

**Agenda Item 14**

**Enclosure 12**

**Paper ETC45/02**

## **Education and Training Committee**

**L. T. S. N. E - BULLETIN No. 2**

**From the Secretary**

**for information**

**Centre for Health  
Sciences & Practice**

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**E-Bulletin number 2: August 2002**

**Latest Events, News, Resources and Opportunities from the LTSN Centre for Health Sciences and Practice:**

Welcome to the second of our monthly e-bulletins. These are intended to provide you with information from the Centre for HSAP, the LTSN Executive and other Centres. We hope you find this useful to pass on to your colleagues and to use for the agendas of relevant Learning and Teaching Committees. . This bulletin can also be found at [www.health.ltsn.ac.uk/newsevents/bulletin/august2002.htm](http://www.health.ltsn.ac.uk/newsevents/bulletin/august2002.htm)

**EVENTS**

- **Festival of Learning 19<sup>th</sup>-20<sup>th</sup> September 2002, Bristol.** Still some places - **Book now**; for booking form and further details see [www.health.ltsn.ac.uk/ftvlearning/bristolfestival.htm](http://www.health.ltsn.ac.uk/ftvlearning/bristolfestival.htm)
- **ETHICS Project special interest group meeting, 23<sup>rd</sup> September 2002, London;** for further information contact [hitchenj@edgehill.ac.uk](mailto:hitchenj@edgehill.ac.uk)
- **Learning and Teaching Consultants meeting at the Festival of Learning and 16<sup>th</sup> October 2002, London;** for details contact [karen.taylorburge@kcl.ac.uk](mailto:karen.taylorburge@kcl.ac.uk)
- **Subject Advisers meeting at the Festival of Learning and/or 28<sup>th</sup> October 2002, Birmingham;** for details contact [info-hsap-ltsn@kcl.ac.uk](mailto:info-hsap-ltsn@kcl.ac.uk)
- **E-learning and Health. Conference 16-17<sup>th</sup> September 2002.** See [www.ILT2002.net](http://www.ILT2002.net)

**NEWS**

- **A Problem-based learning Directory** is currently under development at the University of Brighton. To find out how the Directory aims to facilitate international collaboration between PBL practitioners from all HE disciplines visit <http://interact.bton.ac.uk/pbl/index.php>
- **The LTSN Centre for Health Sciences and Practice** has moved from Room 4.14 to Room 3.12. Our full address is now King's College London, Room 3.12, Waterloo Bridge Wing, Franklin-Wilkins Building, 150 Stamford Street, London SE1 9NN. Phone, fax and e-mail remain the same.

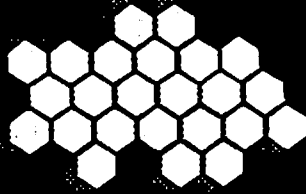
**RESOURCES**

- The LTSN Centre for Health Science and Practice PowerPoint presentation for use in promoting the Centre and its activities is available for downloading at [www.health.ltsn.ac.uk/aboutus/ppt/ltsnhsap\\_ppt.htm](http://www.health.ltsn.ac.uk/aboutus/ppt/ltsnhsap_ppt.htm)
- A Blood Pressure Measurement Tutorial from the University of Aberdeen can be found at [w3.abdn.ac.uk/BHS/](http://w3.abdn.ac.uk/BHS/) alongside a Medi-CAL collection of Model Patients at [www.abdn.ac.uk/med-cal/resource.hti](http://www.abdn.ac.uk/med-cal/resource.hti)
- A temporary version of the JISC Resource Guide for Health and Life Sciences is at [www.iisc.ac.uk/subject/health-life](http://www.iisc.ac.uk/subject/health-life)

## OPPORTUNITIES

- LTSN HSAP needs Web programmer(s) for short projects, starting October 2002. Linux operating platform, MySQL, PHP and XML skills required. Contact [kwansuree.jiamton@kcl.ac.uk](mailto:kwansuree.jiamton@kcl.ac.uk) if you or someone you know can help. Some remuneration available.
- The LTSN ETHICS Project is collecting scenarios of ethics teaching; if you are able to provide a scenario and would like more details please contact [hitchenj@edgehill.ac.uk](mailto:hitchenj@edgehill.ac.uk)
- LTSN HSAP Newsletter 7 copy date 23<sup>rd</sup> September 2002. Please send items for consideration (no more than one A4 page and an illustration if you have one) to [stevie.robinson@kcl.ac.uk](mailto:stevie.robinson@kcl.ac.uk)
- The Problem-based Learning Directory is collecting information from anyone using PBL in health related subjects. To contribute to the database, which will eventually be a free resource for all PBL practitioners in HE, please complete the questionnaire at <http://interact.bton.ac.uk/pbl/questionnaire.php>
- The Trans-cultural Nursing & Healthcare Association Award 2002, up to £3,000 for developing and improving cultural aspects of client care. Closing date: 2<sup>nd</sup> September 2002; for details see [www.fons.org/networks/tcnha/award.htm](http://www.fons.org/networks/tcnha/award.htm)
- Simon Research Fellowships, two posts at the University of Manchester tenable for 2-3 years, for relatively new researchers with outstanding track records in social science, law or education. Deadline: 30<sup>th</sup> September 2002; Contact: [nick.church@man.ac.uk](mailto:nick.church@man.ac.uk)
- Norman Cousins Award, \$25,000 in recognition of an exemplary relationship-centred project in health professions education, including courses, mentoring programs, formal or informal support groups; Deadline: 15<sup>th</sup> October 2002; for applications see [www.fetzer.org/announcements/announce\\_funding\\_opp\\_norman\\_cousins.htm](http://www.fetzer.org/announcements/announce_funding_opp_norman_cousins.htm)

Please give us feedback about the content and frequency of these bulletins  
to [info-hsap-ltsn@kcl.ac.uk](mailto:info-hsap-ltsn@kcl.ac.uk)



# NEWSLETTER

**ltsn**

Learning and Teaching  
Support Network

**Festival of Learning**  
19-20 September 2002  
Redwood Lodge Hotel, Bristol

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'Festivals of Learning' are an innovative concept developed by LTSN Health Sciences and Practice, and are being held across the UK during 2002/3. The Festivals blend elements of established event formats - high profile keynote presentations, workshops, special interest groups - to provide a unique celebration of diverse approaches to education and training in Health Sciences and Practice.

The aim of the Festivals, both individually and together, is to enhance the quality of learning, teaching and assessment in Health Sciences and Practice, both in higher education institutions and in work settings. Where appropriate, the Festivals will also explore how national and regional issues and priorities relate to each other.

Core themes of the 'Festivals of Learning' are:

- Interprofessional education
- The application of educational research to Health Sciences & Practice learning and teaching
- Education in placement and work settings
- Flexible learning, including e-learning; theory, policy and practice

Parallel sessions will include:

- Showcase of mini-projects and other research development projects
- Learning and teaching case studies: what worked and what didn't!
- Product exhibition stands and poster displays
- Workshop options - e.g. problem-based learning, innovations in assessment, developing reflective practice, etc.
- Special Interest Group meetings
- Personal well-being sessions - informal opportunities to relax and revitalise

For the provisional programme and booking form for this event please visit:

<http://www.health.ltsn.ac.uk/ftvlearning/bristolfestival.htm>

For further information contact:

Stevie Robinson, Administrator - LTSN  
Centre for Health Sciences & Practice  
Tel: 020 7848 3141 Fax: 020 7848 3130  
e-mail: [stevie.robinson@kcl.ac.uk](mailto:stevie.robinson@kcl.ac.uk)

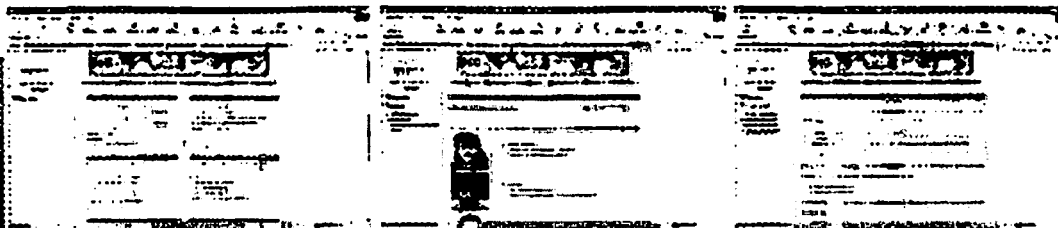


Redwood Lodge Hotel

Are you a potential contributor?  
Would you like to:  
facilitate a workshop?  
Showcase your Learning and Teaching project?  
Present a case study?  
Lead a walk/run/yoga/massage/relaxation/ ???/session?

## New Website - Same Address - [www.health.ltsn.ac.uk](http://www.health.ltsn.ac.uk)

New Website



We have redesigned our web site for easier navigation. Since we launched our first website the amount of information held has outgrown the structure and to meet the needs of our community we have made it a more interactive site. Please take a look and feedback any comments via the email form in the Contact Us section. [www.health.ltsn.ac.uk/contactus/contactus.htm](http://www.health.ltsn.ac.uk/contactus/contactus.htm)

### Mini-Project Update

#### Phase 1- from April 2001 call

Our first Occasional Paper *Interprofessional Education Today, Yesterday and Tomorrow* by Professor Hugh Barr is available in print (free of charge and subject to availability) and is also available on our website: <http://www.health.ltsn.ac.uk/miniproject/Hugh%20Barr%20final.htm> The results of the completed mini-projects will be available soon, either as an occasional paper or on our Website. The themes covered are: Numerical Competence in Practice-related Education, Evaluation of Interprofessional Education and Online Learning.

Interprofessional Ethics Education, Breaking Bad News, Interprofessional Education, Collaborative Teamwork Skills, Practice Placements, Inter-personal Skills, Problem Based Learning, Electronic Resources, Computer Assisted Learning.

#### Phase 4 - Next call Autumn 2002

Phase 4 of the mini-projects will begin in the Autumn. Deadlines for applications and future details will be announced on the web-site in July and new guidelines for the submission of proposals will be available. We plan to combine our current open approach with a themed approach.

#### Phases 2 & 3 from February/March 2002 call

Ten mini-projects are in progress and will be completed by March 2003. Some of the themes covered include:

If you visit the Mini-Project pages on our website, <http://www.health.ltsn.ac.uk/miniproject/miniproject.htm> you will find a list of current and completed mini-projects.

### Key Contact Meetings

#### Calling all key contacts:

Are you making the most of your position as an LTSN Health Sciences and Practice Key Contact? What additional help and support would you like from us?

We will shortly be writing to all our key contacts to invite them to meet with us and each other at a series of meetings.

The first two meetings open to all our departmental key contacts will be held in July 2002. One will be held in London on Tues 16th July. Date and place of the other meeting to be confirmed.

If your department or school does not yet have a key contact please refer to the role description at <http://www.health.ltsn.ac.uk/aboutus/keycontact.htm> and nominate one as soon as possible.

Occasional Paper

"Interprofessional Education Today, Yesterday and Tomorrow"

Published March 2002

Key Contact Meetings July 2002

## LTSN Health Sciences and Practice Advisory Board - New Chairperson

### Advisory Board Members

**Prof. Dorothy Whittington**, School of Health Sciences, University of Ulster, Chairperson

**Dr Peter Burley**, Director of Education and Policy, Health Professions Council

**Prof. Peter Burney**, Dept. of Public Health, King's College London

**Prof Grainne Conole**, Professor of Educational Innovation in Post-Compulsory Education, University of Southampton

**Kay Eastwood**, Lomand & Argyll Primary Care Trust

**Helen Fields**, HRD, Learning & Personal Development, Department of Health

**Dr Sally Gosling**, Chartered Society of Physiotherapy

**Ros Hilton**, Physiotherapy, GKT School of Biomedical Sciences, King's College London

**Sue Howard**, Acting RCN Assistant Director (Education), RCN



**Prof Dorothy Whittington**

Our Advisory Board has now met 4 times and elected Professor Dorothy Whittington as chairperson in March 2002

**Advisory Board**

**Prof Donna Mead/Norman Woolley**, School of Care Sciences, University of Glamorgan

**Dr Megan Quentin-Baxter**, LTSN Medicine, Dentistry & Veterinary Medicine, University of Newcastle

**Prof Peter Redfern**, Pharmacy, PCCAL, University of Bath

**Rosemary Simpson**, The British Dietetics Association

**David Stears**, Health Education & Research, Canterbury Christ Church University College

## LTSN Health Sciences & Practice Learning and Teaching Adviser and Consultants

### Learning and Teaching Adviser

Karen Taylor-Burge has joined us as a Learning and Teaching Adviser and will coordinate a group of Learning and Teaching Consultants who will be providing expertise for our work in specific areas from May 2002 to April 2003, in conjunction with our subject advisers. She will also be providing support for our key contacts.

### Learning and Teaching Consultants

Communication skills and team work, Giuseppe Cannavina, University of Sheffield

Educational Research Applied to HS & P Learning and Teaching, Isabel Jones, University of Derby

Ethics and legal aspects of healthcare, Jaqui Hitchen, Edge Hill College of Higher Education

Flexible Modes of Learning, Norman Woolley, University of Glamorgan

Interprofessional Education, Tom Hopkins, Independent Consultant.

Life long, work based learning and CPD, Ivan Birch, University of Brighton

Reflective Practice in Placement Education, Sylvina Tate, University of Westminster

**Consultants  
Appointed  
May 2002**

## Reviews

### Extracts of some of our recent book reviews

*A Handbook for Teaching and Learning in Higher Education, Enhancing Academic Practice* H. Fry, S. Ketteridge, S. Marshall 1999, Kogan Page, ISBN 0-7494-2948-8

"This book is very reader - friendly with a refreshing lack of educational jargon. It is set out with each chapter written so that it can be read independently of others which enables the reader to select and prioritise. It is written with an interactive style that invites the reader to critically examine their own teaching/learning practice in their own discipline & this is sign-posted in the book by blocked sections for 'Interrogating Practice' which contain straightforward exercises which are inviting and not off-putting for the reader..."

Reviewed by Pat Fairbrother, Senior Nursing Lecturer, University of Sheffield, Course Director MA(Ed), ILT Accreditor

*Vacation-Based Learning: a Summer Open Learning Term in Health and Social Care Education,*

Tom Hopkins 2001, Open Learning Foundation, ISBN 1- 86098 055 -4

"Overall, the text would be extremely useful to institutions who train/educate/facilitate learning for cohorts in employment.

The introduction is useful comparing open and distance learning. It uses an example of a

successful scheme from another university to illustrate the generic application of the concepts..."

Sue Newby, Clinical Pharmacy Lecturer, King's College London.

*Leadership for 21st Century Learning, Global Perspectives from Educational Innovators,* C. Latchem and D. E. Hanna Ed. 2001, Kogan page, ISBN 0-7494-3204-7

"The book is well laid out in three sections. The first five chapters, by the editors, give general overviews of the educational leadership agenda and present ideas, which can be identified, through the second section. This second section consists of eighteen chapters each presenting a brief interview with educational leaders from institutes around the world. Each chapter allows the subject to present their ideas and examples of how they have led a range of initiatives in their respective organisations. Finally the editors pull together a summary chapter, which contains a series of bullet point lists taking the process of leading an organisation or an initiative from start to finish. These are gleaned from the contributions made in the previous section..."

Brandon Williams, Principal Lecturer, University of Central Lancashire

To read these reviews in full and others, check the following web page:

<http://www.health.ltsn.ac.uk/reviews/reviewsbooks.htm>



## Reviewers Wanted

If you wish to review any of the following texts, please contact Marianne Le Gallo [marianne.le\\_gallo@kcl.ac.uk](mailto:marianne.le_gallo@kcl.ac.uk)

*Practical Nursing Philosophy - The Universal Ethical Code*

D. Seedhouse 2000, John Wiley & Sons Ltd, ISBN 1-471-49012-4

*Teaching & Learning Online - Pedagogies for New Technologies*

J. Stephenson Ed. 2001, Kogan page, ISBN 0-7494-3511-9

*Twentieth Century Thinkers in Adult & Continuing Education 2nd edition*

P. Jarvis Ed. 2001, Kogan Page, ISBN 0-7494-3408-2

## ASTER Project

### Supporting Small-group Teaching and Group Work with C&IT

The ASTER Project (a TLTP3, Teaching and Learning Technology Programme, project funded by HEFCE since 1998, at York University) provides information and resources to support the use of C&IT in small-group teaching and learning.

Small-group teaching in higher education is widely recognised as important but faces challenges from factors such as increasing student numbers, diversity of student populations, changes in resourcing and increasing emphasis on new flexible learning and teaching methods. How can the recognised benefits of small-group teaching be assured in traditional teaching and incorporated into new flexible modes of learning (including distance learning) and when students are working off site, on placements?

Communication and Information Technologies (C&IT) can support and enhance traditional small-group teaching (such as tutorials and seminars) and student group work (including lab classes and practicals). It can also be used to facilitate communication with and between students working from different geographical locations (such as split-site tutorials and group projects or students out on placements).

C&IT can be used before, during and/or after a face-to-face session, or it can be the medium in which the session takes place. Examples might include the use of a multimedia CD by students in their own study time in preparation for a face-to-face tutorial; groups of students using computer-based simulations for exploratory learning; the use of an online bulletin board to host small-group discussions within or outside class time and the use of internet chat tools or video-conferencing to hold "virtual tutorials", with participants present at the same time but not necessarily in the same place.

A wide variety of C&IT resources are now available to teaching staff and students. How successful they are at supporting learning and teaching depends on how they are introduced and used. The ASTER project provides support for this with all resources available from their web site.

- "ask aster" - explores frequently asked questions such as, "How can C&IT increase interaction and dialogue between students (and tutors)?" and "What electronic tools and resources are available to support small-group teaching?"
- Case studies provide examples of ways in which other tutors in HE are using C&IT to support group work and small-group teaching.
- An online bibliography provides further examples from the published literature.
- Reflective tools provide simple templates to facilitate reflection on the aims and objectives of small-group teaching, student learning outcomes and experiences and on the effects of the use of C&IT.
- Publications on the use of C&IT to support small-group teaching and learning are also available.

Reflective  
Tools

### Workshops

If you would like to explore the use of C&IT to develop your small-group teaching, two health science and practice workshops are available.

**"Using C&IT in Small-group Learning and Teaching in Health Sciences and Practice"**  
**Tuesday 2nd July (London)**  
**and repeated on**  
**Thursday 4th July (York)**  
**11.00 am - 4.30 pm**

See below for details.

During the workshop participants will:

- discuss the role and functions of small-group teaching
- explore the ways in which C&IT can support small-group teaching and learning
- reflect on current practice and opportunities for change.

The workshops will be facilitated by members of the ASTER Project team. There is no charge to attend these workshops but registration is required by Monday 17th June. Please register online at <http://www.health.ltsn.ac.uk/forms/asterbookingform.htm> or contact LTSN Health Sciences and Practice on 020 7848 3141.

Join our  
Workshops  
2nd July 2002  
4th July 2002

For further information on the ASTER project please contact: Catherine Bennett

C.Bennett@psych.york.ac.uk  
<http://cti-psy.york.ac.uk/aster/>



## INHALE Project - Information Skills and the DNER

Jenny Brook, Project Director

j.a.brook@hud.ac.uk

- search the database
- customise the individual units
- create new units
- create customized sets of units
- store these in unique institutional "portfolios"
- link to the customized materials within the institutional "portfolios"

Information for  
Nursing and  
Health in  
A  
Learning  
Environment

The INHALE Project [1] at the University of Huddersfield is one of forty-four projects supported nationally by the JISC as part of the DNER (Distributed National Electronic Resource) learning and teaching development programme. [2]. This two year project, which commenced in September 2000, is creating portable, interactive learning materials for students (initially nursing and health) for use within a virtual learning environment (see our jargon buster on page 11), such as Blackboard © (online learning environment tool which allows you to provide your students with course materials, discussions and assessment over the web) or WebCT©.

The value to the HE/FE community of this database will be that it will be possible to "mix and match" the information skills materials to suit local institutional requirements.

The testing and evaluation of the INHALE materials within virtual learning environments (VLE) is a major project remit. At Huddersfield the INHALE units have been tested within modules in the Blackboard © VLE. Important initial findings from the research so far suggest that the level at which the information skills materials are embedded within the VLE has an impact on the students use of the materials.

The collection of information skills units developed in the first phase of the project makes use of live (as opposed to static screenshots) DNER content such as *NMAP* and the *Virtual Training Suite* as well as locally subscribed databases such as the *Cochrane Library*.

### References

The second phase, now underway, is based on the creation of a dynamic database of all the INHALE units developed so far. This database will have a multiplicity of functions. It will be possible to:

1. INHALE Project (Information for Nursing and Health in a Learning Environment). University of Huddersfield at <http://inhale.hud.ac.uk>
2. JISC (1999) DNER Programme JISC Circular 5/99 Developing the DNER for Learning and Teaching 5 November 1999. <http://www.jisc.ac.uk/dner/>

## RDN Virtual Training Suite

Internet for  
Nursing,  
Midwifery &  
Health Visiting  
Launched

The RDN virtual training suite is a national initiative, designed to support the UK higher and further education community. It enables you to learn Internet skills from a team of subject experts based in universities, museums and libraries across the UK.

It has recently added Internet for nursing, midwifery and health visiting:

<http://nmap.ac.uk/vts/nurse>

Allied Health Professions and Internet Pharmacist to follow shortly.

## Mental Health in Higher Education

The meeting, advertised in the last newsletter, took place in York where academics, service users and practitioners came together to discuss ways of improving higher education in mental health. LTSN Health Sciences and Practice, together with the Centres for Medicine, Psychology, Social Policy and Social Work brought together 22 representatives involved in higher education in nursing, social work, social policy, psychiatry, psychology, mental health promotion and user advocacy.

Lively debates addressed issues related to learning and teaching about the diversity of models, theories, values and skills in the different disciplines and how they can better prepare students in all these areas for the realities of mental health practice. Most of the participants noted that this was the first time they had met with people from such a variety of backgrounds. All were involved in some aspect of mental health teaching and felt that the opportunities to break down the stereotypes and barriers that exist among the professions is something not only of value for them, but of great potential value to their students.

The LTSN Initiative on Mental Health in Higher Education will continue to explore ways of improving teaching through innovative approaches to interprofessional and ethical education. The goal is to create a greater understanding of the contested nature of mental health in society and in the professions and a greater awareness of the many models used in approaching these issues. Of crucial importance is placing the experiences of those who have, or have had, mental distress at the centre of education and for future professionals to learn to base their decisions on the assessment of diverse needs and values in each individual situation. These educational approaches will involve, for instance, incorporating survivors of the mental health system or others who have suffered mental distress much more directly in higher education, an idea that has very uneven application currently. This would also mean reducing the barriers for survivors who wish to work in the mental health professions themselves.

Professionals should also be able to contribute to the promotion of good mental health in the general public, half of whom will suffer mental distress at some point in their lives. By breaking down the stigma and misunderstanding surrounding mental illness &

distress, graduates can help to advance the wellbeing of everyone, not just those who end up in the system by reaching a crisis point in their lives.

The LTSN-MHHE initiative will continue to work on this important issue and plans to hold a number of regional workshops and a national conference in the coming year.

We wish to widen the nature of the group, particularly requested was more nursing involvement, also users and practitioners as well as those from minority groups. Please contact us if you would like to be involved in this initiative.

Dr Margaret Sills  
margaret.sills@kcl.ac.uk

LTSN  
Health Sciences & Practice:  
[www.health.ltsn.ac.uk](http://www.health.ltsn.ac.uk)  
Medicine, Dentistry and Veterinary Medicine:  
[www.ltsn-01.ac.uk](http://www.ltsn-01.ac.uk)  
Psychology:  
[www.psychology.ltsn.ac.uk](http://www.psychology.ltsn.ac.uk)  
Social Policy and Social Work :  
[www.swap.ac.uk](http://www.swap.ac.uk)

Mental Health  
In  
Higher Education



Participants at the York meeting



Identifying future approaches to mental health education

## Fitness for Practice - All Wales Initiative

### A National Assembly for Wales Funded Project

#### Introduction

The UKCC (United Kingdom Central Council) Commission for Nursing and Midwifery Education presented its findings in 'Fitness for Practice' in 1999. The Report highlighted differences between nursing and midwifery, and between the four UK countries of Wales, Scotland, Northern Ireland and England.

Addaswydd I  
Ymarfer

In Spring 2000, the National Assembly for Wales (NAFW) funded the five Higher Education Institutions (HEIs), currently providing pre-registration Nursing and/or Midwifery programmes in Wales and their partner Health Care Providers (HCPs) to work together to plan the development and implementation of new 'Fitness for Practice' (FFP)

A number of key decisions were made in respect of implementation in Wales:

- All Wales course implementation - Spring 2002.
- Specific funding to HEI/HCP partnerships for curriculum development and implementation.
- Development of pre-specified core curriculum elements from an all-Wales perspective (this became the All Wales Initiative (AWI) Project).
- Specific funding for the post of Project Manager for an eighteen month period to commence AWI Project Start-Up in February 2001.

#### Project Mandate

Collaboration between the NAFW, the FfP Steering Committee and Cyngor Cymru (Wales Council for Nursing, Midwifery and Health Visiting Education) resulted in agreement that certain core elements of the FfP curriculum be developed from an All Wales perspective as follows:

Accreditation of Prior (Experiential) Learning (AP(E)L)  
Access/Entry  
Assessment Strategy  
Assessment of Clinical Practice  
Student Portfolio  
Mentor/Assessor Preparation  
Educational Clinical Audit Tool  
Research Elements in the curriculum  
Evaluation Mechanisms

Such collaboration would

- promote sharing of good practice between institutions,
- lead to the establishment of common working practices throughout Wales,
- contribute to an ease of transferability of students and mobility of staff between institutions in Wales and, in the formative stage,
- prevent replication and duplication of curriculum planning effort across the HEIs in Wales.

#### The Process

All the specified core elements were developed in readiness for incorporation into the respective curricula of the five HEIs for final validation events in November/December 2001.

The final phase of the review for the period April to October 2002 (second intake of students to the new programmes) will set in place audit and evaluation mechanisms that will inform on-going implementation of Fitness for Practice programmes in Wales.

The All Wales activity has facilitated the obvious benefits of sharing ideas, expertise and best practice; of minimising duplication and replication of curriculum development effort; and of producing structures and processes which ensure equality of standards and which will therefore enhance the student experience. There has also been the added value that the initiative has further extended the opportunities for all Wales collaboration and for HEI/HCP partnership working for the future.

Lorraine Moran, University of Glamorgan

For a fuller article and references please see our website at: <http://www.health.ltsn.ac.uk/publication/NWarticle.htm>

## Skill: The Special Educational Needs and Disability Act (SENDA) 2001

### An Introduction to the new legislation from Skill: National Bureau for Students with Disabilities

On 11 May 2001, the Special Educational Needs and Disability Bill became an Act, finally introduced legal rights for disabled students. This new legislation is likely to affect all those working within the field of education.

### What does the Act cover?

The Act introduces the right for disabled students not to be discriminated against in education, training and any services provided wholly or mainly for students or for those enrolled on courses when this is provided by certain 'responsible' bodies as detailed below.

The student services covered by the Act may encompass a range of things, including, for example, teaching, examinations, libraries and accommodation.

The responsible bodies covered by the Act are:

- Further and higher education institutions including sixth form colleges
- All education authorities or local education authorities when they secure further, adult or community education including youth services (but not voluntary sector youth organisations)
- Specialist residential colleges for disabled people (the Department for Education and Skills has provided a list of the colleges in question in draft regulations).

### Skill: National Bureau for Students with Disabilities

For more detailed information:

[info@skills.org.uk](mailto:info@skills.org.uk)

<http://www.skill.org.uk>

New Disability  
Legislation

## e-tutor of the Year Competition 2002 - dead line 31st July 2002

### Are you teaching using a virtual learning Environment?

You can win £1,000

Following the success of the first e-Tutor of the Year competition, we are looking for more examples of innovative and effective use of virtual learning environments to support student learning.

The purpose of this competition is to identify and recognise such use and its potential to widen participation. The results will be disseminated widely, but it is not intended to be a competition to identify the best learning environment. For the purposes of this competition, a virtual learning environment is defined as...

*'an integrated software system that combines in a single package facilities for the delivery of learning materials, communication (synchronous or asynchronous), assessment and student feedback. It may be on-line, off-line or a hybrid system. It may be commercially produced or developed in-house.'*

The closing date is 1200hrs on 31st July 2002. The winner will be announced and the prize awarded at ALT-C 2002 in Sunderland on 10 September 2002.

This competition is organised in association with the Times Higher Education Supplement

For more information check out the Generic Centre Website:  
<http://www.ltsn.ac.uk/genericcentre/etutor/>

e-tutor of  
the year

## Nursing and Midwifery Council Launch - NMC

The new body charged with protecting the public by setting professional standards for nurses and midwives was launched in April

**NMC**  
To strengthen  
voice of health  
service users

The Nursing and Midwifery Council [NMC] is the first of a new generation of governing bodies established to strengthen the voice of health service users in regulation. Almost half of its voting members are lay appointees and members of the public.

All nurses and midwives must register with the NMC before they are able to practise. The new

Council sets standards for education, practice and conduct, and considers allegations of misconduct against practitioners. It has the power to remove nurses and midwives from the register. The NMC ensures that practitioners are up-to-date by requiring re-registration every three years linked to standards for continuing professional development and current practice.

For further information, please contact  
Stuart Skyte on 020 7333 6558.  
<http://www.nmc-uk.org/>

## Health Professions Council - HPC

From 1 April 2002, The HPC replaces the Council for Professions Supplementary to Medicine (CPSM), as the new, independent, UK-wide regulatory body for the 12 professions: arts therapists, chiropodists, clinical scientists, dietitians, medical laboratory technicians, Occupational therapists, orthoptists, paramedics, physiotherapists, paramedics, physiotherapists, prosthetists, and orthotists, radiographers and speech and language therapists.

The HPC will continue to treat the health and welfare of patients as paramount, and is also required to be more open and pro-active in accounting the public and the professions for their work. Over the next 12 months they will be putting structures in place to achieve the objectives set out in the legislation.

For further information see: <http://cpsm.org.uk/hpc/>

## Jargon Buster

### Experiential Learning

Placing the learners experience as a central resource for learning. Personal experience is explored, critically analysed and related to theory in order to inform future action and development of ideas and values. Not to be confused with experimental learning.

### Virtual Learning Environment

Support of online learning, including access to learning resources, assessment and guidance with online tutor support and peer group support.

For more info check out this website: <http://www.jisc.ac.uk/pub00/req-vle.htm>

## Useful Websites

Internet for nursing & midwifery & health visiting:

<http://nmap.ac.uk/vts/nurse/>

National Electronic Library for Health:

<http://www.nelh.nhs.uk>

Journal: Learning in Health & Social Care:

<http://www.blackwell-science.com/lhs>

UK Centre for the Advancement of Interprofessional Education:

<http://caipe.org.uk>



## How to join JISCMAIL

Subscribe to our mailbase list for discussion and announcements related to topical learning and teaching issues in Health Sciences and Practice in UK Higher Education. To join send the following message:

**join ltsn-hsap *firstname lastname***

**to [jiscmail@jiscmail.ac.uk](mailto:jiscmail@jiscmail.ac.uk)**

Join the LTSN  
Jiscmail  
discussion

## LTSN Assessment Series

We have 100 copies of the LTSN Generic Centre's Assessment Series available to give away on a first come first served basis (one set per application) The Assessment series aims to provide a series of overviews of important issues and practices in the field of assessment for the higher education community. If you have not already had a set, please e-mail Marianne Le Gallo (Centre Secretary) [marianne.le\\_gallo@kcl.ac.uk](mailto:marianne.le_gallo@kcl.ac.uk) for your copy.

Alternatively the series is now downloadable

from the Generic Centre's website at: <http://www.ltsn.ac.uk/genericcentre/projects/assessment>.

Additional paper copies are available for purchase (£75) from the Generic Centre e-mail: [gcenquiries@ltsn.ac.uk](mailto:gcenquiries@ltsn.ac.uk)

We would be interested in receiving feedback on how you have used or intend to use these documents. Please e-mail to Annita Hawtin, [annita.hawtin@ltsn.ac.uk](mailto:annita.hawtin@ltsn.ac.uk), with a copy to us [info-hsap-ltsn@kcl.ac.uk](mailto:info-hsap-ltsn@kcl.ac.uk).

Assessment  
Series  
Free copies  
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# Range of Subjects

Subjects include:

- Art Therapy
- Audiology
- Chiropody & Podiatry
- Chiropractic
- Clinical Sciences
- Complementary Medicine
- Dance & Movement Therapy
- Drama Therapy
- Environmental Health
- Gerontology
- Health Promotion & Education
- Health Visiting
- Healthcare Ethics
- Medical Engineering
- Medical Physics
- Midwifery
- Music Therapy
- Nursing
- Nutrition & Dietetics
- Occupational Therapy
- Optometry
- Orthoptics
- Osteopathy
- Pharmacy
- Physiotherapy
- Prosthetics & Orthotics
- Public Health
- Radiography
- Rehabilitation Sciences
- Speech & Language Therapy

We also work in collaboration with other LTSN Centres with a number of other subjects including:

- ◆ Biomedical Sciences
- ◆ Community Development
- ◆ Health Economics
- ◆ Health Anthropology
- ◆ Health Informatics
- ◆ Health Psychology & other social sciences
- ◆ Health Service Management
- ◆ Medical Imaging
- ◆ Mental Health
- ◆ Nuclear Medicine
- ◆ Occupational Health
- ◆ Operating Department Practice
- ◆ Public Policy
- ◆ Sport Science, Exercise and Health



**Marianne Le Gallo**  
Centre Secretary

## Centre staff

- Centre Director*
- Academic Director*
- Administrator*
- Research Fellow*
- Research Fellow*
- Technical Systems Manager*
- Centre Secretary*
- Learning and Teaching Adviser*

Next newsletter  
copy date:  
23 September 2002

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