

The Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine



Annual Report

August 2008 - July 2009



**The
Higher
Education
Academy** Medicine,
Dentistry and
Veterinary Medicine

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2 Key Highlights, Successes, Achievements and Practice

2.1 Introduction and Summary

This has been an exciting year for the Higher Education Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine (MEDEV)¹, hosted by Newcastle University, including ongoing implementation of our 'action plans' for dentistry and the four countries of the UK, and the three priority areas feeding into 2008-9.

The Challis review of funding for Subject Centres² recognised the pressure that MEDEV was operating under in the lowest funding band ('medium') since 2000, with an estimated constituency of 140,995 students and 26,791 staff rendering it equivalent, on paper at least, to 'large'. From 2009 our income has been adjusted upwards ('B' out of A-D) which will allow us to take on a more appropriate range of activities in the sector. We continue to deliver the core functions that we identified in our original proposal to host the subject centre, including:

- Engagement with our discipline constituencies and policy makers;
- Provision of information, advice and resources;
- Brokerage, collaboration and leadership to listen to the constituency and support student learning within our professional communities, in the context of the strategic direction of their institutions;
- Support for discipline-based staff and promotion of professional standards;
- Maintaining and extending our high profile and promoting awareness of the support activities and services.

Our operational plan is aimed either directly or indirectly at meeting the needs of staff who are new to and/or wish to develop their teaching. We were particularly proud of two THE awards winners 2009/3; brokering and supporting Academy accreditation for three schools with PG provision in clinical education; the quality of our communications; response to PSB consultations; stakeholder engagement; and our programme of events.

The recent Academy themes of 'assessment and feedback', 'employer engagement' and 'supporting staff new to teaching' remain a priority, together with the three new themes 'student engagement', 'enhancing quality' and 'education for sustainable development'; and our focus on 'professionalism'; 'fitness to practise' to assure patient safety; professional recognition and reward, and interprofessional education. In addition, eLearning is still a major driver for our sector, particularly in the context of institutions having to innovate to ensure provision of clinical placement opportunities and practice-based learning. Securing funding for an Organising Open Educational Resources (OoER) project and our collaborating with Health Sciences and Practice (HASP) to host the eLearning in Healthcare Practice conference were pivotal.



The WikiVet project⁴, funded initially by a MEDEV small grant and then by the Joint Information Systems Committee (JISC) and the Academy distributed eLearning (DeL) programme to populate a wiki for the veterinary curriculum⁵ has attracted substantial ongoing funding and support from the private sector.

We have improved Scottish relations and support for dentistry and dental care professions through delivery of focused 'action plans', and as a result feel much closer to the issues and better prepared. All dental care professionals are required to register with the General Dental Council (GDC), and we are extending our services to these (being aware that some programmes resulting in registration with the GDC are not HE awards). We have established a veterinary care professions network and plan some support activities in the coming year.

¹ MEDEV website. <http://www.medev.ac.uk/> (Sept 2009).

² Challis, L. 2008. The Subject Centres: Implementing Oakleigh. Available on request.

³ Dr Sarah Bailie, RVC; and SGUL, <http://www.timeshighereducation.co.uk/hybrid.asp?typeCode=365&pubCode=1&navcode=142> (Sept 2009).

⁴ WikiVet website <http://www.wikivet.net/> (Oct 2009).

⁵ A paper has been accepted for a special edition of the International Journal of Web Based Communities (IJWBC).

2.2 Higher Education Academy Learning and Teaching in Health (HEALTH) Network Group and Working with Health Sciences and Practice

MEDEV is federated with the Subject Centre for Health Sciences and Practice (HSaP) with whom we have developed a brand (*Higher Education Academy Learning and Teaching in Health (HEALTH) Network Group*⁶) and a range of activities in common:

- An Advisory Board of 26 members representing professional and statutory bodies (PSBs), councils of heads/deans, sector skills councils (SSCs), teaching excellence (National Teaching Fellows), students, etc. which has a shared mission, aims and objectives, and values statement (see the annex to this report⁷ for details);
- A website (see Figure 1 below);
- Shared activities around interprofessional learning including TRIPLE, EIPEN and IPE CETLs⁸;
- An *eLearning for Healthcare Practitioners* conference (July 2009);
- Several sponsored activities (e.g. Communication skills and Healthcare post-devolution conferences);
- A workshop for PG Cert HE leads/directors in institutions with healthcare programmes - MEDEV, HSaP, Bioscience, Psychology, SWAP (November 2009);
- Learning and teaching consultant appointments to work in areas in common (e.g. IPE and external examiners);
- Strategies for collaboration around the themed areas ('assessment and feedback', 'employer engagement' and 'supporting staff new to teaching'; the three new themes 'student engagement', 'enhancing quality' and 'education for sustainable development'; and our health focus on 'professionalism', 'fitness to practise' to assure patient safety; professional recognition and reward, interprofessional education and eLearning);
- Routine skype communications, and access to some calendars;
- Aspects of our operational plans ;
- A simultaneous mini-projects call, joint reviewing, jointly deciding, and some or all may be jointly 'branded'. All projects will be managed by one or other of the two SCs;
- Aligned newsletter branding;
- Agreement that relevant events will be co- or HEALTH NG-branded (no matter who funds them), as appropriate.

Our Board has met three times in the reporting period (including one Away Day), and helps us to identify, respond to and inform policy developments in health care education. The Chair (Professor Dorothy Whittington) serves on both Academy Board and Academy Academic Council. Our single strategic plan has been updated to reflect the Academy Plan 2008-13 in order to define, inform and guide our federated work (see the annex to this report). An aligned (and in some places common) operational plan was developed with the help of Subject Centre staff and advisors, the Advisory Board and our constituencies. The requirement this year to map the operational plan to the Academy Strategic Functions and Programmes has made it more difficult to collaborate on the forward plan due to the timescales involved.

⁶ HEALTH Network Group website <http://www.health.ac.uk/> (Oct 2008).

⁷ Available on the MEDEV website in the about section. <http://www.medev.ac.uk/about> (Oct 2009).

⁸ Triple and EIPEN. <http://triple.heacademy.ac.uk/>; <http://www.eipen.org/>; and <http://www.hefce.ac.uk/> (Sept 2009).

Figure 1. HEALTH Network Group website⁹ (accessed August 2009).

The screenshot shows the HEALTH Network Group website homepage. At the top right, there are links for 'Site map' and 'Accessibility'. The main header includes the logo for 'The Higher Education Academy' and 'HEALTH Network Group Learning and Teaching in Health', along with the tagline: 'Working together with educators, communities and organisations to promote and enhance student learning in the health related disciplines'. The navigation menu includes: Home, About, News, Events, Funding, Resources, Projects and themes, Community, Cymraeg, and Contact us. A search bar is located in the top right. The main content area is divided into three columns. The left column contains a vertical menu with links to Home, About, News, Events, Funding, Resources, Projects and themes, Community, Cymraeg, Contact us, Site map, and Advisory Board. The middle column features a large teal box with the title 'HEALTH Network Group' and a photograph of a stethoscope. Below the photo is a welcome message and a 'Conference: Devolution and divergence: Health and social care in the United Kingdom (Cymraeg), 30 November - 1 December 2009, City Hall, Cardiff.' The right column contains two sections: 'News' with bullet points about Departmental Workshops, NTFS, and HEFCE, and 'Events' with bullet points about a PhD course, educational development, assessment in practice, and a UMAP workshop. Links for 'More news' and 'More events' are provided at the bottom of these sections.

3 Extent of Engagement with Institutions

3.1 Constituency

Institutions in our constituency manage their programmes by drawing together academic (biomedical, social and behavioural sciences; ethics and law; arts, business and graduate skills; etc.) teaching in the context of a generally clinical curricula, in which a substantial part of each programme is delivered in practice. Institutions have partnerships to help them deliver clinical teaching with, for example, NHS trusts, dental outreach centres and private veterinary practices. In some cases dedicated staff are employed, in others, teaching is contracted.

The medicine, dentistry and veterinary community consists of approximately 77 schools (some schools have accreditation arrangements with others) in 53 institutions, each with hundreds or (in some) thousands of academic and clinical teaching staff. Graduation leads to registration with the professional bodies: General Medical Council (GMC), General Dental Council (GDC) and the Royal College of Veterinary Surgeons (RCVS). MEDEV has effective networks into schools through having 3 Country Consultants (CCs), 76 Subject Specialist Advisors (SSAs) and 80 Nominated Primary ('Key') Contacts (NPCs), (see Table 1); 4676 entries in the contacts mailing list, 1233 members of our main JISCMail list medev@jiscmail.ac.uk, plus we host eight further mailing lists, and two active communities of practice (see Table 2). Replacement of NPCs, etc. are managed to ensure continuity, and all of our contacts help us in different ways.

⁹ HEALTH Network Group website. <http://www.heacademy.ac.uk/health> (Sept 2009).

Table 1. Summary of Nominated Primary Contacts and Subject Specialist Advisors in schools and faculties by UK country.

Location	Country Consultant	SSA	NPC	NPC % Coverage	Total
England	Subject Centre is based in England	55	59	100%	115
Northern Ireland	Prof Dorothy Whittington	5	3	100%	9
Scotland	Dr Susan Jamieson*	11	11	100%	23
Wales	Dr Aidan Byrne*	3	3	100%	7
International and other	-	2	4		6
Total	*recently appointed	76	80		156

Table 2. Membership of special interest groups, medev@jiscmail.ac.uk and contacts mailing list by UK country. Despite the transition to Integra (and clearing many 'cold' contacts) the contacts mailing list was up by 213 in the reporting period. Further clearing is anticipated in 2009-10.

Country or affiliation	Special Interest Groups	medev@jiscmail.ac.uk membership	Contacts Mailing List
England	59	863	3610
Northern Ireland	2	20	112
Scotland	10	129	502
Wales	5	48	175
Ireland	1	13	62
International	2	45	215
Private ISP	0	50	
Royal College	4	14	
Other organisation	10	31	
Commercial	0	20	
Total	93	1233	4676

We have undertaken 27 'site visits' and made contributions to 11 internal teaching and learning conferences and events. We have also developed an 'NPC' network for veterinary care professions which we have extended to FE colleges delivering, for example, veterinary nursing programmes (and are planning a similar network for DCP). Although this provision does not always qualify for support from the Academy, students are working towards recognition by the professional body, and we feel that the advantages of collaboration outweigh the disadvantages to the Centre of having to support a slightly larger group.

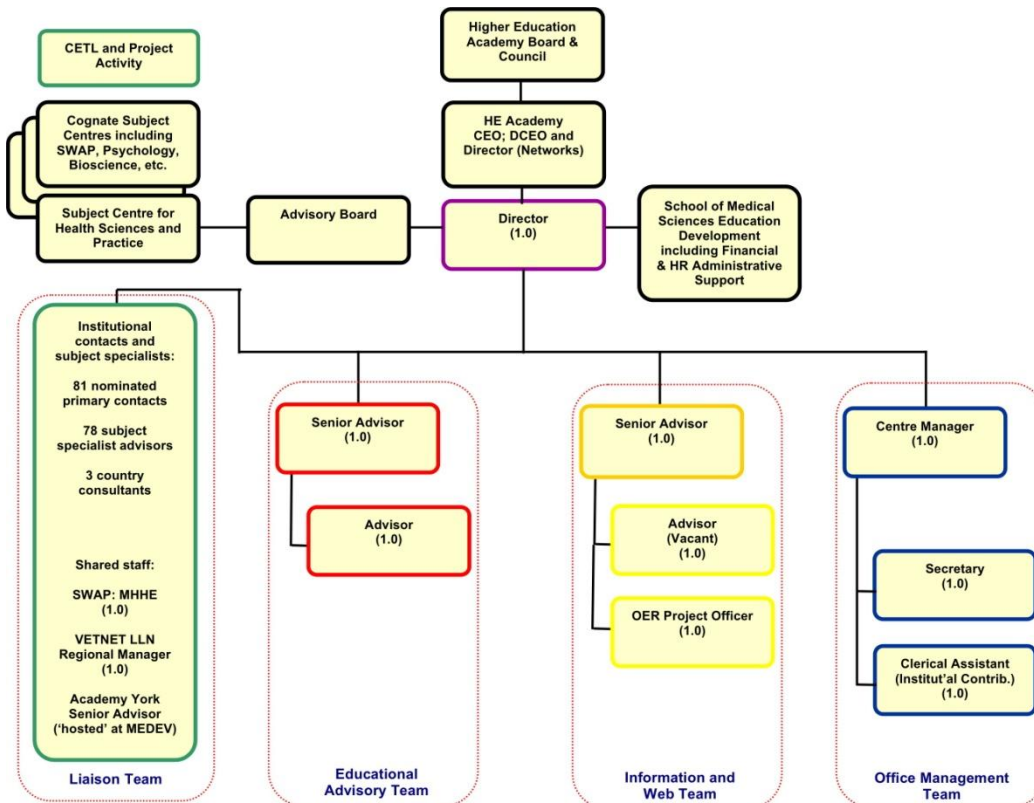
3.2 Relationship with the Host Institution

3.2.1 Staffing

The current staffing plan, comprising nine staff in four teams (Office, Information & Marketing, Educational, and Discipline Liaison), is set out in Figure 2 (including one 'institutional contribution', for which we remain extremely grateful to our host School, and one Open Educational Resources project). We also collaborate closely with staff on the mhhe project, VETNET LLN and host an Academy Senior Advisor in Newcastle. We operated with approximately five fte for most of the reporting period due to vacancies, and staff sick leave.

Eleven of the 76 SSAs recruited from the constituency to further enhance the Centre's academic capacity (summarised in Table 1 above) are based at the host institution, and we would like to thank all our SSAs and the extended network of three country consultants (in each of Northern Ireland, Scotland and Wales) and 80 NPCs in institutions throughout the UK who helped us to deliver our activities in the reporting period.

Figure 2. Organogram of the staffing structure 2008-9.



3.2.2 Activities

Located in the School of Medical Sciences Education Development we take a full role in contributing to the host institution and institutional and regional activities. The Director is on School Executive Group, Faculty Teaching and Learning Committee and other University working groups (as required). The Centre Secretary and Centre Manager represent us on the School Administrator's group (and receive support with finance from the School and Management Accounts), and the Senior Advisor (Education) teaches on the Masters in Clinical Education. All academic staff are involved in admissions and supporting tutees, assessment and feedback on small parts of the Faculty of Medical Sciences (medicine, dentistry, biosciences and psychology) undergraduate programmes, and one volunteers every year to help with congregations.

MEDEV operates within the policies and procedures of Newcastle University, such as finance and human resources. We benefit from health and safety support (e.g. fire safety and DSE assessment) and university-provided staff development activities. Staff PDR meetings take place annually with interim review at six months. The Director is reviewed in the context of fulfilling the Academy contract, and the Centre's relationship with the host institution.

Team meetings occur every month with exceptional meetings (e.g. planning meetings) as required. Team members met with each other and other members of the School over 50 times in the past year for various purposes, and take our turn in the 'building rota' and post. Staff are involved in routine activities such as School and Faculty briefings; HR and administration; telephone calls and tele-conferencing, synchronous chat and blogging. We meet with and support local Centres for Excellence in Teaching and Learning (CETLs) and projects such as Learning Maps.

Staff liaise with the PVC Teaching and Learning, and with central services such as Information Systems and Services, Quality Improvement in Learning and Teaching and Academic/Staff Development, and a representative is on our Advisory Board. We attend and help co-ordinate (where appropriate) local learning and teaching events. This involves contribution to School and central/regional projects, organising local events and exhibiting at learning and teaching days. We provided organisational support for two Faculty teaching-awareness days in 2008-9, attracting 120 and 240 delegates respectively. We brokered a pre-pilot version of the Higher Education Achievement Record (HEAR) for medicine between the Centre for Recording Achievement and the institution (which is now part of the national pilot).

MEDEV has been slightly less involved in the regional agenda this year (than in the past), although we maintain good links through regular contact with Unis4NE courtesy of involvement with regional CETLs, the Higher Skills Pathfinder projects and lifelong learning networks (LLNs); JISC Regional Support Centres and regional projects (e.g. EPICS2); Teaching Public Health Regional Networks; and partnership in the regional part of the national VETNET LLN. We attend appropriate events and following their mailing lists/websites for local news and events.

3.3 Communication

3.3.1 Website and eBulletin: News, Events, Funding Opportunities

We are proud of our website¹ and eBulletin information which is provided to and praised by our sector.

"I find the MEDEV bulletin the most complete source of information on development events across UK higher education. The bulletin focuses on medicine and related subjects, obviously. But as a non-medical person I still find it invaluable to learn of the myriad good development opportunities available." David Baume, October 2009.

The information on our website changes on a daily basis. Sites that are routinely checked for news, consultations, events and funding updates include:

- The Academy and cognate subject centres;
- Funding and research councils;
- Charitable and other funding sources, including RD Info¹⁰ (RD Learning, RD Training and RD Funding);
- Professional and Statutory/Regulatory bodies, Royal Colleges and professional associations;
- Health policy sites such as Department for Business, Innovation and Skills, Department of Health and Department of Environment, Food and Rural Affairs, Department for Employment and Learning, NHS Education Scotland and NHS Wales;
- Joint Information Systems Committee (JISC) and its support services such as Netskills, TechDis, Regional Support Centres, TASI, etc.; and HE-related organisations such as the British Universities Film and Video Council, the UK Council for Graduate Education, Aim Higher, etc.;
- Subject associations such as Association for the Study of Medical Education (ASME), Staff and Education Development Association (SEDA), Association for Medical Education in Europe (AMEE), Association for Dental Education in Europe (ADEE), Association of Veterinary Teachers and Research Workers (AVTRW), Institute of Medical Ethics (IME), Academy of Medical Educators (AME), and various working parties of these organisations; charities such as Wellcome Trust, etc.;
- Newspapers including The Times Higher (THE).

During the reporting period we introduced 1405 new entries to the total already in the databases:

- 207 educational funding opportunities (2096 in total), output to RSS;
- 538 events and conferences (4571 in total); output to RSS;
- 659 news items (3790 in total); output to RSS;
- 304 examples of good practice within the UK constituency;
- 652 definitions, relatively infrequently used but useful for testing OAI and synching with other sites (clients and services);
- 71 'frequently asked questions' plus amendments/updating to others; outputs to OAI for harvesting by other sites;
- 663 'projects' and maintained support for a scenario-bank of over 100 communication skills cases.

From these website entries we issued 24 eBulletins (two per month) of approximately 65 information items each (see the annex to this report for an example).

Web statistics this year have been provided by Google Analytics which showed 309,950 page views (including resource downloads), by 102,950 unique visitors (8579 per month) in the reporting period. While much of the upkeep of the information is manual we hope to move to more automated methods as we replace our website with a new, more interactive and 'web 2.0' version (facilitating more tailored information feeds) in 2009-10.

¹⁰ RDInfo (2009). <http://www.rdinfo.org.uk/> (Oct 9009).

A MEDEV twitter account was launched in the reporting period, and with little publicity achieved over 100 followers of news, events, funding opportunities and recommended links which are fed automatically from our website RSS feeds and delic.io.us (which is used to collect useful links).

3.3.2 Newsletter, Special Reports and Publications

MEDEV has published three issues of the 36 page full-colour newsletter '01' with a print run of 4000-4500 copies (variable depending on the time of year) distributed via contacts mailing list, conferences and events. It is well received, with the number of unsolicited articles increasing substantially. We produced a peer-reviewed conference proceedings for *eLearning in health: working together to enhance learning*¹¹ and three special reports are in preparation (two the results of funded special interest or mini-project groups). This year we are delighted to have started working with two highly respected journals where we have regular columns:

- eLearning news column (co-authored with Valerie Smothers, of the Medbiquitous Consortium¹²) in *Medical Teacher*¹³, a peer reviewed journal published monthly by Informa Healthcare.
- eLearning @ the page in *The Clinical Teacher*¹⁴, a peer reviewed journal published bi-monthly by Wiley Blackwell where three articles have appeared to date¹⁵.

ASME published new titles in their *Understanding Medical Education* series¹⁶, one co-authored by MEDEV staff.

3.4 Supporting and Championing Teaching

3.4.1 Conferences

MEDEV hosted 3 conferences in the period, the most notable of which was the eLearning for Healthcare Practitioners¹¹ conference which took place 16-17 July 2009 at University of Warwick Scarman House conference centre (see the annex to this report for a copy of the summary programme). Key note speakers included Professor David Dewhurst (University of Edinburgh), Sir Alan Langlands (CEO, HEFCE), Alan Ryan (Director, eLearning for Healthcare), and there were presentations and posters from about 50% of the 120 participants. The feedback for the conference was excellent (4.7/5 overall, see Table 3 below) and brief analysis of the comments showed participants greatly valued working together with a variety of health disciplines.



MEDEV staff presented at 10 local, national and international conferences this year, including delivering three keynotes at conferences such as the University Health and Medical Librarians Group (UHMLG)¹⁷.

¹¹ http://www.elearningpractice.org/wp-content/uploads/2009/07/elearn_in_health_2009_proceedings_lores_final.pdf (Sept 2009).

¹² Medbiquitous <http://medbiq.org/> (Sept 2009).

¹³ Medical Teacher <http://www.medicalteacher.org/> (Sept 2009).

¹⁴ Clinical Teacher <http://www.wiley.com/bw/journal.asp?ref=1743-4971> (Sept 2009).

¹⁵ Communication, *The Clinical Teacher* 2009; 6: 44-45; Online resources for staff new to teaching, *The Clinical Teacher* 2009; 6: 122-123; Online resources to support clinical skills teaching, *The Clinical Teacher*: 6: 208-210.

¹⁶ Association for the Study of Medical Education <http://www.asme.org.uk/publications/understanding-medical-education.html> (Sept 2009).

3.4.2 Workshop Programme

The workshop programme has been one of our key activities in the past year, addressing those issues of most relevance and concern to our constituency by funding proposals (an important source of income for professional developers in our constituency) and commissioning events in strategically important areas. It is aimed at CPD providers and recipients:

- PG certificate, diploma and masters level programmes in clinical or higher education;
- Teaching improvement programmes (TIPS);
- NHS, Royal College, Deanery and other providers of work-related staff development;
- HE academic staff development.

MEDEV ran 29 workshops including nine that were co-hosted (see Table 3 below). Resources and information from workshops are made available via our website¹⁸. Many useful collaborations and exchanges of ideas and information arise from informal networking at events, some of which are part of a longer series or 'communities of practice'. Eleven of the workshops were focused primarily on learning and teaching, five on assessment, five on curriculum management issues including external examining, three on Initial and continuing professional development issues, two on transition, one on communication skills, on student support/feedback and one on interprofessional education. Workshops include subject specific, generic and multi-professional approaches, and are open to anyone involved in learning and teaching in undergraduate medicine, dentistry and veterinary medicine, including biosciences, nursing and the allied health professions, and all attract RCP continuing professional development (CPD) points.

Table 3. Evaluation summary and averages for a selection of workshops (5=strongly agree).

Event	Number of forms	Overall rating	Pre-event organis'n	Organ'n on the day	Meals	Facilities
2 Oct 08: New external examiners: a practical survival guide	12	4.9	3.8	4.8	4.2	4.3
7 Oct 08: Coordinators forum meeting	14	4.3	4.3	4.6	4.2	3.9
8 Oct 08: Involving patients as educators in undergraduate education*	16	4.9	4.7	4.4	4.6	4.2
30 Oct 08: Moan, moan, moan. Complaints from students; opportunity, threat, or just a pain in the neck?*	7	4.4	4.3	4.3	4.1	4.3
19 Nov 08: Solving assessment challenges together*	24	4.3	4.0	4.3	4.1	4.0
26 Nov 08: Best evidence medical education: evaluating the evidence*	14	4.1	4.5	4.5	4.5	4.2
16 Dec 08: Achieving and assessing competence in undergraduate students	8	4.9	4.3	4.8	4.5	4.6
17 Feb 09: Educating health care educators: strategies and resources*	11	4.5	4.6	4.6	4.8	4.7
27 Feb 09: Embedding evaluation: working with students to close the loop	32	4.5	4.3	4.4	4.3	4.2
13 Mar 09: SSCs present and future – a response to GMC Tomorrow's Doctors consultation	27	4.4	4.1	4.6	4.5	4.0
2 April 09: Clinical teaching in psychiatry	8	4.4	4.4	4.4	3.9	3.9
21 May 09: The first UK clinical chairside teaching conference	n/a	n/a	n/a	n/a	n/a	n/a
9th July 09: Developing academic support for graduate entry health professional students	17	4.4	4.4	4.8	4.2	4.8
Total averages for all workshops	17	4.4	4.4	4.8	4.2	4.8
5 Nov 08: Conference: Learning and teaching undergraduate psychiatry	28	4.0	3.1	3.6	3.7	3.2
18-19 Mar 09: Applied statistics for clinical educators using SPSS*	n/a	n/a	n/a	n/a	n/a	n/a
13-14 July 09: Reflective learning for the net generation: using multimedia for reflective practice*	12	4.6	4.2	4.7	4.8	4.7
16-17 July 09: eLearning in health: working together to enhance learning conference	55	4.7	4.2	4.7	4.9	4.8
Total averages for all conferences	67	4.65	4.2	4.7	4.85	4.75

¹⁷ UHMLG. <http://www.uhmlg.ac.uk/> (Sept 2009).

¹⁸ MEDEV workshops <http://www.medev.ac.uk/resources/meetings/workshops> (Oct 2009).

3.4.3 Resource Archive for Teacher Trainers (RAFTT)

This project arose from the growing collection of materials from the workshop programme and a blog¹⁹ which has been available for four years. A small 'special interest group' meets regularly to establish a framework for the collection and presentation / uptake of RAFTT resources. Members have contributed more than 100 'teacher training' resources to date. A paper on RAFTT was accepted as a presentation at AMEE 2009.

3.4.4 Academy of Medical Educators

Four members of MEDEV are members of the Academy of Medical Educators (AME)²⁰, incorporated as a charity and having formed a governing council, which is a significant strategic development towards the recognition and professionalisation of medical education (targeting especially clinical educators). The AME has recognised about 40 Fellows and about 10 Members, and has over 300 associate members.

One member of Subject Centre staff is an inaugural Fellow, trainer/reviewer, another is a member of the Standards and Assessment and the Course Accreditation working groups, focusing particularly on the potential for mutual recognition between the AME and the Academy professional recognition schemes.

3.5 Engagement Across the Sector

3.5.1 Summary

The KPIs and HEI statistics (see the annex to this report) illustrate the extent of our activities with the sector in 2008-9. We feel that we have been highly successful in meeting our activity targets, set out in our operational plan (see the annex to this report). Subject Centre staff attended 714 conferences, workshops and meetings (including about 300 internal meetings at Newcastle), and staff have carried out at least 34 site visits including 41 meetings with NPCs, 13 with SSAs and 23 with mini-project holders.

3.5.2 Rewarding Excellence in Learning and Teaching Competition

There were five winners, each earning a place at a national or international conference, in our *Rewarding Excellence in Learning and Teaching Competition* and one winner of our *Assessment* competition. Juliette King sent a student/recent graduate to AMEE on her behalf. Winners submitted some conference reports for publication in the newsletter, and anecdotal evidence indicates that this competition contributes valuable evidence for triangulating/benchmarking teaching and learning 'status' in the UK, particularly for new or younger staff. We are grateful to the reviewers who assisted us with reviewing competition entries.

Table 4. Outcome of the rewarding excellence in teaching and learning competition.

Name	Institution	Prize
Dr Jo Hart	Manchester University (Medicine)	Attendance at AMEE conference, Malaga*
Dr Tony Lewis	Peninsula Medical School (Medicine)	Attendance at ASME conference, Leicester
Dr Upen Patel	University of Birmingham (Dentistry)	Attendance at ADEE conference, Helsinki
Professor Pam Bradley	Peninsula Medical School (Medicine)	Attendance at AMEE conference, Malaga*
Juliette King (Vicky Lewis)	Cardiff University (Medicine)	Attendance at AMEE conference, Malaga*
Richard Moon	Newcastle University	Attendance at SGUL National Assessment Masterclass
6		*Thank you to AMEE for sponsoring registration.

3.5.3 Stakeholder Organisations, Strategic Engagement and Enhancement Projects

The Subject Centre works/meets with approximately 58 identified stakeholder organisations ranging from the PSBs, subject/student associations and journals, staff development agencies and royal colleges, and this estimate would be higher through the activities of our NPCs and SSAs. It is essential to our work to remain connected in order to understand the context of our constituency, and where we can add value.

We have also engaged with strategic projects/programmes (including joint working and representation on Advisory Boards, e.g. CETL and JISC), plus further shared Academy projects (see Table 5 and the annex to this report). This generates a lot of activity for the centre-attending meetings and delivering on commitments, but we

¹⁹ Resource Archive for Teacher Trainers (2005). <http://www.meddev.ac.uk/blogs/raftt/> (Oct 2009).

²⁰ Academy of Medical Educators (2009). <http://www.medicaleducators.org/> (Sept 2009).

feel that it is a really important part of our work in order to help institutions to maximise the impact of the funding that they have received, and to try to help future-proof their outcomes.

Table 5. Summary of strategic engagement projects with which MEDEV is, or has been in the last year, involved.

Location	Sector-Wide	Academy Led	Total	OER Project
England	65	15	80	14
Northern Ireland	1	0	1	1
Scotland	5	1	6	2
Wales	0	0	0	1
UK and International	1	1	2	0
Total	72	17	89	18

For example, our HE in FE work is linked with VETNET LLN²¹ for the Veterinary and Allied Animal Science which aims to increase inclusion and widen participation in veterinary professions and consists of eight HEIs, ten FECs, the RCVS, Lantra SSC, the British Veterinary Association and the British Veterinary Nursing Association. It has established progression accords and developed advice and guidance for career counselling. MEDEV has benefited through awareness and understanding of WP in the region and nationally, and is involved with their dissemination through National and Regional Conferences, Animal University (a taster week for schools), sharing contacts and advice, shared information and resources as well as promotion of their work. MEDEV staff are observers on the Governing Council and the Advisory Board for the North East and Yorkshire Region. The RVC was shortlisted for its inclusion and WP work in the THE awards 2009.

This year we have been running an open educational resources project OOER with 18 partners (which will be reported separately in more detail). We owe the funders and programme managers for this fantastic opportunity to engage with our sector on this collaborative task. We have developed three 'good practice' toolkits (tools for testing institutional processes) and catalogued 900 learning items for potential inclusion in Jorum Open.

3.5.4 Funded Activities

We awarded 9 mini-projects early in 2008-9 (following our spring call 2008) but then changed our submission date to coincide with that of HSaP (autumn 2009), allowing alignment of submission and review processes, and increasing the chances of jointly funding projects. In addition we funded approximately 26 workshop proposals; 7 small 'sponsorship' grants; 6 learning and teaching competition winners, giving us a total of 48 activities in 2008-9. We also advertised for *Scottish Funding Council* mini-project proposals on the *Quality Enhancement Theme 'Graduates for the 21st Century'* and have awarded two which will be reported next year.

Table 6. Summary of funded activity such as mini-projects and competitions with which MEDEV is, or has been involved, by UK country.

Location	Total Activities Funded <2008	Mini-projects Funded in Period	L&T Competition Winners	Sponsorship/ Consultancy	Workshop Grants	Total Mini-projects Since 2001	Total Value (Funding) 2008-9
England	69	5.5	5	3	26	108.5	£36615
Northern Ireland	2	1	0	1	0	4	£6350
Scotland	28	2.5	0	1	0	31.5	£13280
Wales	5	0	1	2	0	8	£3600
International/ Other	4	0	0	0	0	4	0
Total	108	9	6	7	26	156	£59845

3.6 Student Engagement/Learning Experience

3.6.1 Student Learning Experience

In the reporting period two student (one BMA and one RCN) representatives were active members of the HEALTH NG Advisory Board, this has risen to four. In consultation with the Senior Advisor, Scotland and our Country Consultants we hope to host an event in Scotland, in 2009-10, with the theme of 'student voice'.

²¹ VETNET LLN website: <http://www.vetnetlln.ac.uk/> (Oct 2009).

3.6.2 Student Essay Competition

The student essay competition this year carried an iPod Nano as a first prize, plus attendance at the student element of the Academy Internal Conference (see Table 7). Students achieving a 'merit' each received a £20 book token. We received fewer submissions this year so have decided to go back to the 'cash' first prize for the 2010 competition to encourage participation. Students and staff very much value this competition, which provides useful feedback about teaching methods. The essays are often reprinted in constituency schools' newsletters, and the winners are reproduced in 01, the MEDEV newsletter.

Table 7. Outcome of the MEDEV strand of the Higher Education Academy student essay prize 2009: "Suggest feedback methods and explain how they would help you progress on your course".

Prize	Name	Institution
WINNER	Richard Timms (Medicine with Humanities)	University of Swansea
MERIT	Ven Gee Lim (Medicine)	University of Edinburgh
MERIT	Abubakar Mohammed (Medicine)	Imperial College, London
MERIT	Dipender Gill (Medicine)	University of Oxford
Winning article to appear in 01.20.	4	

3.7 Northern Ireland, Scotland and Wales

Our action plan for Northern Ireland, Scotland and Wales is half way through delivery, whereby we have focussed on increasing our work and profile in each of these countries in turn, starting with NI in 2007-8. We were able to send representatives to more events and enabled visits to institutions in Northern Ireland, Scotland and Wales, thereby resulting in the Subject Centre developing stronger links with the institutions in these countries. We have appointed (at the end of the reporting period) country consultants for all three priority countries, in order to better inform our work and raise local awareness of MEDEV.

3.7.1 Northern Ireland (NI)

There is one school of medicine and one dental school at Queen's University Belfast in Northern Ireland. There are three NPCs (two in medicine and one in dentistry), and four SSAs based in the NI constituency. We also have contacts in Eire, particularly in dentistry and veterinary, who participate in MEDEV activities and with whom our NI colleagues collaborate. Two members of our Advisory Board are from NI.

The Centre Manager presented the work of the Subject Centre at the Medical Education Away Day held in Belfast in October 2008. This clearly resulted in an increased uptake of our activities in that an astonishing 96 delegates from NI attended MEDEV events in 2008-9. There are also 27 active participants on the MEDEV mailing list which is quite high considering that the NPCs in NI are very pro-active. Two articles appearing in our publications came from colleagues in NI.

MEDEV and HSaP staff are 'critical friends' to a CETL in interprofessional education (CEIPE) at Queen's University Belfast who hosted a highly successful internal dissemination event, in collaboration with all CETLs at QUB, in the spring. The highest rated mini-project proposal in 2008-9 came from Dr Kieran McGlade *Enhancing deaf awareness and communication skills of medical students: Development of online resources* which is now completed (awaiting the final report).

Our Country Consultant in NI is a non-executive member of an NHS Trust, giving us an insight into healthcare policy developments in NI. Both medicine and dentistry lead on work packages and are active members in our OoER project, one around international collaborations and the other in dental content release.

3.7.2 Scotland

There are five schools of medicine, three dental schools and two veterinary schools in Scotland, and several institutions delivering veterinary care professional programmes. Eleven NPCs and 11 SSAs (plus one non-HE based) are based in Scotland. To further build on the increased activities in Scotland we are pleased to have appointed a Country Consultant for Scotland towards the end of the reporting period. Dr Susan Jamieson from University of Glasgow will be working to increase the presence of MEDEV across the country and also provided proposals which should enhance the delivery of medical, dentistry and veterinary education in the Welsh institutions. We are grateful to Dr Michael Ross for attending, and feeding back from, two Academy Scotland Practitioners Forum meetings on behalf of MEDEV.

Implementation of our Scottish action plan has resulted in 335 delegates attending various MEDEV events (almost a fivefold increased on the previous year), with the greatest uptake from the Universities of Glasgow and

Dundee accounting for 200 attendances between them. A call for Scottish mini projects in collaboration with the *Quality Assurance Agency Graduates for the 21st Century' Quality Enhancement Theme* was held in the summer with two proposals funded (from a total of 11 high quality proposals received).

3.7.3 Wales

There are two schools of medicine (Cardiff University and University of Wales, Swansea) and one in dentistry (Cardiff University) in Wales. Swansea students (graduate entry programme) currently graduate from Cardiff. We visited three of the NPCs during 2008, and have recently appointed a Country Consultant for Wales. Dr Aidan Byrne (Swansea University) will be working to increase the presence of MEDEV and also had provided proposals which should enhance the delivery of medical, dentistry and veterinary education in the Welsh institutions. Ninety two delegates from Wales attended Subject Centre events in the reporting period and one article was published from authors in Wales.

One staff member at Cardiff University won one of our £1,000 prizes in the Learning and Teaching Competition and a mini project was awarded to John Sweet at Cardiff during the year, however he has since moved to Warwick and taken the project with him. MEDEV has sponsored, with the Academy, HSaP and SWAP, the Devolution and Divergence in Healthcare conference taking place in November 2009.

MEDEV is implementing this year the action plan for Wales, to mirror previous plans in NI and Scotland, and plans a workshop on the work of the Academy and MEDEV on supporting academics, funding and pedagogic research, to an audience of medics, nurses and other healthcare professionals at a staff development day at the School of Dentistry, Cardiff, in Autumn 2009.

As the health agenda is becoming more devolved we were pleased to support the *Devolution and Divergence in Healthcare* conference in Cardiff in November 2009.

3.8 Evaluation

On the advice of our Advisory Board MEDEV has not undertaken a strategic evaluation during the last 12 months. We plan to undertake evaluation in the reporting period, focusing on 'impact' of some focussed areas, including working with HSaP on understanding our constituency of 'practice based educators'.

Ongoing formative evaluation takes place via regular monitoring of all our ongoing core activities, and we gather information from a variety of direct and indirect sources, such as number and quality of attendance at events, enquiries to MEDEV, visitors to the website, requests for hard copy of publications, etc. Event Quality Assurance Evaluation (EQAE) forms are routinely administered at the time and a six-month follow-up for all workshops and other major events. For the more qualitative areas evaluated, open comments, and a frequency analysis of these is also provided. The results are analysed, free comments typed up, and the outcomes made available to the event facilitators and on the website.

3.9 Changes, Challenges and Constraints

3.9.1 Operational

Our operational challenges this year have been primarily around staffing, with a particularly challenging period in the autumn/winter 2008 with illness, leave and bereavement. With such a small team (6wte funded by the Academy) this significantly affected our ability to respond to opportunities arising during the year. In addition:

- We are looking to fully implement the INTEGRA system into our day to day operations however there have been significant teething problems. It is our intention that the data collection processes used for this annual report will be the last using our own systems.
- Sector-wide understanding of the relationship between the Subject Centres and the Academy.
- Reaching the majority of clinical or practice based teachers. We feel that the Challis estimate of 26K staff in our constituency is an underestimate, and we have had to balance raising our profile with our capacity to respond to demand from clinical teachers. However we plan to cautiously attempt to raise our profile this year through marketing and activities aimed at practice based educators.
- While we are grateful for the opportunity to manage an OER project we wish that it was over a longer period than 12 months in order to ensure that we maximise the impact of public funding with 18 partners. We have to proceed on all fronts simultaneously without being able to pilot and refine our approach.
- Costs of travel and subsistence have spiralled and we have actively attempted to travel less.

- Renewing our financial and contractual procedures in line with tightening University policies.

3.9.2 Strategic

Health care policy changes faster than educational policy and we are in a period of significant change at present (see below). One of our strategic challenges in this context is maintaining currency with new developments, hence the importance we place on our news service, in particular, advertising consultations.

- Education for sustainable development. While there is potential for increasing environmentally friendly practice in health and healthcare education, and many staff and students are concerned about environment and global health, this is a difficult area for us to progress, compared with a desperate need to raise standards of education in patient safety and public health. At the broadest definition these could be considered to be ESD and we feel that our efforts should be directed in the areas being demanded by our sector.
- Enhancing quality. Students in our catchment are undertaking programmes where much of the provision is compulsory, making it difficult to focus specific activities on them, however we feel that our engagement to date is good, with active members of our Board. Students are not the prime focus of our work, but are clearly an important stakeholder in shaping our work.
- External examiners. HSaP and MEDEV are sharing two learning and teaching advisors this year, one in interprofessional education (appointed) and one in external examiners (advertised) to help us to progress these important areas.
- Research teaching nexus. Our challenge here is to articulate the existing relationship between teaching and research, which is strong in our sector. Intercalating students can take academic or clinical Bachelor of Science degrees and PhDs during their course, graduating with two or more degrees at the end of their studies. There are many postgraduate and MD students in health, and we are considering approaching the UK Council for Graduate Education (UKCGE) to look at potential synergies.
- Internationalisation. Veterinary science/medicine attracts the most international students, with numbers in medicine and dentistry being capped. Some schools are developing schools in other countries, such as Newcastle University branch campus in Malaysia (NUMed). Electives still provide the majority of medical students, and dental students at one school, with opportunities for international experience.

4 Collaboration with Other Academy Teams

4.1 Academy York and Working with Other Subject Centres

In addition to our formalised relationship with HSaP, MEDEV is represented on SWAPs Advisory Board and staff are members of several Academy groups, such as inclusion/disability, Academy internal and external conference and AIRDIP. Staff participate in the Academy Forum (One Academy), and Directors, Centre Manager, Academic Coordinators, Technical and Administrators meetings; and project meetings such as OER and Integra. The Director represents Subject Centres on the JISC / Academy Integration Group (reporting to the Academy SEG and the JISC Learning and Teaching Committee), has attended several meetings of the Planning and Reporting Review Group Advisory Board (PAB), and we provided office accommodation for an Academy Senior Advisor whose place of work is MEDEV. We are involved in mentoring staff elsewhere in the network. The Senior Advisor (Education) is an Academy accreditor of programmes and we would strongly recommend other subject network staff to get involved in this part of Academy work.

We co-funded a mini-project with UKCLE this year (a review and practice survey of how law is taught in medicine), and are planning to jointly publish the report arising from the work. Similarly we have recently agreed, with Psychology, to sponsor publication of the Behavioural and Social Science Teachers (BESST) in medicine 'core curriculum'. Both centres were instrumental in helping this special interest group of approximately 300 members to establish and raise the status of behavioural science teaching in medicine, and credit goes to the organisers for persevering with their activities.

We are also leading collaborative approaches with four other subject centres to harmonise our provision for staff new to learning about teaching and learning and for the staff working in HEI generic education development unit through a joint workshop 'Integrating discipline characteristics within generic education development programmes' aiming to inform staff developers of our services and to learn from them how we can best support their programmes and work.

5 Key Subject Related Initiatives and Policy Developments

5.1 Professional, Regulatory and Statutory Bodies, Subject Associations, Sector Skills Councils, etc.

The key collaborations with the PSBs and councils of heads are via our Advisory Board. SSAs and NPCs are visitors for professional bodies and the QAA, and therefore able to represent us. Adjustments are still being made following the impact of policy developments in 2007-8, such as the Tooke *Inquiry into Modernising Medical Careers*²² which made 47 recommendations for medical training and recruitment, and the merger of the GMC and Postgraduate Medical Education and Training Board (PMETB) in 2010. *NHS Medical Education England* (chaired by Sir Chris Edwards) has been established to provide independent expert advice on training and education for doctors, dentists, health care scientists and pharmacists.

MEDEV responded on behalf of the Academy to the GMC consultation on Tomorrow's Doctors 2009²³ and is working with the GDC consultation on The First Five Years²⁴ by:

- Sponsoring/running a national consensus workshop in the area of student selected components;
- Taking soundings from relevant stakeholders on our Board and from the Academy;
- Seeking feedback on drafts from our constituency.

MEDEV is planning a range of activities, with the GMC, to help schools implement the recommendations, and is collaborating with the GDC over similar planned changes in dentistry.

The principles underpinning the health sector agenda for workforce reform – roles, relationships and career progression Darzi *Next Stage Review: High Quality Care for All*²⁵ was analysed with a view to informing our activities in 2008-9. The core principles were:

- Focused on quality – safety, efficiency and evidence based;
- Patient centred – valuing people and promoting life-long learning;
- Clinically driven and promoting health.

A national *Centre for Workforce Intelligence*²⁶ will be expected to source, synthesise, critique and disseminate the best available analysis, evidence and intelligence to support the whole system in effective workforce planning through three key functions: improving and using high-quality data; horizon scanning and new care pathways; providing leadership capability building. Five *Academic Health Science Centres*²⁷ were awarded in 2009 to promote health science research in the UK.

Healthcare regulators are responding to the recommendations for professional regulation²⁸ set out in the White paper *Trust, Assurance and Safety*²⁹:

“in order to exercise their functions effectively and command the confidence of patients, the public and the professions, [regulators] need to be seen to be independent and impartial in their actions.” DH 2007.

²² Tooke Report (2008). *Aspiring to excellence: Final report of the independent enquiry into Modernising Medical Careers*. <http://www.mmcinquiry.org.uk/> (Sept 2008).

²³ GMC (2008). *Tomorrow's Doctors 2009*, http://www.gmc-uk.org/education/undergraduate/tomorrows_doctors.asp (Sept 2009).

²⁴ GDC (2009). *First Five Years*. <http://www.gdc-uk.org/Our+work/Education+and+quality+assurance/> (Oct 2009).

²⁵ Lord Darzi *Next Stage Review* (2008). All documentation available from <http://www.ournhs.nhs.uk/> (Sept 2009).

²⁶ <http://www.nhsemployers.org/PlanningYourWorkforce/NHS-Next-Stage-Review/Pages/Centre-for-excellence.aspx> (Sept 2009).

²⁷ *Academic Health Science Centres*. <http://www.ournhs.nhs.uk/?p=961>

²⁸ DH (2009). *Extending Professional and Occupational Regulation*, http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_102824 (Oct 2009).

²⁹ DH (2007). http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_065946 (Sept 2009).



HIECs are an important strategic development for HE-NHS partnership working, with 500k (possibly more) available in each of the health regions in England, representing a potentially important exit strategy for some CETLs. Prior to the credit crunch it was anticipated that much more funding would be available with a rising profile over three years, however with a CSR due we anticipate that the first year will be funded 'with more to come'. Twenty-one applications have been selected to respond to the next round deadline of 30 October to complete the full application to be considered by the HIEC panel (chaired by Sir Alan Langlands).

UK provision in our areas, particularly dentistry, continues to score well (>80% and some up to 100% satisfaction) in the National Student Survey (NSS)³⁰ however issues of assessment and particularly

feedback are ongoing. This is the first year in which NHS funded students in England were able to respond to the NSS by all three responding methods in the same way as other students. Thus response rates for NHS students (65%) are now comparable with those of other students (62%).

The Council for Healthcare Regulatory Excellence (CHRE) final report on the quality assurance of undergraduate education by the healthcare professional regulators³¹ found that:

"The legitimacy of regulators' involvement in quality assurance is not questioned and it is valued by education providers for the confidence and subject-specific insight it can provide...[]

Different approaches are inevitable given the current legislative framework for healthcare professional regulation. As programmes are subject to scrutiny by the different agencies, including the NHS, greater clarity and understanding is needed about their respective roles, including regulatory bodies.

All regulators must be willing and able to demonstrate how their processes link proportionately to patient safety and public protection, maintaining the focus on the issue of being fit to join the register, or making further progress towards this point, is essential. Demonstrating the contribution of quality assurance to the main duty to protect the public would be valuable, both in improving education and in assuring the public of the competency of newly qualified healthcare professionals." CRHE 2009.

CHRE annual performance review of health professional regulatory bodies³², where they state that primary responsibility for the governance of what is called 'advanced practice' across many of the health professions should lie with employers and commissioners, has been criticised by the NMC³³ who argued that the existing regulatory frameworks ensure whatever the level or context of a professional's practice, they are always accountable to their regulatory body. The NMC is reforming nurse education in 2010. The CHRE investigation into whether regulators' current health requirements and guidance³⁴ was a barrier to people with impairments and long-term conditions pursuing careers in regulated professions found significant implications of the distinction between formal health requirements and fitness to practice requirements. They recommended streamlining the language of 'good health' to 'fitness to practise'; establishing a single regulatory fitness to practise committee and ensuring appropriate guidance is given to those who look to and interpret the regulatory bodies' requirements and standards for practice (particularly in education and training institutions).

eLearning for Healthcare are developing substantial quantities of on line education and training. HEALTH NG hopes to work with them on delivering an eLearning conference in 2009 aimed at aligning, as much as possible, activities of this with the open educational resources activity in the HE sector.

The UK funding councils have consulted on implementation of the 'Research Excellence Framework' (REF), building on a pilot exercise on the use of citation information, consideration of how to assess the impact of research as a key new element in the framework, lessons drawn from the 2008 RAE, and extensive expert advice and stakeholder discussions. The RAE had significant implications for how teaching and learning were perceived and this tradition seems to be continuing through the REF.



³⁰ National Student Survey (2009). <http://www.thestudentsurvey.com/> and <http://www.unistats.com/> (Sept 2009).

³¹ CHRE (2009). <http://www.chre.org.uk/satellite/114/> (Sept 2009).

³² CHRE (2009). Annual Performance Review http://www.chre.org.uk/_img/pics/library/090702_Performance_Review_Report_2008-09_1.pdf (Sept 2009) and CHRE (2009). Advanced Practice: Report to the four UK Health Departments, http://www.chre.org.uk/_img/pics/library/090709_Advanced_Practice_report_FINAL.pdf (Sept 2009).

³³ Nursing and Midwifery Council (NMC) (2009). <http://www.nmc-uk.org/aArticle.aspx?ArticleID=3811> (Sept 2009).

³⁴ CHRE. http://www.chre.org.uk/_img/pics/library/090630_Health_Conditions_FINAL.pdf (Oct 2009).

Skills for Health has commissioned a Skills Passport which will be a verified record of an individual's skills, qualifications, posts held and achievements that are hosted online, to promote a competence based approach to training and CPD. The Skills Passport has been piloted, initially within nursing (qualified nurses, students and support staff) but with a view to extending its scope to other health care professions and their support staff. Current issues include policy development across the four UK countries, cost, how this fits in with the modernisation agenda and revalidation, verification and ownership by employers and employees.

The Department of Health consultation *Supporting our future NHS Workforce: a consultation on the NHS Bursary Scheme*³⁵ has arisen out of the work of the Department of Health Review of Student Support, set up to review student support for NHS-funded healthcare programmes in England and answer the question of "how the DH public funding be used most effectively to support healthcare students in training and provide value for money in securing the future healthcare workforce". There is a strong need to develop a consensus on what options would be most suitable for student support in England as findings will impact on all healthcare professions in all four countries of the UK. The effects of the economic downturn will impact significantly on health education in 2009-10 due to cuts in public spending.

Veterinary care professions are in a prime situation to benefit from support from MEDEV as they have not previously accessed support for networking as a group. This remains a focus for 2009-10, in parallel with a focus on establishing a network of dental care professionals (DCP). The GDC regulates DCP since August 2009 and is in the process of restructuring. A new council with a higher proportion of lay members and representation of the DCP has been appointed, and the GDC is in the process of reviewing their guidance to dental schools. The newly formed General Pharmaceutical Council (GPhC) has been established, uniquely, without a formal Education Committee. The number of National Teaching Fellows in health has reached a substantial number, and we are planning to work with them this year to attempt to capture experiences.

6 Acknowledgements

With thanks to our staff, host institution, Newcastle University, our NPCs, SSAs and CCs, Advisory Board members (especially to the Chair Dorothy Whittington, and Ros Jowett for briefings, parts of which are reproduced, with grateful thanks, in the policy section).

Images in the report above are from the eLearning conference, courtesy of Jonathan Payens of the Higher Education Academy, and represent delegates and organisers.

Thank you to those whose images appear above.

³⁵ http://www.dh.gov.uk/en/Consultations/Liveconsultations/DH_105110 (Oct 2009).

7 Annex A: HEI Evidence of Engagement Data 2008-9

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects		
	SC funded projects	Commissions	Contribution	Overall	Key: No.	Key: Names	Attendees	Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors	CETL	FDTL	Other
ENGLAND																
Anglia Ruskin University	Best evidence medical education: evaluating the evidence / £500 / Professor Marilyn Hammick (visiting professor)		Virtual poster exhibition: An innovative opportunity for interprofessional collaboration peer assessment / abstract / Yvette Winnard and Jane Shepherdson	22			16									
Arts Institute at Bournemouth																
Aston University			Teaching applied clinical pharmacy skills - piloting virtual patient case scenarios in an IT based learning environment / abstract / Christine Hirsch	3			1									
Bath Spa University				3												
Birkbeck College				3												
Birmingham City University				19			4									
Bishop Grosseteste College				3												
Bournemouth University				11			5									
Brunel University				9			2									
Buckinghamshire New University			Using a virtual learning environment (Blackboard and Webex) to support the learning of undergraduate nursing students in an oncology clinical placement / abstract / Nicola Neale; Synchronous student support using WebEx / abstract / Joanne Rixon	13			10									
Canterbury Christ Church University				11							Mr Alan Mount, Health Professions Council					
Central School of Speech and Drama																
City University, London			Constructing interprofessional identities: Can virtual worlds help? / abstract / Shalni Gulati	17			7									
Conservatoire for Dance and Drama																
Courtauld Institute of Art																
Coventry University			01.18 / newsletter article / Maggi Savin-Baden; Does the use of audio feedback enhance student engagement and provoke a meaningful dialogue? / abstract /	15			7							Centre for inter-professional e-Learning (CIPEL) in health and social care / Anne		PREVIEW / Professor Maggi Savin-Baden; NTFS 2009 / Professor Maggi Savin-Baden

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects		
	SC funded projects	Commissions	Contribution	Overall	Key: No.	Key: Names	Attendees	Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors	CETL	FDTL	Other
			Sally Parkes and Joanne Opie; Delivering higher education to paramedics through an innovative online Foundation Degree programme / abstract / Mark Garratt											Davidson		
Cranfield University				4												
Dartington College of Arts																
De Montfort University			Use of Turnitin for formative assessment in first year at university / abstract / Vivien Rolfe	12			8									
Durham University			01.18 / newsletter article / Dr Andrew Russell and Dr Lyn Brierley-Jones	52	1	Dr Jane Macnaughton	44			RAFTT/John McLachlan; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Cathy Williamson; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Jane MacNaughton						
Edge Hill University				10			3							SOLSTICE - Supported online learning for students using technology for information and communication in their education / Mark Schofield		
Goldsmiths College, University of London																
Guildhall School of Music and Drama																
Harper Adams University College				3	3	Ms Nicci Johnson; Dr Erica Martin; Rana Parween								Advancing skills for professionals in the rural economy (Aspire) / Abigail Hind		
Heythrop College, London																
Imperial College, London			01.17 / newsletter article / Maria Troconis, Professor Martyn Partridge and Dr Michael Barrett; Developing the use of video sharing websites in the education of medical students in gastroenterology / abstract / Sundeeep Grewal; Game-based learning in Second Life:	41	1	Professor Jenny Higham	22	May 2009 / The Teacher in Obstetrics and Gynaecology (Attendance on event)		UK Council of Communication Skills Teaching in Undergraduate Education/Dr Tanya Tierney						

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects			
	SC funded projects	Commissions		Contribution	Overall	Key: No.	Key: Names	Attendees				Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors
			Does gender matter? / (presentation) abstract / Maria Toro-Troconis; Game-based learning in Second Life; Does gender matter? / (poster) abstract / Maria Toro-Troconis														
Institute of Cancer Research							2										
Institute of Education			01.18 / conference report / Dr Caroline Daly	1			1										
Keele University			01.19 / newsletter article / Victoria Silverwood, Carla Swift, Sarah Peters, James Whitehurst and Andrew Higgins (medical students); Virtual Patients: Video game technology for clinical training / abstract / Luke Bracegirdle; A comparison of electronic and human marking of key feature examinations in undergraduate medical students / abstract / Steve Capey, Nick Watson, Adrian Molyneux and Richard Hayes	36	1	Dr Lindsay Bashford	17			UK Council of Communication Skills Teaching in Undergraduate Education/Sheena Gibson; UK Council of Communication Skills Teaching in Undergraduate Education/Janey LeFroy			Institutional policies and practice / Tim Denning				
King's College London	eLearning in health conference: working together to enhance learning / £3000 / HSaP (half)		01.19 / conference report / Dr Carolyn Johnston and Elaine Paris; IVIDENT (International Virtual Dental School): Innovation for any vocation / abstract / Pat Reynolds; Use of an audience response system in a 4th year medical symposium / abstract / Matthew Taylor; Spectroscopy practical recordings / abstract / Julia Warner; Interactive Flash object for undergraduate statistics teaching / abstract / Matthew Taylor	95	2	Professor Pat Reynolds; Dr David Byrne	86			UK Council of Communication Skills Teaching in Undergraduate Education/Dr Elaine Gill; UK Council of Communication Skills Teaching in Undergraduate Education/Bernadette O'Neill	Professor Catherine Geissler, Academy Subject Centre for Health Science & Practice; Professor Anne Greenough, King's College London; Dr Margaret Sills, Academy Subject Centre for Health Science & Practice		eLearning and health sciences / Dr Kwansuree Jiamton; HsaP / Dr Marion Helme				IVIDent / Dr Pat Reynolds; Personalised learning with haptics when teaching with online media (PHANTOM) / Professor Margaret Cox; Developing students as learners within disciplines; demonstrating effective strategies and practices / Dr Stephen Goss (half)
Kingston University			Designing blended learning for continuing professional development in health care / abstract / Darrel Manuel	7			7										
Lancaster University				21	2	Professor Anne Garden; Dr Gill Vince	10		Sep 2008 / Medical School / NPC visit with Anne Garden and Gill Vince				Mental health in higher education / Dr Jill Anderson				
Leeds College of Music																	
Leeds Metropolitan University				10			1										

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects			
	SC funded projects	Commissions		Contribution	Overall	Key: No.	Key: Names	Attendees				Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors
Leeds Trinity and All Saints				6													
Liverpool Hope University				2													
Liverpool Institute for Performing Arts																	
Liverpool John Moores University			From Zzzz to E - using a discussion board to bring Government reports to life / abstract / Traci Hudson	7			1										
London Business School																	
London Metropolitan University				8										Reuseable learning objects / Tom Boyle			
London School of Economics and Political Science				1													
London School of Hygiene and Tropical Medicine				9	1	Mr Rory Donnelly	4										
London South Bank University				10			9										
Loughborough University			01.18 / newsletter article / Nicola Wilkinson	10			8										
Manchester Metropolitan University			01.17 / newsletter article / Nick Grey, Iain Mackie and Christopher Maryan	9			6										
Middlesex University				26			6							Centre for excellence in teaching and learning in mental health and social work / Professor Peter Ryan			
Newman University College				3													
Norwich University College of the Arts																	
Nottingham Trent University				8	1	Mrs Nicola Ruedisueli											
Oxford Brookes University			Developing occupational therapy practice in a virtual learning environment / abstract / Leisle Ezekiel	12			9										
Queen Mary, University of London	Embedding evaluation: working with students to close the loop / £500 / Dr Ann Griffin		01.18 / conference report / Dr Viv Cook; An interactive fusion of radiology and functional anatomy? A shoulder model / abstract / Wade Gayed; Development of dermatology virtual patients within the International Virtual Medical School (IVIMEDS) for use by medical undergraduates at Barts and the London School of Medicine and Dentistry / abstract / Sandra Roscoe, Patricia Revest and	8	2	Professor Paul Wright, Dr Jon Fuller	107			UK Council of Communication Skills Teaching in Undergraduate Education/Dr Annie Cushing; UK Council of Communication Skills Teaching in Undergraduate Education/Adrienne Kirk	Professor Paul Wright, General Dental Council, Council of Heads and Deans of Dental Schools		Postgraduate education / Dr Ian Curran				

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects				
	SC funded projects	Commissions		Contribution	Overall	Key: No.	Key: Names	Attendees				Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors	CETL
			Virginia Hubbard															
Ravensbourne College of Design and Communication																		
Roehampton University				5				1										
Rose Bruford College																		
Royal Academy of Music																		
Royal Agricultural College				3														
Royal College of Art																		
Royal College of Music																		
Royal College of Nursing				2							Dr Shirley Bach, Royal College of Nursing; Ms Jennifer Luchoomun, Royal College of Nursing							
Royal Holloway, University of London				1				2										
Royal Northern College of Music																		
Royal Veterinary College	Debating: A method for developing skills in independent, transformational learning / £4865 / Professor Alun Williams		01.17 / newsletter article / Brian Cox, Nick Short, Ken Smith and Kim Whittlestone; 01.18 / newsletter article / Helen Shore; 01.18 / newsletter article / Peter Nunn, Perdi Welsh and Belinda Yamagishi; 01.19 / newsletter article / Nick Short	24	4	Professor Stephen May; Hilary Orpet; Sue Baddeley; Tracey Crook	124	Oct 2008 / WikiVET launch (Workshop convenor)						Haptics and simulation / Sarah Baillie; e-Learning in Veterinary Medicine / Mr Nick Short; Veterinary curriculum design / Paul Probyn	LIVE! Centre for excellence in lifelong learning and independent veterinary education / Professor Stephen May			VETNET: lifelong learning network (LLN) / Paul Probyn; WikiVet / Professor Stephen May (half); ATP stairs projects / Mr Nick Short
School of Oriental and African Studies																		
School of Pharmacy				1														
Sheffield Hallam University			My kind of town: eLearning for nursing and midwifery students / abstract / Valentine Mosconi and Claire Walsh; The ACCESS project / abstract / Mandy Motley	12				8										
Southampton Solent University				4														
St George's, London	New external examiners: a practical survival guide / £500 / Dr Kathy Boursicot (half); Professionalism in healthcare education conference (in collaboration with ASME) / £2000 / Kathy Boursicot		01.18 / newsletter article / Emily Conradi, Sheetal Kavia, Luke Woodham and Dr Terry Poulton	49	2	Dr Elizabeth Miles; Dr Terry Poulton	68				UK Council of Communication Skills Teaching in Undergraduate Education/Angela Kubacki; UK Council of Communication Skills Teaching in Undergraduate Education/Jo Brown		Postgraduate education / Dr Elizabeth Miles; Assessment / Dr Katharine Boursicot; Linking with FE / Dr Terry Poulton				The European multi-centre eVIP project / Dr Terry Poulton; Repurposing virtual patients (REVIP) / Dr Terry Poulton; Clinical skills online / Dr Terry Poulton; The Medibiquitous Innovation Award 2008 / Dr Terry Poulton; European healthcare standards group, Medibiquitous Europe / Dr Terry Poulton;	

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects		
	SC funded projects	Commissions		Contribution	Overall	Key: No.	Key: Names	Attendees				Contributed to	To HEIs	HEI Members	Members	Consultants
																Generation 4 (G4) / Dr Terry Poulton; NTFS 2009 / Dr Gillian Anne McGauley
Staffordshire University				10			4									
Thames Valley University				11												
The Open University			Motivating students to self engage with assessment and self-regulate their own learning experience / abstract / Ali Ayllie and Ingrid Nix; Learning to share: The HSC resource bank / abstract / Marion Hall; Demonstration of case-based computer assisted learning module / abstract / Elizabeth Hare; Engaging learners in formative assessment using an interactive clinical decision-making (CDM) tool / abstract / Ali Wylie and Verina Waights	34	1	Dr Marion Hall	23							Practice-based professional learning / Professor Mark Fenton-O'Creavy		NTFS 2009 / Professor Pamela Shakespeare
Trinity Laban				1												
University College Birmingham																
University College Falmouth				2												
University College London	Sponsorship of the UHMLG / 100 / Betsy Angouste			37	2	Dr Susan Cunningham; Professor Jane Dacre	37	Jul 2009 / Anatomy Teaching Meeting (presentation)	Jul 2009 / Medicine / Presentation at Anatomy Teaching meeting with Hillary Canavan	RAFTT/Carol Parker; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Lorraine Noble			Health libraries and information / Betsy Anagnostelis			
University College Plymouth St Mark and St John				x												
University for the Creative Arts																
University of Bath				13	1	Dr Tim Bilham	3									
University of Bedfordshire	A practice survey and systematic literature review of teaching, learning and assessment of law in undergraduate medical education / £1500 / Professor Judy McKimm		01.18 / workshop report / Clare Morris and Judy McKimm; 01.19 / newsletter article / Trevor Austin, Peter Cranfield, Dr John Sweet and Clare Morris; 01.19 / miniproject report / Judy McKimm and Michael Preston-Shoot	8	1	Mrs Clare Morris	28			RAFTT/Judy McKimm			Postgraduate medical education / Clare Morris; Leadership / Judy McKimm			
University of Birmingham	Learning and Teaching Competition Award 2009 / £1000 / Upen Patel			104	2	Dr Deborah White; Mr Nick Ross	63			RAFTT/Sharon Buckley; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Connie Wiskin; UK Council of Communication Skills Teaching in Undergraduate			Curriculum design / Prof. Damian Walsley	Centre for excellence in inter-disciplinary teaching and learning in mental health / Professor Ann Davis		

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects			
	SC funded projects	Commissions		Contribution	Overall	Key: No.	Key: Names	Attendees				Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors
										Education/Dr Isabelle Mantella							
University of Bolton			01.18 / newsletter article / David Brigden; 01.19 / newsletter article / David Brigden	5													
University of Bradford				12			9										
University of Brighton			Formative eAssessment in medical education: Is it worth it? / abstract / Tim Vincent; Mentor/mentee collaboration in developing ICT capability / abstract / Marian Wilmer; Delivering on online medicine and elderly care curriculum for final year medical students, combining online with traditional face to face teaching methods: a survey of implementation, usage and feedback / abstract / Richard Webb; Establishing online radiology resource for final years using asynchronous and synchronous techniques: An account from Brighton and Sussex Medical School / abstract / Richard Webb; Mobile medical education at Brighton and Sussex Medical School (MoMED Project) / abstract / Jethin Rafique	38	1	Dr Inam Haq	42	Feb 2009 / Art, Design and Health conference (Attendance on event)			Dr Shirley Bach, Royal College of Nursing						
University of Bristol			01.19 / newsletter article / Dr Frank Taylor	123	3	Professor Jonathan Cowpe; Professor David Mumford; Dr Lynda Moore	74			RAFTT/Tricia Thorpe; UK Council of Communication Skills Teaching in Undergraduate Education/Alistair Hay; UK Council of Communication Skills Teaching in Undergraduate Education/Lindsey Dow		EMS / Dr Frank Taylor; Clinical skills and biomedical sciences in health care programmes / Prof. Judy Harris	The AIMS centre (applied and integrated medical sciences) / Dr Judy Harris and Dr Richard Greene			Biomed image archive: A digital media repository for the biomedical and healthcare communities / Caroline Bardrick; 'Clinical commons' image project on consent / Dr Jane Williams	
University of Cambridge			01.17 / newsletter article / Tim Scase	76	2	Dr Diana Wood; Mr Andrew Jefferies	53			UK Council of Communication Skills Teaching in Undergraduate Education/Dr Jonathan Silverman; UK Council of Communication Skills Teaching in Undergraduate Education/Sally Quilligan		Humanities and the Arts / Dr Sarah Gull				UK Council - communication skills teaching network / Dr Jonathan Silverman	
University of Central Lancashire				17	2	Professor Lawrence	6										NTFS 2009 /

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects			
	SC funded projects	Commissions		Contribution	Overall	Key: No.	Key: Names	Attendees				Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors
						Mair; Mrs Katherine Kissick											Professor Patrick McGhee
University of Chester				8			2										
University of Chichester				5													
University of Cumbria				5			4										
University of Derby			Using eLearning technology to support diagnostic radiography students / abstract / Ruth Chester	11			7			UK Council of Communication Skills Teaching in Undergraduate Education/Dr Martin von Fragstein							
University of East Anglia				45	1	Professor Sam Leinster	17			UK Council of Communication Skills Teaching in Undergraduate Education/Dr Alexia Papageorgiou; UK Council of Communication Skills Teaching in Undergraduate Education/Charlotte Salter							
University of East London				6									Postgraduate education / Dr Ian Curran				
University of Essex				5			4										
University of Exeter	1/2 Learning and Teaching Competition Award 2009 / £500 / Pam Bradley; 1/2 Learning and Teaching Competition Award 2009 / £500 / Tony Lewis			41			34		November 2008 / Dentistry / NPC visit and visit of the Chair of the HEALTH NG Board to a new dental school; November 2008 / Bioscience / Visit to NTFS holder (Chris Ricketts)	RAFTT/Peta Foxall; UK Council of Communication Skills Teaching in Undergraduate Education/Dr David Leeder							Academy of Medical Educators / Professor John Bligh; NTFS 2008 / Dr Chris Hicks
University of Gloucestershire				8			1										
University of Greenwich				10			2										
University of Hertfordshire			Design and evaluation of video RLOs for diagnostic imaging students / abstract / Anthony Herbland	10			3										
University of Huddersfield				7													
University of Hull				33			36						Pedagogic research / Dr Jean McKendree				
University of Kent				7													
University of Leeds	Reflective learning for the net generation: using multimedia for		01.17 / newsletter article / Kathryn Dalby, Richard Sutcliffe and Deborah Murdoch-	136	2	Professor Michael Manogue; Professor Trudie	132		Sep 2008 / Dept. of Anaesthesia / Mini-project	RAFTT/Rory O'Connor; RAFTT/Ceridwen Couby;			Ethics / Dr Chris Megone; Widening participation	IDEA (inter-disciplinary ethics across subject			Using digital storytelling to develop reflective

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects			
	SC funded projects	Commissions		Contribution	Overall	Key: No.	Key: Names	Attendees				Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors
	reflective practice / £500 / Dr John Sandars; Changing pattern of Student Selected Components (SSCs) selection: An opportunity to increase research exposure? / £3600 / Professor Deborah Murdoch-Eaton		Eaton; 01.18 / newsletter article / Christopher Murray and Dr John Sandars; 01.19 / newsletter article / Ceri Coulby and Nancy Davies; Digital storytelling - reflective learning for the Net Generation / abstract / John Sandars; Multiple intelligences theory in the design of blended learning / abstract / John Sandars			Roberts			holder meeting with Kirsty Forrest; Sep 2008 / ETHICS CETL / Meeting with Prof Chris Megone and ETHICS CETL; Sep 2008 / Medicine / Mini-project meeting with Deborah Murdoch-Eaton; Nov 2008 / Medicine / ALPS CETL Management meeting; Feb 2009 / Leeds Dental School / NPC visit with Prof Michael Manogue	RAFTT/Martin J. McAreavey; UK Council of Communication Skills Teaching in Undergraduate Education/Rob Lane; UK Council of Communication Skills Teaching in Undergraduate Education/Penny Morris			and quality enhancement / Prof. Trudie Roberts	(disciplines) / Professor Chris Megone; Assessment and learning in practice sessions / Professor Trudie Roberts			learning by the use of next generation technologies and practices / Chris Murray and Dr John Sandars
University of Leicester	Learning and teaching undergraduate psychiatry / £500 / Dr Nisha Dogra; Clinical teaching in psychiatry / £500 / Dr Nisha Dogra		Usinf Web 2.0 to cultivate information literacy via construction of personal learning environments within a medical ethics, law and human rights course / abstract / Sarah Whittaker; The 5-step eLearning model to complement face-to-face teaching of clinical undergraduate medical students / abstract / Christopher Hebbes	63	1	Professor Stewart Peterson	52			RAFTT/Nicola Smith; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Andy Ward			Inter-professional education / Dr Liz Anderson; Mental health, diversity and psychiatry in undergraduate medical education / Dr Nisha Dogra	Genetics education - networking of innovation and excellence (GENIE) / Annette Cashmore			
University of Lincoln				4													
University of Liverpool			01.17 / newsletter article / John Ellershaw and Dr John Smith; 01.18 / newsletter article / Jayne Garner and Dr Helen O'Sullivan; 01.18 / newsletter article / Dr David Taylor	129	3	Professor Callum Youngson; Dr John Smith; Dr Camille Vaillant	76			RAFTT/David Taylor; RAFTT/Robert Skaipe; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Bridget Young; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Peter Fisher	Ms Carol A. Gray, Royal College of Veterinary Surgeons, Committee of Heads of Veterinary Schools; Miss Eileen Thornton, Health Professions Council		Portfolio and reflective learning / Ms Janet Strivens	Centre for excellence in teaching and learning in developing professionalism in medical students / Dr Helen O'Sullivan			NTFS 2009 / Rev Dr David Taylor
University of London	Applied statistics for clinical educators using SPSS / £500 / Dr Andrew Jenkins		01.17 / newsletter article / Angela Miller, Chara Balasubramanian and Terry Poulton	183	1	Ms Tracey Crook	3		October 2008 / Medicine / Meeting with Ian Curran of the London Deanery					4E CETL for clinical and communication skills / Dr Maggie Nicol			Enhancing learning in clinical work placements / Dr Matthew Pead

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects		
	SC funded projects	Commissions		Contribution	Overall	Key: No.	Key: Names	Attendees				Contributed to	To HEIs	HEI Members	Members	Consultants
									regarding Resources for Teacher Trainers							
University of Manchester	Moan, moan, moan 2: Complaints for students: opportunity, threat, or just a pain in the neck? / £500 / Dr Philip Burns; Learning and Teaching Competition Award 2009 / £1000 / Jo Hart		01.17 / newsletter article / Alan Jack and Ray Richmond	144	2	Professor Iain Mackie; Professor Tim Dorman	137	Sep 2008 / UMAP Project Steering Group Meeting with Paul O'Neill	RAFTT/Christopher Harrison; RAFTT/Don Bradley; RAFTT/Mark Perry; UK Council of Communication Skills Teaching in Undergraduate Education/Jo Hart; UK Council of Communication Skills Teaching in Undergraduate Education/Rosie Illingworth			Assessment / Prof. Paul O'Neill; Medical curriculum design / Prof. Tim Dorman; Assessment Andrea Owen	Centre for excellence in enquiry-based learning / Dr Bill Hutchings (formerly Professor Paul O'Neill)	A core question bank linked to learning outcomes for undergraduate medicine (UMAP) (transferability) / Professor Paul O'Neill	Digital repositories programme: UK collaboration for a digital repository to support sharing high quality, high-stakes assessment items (UK CDR) / Mr Ged Byrne and Ms Andrea Owen; HORUS e-Learning Management (HeLM) / Professor Tim Dorman; On line anaesthetics learning for speciality trainees / Dr Damien Longson; NTFS 2008 / Professor Val Wass	
University of Newcastle	Teaching and learning: Improving the experience / £100 / Professor Suzanne Cholerton; Achieving and assessing competence in undergraduate students / £500 / Dr Undrell Moore; Educating health care educators: strategies and resources / £500 / Nigel Purcell		01.17 / newsletter article / Gillian Brown; 01.17 / newsletter article / Gillian Brown; 01.19 / newsletter article / Dr Tom Joyce; 01.19 / newsletter article / Dr Catherine Douglas and Dr Bill Foster; 01.19 / conference report / Dr Megan Quentin-Baxter; eDoctoring: Enhancing clinical learning through interactive cases / abstract / Paul Drummond; Medical School administration system (MedSAS) for curriculum support / abstract / Andrew Stokes; Clinical teaching assessment checklist / abstract / Simon Cotterill; Learning maps / abstract / Gordon Skelly and Simon Cotterill; ePortfolios and preparation for professional practice / abstract / Simon Cotterill, Paul Horner, David Teasdale and Philip Bradley	322	2	Dr Ross Hobson (replaced by Professor Mark Thomason); Professor Suzanne Cholerton	470	Sep 2008 / Faculty Learning and Teaching Day (Organisor)	Aug 2008 / Medicine / Learning and teaching event planning meeting; Oct 2008 / School of Medical Sciences Education Development / CETL meeting; Oct 2008 / School of Medical Sciences Education Development / Meeting with UK Education Simulation Research Group; Oct 2008 / Medicine / HEAR meeting with Suzanne Cholerton; Apr 2009 / Dental School / NPC visit with Ross Hobson;	RAFTT/Gillian Brown; RAFTT/John Spencer; RAFTT/Nigel Purcell; RAFTT/Suzanne Hardy; RAFTT/Richard Price; UK Council of Communication Skills Teaching in Undergraduate Education/John Spencer; UK Council of Communication Skills Teaching in Undergraduate Education/Jill Dales	Dr Megan Quentin-Baxter, Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine; Suzanne Cholerton, Newcastle University; Dondo Sakutombo, British Medical Association; Victor Ottaway, Academy Subject Centre for Medicine, Dentistry and Veterinary Medicine	University administration / Muriel Pringle; Quality enhancement / Prof. Reg Jordan; Strategic direction / Dr Geoff Hammond; Personal and professional development / Prof. John Spencer; Curriculum design / Dr Suzanne Cholerton; Assessment and Medicine / Prof. Roger Barton; Nursing / Dr Rev Pauline Pearson; Teaching and learning / Dr Philip Bradley; Curriculum design / Prof. Paul Flecknell; Mental health / Dr Brian Lunn; e-Learning / Dr Tony McDonald; Dentistry and orthodontics / Dr Ross Hobson; e-Portfolios and	Centre for excellence in healthcare professional education (CETL4Health NE); Professor Geoff Hammond	Regional DeL II programme and core middleware: North east regional collaboration around e-Portfolio progression pathways with illustrative case studies (EPICS2) / Professor Geoff Hammond and Simon Cotterill; Dynamic learning maps / Simon Cotterill; IDMaps / Steve Williams; Organising open educational resources / Dr Megan Quentin-Baxter and Suzanne Hardy; NTFS 2008 / Dr Mark Greenwood; Academy Senior Fellow 2009 / Dr Ross Hobson		

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects		
	SC funded projects	Commissions		Contribution	Overall	Key: No.	Key: Names	Attendees				Contributed to	To HEIs	HEI Members	Members	Consultants
													reflective learning / Simon Cotterill; Continuing and initial professional development / Dr Richard Young			
University of Northampton				14			6									
University of Northumbria				23			11									
University of Nottingham	Developing academic support for graduate entry health professional students / £500 / Dr Paul Garrud		01.17 / newsletter article / Richard Hammond; 01.19 / miniproject report / Malcolm Cobb; Using eLearning to capture student-generated content / abstract / Richard Windle, Helen Laverty, Lucrezia Herman, Bob Hallawell and Heather Wharrad; Caring and sharing: The use of reusable learning objects for health / abstract / Richard Windle, Heather Wharrad, Fred Riley, Michael Taylor, Lucrezia Herman and Elizabeth Hilton; Bringing about improvement through eLearning / abstract / Heather Wharrad, Richard Windle, Michael Taylor and Lucrezia Herman	115	2	Dr Reg Dennick; Dr Karen Braithwaite	128		Dec 2008 / Nottingham Vet School / NPC visit with Karen Braithwaite and meeting with Mini-project holder, Malcolm Cobb	RAFTT/Chris Holland; RAFTT/Jan Royal; RAFTT/Reg Dennick; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Victoria Tischler; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Karen Worth			Staff Development / Dr Reg Dennick			WikiVet / Dr Richard Hammond (half); BERLIN / Andy Beggan
University of Oxford			Data cases: Developing numeracy in context / abstract / Vivien Sieber; iCases: Simulating decision-making in realistic online health scenarios / abstract / Damion Young and William James	55	1	Mrs Helena McNally	26			UK Council of Communication Skills Teaching in Undergraduate Education/Dr Helen Salisbury						DIPEX health experiences / Sue Ziebland; Developing students as learners within disciplines; demonstrating effective strategies and practices / Dr Stephen Goss (half); Open spires / Peter Robinson
University of Plymouth	1/2 Learning and Teaching Competition Award 2009 / £500 / Pam Bradley; 1/2 Learning and Teaching Competition Award 2009 / £500 / Tony Lewis		01.17 / newsletter article / Benny Goodman	73	3	Professor Steve Creanor; Professor John Bligh; Ms Emily Wilkinson	62		Nov 2008 / Dental School / NPC visit with NPC (Steve Creanor and Jane McHarg); Nov 2008 / Medicine / Mini-project meeting with Karen Mattick;							Centre for excellence in professional placement learning (CEPPL) / Professor Susan Lea
University of Portsmouth				19	1	Ms Maz Hopcroft	6		Feb 2009 / EXPERT		Professor Lesley-Jane					Centre for excellence in

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects		
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									Centre / EXPERT CETL Advisory Board meeting		Eales-Reynolds, National Teaching Fellowship Association			professional development through the use of relevant technologies (the ExPERT centre) / Professor Lesley Reynolds		
University of Reading				1												
University of Salford				14				3								
University of Sheffield	Solving assessment challenges together / £500 / Dr James Crossley; Involving patients as educators in undergraduate education / Professor Patsy Stark		01.17 / newsletter article / Patsy Stark; An exploration of student doctors views on information technology and web 2.0 resources within medical education / abstract / S. Zubia, V.A. Ellis, H. Riaz, D. Richardson, Y. Salamony and M. Marshall	85	2	Mrs Angela Fairclough; Professor Patsy Stark	84			RAFTT/Patsy Stark; UK Council of Communication Skills Teaching in Undergraduate Education/Michelle Marshall; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Henry Smithson	Nigel Bax, General Medical Council		Clinical skills / Dr Patsy Stark			
University of Southampton	Contribution to mhhe / £5000 / Hilary Burgess		01.18 / newsletter article / Dr David Owen, Dr Faith Hill and Dr Chris Stephens; 01.18 / newsletter article / Dr Trevor Bryant	98	1	Professor Chris Stephens	72			RAFTT/Helen Bulpitt; UK Council of Communication Skills Teaching in Undergraduate Education/John Perry; UK Council of Communication Skills Teaching in Undergraduate Education/Sarah Wilding	Rosalyn Jowett, Council of Deans of Health; Dr Jackie Rafferty, Academy Subject Centre for Social Policy and Social Work		Professional development / Dr Faith Hill; Deputy Director / Helen Bulpitt	Centre for excellence in inter-professional learning in the public sector (CETL:IPPS) / Professor Debra Humphris		An institutional submission and management system for assessment of open-ended assignments / Dr Trevor Bryant; NTF5 2009 / Dr Faith Hill
University of Sunderland				7				2								
University of Surrey				20				18								
University of Sussex			Delivering on online medicine and elderly care curriculum for final year medical students, combining online with traditional face to face teaching methods: a survey of implementation, usage and feedback / abstract / Richard Webb; Establishing online radiology resource for final years using asynchronous and synchronous techniques: An account from Brighton and Sussex Medical School / abstract / Richard Webb; Mobile medical education at Brighton and Sussex Medical School (MoMED Project) / abstract / Jethin Rafique	31			8			UK Council of Communication Skills Teaching in Undergraduate Education/Dr Tom Farsides						
University of Teesside				15				1								North east higher skills network,

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects			
	SC funded projects	Commissions		Contribution	Overall	Key: No.	Key: Names	Attendees				Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors
																	life long learning network (LLN) / Adrian Parry
University of the Arts, London				5													
University of the West of England				15	1	Ms Rosie Scott	3										
University of Warwick	The first UK clinical chairside teaching conference / £500 / Professor John Sweet; Investigation the educational and training needs of dental chairside tutors in the UK and producing guidelines for their Initial and Continuing Education / £4950 / Professor John Sweet		The use of video conferencing technology to facilitate synchronous off campus student participation in group tutorials / abstract / Jan Cooper; Reusable learning objects: Pilot study using SiteBuilder as digital repository / abstract / Catherine Fenn; Bringing about improvement through eLearning / abstract / Clare Price-Dowd and Jean Penny	46	2	Professor Ed Peile/Professor Jill Thistlewaite	71	Jul 2009 / eLearning in health conference	July 2009 / Medicine / Running eLearning in Practice event at Warwick. Met with specialist advisors at Warwick (including Dr David Davies).	RAFFT/Lesley Young; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Jane Kidd			IMS Standards / Dr David Davies; Scholarship of learning and teaching / Mr John Sweet; 'Every Child Matters' integrated children's services / Prof. Ed. Peile				
University of Westminster				18			11						Clinical simulation / Prof. Lesley-Jane Eales-Reynolds				
University of Winchester				6													
University of Wolverhampton				11			5	Mar 2009 / Festival of Learning (Attendance on event)									
University of Worcester			Negotiated learning through e-portfolio development: Assessing practitioner competence using work based evidence / abstract / Huw Richards and Elizabeth Symonds	7	1	Ms Nicci Johnson	2										
University of York	Sponsorship of the Communication Skills meeting / 100 / Dr Sarah Carpenter			40	2	Professor John Cookson; Dr Jean McKendree	56	Oct 2008 / Communication Skills event (Sponsor/shared workshop)	Oct 2008 / Medicine / Communication Skills event	RAFFT/Janine Henderson; RAFFT/John Cookson; UK Council of Communication Skills Teaching in Undergraduate Education/Sarah Collins			Pedagogic research / Dr Jean McKendree				
Writtle College																	
York St John University				7			1										
TOTALS:	#NAME?	#NAME?	#NAME?	3039	63	#NAME?	2504	#NAME?	#NAME?	#NAME?	#NAME?	#NAME?	N/A	#NAME?	N/A	N/A	N/A
NORTHERN IRELAND																	
Queen's University, Belfast	Enhancing deaf awareness and communication skills of medical students: Development of online resources / £3850 / Kieran McGlade		01.19 / newsletter article / Jenny Good and Lorna Dysart; Exploring the learner experience of ePortfolios for formative and summative feedback in the health sciences / abstract / S. Murray, S. Peacock and A. Scott	85	3	Dr Sue Morison; Dr Kieren McGlade; Professor Maurice Savage	92	Oct 2008 / Medicine / Presentation ; Apr 2009 / CEIPE / CETL / CEIPE dissemination event (Dr Sue Morison)	Oct 2008 / Medicine / Presentation ; Apr 2009 / CEIPE / CETL / CEIPE dissemination event (Dr Sue Morison)	UK Council of Communication Skills Teaching in Undergraduate Education/Mairead Boohan; UK Council of Communication Skills Teaching in Undergraduate Education/Dr			Inter-professional education and staff development / Ms Mairead Boohan; IPE in Dentistry / Dr Sue Morison; Children's services and	Centre for excellence in interprofessional education (NI); Curriculum and assessment development (CEIPE) / Dr Sue Morison			

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects		
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										Kieren McGlade			paediatrics / Dr Moira Stewart			
St Mary's University College				3			1									
Stranmillis University College							1									
University of Ulster		Country Consultant (Northern Ireland) / representing MEDEV in Northern Ireland / Professor Dorothy Whittington (£2000)		13			2				Mr Paul Fleming, UK Public Health Association; Professor Dorothy Whittington, Chair	Policy / Professor Dorothy Whittington / fixed by out of time	Health policy . Prof. Dorothy Whittington			
TOTALS:	#NAME?	#NAME?	#NAME?	101	3	#NAME?	96	#NAME?	#NAME?	#NAME?	#NAME?	N/A	#NAME?	N/A	N/A	N/A
SCOTLAND																
Edinburgh College of Art																
Edinburgh Napier University			Using a Virtual Classroom environment to support Haematology Nurse education / abstract / Karen Campbell	15	1	Leslie Heaton-Smith	13									
Glasgow Caledonian University				10			1	Jun 2009 / Applying for recognition as a Fellow of the Higher Education Academy (Attendance on event)								
Glasgow School of Art																
Heriot-Watt University				2			1									
Queen Margaret University, Edinburgh				6			3									
Robert Gordon University				10			2									
Royal Scottish Academy of Music and Drama																
Scottish Agricultural College				2												
UHI Millenium Institute																
University of Aberdeen	Factors influencing student response to illness and disability in themselves and their colleagues / £4880 / Dr Sarah Ross		01.19 / newsletter article / Dr Jennifer Cleland	50	2	Dr Darren Comber (in the process of being changed for Dental rep); Dr Hamish McKenzie	45		Aug 2008 / Medicine / NPC visit with Jen Cleland and Hamish McKenzie	UK Council of Communication Skills Teaching in Undergraduate Education/Jennifer Cleland, UK Council of Communication Skills Teaching in Undergraduate Education/Fiona Stewart		eLearning / Dr Neil Hamilton; Feedback and student support / Dr Jen Cleland				
University of Abertay				5												
University of Dundee			01.17 / newsletter article / Sue Roff; 01.19 / newsletter article / Sue Roff, Dr Sean McAleer,	97	2	Dr Graham Chadwick; Mr Walter Williamson	47			UK Council of Communication Skills Teaching in Undergraduate		Dental curriculum design and teaching			The international virtual medical school (IVIMEDS) /	

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects		
	SC funded projects	Commissions	Contribution	Overall	Key: No.	Key: Names	Attendees	Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors	CETL	FDTL	Other
			Dr Madawa Chandratilake, Kabir Dherwani and John Gibson							Education/Dr Jon Dowell; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Rob Jarvis		methods / Prof. Peter Mossey			Professor Ronald Harding and Dr David Davies	
University of Edinburgh	Evaluation of stress, well-being and clinical performance in recently graduated veterinary surgeons / £4900 / Dr Richard Mellanby	Contribution to Academy Scotland Practitioners Forum / attending event on behalf of MEDEV and feeding back / Dr Michael Ross (£300)	01.17 / newsletter article / Susan Rhind; 01.19 / workshop report / Susan Rhind	39	3	Professor Richard Ibbetson; Dr Helen Cameron; Professor Susan Rhind	133	Dec 2008 / Edinburgh Vet School Forum (Presentation)	Dec 2008 / Edinburgh / NPC visit with Susan Rhind	Dec 2008 / Edinburgh Vet School / NPC visit with Susan Rhind	RAFTT/Michael Ross; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Kirsty Boyd; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Bryan Allan	Scottish Health Policy / Dr Michael Ross / two days a year	Internationalisation / Dr Michael Ross; Veterinary medicine-science / Mrs Gill McConnell; Gaming and simulation / Michael Begg; Veterinary education and research / Prof. Susan Rhind			Thematic network: medical education in Europe (MEDINE) / Professor Allan Cumming; Teaching ethics in medical education / Ken Calman and Kenneth Boyd
University of Glasgow		Country consultant award / 2500 / Dr Susan Jamieson		105	3	Dr Vincent Bissell; Dr Susan Jamieson; Professor Martin Sullivan	74	Sep 2008 / Glasgow 10 Education launch event (Attendance)	Sep 2008 / Medicine / Attendance on Glasgow 10 Education launch event	RAFTT/Susan Jamieson; UK Council of Communication Skills Teaching in Undergraduate Education/Sarah Wilson; UK Council of Communication Skills Teaching in Undergraduate Education/Pene Herman Smith		Widening participation / Prof. Mary Ann Lumsden				
University of St Andrews			01.17 / newsletter article / Dr Anita Laidlaw and Julie Struthers	19	1	Dr Simon Guild	13			UK Council of Communication Skills Teaching in Undergraduate Education/Prof. Gerry Humphris; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Anita Laidlaw						
University of Stirling				11												
University of Strathclyde				2												
University of the West of Scotland				4												
TOTALS:	#NAME?	#NAME?	#NAME?	377	12	#NAME?	335	#NAME?	#NAME?	#NAME?	#NAME?	N/A	#NAME?	N/A	N/A	N/A
WALES																
Cardiff University	Learning and Teaching Competition Award 2009 / £1000 / Juliette King; Sponsorship towards devolution conference / 100 / Dr Clare Kell			87	2	Dr Jeff Wilson; Dr Lorna Tapper-Jones (in the process of being updated)	70			RAFTT/Trevor Austin; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Paul Kinnersley; UK Council of Communication Skills Teaching in Undergraduate Education/Liz		Dental care professions / Martin Fugill; Dental education / Prof. Richard Oliver				

Institutions	Grants		Publications	Contacts			Events		Visits	Networks	Board	Experts		Strategic Engagement Projects		
	SC funded projects	Commissions	Contribution	Overall	Key: No.	Key: Names	Attendees	Contributed to	To HEIs	HEI Members	Members	Consultants	Advisors	CETL	FDTL	Other
										Metcalf						
Glyndwr University				7												
Royal Welsh College of Music and Drama																
Swansea Metropolitan University				1												
Swansea University		Country consultant award / 2500 / Dr Aidan Byrne		39	1	Miss Ruth Roberts	14			UK Council of Communication Skills Teaching in Undergraduate Education/Dr Sharon Hartwell; UK Council of Communication Skills Teaching in Undergraduate Education/Dr Cath Wigley						
Trinity College Carmarthen																
University of Glamorgan							6									
University of Wales Institute, Cardiff			You'll never learn if you're not here! Or will you? Web-based video conferencing as a delivery and support tool / abstract / Jeffery Lewis	8			2									
University of Wales, Aberystwyth				1												
University of Wales, Bangor				6												
University of Wales, Lampeter				1												
University of Wales, Newport				3												
TOTALS:	#NAME?	#NAME?	#NAME?	153	3	#NAME?	92	#NAME?	#NAME?	#NAME?	#NAME?	N/A	#NAME?	N/A	N/A	N/A
OVERALL TOTALS:	#NAME?	#NAME?	#NAME?	3670	81	#NAME?	3027	#NAME?	#NAME?	#NAME?	#NAME?	N/A	#NAME?	N/A	N/A	N/A

Note 1: CETL list only includes those CETLs with which we have active engagement.

Note 2: FDTL list only includes those FDTL4 projects with which we have active engagement.

8 Annex B: MEDEV Key Performance Indicators 2008-9

The Subject Centre performance indicators, as required by the Academy, are provided below.

Subject Centre Quantitative Performance Indicators 2008-09		Subject Centre:	MEDEV	
Type of activity	Explanation	Information Required		Information
Events run by the Subject Centre	<p>The number of events that the Subject Centre has held during 2008-09. This includes both single day and multi-day events. Events run with partner organisations should also be included.</p> <p>Each event run by the Subject Centre can only be counted once i.e. an event targeted at 'England and Wales' cannot also be counted as 'all UK'.</p>	Events targeted specifically at audiences from:	all UK	29
			England	
			Scotland	
			Wales	
			Northern Ireland	
			England & Northern Ireland	
			England & Wales	
			England & Scotland	
			England, Scotland & Wales	
			England, Scotland & Northern Ireland	
			England, Wales & Northern Ireland	
			Scotland & Wales	
			Scotland, Wales & Northern Ireland	
			Scotland & Northern Ireland	
Wales & Northern Ireland				
		Total number of events held	29	
Event feedback	<p>Information from the feedback gathered after events run by the Subject Centre, either during the event or afterwards. This is captured in feedback forms, sometimes using 5 or 7 point scales. Positive feedback is considered to be all responses at the positive end of the scale.</p> <p>Relevance - responses by attendees as to their view of the relevance of the event in achieving stated aims</p> <p>Organisation - responses by attendees as to their view of the general organisation e.g. venue, catering, delegate packs etc.</p>	% positive feedback (relevance)	94%	
		% positive feedback (organisation)	94%	
Events run by other organisations	Interaction with events run by other organisations	Number of times Subject Centre staff have attended other events as delegates only	92	
		Total number of contributions to events run by others e.g. number of stands, workshops, presentations etc	51	
Funding of projects	Funding given by the Subject Centre to other people/institutions (excluding commissioned consultants)	Total number of grants given to institutions, both subscribing and non-subscribing	33	

Subject Centre Quantitative Performance Indicators 2008-09		Subject Centre:	MEDEV
Type of activity	Explanation	Information Required	Information
Bidding for funding	The involvement with, and success of, bids by the Subject Centre for additional Academy funding	Number of bids	1
		Number of successful bids	1
		Amount of additional funding received	£249,960.00
	The involvement with, and success of, bids by the Subject Centre for external funding	Number of bids	17
		Number of successful bids	12
		Amount of additional funding received	£0.00
Networks and Groups	Networks and Special Interest Groups active during the operational year which are run by the Subject Centre	Number of networks running during 2008-09	2
	Subject Centre involvement in networks and groups run by others organisations	Number of networks that the Subject Centre was part of during 2008-09	89
		Number of meetings with external bodies (subject associations, professional bodies etc)	123
Publications	Paper and electronic publications of all lengths	Number of publications launched during 2008-09	27
Constituency Coverage	This is a rough measure of coverage of departmental units across the sector. Calculation: (number of departments with one or more key contact/number of relevant departments) x100	% of relevant departmental units that have one or more key contacts	100%
Web usage	The level of engagement with resources on the Subject Centres website.	Number of times resources, of all types, have been downloaded from the Subject Centre website in 2008-09. Do not give a figure if there are doubts as to its reliability or accuracy	309,950 page views, including resources, by 102,950 unique visitors

9 Annex C: Income/Expenditure Statement

9.1 Income/Expenditure Financial Statement August 2008 – July 2009

NAME: MEDEV		Full Year Budget	Actual Figures	Committed Costs	Total	Variance	Notes
Staff costs (Please list individually)							
	SC Director; Senior Advisor x2; Advisor x2; Centre Manager; Secretary	£282,809	£261,321	£0	£261,321	£-21,488	Actual amount is £79,088 but budget level used to balance institutional contribution
	Subject Specialist Advisors (11 @ 0.1 wte each); Clerical Assistant; Systems Manager	£117,403	£117,403	£0	£117,403	£0	
					£0		
	Sub-total	£400,212	£378,724	£0	£378,724	-£21,488	
In-direct staff costs							
	Indirect Costs 105% of all salaries	£415,104	£415,104	£0	£415,104	£0	Actual amount is £420,422 but budget level used to balance institutional contribution
	Academy Contribution to fEC	£127,483	£127,483	£0	£127,483	£0	
	Estates costs for SC accommodation	£17,056	£17,056	£0	£17,056	£0	
	Recruitment	£1,000	£451	£0	£451	-£549	Institutional contribution Centre Manager and Advisor (Information) posts ECDL, ASME & AMEE Advisory Board & MHHE Project. Commitment is eLearning conference in Warwick 16-17 July 2009
	Staff Development	£1,000	£853	£0	£853	-£147	
	Contribution to Federation	£18,000	£5,861	£20,000	£25,861	£7,861	
					£0		
	Sub-total	£579,643	£566,808	£20,000	£586,808	£7,165	
Travel & subsistence							
	Travel	£24,000	£36,958	£0	£36,958	£12,958	Overspend due to planned workshop travel recorded under travel Accommodation was coded as travel
	Subsistence	£16,000	£8,458	£0	£8,458	-£7,542	
					£0		
	Sub-total	£40,000	£45,416	£0	£45,416	£5,416	

NAME: MEDEV		Full Year Budget	Actual Figures	Committed Costs	Total	Variance	Notes
Communication/marketing							
	SC Hosted Events	£5,000	£1,244	£0	£1,244	£-3,756	Underspend offset by contribution to eLearning conference above Less publications due to increased activities in other areas Overspend offset by postage below No special reports commissioned in year Less than forecast due to increased activities in other areas
	Publications	£683	£41	£0	£41	£-642	
	Centre Newsletters	£11,000	£14,151	£0	£14,151	£3,151	
	Centre Special Reports	£5,000	£0	£0	£0	£-5,000	
	Prizes, Bursaries and Awards	£2,500	£513	£0	£513	£-1,987	
					£0		
	Sub-total	£24,183	£15,949	£0	£15,949	£-8,234	
Commissioned work							
	External evaluation	£0	£0	£0	£0	£0	Wikivet and authors Health NG site & wiki hosting Commitment includes contracted payments to NI, Wales and Scotland Advisors
	Consultancy	£0	£6,897	£0	£6,897	£6,897	
	Website Development (consultancy, programming, etc)	£450	£2,963	£0	£2,963	£2,513	
	Commission Policy Advisors	£8,000	£0	£9,000	£9,000	£1,000	
					£0		
	Sub-total	£8,450	£9,860	£9,000	£18,860	£10,410	
Office running costs & overheads							
	Equipment/Furniture	£1,000	£6,644	£0	£6,644	£5,644	£852 AJAIS expenditure. Excess due to upgrading laptops 1 year earlier than planned The system for micro maintenance has changed and annual fee is lower Underspend offset by newsletter overspend above Workshop printing/photocopying included here Internal and mobile allowances Workshop catering included here Underspend offset by staff development overspend above
	Maintenance Office PCs and Laptops	£2,000	£623	£0	£623	£-1,377	
	Stationery	£1,000	£2,497	£0	£2,497	£1,497	
	Postage	£10,000	£5,646	£0	£5,646	£-4,354	
	Printing/Photocopying	£1,000	£7,114	£0	£7,114	£6,114	
	Telephones	£1,000	£1,699	£0	£1,699	£699	
	Catering	£2,000	£4,339	£0	£4,339	£2,339	
	Consumables/Subscriptions	£2,000	£977	£0	£977	£-1,023	
					£0		
	Sub-total	£20,000	£29,539	£0	£29,539	£9,539	

NAME: MEDEV		Full Year Budget	Actual Figures	Committed Costs	Total	Variance	Notes
Other							
	Workshops	£27,986	£6,992	£7,900	£14,892	-£13,094	Underspend due to workshop travel budgeted under workshop but actually recorded under travel. £73,529 from mini projects not yet completed; £10,000 Scottish mini projects; £25,000 mini project £6,253 - £2,700 Admin Support inc as salaries above Adjustment to AJAIS expenditure incurred during the 07/08 reporting period - as advised by AY School running costs
	Mini-Projects	£103,546	£30,859	£108,529	£139,388	£35,842	
	Other – AJAIS	£0	£3,553	£0	£3,553	£3,553	
	Amendment to 2007/08 Expenditure Contingency (£10,000 max)	£0	£4,819	£0	£4,819	£4,819	
		£5,000	£2,160	£0	£2,160	-£2,840	
					£0		
	Sub-total	£136,532	£48,383	£116,429	£164,812	£28,280	
TOTAL EXPENDITURE		£1,209,020	£1,094,679	£145,429	£1,240,108	£31,088	
Income							
	C/F Uncommitted from Preceding Period	-£35,989	-£35,989	£0	-£35,989	£0	NB The c/f uncommitted figure should have been - £30,782 however following advice from HEA the figure given is that reported in 07/08 and amendments have been included as an expenditure line above Estimated
	Carry Forward Committed	-£114,175	-£114,175	£0	-£114,175	£0	
	Academy Recurrent Grant	-£381,775	-£381,775	£0	-£381,775	£0	
	Academy Contribution to FEC	-£127,483	-£127,483	£0	-£127,483	£0	
**	Host institution contribution	-£549,563	-£549,563	£0	-£549,563	£0	
	<i>Other income (please specify)</i>				£0	£0	
	VETNET LLN Income 2008-9	-£5,000	£0	-£5,000	-£5,000	£0	
	Academy JISC Academic Integrity Service	-£2,700	-£2,700	£0	-£2,700	£0	
	eLearning conference Income (individuals)	£0	-£14,136	-£4,364	-£18,500	-£18,500	
	OER Project will be reported separately	£0	£0	£0	£0	£0	
					£0		
TOTAL INCOME		-£1,216,685	-£1,225,821	-£9,364	-£1,235,185	-£18,500	
(SURPLUS)/DEFICIT		-£7,665	-£131,142	£136,065	£4,923	£12,588	
PERCENTAGE OF SURPLUS AGAINST RECURRENT GRANT					0%		

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