter-professional education***
    - ***portfolio and reflective learning***
    - ***eLearning***
    - ***assessment***
    - ***personal and professional development***
    - ***leadership and quality management***
- To work with the Department of Health and NHS organisations to enhance partnership working towards developing the health sector workforce [SA7]
  - ***Engage with the recently formed DH Strategic Learning and Research Advisory Group for Health and Social Care, the NHSU and the NHS Workforce Confederations to identify the education and training needs of the modernised healthcare workforce***

## 4.2 LTSN-01 Revised Strategic Plan 1<sup>st</sup> August 2002 - 31<sup>st</sup> December 2004

Subject Centre Name: LTSN-01 Medicine, Dentistry and Veterinary Medicine	Template Completed By: Dr Megan Quentin-Baxter
--	--

LTSN Strategic Aim (S)	LTSN-01 Strategic Aim (SA) and objectives	Outcome	Performance Measure	Broad Strategy
S1. To be the primary information and advice resource for all staff involved in learning and teaching in HE on subject specific and generic learning and teaching practices.	SA1 To be the primary information and advice resource for all Medicine, Dentistry and Veterinary Medicine staff involved in learning and teaching [LTSN S1]. <ul style="list-style-type: none"> <li>To promote the LTSN within institutions, and the HE sector more widely, so that stakeholders involved in learning and teaching are aware of, and have access to, the resources provided by LTSN [SA1].</li> </ul>	The LTSN-01 effectively marketed through NPCs to reach staff in all institutions (more than 'flyers'), by increasing the content on the website, useful email bulletins, engaging the constituency and visits.	All key staff in constituency aware of LTSN-01 and making use of resources and services provided.  Number of hits/downloads on website, no of enquiries etc.	Distribute paper based marketing materials such as leaflets and other LTSN-01 printed materials to constituent schools (via NPCs) for internal dissemination.  Disseminate a regular monthly eBulletin on the LTSN-01 mailing list.  Disseminate print material from other sources such as the LTSN Generic Centre, funded projects and other networks and organisations.  Increase the uptake of live news feeds from the LTSN-1 website, to individuals and institutional information gatherers/providers.  Increase the web logs for 'visits' on the website as a result of marketing.  Developed a newsletter or eZine in relation to the development of projects in our constituent areas. Electronically distribute two issues of the LTSN-01 Newsletter, focusing on projects such as mini-projects, FDTL4, JISC funded projects and education interest-stories.
	<ul style="list-style-type: none"> <li>To continue to identify the ongoing generic and subject-specific needs of the constituency [SA1].</li> </ul>	Documented results of evaluation of needs either with each LTSN-01 report, or separately (e.g. year one consultation document).  The national agenda monitored, and response to any national consultations on behalf of the constituency.	Constituency needs sensitively and comprehensively identified and documented; responses to national consultation submitted; results published; results fed into the development of national strategic policy; fundraising focussed on national strategic objectives.	Respond to enquiries to the LTSN-01 and log the results (create FAQ).  Monitor needs as identified by the subject Liaison Officers, and the Specialist Advisors.  Use the external evaluator to gather information about on-going needs.  Conduct telephone e interviews with representatives of the postgraduate deaneries to assess postgraduate needs (CPD).
S2. To promote, transfer and broker good and innovative learning and teaching practices, including those that meet the diverse learning needs of the HE student population, to enhance learning and teaching activity in UK HE and FE institutions.  S4. To promote the LTSN within institutions, and the HE sector more widely, so that all staff involved in learning and teaching are aware of, and have access to, the resources provided by LTSN.	SA2. To promote, transfer and broker good and innovative learning and teaching practices including those that meet the diverse learning needs of the constituency student population in order to promote the personal and professional development of students and foster the development of caring, knowledgeable, competent and skilful graduates who broadly understand health and disease and who are able to benefit from subsequent education and adapt to future developments in practice [LTSN S2 and S4]. <ul style="list-style-type: none"> <li>To maintain and expand an accessible and evaluated knowledge-base by accelerating research into and access to the extensive body of knowledge which</li> </ul>	Readily accessible content available over the web; added value and relevance to existing catalogued information; extension of existing content of databases and access to the most valuable learning and teaching resource for MDV.  Brokered access to educational materials, publications and resources from non-web based existing sources, publishers and societies.  Established e-community mechanisms allowing discussion and debate.  All outcomes of past and present	Significant increase in the number of catalogued items; increase in the number of evaluated items. 'Enhanced' access to high quality information (as reported in outcomes of evaluation).  Significant increase in the uptake of existing learning resources.  Appropriate discussion lists accessible and available to constituency.  SC staff able to disseminate the outcomes of existing programmes where relevant to the constituency.  Alerting/notification service established and taken up by staff.	Update the website to version 2.0 (1.0, incorporating full accessibility, was delivered in June 2002) to improve the structure of the underlying databases to give more search power, refine the design for locating materials and handle interface features such as auto-resizing of pages and print versions.  Evaluate the website with real end users (particularly those previously reporting difficulties with e.g. Netscape 4.x) and modify in response to feedback  Keep up to date and advertise events, fundops etc. via the website, (databases), providing a search interface to these resources.  Commission evaluation of materials such as coordinating the review of software in the European Academic Software Awards 2002, and digitised video (in conjunction with the

LTSN Strategic Aim (S)	LTSN-01 Strategic Aim (SA) and objectives	Outcome	Performance Measure	Broad Strategy
	already exists and adding value to existing educational resources to ensure that the range resources now available is properly exploited to support and enhance the student learning experience [SA1, SA2, and SA4].	programmes identified and briefly documented.		MAAS project). Formalise and progress the interoperability work with cognate subject centres and relevant RDN hubs.

LTSN Strategic Aim (S)	LTSN-01 Strategic Aim (SA) and objectives	Outcome	Performance Measure	Broad Strategy
	<ul style="list-style-type: none"> <li>To promote and disseminate models of best practice in the management and support of students' learning, the development of skills, and the inculcation of attitudes appropriate to professional reflective practice based on up-to-date evidence-based theory and practice [SA2]</li> </ul>	<p>Institutions, departments and academic/clinical tutors will have access to 'best practice' in the constituency and from elsewhere in the HE sector; high quality research outputs; and enhanced skills to interpret evidence.</p>	<p>Broad uptake of 'best practice' into L&amp;T across the constituency and critical analysis of new outcomes.</p>	<p>Commission educational guides from existing sources such as AMEE and ASME for delivery on the website.</p> <p>Commission specific pieces of work to investigate particular issues, such as the use of diagnostic admissions evaluation tools.</p> <p>Support small-scale research activities such as questionnaires into teaching and learning methods.</p> <p>Publish interim and final reports from the miniprojects on LTSN-01 website.</p>
<p>S2. To promote, transfer and broker good and innovative learning and teaching practices, including those that meet the diverse learning needs of the HE student population, to enhance learning and teaching activity in UK HE and FE institutions.</p> <p>S7. To provide an international outlook on learning and teaching matters in terms of importing ('observatory') and exporting ('beacon') L&amp;T resources, materials, trends and ideas.</p>	<p>SA3. To facilitate the interpretation and understanding of UK needs in relation to the enhancement of the quality and effectiveness of all aspects of learning and teaching (draw locally and from abroad), and to foster life-long learning and the continuing professional development of practitioners [LTSN S2 and S7].</p> <ul style="list-style-type: none"> <li>To generate new initiatives aimed at enhancing the quality of the subject specific educational experience; for example, the impact of reflective learning and personal development planning, and of health informatics and telemedicine will be of particular significance to the evolution of the undergraduate and postgraduate curricula [SA2 and SA3].</li> </ul>	<p>Innovation and experimentation in learning and teaching is identified, promoted and documented, new methods are informed by as much existing background as possible.</p>	<p>Number of key staff in institutions engaged in research into learning and teaching; use of new learning methods implemented in the most appropriate parts of the curriculum, and in the most appropriate way.</p> <p>Widespread uptake or avoidance of best and worst practice.</p>	<p>Fund small grants (miniprojects) to investigate educational methods and assessment.</p> <p>Work with LTSN-01 small grants/ miniprojects to assist holders, establish a network of LTSN-01 grant holders, and to disseminate their outcomes widely.</p> <p>Work with externally funded projects such as JISC and FDTL4 to increase collaboration, reduce duplication and disseminate their results widely. This will involve attending meetings, facilitating additional workshops (where required) for early dissemination.</p>
	<ul style="list-style-type: none"> <li>To promote and facilitate faculty and professional development and work with the professional bodies to promote approaches designed to address the changing needs of the constituent professions, particularly those pertaining to continuing professional development, clinical governance and standards of practice [SA2 and SA3].</li> </ul>	<p>Ensure that all key staff involved in teaching have access to subject specific L&amp;T professional development, and membership of ILT as appropriate.</p> <p>A clear understanding of the issues pertinent to the postgraduate sector, continuing professional development and standards of practice.</p>	<p>All key staff are members of appropriate professional body, ILT or equivalent, teaching is valued equally to research, those involved in teaching have career development opportunities (access to promotion on the basis of contribution to teaching).</p> <p>Widespread understanding of the issues relating to clinical governance and standards of practice at the undergraduate level.</p>	<p>Administer a questionnaire to educationalists and staff developers in medicine, dentistry and veterinary medicine to collate indications of what courses already run and what is available to commission.</p> <p>Establish a staff development programme delivering educational staff development workshops as a result of the needs analysis in 2001 and on-going collection and analysis of needs.</p> <p>Organise and administer a 'young lecturer' competition, designed to encourage teaching staff to attend educational conferences. Work with existing conference providers to identify prizes.</p> <p>Organise and run a two day conference in the area of eLearning and Health for at least 100 participants from the eLearning and staff development support areas.</p> <p>Establish a programme of co-hosted / sponsored events in conjunction with existing professional networks and special interest groups, and other Subject Centres. Specifically target working with students.</p> <p>Attend others meetings and events, ranging from publicity events involving presentations by staff and attendance of the</p>

LTSN Strategic Aim (S)	LTSN-01 Strategic Aim (SA) and objectives	Outcome	Performance Measure	Broad Strategy
				<p>exhibition stands at conferences and events, to advisory board meetings for projects, special interest groups, etc.</p> <p>Report all events and meetings in annual reports to the LTSN Executive, indicating date and country where the event was hosted/ attended.</p>

LTSN Strategic Aim (S)	LTSN-01 Strategic Aim (SA) and objectives	Outcome	Performance Measure	Broad Strategy
<p>S2. To promote, transfer and broker good and innovative learning and teaching practices, including those that meet the diverse learning needs of the HE student population, to enhance learning and teaching activity in UK HE and FE institutions.</p> <p>S5. To develop and sustain effective relationships and partnerships with appropriate stakeholders, to ensure a co-ordinated and coherent UK-wide approach to enhancing learning and teaching activity.</p> <p>S6. To develop a network with the position and capacity to support the delivery of learning and teaching relation national policy objectives.</p> <p>S7. To provide an international outlook on learning and teaching matters in terms of importing ('observatory') and exporting ('beacon') L&amp;T resources, materials, trends and ideas.</p>	<p>SA4. To pro-actively respond to change in higher education, prioritise core business and promote a culture of research in priority areas identified during consultation with the constituency [LTSN S2, S5, S6 and S7].</p> <ul style="list-style-type: none"> <li>To ensure that learning and teaching may be informed by the accrediting bodies and the quality assurance subject review benchmarks by facilitating the understanding /implementation of subject benchmarking, statutory body recommendations [SA3 and SA4].</li> </ul>	Dissemination of information about subject review benchmarks and statutory requirements, response to consultation opportunities on behalf of the constituency, national workshops for raising awareness and assisting with implementation.	All courses aware of and responding to the subject benchmarks and statutory requirements.	<p>Liaise with existing organisations, statutory bodies, QAA and other relevant networks in order to publicise and raise awareness of new quality requirements.</p> <p>Respond to consultation opportunities on behalf of the constituency (where appropriate) and representing our own views (where appropriate).</p>
	<ul style="list-style-type: none"> <li>To provide advice and guidance on the implementation and evaluation of change, and helping the constituency to manage major change processes [SA4].</li> </ul>	Raised awareness across the sector of the opportunity presented by change agents, response to national consultation strategy.	Constituencies aware of and managing change effectively and in a timely fashion, and taking advantage of opportunity offered by change .	<p>Work with specific schools (at their request) to achieve school specific goals (e.g. to establish their own educational working group; investigate local issues and disseminate the outcomes).</p> <p>Visit schools (where possible) who have had less involvement with LTSN-01 with a view to engaging their interest and responding to their interest areas.</p> <p>Undertake evaluation work on behalf of schools (e.g. analyse data, advise on educational studies) to help them to understand the impact of change.</p> <p>Recruit additional subject advisors to advise and represent the LTSN-01 on themed areas such as assessment, common learning, professionalism, reflection, eLearning, quality management, etc.</p>
	<ul style="list-style-type: none"> <li>To identify and promote innovation and build capacity in the sector by seeking funds, facilitating networks and collaboration [SA4].</li> </ul>	Increased funding available to the sector to pursue educational research and development.	Increased educational research publications, production of learning materials and methods for exchange, increased mini-networks and collaboration.	<p>Identify areas of need of research and development, funding opportunities and those most likely to be successful if they respond to the funding call. Broker collaborations/consortia if appropriate.</p> <p>Develop funding proposals with the constituency by helping to draft sections, commenting on drafts, etc. in order to increase educational research and development capacity in the sector.</p> <p>Support funding proposals by providing letters or other forms of support from LTSN-01, or seeking support from the constituency.</p>
	<ul style="list-style-type: none"> <li>To inform the continuing development of medical, dental and veterinary education through the development and implementation of a pro-active pedagogic research and development</li> </ul>	Promote educational research and grow the capacity of the sector to conduct high quality research; feed results into best practice above.	Educational decisions are based on evidence and fully worked examples are available to guide and inform.	[See above and] undertake a final round of mini-project or small grant funding in 2002-2003, possibly focussed on a specific theme such as assessment.

LTSN Strategic Aim (S)	LTSN-01 Strategic Aim (SA) and objectives	Outcome	Performance Measure	Broad Strategy
	agenda based on the priority outcome areas identified through the initial consultation with the constituency [SA4].			
S3. To develop and maintain a coherent and integrated network of effectively managed centres with a clear remit and national identity.  S6. To develop a network with the position and capacity to support the delivery of learning and teaching relation national policy objectives.	SA5. To work in an open and transparent way which is accountable to the constituency directly and through the appropriate LTSN management structures, and as part of a coherent and integrated network of centres with the position and capacity to support the delivery of learning and teaching related to national policy objectives [LTSN S3 and S6].  <ul style="list-style-type: none"> <li>To actively promote innovative national initiatives and policies/ strategies, such as widening participation, modernising the NHS, the outcomes of past projects, and those envisaged by Dearing<sup>2</sup> (e.g. resource-based learning, student-centred learning) [SA5].</li> </ul>	Fully informed constituency of national initiatives, briefed to take advantage of new opportunities arising from national strategies.  National policy initiatives, outputs of existing programme and projects taken up by the constituency.	Maximum uptake of new national initiatives and statutory requirements.  Involvement of constituency members (or stakeholders) in national working parties or advisory groups to developing projects (ensuring maximum extent of expertise).	Identify relevant national priorities, including subject specific ones such as public health veterinary medicine, working time and other EU directives, and work with constituency to raise awareness of the implications.  Respond appropriately to national initiatives and government policy directives in health and education.
	<ul style="list-style-type: none"> <li>To maintain strong links with the Generic Centre (GC) and cognate subject centres such as Bioscience and Health Sciences and Practice in recognition of the wider healthcare education agenda, and to benefit from interdisciplinary activities [SA5].</li> </ul>	Effective informed and complimentary activity which builds on parallel work in the sector and avoids duplication of effort.  An agenda to promote interdisciplinary activities is developed.	LTSN-01 constituency working closely with those of other SCs and feeding into GC activities.  Uptake of interdisciplinary activities and L&T opportunities in collaboration with other subject areas.	Work with LTSN Tranche 2 funded projects (IPE, Mental Health Teaching and ETHICS) to maximise outcomes for the constituency. Appoint specialist advisors where appropriate e.g. Mental Health Teaching and ETHICS.  Co-host/sponsor workshops and other events, as appropriate.
	<ul style="list-style-type: none"> <li>To provide an evaluated, high quality UK-wide service by ensuring that the strategic aims of the subject centre map to the strategic aims of the network as a whole; developing plans and regular reporting arrangements, and evaluating the effectiveness of the subject centre with the constituency [SA5].</li> </ul>	Define role of & appoint External Evaluator.  Publication on the website of all reports including evaluators' reports each year, detailing the work and impact of the LTSN-01; from oversight of the internal evaluation and directly evaluating our utility to the constituency.  Regular reports documenting progress against the strategic aims and objectives (SMART).	The strategic aims of the LTSN-01 are fully aligned with the strategic aims of the LTSN as a whole, and activities are identified to deliver this strategy.  To have satisfied the needs of the constituency, to be the most effective SC at responding to needs of the constituency, proactively addressing new issues and sensitively understanding subject specific, common and individual needs.  To have demonstrated success.	Develop and document internal procedures for ensuring quality and efficiency in the Centre.  Publish copies of interim and final reports and other briefing papers on the LTSN-01 website in the about section.  Publish at least one external evaluators report.

<sup>2</sup> Higher Education in the Learning Society: Report of the National Committee of Enquiry into Higher Education (1997) HMSO and NCIHE Publications, London

LTSN Strategic Aim (S)	LTSN-01 Strategic Aim (SA) and objectives	Outcome	Performance Measure	Broad Strategy
<p>S5. To develop and sustain effective relationships and partnerships with appropriate stakeholders, to ensure a co-ordinated and coherent UK-wide approach to enhancing learning and teaching activity.</p>	<p>SA6. To develop and sustain effective relationships and partnerships with appropriate stakeholders to ensure a co-ordinated and coherent UK-wide approach to enhancing learning and teaching activity in the constituency [LTSN S5].</p> <ul style="list-style-type: none"> <li>To develop and sustain effective relationships and partnerships with appropriate stakeholders within the constituency [SA6].</li> </ul>	<p>A network of high level contacts (NPCs) is maintained; high level representation on and regular meetings of the Advisory Board; regular communication with other key stakeholders.</p>	<p>All key stakeholders in the constituency are fully aware of the work and impact of the LTSN-01.</p>	<p>Work with NPCs using email, site visits, consultancies, newsletter articles, workshop attendance, etc. to engage stakeholders and ensure that they are supported in their role.</p> <p>Write to PVCs for Learning and Teaching, and other stakeholders, to summarise work to date.</p>
	<p><b>SA7. To develop a themed-based strategy and recruit specialist subject advisors for key themes.</b></p> <ul style="list-style-type: none"> <li>To actively pursue a thematic policy of strategic engagement and capacity building to meet development needs identified by the LTSN-01 Advisory Board representing the Professional and Statutory Bodies [SA7].</li> </ul>	<p>Subject advisors appointed and established and engaging with each project/ group of projects.</p>	<p>Profile of projects raised throughout constituency and increased constituency engagement with projects.</p>	<p>Working through academic subject specialists to engage with, support and add value to strategic national enhancement projects in relation to: widening participation; inter-professional education; portfolio and reflective learning; eLearning; assessment; personal and professional development and leadership; and quality management[SA7].</p>
	<ul style="list-style-type: none"> <li>To work with the Department of Health and NHS organisations to enhance partnership working towards developing the health sector workforce [SA7].</li> </ul>	<p>Increased engagement with the Workforce Development Confederations, LTSN-01 making a contribution to the emerging HESP agendas and linkages brokered between LTSN-01 and NHSU.</p>	<p>Transmission of emerging policies to relevant members of the constituency.</p>	<p>Engage with the recently formed DH Strategic Learning and Research Advisory Group for Health and Social Care, the NHSU and the NHS Workforce Confederations to identify the education and training needs of the modernised healthcare workforce.</p>

### 4.3 LTSN-01 Full Operational One Year Plan 1<sup>st</sup> August 2002 - 31<sup>st</sup> July 2003

The operational plan has been established for this year by identifying the activities necessary to implement the strategic aims and objectives.

Subject Centre Name: LTSN-01 Medicine, Dentistry and Veterinary Medicine				Template Completed By: Dr Megan Quentin-Baxter			
2000-2004 Strategic Plan Aim and Outcome	2002-2003 Target	Evidence of Success	2002-2003 Activities and Tactics to Achieve Target	Target Date	Lead Person	Support Person	Financial Implication/need
<b>To promote the LTSN within institutions, and the HE sector more widely, so that stakeholders involved in learning and teaching are aware of, and have access to, the resources provided by LTSN [SA1].</b>							
Distribute paper based marketing materials such as leaflets and other LTSN-01 printed materials to constituent schools (via NPCs) for internal dissemination.	Distribute 10,000 leaflets	Leaflets distributed, increased website accesses; wider variety of staff and institutions making enquiries	Draft, design, commission, print and distribute leaflets to NPCs, in response to their request for leaflets to send out (typically about 1500 per medical school)	October 2002	Information Officer	Centre Co-ordinator, Centre Secretary, Temporary staff	£50 design costs, £1000 for print, £400 pounds postage, 3 days key staff time; 3 days temporary staff
Disseminate a regular monthly eBulletin on the LTSN-01 mailing list.	Distribute 12 eBulletins, one at the end of every month. Extraordinary bulletins or mail shots as necessary	Increased uptake of the LTSN-01 Jiscmail list. Increased website hits immediately following the eBulletin	EBulletin to contain news, teaching and learning information, software reviews, CPD and funding opportunities	Monthly, till July 2003	Centre Co-ordinator	Liaison and Support Officers	6 days
Disseminate print material from other sources such as the LTSN Generic Centre, funded projects and other networks and organisations.	Send out within 5 days of receipt electronic, and one month of receipt print copies of relevant materials from the Generic Centre and other sources (e.g. TechDis)	LTSN-01 office remains clear of fire-risk. Generic Centre, External Programme Evaluators receive feedback	Ensure that we are aware when print runs are due for dissemination, amalgamate materials where possible,	As appropriate	Centre Co-ordinator	Centre Secretary, Temporary staff	6 days
Increase the uptake of live news feeds from the LTSN-1 website, to individuals and institutional information gatherers/providers.	Double the number of feeds being received (subscriptions)	Target is reached, evidenced by the weblogs for RSS feeds		July 2003	Information Officer/C&IT Manager		5 days
Increase the web logs for 'visits' on the website as a result of marketing.	Double the number of web 'visits' from 3000 per month	Weblogs indicate at least 6000 visits per month for 3 consecutive months	Marketing the website via all of the routes outlined above	July 2003	Information Officer/C&IT Manager	Centre Co-ordinator, Centre Secretary, Temporary staff	As above
Developing a newsletter or eZine in relation to the development of projects in our constituent areas. Electronically distribute two issues of the LTSN-01 Newsletter, focusing on projects such as mini-projects, FDTL4, JISC funded projects and education interest-stories.	2000 constituents receive and read a copy of each issue of the LTSN-01 eZine	Over 2500 downloads from the website, external evaluators survey information. Questionnaire in the eZine asking for feedback	Distribute 200 hard copies and up to 2500 postcards advertising the eZine issues	July 2003	External Consultant	Information Officer/C&IT Manager, Centre Co-ordinator	30 days

2000-2004 Strategic Plan Aim and Outcome	2002-2003 Target	Evidence of Success	2002-2003 Activities and Tactics to Achieve Target	Target Date	Lead Person	Support Person	Financial Implication/need
<b>To continue to identify the ongoing generic and subject-specific needs of the constituency [SA1].</b>							
Respond to enquiries to the LTSN-01 and log the results (create FAQ).	Answer 1000 enquiries, create 10 FAQ items	Enquiries are answered promptly, external evaluation	Implement triage to allocate enquiries, prioritise making a response	July 2003	Centre Co-ordinator	All	20 days
Monitor needs as identified by the subject Liaison Officers, and the Specialist Advisors.	Map an action to meet at least one particular need in each of Medicine, Dentistry and Veterinary Medicine	A constituency issue is actioned e.g. workshop, questionnaire, focus group, miniproject	Liaison Officers and Specialist Advisors are tasked with identifying and actioning one item	July 2003	Liaison Officers	Specialist Advisors	5 days
Use the external evaluator to gather information about on-going needs.	Conduct qualitative evaluation with at least 10 members of the constituency	List of needs is updated (new emphasis/items).	Questionnaire and semi-structured telephone interview with at least 10 constituents	October 2002 and July 2003	External Evaluator	Deputy Director	15 days
Conduct telephone interviews with representatives of the postgraduate deaneries to assess postgraduate needs (CPD).	Interview at least 6 Postgraduate Deans or their nominated representatives – identify issues	Summary of issues from postgraduate sector is circulated within LTSN-01	Questionnaire and semi-structured telephone interview with at least 6 constituents	December 2002	Deputy Director		12 days
<b>To maintain and expand an accessible and evaluated knowledge-base by accelerating research into and access to the extensive body of knowledge which already exists and adding value to existing educational resources to ensure that the range resources now available is properly exploited to support and enhance the student learning experience [SA1, SA2, SA4].</b>							
Update the website to version 2.0 (1.0, incorporating full accessibility, was delivered in June 2002) to improve the structure of the underlying databases to give more search power, refine the design for locating materials and handle interface features such as auto-resizing of pages and print versions.	Publish version 2.0 of the website, redesigning the interface to account for growth of the site (incorporating all of the existing accessibility features)	(See evaluation below). Passes all recognised validation engines, positive evaluation by TechDis, reports of difficulties with the website from users reduced or nil. Searches return all relevant information	Team 'web strategy' meeting to specify functionality and features required from the website. Redesign underlying database tables (normalise). Develop new searches across tables to give new functionality. Maintain existing coherence with accessibility practice	Draft: December 2002; Final: February 2003	Information Officer/C&IT Manager	Centre Co-ordinator	50 days
Evaluate the website with real end users (particularly those previously reporting difficulties with e.g. Netscape 4.x) and modify in response to feedback	To have obtained the evaluation comments of at least 10 end users and responded to fix any problems	New site is 'easier' to use (qualitative evaluation with users). Fewer clicks to find information (when running scripts).	Identify ten users willing to spend between 15 minutes and an hour with the website, following set scripts (and free), making comments	December 2002 and January 2003	Information Officer/C&IT Manager		5 days
Keep up to date and advertise events, fundops etc. via the website, (databases), providing a search interface to these resources.	80% of relevant 'news' type announcements (events, fundops, news, etc.) are in LTSN-01 databases. Share with others where possible	Items added within 3 days of being advertised (via mailing lists etc)	Enter all new relevant information into resources databases, programme appropriate search interfaces	Continuous	Centre Co-ordinator	All	40 days

2000-2004 Strategic Plan Aim and Outcome	2002-2003 Target	Evidence of Success	2002-2003 Activities and Tactics to Achieve Target	Target Date	Lead Person	Support Person	Financial Implication/need
[Cont./] Manage review of materials such as coordinating the review of software in the European Academic Software Awards 2002, and digitised video (in conjunction with the MAAS project).	33 entries in EASA successfully reviewed by 2 subject specialists and 1 (each), the 60 entries on MAAS site reviewed for clinical content by at least one reviewer	80% of review forms completed, anonymised outcomes available	Distribute materials for review, together with review forms, receive evaluations back, manage in database	November 2002 and July 2003 (may need longer)	Centre Co-ordinator	Deputy Director	20 days
Formalise and progress the interoperability work with cognate subject centres and relevant RDN hubs.	Deliver first part of the interoperability plan	First part of the plan completed	Work with cognate subject centres by arranging meetings, telephone conferences etc., appoint and train staff if necessary	July 2003	Information Officer/C&IT Manager	Web and Information Support Officer	20 days
<b>To promote and disseminate models of best practice in the management and support of students' learning, the development of skills, and the inculcation of attitudes appropriate to professional reflective practice based on up-to-date evidence-based theory and practice [SA2].</b>							
Commission educational guides from existing sources such as AMEE and ASME for delivery on the website.	20 extended summaries of the AMEE guides	20 extended summaries available on our website, access logs show uptake by constituents	Commission all of the existing AMEE guides as of January 2002	December 2002	Director	Centre Co-ordinator	2 days
Commission specific pieces of work to investigate particular issues, such as the use of diagnostic admissions evaluation tools.	2 studies or pieces of work commissioned (to report next year)	Work identified and contracted	Work directly with schools, CHM/D/VS etc., to identify and commission key consultancies	April 2003	Deputy Director	Liaison Officers, LDOs	6 days
Support small-scale research activities such as questionnaires into teaching and learning methods.	3 questionnaires in L&T circulated and responded to via LTSN-01 network	High response rate, quality of responses (knowledge) is high	Respond to requests from constituency to draft and circulate questionnaires into learning and teaching. Ask them for evidence of success.	July 2003	Liaison Officers, LDOs		3 days
Publish interim and final reports from the miniprojects on LTSN-01 website.	15 reports secured for LTSN-01 website (one from each project)	15 reports forthcoming; weblogs measuring uptake of interest	One key contact within LTSN-01 for each miniproject, work with holders to understand miniproject and encourage response	July 2003	Liaison Officers, LDOs		15 days
<b>To generate new initiatives aimed at enhancing the quality of the subject specific educational experience; for example, the impact of reflective learning and personal development planning, and of health informatics and telemedicine will be of particular significance to the evolution of the undergraduate and postgraduate curricula [SA2 and SA3].</b>							
Fund small grants (miniprojects) to investigate educational methods and assessment.	The 5 or so miniprojects commissioned reflect these priorities	Other stakeholders such as statutory bodies consult with miniproject holders (influence)	Ensure that miniproject call emphasises enhancing the quality of the subject specific educational experience.	July 2003	Deputy Director	All	1 day
Work with LTSN-01 small grants/miniprojects to assist holders, establish a network of LTSN-01 grant holders, and to disseminate their outcomes widely.	Outcomes of existing miniprojects are disseminated at conferences, in journal literature, etc.	Articles appearing and conference papers, holders have an opportunity to meet each other	LTSN-01 staff allocated as primary contact for miniproject, manage by email and visits as appropriate, get more or less involved as necessary	July 2003	All		30 days
Work with externally funded projects such as JISC and FDTL4 to increase collaboration, reduce duplication and disseminate their results widely. This will involve attending meetings, facilitating additional workshops (where required) for early	All constituency is aware of the projects which are funded, (awareness), some are engaged (understanding)	Projects are able to directly assist institutions through their outcomes or activities	LTSN-01 staff allocated as primary contact for project, work with project team, attend advisory, management or other appropriate meetings, identify methods of disseminating outcomes	Ongoing	All		20 days

2000-2004 Strategic Plan Aim and Outcome	2002-2003 Target	Evidence of Success	2002-2003 Activities and Tactics to Achieve Target	Target Date	Lead Person	Support Person	Financial Implication/need
dissemination.							
<b>To promote and facilitate faculty and professional development and work with the professional bodies to promote approaches designed to address the changing needs of the constituent professions, particularly those pertaining to continuing professional development, clinical governance and standards of practice [SA2 and SA3].</b>							
Administer a questionnaire to educationalists and staff developers in medicine, dentistry and veterinary medicine to collate indications of what courses already run and what is available to commission.	List of at least 10 workshop titles mapping to areas of need identified in the needs analysis which are offered by expert staff	>50% return of questionnaires	Draft a brief questionnaire, circulate to specialists for comment, circulate via email to specific individuals (~20)	February 2003	Liaison Officers	Specialist Advisors	5 days
Establish a staff development programme delivering educational staff development workshops as a result of the needs analysis in 2001 and on-going collection and analysis of needs.	Run 10 staff development workshops in medicine, dentistry and veterinary medicine (hosted in locations around the UK)	Over 75 % attendance at each workshop, ratings of 'good' in participants evaluation sheets	Organise each workshop at a timing and location suitable to facilitate attendance, hire an expert in the field to facilitate the workshop, and an LTSN-01 staff member to attend each workshop.	July 2003	Centre Coordinator and Centre Secretary	Liaison and Support Officers	500-1000 pounds per workshop (10,000 in total), plus administrative time (20 days) and attendance (10 days)
Organise and administer a 'young lecturer' competition, designed to encourage teaching staff to attend educational conferences. Work with existing conference providers to identify prizes.	Three 'young lecturers' sponsored at international conferences	Number of entries in competition, papers accepted at conferences, reflections in follow-up report	Liaise with conference organisers, identify funds, develop marketing materials, advertise, receive entries, appoint panel and review entries, organise attendance. Disseminate winners (and reports)	September 2003 (conference season)	LDOs	Centre Co-ordinator, Centre Secretary	10 days
Organise and run a two-day conference in the area of eLearning and Health for at least 100 participants from the eLearning and staff development support areas.	75% attendance at conference, big keynote speakers agree to attend	100% attendance, evaluation sheets positive	Organise conference, identify key speakers, invite potential attendees from constituency before throwing it wider	February 2003	Centre Co-ordinator	All	15 days
Establish a programme of co-hosted/sponsored events in conjunction with existing professional networks and special interest groups, and other Subject Centres. Specifically target working with students.	LTSN-01 logo appears on 10 events organised by others, 10 students supported to attend events	LTSN-01 seen to co-sponsor events hosted by other networks e.g. CAIPE	Work with networks etc. to ensure that LTSN-01 logo is present. Provide sponsorship where appropriate	July 2003	Deputy Director, Liaison Officers, LDOs		5 days

2000-2004 Strategic Plan Aim and Outcome	2002-2003 Target	Evidence of Success	2002-2003 Activities and Tactics to Achieve Target	Target Date	Lead Person	Support Person	Financial Implication/need
Attend others meetings and events, ranging from publicity events involving presentations by staff and attendance of the exhibition stands at conferences and events, to advisory board meetings for projects, special interest groups, etc.	Present at 20 meetings hosted by others, man exhibition stand 8 times, attend advisory board meetings (time calculated under 'projects' above) and other meetings	Number of invitations to present or take exhibition stand	Respond to invitations to attend, proactively identify which conferences to take the exhibition stand to	July 2003	All	Centre Secretary	Cost of shipping stand at 300pounds per visit, plus 40 days
Report all events and meetings in annual reports to the LTSN Executive, indicating date and country where the event was hosted/attended.	Provide full list of dissemination events	Full list reported	Record attendance at events, review drafts to ensure that all meetings are listed.	Jan 2003, July 2003	All	Centre Secretary	4 days
<b>To ensure that learning and teaching may be informed by the accrediting bodies and the quality assurance subject review benchmarks by facilitating the understanding/implementation of subject benchmarking, statutory body recommendations [SA3 and SA4].</b>							
Liaise with existing organisations, statutory bodies, QAA and other relevant networks in order to publicise and raise awareness of new quality requirements.	All constituents aware of QAA procedures	QAA procedures are adhered to in LTSN-01 constituency, change is facilitated	Facilitate understanding of QAA requirements (including changes to the statutory bodies) by hosting meetings as appropriate, include articles in eZine	Jan 2003	Director, Liaison Officers		
Respond to consultation opportunities on behalf of the constituency (where appropriate) and representing our own views (where appropriate).	Respond to 4 consultations (at least 2 major ones) in the reporting period	National priorities influenced by LTSN-01	Respond to consultations as appropriate, take in and represent constituency views	July 2003	Deputy Director, Liaison Officers		3 days
<b>To provide advice and guidance on the implementation and evaluation of change, and helping the constituency to manage major change processes [SA4].</b>							
Work with specific schools (at their request) to achieve school specific goals (e.g. to establish their own educational working group; investigate local issues and disseminate the outcomes).	Ten surveys, local workshops/staff development, local studies undertaken, educational group meetings attended by LTSN-01 staff	Local evaluation sheets, LTSN-01 external evaluation	LTSN-01 staff attend meetings or speak on telephone to identify requirements, provide support or attend meeting of local educational group	July 2003	Liaison Officers, LDOs		10 days
Visit schools (where possible) who have had less involvement with LTSN-01 with a view to engaging their interest and responding to their interest areas.	Ten site visits. At least 4 local projects / consultancies facilitated. Reports to appear on LTSN-01 website	Local change, interest in education, investigated by external evaluator	Following on from site visits encourage participation in LTSN-01 activities such as workshops and miniproject rounds	July 2003	Liaison Officers, LDOs		10 days
Undertake evaluation work on behalf of schools (e.g. analyse data, advise on educational studies) to help them to understand the impact of change.	Three studies supported	Evaluation studies published with LTSN-01 staff as authors	Notify those with an interest of opportunities for educational research, respond to enquires / requests for assistance. Advise, undertake analysis	July 2003	Liaison Officers	LDOs	10 days
Recruit additional subject advisors to advise and represent the LTSN-01 on themed areas such as assessment, common learning, professionalism, reflection, eLearning, quality management, etc.	Six Specialist Advisors recruited and active on behalf of the LTSN-01	Specific projects developed in the themed areas (external evaluation)	Identify experts to act as Specialist Advisors willing to work with LTSN-01 (for minimal return). Brief them in LTSN-01 business, support them in development	July 2003	Director, Deputy Director	Centre Co-ordinator	5 days



2000-2004 Strategic Plan Aim and Outcome	2002-2003 Target	Evidence of Success	2002-2003 Activities and Tactics to Achieve Target	Target Date	Lead Person	Support Person	Financial Implication/need
<b>To identify and promote innovation and build capacity in the sector by seeking funds, facilitating networks and collaboration [SA4].</b>							
Identify areas of need of research and development, funding opportunities and those most likely to be successful if they respond to the funding call. Broker collaborations/consortia if appropriate.	At least two proposals put forward (as a direct consequence of LTSN-01 raising awareness)	Proposals drafted/new consortia formed/new sources of funding found	Constantly update fundops database, include reminders in email bulletin and eZine, know who is interested in what, email potential proposers directly as opportunity presents	July 2003	Deputy Director, Liaison Officers, LDOs		8 days
Develop funding proposals with the constituency by helping to draft sections, commenting on drafts, etc. in order to increase educational research and development capacity in the sector.	Actively contribute to at least two proposals.	Proposals reach second stage and/or are funded	Read drafts (and comment), write sections as appropriate	July 2003	Deputy Director, Liaison Officers, LDOs		6 days
Support funding proposals by providing letters or other forms of support from LTSN-01, or seeking support from the constituency.	Five letters of support from LTSN-01, two facilitated support (constituency) managed by LTSN-01	Proposals are funded	Proactively offer letters of support, respond to requests	ongoing	Deputy Director	LDOs, Centre Co-ordinator	4 days
<b>To inform the continuing development of medical, dental and veterinary education through the development and implementation of a pro-active pedagogic research and development agenda based on the priority outcome areas identified through the initial consultation with the constituency [SA4].</b>							
[See above and] undertake a final round of mini-project or small grant funding in 2002-2003, possibly focussed on a specific theme such as assessment.	Commission at least 5 new mini-projects	Five projects are influential, successful	Manage a miniproject call (call, responses, review, provide good feedback, panel decision)	June 2003	Deputy Director	All	12 days
<b>To actively promote innovative national initiatives and policies/strategies, such as widening participation, modernising the NHS, the outcomes of past projects, and those envisaged by Dearing (e.g. resource-based learning, student-centred learning) [SA5].</b>							
Identify relevant national priorities, including subject specific ones such as public health veterinary medicine, working time and other EU directives, and work with constituency to raise awareness of the implications.	Three national priorities identified, three subsequent activities (meeting, questionnaire etc.)	Advisory Board supports the focus. A good uptake for meetings and high response for questionnaire surveys.	Identify key themes, work with constituency to identify methods of disseminating expertise, respond accordingly	July 2003	Liaison Officers, LDOs		4 days
Respond appropriately to national initiatives and government policy directives in health and education.	Two major consultation responses supplied	Influenced policy directives	Monitor news, note changes in directives from green to white	July 2003	Director, Deputy Director	Specialist Advisors	4 days
<b>To maintain strong links with the Generic Centre (GC) and cognate subject centres such as Bioscience and Health Sciences and Practice in recognition of the wider healthcare education agenda, and to benefit from interdisciplinary activities [SA5].</b>							
Work with LTSN Tranche 2 funded projects (IPE, Mental Health Teaching and ETHICS) to maximise outcomes for the constituency. Appoint specialist advisors where appropriate e.g. Mental Health Teaching and ETHICS.	Three websites with case materials, good practice etc. of value to LTSN-01 constituents	Web logs and external evaluators report highlights value of this work	Task subject centre staff with being key contact for the projects (one each), appoint two Specialist Advisors; attend all meetings, undertake project activities to collection data for websites	July 2003	Deputy Director, LDOs	Info. Officer/C&IT Manager	15 days
Co-host/sponsor workshops and other	Three co-hosted events with cognate	75% uptake of places, mixture of	Liaise with cognate groups to identify	July 2003	LDOs	Centre Co-	5 days

2000-2004 Strategic Plan Aim and Outcome	2002-2003 Target	Evidence of Success	2002-2003 Activities and Tactics to Achieve Target	Target Date	Lead Person	Support Person	Financial Implication/need
events, as appropriate.	subject centres or other projects	constituencies	topics, organise events			ordinator	
<b>To provide an evaluated, high quality UK-wide service by ensuring that the strategic aims of the subject centre map to the strategic aims of the network as a whole; developing plans and regular reporting arrangements, and evaluating the effectiveness of the subject centre with the constituency [SA5].</b>							
Develop and document internal procedures for ensuring quality and efficiency in the Centre.	Four processes are documented, (e.g. website management, event organisation), documents are available on internal or external website	Guidelines are adhered to by subject centre staff, clear directions are available	Identify processes which require internal documentation, draft and consult, publish at least internally, amend as necessary	July 2003	Deputy Director	Centre Co-ordinator, Info. Officer/C&IT Manager	5 days
Publish copies of interim and final reports and other briefing papers on the LTSN-01 website in the about section.	Two reports published within 1 month of completion on LTSN-01 website	Target achieved	Ensure that copies of the report are made public-ready (remove personal details) uploaded to the website and linked in	August 2002 and Feb 2003	Centre Co-ordinator		1 day
Publish at least one external evaluators report.	One external evaluators report	Report highlights the work of LTSN-01 and further work	Work with external evaluator to design questionnaire and interview	October 2002	Deputy Director		4 days
<b>To develop and sustain effective relationships and partnerships with appropriate stakeholders within the constituency [SA6].</b>							
Work with NPCs using email, site visits, consultancies, newsletter articles, workshop attendance, etc. to engage stakeholders and ensure that they are supported in their role.	All NPCs are aware of their role and willing to assist to disseminate in their institution, 10 site visits undertaken	Requests for assistance from LTSN-01 are supported, other staff are encouraged to engage	National meeting of NPCs  Controlled email communication with NPCs (e.g. not over-communicating), preferably on an individual basis; visit sites	June 2003 Ongoing	Liaison Officer	Centre Co-ordinator	6 days
Write to PVCs for Learning and Teaching, and other stakeholders, to summarise work to date	Letters stating what LTSN-01 has done in their institution sent to all relevant PVCs (with our subjects)	Programme evaluators observe impact of strategy in their interviews of PVCs	Collate relevant activities. Director to write letter outlining activities	July 2003	Director	Deputy Director	1 day
<b>SA7. To develop a themed-based strategy and recruit specialist subject advisors for key themes [SA7]</b>							
Write to NHSU, WDC and STELAR to summarise work to date	Letters to relevant organisations outlining LTSN-01 interest in NHS policy, requesting a definition of relationship between two organisations.	Defined relationships established between LTSN-01 and DoH and NHS organisations.	Write to relevant organisations (NHSU, STELAR, WDC), follow up with appropriate face to face meetings.	July 2003	Director	Deputy Director	5 days
Recruit subject specific specialists and write to projects to summarise work to date and outline LTSN-01's capacity to assist.	Increased engagement with projects not yet engaged with.	Defined relationships established with projects and increased awareness amongst constituency of projects.	Write to projects on following topics widening participation; inter-professional education; portfolio and reflective learning; eLearning; assessment; personal and professional development and leadership; and quality management, follow up with appropriate liaison between subject specialist advisors and projects.				

#### 4.4 Revised Financial Plan 1<sup>st</sup> August 2002 – 31<sup>st</sup> July 2004

##### 4.4.1 Core Funding

CORE FUNDING	LTSN-01			
	<b>Expenditure profile 2002-2004: Core Budget</b>			
	<b>Budget Period 01/08/02</b>	<b>Budget Period 01/08/03</b>	<b>Budget Period 01/08/04</b>	<b>Budget Period 01/01/05</b>
<b>Item</b>	-	-	-	-
	<b>31/07/03</b>	<b>31/07/04</b>	<b>31/12/04</b>	<b>13/01/05</b>
<b>Staff salary costs</b>				
Deputy Director (MQB) 0.4 wte	31626	23000	9583	0
Medicine Liaison Officer and Generic Learning Development Officer (JMCK)	44813	47849	21253	0
Liaison Officer/Dental Learning Development Officer (RSH) 0.2 wte	14000	15617	6703	0
Veterinary Learning Development Officer (vacant) 0.5 wte	20894	14639	6543	539
Information Officer/C&IT Manager (SH)	37182	40423	18239	0
Administrative Assistant to Director/Dean (SMY) 0.5 wte	15158	13188	5954	0
Secretary (TCM) 0.55 wte	8487	9030	4006	0
Learning Development Officer (SLM)	11747	29278	13086	1077
Information and Web Developer (TBA)	12091	30344	13037	4836
Secretary (TBA) 0.55 wte	3415	8502	3633	1366
Associate subject specialist advisors (8@£1000)	8000	0	0	0
<b>Salary sub-total</b>	<b>207413</b>	<b>231870</b>	<b>102037</b>	<b>7818</b>
<b>Travel and subsistence</b>				
Subsistence	12000	12000	6000	0
Travel	28000	28000	14000	0
<b>Travel and subsistence sub-total</b>	<b>40000</b>	<b>40000</b>	<b>20000</b>	<b>0</b>
<b>Communication/Marketing</b>				
Database Rationalisation/web development consultancy	6500	0	0	0
Breaking Boundaries conference	3500	0	0	0
NPC conference	3500			
LTSN-01 hosted events	5000	5000	4000	0
Publications (leaflets/folders/marketing)	5000	4000	1000	0
<b>Communication/Marketing sub-total</b>	<b>23500</b>	<b>9000</b>	<b>5000</b>	<b>0</b>

	Budget Period 01/08/02 - 31/07/03	Budget Period 01/08/03 - 31/07/04	Budget Period 01/08/04 - 31/12/04	Budget Period 01/01/05 - 13/01/05
<b>Item</b>				
<b>Office running costs and overheads</b>				
Equipment	5000	0	0	0
Stationery	3350	950	950	0
postage	2500	1500	500	0
printing/photocopying	600	500	250	0
phones	700	600	250	0
consumables (books, courses, membership of organisations)	4300	3000	1000	0
Furniture	2000	0	0	0
<b>Office running costs and overheads sub-total</b>	<b>18450</b>	<b>6550</b>	<b>2950</b>	<b>0</b>

<b>Other</b>				
Maintenance office PC	1700	0	0	0
Server Maintenance fee @ 10%	4785	0	0	0
Mini projects 2001	7080	0	0	0
Mini-projects 2002	7500	0	0	0
Mini-projects 2003	22200	0	0	0
Workshops 2003	12500	0	0	0
FDTL-4 assessment meeting	1000	0	0	0
Excellence in L&T competition	3000	0	0	0
ASME	2000	0	0	0
Staff recruitment	1000	0	0	0
<b>Other sub-total</b>	<b>62765</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Commissioned work</b>				
External Evaluation	13500	0	0	0
<b>Commissioned work sub-total</b>	<b>13500</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>Income</b>				
Funding body grant	256878	263300	112451	0
c/f from funding body grant	158213	49463	25343	7807
<b>total budget for period</b>	<b>415091</b>	<b>312763</b>	<b>137794</b>	<b>7807</b>
<b>total expenditure/predicted expenditure for period</b>	<b>365628</b>	<b>287420</b>	<b>129987</b>	<b>7818</b>
<b>c/f to next period</b>	<b>49463</b>	<b>25343</b>	<b>7807</b>	<b>-11</b>

## 4.4.2 Additional Funding

<b>ADDITIONAL FUNDING</b>	<b>LTSN-01</b>	
	<b>Expenditure profile 2002-2004: Additional Development Funding</b>	
<b>Item</b>	<b>Budget Period 01/08/02 - 31/07/03</b>	<b>Budget Period 01/08/03 - 31/07/04</b>
<b>LTSN development fund tranche 1:</b>		
Mini-projects 2002/03	30957	
Workshop development & delivery	14000	18038
Recognising Complexity project	7500	5000
Strategic Engagement Projects: FDTL4 etc	32500	30000
Contingency fund	4935	
<b>LTSN development fund tranche 2:</b>		
Ethics	5000	4100
Mental Health	5500	
IPE	2250	
<b>FDTL-4 funding:</b>		
Funding to support FDTL4 Dissemination	7028	6000
<b>Generic Centre project:</b>		
LTSN project Linking Learning and Teaching and Research	1500	
<b>External consultancy:</b>		
External consultancy	2443	
<b>Total predicted expenditure</b>	<b>113613</b>	<b>63138</b>

<b>Income</b>		
LTSN Development Fund (tranche 1)	77038	
LTSN Development Fund (tranche 2)	16850	
LTSN project Linking Learning and Teaching and Research	1500	
c/f LTSN Development Fund (tranche 1)	65892	
c/f funding to support FDTL-4	13028	
c/f additional funding from external consultancy, evaluation etc.	2443	
<b>c/f from previous period</b>	<b>81363</b>	<b>63138</b>
<b>Total budget for period</b>	<b>176751</b>	<b>63138</b>
<b>Total predicted expenditure</b>	<b>113613</b>	<b>63138</b>
<b>Balance / c/f next period</b>	<b>63138</b>	<b>0</b>

## 5 Progress against Revised Operational Plan

The LTSN-01 has made significant progress against the activities outlined in the operational plan. Much of the work has focused on establishing a basis for activities to be delivered in the second half of the year, such as defining and appointing staff to the Tranche 2 collaborative projects which began in January 2003. The legacy of restructuring in April-August 2002 impacted on the quality and quantity of external work done by staff in LTSN-01 during the reporting period. Support given to mini-projects and other national initiatives such as JISC and FDTL4 occupied all LTSN-01 staff extensively. The items reported under the headings below represent a brief snapshot of our recent activity.

### 5.1 Information Services

The LTSN-01 has attended many meetings and events (as evidenced by the list of dissemination events) in the reporting period which have ranged from one to one meetings/site visits with schools with whom we have had less interaction since the inception of the LTSN-01, to high level meetings and presentations at national events.

We conducted semi-structured telephone interviews with a sample of eight (out of a possible 14 deaneries) postgraduate deans (or their representatives) which resulted in insights into the issues that are affecting graduates from medicine and dentistry. Key issues arising relate to the European working time directives, proposed changes to the PRHO and SHO medical year to merge into a single two year period, and the status of the new consultants' contracts.

The design, commissioning articles/development and publication of the LTSN-01 newsletter '01', the first issue of which came out in January 2003 has been a highly rewarding experience for the staff and contributors involved, and we hope that it is of value to the constituency (this will be evaluated in due course). The 30 page full colour/two tone edition contains feature articles, focuses on project work (current and outcomes), in-depth interviews, advertising, competitions, conferences, events and funding opportunities. The next two issues have been commissioned and we look forward to materials being submitted spontaneously from the constituency.

Accesses and visits to the website have more than quadrupled within the reporting period (from up to 4000 visits per month in July 2002 to over 16,000 per month for the last two months, rising to 18,700 in January 2003). This reflects the substantial effort made to maintain background information (keeping up to date with news, events, funding opportunities, etc.) and expand the information about good practice in learning and teaching generally available on the site. The website generally has new information added on a daily basis, trawled from a number of medical, health and educational sources such as RSS feeds from news sites, subscription to mailing lists (over 70 lists are monitored closely) and regular checking of major government departments, and information providers. Additionally event RSS feeds from LTSN Health Sciences and Practice, Bioscience and Psychology are available from the LTSN-01 News section. The LTSN-01 RSS feeds have consistently been some of the most accessed areas of the LTSN-01 website, appearing in the top 6 accessed pages in the last six months of the reporting period. Reciprocal linking agreements are sought with every organisation linked to by LTSN-01 - there are currently 1060 links listed to LTSN-01 on Google.

We have worked hard to maximise accessibility of the LTSN-01 website. A redesigned and evaluated version of the website, accessible and compatible with all browsers (including Netscape 4.x) will be released in February, 2003. Following a usability test which involved both observational and distance data collection, and a day of web strategy in the latter part of 2002, we have developed the current test site with increased content, a more rational navigation structure, and better search facilities. This new site will achieve triple AAA accessibility conformance through the total separation of content from layout via the use of Cascading Style Sheets as recommended by the W3C, WAI and Techdis. We have commissioned a database programmer to normalise the LTSN-01 databases. We hope to speed up searches and improve retrieval and relevance of searches once new queries and display scripts are written to the new database interface. We plan to make the new website live in February and the database live in the second half of 2003.

A 'features' section was introduced to house reports from the constituency such as the Core Competencies of Clinical Teams report. The database entries have increased to over 4000 resources at the end of the reporting period. The number of FAQs has increased to 57.

Comments and reviews of resources have been commissioned for the first issue of 01, the LTSN-01 newsletter, further reviews of materials will be sought and catalogued as part of working with our subject gateway. We expect to make significant progress on this in early 2003, once a metadata schema and application profile are available to provide a structure for doing so.

Publishers, societies and commercial groups with potentially valuable resources that are in some way restricted are being identified and catalogued via subject specialist recommendations, commissioning of resource reviews for 01 and via our own learning development officers, as well as through brokerage of relationships with publishers. Our postgraduate partner, the RCP does this on a systematic basis, and we have been lucky to secure access to this information which will be made available via the LTSN-01 website in the first half of 2003.

With a view to establishing e-community software a simple discussion list was established in May 2002 on the LTSN-01 website however it has not been utilised to any great effect. We expect to upgrade the software and encourage further use during 2003 - greater use of the JISCmail list has been noted, with some subject based discussion happening spontaneously around the area of teaching social sciences in clinical subjects. We would hope to stimulate further discussions of this type, as well as encourage interested parties to sign up to project specific email lists such as METRO@jiscmail.ac.uk A full list of projects and programmes appears on the new website which will go live in January 2003.

## **5.2 Raising levels of awareness and projecting our profile**

There has been an aggressive marketing campaign during the reporting period, starting with the dissemination of 20,000 leaflets to schools for dissemination in September 2002 (with a coincidental doubling of accesses/visits to the website). LTSN-01's portfolio of advertising materials now includes an A5 folded leaflet outlining recent work carried out by LTSN-01, postcards to advertise the on-line newsletter, and an A5 flyer developed for handing out at events and circulating via NPCs which explains 'what LTSN-01 can do for you'. As of January 2003 2500 postcards and 6000 flyers have been distributed. Members of staff have attended events with exhibition materials, and widened the group that they come into contact with e.g. CAIPE IPE meeting and AGM. A full list of dissemination activities is attached at **Appendix 6**.

The Learning Development Officer for Veterinary Medicine has attended meetings of the Teaching Committee for Veterinary Medicine in 4 Veterinary Schools. This has provided an important method of raising awareness and engagement with a broader group around NPCs in each school.

The Director attended the 3-day residential meeting of CHMS just before Christmas, and will, together with the Veterinary Liaison Officer, meet with the Deans of the six schools of Veterinary Medicine in February.

A competition to reward 'young lecturers' for good educational practice has already highlighted examples of teaching practice and raised awareness of LTSN-01 with a new target group.

The number of subscribers to the LTSN-01 JISCmail list has increased to 814 and the monthly Email bulletin has been rationalised to provide only a basic 'core' of material in line with our strategy of encouraging further use of the website.

## **5.3 Subject-specific engagement**

This has been a focus of activity in the reporting period. The Centre Manager and Learning Development Officer visited 9 schools with whom LTSN-01 has had less engagement. There is still one school which LTSN-01 has failed to engage with despite repeated emails and letters. However, the Dean has recently agreed to work with LTSN-01 on a specific project so a dialogue with this school has been initiated and developed.

The new Hull York Medical School has spontaneously sought the advice of LTSN-01 re curriculum design and recommended experts.

During summer 2002 LTSN-01 acted as subject co-ordinator for 'Medicine' (including Dentistry, Veterinary Medicine, Nursing and Allied Health Professions and some Bioscience) at the European Academic Software Awards 2002 (EASA2002). This involved working with approximately 80 experts in the UK and Europe in order to administer the evaluation of 33 'medicine' entries. LTSN-01 was an invited juror at the finals in Ronenberg. The resulting database of over 90 evaluations and interactive teaching software titles is a valuable resource for the constituency.

The Director has been engaged to conduct an internal curriculum review of the pre-clinical medical course at St Andrews in February 2003.

LTSN-01 has continued to raise awareness of CPD and the Medical Liaison Officer/Generic Learning Development Officer is now a lecturer on the MSc in Clinical Education at Newcastle.

There has been a delay in taking receipt of extended summaries of twenty 'good practice' guides from the Best Evidence (Medical) Education group (commissioned as a mini-project in early 2002) which is a disappointing delay, but we are hopeful of an early delivery in 2003.

On the wider front, we have continued to build links with our subject gateway BIOME together with cognate subject centres, and successfully submitted a bid to the LTSN/RDN collaboration fund, which additionally included representation from ALTIS gateway and LTSN Hospitality Leisure Sport and Tourism, plus LTSN Psychology. We are also full partners in a X4L project ACETS, which will inform metadata, application profile and XML binding adoption. We have additionally funded a miniproject METRO which in conjunction with medical library and information specialists, metadata experts and medical educators, will explore a process for the creation and adoption of new terms for a UK specific controlled vocabulary to describe medical education resources which is formed from a gap analysis of existing thesauri such as MeSH and BET together with a peer review process prior to adoption. Avenues for publication of the resultant terms are being explored with both MeSH and BEI in consultation with CETIS.

#### **5.4 Brokerage and collaboration**

Collaboration on the Tranche 2 funded projects has been greatly welcome by staff in LTSN-01. Working with experts in areas of cognate interest is of substantial value to assisting our understanding of key areas which are otherwise difficult to support or develop support for. The added value of being part of these small consortia comes from learning from other members of the group, and the specialist advisors involved. LTSN-01 has appointed specialist advisors to the Mental Health and ETHICS projects (Dr Brian Lunn, Newcastle and Mr Mark Brennan, University of Wales College of Medicine respectively) who have kindly agreed to attend meetings and offer advice on best practice in this area. LTSN-01 is delighted that experts in the areas of common learning (Dr Pauline Pearson, Newcastle), veterinary anaesthesiology/ethics (Dr Paul Flecknell, Newcastle), portfolios and reflective learning (Dr Geoff Hammond, Newcastle), assessment (Professor Roger Barton and Dr Phil Bradley, Newcastle) have agreed to donate their time to supporting the work of the subject centre. We have also brokered the input of constituency expert, Professor Damian Walmsley, to assist with the identification and cataloguing of existing systematic reviews in educational research as part of the ACETS project.

A key development during the reporting period is substantial progress towards mutually beneficial relationship between the LTSN-01 and existing networks such as ASME, AMEE, ADEE, AHIS, CAIPE and AVTRW. The LTSN-01 sponsored competition 'Rewarding Excellence in Teaching and Learning' was launched in January 2003 with the prize of free registration at either AMEE (veterinary medicine), ASME (medicine) or ADEE (dentistry) for the three winning applications from staff who have been teaching in an HE environment for less than 5 years. LTSN-01 has collaborated with the organisers to ensure that short papers from the winners are likely to be accepted, and in one instance (AMEE) the conference organisers have kindly donated £250 towards travel costs. As well as cross promoting the three existing networks of AMEE, ASME and

ADEE it is hoped that this initiative will encourage younger educators to present their work at international conferences.

Pre-conference workshops or sessions have also been made available to the LTSN-01 at the ASME, AHIS and AVTRW conferences and future joint events and co-sponsored initiatives are under discussion. It is planned that LTSN-01 will sponsor 'juniors' (students and recent graduates) attendance at the ASME conference (JASME).

Relationships with the Journal of Veterinary Medicine Education (JVME) have been established and developed. Veterinary NPC's now receive a free copy of this journal (LTSN-01 pays a subsidised rate for this) and the JVME has paid for the advertising of the LTSN-01 'Rewarding excellence in teaching and learning' competition amongst the veterinary medicine constituency.

LTSN-01 staff have also worked with the Dental Defence Union and BDA on their 'Dental Teacher of the Year Award', offering advice and recommending experts for the judging panel.

LTSN-01 was fortunate to work with excellent partners in the collaborative bid of cognate subject centres representatives of the JISC hub BIOME which succeeded in securing support for interoperability work. This will substantially speed up development in this area, and progress will be of significant benefit to all parties.

LTSN-01 is working with the TLTP3 project (number 86) Networked Learning in Medicine and Health Sciences) to host a national conference in February 2003. Although the conference is still several weeks away it is fully subscribed and has occupied all members of staff considerably in the past few months.

To promote high quality research we have continued to work with our mini-project grant holders. A pilot systematic review of PBL commissioned in 2001 is now complete and the final report in progress. The team is actively searching for further funding for full review although a proposal submitted to the British Academy last year was unsuccessful. LTSN-01 staff have also been involved in active data collection and analysis for the LTSN-01 mini-project 'Survey of early experience in UK medical schools' and have been working with the project 'Perceived stress and emotional intelligence in dental undergraduates' to develop an article/conference/workshop on Emotional Intelligence based on this mini-project. An outcome of the mini-project 'Development, teaching and evaluation of a consultation structure model for use in veterinary education' was a workshop held in August which brought together all the veterinary schools to discuss communication skills. A full list of current miniprojects is attached at **Appendix 2**.

LTSN-01 has been heavily involved in contributing to constituency research where appropriate. An evaluation plan for the ACETS project, a major project on developing and evaluating RLOs, has been written and two abstracts on the LTSN-01 mini-project funded PBL review have been co-written and presented at AERA and the Campbell Collaboration Conference. LTSN-01 has also participated in the Generic Centre project on Linking Teaching and Learning which has involved conducting four interviews on this topic and drafting an initial paper and poster for presentation at the LTSN Annual Conference.

### **5.5 Dissemination of good practice**

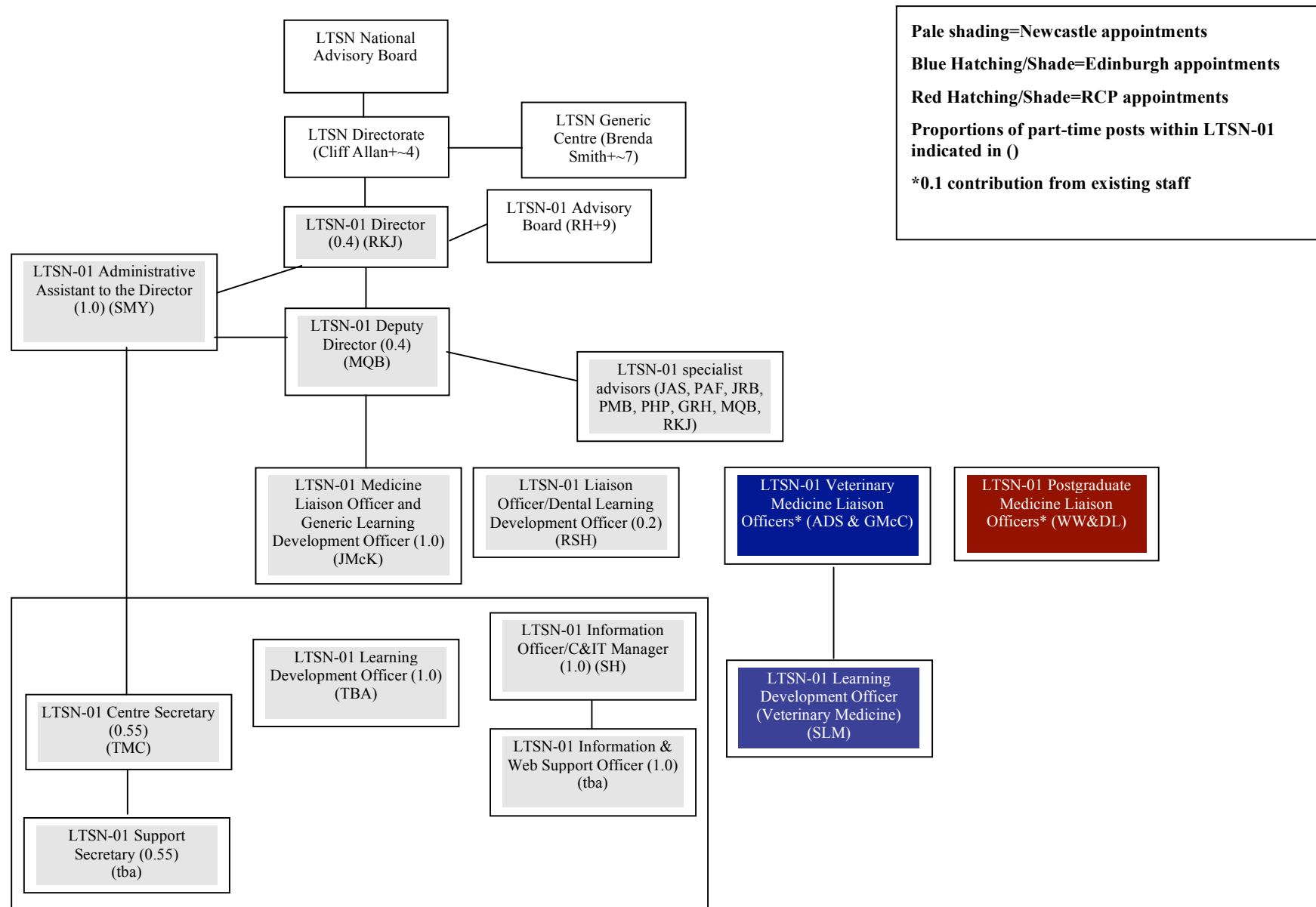
Dissemination of good practice has been made easier by the increased uptake of our website, which we have always extolled as the key method of communication with the constituency. The newsletter, workshop programme, conferences, consultancies etc are all methods of disseminating good practice.

The emerging national importance and high interest in the areas which have been funded has been surprising, for example representatives of the GMC and GDC have both approached an LTSN-01 miniproject holder for advice in the area of disability (Anne Tynan, RVC), and the FDTL4 project in Leadership (Professor Stewart Petersen, Leicester) has attracted widespread involvement of key stakeholders in Healthcare leadership across the UK. We are proud that the effort expended in 'building capacity' in year one has resulted in extensive income into developing good practice in learning and teaching in our constituent areas, many funded from non-traditional sources.

The LTSN-01 Workshop programme for 2003 is now near finalised although not complete. A list of those workshops already commissioned is attached at **Appendix 7**. Extra workshops will be added during the course of the year but the first three, two on 'Assessment of competence using OSCE's and one on 'Outreach Teaching' have proved popular and are fully subscribed with a waiting list of 11 for a possible third OSCE workshop later in the year. Facilitators for the workshops have been commissioned as experts in their fields and part of their brief is to produce workshop packs that can be made available on line for the entire constituency. Workshops are a mixture of subject specific, generic and inter-professional. LTSN-01 is also co-hosting workshops with LTSN Health Sciences and Practice, LTSN PRS, ALT and the Centre for Teaching and Learning Assessment at the University of Edinburgh about OSCEs, teaching history of medicine to medical students, reusable learning objects and study skills for veterinary students respectively. Overall the expected no of workshops to be run mainly in the second half of this reporting period will be over 20 and it is expected that the number of participants whose skills will be enhanced through participation/attendance will be approximately 400.

We continue to identify and highlight examples of good practice wherever they can be found from within the constituency.

## 6 APPENDIX 1: Staffing Structure



**Pale shading=Newcastle appointments**  
**Blue Hatching/Shade=Edinburgh appointments**  
**Red Hatching/Shade=RCP appointments**  
**Proportions of part-time posts within LTSN-01 indicated in ()**  
**\*0.1 contribution from existing staff**

## 7 APPENDIX 2: Projects Relevant to our Constituency

**Table 1:** Funded FDTL4 projects which overlap with our constituency.

No.	Institution	Title
61/02	Royal Veterinary College, University of London (Stephen May)	Optimising computer aided and traditional assessment in veterinary education (OCTAVE) (£250,000)
91/02	University of Bristol (Margaret Bryon)	Incorporating disability equality in clinical practice (£250,000)
127/02	University of Leicester (Stewart Petersen)	Developing Tomorrow's leaders in Healthcare Education (£250,000)
138/02	University of Manchester (Paul O'Neil)	A core question bank linked to the learning outcomes for UG medicine (£250,000)
141/02	University of Newcastle (Geoff Hammond)	Managed Environments for Portfolio-based Reflective Learning – Integrated Support for Evidencing Outcomes (£250,000)
162/02	University of Sheffield (Joe Cannavina)	Web-based inter professional learning network (£250,000)
Other FDTL4 projects of particular interest:		
32/02	King's College London	Inter-professional education for all pre-registration students in the health professions across three HEIs within South East London Workforce Development Confederation
65/02	South Bank University	Dyslexic students' self-managed learning of subject-specific terminology
137/02	University of Manchester	Inter professional medical training by means of a virtual hospital ward
150/02	University of Nottingham	Advancing the provision of Pharmacy Law and Ethics Teaching (APPLET)
184/02	University of York	Interprofessional Teaching and Learning in Contemporary Mental Health Care

**Table 2:** Non-FDTL4 ('other') funded projects relevant to our constituency

Funding Organisation	Status	Title
LTSN Subject Specific Funding Tranche 1	LTSN-01 sole applicant	Subject specific development (£49,519)
LTSN Subject Specific Funding Tranche 1	LTSN-01 sole applicant	Recognising complexity (£49,519)
LTSN Subject Specific Funding Tranche 1	LTSN-01 sole applicant	Learning and teaching development (£50,000)
LTSN Subject Specific Funding Tranche 2	LTSN-01 one of 3 partners, led by LTSN HSP	Interprofessional learning (£75,000)
LTSN Subject Specific Funding Tranche 2	LTSN-01 one of 4 partners, led by LTSN SWAP	Mental health teaching (£75,000)
LTSN Subject Specific Funding Tranche 2	LTSN-01 one of 6 partners, led by LTSN PRS	Ethics Teaching (£75,000)
LTSN/RDN Interoperability Funds	LTSN-01 full partner	Bob Parkinson, BIOME: (£67,500)
<b>In the Constituency</b>		
PPP Foundation	LTSN-01 supported application, led by Barts and the London	Mira Vogel: "Pilot and evaluate a web- and kiosk-based service for falls prevention and access to treatment to residents of Tower Hamlets" (£75,000)
JISC X4L	LTSN-01 one of 7 partners, Led by University of Edinburgh	David Dewhurst: "Assemble, Share, Exemplify, Catalogue, Test and Share" (ACETS) reusable learning objects (£197,000)
JISC FAIR	LTSN-01 supported application, led by University of Bristol	Jill Evans: "BioBank: a Digital Image Repository for the Biomedical and Healthcare Communities" (£200,000)
NHS	LTSN-01 sole applicant (work contracted out)	NHS contract for articles on Health Informatics (£4,000)
DH/NHS	LTSN-01 supporter/partner in one proposal, other LTSN SCs involved	Four "Common Learning" projects (£2.5M)
HEFCE 02/21	LTSN-01 supporter/partner, led by RVC	Anne Tynan: DIVERSE (£230,000)
Guy's and Thomas' Charitable Trust	LTSN-01 supporter, sole bid by GKT medical programme	John Rees: Development of reusable learning resources for medical and other health related disciplines (£120,000)
<b>Current Proposals at Stage 2:</b>		
ESRC TLRP3	LTSN-01 supporter/partner, led by University of Leeds	Trudie Roberts: widening access and participation: implications for Medical Schools (£700,000)

**LTSN-01 Educational Research Projects (Mini projects')****2001 (completed)**

Dr Graham Pettigrew (Faculty of Veterinary Medicine, University of Edinburgh), *An image database of clinical cases*, £2500.

**2001 (ongoing, from July 2001)**

Dr Dave Davies (Medical Education Unit, University of Birmingham), *Resource discovery and collaborative development*, £5000.

Dr Iain Mackie (University Dental Hospital of Manchester), *Evaluation of an outreach programme in restorative dentistry*, £5000.

Dr Paul Probyn (Royal Veterinary College), *Development of a skills laboratory in veterinary medicine*, £2500.

**2002 (ongoing, from July 2002)**

Ms Kathy Boursicot (Barts and the London, Queen Mary's School of Medicine and Dentistry), *Standard setting at final MB BS level for clinical competence: is it possible to achieve consensus?* £4000

Dr Lis Cordingley (University of Manchester), *Survey of early experience in UK Medical Schools*, £1000.

Ms Rachel Ellaway (University of Edinburgh), *METRO (Medical education taxonomy/thesaurus research organisation)*, £4000

Professor Ronald Harden (Association for Medical Education in Europe), *20 extended summaries of AMEE education guides and BEME guides for the LTSN-01 constituency*, £5000.

Mr Jason Leitch (University of Glasgow), *DVD for teaching sedation and behavioural psychology in dentistry*, £3500.

Dr Tudor Jones (University of Edinburgh), *Evaluation of information mapping techniques as teaching and learning tools in veterinary medicine*, £2000.

Dr Jenny King, (Barts and the London, Queen Mary's School of Medicine and Dentistry), *A study pack for consenting skills in Dentistry*, £3000.

Mr John Mould (University of Glasgow), *The development of OSCEs for veterinary use*, £2215.

Dr Allan Pau, (Barts and the London, Queen Mary's School of Medicine and Dentistry), *Perceived stress and emotional intelligence in dental undergraduates*, £4000.

Dr Alan Radford (University of Liverpool), *Development, teaching and evaluation of a consultation structure model for use in veterinary education*, £4000.

Professor Trudie Roberts (University of Leeds), *Disabled students - disabled doctors – time for a change?* £2500.

Professor Maurice Savage (Queens University Belfast), *Assessing undergraduate interprofessional learning: a clinical case-study approach for ward-based teaching*, £3000.

Dr David Taylor, (University of Liverpool), *Embedding portfolios early in the medical course*, £2500.

Ms Elizabeth Theaker (University of Manchester), *The assessment of manual dexterity in Dental students at admission and progression through the Dental degree programme*, £850.

Ms Anne Tynan (Royal Veterinary College), *Students with disabilities: a comparison of admissions systems in Medicine, Dentistry and Veterinary Medicine*, £2500.

One further mini-project/consultancy allocated in relation to the ETHICS Teaching Tranche 2 Subject Specific funding, collaborative proposal (value £4000).

**Commissioned External Consultancy (ongoing)**

Dr Mark Newman (University of Middlesex), *Contribution towards a Systematic review of the effectiveness of problem based learning*, £500.

## 8 APPENDIX 3: External Evaluator's Report

### 8.2 LTSN-01 External Evaluation Notes

*These notes are taken from an initial data collection as part of the external evaluation process for the LTSN-01 Centre during the months June – October 2002.*

### 8.3 Data collection methodologies

The themes for this work were identified from discussion during informal meetings with centre staff and attendance at one advisory group meeting.

A survey questionnaire was developed and any changes in content, discussed with Centre staff (questionnaire attached). The questionnaire was circulated to the Nominated Primary Contacts through the NPC jiscmail discussion group in June 2002. Respondents could download the file, complete and either return as an email attachment or by post.

Nineteen questionnaires were returned, 8 from Dentistry, 2 from Veterinary Medicine and 9 from Medicine. Two contacts replied to say that they were too busy to take time to complete a questionnaire.

Follow-up telephone interviews were carried out with 6 NPCs. Five of these were completed during July and one in September. Two contacts from Dentistry, one from Veterinary Medicine and three from Medicine were selected to be a representative sample across the constituency groupings in order to develop themes emerging within the questionnaire feedback. It should be noted that a number of other questionnaire respondents were also approached as possible interviewees, but these were not carried out for a number of different reasons. The themes for the interviews are listed below.

*Dr. Jen Harvey,*

*Dublin Institute of Technology*

*14 October 2002*

### 8.4 Main themes for interviews with NPCs:

The six interviews carried out followed a semi-structured format in order to enable exploration of a number of issues under each of the following themes:

*Use of the NPCs as an effective network to support the Centre*

Contacts role within their institution and their link with the LTSN-01 Centre – how did they become a contact, their own level of strategic institutional involvement?

*Perceived role of the Centre relative to their institution's academic support centres* – how/do these complement each other? How/does their support differ?

*Nature of the contact between the NPCs and Centre* - usefulness of the methodologies used by the Centre to keep in touch/encourage contact with NPC eg email digests, discussion groups, responsiveness to current issues, provision of information for their constituency groups useful?

*Role of the NPC* – how did they keep their constituency groups informed, any LTSN-01 methods of providing them with support particularly useful, any difficulties in keeping staff informed? Levels of interest in institution.

*LTSN-01 Activities* – usefulness of workshops, events, prioritising of activities, strategies for promoting the Centre?

*Usefulness of WWW site* – frequency of access, new site? use of WWW site? Priority for next year's activities?

*Perceived role of the LTSN-01 generally* – aims/objectives of the Centre, supporting student learning? general performance, priorities/expectations?

*Future activities of Centre/feedback to staff/general comments* – next year...

## **8.5 Suggestions made to Centre/possible activities to explore**

### *Nominated Primary Contacts*

Explore links with NPCs – define roles of NPCs - utilising network more?  
review NPCs who have not been in touch with Centre to find out about any additional/different support could be offered

organise a meeting of (regional) NPCs and begin to define the role of an NPC and allocate tasks/activities/action points as a collaborative exercise. Ideas for networking – finding project partners etc could also be included. There seemed to be a lot of interest in the concept of networking and the role of the LTSN-01 in facilitating this process

Establish a temporary discussion area to explore the role of an NPC and ways forward.

Resources could be provided for the NPCs from that section on the WWW eg downloadable leaflets/ background info for inclusion in newsletters etc. This might give more of a feeling of being part of a network rather than just a contact.

Recognise the differing roles of the NPCs within their institutions and tailor areas/advice to provide appropriate support. Some of the NPCs would have extensive experience in strategic matters and could perhaps be involved in developing materials.

Expand regional spaces on the WWW site to deal with regional issues/ develop materials. If there is to be a Welsh section what about NI and Scottish constituencies? Funding opportunities could be posted there.

Email prompts to include information about the WWW site eg the News section + links when updated could be sent to NPC to encourage them to access. Although it is possible to request this from the WWW.

## **8.6 Role of the LTSN-01**

Further definition of role of centre – more explicit aims/objectives/achievements?

Work with the NPCs to further define the role of the centre and what they would like centre to do. One idea might be to adopt a theme as one of the interviewees suggested for 6months eg assessment

Perhaps the mission statement could be used as the basis for defining the role of the Centre. Activities could be bulleted see comments below.

The role of the Centre as a network facilitator was mentioned by a few people and suggested as a priority activity for next year. This activity could be developed through the WWW site. Are there people with particular expertise that others could contact? These could be collated within a resource database so that people could see who was active in which area – or as a possible project funding partner or as a workshop facilitator etc.

## **8.7 WWW site**

The questionnaires/surveys did not provide much feedback on the WWW as many of the respondees were not active users. The site has also been upgraded since then.

Proposed usability testing being carried out should provide useful feedback

## **8.8 Notes from the Questionnaire responses – July 2002**

### *a) Sample – Qs 2-4*

19 Returns – 8 (from 16) Dental, 2(6) Veterinary, 9(34) Medical.

10 from Education related posts eg Professor of Medical Education, 1 lecturer and 5 SL, 1 faculty secretary, 2 Heads of Dept.

*74% mentioned teaching as part of their job description and 79% had been nominated to become their institution's NPC.*

*Variation in their perception of the number of times the Centre would contact them with email digests. 47% had never or had rarely contacted the Centre.*

#### **b) Teaching learning institutional support /primary TL issues Qs 5-7**

95% had institutional staff to provide advice in general T&L issues and 95% had staff to provide T&L advice in their subject discipline. 63% reported funding being available for projects but 64% did not have time release for course development. 66%, of those commenting, described their institution as being well recognised for teaching excellence. This was primarily reflected by high TQA ratings one person commented about the quality of their graduates and another about the high pass rates recorded.

Ongoing concerns relating to teaching and learning mentioned were: moving towards more innovative teaching methods, the conflict between teaching vs research within their institution, eg relating to promotion, resource allocations, lack of time/resources generally, pedagogical issues eg assessment, clinical teaching and the recruitment of high quality staff

#### **c) LTSN –01 activities Qs 8-9**

Meetings with LTSN-01 staff and LTSN-01 workshops were the most highly rated activities. This was followed by, responses to enquiries, provision of online resources and funding of mini-projects and strategy papers. The email discussion groups and digests were still perceived as useful by 51% and 72% respectively. 39% of respondents said they had never used the email discussion lists.

The above findings were supported by 'workshops', 'meetings' and 'funding' being perceived as the most useful activities in supporting academic staff to make changes in their teaching and learning in Q9. Support, encouragement and dissemination of best practice were also cited. Few people felt there were any 'least effective activities'. However, two mentioned the email digests and one person mentioned the email discussion group. The other mentioned a lack of local resourcing in their subject discipline.

#### **d) WWW site - Qs 10-13**

There was again a divide in those respondents who used the WWW site and those who didn't. 63% had used the WWW site, of these, 42% accessed the site less than 'once or twice a month'. Seventy percent of the users had looked for information about funding while 10% had looked for information about best practice, and 10% had only looked at the first page when they had last accessed the WWW site.

Information about funding (9 from 11 people rating at 1 or 2) and news (7 from 9 people rating at 1 or 2) were considered to be the most useful sections of the WWW site. These were the most commonly selected and the most highly rated from the selection provided. The database of Best practice (mean of 3.5 from 8), events section ( 3.5 from 10) and the resource area (4 from 11) were given as the next most useful. These preferences also reflected by WWW site access logs in the Centre's report. Restructuring of site has brought these to more prominence in the home page.

Definitions (mean of 6.77 rated by 3 people), database of courseware (6.6 by 5people), VLEs (6 by 4people) and FAQs (4.8 by 5people) were less highly rated and elicited the highest number of N/As.

Lack of time 'to browse', 'no need' were the most commonly cited reasons for not accessing the WWW site. One person commented that they just 'go for what they need'.

**e) Role as NPC /marketing resources Qs 14-16**

LTSN events were mentioned by 89% of people as being the useful for marketing the Centre. 8 people ranking these as the most useful and 88%, of those giving a rating, allocating either a 1 or 2 rating. The WWW site was also ranked by seven people and out of these, 7 gave a ranking of 1 and two gave a ranking of 2. Leaflets and subject based articles were next most highly rated. 9 had requested leaflets to be sent out for publicity. 63% indicated that several people in their Faculty would be aware of the Centre. Only one person said 'all' would be aware, one said 'most' of their Faculty, and one said 'three-quarters' of their faculty would be aware of the Centre.

Of those indicating that people would be aware of the Centre within their dept, most felt that the perception would be that they were resource /information providers (72%) This was followed by 25% feeling that they (also) were promoters of best pedagogical practice and thirteen percent feeling they were project funders and thirteen percent that they were 'the hub of a network'

**f) Future activities of the Centre – Q17**

Developing closer networks, running more workshops and providing more funding opportunities were felt to be the recommended highest priority for the centre next year. 55% of all the respondents (10 from 18) indicated networks to be the highest priority and 22% as the next highest. five people from seventeen indicated more workshops as the highest priority (rating of 1) and 3 indicated funding to be the highest. Only 9 people viewed the WWW site as a priority (mean rating of 5.2).

**g) General comments re performance Q 18 -20**

**Q18 – improvements for students?**

- None
- Through implementation of projects
- We haven't evaluated this one. Collectively I do feel it has been useful but it does require time to carry aspects of good practice through a 5-year course, particularly when the situation is consistently undergoing external pressure and evaluation.
- Supports inclusion of on-line learning within the curriculum which is resisted by most staff in a traditional setting at present. Provides dissemination advice for on-line learning research projects
- Not yet too soon
- Very indirectly, through supporting the movers and shakers
- None that I am aware of as yet
- Ability to find example of good practice and how they are implemented
- None that I can think of - other than indirectly
- Not at all to date, but reflects on me rather than LTSN
- So far, none
- None yet
- I am not sure that it has, as yet (although I have used some of the information myself so it has probably been passed on to some extent indirectly)
- Improvement in assessments following ltsn advice
- Not really
- Helped fund outreach teaching project made our teachers more aware of relevant LandT. This will benefit the students
- None

- Enabled some staff to make small evidence based (such as it is) changes to teaching, but little significant impact. Staff time is so tight that just keeping things running is the major challenge

**Q19 – Overall rating of LTSN?**

- OK early days. they seem to be finding their way
- Very good
- 50:50
- Good
- Excellent
- Good as a concept and it has been progressive considering the complexities of the various curricula. I do feel it will need at least 3 years to produce identifiable good
- Fair. I have to say that the availability and helpfulness of support of the Health Sciences LTSN has been more valuable.
- Good helpful
- Good
- It is good but like everything there are opportunity costs in staff time and personal and course improvement falls into the desirable and most staff are having to prioritise essentials.
- Good – as a fledgling institution
- Clearly this is an excellent resource, the problem I am sure for most people is getting the time to access it
- Not sufficiently informed to rate the performance of the LTSN
- Its only just started, needs more time to make an impact
- Good given remit
- Uninspiring
- Very good

**Q20 – Any other comments?**

- None
- No
- I think it is vastly underfunded
- Very good
- Its staff have been (generally) friendly and helpful
- What is the LTSN-01 relationship with the ILT? Duplication of activities should be avoided, or complementary rather than antagonistic.
- I think there is still a lot more which could be achieved but I think this relies on both sides (us and LTSN) and I think the key is getting “us” involved.
- It would be helpful for it to have more money for projects
- A small point but first class travel is not supported by our College for visits by LTSN members. This is clearly not an anonymous questionnaire, and it maybe more useful to have this on-line and anonymous.
- It may be that my interaction with the LTSN-01 has been a low priority therefore leading to a limited appreciation of its value

**8.9 Telephone Interviews – October ‘02**

*Summary notes 6 telephone interviews.*

### a) Sample

6 interviews completed, 3 medicine, 1 veterinary medicine, 2 dentistry

3 SLs, 1 Dean, 1 Director and 1 VP. All NPCs had been nominated by their institutions.

### b) Teaching/learning institutional support – exploration of relationship between local and LTSN-01 support

The LTSN-01 Centre was perceived by the interviewees as complementing rather than replacing existing institutional staff development support. Some of those questioned felt that they might approach the LTSN-01 for strategic advice while others commented that they liked knowing about the availability of subject-based knowledge and expertise related to learning and teaching issues.

Questionnaire responses had suggested that support was available in both generic and subject specific teaching and learning issues in all of the respondent's institutions but at differing levels. The NPC roles in the provision of this support also varied with some being actively involved in staff development and training while others had more management or administrative responsibilities. Ten had posts with a specific educational role.

One interviewee described how they felt that often it was easier to undertake local support for local concerns rather than look for national support or advice. Workshops relating to generic issues eg small group teaching, assessment etc can be more easily organised internally, but there were definite benefits to having someone with subject based knowledge/ expertise involved or contactable (one person had a medic as part of their SD support). Where there might be a need for subject based content, it was felt that the LTSN would be happy to attend locally organised workshops to provide relevant support.

The Centre was also helpful in identifying key speakers who would be relevant to specific needs eg ILT portfolio construction. John Spencer's workshop was perceived as particularly useful and was mentioned by a couple of interviewees. One person also mentioned how he would use the Centre not so much as a means of *'how to do something, but rather to find out who was doing it'* – this kind of networking was also felt to be useful in establishing contacts for future funding. The Centre had been instrumental in supporting a couple of the interviewees in the writing of project proposals.

### c) The role of the LTSN-01

While the existence of the centre was welcomed by all those being interviewed, there was still a feeling that the role of the LTSN had not been very clearly defined and that the Centre was *'still finding its feet'* A number of comments were made relating to nationally funded initiatives generally but exemplified by the LTSNs currently – *'a solution for a problem that we didn't know existed'* *'Here is some money and a Centre, define your own roles/relationship'*. *'They are still in the process of finding their role'*

Recommendations were made that the roles of both the Centre and the NPCs needed further clarification – *'more positive steers'* It was also felt that perhaps the NPCs could be actively utilised in such a process: *'Here's what we (the centre) want to do – what do you think?'* An annual meeting of contacts ( with the additional incentive of an external speaker) could involve some form of negotiated targeting of activities.

### d) Links/contact between the centre and NPCs

Email digests were felt, by all those interviewed, to be the most useful way of circulating this kind of information *'I can't think of alternative method'* It was acknowledged that sometimes they might get *'filed away'* or *'lost within the mass received'*.

From the questionnaires, the perceived frequency of circulation of the digests varied, although in some cases there was likely to have been additional email information exchanges of emails to that of the digests, between the centres and contacts. Three questionnaire respondents had mentioning weekly contact, 8 mentioning 2/3 times a month, 5 month and 2 saying that contact had only been once or twice since the centre was set up.

All those interviewed commented that they would generally try to forward the full email digests/ some sections of the content to relevant people when/where appropriate. This might be to a colleague,

advisory group, T and L committee or another email group. One NPC interviewed, had set up a small T and L group and used the email digests to stimulate discussion.

Some of the information eg that relating to funding of projects was felt to be rather HEFCE centric and could also be fairly general. Comments from Welsh and Scottish questionnaire respondents voiced similar concerns. However, digests were useful in sometimes identifying an issue of which they might not otherwise have been aware.

One person commented that it could be difficult to get all staff interested in T and L issues. Faculty WWW sites and newsletters perhaps could be exploited better to raise awareness of ongoing concerns. Then not only *'the chosen few would be involved with the Centre, but all would be encouraged'*. The inclusion of appropriate content within the digests could also be more specifically targeted towards such uses and had the potential for being an effective marketing tool for the Centre.

Perhaps information relating to strategies for publicising the Centre/utilising the resources raising awareness of the various learning and teaching issues and /or could also be included in digests/or the WWW site for people with less experience in strategic issues and activities.

### c) LTSN –01 activities

All interviewees had attended at least two LTSN organised workshops/meetings. The first meeting (the launch) was felt to have been the most productive. These sessions were thought to be opportunities for networking, identifying future funding partners, discussing common issues relating to their own professional experience and for helping to develop funding proposals. It was also perceived that workshops dealing with practical issues were useful and that strategic themes would naturally be explored, if groups of people with shared interests met together. It was also easier to find help for a problem in a face to face situation and to *'follow up discussion if you have met someone previously.'*

It was felt that the resultant discussion was more productive if meetings/workshops were *'well structured and sensible'*. The June meeting had raised expectations but would have benefited from further consolidation of themes and development of action points for ways forward. In this way the NPCs might be able to support the Centre more.

Although national meetings were felt to be beneficial, perhaps LTSN was being too ambitious in trying to co-ordinate national initiatives. Three people suggested that it might be worth organising regional meetings as well as tapping into existing networks eg vets, geographical links, capitalising on existing experience and setting targets for further exploration/special interest groups. LTSN-01 could consider establishing regional networks that might work on current themes/projects. In this way all constituency partners might benefit.

One person commented that there seemed to be more of a Centre focus on undergrad teaching, more support for postgrad teaching would also be welcomed and also sessions related to specific disciplines eg a workshop in methods of teaching for Dentistry. However, another NPC commented that postgrads tended to be less open- minded and might be difficult to support. The cost of attending CPD workshops is an issue. The venue and registration fee can determine whether attendance is possible for staff.

One interviewee mentioned that perhaps the Centre could broaden out involvement to include other staff as well as NPCs. Another commented that meetings were helpful when a number of his staff attended as the discussions to and from were also very productive.

There was a suggestion that perhaps the LTSN might consider a yearly/monthly theme for activities eg assessment and that each of the constituency groups could contribute to for example newsletters, workshops etc around this theme.

### d) WWW site

Varied levels of usage and interest in WWW site was reported by those interviewed. Information about funding was commented upon and felt to very helpful – this supported the questionnaire responses. At the time of the first interviews only one of the five had accessed the new WWW site. This was just after the new WWW site design had been launched. But the person concerned felt that the new WWW site was clear and facilitated retrieval of relevant information quickly although.

One person suggested that it would be good to send out email reminders, like the BMJ links about any new WWW site resources/news to increase interest and encourage access. This idea was supported by a couple of subsequent interviewees. A list of contents might be helpful for inclusion within faculty WWW sites.

#### *e) Role as NPC /marketing resources*

The different level of strategic institutional involvement and presumably motivation of the NPCs to contribute with the centre was noted. Many of the NPCs had been nominated as contacts – and it was felt that this might impact upon the level of their participation. Involving all contacts could be problematic when the role of the contact was not clearly defined – perhaps the contacts list should be reviewed and those not contributing could be asked whether they wanted to still be involved. It was felt that their contributions needed to be carefully centrally managed as each would have their own interests in becoming involved.

Interviewees described their NPC roles differently from being a ‘*conduit of information*’, a *link between the centre and the institution*, ‘*informers for strategic management*’. It could be argued that the flexibility provided by not defining a specific role meant that individuals could influence their own remit and what their role might entail. Two felt it was helpful to have a senior person who could ‘*feedback information and influence change rather than one paying only lip service*’. Alternatively, one person suggested that if staff were less involved in a management role then the centre could consider providing advice/ideas on how they might go about influencing colleagues – mechanisms for institutional change.

Another option might be to give contacts /groups of contacts tasks that they might report upon – thereby encouraging involvement. Contacts might also want to include other colleagues in attending workshops/discussing common issues. As mentioned earlier, it was considered helpful if a group of staff from a school/faculty could attend so they could collectively follow-up/discuss future activities. NPCs could be helpful in redefining the LTSN aims and objectives – but perhaps better to do so regionally. The idea of allocating tasks to groups was favourable received by most people interviewed but the tasks would have to be of general interest.

Levels of institutional awareness re LTSN were still quite low in some universities whereas in others, it was felt that most academic staff would know about the Centre. High turnover of staff, broad geographical distribution of campuses, poor communication between depts/faculties etc were felt to contribute to any lack of knowledge. One interviewee commented that the posters and leaflets sent out during the summer had been helpful and he couldn’t see how the centre might increase their practical support in terms of marketing .

#### *f) LTSN-01 role - impact on student learning*

Having an impact on student learning was generally felt to be a rather ambitious aim for the centre although a well-intentioned one. It was however, possible to move towards this aim by running good workshops to train/raise awareness of staff, promoting good examples of activities/work/research of academics and providing or making available relevant and timely information.

Changes in learning also could be achieved through standardising assessment formats for students, circulating effective evaluation forms for staff to use or increasing the use of online packages / resources. Several interviewees commented that visits/workshops/LTSN support had been helpful in instigating change in assessment practice in their institution.

The funding of projects to promote good /innovative practice, help in writing proposals, facilitating networks of people eg co-ordinating question banks were also potential contributors. Contacts might be aware of funding opportunities in their subject discipline but not sources for funding educational projects. Linking with other universities, exchanging examples of good practice were useful in broadening the student learning experience.

#### *g) Future activities of the Centre*

The networking potential of the centre was a recurrent theme within the interviews and also evident within the questionnaire feedback. The value of making contacts and establishing good links with other

interested academic staff for exploration of future funding possibilities was seen as an important Centre activity from both the questionnaires and the interviews. Several interviewees commented on the importance of making good links with other schools and using the LTSN-01 as a means of establishing contacts for obtaining funding at a later stage.

*h) Feedback to the LTSN-01 staff*

Several interviewees felt that the LTSN needs to define a role for itself and for the NPCs in order to facilitate effective cross-institutional networking. Any negativity fed back from the questionnaire responses was most likely to be as a result of a lack of a defined role of the centre and different levels of expectation as to what this role might be.

It was thought that the Centre needed to be realistic in what it aims to achieve and how the NPCs might support this. There was also a requirement to define targets ie outcomes and what was to be the product. Important to meet face to face to define what LTSN might do – like the last meeting but with tasks and action points. An annual meeting was suggested – *‘this helps people to feel part of something’*. *‘At a distance doesn’t really work’* The time element was also considered to be important and one interviewee commented that he wished *‘he had more time to work with the Centre’*

All interviewees were very positive about the Centre staff who were felt to be actively helpful, supportive and keen to respond to enquiries and requests for support. The friendliness and helpfulness of individuals was noted.

## 8.10 LTSN-01 Questionnaire I: NPCs

This questionnaire is being used to provide feedback on the performance of the Learning and Teaching Support Network Subject Centre for Medicine Dentistry and Veterinary Medicine (LTSN-01). This independent survey by the external evaluation team is entirely confidential and only anonymised, collated results will be released to the LTSN-01 and their management organisations. . Thanks for taking the time to complete the form for us.

Name \_\_\_\_\_

Institution. \_\_\_\_\_

### About yourself

#### 1. What is your job title?

\_\_\_\_\_

What would you say were your main responsibilities in this post e.g. management, teaching, research

### Your link with LTSN-01

#### 2. How would you describe your role/link with the LTSN-01 Centre?

3. How did you become involved with the Centre? eg were you nominated by a colleague, approached etc

4. Approx. *how often* would you say you contact/are contacted by the Centre per month? How is contact generally established? eg phone, email, What is the main reason for this contact?

a) When you contact the Centre (frequency, how, why?)

b) When you the Centre contacts you (frequency, how, why?)

### About your institution

#### 5. Which of the following teaching and learning support is available within your institution?

	Readily Available		Available		Not Available
a) Staff to provide advice /support in general teaching and learning issues	—	—	—	—	—
b) Staff to provide advice/support in teaching and learning issues in my Subject discipline	—	—	—	—	—
c) Funding for teaching and learning projects	—	—	—	—	—
d) Time release for course development	—	—	—	—	—
e) Workshops/seminars on teaching and learning	—	—	—	—	—
f) Post Graduate Certificate (or equiv.) in teaching and learning	—	—	—	—	—
g) Other (Please specify)	—	—	—	—	—

Any comments about the general support of teaching and learning within your institution?

6. Would you say that your institution is well recognised for its excellence in teaching? If yes, how is this best demonstrated?

**7. What would you say are the primary issues/concerns relating to teaching and learning in your Faculty? Are these ongoing or recent concerns?**

**About the LTSN-01's activities**

**8. How would you rate the following LTSN-01 activities (Please circle response):**

	Very Useful			Not Useful		Never Used
a) Responses to enquiries	5	4	3	2	1	0
b) Meetings with LTSN-01 staff	5	4	3	2	1	0
c) LTSN-01 Email discussion lists	5	4	3	2	1	0
d) Strategy papers/ responses to current issues	5	4	3	2	1	0
e) Email digests/articles sent to contacts	5	4	3	2	1	0
f) LTSN-01 organised events/ workshops	5	4	3	2	1	0
g) Provision of online resources through the WWW site	5	4	3	2	1	0
h) Funding of mini-projects	5	4	3	2	1	0

Any additional comments related to the above eg any activities you feel the Centre should become involved with?

**9. Which of the current LTSN-01's activities would you say is most/least effective in supporting academic staff to make changes to their teaching in order to enhance student learning?**

MOST effective  
LEAST effective

**LTSN-01 WWW site**

**10. Approximately how often would you say you get a chance to look at the LTSN-01 WWW site?**

several times every day	once a day	several times a week	once a week	once or twice a month	less than once a month
-------------------------	------------	----------------------	-------------	-----------------------	------------------------

**11. When was the last time you accessed the LTSN-01 WWW site? Which part of the WWW site did you look at and why?**

**12. Which of the following sections of the LTSN-01 WWW site do you find most useful? (Please rate 1 as most useful, 2 next most useful etc) If you have never used a section please write N/A.**

<i>News</i>	___	<i>Resources</i>	___	<i>Links</i>	
___					
<i>Definitions</i>	___	<i>Database of best practice</i>	___	<i>Project proposals</i>	
___					
<i>VLEs</i>	___	<i>Database of courseware</i>	___	<i>Events and conferences</i>	
___					
<i>FAQ</i>	___	<i>Funding opportunities</i>	___	<i>Other (please specify)</i>	

If you haven't used a particular section, was there a reason why this was? If so please specify.

**13. Are there any parts of the WWW site you might use more if they were changed in some way? If yes, which section, and how might this be made more useful?**

**Your role as a Nominated Primary Contact****14. Which of the following LTSN-01 marketing resources have you found most useful?**

*Please rate in order of usefulness (1 rated as the most useful, 2 the next most useful etc)*

	<i>rating</i>
a) <i>Subject based articles</i>	___
b) <i>Posters</i>	___
c) <i>Leaflets</i>	___
d) <i>Email discussion outcomes</i>	___
e) <i>WWW site information</i>	___
f) <i>LTSN-01 events</i>	___
g) <i>Other (please specify)</i>	___

Anything else that would be helpful?

**15. How many of your Faculty would you say were now aware of the LTSN-01 activities/resources?**

none    several    about half    threequarters,    most    all

**16. What, in your opinion would colleagues who are aware of the Centre, consider to be the main function(s) of the LTSN-01? . eg consultancy service, provider of resources/information, IT specialists, link to postgraduate and professional bodies, promoter of best pedagogic practice etc****Future activities of the LTSN-01****17. During the next year, which of the following current activities do you feel should be a priority for the Centre? (Please indicate 1 – highest priority to you, 2 – next highest etc)**

___	LTSN-01 WWW site
___	Developing closer networks between institutions including sharing best practice
___	Extending the online resource database
___	Developing better links between relevant associated bodies
___	Visiting each of the institutions
___	Running more workshops/events
___	Providing more funding support/advice for projects
___	Providing up to date articles /papers on current relevant issues
___	Developing responses on behalf of the constituency
___	Other

**18. In what ways have the activities of the LTSN-01 resulted in direct improvements for your students (if at all, please be honest)?****19. How do you rate the overall performance of the LTSN-01?****20. Any other comments about the LTSN-01?**

Thank you for taking the time to complete this questionnaire.

## **9 APPENDIX 4: LTSN Mission and Strategic Aims**

### **9.1 LTSN Overall Mission and Strategic Aims**

#### **9.1.1 Overall LTSN Mission Statement**

To provide, through a coherent and integrated network of subject specific resources and Generic Centre, high quality information, expertise, and resources on good and innovative learning and teaching practices, and to effectively promote and transfer such practices to enhance learning and teaching activity in UK higher education.

#### **9.1.2 Overall LTSN Strategic Aims**

- S1. To be the primary information and advice resource for all staff involved in learning and teaching in HE on subject specific and generic learning and teaching practices.
- S2. To promote, transfer and broker good and innovative learning and teaching practices, including those that meet the diverse learning needs of the HE student population, to enhance learning and teaching activity in UK HE and FE institutions.
- S3. To develop and maintain a coherent and integrated network of effectively managed centres with a clear remit and national identity.
- S4. To promote the LTSN within institutions, and the HE sector more widely, so that all staff involved in learning and teaching are aware of, and have access to, the resources provided by LTSN.
- S5. To develop and sustain effective relationships and partnerships with appropriate stakeholders, to ensure a co-ordinated and coherent UK-wide approach to enhancing learning and teaching activity.
- S6. To develop a network with the position and capacity to support the delivery of learning and teaching relation national policy objectives.
- S7. To provide an international outlook on learning and teaching matters in terms of importing ('observatory') and exporting ('beacon') L&T resources, materials, trends and ideas.

### **9.2 LTSN-01 Mission and Strategic Aims**

#### **9.2.1 LTSN-01 Mission Statement**

To provide professional educational support to the teachers, students and practitioners of its individual constituent disciplines so as to enhance the quality of educational provision throughout the UK and transfer good practice in an effective and cost efficient way.

#### **9.2.2 LTSN-01 Strategic Aims**

- SA1. To be the primary information and advice resource for all Medicine, Dentistry and Veterinary Medicine staff involved in learning and teaching [LTSN S1].
- SA2. To promote, transfer and broker good and innovative learning and teaching practices including those that meet the diverse learning needs of the constituency student population in order to promote the personal and professional development of students and foster the development of caring, knowledgeable, competent and skilful graduates who broadly understand

health and disease and who are able to benefit from subsequent education and adapt to future developments in practice [LTSN S2 and S4].

- SA3. To facilitate the interpretation and understanding of UK needs in relation to the enhancement of the quality and effectiveness of all aspects of learning and teaching (draw locally and from abroad), and to foster life-long learning and the continuing professional development of practitioners [LTSN S2 and S7].
- SA4. To pro-actively respond to change in higher education, prioritise core business and promote a culture of research in priority areas identified during consultation with the constituency [LTSN S2, S5, S6 and S7].
- SA5. To work in an open and transparent way which is accountable to the constituency directly and through the appropriate LTSN management structures, and as part of a coherent and integrated network of centres with the position and capacity to support the delivery of learning and teaching related to national policy objectives [LTSN S3 and S6].
- SA6. To develop and sustain effective relationships and partnerships with appropriate stakeholders to ensure a co-ordinated and coherent UK-wide approach to enhancing learning and teaching activity in the constituency [LTSN S5].
- SA7. To develop a theme-based strategy for pro-active engagement, to increase impact, and 'make a difference', and to recruit academic Specialist Subject Advisors to progress each key theme.

## 10 APPENDIX 5: Financial Statement for 2001-02

### 10.2 Core Budget

#### LTSN-01

#### Expenditure profile 2001-2002: Core Budget

Item	Total budget for period 01/08/01 - 31/07/02	Actual expenditure in period	Variance from budget	Committed expenditure in period	Variance from budget (incl. committed expenditure)	Reasons for variance and action intended (if any)
------	---	------------------------------	----------------------	---------------------------------	--	---

#### Staff salary costs

Centre Manager/Medicine Liaison Officer	46,956	46,906	50		50	
Learning Development Officer	41,397	36,076	5,321		5,321	Post appointed at bottom of grade but estimated budget at top of grade. Budget was based on start date of 1/8/01 - post not taken up until 17/9/01
Dental L&T Development Officer	13,539	12,669	870		870	
Dental Champions	19,269	-	19,269	7,500	11,769	Post not appointed. Consultation with constituency resulted in money being dedicated to dental workshops and mini-projects, see appendix 1
Veterinary Learning Development Officer	18,711	20,063	-1,352		-1,352	Post appointed at bottom of grade but estimated budget at top of grade. 2 months JMCK salary paid from this budget until transferred to Learning Dev Officer
Information Officer/C&IT Manager	34,706	34,456	250		250	
Centre Co-ordinator	21,092	15,170	5,922		5,922	Post appointed at bottom grade but estimated budget at top of grade
Secretary	7,826	9,162	-1,336		-1,336	Post not appointed until 1 June. Heavier reliance on temporary staff than expected.
<b>sub-total</b>	<b>203,496</b>	<b>174,502</b>	<b>28,994</b>	<b>7,500</b>	<b>21,494</b>	

#### Travel and subsistence

Subsistence	8,000	9,950	-1,950		-1,950	Extra, unplanned activity around bid writing, FDTL-4, invitations to be speakers at conferences, attendance at meetings. Overspend to be taken from contingency budget
Travel: LTSN business	7,000	14,784	-7,784		-7,784	Extra, unplanned activity around bid writing, FDTL-4, invitations to be speakers at conferences, attendance at meetings. Some conference attendance to be covered by external consultancy income. Overspend to be taken from contingency budget.
Travel: Core running costs	5,000	6,231	-1,231		-1,231	Additional expense incurred from extra core member of staff being located away from Newcastle and good attendance of Advisory Board Meeting
Travel: Site visits	13,200	2,025	11,175		11,175	Ad hoc site visits carried out - no formal programme followed. Underspend to be carried forward to year 3
<b>sub-total</b>	<b>33,200</b>	<b>32,990</b>	<b>210</b>		<b>210</b>	

#### Communication/Marketing

Publications (leaflets/folders/marketing)	4,140	1,992	2,148		2,148	Over estimation of number of print runs needed during year 2.
Web-development	2,035	705	1,330		1,330	Underspend due to bulk of development carried out in house. Underspend carried forward to year 3

Conferences (LTSN-01 hosting)	13,377	8,239	5,138		5,138	medical and vet benchmarking meetings still to be reported (est 500 med, 1000 vet) - underspend carried forward to year 3
<b>sub-total</b>	<b>19,552</b>	<b>10,936</b>	<b>8,616</b>		<b>8,616</b>	

### Expenditure profile 2001-2002: Core Budget (continued)

Item	Total budget for period 01/08/01 - 31/07/02	Actual expenditure in period	Variance from budget	Committed expenditure in period	Variance from budget (incl. committed expenditure)	Reasons for variance and action intended (if any)
------	---	------------------------------	----------------------	---------------------------------	--	---

#### Office running costs and overheads

Equipment	4,808	7,575	-2,767		-2,767	Extra expenditure incurred setting up office equipment for staff member based in York and purchase of interactive white board for technical demos
Stationery	2,070	1,662	408		408	
Furniture	-	-	-			
postage	1,500	897	603		603	Over estimated - future budgets brought into line with past actual expenditure
printing/photocopying	2,500	279	2,221		2,221	Over estimated - future budgets brought into line with past actual expenditure
phones	1,000	561	439		439	Over estimated - future budgets brought into line with past actual expenditure
consumables (books, courses, membership of organisations)	2,941	3,724	-783		-783	
<b>sub-total</b>	<b>14,819</b>	<b>14,698</b>	<b>121</b>		<b>121</b>	

#### Commissioned work

External Evaluation	6,105	944	5,161	3,500	1,661	Money committed to be carried over to year 3 - delayed start to work due to contract finalisation. See appendix 1
Graphic work for stationery, advertising materials and website	2,000	1,992	8		8	
<b>sub-total</b>	<b>8,105</b>	<b>2,936</b>	<b>5,169</b>	<b>3,500</b>	<b>5,169</b>	

#### Other

Conference calling	1,500	-	1,500		1,500	Over estimation - future conference calling costs to be charged against 'phones'
Maintenance office PC	518	165	353		353	New equipment bought in year 2 covered by 1st year warranty.
Web server	-	-	-		-	
Contribution to Networking	-	-	-		-	
Server Maintenance fee @ 10%	1,863	1,863	-		-	
Mini projects 2001 (2nd instalment of 5 mini-projects)	7,750	670	7,080	6,500	580	Money committed but projects not yet completed. See appendix 1
Staff recruitment	3,000	1,293	1,707		1,707	Dental post not advertised in fee charging publications
<b>sub-total</b>	<b>14,631</b>	<b>3,991</b>	<b>10,640</b>	<b>6,500</b>	<b>4,140</b>	

<b>Funds heldback on advice from LTSN Directorate</b>	<b>10,000</b>	-	10,000		<b>10,000</b>	Recommended reserve
---	---------------	---	--------	--	---------------	---------------------

## Expenditure profile 2001-2002: Expenditure set against Core Income

Item/narrative	Total core funds for period 01/08/01 - 31/07/02	Actual expenditure in period	Variance: income less expenditure	Additional expenditure committed in period	Variance (incl. committed expenditure)	Notes
Funding body grant 2001/02	250,613					
c/f from preceeding period 2000/01	147,654					
<b>total funds available in 2001-2002</b>	<b>398,266</b>					
<b>total expenditure for 2001-2002</b>		<b>240,053</b>				
<b>Balance c/f to 2002-2003 (excluding committed funds)</b>			<b>158,213</b>			
<b>total committed 2001-2002 to spend 2002-2003</b>				<b>17,500</b>		
<b>Balance c/f to 2002-2003 (including committed funds)</b>					<b>140,713</b>	Includes a 'planned' underspend of £103,000 to meet commitments spread over 5 year budget

### 10.3 Additional development funds

#### LTSN-01

#### Expenditure profile 2001-2002: Additional Development Funding

Item	Total budget for period 01/08/01 - 31/07/02	Actual expenditure in period	Variance from budget	Committed expenditure in period	Variance from budget (incl. committed expenditure)	Reasons for variance and action intended (if any)
<b>Income</b>						
Funding to support FDTL-4	15,000	1,972	13,028	-	13,028	
LTSN Development Fund (tranche 1)*	72,000	6,108	65,892	32,958	32,935	
Additional Funding from external consultancy, evaluation, etc. *	8,523	6,080	2,443	-	2,443	
<b>total funds available in 2001-2002</b>	<b>95,523</b>					
<b>total expenditure for 2001-2002</b>		<b>14,160</b>				
<b>Balance: funds available less expenditure</b>			<b>81,363</b>			
<b>total committed for 2001-2002, will be spent 2002-2003</b>				<b>32,958</b>		
<b>c/f to 2002-2003</b>					<b>48,406</b>	To be allocated in support of Tranche 1 Development Projects & continuing FDTL-4 support

\* itemised expenditure set out below:

#### LTSN Development Fund (tranche 1)

Assessment project	25,000	-	25,000	-	25,000	Awaiting FDTL-4 funding awards
Mini-projects 2002	32,065	1,108	30,957	30,957	-	Money committed -not yet claimed. See appendix 2
Workshop development 2002	5,000	-	5,000	2,000	3,000	Money committed - deadline for workshops extended. See appendix 2
Recognising Complexity project	2,500	2,500	-	-	-	
Best Evidence in Education project	2,500	2,500	-	-	-	
Funds held back for year 3	4,935	-	4,935		4,935	carry forward to year 3
<b>Sub-totals</b>	<b>72,000</b>	<b>6,108</b>	<b>65,892</b>	<b>32,958</b>	<b>32,935</b>	

#### Additional income earned from external consultancy, evaluation, etc.

Design of LTSN executive web survey	413	-	413	-	413	
NHSIA articles	4,500	3,104	1,396	-	1,396	
LTSN executive PDP work	500	-	500	-	500	
B Cal Soc funds transferred to LTSN-01	3,111	2,976	135	-	135	
<b>Sub-totals</b>	<b>8,523</b>	<b>6,080</b>	<b>2,443</b>	<b>-</b>	<b>2,443</b>	To be used to commission NHSIA articles for website and cover registration fees at OTTOWA and Slice of Life Conferences and pay to host dental meeting

## 11 APPENDIX 6: Dissemination Activities

### LTSN Network events

Susanne Young, Administrators working group, September 2002, York.

Dr Megan Quentin-Baxter, Dr Jean McKendree, Dr Sarah Marshall & Susanne Young, Generic Centre focus meeting to discuss cross over of LTSN-01 and LTSN Generic Centre, October 2002, Newcastle.

Professor Reg Jordan and Dr Megan Quentin-Baxter, Strategy meeting with executive, October 2002, Newcastle.

Dr Sarah Marshall, AAHE/LTSN meeting of the disciplines and professions, October 2002, Washington DC.

Dr Megan Quentin-Baxter, LTSN Senior Management Away Day, November 2002, Coventry.

Dr Megan Quentin-Baxter, LTSN Health Sciences and Practice Advisory Board Meeting, November 2002, London.

Dr Megan Quentin-Baxter and Suzanne Hardy, LTSN-RDN partnership fund meeting, November 2002, Leeds.

Dr Sarah Marshall, Dr Andrew Short and Gill McConnell, The LTSN in Scotland, November 2002, Edinburgh.

Susanne Young and Tania Cherry, Administrator's away day, December 2002, London.

Suzanne Hardy, LTSN and RDN Metadata Meeting, January 2003, London.

### Publications and Presentations

Dr Megan Quentin-Baxter and Dr Jean McKendree, Invited workshop facilitator at the Association for Medical Education in Europe (AMEE) Conference 2002, August 2002, Portugal.

Dr Ross Hobson, Invited speaker at the Association for dental education in Europe pre-conference meeting, September 2002, Slovenia.

Dr Ross Hobson, Invited speaker at the Association for Dental Education in Europe Annual Meeting, September 2002, Slovenia.

Dr Megan Quentin-Baxter and Dr Ross Hobson, workshop facilitators at ASME 2002, September 2002, Norwich.

Suzanne Hardy, Invitation to speak to the Open University about the work of LTSN-01., October 2002, Milton Keynes.

Dr Megan Quentin-Baxter and Suzanne Hardy, demonstration of Newcastle's PARS and NLE projects to the VIRAD team, representatives from the Lancaster department of educational research, November 2002, Newcastle.

Dr Megan Quentin-Baxter, invited speaker at CAIPE Annual Meeting, November 2002, London.

Dr Megan Quentin-Baxter, invited to make a presentation at ASME Executive Board Meeting, November 2002, London.

Dr Sarah Marshall, Dr Andrew Short and Gill McConnell, invited speakers at Educational Methods Teaching Forum, December 2002, Edinburgh.

### **Conferences/Meetings and other events attended**

Dr Megan Quentin-Baxter and Dr Jean McKendree, Meeting with Professor Trudie Roberts, Head of Leeds Medical Education Unit and Kathy Boursicott, Lecturer in Medical Education Barts and the London, meeting to discuss input from LTSN-01 into ESRC funded project., August 2002, Leeds

Dr Megan Quentin-Baxter, Meeting with John Spencer, Professor of Medical Education, University of Newcastle upon Tyne to discuss relationship between ASME and LTSN-01, August 2002, Newcastle.

Dr Sarah Marshall, Meeting with Rachel Ellaway, Learning Technologist, University of Edinburgh to discuss veterinary input into ACETS project, August 2002, Edinburgh.

Professor Reg Jordan and Dr Megan Quentin-Baxter, Meeting with Cliff Allen, Director LTSN and John Slater, UKeU to discuss 'exploring' setting an agenda for subject centres in relation to supporting institutions to respond to the eUniversities initiatives. , August 2002, Newcastle.

Dr Sarah Marshall, Liverpool Vet School Communication Skills Workshop, August 2002, Liverpool.

Suzanne Hardy, Meeting with Jill Dales, Manager of Role Play North, University of Newcastle upon Tyne to discuss marketing strategy for Role Play North, August 2002, Newcastle.

Dr Jean McKendree, Meeting with John Cookson, NPC York-Hull Medical School to introduce LTSN-01 to the new medical school and discuss ways of working together., September 2002, Hull.

Dr Megan Quentin-Baxter, LTSN Health Sciences and Practice Festival of learning, September 2002, Bristol.

Dr Jean McKendree, Internet-PARs project dissemination day, September 2002, Nottingham.

Suzanne Hardy, Invitation to join the Valkenberg group meeting to discuss learning technology standards, September 2002, Paris.

Dr Megan Quentin-Baxter, Evaluating IPE Day, October 2002, London.

Dr Megan Quentin-Baxter, Invited to participate in the first meeting of the Consultative Group for the extension to the project 'Core competencies in clinical teams'., October 2002, Leeds.

Dr Megan Quentin-Baxter, Dr Sarah Marshall and Suzanne Hardy, Meeting with Jill Evans & John Mahoney of Bristol Biobank to discuss ACETS, METRO and the Bristol Biomedical Image Archive continuation project funded from JISC FAIR programme., October 2002, Newcastle.

Suzanne Hardy, Invitation to attend the launch of the JISC Plagiarism service, October 2002, London.

Dr Megan Quentin-Baxter, Meeting with Professor Simpson, NPC for medicine at University of Aberdeen to increase institutional engagement with LTSN-01, October 2002, Aberdeen.

Dr Megan Quentin-Baxter, Meeting with Professor Gifford Batstone, Postgraduate Dean South West Deanery to explain the work of LTSN-01 and possible future collaboration., October 2002, Newcastle.

Dr Sarah Marshall, RVC teaching and learning committee, October 2002, London.

Dr Sarah Marshall, HEFCE training and support programme, October 2002, Durham. A one day conference organised by NIACE to discuss the HE in FE training and development fund initiative: training and support programme.

Dr Jean McKendree, Annual national co-ordination team conference, October 2002, Manchester.

Dr Sarah Marshall, HEFCE- Training & Support Programme, October 2002, Durham.

Suzanne Hardy, Launch of the JISC plagiarism service, October 2002, London.

Suzanne Hardy, Netlearning 2002 , November 2002, Sweden

Suzanne Hardy, Invited to attend EASA2002 Juror Awards as a subject co-ordinator juror., November 2002, Sweden. Suzanne Hardy to act as Juror International conference

Professor Reg Jordan and Dr Megan Quentin-Baxter, Meeting to discuss collaboration between LTSN and UKeU, November 2002, London. Collaboration between LTSN and UKeU.

Dr Jean McKendree, Meeting with Dr Susan Dilly, Dean of Health, University of Keele to increase institutional engagement with LTSN-01, November 2002, Keele.

Dr Jean McKendree, Meeting with NPC Professor Stewart Petersen, Head of the Division of Medical Education, University of Leicester to increase institutional engagement with LTSN- 01, November 2002, Leicester.

Dr Sarah Marshall and Gill McConnell, Teaching and Curriculum Committee, November 2002, Edinburgh.

Dr Jean McKendree, Meeting with Mrs Helena McNally, Medical Educationalist, University of Oxford to increase institutional engagement with LTSN-01, November 2002, Oxford

Dr Sarah Marshall, Student Teaching Consultation Committee, November 2002, Edinburgh.

Dr Jean McKendree, Meeting with Professor David Newble, Head of Department of Medical Education, University of Sheffield to increase institutional engagement with LTSN-01, November 2002, Sheffield.

Dr Megan Quentin-Baxter, Meeting with Professor Jim McKillop, Associate Dean for Medical Education, University Department of Medicine to increase institutional engagement with LTSN-01, November 2002, Glasgow.

Dr Sarah Marshall and Dr Andrew Short, SHEFC annual open meeting, November 2002, Edinburgh.

Dr Megan Quentin-Baxter, New Generation Project: Inter-Professional Learning in Health Care, November 2002, London.

Suzanne Hardy, Reusable learning objects in health professional education: from theory into practice, November 2002, Cambridge.

Dr Megan Quentin-Baxter, Meeting with Dr Chris Stephens, Director of Education, University of Southampton to increase institutional engagement with LTSN-01, December 2002, Southampton.

Dr Sarah Marshall, Quality Assurance Committee, December 2002, Edinburgh.

Suzanne Hardy, LTSN Marketing Meeting, December 2002, York.

Dr Jean McKendree and Suzanne Hardy, ACETS project team meeting, January 2003, Edinburgh.

Dr Jean McKendree, Assessment in medical education , January 2003, Sheffield.

### **Learning and Development Project Meetings**

Dr Jean McKendree, "Survey of Early Experience in UK Medical Schools" LTSN-01 Mini Project Meeting, August 2002, Leeds.

Dr Megan Quentin-Baxter and Suzanne Hardy, LTSN-01 "Resource discovery and collaborative development" Mini-project Meeting, August 2002, Leeds.

Dr Megan Quentin-Baxter and Suzanne Hardy, LTSN-RDN Interoperability Project, August 2002, Leeds.

Suzanne Hardy, ACETS project team meeting, September 2002, Edinburgh.

Dr Jean McKendree, "Perceived stress and emotional intelligence in dental undergraduates" LTSN-01 mini-project meeting, September 2002, London.

Dr Megan Quentin-Baxter, Meeting with the FDTL-4 Assessment project team to advise on dissemination strategy, September 2002, Manchester.

Dr Megan Quentin-Baxter, EU ESF Dental project meeting, September 2002, London.

Dr Megan Quentin-Baxter and Suzanne Hardy, Newcastle FDTL-4 project facilitation meeting, September 2002, Newcastle.

Dr Jean McKendree, Linking research and teaching project meeting, October 2002, London

Dr Jean McKendree and Suzanne Hardy, Mini-project meeting, October 2002, York.

Dr Jean McKendree, "Perceived stress and emotional intelligence in dental undergraduates" LTSN-01 mini-project meeting, October 2002, Newcastle. Meeting with project team to discuss times lines for project and possible use of a web database

Dr Megan Quentin-Baxter, FDTL-4 Assessment Project Team Meeting, November 2002, Manchester.

Dr Megan Quentin-Baxter, LTSN Ethics Project Meeting, November 2002, Coventry.

Suzanne Hardy, ACETS Project Meeting, November 2002, Cambridge.

Dr Jean McKendree, "Perceived stress and emotional intelligence in dental undergraduates" LTSN-01 mini-project seminar presentation, December 2002, London.

Dr Jean McKendree, "Survey of Early Experience in UK Medical Schools" LTSN-01 Mini Project Meeting, December 2002, Manchester.

Dr Jean McKendree, Mental Health and IPE project meetings, January 2003, London.

Dr Megan Quentin-Baxter and Dr Ross Hobson, ESF Dental EU Project team meeting, January 2003, London.

### **Management meetings**

LTSN-01 fortnightly team meetings August 2002 – January 2003

LTSN-01 Advisory board meeting, October 2002, Newcastle.

LTSN-01 2 day strategy and web development away day, December 2002, Newcastle.

### **Training and support**

Dr Jean McKendree, Teaching on Clinical Education MSc, September 2002, Newcastle.

Dr Sarah Marshall, HTML training course, September 2002, Edinburgh.

Susanne Young, SAP HR drilldown training, September 2002, Newcastle.

Tania Cherry, Time management in the workplace, October 2002, Newcastle.

### **Enquiries**

Between August 2002 and January 2003 LTSN-01 has received and responded to over 900 enquiries.

### **Web Site**

Work has continued between August 2002 and January 2003 to maintain and improve the content of the LTSN-01 website. The information on the website is regularly updated (at least twice a week, with two random pieces of information appearing on the front page) and the established databases continue to grow and are accessed by the community regularly.

- Educational funding opportunities (358 entries, used routinely)
- Events and conferences (941 entries, used routinely). Outputs to RSS for harvesting.
- News items (371 entries). Outputs to RSS for harvesting.
- Examples of good practice within the UK constituency (246 entries)
- Definitions (650 entries, infrequently used at present)
- Virtual learning environments (318 entries, used routinely)
- Learning resource/courseware database (750 entries, established during set up period). Outputs to OAI for harvesting by other sites.
- Links database (249 entries, infrequently used at present due to interoperability discussions with BIOME)
- Frequently Asked Questions (57 entries, used routinely)
- Projects database (540 entries, used routinely)
- Videos for digitalisation database (201 entries) and potential video reviewers.

## **12 APPENDIX 7: Conferences and Events Planned for 2002-2003**

### **Conferences**

Breaking Boundaries: Innovation in Education, Chancellor's Conference Centre, Manchester, February 2003 (agenda attached). Jointly hosted with TLTP3-86 Networked Learning in Medicine and Healthcare Sciences. Expected attendance 75-100.

### **Workshops**

#### **Medicine**

Assessment of competence using OSCEs

Portfolio design to support learning

Teaching history of medicine to medical students (PRS LTSN/LTSN-01 workshop)

Reusable learning objects in health professional education (ALT/LTSN-01 workshop)

#### **Dentistry**

Outreach teaching

Using video in the teaching of Dentistry

Management of difficult clinical teaching situations (x 2)

Teaching about professionalism in dental education

The role of discussion in learning

Developing Good Quality Assessments in Dentistry (x3)

Portfolio design to support learning (x2)

#### **Veterinary Medicine**

Public health

Portfolio learning

Good practice in assessment

Extra mural studies

The role of discussion in learning

VLEs

#### **Generic**

Assessment of competence using OSCEs (joint LTSN-01/LTSN HSP workshop)

Scholarship of learning and teaching

## 13 APPENDIX 8. Glossary of Terms

See also the Acronyms Database, LTSN-01 website <http://www.LTSN-01.ac.uk/resources/>

AB	Advisory Board
ACETS	Assemble Catalogue Exemplify Test and Share (JISC X4L Project)
ADEE	Association for Dental Education in Europe
AERA	
AHIS	Animal Health Information Specialists
ALC	Administrative, Libraries and Computing staff
ALT	Association for Learning Technology
ALTIS	Internet resources in hospitality, leisure, sport and tourism.
AMEE	Association for Medical Education in Europe
ASME	Association for the Study of Medical Education
AVTRW	Animal Veterinary Teachers and Research Workers
BDA	British Dental Association
BDJ	British Dental Journal
BEE	Best Evidence Education
BEI	British Education Index
BIOME	JISC Biomedical 'Hub' including AgriFor, VetGate, OMNI, Natural Selection and BioResearch
BMA	British Medical Association
BMJ	British Medical Journal
BT	British Telecom
C&IT	Communication and Information Technology
CAIPE	Centre for the Advancement of Inter-professional Education
CDDS	Council of Deans of Dental Schools
CETIS	Centre for Educational Technology Interoperability Standards
CHMS,	Council of Heads of Medical Schools
CHVS	Committee of Heads of Veterinary Schools
CME	Continuing Medical Education
Cognate centres	Similar (related) subject centres such as Bioscience and Health Sciences and Practice
CPD	Continuing Professional Development
C-SAP	LTSN subject centre for Sociology, Anthropology and Politics
CTI	Computers in Teaching Initiative
D	Dentistry
DEFRA	Department for Environment, Food & Rural Affairs
DEL	Department of Employment and Learning, Northern Ireland
DfEE	Department for Education and Employment (now DfES)
DfES	Department for Education and Skills
DH	Department of Health
DHFETE	Department for Higher and Further Education, Training and Employment for NI (now DEL)
EASA	European Academic Software Awards
EC	European Commission
ESRC	Economic and Social Research Council
ETHICS	LTSN ETHICS project
EU ESF	European Community European Social Fund
FAIR	Further Access Institutional Resources
FAQ	Frequently Asked Questions
FDTL	Fund for the Development of Teaching and Learning

FE	Further Education
FMCC	Faculty of Medicine Computing Centre
GC	Generic Centre
GDC	General Dental Council
GDP	General Dental Practice
GKT	Guy's, King's and Thomas'
GMC	General Medical Council
GP	General Practice
HE	Higher Education
HEFCE	Higher Education Funding Council for England
HEFCW	Higher Education Funding Council for Wales
HSP	LTSN subject centre for Health Sciences and Practice
ILRT	Institute for Learning and Research and Teaching, University of Bristol
ILT	Institute for Learning and Teaching
IMS	Instructional Management System
IPE	Inter-professional Education
JISC	Joint Information Systems Committee
L&T or LT	Learning and Teaching
LD	Learning Development
LTSN	Learning and Teaching Support Network
LTSN-01	LTSN subject centre for Medicine, Dentistry and Veterinary Medicine
M	Medicine
MDV	Medicine, Dentistry and Veterinary Medicine
MeSH	Medical Subheadings
METRO	Medical education taxonomy/thesaurus research organisation
MSA	Medical Students Association
NCT	National Co-ordinating Team
NHS	National Health Service
NHSIA	NHS Information Authority
NHSU	NHS University
NIACE	The National Organisation for Adult Learning
NLE	Networked Learning Environment
NPCs	Nominated Primary Contacts
OAI	Open Archives Initiative
OMNI	Organised Medical Network Information
OSCEs	objective structured clinical examination
PARS	Personal and Academic Records
PBL	Problem Based Learning
PDP	Personal Development Planning
PPD	Personal and Professional Development
PRHO	Pre-Registration House Officer
PRS	LTSN Philosophy and Religious Studies
PVC	Pro-vice Chancellor
QAA	Quality Assurance Agency
RAE	Research Assessment Exercise
RCP	Royal College of Physicians, London
RCVS	Royal College of Veterinary Surgeons
RDN	Resource Discovery Network
RSS	Rich Site Summary

---

RVC	Royal Veterinary College
SC	Subject Centre
SCHIN	Sowerby Centre for Health Informatics at Newcastle
SD	Staff development
SHEFC	Scottish Higher Education Funding Council
SHO	Senior House Officer
SMART	Specific, Measurable, Achievable, Realistic and Time-related
SMED	School for Medical Education and Development
SSO	Special Study Option
SWAP	LTSN subject centre for Social Work and Policy
T&T	Teaching and Learning
TC	Technologies Centre (JISC)
TechDis	Technologies for Disability Information Service (JISC)
TechLearn	TechLearn (JISC)
TLA	Centre for teaching, learning and assessment (Edinburgh)
TLRP	Teaching and Learning Research Programme
TLT	Teaching and Learning Technology
TLTP	Teaching and Learning Technologies Programme
TQA	Teaching Quality Assessment
UKeU	UK eUniversities Worldwide Ltd
UMSLG	University Medical Schools Librarians Group
US	United States
V	Veterinary Medicine
Vetgate	Veterinary Gateway
Virtual Classroom	MLE / NLE for the NHS
VLE	Virtual Learning Environment
W3C	World Wide Web Consortium
WAI	Web Accessibility Initiative
X4L	Exchange for Learning (JISC)