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Issue 16

ALPS BULLETIN

Assessment & Learning in Practice Settings

ALPS Wins Handheld Learning Award for Innovation 2009!



handheldlearning awards



Prof Trudie Roberts, Director of ALPS, collects the award from host Jason Bradbury and guest presenter

ALPS is proud to announce that it has received a prestigious award from the mobile learning industry's most famous conference.

The Handheld Learning Awards for Innovation were held in London on 5 October during the Handheld Learning Conference. Attended by more than 1,500 international delegates, the Conference is the world's leading event about learning assisted by mobile technologies. ALPS walked away with the Best Innovation Award in the Tertiary, Further Education and Higher Education category.

The Handheld Learning Awards recognised the versatility of the ALPS programme, and the judging panel who shortlisted ALPS identified various benefits to student learning. Mobilised learning material such as instructional videos, PowerPoint presentations, guides and quizzes are readily available for students. They can also access email, the internet, and create videos, photos and audio recordings using the devices.

Speaking at the awards ceremony, host Jason Bradbury from TV's *The Gadget Show*, said that he had been impressed at the high standard of projects he had learned about at Handheld Learning. The winners were ultimately decided by the general public, who were invited to vote for the person/

programme they felt were the most innovative in each category.

Prof Trudie Roberts, Director of ALPS said, 'I am delighted that ALPS' achievements have been recognised by the Handheld Learning Awards. Learning and teaching are at the centre of ALPS work and our aim is to improve the experience of students, helping them to become competent and confident professionals. Going mobile allows us to support students on placement where there is often no access to PCs or the internet, allowing them to feel connected in what can be a lonely and challenging environment. This award is a testament to the innovative work being undertaken by ALPS, and the contribution of all the people involved in the programme across five universities and 16 health and social care professions.'

ALPS has provided over 900 students and staff with secure access to IT systems and network coverage via a mobile device. Students are able to create and securely store work whilst they are out on clinical placements, and keep in touch with their academic tutors and peers. ALPS has created a complete assessment cycle which begins when tutors set and send out assessments to their students' mobile devices via the ALPS Assessment Suite. When students have completed the assessments, they automatically synchronise with their own ALPS e-portfolio, where students can review and reflect on how they have done, and receive timely feedback and support from their tutor.

Additional support for students and staff using mobile devices is available through a shared helpdesk service based at the University of Bradford. The helpdesk is there to resolve any problems users may have with the devices, and is also a useful source of tips and advice for students and staff across all five partner universities.

The ALPS Core Team would like to take this opportunity to thank all our readers who took the time to vote for ALPS - thanks for your continued support!

Kate Murphy

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For the benefit of new readers...

... and as a reminder to everyone else, ALPS is a collaborative programme between five Higher Education Institutions with proven reputations for excellence in learning and teaching in health and social care: the Universities of Bradford, Huddersfield, Leeds (lead), and Leeds Metropolitan and York St John Universities. There are 16 professions across the partnership from Audiology to Social Work and a wide range of partners including NHS Yorkshire and the Humber and practice networks. We are also working in consultation with the Professional, Statutory and Regulatory Bodies.

ALPS Conference 2010: Work-based Learning and Assessment for the Next Decade

16 – 17 March 2010, Weetwood Hall, Leeds, UK



ALPS' aim over the past five years has been to increase the confidence and competence of students graduating in health and social care. With a high proportion of many undergraduate courses being taught within practice settings, work-based learning and assessment has increasingly been at the forefront of education development.

The ALPS Conference will facilitate the dissemination of ALPS' work and act as a springboard from which programme outputs and embedding projects may be launched. The conference will also:

- Identify trends and potential developments of work-based learning and assessment over the next 10 years
- Review current and up-and-coming learning technologies
- Highlight factors affecting the employability of graduating students

The Conference will be of interest to all those concerned with the future of work-based learning and assessment, as well as researchers, professionals, and anyone working in health and social care education.

The Conference will explore various aspects of the development and delivery of work-based learning and assessment.

The two themes of the Conference are:

1. Learning and assessment in the technological age

- Learning without walls

- Student expectations of learning and assessment
- Mobile learning in a mobile world
- Technology as an enhancement to learning
- Long-arm supervision of students at work-based placements
- Sustainability and scalability of learning and assessment innovations

2. Working in partnership to improve employability

- Ensuring and assuring professional competence
- How should Higher Education respond to the changing employment landscape? (e.g. the changing face of the NHS)
- 'All together now' – interprofessional working, learning and assessment
- Working in collaboration
- Services for students (support during fieldwork, work experience, practice placements etc.)

Conference participants are invited to submit proposals for oral presentations, workshops, poster presentations and roundtable discussion sessions within the Conference themes.

The deadline for abstracts is 2 November. To submit an abstract please visit the Conference website: www.alps-cetl.ac.uk/ALPSConference2010.html

Registration for the Conference will open in November via the ALPS website.

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New Ways of Assessment and Learning: ALPS Day at the University of Huddersfield



Debbie Purdy supports service user and carer involvement

The University of Huddersfield was the venue for a special ALPS workshop entitled 'New Ways of Assessment and Learning: the work of the Huddersfield ALPS CETL'. It took place on September 16 and included an emotive seminar with multiple sclerosis sufferer Debbie Purdy, widely reported for her legal campaigns for clarification on the laws on assisted suicide.

Debbie is closely linked to an important strand of the ALPS programme, which focuses on consultation with service users and carers. This builds on the NHS' current demand for greater feedback from the public. At the University of Huddersfield, service users and carers have been involved with interviews and assessment of students, and Debbie, who is from Bradford, has taken part.

The Huddersfield ALPS team have also carried out work on the ALPS Globalised Skills & Attributes Maps. These have their origins in work done to establish Common Competency Maps, designed to collate and unify standards of assessment across the 16 health and social care professions involved in ALPS.

But now other disciplines, in diverse fields such as computing, engineering and education, have recognised the worth of this approach and how it can achieve high standards in areas such as Communication, Team Working and Ethical Awareness. Therefore, there was a great deal of

interest at the conference in the concept of the Globalised Skills & Attributes Maps, which can be accessed [here](#). (Read more about the new Maps on page 4). Among the other ALPS strands discussed at the conference was the evaluative piece of work being undertaken to measure the levels of confidence felt by students after they had completed their courses, and as they entered their chosen health and social care profession. This work has been conducted across all five ALPS partner universities and is known as

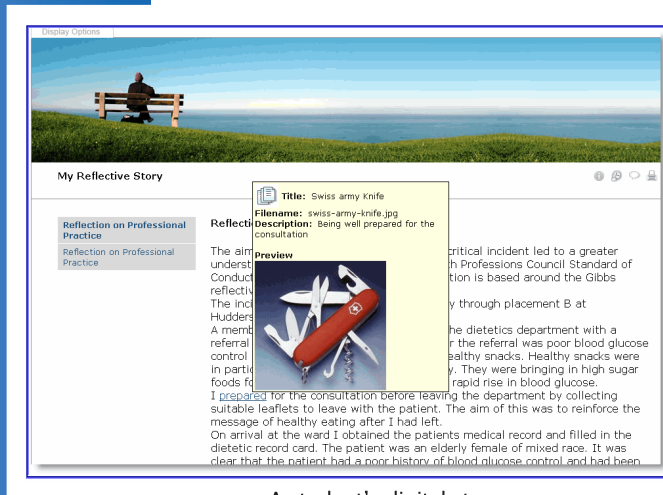
Competency in Practice Assessment (CIPA).

ALPS has a year left to run, and the Huddersfield workshop aimed to show that its various projects have already begun to deliver valuable results to a wide number of professions and disciplines.

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JISC Reflect 2.0 Project



A student's digital story

ALPS mobile devices have been helping Dietetics students at Leeds Metropolitan University to create digital stories.

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The overall aim of the JISC Reflect 2.0 project was to pilot the use of Next Generation Technologies to enable students to collect and present multimedia artefacts to facilitate reflective learning. The Leeds Met case study involved a cohort of students on the postgraduate diploma in Dietetics who had previous experience of written reflection on their course. The challenge was to engage students who were used to a text based reflective assignment to use the more creative process of digital storytelling and to determine if this adds more meaning to the reflective process when part of a summative assessment.

The students were already using T-Mobile mobile devices (with camera) as part of the ALPS programme and these devices were used in conjunction with their PebblePad e-portfolios to create a reflective digital story. The stories consisted of images, audio recordings, and text based documents such as work products and assessment tools which were scanned and linked to their digital stories.

We found that students need clear guidelines to help them create their digital stories. This included, guidance on the reflective process, assessment criteria, a marking strategy that included a weighting for creativity and support on how to use digital artefacts to evidence their learning.

The creative approach that was offered by the use of reflective digital storytelling was appreciated by students:

"Think it was enjoyable because it was something different to what we normally

do and can be more creative." [Kate, Dietetics student]

Some students were reluctant to engage in reflection, and, digital storytelling helped them to connect with their learning process:

"I'm not a natural reflector at all. So maybe I enjoy reflecting more because of this and I'll do it more." [John, Dietetics student]

Some students described "added value" from participating in digital story telling and how it changed their professional practice:

"I did enjoy it. I felt quite proud of the final thing because I hadn't done it before and just to see a different representation of how I was feeling and everything fitting in." [Jenny, Dietetics student]

The additional use of images and audio media was considered to be useful to facilitate reflection:

"I think the voice recordings were goodyou could express your emotions how you feel." [Tom, Dietetics student]

"...and so I took my little PDA out and just took not brilliantly artistic photographs but ...I took a picture of a brick wall because I felt the patient had just put up a brick wall." [Sally, Dietetics student]

Not all students enjoyed this activity as for some they saw it as less valuable when coming from a strong science perspective:

"Uncomfortable with the concept as am science minded." [Mary, Dietetics student]

Despite the frustrations that some students felt with the hardware, most liked using PebblePad and still enjoyed the creative process involved in making a digital story. The power of digital artefacts and particularly the human voice added a new dimension to the reflective process which was borne out by tutor feedback:

"As dietetic tutors viewing the digital stories, we were astounded by the quality of student work. We were able to experience the reflective learning journey in a way we have never done before just through text alone and we finally gained some insight to the intensity of student experience in practice learning which helped us to engage in a truly student centred approach." [Dietetic tutors].

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Globalised Skills and Attributes Maps

Cluster	Dimension Statement	Element	Performance Criteria
Providing information	Provide information to clients and other professionals	The student manages confidential and sensitive information	<ul style="list-style-type: none"> The student is able to identify confidential and sensitive information The student understands relevant standards, policies and legislation
		The student communicates precise information clearly and completely in a timely manner	<ul style="list-style-type: none"> The student selects appropriate information The student plans information delivery The student delivers information confidently and professionally The student reflects and modifies delivery of information if required The student checks client understanding The student identifies potential risks and benefits
		The student provides relevant information in a manner that is useful to the client	<ul style="list-style-type: none"> The student identifies appropriate resources The student recognises what can and can not be shared The student recognises own and client needs The student adapts and interprets information suitable for target audience The student respects choices and diversity The student demonstrates skills in facilitating decision making The student is able to read, present and communicate complex knowledge in a way which is comprehensible and relevant to the needs of others/the client

Globalised Communication Skills and Attributes Map © ALPS 2009

Globalised Communication Skills and Attributes Map

The Competency Mapping Working Group was one of the first ALPS working groups to be set up. The remit of the group was to map out the three competences of Communication, Team Working and Ethical Practice. The work took 18 months to complete, including a wide consultation exercise. Many challenges were overcome to complete the Maps, which was a tribute to the developing collaborative working within the ALPS programme.

Following discussions within ALPS, it was agreed to produce a new set of Globalised Skills and Attributes Maps which would use a more general terminology. For example; the ALPS Common Competency Map for Communication states; "Provide information to service users, carers, colleagues and

other professionals" whereas the Globalised Communication Skills and Attributes Map states; "Provide information to clients and other professionals".

As part of the dissemination strategy for all CETLs, different partners advertised the Common Competency Maps in different ways. Some showcased in university open days, or staff development opportunities, and the Maps were also demonstrated at conferences across the UK.

In addition, individual meetings with, and presentations to, different departments and faculties also revealed there was considerable interest in the Maps and some expressed an interest in using them for their own students or departments. One of the disadvantages of the Maps was that they had been agreed by 16 different health and social care professions working together and therefore there was still a considerable "health and social care" bias in the terminology.

Now partner sites are in the process of disseminating these new Maps to other departments and partners for use outside the health and social care context. One departmental manager has already stated he can see the potential of these maps for use within the appraisal process for his staff in terms of Communication and Team Working skills. Access the maps [here](#).

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ALPS Embedding Pilots Funded

Earlier this year ALPS obtained £23,000 from the Yorkshire & the Humber Strategic Health Authority (SHA) to support ALPS embedding pilots. The primary focus of these funds was to provide an opportunity for ALPS partners to try out different ways of embedding the ALPS Assessment Suite and to report back on the success of these approaches and the lessons learned.

A call for project proposals, including eligibility requirements and selection criteria, was put out in July and in September a judging panel comprising of a mix of partner and external representatives, met to assess the various proposals. The quality of the applications was very high and four projects were granted funding.

Between them, the four projects will investigate and address some important embedding issues:

- Embedding Mobile Enabling Technologies (EMET) – moving ALPS forward by piloting

the ALPS Assessment Suite on a range of different devices

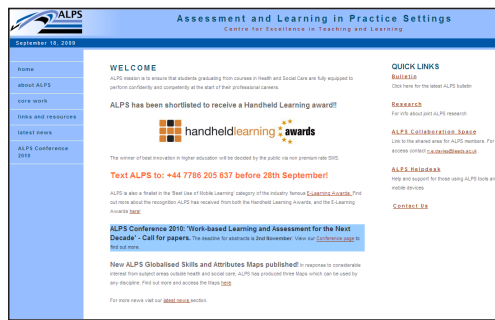
- Exploring and reducing the barriers to service user engagement with the ALPS Assessment Suite – producing guidelines on how service users can be effectively involved
- Integrating national professional standards into the ALPS Assessment Suite – looking at the National Occupational Standards for social work in this instance
- Piloting 3-G Mobile Technology to deliver the ALPS Assessment Suite. Will the use of more modern devices affect student and staff engagement?

All four projects will produce final reports next April. To learn more about the pilots, visit the ALPS website: www.alps-cetl.ac.uk

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New ALPS Website Launched!



The new Assessment and Learning in Practice Settings (ALPS) website has been launched. The site has been completely redesigned to create a user-friendly experience for visitors.

The new website is particularly intuitive, with a brand new menu and time-saving 'Quick Links' on several of the pages.

Visitors to the site can quickly navigate their way to the content they want, be it joining the ALPS Research Network, latest news or even past issues of the ALPS Bulletin.

With simplicity the watchword, the site has been designed to compactly present the enormous output of ALPS, and going forward will provide a public archive, disseminating the significant learning of the programme.

The website also includes pages dedicated to the ALPS Conference taking place next spring. Entitled 'Work-based Learning and Assessment for the Next Decade', ALPS is hosting the Conference at Weetwood Hall in Leeds from 16th-17th March 2010. Delegates can register and submit abstracts via the ALPS website. Information about the location and venue of the Conference is also available, as well as the Conference themes and programme.

ALPS has been involved in so many projects and has achieved so much over the last five years, with the programme set to produce even more outputs during the next twelve

months. It was important that the new website showcased the work of ALPS so far, while also being able to grow as ALPS itself expands. The new ALPS website will act as a definitive source of information which will serve to disseminate the work of ALPS both for the next year, and beyond the life of the programme.

Forthcoming additions to watch out for will be the ALPS IT Process Report detailing the procurement, management, implementation and training of the ALPS Assessment Suite And Shared Mobile Services Platform. Also, the final ALPS Interprofessional Assessment Tools based on our hugely successful Common Competency Maps. In the meantime there are numerous presentations and articles packed with invaluable lessons and insights into the delivery and evaluation of assessment and learning in practice settings.

Visit the new ALPS website at:
www.alps-cetl.ac.uk

It should also be noted that the ALPS support website will also shortly be undergoing a revamp. This sister site provides support materials to all students and staff engaged in the ALPS programme using the mobile technology or the ALPS Assessment Suite. Included are a full suite of training documentation, presentations, videos and podcasts. This publicly available website is the gateway for staff and students to access the ALPS e-Portfolio and the ALPS Helpdesk Team (www.alpsweb.net)

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CREATE 2009 Conference Report



The CREATE conference was jointly organised by the British Computer Society and the Ergonomics Society, and was held this summer at the British Computing Institute headquarters. The conference was aimed at practitioners and academics who were

willing to share frank and open accounts of research and design practice beginning to be shaped or influenced by the global economy and climate considerations. Keynote speakers and delegates were from varied backgrounds and institutions. The presentation and exhibits covered conceptual designs and viable products.

The ALPS exhibit utilised a number of media that included posters, video and learning objects on mobile devices to present various aspects of the ALPS programme. Videos were used to demonstrate how the mobile devices have been employed and their effectiveness, through student and tutor feedback from a number of professional groups. Example learning objects were made available on a number of mobile devices to demonstrate the type of content that has been designed and sent to students. The mobile devices also showcased the ALPS Assessment Suite which enables staff in practice and tutors to support

and enhance students' experience in practice. Static posters were present to convey the triumphs and challenges associated with the ALPS programme.

Interest was shown from a wide audience, in particular BAE Systems Ltd who were working on a project with the Royal Navy. Not only were they interested in the use of technology, but also the Common Competency Maps. They were identified as a potential tool for training and assessing practical skills.

A keynote speaker from Hewlett Packard Laboratories, who presented a paper "The art and science of interactivity" (www.mscafer.org), showed interest in the way ALPS were using mobile technology. A discussion followed about using mobile devices to develop virtual situations to interact with actual surroundings.

ALPS was well received by the delegates. The organisers were keen to have a presentation of future ALPS work at their Annual Conference in April next year at Keele University.

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Introducing...

In this issue of the ALPS Bulletin we interview Dr Chris Dearnley, ALPS Partner Lead at the University of Bradford...

...Which ALPS Group do you Chair?

“ I chair the e-Valuation Working Group ”

What is the role of the e-Valuation Group ?

“ The role of the e-Valuation Working Group is to research and evaluate the mobile assessment processes as they are operationalised to inform further stages of implementation. To date this has included the cross site analysis of the five ALPS mobile technology pilot studies (<http://www.alps-cetl.ac.uk/mobile.html>) and the first stage evaluation of the ALPS Assessment Suite from the student perspective. Stage two is ongoing. Other ongoing streams of work include evaluation of the ALPS Assessment Suite from the staff perspective and a survey of the ALPS mobile device usability. ”

What is the biggest challenge that you feel your Group faces?

“ The rollout of the mobile technology has been one of the biggest challenges for ALPS as a whole. The biggest challenge for the e-Valuation Working Group reflects this, in that overcoming the technical difficulties is key to getting effective evaluation of the actual assessment tools. It is essential to our work that the students and practice assessors are confident in using the mobile devices and the ALPS Assessment Suite. We have learned a great deal about the inherent opportunities and limitations of mobile learning and assessment through the mobile pilot studies and the first stage evaluation; we now need to secure further data of an appropriate and robust nature to build on the work we have already undertaken. ”

How did you become involved in ALPS?

“ The role of Site Lead/Coordinator was advertised internally; I applied and got the job! I had spent a few years prior to that leading the development of generic marking criteria for use across the five professions within the School of Health Studies, so I guess that helped. ”

What is your job/role outside of ALPS?

“ I am a Senior Lecturer and University Learning & Teaching Fellow. As the former I teach Research in Health & Social Care and support research students, and as the latter I am currently leading the implementation of Supported Peer Review of Teaching Practice across the institution. So, yes, I am kept rather busy! ”

Do you have any examples of how your work with ALPS has benefited work outside ALPS?

“ Very early on, during the initial ALPS mobile technology pilot stage, I became enthused by the potential of mobile technology to support

learning and assessment. My earlier research had identified reflection as a key element in engaging students with the learning process, and I was keen to explore whether the audio function on the devices could support students in becoming reflective or enhance the process. As a result, I teamed up with colleagues from across the University and from the University of Hertfordshire to undertake a JISC funded study which explored and evaluated the use of audio in three key areas of learning and teaching: self reflection and self assessment, formative and summative feedback, and collaborative learning. The final report for the project (ASEL – Audio Supported Enhanced Learning) is available [here](#)

As part of the ALPS Research Capacity Fund, I led the Mobile Enabled Disabled Students (MEDS) study, which informed the development of the ALPS assessment tools in relation to the specific needs of disabled students. This study has led to two further funded studies; the first was funded by JISC TechDis (<http://www.techdis.ac.uk/>) and explored the use of ultra mobile PCs to support disabled students in their learning. The second is a collaborative study with the University of Huddersfield, funded by the Strategic Health Authority, to explore and make recommendations for both the preparation and actual practice of health care professionals, with reference to both the Disability Discrimination Act (2005) and the Social Model of Disability. ”

Where do you see the work of ALPS having the biggest impact?

“ ALPS is impacting in three key areas: interprofessional assessment of practice, service user and carer assessment of practice, and mobile learning and assessment. I think the greatest impact however, has to be in the latter because no-one else has done anything like this on the scale that we have. Yes, we have had significant technical challenges but equally there has been significant learning from our endeavours! ”

Finally tell us an interesting fact about yourself you think people would like to know

“ Pilates changed my life! After ten years of chronic back pain and increasing debilitation I tried Pilates as a ‘last resort’ and within weeks could feel the difference. I now attend a weekly session and do lots of other activities that for a long time I couldn’t do. I like to tell people this because they might like to try it too! ”

Announcements

ALPS Workshop 3 December

ALPS is hosting a workshop to launch the report of an ALPS funded research capacity study into service user involvement led by Dr Virginia Minogue. The workshop entitled 'Making Involvement Count: Service User and Carer Involvement' is being held on 3 December at the University of Leeds. For more information contact: alps@leeds.ac.uk

Staff Updates

ALPS is pleased to announce that **Andy Pellow** has been appointed Partner Lead for the University of Leeds. Andy, who already Chairs the IT Group, will be responsible for leading and strategically developing the Leeds partner work over the next 12 months.

ALPS would like to thank **Margaret Lascelles** for all her work in the role of Partner Lead over the last four years, and we are very pleased that Margaret will remain involved with ALPS.

ALPS would like to say goodbye, and a big thank you to **Kath Hinchliff** for all her hard work and support. Kath retires as Associate Director of Education Commissioning from the Yorkshire and the Humber Strategic Health Authority in November and will also be stepping down as Chair of the Monitoring and Evaluation Group. We welcome Sharon Oliver, new Associate Director of Education Commissioning at the SHA and look forward to working with Sharon.

Professor Patsy Cullen will replace Kath as Chair of the Group. Patsy has been involved in the ALPS programme from the very beginning, and contributed to the original bid submitted to HEFCE. Patsy is Emeritus Professor of Learning Innovation at York St John University, where she was also Director of Learning and Teaching until 2007.

Welcome to our new Conference Organiser **Delia Muir**. Delia joins us from the Communication Skills Team in the Medical Education Unit at the University of Leeds. Welcome to ALPS Delia!

The ALPS Core Team said farewell to **Gill Waters** at the beginning of October. Gill has accepted a psychology lectureship and we wish her all the best at her new position at the University of Bradford.

Congratulations to **Dr Janet Holt**, member of the Research Management Group, who has been appointed Director of Learning and Teaching in the School of Healthcare at the University of Leeds. Look out for Janet's opinion on the relationship between ALPS and the School of Healthcare in the next ALPS Bulletin, out next year.

And finally, a warm welcome to Nikolas Mitchel Francis Joynes, who was born on 3rd October. Congratulations to **Viktoria Joynes** and husband Paul on their new addition!

Forthcoming Events

Authenticity to Action – Involving Service Users and Carers in Higher Education

4 – 6 November 2009, Grange Hotel, Grange-Over-Sands, Cumbria
For more details visit:

<http://www.health.heacademy.ac.uk/news-events/eventsbox/2009/authtoaction>

Assessment of Practice in Practice

23 November 2009, Franklin Wilkins Building, Kings College London
For more details visit:

<http://www.health.heacademy.ac.uk/news-events/eventsbox/2009/pracinprac231109/>

ALPS Conference 2010: Work-based Learning and Assessment for the Next Decade

16–17 March 2010, Weetwood Hall, Leeds
For more details visit:

<http://www.alps-cetl.ac.uk/ALPSConference2010.html>

Festival of Learning 2010: "Connection, collaboration, and communication: The way forward in health professions education"

30–31 March 2010, Edinburgh Napier University
For more details visit:

For more details visit:

<http://www.health.heacademy.ac.uk/scevents/fol/fol2010/index.html>

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Future Bulletins

The Bulletin is distributed electronically and via the ALPS website three times a year to keep colleagues up to date and involved with the work of the ALPS Centre for Excellence in Teaching and Learning. For further information on the articles featured visit our website at:

www.alps-cetl.ac.uk

We are looking for keen readers and contributors to the Bulletin, in order to make it a valuable, relevant and collective resource. You can contribute by emailing the ALPS Core Team at alps@leeds.ac.uk with brief details of

events, links to articles and other information.

The deadline for contributions to the next ALPS Bulletin is 20th January 2010.

We'd be delighted if you would forward this Bulletin to your colleagues especially those in practice. Equally, if you've received this in error, or if you don't wish to remain on our circulation list please let us know – alps@leeds.ac.uk