

Write NOW

Promoting excellence in writing for
assessment across disciplines

CETL Final Self-Evaluation

prepared for HEFCE

31 March 2010

London Metropolitan University

Liverpool Hope University

Aston University

<http://www.writenow.ac.uk>

Write NOW

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Executive Summary

1. Write Now commissioned external evaluators at the University of Derby to conduct an Impact Assessment that provided the evidence base for Write Now's Final Self-Evaluation. The Impact Assessment took place during Spring 2010 and involved 52 in-depth semi-structured interviews, online questionnaire surveys with 87 respondents, and a review of relevant published educational policy papers.
2. Write Now's approach to student writing development integrates academic literacy with the taught curriculum, and draws heavily on North American theory and practice. Write Now's theoretical orientation is that of 'Writing in the Disciplines'. This has underpinned the success of Write Now's Student Peer Writing Mentor schemes and its collaborative work with academic and learning development staff, and has enhanced Write Now's external impact.
3. Student Peer Writing Mentor schemes at all three Write Now institutions have had a major impact both on students who used the service and those trained and employed as mentors. Benefits were demonstrated in student learning and achievement, attitudes and motivation, and personal and professional development.
4. Large numbers of staff at each institution engaged with Write Now in collaborative curriculum development, Write Now-funded staff mini-projects, and other Write Now-sponsored activities. There is evidence of significant benefits in improved teaching practice, curricular enhancement, and staff recognition and achievement.
5. Write Now engaged in a very active, positive way with institutional priorities and agenda, and contributed to University policy and strategy development in ways that have maximised Write Now's institutional impact and led to many of Write Now's activities being embedded.
6. The strategy of employing an evidence-based, research-focussed approach to writing development has made Write Now's work much more coherent and persuasive. This has underpinned a very successful programme of dissemination, with 56 published outputs and a presence at many high profile conferences, symposia and collaborative events.
7. The transferability of Write Now's approach has been enhanced by publications detailing the theoretical rationale of Writing in the Disciplines, and providing training manuals for student writing mentor schemes. This has enabled others to adopt the approach that Write Now has developed. Write Now has also undertaken direct consultancy and collaborative work to enable other institutions to adopt its methods and approaches.
8. Write Now's work has led to a number of independently funded spin-out projects that have taken forward the Write Now agenda in a number of new directions, including the application of academic writing development to widening participation and student transitions into higher education.

Part one – Statistical Information

a. <i>Name of CETL</i>	Write Now
b. <i>Name of Institution(s)</i>	London Metropolitan University, Liverpool Hope University and Aston University
c. <i>Contact name</i>	Dr Katherine Harrington (Write Now Director)
d. <i>Name of person submitting self-evaluation</i>	Dr Katherine Harrington (Write Now Director)
e. <i>Start date of CETL</i>	August, 2005 (Appointment date of Write Now Director)
f. <i>Anticipated end date</i>	July, 2010
g. <i>Lead Director(s) and dates associated with CETL</i>	<p>Dr Katherine Harrington (Director) appointed August, 2005</p> <p>Prof Lin Norton (Research Director) appointed November, 2005</p> <p>Chris Beaumont (Deputy Director) appointed December, 2005, left September, 2008</p> <p>Ellen Pope (Head of Learning Development Centre, Aston University) appointed May, 2006</p> <p>Dr Gerard Hall (Deputy Director) appointed October, 2008</p>
h. <i>Total amount of award</i>	<p>Capital: £940,000</p> <ul style="list-style-type: none"> - £800,000 - Initial allocation - £140,000 - Additional allocation <p>Running: £2.5 million</p>
i. <i>Use of capital funds</i>	<p>Capital at London Metropolitan University used for:</p> <ul style="list-style-type: none"> - Complete refurbishment of disused basement area to create the University Writing Centre - Including open-plan teaching space, computer workstations, meeting/seminar room with AV and conference facilities, reception area and staff office space; additional staff offices refurbished <p>Capital at Aston University used for:</p> <ul style="list-style-type: none"> - Aston received £70,000 of CETL funding to invest in the development of the Learning Development Centre. This was received in early 2006 and the funding was all spent for the opening of the Centre in September 2006

	<ul style="list-style-type: none"> - Funding was used for the refurbishment of part of the Library Building into the Learning Development Centre, including the construction of workshop rooms, furnishing, carpeting etc. - Aston also received £10,000 for video conference equipment to enhance the collaboration between the three institutions. This equipment was set up in 2007 <p>Capital at Liverpool Hope University used for:</p> <ul style="list-style-type: none"> - Liverpool Hope used its capital funding in conjunction with capital funding from LearnHigher and the University's own capital investment to contribute to the building of the Gateway Building - This building has an entire floor dedicated to social study space, student bookable meeting rooms, seminar rooms, 1:1 consultation rooms and 1:1 quick query pods. The building houses Hope's student focused support services and as such is central to the student experience
<p><i>j. Use of facilities in 2010-11</i></p>	<p>London Metropolitan University:</p> <ul style="list-style-type: none"> - Still undetermined, but anticipated to continue as University Writing Centre <p>Aston University</p> <ul style="list-style-type: none"> - The facilities will continue to be the Learning Development Centre (LDC), although this area is currently going through another refurbishment as part of main library refurbishment. LDC will retain the same space/furniture/video conferencing - Aston University is providing funding to continue the employment of Student Writing Mentors <p>Liverpool Hope University:</p> <ul style="list-style-type: none"> - The space will continue in its current form
<p><i>k. Average FTEs employed</i></p>	<p>London Metropolitan University:</p> <ul style="list-style-type: none"> - Director: 1 FTE from August 2006 to end - Writing Specialist: 1 FTE March 2007 to April 2011 - Research Assistant/Fellow: 0.2 FTE November 2006 to April 2007, 0.6 FTE May 2007 to October 2008, 0.8 FTE October 2008 to October 2009, 1 FTE and re-grade to Research Fellow October 2009 to end

- Administrator: 1 FTE April 2007 to Dec 2008; then hourly paid agency position February 2009 through December 2009; 1 FTE December 2009 to end
- Dissemination Manager: 1 FTE January 2010 to December 2011
- Learning Technologist: 0.5 FTE August 2007 to September 2007, 0.6 FTE September 2007 to end
- Learning Technologist: 0.6 FTE May 2008 to September 2009, 1 FTE October 2009 to end
- Writing Centre Associate/former Student Writing Mentor: hourly paid work for special projects as needed summer 2009 to end
- 15-17 temporary/student contracts during term time

Aston University:

- Graduate Placement Officer, 1 FTE from February till end of June 2010
- Aston currently employs 9 Student Writing Mentors on temporary contracts during term time. This number has grown each year

Liverpool Hope University:

- Deputy Director: 0.5 FTE in early stages, 0.4 FTE from October 2008 to end
- Writing specialists: 1 FTE in early stages, 3 FTE from April 2009 to end
- IT/e-learning specialist: 0.4 FTE in early stages, 1 FTE from Sept 2009 to Dec 2009, 1.4 FTE from Dec 2009 to end
- Project administration: 0.4 FTE throughout
- Project researcher/ research administrative assistant, 1 FTE from early stages to end
- Hourly paid research associate from early stages to end
- Four post doctoral researchers appointed late stages to the end (4x1 FTE)
- Between 10 and 17 students on casual contracts during

	term time as Peer Writing Tutors
<i>l. Destinations of CETL staff</i>	<p>London Metropolitan University:</p> <ul style="list-style-type: none"> - Not yet clear for all posts <p>Aston University:</p> <ul style="list-style-type: none"> - Ellen Pope (Head of Learning and Development Centre) and John Murray (Learning Development Advisor) will continue in posts - The contract of Graduate Placement Officer will end in July 2010 - destination unknown <p>Liverpool Hope University:</p> <ul style="list-style-type: none"> - Original Deputy Director moved to Edge Hill University to become Associate Director of its Business School - Original Writing Specialist moved to Edge Hill University to become a Senior Lecturer - Original IT/e-learning Specialist is now in the Education Faculty at Liverpool Hope - Original project administrator destination unknown - Currently employed Deputy Director to continue as Student Success Zone Manager - Currently employed Writing Specialists are looking for suitable positions - Currently employed IT/e-learning specialists are seeking suitable positions - Current project administrator is seeking suitable position - Current project researcher/ research administrative assistant is seeking suitable position - Current post doctoral researchers are seeking suitable positions
<i>m. Number of spin-out projects funded</i>	<p>Spin-out project: A project that began with the work of Write Now and secured external funding independently of Write Now</p> <p>Total number of spin out projects: 7</p> <ul style="list-style-type: none"> - "Academic Literacies", short course for local A2 students

	<p>to support transition to university, funded by Aim Higher, £10,000 (lead institution, Queen Mary, University of London)</p> <ul style="list-style-type: none"> - "Focus on Writing", short course and workshops with local A2 students to support transition to university, funded by Aim Higher, £4,356 (lead institution, Queen Mary, University of London) - "Pathways to Success", peer mentoring project, funded by Paul Hamlyn Foundation and HEFCE, £193,000 (lead institution, Aston University) - "Widening Participation Research in Art, Design and Media", sponsored by CHEAD (Council for HE in Art and Design), NALN (National Art Learning Network), ACE (Arts Council England) and HEA-AMD (Art Media and Design Subject Centre), £12,000 - "Feedback Quality in an Age of Widening Participation", funded by the HEA, approximately £30,000 (lead institution, Liverpool Hope University) - "Flying Start: Practices, Communities and Policies to ease the transition to university writing and assessment", funded by Higher Education Academy National Teaching Fellowship Scheme Project Strand, £199,952 (lead institution, Liverpool Hope University) - "Promoting Student Authorship", funded by Higher Education Academy Psychology Network, Departmental Teaching Enhancement Scheme, £14,900 (lead institution Thames Valley University)
<p>n. <i>i. Number of peer-reviewed outputs published</i></p> <p>n. <i>ii. Number of non peer-reviewed outputs published</i></p>	<ul style="list-style-type: none"> - Total of 56 peer-reviewed outputs published (see Annex A for full list) - Two selected non peer-reviewed outputs published (see Annex B for full list)
<p>o. <i>Number of development/dissemination events held in last 3 years</i></p>	<ul style="list-style-type: none"> - Total of 33 events held - Total of 47 conference presentations made (See Annex C for full list)

Example 1: **Writing Development in Higher Education (WDHE) Conference hosted by Write Now CETL**

Monday 28th to Wednesday 30th June, 2010

Royal College of Physicians, London

- 120 to 180 delegates expected
- For writing specialists and educational and staff developers interested in the future direction of writing development, student writing, and writing in the academic disciplines
- To bring together practitioners and researchers from a wide range of countries, institutions and interest areas to discuss the forms that writing development can take within Higher Education and to help develop the diverse and energetic field of writing development theory and practice we have today
- To raise the profile of the Write Now CETL and to further the discussion and dissemination of research and practice in the field of writing within HE

Example 2: **Expert Lecture Series**

May till June, 2010

Hosted by the three partner institutions of Write Now: Liverpool Hope University, London Metropolitan University and Aston University

- 440 attendees invited
- The Write Now CETL is hosting a series of lectures throughout the UK in prestigious venues with leading experts in the fields of writing, assessment and peer mentoring:

(1) Tuesday 11th May 2010, Liverpool Town Hall

Professor D. Royce Sadler (Griffith University, Australia) will be delivering a lecture on 'Phasing Out Feedback: Towards Making it Redundant'

(2) Tuesday 15th June, Council House, Birmingham

Professor Lisa Ede (Oregon State University, USA) will be delivering a lecture on 'Collaborative Learning: History, Theory, Practice'

(3) Monday 29th June, Royal College of Physicians, London

Professor Andrea A. Lunsford (Stanford University, USA) will be delivering a lecture on 'The Changing Nature of Writing: Findings

from the Stanford Longitudinal Study'

- This series of expert lectures has been planned to come at the end of the CETL's lifetime to reach out in 'showcase events' to the wider academic community across the sector and to challenge, inform, and stimulate thinking on assessment and writing practices among the leading learning and teaching proponents in universities. In this way it is intended that some of Write Now's most important findings will inform and potentially influence policy making in assessment and writing support within institutions and more widely across the sector.

Example 3: **Get ahead Conference**

Wednesday 11th February 2009

Graduate Centre, London Metropolitan University

- 400 attendees
- Open to all London Metropolitan University students
- The event supported students in developing their academic and employability skills in an interactive and fun atmosphere. The day included workshops, a discussion panel, a keynote speech from Vice-Chancellor Brian Roper, stallholders offering advice and information, as well as free food and entertainment
- The Get Ahead conference was organised by London Metropolitan University's three Centres of Excellence in Teaching and Learning and was supported by Student Services
- This is the 3rd annual Get Ahead event; the 4th is planned for 21 April 2010, after which it is hoped the University will continue to fund and support the event in future years

Example 4: **Learning and Teaching Workshop:**

Integrated Writing Development: Sharing Practice & Experience

Thursday 17th January 2008

The Writing Centre, London Metropolitan University

- Approx 20 attendees
- Open to London Metropolitan teaching staff
- Purpose: to showcase Write Now's work with staff alongside other writing initiatives in the university
- The workshop supported staff development and dissemination of Write Now's work

<p>Example 5:</p>	<p>Write Now CETL and Centre for Academic Professional Development (CAPD) hosted:</p> <p>Symposium on Assessment & Language Development</p> <p>Friday 26th October 2007</p> <p>The Writing Centre, London Metropolitan University</p> <ul style="list-style-type: none"> - Approx 20 attendees - Staff involved in writing and language development across London Metropolitan, plus Professor Stuart Campbell, University of Western Sydney (UWS) - Purpose: to share London Metropolitan expertise with Professor Campbell -The symposium led to further collaboration including: a video conference in 2008; the Write Now Director being invited to act as an External Reference Group member for the development of an institutional policy on English Proficiency at the UWS; and also ongoing collaboration between UWS and London Metropolitan at Faculty and institutional levels
<p><i>p. Participation in peer review scheme</i></p>	<p>Dr Katherine Harrington (Write Now Director)</p>

Part two – Evaluative Reflection

Introduction

The evidence for this evaluative reflection was collected as part of an Impact Assessment undertaken by the University of Derby under a contract with Write Now. The purpose of the Impact Assessment was to provide the evidence base for Write Now's Self-Evaluation report to HEFCE, and to identify opportunities to maximise Write Now's influence and legacy during the final period of its operation. The brief for the Impact Assessment was to:

- Work within the HEFCE framework and guidance for the CETL Final Self-evaluation
- Focus on the activity of Write Now in relation to what it set out to achieve
- Assess the impact of Write Now in three areas: 1) the three host institutions, 2) the wider UK higher education sector, and 3) UK higher education policy and strategy

Methodology

Evidence for the Impact Assessment was collected from selected informants including students, staff, and stakeholders within and external to Write Now's host institutions, using in-depth semi-structured interviews and online questionnaire surveys. There was also a systematic review of published reports dealing with current and developing UK higher education policy. The protocol for the Impact Assessment was approved by the University of Derby Psychology Research Ethics Committee.

▪ Interviews

Interviews were conducted with 52 individuals. These included 29 individual face-to-face-interviews and 23 individual telephone interviews. There were 20 informants at London Metropolitan University, 13 at Liverpool Hope University, 12 at Aston University, and 7 at other institutions/organisations. There were 4 students who had used Write Now's services, 15 Student Writing Mentors, and 8 staff with roles in the Write Now CETL and/or Writing Centres. The remaining 25 interviewees were a range of university academics and senior managers in the host institutions but without direct Write Now roles, and external academics and senior higher education figures. A list of interview informants is given in Annex D.

Write Now staff, university staff, and staff outside Write Now's host institutions were asked:

- Please describe your role at your institution
- Please describe how you have engaged with the Write Now CETL
- Please describe examples of how Write Now has impacted upon the institution
- What do you see as the legacy of Write Now at your institution?

- Are you aware of any examples where Write Now has influenced the Higher Education Sector?

Student Writing Mentors and students who used Write Now services were asked:

- How did you find out about Write Now?
- What impact has Write Now had on your personal development, and your ability to reflect on your own personal studies and attributes?
- Have you seen any improvement in your own writing ability or improvement in grades?
- Would you recommend the services provided by Write Now to other students?
- Will you seek guidance from Write Now staff again to aid your studies?
- What impact do you feel Write Now has had on your institution?

The interviews were conducted by Marcus Walker, a trained social sciences and education researcher employed specifically for the Impact Assessment. The interviews were recorded and transcribed, and relevant quotations are given in the section below on Findings.

- ***Online questionnaire surveys***

The questionnaire surveys were undertaken using Survey Monkey. There was one survey for students, one for staff at the host institutions, and one for staff at other institutions. The surveys comprised 15-18 items, including multiple choice and open response formats. Multiple choice questions asked respondents to indicate their agreement with statements about student engagement, personal/professional development, culture change and legacy. Open format questions invited respondents to comment in their own words about their engagement with Write Now, how Write Now impacted upon their institution, and the legacy of Write Now at their institution.

Invitations to take part in the survey were emailed to individuals identified as having had some contact with Write Now in a range of different capacities. The questionnaire survey respondents were 53 students, 28 staff at host institutions, and 6 staff at other institutions.

The student respondents comprised 17 London Metropolitan University students, 5 Liverpool Hope University students, 27 Aston University students and 4 students who did not indicate an institution. Undergraduate students studying at year 1 (20.4%), year 2 (24.5%), year 3 (20.4%) and post-graduates (30.6%) all responded to the survey. Approximately 47% of respondents had taken A-levels or equivalent, whilst 53% followed a non-traditional route into higher education. Student respondents aligned themselves with 21 different discipline areas, with the largest proportion (24.5%) being Business, Management, Accountancy and Finance.

The host institution staff included 12 London Metropolitan University staff, 10 Liverpool Hope University Staff, 5 Aston University staff and 1 with institution unspecified. Staff respondents

represented 9 different discipline areas, with experience in higher education ranging from 1 to 20+ years and experience in teaching (if applicable) ranging from 4 to 20+ years. Out of the 28 staff surveyed, over 74% indicated they were not currently employed by the Write Now CETL.

Staff at other institutions included 1 at the Higher Education Academy, 4 from Higher Education Institutions in the UK and 1 from a Higher Education Institution outside the UK. Relevant summary statistics from the multiple choice responses and quotations from the open format responses are given in the section below on Findings.

▪ ***Review of UK higher education policy***

A literature search was undertaken to identify published documents dealing with current and developing UK higher education policy and strategy in relation to the core areas of Write Now activity. The objectives were to:

- Assess any existing impact of Write Now on UK national education policy
- Assess potential policy implications of Write Now's work

The electronic databases searched included Web of Knowledge, ERIC, and the British Educational Index. Search terms used in paired combinations included 'policy', 'strategy', 'academic literacy', 'student writing', 'peer mentoring', 'transitions', 'student retention', 'student assessment', 'writing in the disciplines' and 'staff development'. Relevant links between Write Now's work and current policy development are given in the section below on Findings.

Findings

In this section, the questions posed by HEFCE for CETL self-evaluations are addressed using evidence from the Impact Assessment. Summary statistics from the online questionnaire surveys and representative quotations from interviews and open-ended survey responses are presented as they relate to each of the issues. Several case studies are also presented to illustrate ways that students and staff have engaged with Write Now.

Question 1: Write Now's contribution to the objectives set out for the CETL initiative

"The Centres for Excellence in Teaching and Learning (CETL) initiative has two main aims: to reward excellent teaching practice, and to further invest in that practice so that CETL funding delivers substantial benefits to students, teachers and institutions."

(<http://www.hefce.ac.uk/Learning/TInits/cetl/>)

i) Rewarding practice that demonstrates excellent learning outcomes for students

The Impact Assessment demonstrated benefits for students across a range of important outcomes, including achievement (see also question 2, page 20):

"It gave me the confidence to believe in what I was writing, and that I could achieve good grades by myself." (Student Survey response)

"Writing has always been a struggle for me, my Write Now teachers assisted me on how to write fluently in an academic style I was comfortable with. I am a better academic with the best grades I have ever achieved at university." (Student Survey response)

Evidence from both students and staff also indicated a perceived impact on student retention and employability:

"As an Access student with little prior experience of academic study, knowing that some support was available really helped me settle into University life." (Student Survey response)

"Our students, some of them have not been in a University setting you know, so having Write Now around, having somebody around, or having materials around from the Write Now Centre have actually had an impact in terms of motivating students. And thus I'd say they've had an impact on retention." (Academic, London Metropolitan)

"They [academic writing] are the skills they have that they then can take into the work place and have what the employers want and that is a really useful employee." (Academic, Liverpool Hope)

ii) Enabling practitioners to lead and embed change

Working with academics across a range of disciplines has been a key feature of Write Now's approach and was perceived extremely positively. Among staff surveyed at the three host institutions, 73% believed Write Now had made university life more rewarding and stimulating, and 71% believed Write Now had helped their professional development. This perception was also reflected in interviews with staff:

"In terms of the impact, they always seek ways in which to assist not only the students, but the teachers" (Academic, London Metropolitan)

"I must say one of the main things about the Write Now CETL is the staff involved; they've been fantastic, extremely approachable, friendly, and professional." (Academic, London Metropolitan)

The staff interview and survey responses identified a number of ways that working with Write Now had led to changes in practice and changes in ways of thinking about promoting student writing:

"I am much more confident now getting students to write in class. Whereas I would say before I got involved with the CETL I used to be a bit 'chalk and talk', so they've really helped me change my practice." (Academic, London Metropolitan)

"The kind of work that Write Now colleagues have done in terms of individual lecturers has helped them to bring writing development into their curriculum, to redesign their teaching, or redesign their assessment." (Learning Development, London Metropolitan)

"New ways of thinking about writing development - and enabling this development through working with staff and students, which has involved challenging sometimes implicit expectations of both groups in constructive, collaborative ways" (Staff Survey response)

iii) Enabling institutions to support and develop practice

The outcomes of Write Now's work have been taken forward through a number of institutional processes:

"At Hope, a number of significant assessment audits are being carried out in the three faculties by two of the Write Now post doctoral researchers. In the Education Faculty, initial findings will be reported in the University Learning and Teaching Week on Education Subject Day and this will be followed by subject teams discussing the implications of these findings in relation to their own assessment practice" (Write Now Research Director)

Write Now has also worked to increase institutional capacity for supporting and developing evidence-based practice. At Liverpool Hope University, the CETL-funded Writing Centre, which includes University and CETL-funded staff, hosts a regular Academic Writing Network seminar series, and contributes to the University's Pedagogic Action Research Seminar series. Write Now

has also contributed a series of sessions to the Liverpool Hope annual University Learning and Teaching Week, including:

- Using web services to enhance learning and teaching
- Curriculum design consultancy
- Promoting student writing and learner identity
- Developing shared understandings of assessment
- Re-thinking feedback practice in the first year
- Using assessment to improve student learning

The topics chosen for those sessions focus on the considerable common ground between institutional and CETL aims and objectives, so that the work has advanced institutional aims and also enabled Write Now to influence academics and practitioners who were not previously engaged with Write Now (see also question 11, page 42).

At London Metropolitan University, Write Now has played a leading role in institutional efforts to coordinate learning and writing development activities more closely across the University, including those currently undertaken by the three University CETLs, the Learning Development Unit, and Library Services. Write Now Director Katherine Harrington was asked by the University to produce a Review of Learning Development in September 2009, in consultation with colleagues working in the broad area of learning and writing development across the institution, in order to enable senior management to make informed decisions about providing a more coherent and efficient programme of support for students and staff. This Review was well received and discussions are ongoing at senior level.

Following on from recommendations made in the Review, Write Now has worked closely with other University departments to provide expertise and financial support to develop and implement initiatives that support the University's strategic priorities. For example, one initiative involves the development of online training packages for staff, led by the University's Teaching and Learning Technology Centre, which will incorporate ways of developing students' academic and disciplinary writing, and will further the University's blended learning agenda. Another project, being taken forward in collaboration with Information Systems and Services, as well as the Learning Development Unit and Library Services, is installing state-of-the-art digital signage across University buildings to enable consistent, accessible and targeted promotion of services and increased uptake amongst students.

iv) Recognizing and giving prominence to clusters of excellence

The staff survey showed that 61% of respondents believed that working with Write Now had improved their own profile and reputation, and the Impact Assessment identified numerous examples of how that was achieved (see also question 2, page 20):

"The staff who've had those seeds planted, one got an Excellence in Teaching Award, another got funding from HEFCE, so they are launched and on their way." (Write Now Research Director)

"[Working with Write Now helped me] become a better researcher and presenter." (Staff Survey response)

v) Demonstrating collaboration and sharing of good practice

In the staff survey, 78% of respondents believed Write Now had helped them work better with colleagues, 87% believed it had opened up new ways of working, and 79% believed collaborations with Write Now had enabled them to work on new projects.

“I have been impressed with how proactive the Writing Fellows [Writing Specialists] have been, they’ve come to seek us out and come to tell us what’s on offer and help us. We’ve not had to go and find them, as they have been really proactive.” (Academic, Liverpool Hope)

This aspect of Write Now’s impact extended well beyond its host institutions (see also questions 9 and 10, pages 37 and 40):

“They’ve encouraged debate and discussion around the sector as a whole on these important areas. Certainly it had an impact in Bradford [University] on the way that writing is now a team approach really, it’s not just left to learning developers, not study skills staff. It’s more integrated now that you have learning development staff working more closely with teaching staff to present ways of writing to students.” (External Academic)

“They’re running one of the most influential Writing in the Disciplines conferences this year. I know they’ve been out presenting across international conferences in Germany and America, and they’ve had deep communications with people in Australia.” (Learning Developer, London Metropolitan)

vi) Raising student awareness of effectiveness in teaching and learning

A large number of students have been in contact with Write Now at all three institutions:

“The Writing Centre has offered around 2,500 peer tutorials so far with excellent feedback and response.” (Staff Survey response)

The Impact Assessment indicated what a valuable tool the Student Writing Mentors scheme has been in increasing students’ awareness and motivation (a case study of a Student Writing Mentor is given in figure 1):

“My role as a Writing Mentor is basically to work in a cooperative way with students to improve their relationship with their own writing.” (Writing Mentor, London Metropolitan)

“I think it’s really important having a centre like this because often it’s not about academic ability per se, it’s not about that. It’s about skills that are important at university regardless of your academic ability, and that’s what can really distinguish people in terms of not achieving their potential.” (Writing Mentor, Aston University)

Figure 1: Case study of a Student Writing Mentor at Aston University.

Role: Student Writing Mentor

Institution: Aston University

Engagement:

- Provided one-to-one sessions with students as a Writing Mentor for two years
- Produced, with other Writing Mentors, an online video diary about writing an assignment, which explains the thought processes involved
- Presented at internal events with the Learning and Development Advisor at Aston University on the role of a Writing Mentor

Impact:

- “I really enjoy being able to help someone in a way that gives them skills and tools to use, not only for their assignment or the next assignment, but for any piece of written work they produce.”

Question 2: Achievement of Write Now's aims and objectives

Write Now expressed its aims as follows:

“Write Now works with students, academics and educational and staff developers to improve students' academic writing. We aim to enrich students' learning experiences by enabling them to develop academic and disciplinary identities as empowered, confident writers. Key areas of work include the development and evaluation of:

- *University Writing Centres as part of a sustainable institutional approach to improving students' writing*
- *Peer tutoring in academic writing programmes, including the development of training approaches and materials*
- *Initiatives to embed writing and the teaching of writing within disciplinary curricula, including the use of assessment to support students' learning and writing development*
- *Staff development programmes focused on writing for publication, enhancing research capacity and designing assessment to foster student learning*
- *Learning technologies and multimedia resources that facilitate students' writing development and advance institutional blended learning initiatives”*

(<http://www.writenow.ac.uk/aboutus.html>)

The Impact Assessment provided evidence about Write Now's success in each of these key areas of work. The Writing Centres are the most visible aspect of Write Now and have achieved wide recognition and acclaim:

“The biggest single things for me are the Writing Centres and the fact that's built into a tradition of offering student support” (Academic, Aston University)

“What we have found is an overwhelmingly positive response from students who have participated in our peer mentoring programmes. It is very rewarding to see that even those students who are initially sceptical about the effectiveness of working with other students on their writing experience unexpected academic and personal benefits after just one tutorial. They become engaged with their studies in new and lasting ways, and some even go on to become Student Writing Mentors themselves, which is the best advertisement for the programme I could hope for. Students regularly stop by the Centre to tell us that their grades have improved and that they feel more confident as academic writers generally.” (Write Now Director)

Respondents in the student survey indicated specific benefits they had obtained from the Writing Centres:

“The Writing Centre has helped me to have a better understanding of writing coherent academic writing.” (Student Survey response)

“It has taught me to approach academic work in a more systematic way, to try and plan my work to the best of ability.” (Student Survey response)

"It has helped me evaluate questions better and to structure my work well." (Student Survey response)

"Helped me with writing style, structure and referencing." (Student Survey response)

"I changed my approach to taking notes from both lectures and reading. I feel that I have improved my understanding as a result of their teaching." (Student Survey response)

The Student Writing Mentor programme has proved a powerful tool:

"I am really so thankful to the mentor who has really improved my quality of academic skill." (Student Survey response)

"I'm hugely pleased with the Writing Mentors and what they've achieved, and what being a Writing Mentor has done for those people." (Academic, Aston University)

"It has been quite successful in taking some of the stigma out of seeking help for particular assignments. It's not been seen as a remedial thing now, it's been seen as an enabling element and I think that's very positive." (Academic, Liverpool Hope)

"Students feel relaxed and able to approach anyone in the Writing Centre." (Writing Mentor, Liverpool Hope)

"The feedback from students is almost entirely positive." (Write Now Deputy Director)

Write Now has also achieved significant success in embedding writing and the teaching of writing within disciplinary curricula:

"A considerable number of within curriculum interventions, many at postgraduate level, which has really helped the University's aim to re-position itself and build its research profile." (Staff Survey response)

"We've worked with staff in an awful lot of departments; I'd say most departments at some level. That's led to some syllabus change and thinking about writing and writing activities to some extent. In some cases this has led to redesigning the curriculum." (Writing Specialist, London Metropolitan)

The Impact Assessment also revealed Write Now's success in staff development:

"Support for staff writing which again has helped in the strategy of [the University] repositioning itself. [It has] provided mechanisms to explore and research pedagogy." (Staff Survey response)

"There are a number of people who have had the opportunity to be on papers and conference papers, who are at the very start of their research careers." (Write Now Research Director)

"Write Now have done quite a lot in terms of helping my colleagues publish." (Academic, London Metropolitan)

Write Now has also had considerable success in developing learning technologies. Examples include an online video diary about writing an assignment (see figure 1, page 19), multi-media materials (see figure 2, page 25), and online student mentoring blogs and wiki web sites (see figure 6, page 45).

Question 3: Achievement of emerging Write Now objectives

The Impact Assessment showed how Write Now has gone beyond its original proposal to develop more effective ways of influencing practice:

“Write Now has developed hugely since the start... I don’t know if I’d say ‘away’ from the original proposal – it’s definitely gone beyond it. Originally, the title of the CETL was Centre for Scientific Literacy: Assessment-focused support for achievement in scientific writing. That’s quite a mouthful! Once the grant was awarded, we felt we needed to come up with a more memorable name that would allow us to be easily accessible to both students and staff. At the same time, we were already reviewing the focus and scope of the original proposal to encompass writing for assessment beyond the social sciences. In an important way, everything we’ve achieved at Write Now is very much in keeping with the original proposal, because what we’ve done is use the focus on scientific literacy as a specific form of academic literacy to broaden our reach and work with academic literacy in many different disciplines. This has resulted in a huge expansion of the CETL’s work in a very positive direction.” (Write Now Director)

Write Now’s approach has developed over the last five years, as the philosophy of Writing in the Disciplines has been refined and combined with theories of Academic Literacy and Peer Mentoring. This development reflects pragmatic decisions about how to influence students, staff and institutions, as well as consideration and consultation about the most appropriate and effective theoretical models to adopt for the diverse range of activities that have taken place across the three universities where Write Now is based.

This development has also enabled Write Now to impact on issues that were not the main focus at the beginning of the programme, such as widening participation, student retention, and issues related to the transitions into university:

“This is evidenced by the successful HEA funded NTFS project Flying Start, which is a two year project run collaboratively at Liverpool Hope and Derby University, designed to support students making the transition to degree level writing and to bring together the sectors to achieve better understanding of each others’ contexts to ease students’ transition from FE to HE.” (Write Now Research Director)

Widening participation work conducted by Write Now includes the Aim Higher-funded support of A-level students, and the externally funded Widening Participation Research in Art, Design and Media, which resulted in an edited book publication¹. Other Write Now spin-out projects have also focused strongly on transitions to higher education, including the Pathways to Success peer mentoring project funded by the Paul Hamlyn Foundation and HEFCE.

¹ Bhagat, D. and O’Neill, P. (eds.) (2010 forthcoming) Widening Participation in Art and Design Higher Education, commissioned by Council for Higher Education in Art and Design, the Arts Council England, Higher Education Academy Subject Centre in Art Design Media and National Arts Learning Network

Question 4: Achievements and benefits of Write Now

Write Now's approach not only of working directly with students through peer mentoring programmes, but also engaging with a wide range of academic and learning development staff has increased its impact at each institution:

"We have worked with most of the Departments at some level." (Writing Specialist, London Metropolitan)

"I am pretty confident that at least some of the collaborations we've done have led to some big changes in Design [Studies] and Business [Studies]" (Writing Specialist, London Metropolitan)

Write Now has funded over 50 pedagogical research mini-projects on a rolling basis since 2007, and a case study of a lecturer who used a Write Now mini-project to improve learning and teaching is given in figure 2 (see page 25). The final round of Write Now-funded mini-projects included the 2009-10 Supporting Writing for Assessment Purposes project, which is a collaboration with the LearnHigher CETL and the Centre for Academic and Professional Development at London Metropolitan University. Staff who received Write Now funding for mini-projects have achieved significant recognition:

"It was also such a strong project that I entered it for the Rectors Award for Teaching Excellence... and you know we won one of those prizes. So that was good really because it also flagged up to the rest of the University that a lot of work was going on with academic writing" (Academic, Liverpool Hope)

Figure 2: Case study of a Senior Lecturer at Liverpool Hope University.

<p>Role: Senior Lecturer</p> <p>Department: Computer Science, Faculty of Business and Computer Science</p> <p>Institution: Liverpool Hope University</p> <p>Engagement:</p> <ul style="list-style-type: none">• Conducted research with a Write Now Writing Specialist that focused on feed-forward/feedback interventions for 1st year Computer Science Students• The research came about as a result of concerns that 1st year Computer Science students had difficulty with writing and were achieving low marks, or in some cases failing the module, because of the poor quality of their documentation• The Write Now funded mini-project led to a paper presented at Higher Education Academy Conference and a Rector's Award for Excellence in Teaching at Liverpool Hope University <p>Impact:</p> <ul style="list-style-type: none">• Student feedback suggested the intervention helped improve their writing and refreshed areas covered by lecturers around referencing and writing – “these (areas) need constant reinforcement”• Co-teaches writing workshops and regularly seeks advice from Write Now Writing Specialists• Engagement with Write Now has led to further research into writing skills and the provision of multi-media materials

There has also been significant recognition and engagement with Write Now’s research internationally. For example, Lin Norton (Write Now Research Director) contributed to a three day workshop on *the impact of training for teachers in higher education*, funded by the European Science Foundation, in Bratislava, Slovak Republic, 18-20th March 2010. She presented findings from the latest Write Now research at Liverpool Hope, which assessed whether lecturers who have undertaken teacher development programmes are able to put into practice what they have learned about the pedagogy of assessment:

“The Exploratory Workshops scheme is one of the key instruments of the ESF science strategy pillar to encourage explorations of an emerging and/or innovative field of research. One of the main goals of the workshop will be to elaborate a collaborative research initiative that will focus on evaluating the impact of teacher training on student learning with a stress on methodology. Contributors to this workshop have been drawn from 12 countries mainly from Europe but also from Australia and Canada.” (Write Now Research Director)

Write Now’s presence at numerous international conferences and symposia (see Annex C, page 53) has allowed it to reach out and engage with the wider research community. A continuous contribution to the international community has been achieved through ongoing work with the University of Göttingen (Germany) on the subject of international students’ experiences of academic writing.

Question 5: Disappointments in how Write Now has developed/what it has achieved

The way that Write Now has developed and evolved since the planning stage has meant that some of the original objectives were not achieved. One of these was the proposed Masters level course in Student Assessment:

“We went through the process of validating what would have been an incredible, innovative and exciting MSc in student assessment. To do that we had to have a joint validation from both Universities, and you can imagine getting both sets of quality assurance people together and happy and all the rest of it. But we triumphed and we managed it. Unfortunately there wasn’t sufficient take-up and that programme never took place.” (Write Now Research Director)

The self-evaluation also gave individuals an opportunity to reflect on ways that some of Write Now’s methods could have been applied more effectively. One of those was the strategy to enable a large number of staff at each institution to engage in small scale pedagogic action research projects. Reflecting on this strategy, the Write Now managers felt that greater impact could have been achieved by using larger projects or putting mechanisms in place earlier to support academics undertaking Write Now mini-projects:

“I believe whole heartedly in small projects, they tend to see things and they get people enthused and excited, I’m all for that model. But having looked at it now I think maybe it would have been better (maybe) to give the same people bigger projects to extend the impact they could have on people.” (Write Now Research Director)

“I think the mistake was not to have more Writing Specialists in post early on to support the academics undertaking these projects. At Liverpool Hope having more specialists has also really assisted (and speeded up) the curriculum changes that implementing Writing in the Disciplines needs.” (Write Now Deputy Director)

“I have found that the main difficulty with the mini-projects has been the logistical side of enabling award holders to use the funding they’ve been granted to free up their time to actually carry out the project – although the funds have been set aside to pay for marking or teaching relief, in practice this doesn’t always happen, or certainly not consistently across departments, so that often staff are trying to complete these projects on top of already very full workloads, which inevitably leads to delays and all too often incomplete or scaled-down projects.” (Write Now Director)

Question 6: Difficult and easier aspects of getting Write Now started

The multi-institution aspect of Write Now was perceived initially as a difficulty, but the advantages have emerged with time:

“From the inside it was sometimes experienced by the Write Now team as something potentially problematic or difficult to organise, and I know it did take a lot of work to coordinate things, getting people to work together, and arrange communication between the three Centres. But from outside I think it’s much more positive and it has helped with the impact that Write Now has had, because they do things in somewhat different ways at each institution and that’s great - it has helped.” (External Academic)

“I think the important thing from my perspective is there have been gains in terms of that cross-institutional working.” (Writing Specialist, Liverpool Hope)

The initial set-up was perceived as perhaps the most difficult part of the process by those within Write Now:

“Looking back historically, I don’t think the CETL actually appointed enough people in the beginning.” (Write Now Deputy Director)

Seen from outside Write Now, however, the engagement process began quickly and effectively, and soon had a wide impact across institutions:

“It was incredibly important and quite smart to access the academic subject specialists very quickly and to introduce them to Writing in the Disciplines and how it can be devised across various departments and subject areas with academic staff. And then finding ways of academic staff to sustain the projects they’d started with, I thought that was incredibly valuable. I know for a fact that there are a number of subject areas that have taken that on.” (Academic, London Metropolitan)

An important factor in the positive perception of Write Now by staff at all three universities was probably the fact that several of the key appointments were outstanding individuals whose work has made a considerable impact. This included several individuals who had worked together previously on projects that Write Now built on, and others who brought significant talent, expertise and experience to Write Now from other settings and backgrounds.

The need to replace staff who moved on during the lifetime of Write Now also caused what were perceived as significant difficulties:

“One key disappointment for me was the speed in replacing staff in the middle of the CETL. This caused a slowing of momentum which we have worked hard to rectify.” (Write Now Deputy Director)

“The need to replace one staff member and create the new key post of CETL Dissemination Manager unfortunately fell during a very turbulent time for the University overall, when there was a freeze on new posts and a long period of holding posts for internal redeployment

to help offset redundancies. This led to the delay of a whole year before two CETL staff were appointed, which has obviously had an impact on the amount of work we've been able to complete by the end of the CETL funding period. Fortunately, however, the people we eventually appointed have hit the ground running and brought an amazing amount of creativity and enthusiasm with them, so that we've been able to take the CETL in new and positive directions surprisingly rapidly, which I hadn't foreseen would be possible a year ago." (Write Now Director)

There has also been considerable movement and change in other areas that were initially expected to be challenging but where progress has been unexpectedly positive. One of these has been the use of Student Writing Mentors:

"There was considerable scepticism about this [the Student Writing Mentor approach], but the positive benefits for both mentor and mentee are now very much recognised and valued." (Write Now Deputy Director)

Achieving wide and effective academic staff engagement with Write Now was also expected to be extremely challenging, but in fact staff engagement has been good at all three institutions and many staff have embraced the challenges posed by engaging with Write Now, and have used their work with Write Now to confront difficult issues. In the Impact Assessment, 61% of staff survey respondents reported that Write Now had challenged them to confront certain issues:

"New ways of thinking about writing development - and enabling this development through working with staff and students, which has involved challenging sometimes implicit expectations of both groups in constructive, collaborative ways." (Staff Survey response)

"Focussing on student issues and perceptions about writing support. Not just for students who are struggling but for all to enhance their skills." (Staff Survey response)

"The scalability of writing support and the fact that there needs to be a multi-faceted approach to even get close to improving all students' writing and all academic staff teaching of writing within the disciplines." (Staff Survey response)

It was also expected to be difficult to settle on a coherent and effective methodology for working with students on academic writing, but in fact this has been achieved extremely well through the development of an integrative and coherent theoretical rationale (see question 7, page 30). A critical enabling factor in this may have been the fact that Write Now built directly on previous projects that focused on similar issues. Assessment Plus, for example, was an FDTL4 project in which London Metropolitan University, Aston University, and Liverpool Hope University had collaborated. It focused on promoting better shared understandings between students and academic staff about written assignments and the assessment criteria applied to them in marking (Harrington et al., 2006²; Norton et al., 2005³). That work itself built on research

² Harrington, K., Norton, L., Elander, J., Lusher, J., Aiyegbayo, O., Pitt, E., Robinson, H., & Reddy, P. (2006). Using core assessment criteria to improve essay writing. In C. Bryan & K. Clegg (Eds.), *Innovative Assessment in Higher Education* (pp. 110-119). London: Routledge.

³ Norton, L., Harrington, K., Elander, J., Sinfield, S., Lusher, J., Reddy, P., Aiyegbayo, O. & Pitt, E. (2005). Supporting students to improve their essay writing through assessment criteria focused workshops. In C. Rust

by Lin Norton, Write Now's Research Director, over many years on student writing and students' beliefs about writing and how it is assessed (e.g. Norton, 1990⁴; Norton et al., 1996⁵).

This accumulation of knowledge and expertise among individuals with experience of working together in multi-institution collaborative projects enabled Write Now to design a framework for operating across institutions, and tackle the inevitable difficulties in a confident, positive way. It also helped Write Now to develop a distinct theoretical orientation.

"What's helped Write Now achieve a wider and more enduring impact... It wasn't a project that came out of the blue without any precedents... It actually builds on previous projects, like the Assessment Plus project and a number of projects that have gone before, so it was able to pick up on a momentum that developed – focusing on helping students write better for assessment at university." (External Academic)

"Lin Norton [Write Now Research Director] tied some of the work into her pedagogic research and action research work, and linking to some of the outcomes of the work she's done on Assessment Plus. So, I think there's a kind of evidence-based approach to Write Now." (External Senior Management)

The previous projects had employed concepts like communities of practice and shared staff-student understandings, and Write Now applied some of these broader principles to the writing process itself, integrated them with theories of Academic Literacy and Writing in the Disciplines, and, critically, adopted the North American model of Student Peer Mentoring to develop a model that enabled students, academic staff, and learning developers to work together within a cohesive theoretical framework that could be interpreted in multiple disciplines. This theoretical development may be the single most important factor underlying the success of Write Now.

(Ed.), *Improving Student Learning: Diversity and Inclusivity. Proceedings of the 2004 12th International Symposium* (pp 159-174). Oxford: Oxford Centre for Staff and Learning Development.

⁴ Norton, L.S. (1990). Essay writing: What really counts? *Higher Education*, 20, 411-442.

⁵ Norton, L.S., Dickins, T.E. & McLaughlin Cook, A.N. (1996). Rules of the Game in essay writing. *Psychology Teaching Review*, 5, 1, 1-4.

Question 7: Basis and success of the specific theories underpinning Write Now

Theory has been extremely important to Write Now. The key hypothesis underlying the Student Peer Mentoring Model is summed up in one of their research papers:

“Write Now’s hypothesis is that students who are themselves engaged with understanding the complexities of their disciplinary discourse may also have a role to play in helping other students. Moreover, they are close enough to their peers to recognise co-students’ confusions and perspectives which may not be as apparent to a tutor who has thoroughly internalised the epistemology of her/his discipline.” (Harrington et al., 2007, p. 27)⁶

This approach applies theory from academic literacy and peer mentoring to a model for the development of what Harrington et al. (2007) call *“integrated disciplinary writers”*. It is based on theorising about the close relationship between thinking and writing, and between reflective thinking and the internalisation of conversation and communication (Bruffee, 1984)⁷.

In the United Kingdom, one-to-one writing support for students had previously been conducted by Learning Development Tutors (Ganobcsik-Williams, 2006)⁸. Write Now’s approach draws heavily on the North America model, where writing development and academic literacy are much more closely integrated into the curriculum, and what Write Now has done is to articulate and apply a theoretical rationale for that more integrated approach. This use of theory appears to have been a key factor in the impact of Write Now both within and outside its institutions:

“We are really taking an American approach to writing support with the collaborative peer mentoring and applying it to a UK context.” (Writing Specialist, London Metropolitan)

“So, I think having these Writing Centres and Writing Mentors is a different kind of model for us in the UK” (Learning Developer, Aston University)

“Here it’s students helping students and that hierarchy of a lecturer or staff member helping a student doesn’t exist here... So it’s more of collaboration rather than a student-teacher relationship.” (Research Fellow, Write Now CETL)

“One of the models they’ve adopted which is to actually take the Peer Mentors into the classroom has been a very good approach because it’s resulted in a wider impact that simply relying on the drop-in service.” (Learning Developer, London Metropolitan)

In the work with staff, the theoretical model has been translated into an approach of ‘Writing in the Disciplines’. This is a development of the concept of academic literacy as a social practice that varies with subjects and disciplines, as well as with broader institutional discourses and genres (Lee & Street, 2006)⁹. Writing in the Disciplines has been applied in the work with both academic staff and learning development staff. Figure 3 (see page 31) describes a case study to illustrate Write Now’s work with academics.

⁶ Harrington, K., O’Neill, P. & Bakhshi, S. (2007). Writing mentors and the writing centre: producing integrated disciplinary writers. *Investigations in University Teaching and Learning*, 4, 26-32.

⁷ Bruffee, K.A. (1984). Collaborative Learning and the ‘Conservation of Mankind’. *College English*, 44, 635-652.

⁸ Ganobcsik-Williams, L. (Ed.) (2006) *Teaching Academic Writing in UK Higher Education*. London: Routledge.

⁹ Lee, M.R. & Street, B.V. (2006). The “academic literacies” model: theory and applications. *Theory into Practice*, 45, 368-377.

“The particular focus that Write Now has taken around the development of academic writing and using writing itself as a tool for learning... that’s been the way they have complemented the more traditional focus on writing and academic skills in general.” (Learning Developer, London Metropolitan)

“It’s certainly got me and colleagues thinking quite a lot more about the importance of academic literacy and writing in higher education.” (Academic, Aston University)

The staff survey showed that over 70% of respondents believed that Write Now’s work had particular relevance to their own discipline, and a further 70% were confident that Write Now had changed the way they dealt with student writing in their modules:

“I think it’s made us all aware that the quality of a students’ writing may have quite an impact on their ability to express their ideas and grow as they achieve. The growing is very important to students as they tend to really focus on that, and to some extent it determines career entry and that sort of thing – so a big influence.” (Academic, Aston University)

“I think the kind of work that Write Now colleagues have done in terms of individual lecturers to help them bring writing development into their curriculum, to redesign their teaching or redesign their assessment.” (Learning Developer, London Metropolitan)

Figure 3: Case study of a Senior Lecturer at London Metropolitan University.

<p>Role: Senior Lecturer</p> <p>Department: Art, Media & Design</p> <p>Institution: London Metropolitan University</p> <p>Engagement:</p> <ul style="list-style-type: none">• Created a Writing in the Disciplines model for all Level 1 students on a “large” and “diverse” module, aided by Write Now Writing Specialist, and integrated the model into the curriculum by creating writing workshops for specific assessments• Devised a workshop for students on structuring and writing, again using the Writing in the Disciplines approach, allowing subject specialists to lead student writing workshops as part of curriculum• Attended national and international conferences reporting on outcomes of the original workshop with Write Now staff <p>Impact:</p> <ul style="list-style-type: none">• Written and published articles with a Write Now Writing Specialist on other projects that “have grown out of our collaboration in the CETL”• Refers students to Peer Mentors and enables Design students to become Peer Mentors: “Perceptions are that Design students don’t engage with writing or aren’t willing to engage with writing and I think that’s not always true... in fact there have been Design Mentors for almost every year till now working at the Writing Centre”

The theoretical basis of Write Now's model has also enabled its work to be firmly grounded in research evidence, and evidence-based practice is one of Write Now's most important principles. This was also reflected in the processes that were adopted for management and governance of Write Now's research:

"Write Now has achieved its aim of being research-active from the outset and conducting high quality research in both its main areas of assessment and writing. From the start, high standards for the research process were established including the use of a research protocol for major studies. Other examples include principles for establishing order of authorship in jointly written publications. The mini-projects funded by the CETL also insisted on a rigorous approach to the research design and its feasibility as well as specified outcomes for dissemination. Regular research meetings have been a feature of the CETL both inter and intra-institutionally to maintain the strong research focus and maintain a CETL-branded level of rigour." (Write Now Research Director)

The emphasis on research is reflected in the impressive number of published research outputs (see Annex A for a list of publications):

"Write Now [puts] emphasis on a research base for all of their innovations and all their pedagogic development work. I think that's something that has helped them achieve a wider and more lasting impact." (External Academic)

The published research that Write Now has produced has in turn increased the transferability of their models for changing learning and teaching. For example, Write Now has published research that advances more general understanding of the motivations and experiences of students involved in peer mentoring (e.g. Bakhshi et al., 2009)¹⁰. Making this knowledge available to a wide audience contributes to the advancement of theory and also ensures a more enduring legacy.

Write Now's published output also includes very detailed guides to the Peer Mentor training programme, which increase the transferability of Write Now's work by allowing other practitioners to adopt the model they have developed (e.g. O'Neill et al., 2009, pp. 5-6)¹¹.

"[Write Now offers] an improved methodology to tackle improving student writing skills"
(Staff Survey response)

The emphasis on research has also been partly responsible for the number of spin-out projects which were successful in obtaining independent external funding. Those projects began with concepts and works generated by Write Now but have developed the work and extended it in different directions (see also question 10, page 40).

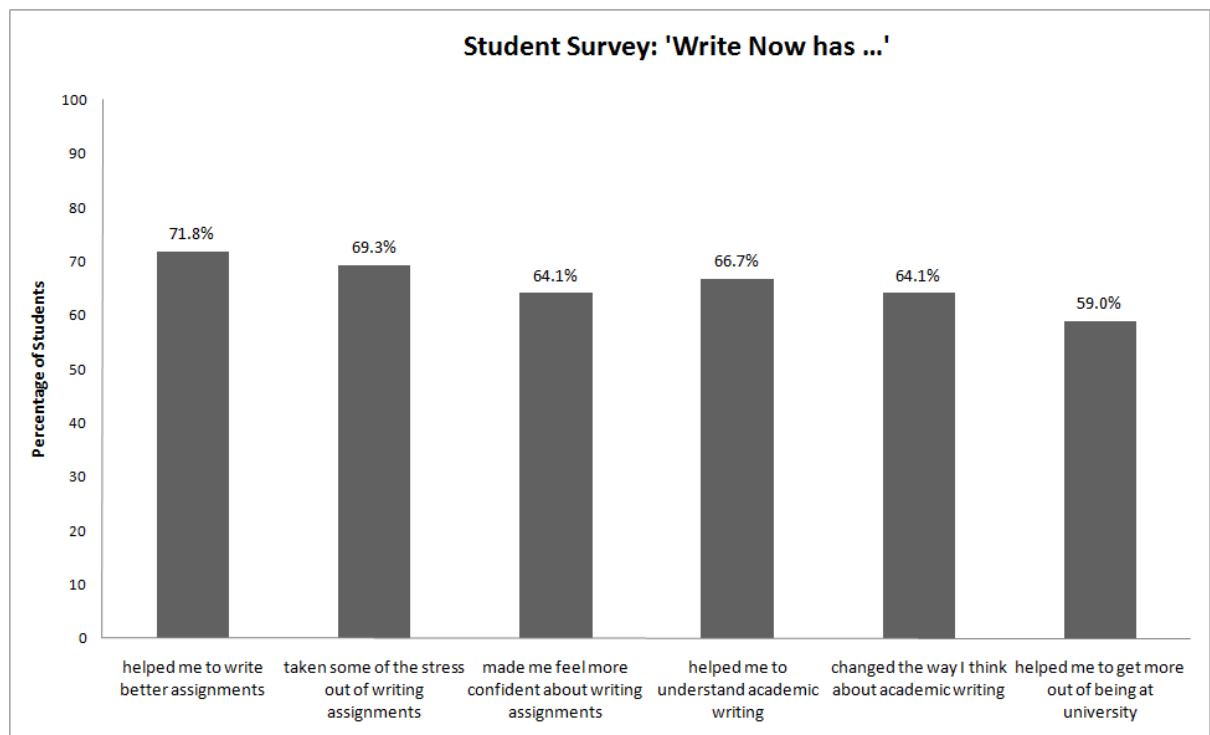
¹⁰ Bakhshi, S., Harrington, K. & O'Neill, P. (2009). Psychology students' experiences of academic peer mentoring at the London Metropolitan University Writing Centre. *Psychology Learning and Teaching*, 8 (1), 6-13.

¹¹ O'Neill, P., Harrington, K. & Bakhshi, S. (2009). Training peer tutors in writing: a pragmatic, research-based approach. *Zeitschrift Schreiben*, 21 (available from www.zeitschrift-schreiben.eu)

Question 8: Important messages (successes, difficulties, impact etc.) of Write Now

One of the key messages from the Impact Assessment, and from the work of Write Now, is the impact that can be achieved by using students as peer writing mentors. As described earlier, this approach has been a powerful tool for helping students with their academic writing, and the survey of students at the three host institutions provided evidence of this. Figure 4 shows students' perceptions of how they were helped by Write Now through this programme.

Figure 4: Proportion of students who agreed/strongly agreed with questionnaire survey items



However, the Student Writing Mentor programme has also had a big and important impact on the students employed as mentors, in terms of feelings of reward and satisfaction, development of the mentors' own writing skills, and their own employment prospects and career development. This was evidenced in the interviews conducted as part of the Impact Assessment:

"I really enjoy being able to help someone in a way that gives them skills and tools to use, not only for their assignment or the next assignment, but for any piece of written work they produce." (Writing Mentor, Aston University)

"I think it's made me more confident in my writing skills, it's made me more confident in being able to talk to a range of people, 1st years, 2nd years, 3rd years, final years, Masters students, PhD students, all of that ... Also I've enjoyed it, it's really rewarding." (Writing Mentor, Aston University)

"It made a lot of my writing practices explicit to me; you know the training and the day-to-day working. There were a lot of things I did when I was approaching written assignments

that I wasn't aware I used when I started work here, so my level of awareness was really raised." (Writing Mentor, London Metropolitan)

"That knowledge gave me the confidence to apply for an MA in Creative Writing after I finished my Psychology degree, so that's very powerful." (Writing Mentor, London Metropolitan)

"I've been able to work with Peter O'Neill [Writing Specialist] and Kathy Harrington [Write Now Director] on some publications. So, I've written a book chapter and we are putting together a book proposal about academic writing, and that's something I never thought I'd be able to do. That's tremendously interesting and fun as well." (Writing Mentor, London Metropolitan)

"One of the students I originally worked with is now a Writing Mentor." (Writing Mentor, London Metropolitan)

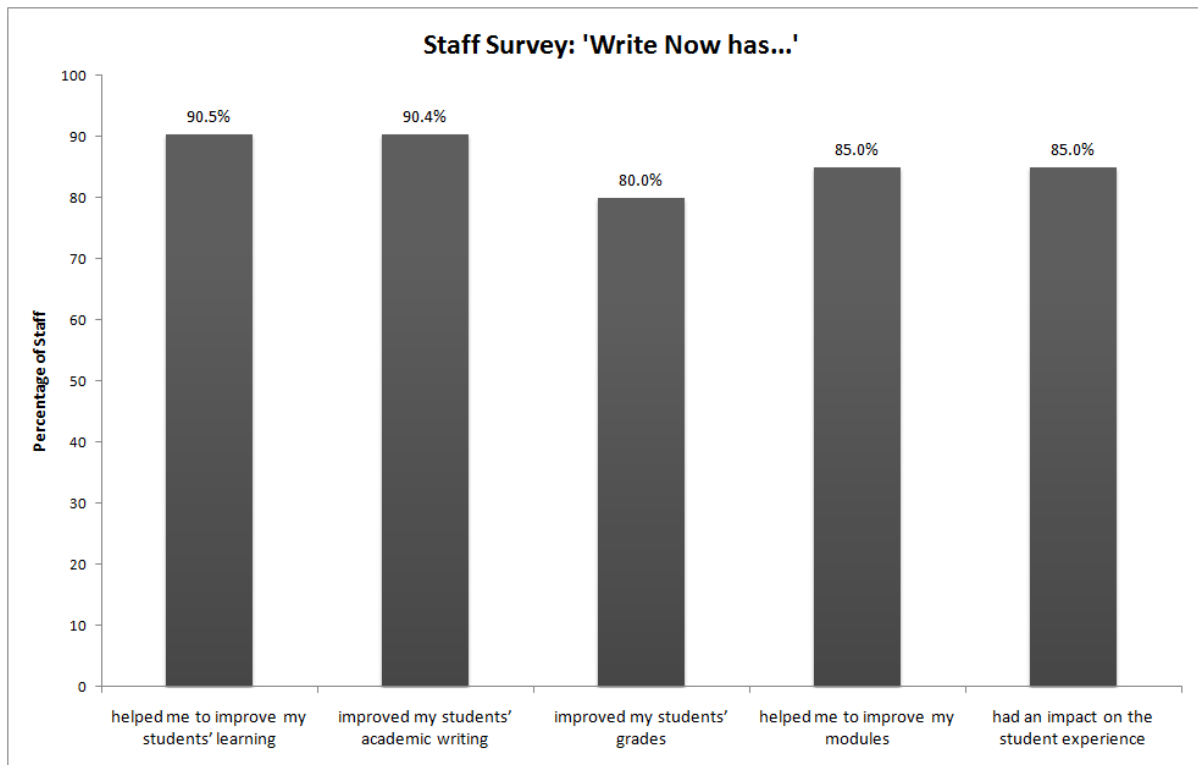
Focusing on the assessment of student writing has also enabled Write Now to produce a richly contextualised description of how writing for assessment can most effectively be facilitated by involving staff as well as students:

"This cannot be done by concentrating entirely on the student side, it must incorporate the lecturers' perspective as well which is why the Writing in the Disciplines initiatives have been so successful, and why the research on lecturers beliefs about assessment is important."
(Write Now Research Director)

Another important message concerns the impact of Write Now on staff at the host institutions, who have been able to participate in, contribute to, and share ownership of Write Now's activities and achievements. The evidence for this is the number of staff who have been involved in different ways, and their perceptions and beliefs about the difference that Write Now has made to their own teaching, to the experiences and achievements of their students, and to the modules, programmes and curriculums in their different subjects (see figure 5, page 35).

"Raising the profile of writing as something that academics and students can improve and work at, and consider as something to study in its own right. I think that's the message that's coming out of the Write Now." (External Senior Management)

Figure 5: Proportion of staff who agreed/strongly agreed with questionnaire survey items



Another important message concerns the positive impact that programmes like Write Now can have on their host institutions. Write Now has benefited considerably from its engagement with policy, strategy, and management at all three universities where it takes place.

“Within their own institutions I think they’ve helped to make policy changes around supporting student writing.” (External Senior Management)

“We have to have a strategy that’s geared towards the needs of our students and I think Write Now has helped to live that message, not just to say it.” (Academic, London Metropolitan)

“The ultimate thing and most important is the strategic reshaping of London Met as a result of the work that Kathy [Harrington, Write Now Director] and the other CETL Directors have done.” (Senior Management, London Metropolitan)

This institutional impact was achieved by aligning Write Now with existing institutional priorities and strategic objectives, and by contributing to institutional strategy and policy development. Write Now also identified a key member of the senior management at each institution and recruited those individuals to Write Now’s steering committee. In that way they were alerted to ways that Write Now could contribute to the institutions’ development, and could also act as ‘champions’ for Write Now at institutional level. The success of this approach was illustrated in interviews:

“So there are a number of mechanisms that can ensure that Write Now does have an impact. I sit on validation meetings and can hear people say that Write Now has the Writing Specialists ...” (Write Now Research Director)

“The work of Write Now influenced one of the goals that I incorporated into the Learning and Teaching Strategy, and that’s a major strategy, which is going to run for the next 3 or 4 years.” (Write Now Research Director)

Another important message concerns the success Write Now has had in reaching beyond the institutions where the direct work has taken place, to impact on the wider UK higher education sector and internationally (see questions 9 and 10, page 37 and 40).

Question 9: Write Now's experience of being part of a wider 'movement' of CETLs

Write Now has had considerable success in engaging with a very wide community for 3 reasons. First the practical value of the work. Secondly the currency and coherence of the theoretical basis of the work. Thirdly, Write Now's active strategy of positive engagement with a wider community.

Write Now was aided in its engagement with other CETLs by the fact that there are other CETLs at both London Metropolitan University (the Reusable Learning Objects CETL) and Liverpool Hope University (the Learn Higher CETL). At both institutions, the CETLs have coordinated some of their activities:

"The three CETLs have developed a plan on how you go about putting a student facing conference on and how to get students involved. That has been disseminated across the sector and we know other universities are actually doing that, which is lovely." (Academic, London Metropolitan)

"Probably the most recognised thing we do is an annual conference for our students and the three CETLs work together to put on this wonderful day." (Academic, London Metropolitan)

Write Now's engagement with other CETLs also included those outside its own institutions. A key relationship was with the Critical Thinking and Analytical Writing CETL at St Mary's College, Belfast, which helped Write Now with training Student Writing Mentors and went on to become a partner in a network of organisations with an interest in peer writing support and writing centres:

"We met at some of the initial meetings for all CETLs and discovered our common interest in developing student writing. After that initial meeting we agreed to assist the Write Now CETL in the training of their first cohort of peer tutors ... there were some opportunities to consult with each other on best practice and the state of research in our particular field. We did have a joint research day ... we could form a mutual support network and so even just the awareness that there were people in Liverpool and London who were dealing with the same issues that we were dealing with was very useful." (External Academic)

Write Now's external engagement was not limited to CETLs, however, and was part of an active strategy of outreach and dissemination:

"They have been interacting with other CETLs and other communities of practice within the higher education field, and ... very active on the conference circuit. This has enabled them to disseminate much more widely the approaches they have developed and the research that they've been undertaking. I think because they've actually put quite a lot of effort on external as well as internal dissemination, I think that to me is a clear sign of a wider impact." (Learning Developer, London Metropolitan)

Write Now engaged with existing communities like the Higher Education Academy and other organisations that could help it disseminate:

“The way that it’s worked with the Higher Education Academy has enabled it to reach out beyond the three institutions where it’s based.” (External Academic)

“We have been asked to host the 13th bi-annual Writing Development in Higher Education conference in the summer of 2010. I think that’s quite exciting – it will bring together writing researchers, practitioners and policy makers from across the sector internationally and will also draw attention to the work we’ve done and allow us to disseminate it further.” (Write Now Director)

“We’ve been able to inspire outside the host institutions as well – many people have heard about our work through conferences and invited talks and have been in touch afterwards to find out more.” (Write Now Director)

Write Now has also developed and made good use of an impressive website that serves as a notice board, resource repository, and source of information about spin-out and related projects. This has enabled Write Now to have a presence and profile that goes well beyond the dissemination of its work:

“I think they’ve used their website in a really useful way, by making it an umbrella and a portal into a lot of other related projects. I think that’s one of the key things where Write Now has had an influence, because it’s not one of these programmes or projects that builds strict boundaries around itself, to differentiate itself from other projects. Instead, it’s quite willing to have porous boundaries and lots of collaborations with other CETLs, as well as other related projects.” (External Academic)

“We’ve had a lot of people from around the country and around the world actually know about what we do.” (Writing Specialist, London Metropolitan)

Write Now’s theoretical approach led to links with international cultural and social-political movements. The policy review conducted as part of the Impact Assessment revealed the international currency of Write Now’s work. This revealed, for example, that improving academic literacy is an issue that goes beyond education, for literacy development is an important part of North American policy for improving social equity (Strawn, 2007)¹², and has been used in the United States as a lever for wider school-based change in deprived communities, in which universities and university research can play an important role (Bryk et al., 1996)¹³.

The way that Write Now works with academics across disciplines is part of a much wider movement in international policy development. This includes work taking place in South Africa (Mgqwashu, 2009)¹⁴, and an international movement related to the development of a ‘manifesto on style’ for academic writers (Sword, 2009)¹⁵.

Write Now’s contribution to widening participation, meanwhile, relates to international pedagogic and policy initiatives to improve retention and reduce drop-out from university. Very recent

¹² Strawn, J. (2007). *Policies to Promote Adult Education and Postsecondary Alignment*. National Commission on Adult Literacy; Center for Law and Social Policy.

¹³ Bryk, A.S., Rollow, S.G. & Pinnell, G.S. (1996). Urban school development: Literacy as a lever for change. *Educational Policy*, 10, 172-201.

¹⁴ Mgqwashu, E.M. (2009). Rethinking academic literacy for educators: towards a relevant pedagogy. *Perspectives in Education*, 27, 215-227.

¹⁵ Sword, H. (2009). Writing higher education differently: a manifesto on style. *Studies in Higher Education*, 34, 319-336.

international research indicated that individual factors, especially study behaviours (Hovdhaugen, 2009)¹⁶, and commitment to the specific field of study (Georg, 2009)¹⁷ are important influences, so Write Now's focus on writing in the disciplines reflects the latest theorising about retention and drop-out from university.

Many of the students' descriptions of their experiences, especially those focusing on how Write Now helped with their adjustment to university, resemble those of other research on student belonging and adjustment to university (e.g. Palmer et al., 2009)¹⁸, and the work of Write Now can be located in the context of wider efforts to improve students' academic transitions to university.

¹⁶ Hovdhaugen, E. (2009). Transfer and dropout: different forms of student departure in Norway. *Studies in Higher Education*, 34, 1-17.

¹⁷ Georg, W. (2009). Individual and institutional factors in the tendency to drop out of higher education: a multilevel analysis using data from the Konstanz Student Survey. *Studies in Higher Education*, 34, 647-661.

¹⁸ Palmer, M., O'Kane, P. & Owens, M. (2009). Betwixt spaces: student accounts of turning point experiences in the first-year transition. *Studies in Higher Education*, 34, 37-54.

Question 10: Transferable work emerging from Write Now

Transferability is arguably the key to enduring influence, and Write Now's key central concepts and approaches can be easily adapted for different contexts. This has enabled it to engage with many practitioners in a wide range of disciplines at the host institutions and beyond, and to produce materials and resources that have been taken up much more widely and enthusiastically than was perhaps expected:

"Write Now I think - very cleverly - has adapted what it does by working closely with collaborators and team members in specific disciplines at each institution to find ways of incorporating and embedding what they do in particular modules - then adapting their central message through a range of different disciplines." (External Academic)

"Write Now has produced this booklet: A Guide for Students by Students: Writing Essays at University ... it's a really helpful resource for students ... and all the feedback I've had from staff and students at Derby [University] has been really positive. I know that's been disseminated at lots of institutions around the country." (External Academic)

"I think we've obviously got a good model out now that works and is well used and they're also using that now for Maths student mentors, so its sort of transferring into other disciplines as well." (Learning Developer, Aston University)

Some of Write Now's research findings have already found applications at other institutions:

"Emerging findings from the research on lecturers' beliefs, behaviours and attitudes to assessment, marking and feedback have already impacted on a number of higher education institutions across the UK, where initial findings comparing each institution with the overall findings from the Assessment Design Inventory have been circulated for university teaching programme leaders to use as staff development tool, or at least as a stimulus for debate, about assessment design. Related to feedback, Huddersfield University used the emerging CETL feedback inventory in their institutional review of feedback practice." (Write Now Research Director)

The work of Write Now is designed to be transferable, but Write Now has also been actively engaged in enabling the transfer of experience and expertise:

"I know that at London Met, Pete [O'Neill] and Kathy [Harrington] will be contacted by staff from other institutions that are interested in setting up peer-tutoring schemes, like I have by a number of institutions as well. So, you know, to my mind that's the great strength of it really, that will be the legacy." (Writing Specialist, Liverpool Hope)

"From early on, we've received regular visits from people at other institutions who want to start peer tutoring programmes or work with staff on Writing in the Disciplines collaborations. We'd typically spend half a day with them, they'd go back to their institution to begin to implement the ideas we discussed together, and then the conversation would continue over email or the telephone as long as it was useful. Although we've been actively engaged in disseminating our knowledge and experience in this way, our work with others has always been a two-way process, and we have always aimed to learn from others' experiences and perspectives in ways that will lead to beneficial developments in our own

practice. More recently, building on the foundation of our earlier work, we've begun to formalise our dissemination approach and have started offering bespoke consultancy and training services.” (Write Now Director)

The transferability of Write Now's peer mentoring work has been enhanced by its own published contributions to the field. These include papers in international journals on the training of peer tutors (e.g. O'Neill et al., 2009)¹⁹, which take forward theoretical development in this area, and make a training model available to a much wider audience of practitioners and researchers around the world. Write Now has also made 47 conference presentations, including several international conferences, as part of their strategy of disseminating their findings and methods to the widest possible audience (see Annex C, page 53).

Some of the spin-out projects that have emerged from Write Now will continue the legacy of Write Now after Write Now's period of funded activity comes to an end. One example of this is the work on students' authorial identity. This project, funded by the Higher Education Academy in 2007, which took place at Thames Valley University and Middlesex University as well as London Metropolitan University, developed and evaluated an initiative to improve students' sense of themselves as the authors of their university assignments (Pittam et al., 2009²⁰; Elander et al., 2010²¹). The project led to a PhD studentship on student authorial identity, funded by the University of Derby, which began in 2010 and will explore disciplinary differences in students' perceptions of themselves as authors, among other related issues.

Another major spin-off project is Flying Start, a National Teaching Fellowship Project Strand project led by Lin Norton and involving both Liverpool Hope University and the University of Derby in a two-year initiative to develop more effective ways of supporting student in the transition to academic writing at university. This project has extended the concept of student peer writing mentors to 'transition mentoring', in which university students mentor school and FE students in academic writing prior to making the transition to University (www.hope.ac.uk/flyingstart).

¹⁹ O'Neill, P., Harrington, K. & Bakhshi, S. (2009). Training peer tutors in writing: a pragmatic, research-based approach. *Zeitschrift Schreiben*, 21. (available online at www.zeitschrift-schreiben.eu)

²⁰ Pittam, G., Elander, J., Lusher, J., Fox, P. & Payne, N. (2009). Student beliefs and attitudes about authorial identity in academic writing. *Studies in Higher Education*, 34, 153-170.

²¹ Elander, J., Pittam, G., Lusher, J., Fox, P. & Payne, N. (2010). Evaluation of an intervention to help students avoid unintentional plagiarism by improving their authorial identity. *Assessment and Evaluation in Higher Education*, 2, 157-171.

Question 11: Write Now's work and continued achievements after HEFCE funding ends

Write Now's legacy will have several aspects. One of those reflects the way many aspects of its work are being embedded in more permanent institutional structures and practices. This does not mean merely extending the scale of what the Universities offer, for Write Now has provided services that are frequently not duplicated elsewhere in the University, and has offered a distinctive choice: in the staff survey 85% of respondents indicated that Write Now offered something different to other University services.

"We've tried not to replicate other services, so we try to focus on the peer mentoring... as well as the collaborations with individual staff members." (Writing Specialist, London Metropolitan)

"The writing support aspect of the Write Now CETL will (I am confident) be centrally funded by the University and will be overseen by and remain part of Student Support and Wellbeing." (Senior Management, Liverpool Hope)

Planning is already underway for new developments at the host institutions that build on Write Now, and will embed its work in permanent University structures, such as the new Research Centre at Liverpool Hope.

"I really believe that the intellectual and research part of the Write Now CETL will continue on because we've established a Centre for Pedagogical Research, Assessment and Academic Writing in Higher Education... It's going to be inter-institutional, so Derby, London Met, Edge Hill, Aston are going to be involved... It will provide a fertile ground for any further bids which might come up for learning and teaching type initiatives. It will provide a sort of network of researchers that will hopefully sort of converge on Liverpool Hope if nothing else." (Write Now Research Director)

Another aspect of legacy concerns wider cultural changes in the ways that student writing is approached at the host institutions and in higher education more broadly. For example, the survey of staff showed that 75% believed that Write Now had a positive influence on the culture of their university. Many of these issues were raised and explored in the interviews:

"When it's gone it will still make a difference because apart from the fact it will have helped the students for the period of time that it's been here, I think it's given us all a lot of ideas about how to incorporate study skills, teaching and writing support into our programmes." (Academic, Liverpool Hope)

"Encouraging students to write in order so that they can have a voice in their writing – I think that's a legacy they've left." (Academic, London Metropolitan)

"It has helped to focus my mind on how learning support services overlap and what we might do about integrating them." (Staff Survey response)

"If you have something as significant as the Write Now CETL, which has been very energetic and dynamic in making things happen, it does kind of rely on academic members of staff continuing it in their own areas. The advantage of something like Write Now as a centre is that it brought all those people together, and I don't think it's necessarily possible to

continue in the same way, so I think it does depend on the people who have collaborated on it.” (Academic, London Metropolitan)

“It’s been slow to take off in this country, but it’s been promoted by Write Now and I’d like to see more institutions taking this on board. If that was a legacy I’d be very pleased.” (External Academic)

“I think the ethos has permeated learning development, so we teach writing development sessions and still run Writing for Publication classes for the staff... I’ve worked at several writing workshops for students that I’ve delivered at undergraduate level right through to post-graduate and PhD student level from my personal encounters from Write Now and that won’t go away.” (Learning Developer, London Metropolitan)

Write Now has also influenced its host institutions by influencing institutional policy and strategy:

“It’s contributed tremendously to the way we’ve developed our Learning and Teaching Strategy... if you look at our learning and teaching policies 6 or 7 years ago there wasn’t much about... there was a lot about what staff wanted to do to the students, whereas now it’s much more about what can staff do to support students to achieve their best, and looking at classroom practice.” (Academic, London Metropolitan)

Question 12: Emerging aspects of Write Now

Write Now's Student Writing Mentor model has become recognised and established even as shaping and leading practice in the field of writing development within the lifetime of CETLs, and the growing published evidence base for its effectiveness should mean that the model becomes increasingly widely adopted as the external perception of its value increases:

"I think they're now becoming very much an integral part of the thinking of Writing in the Disciplines as it is enacted in the United Kingdom, which is a huge achievement." (Learning Developer, London Metropolitan)

"They're able to show the work they're doing with Writing Mentors, and developing student writing in lots of ways is developed on a firm basis of research." (External Academic)

Write Now has also provided consultation and staff development services for a number of universities in the UK and abroad. These institutions approached Write Now with requests for advice and support in setting up their own student peer mentoring programmes in academic writing for students, and writing in the disciplines programmes for staff. There is potential for this area to develop significantly in coming years as more institutions become aware of the pedagogic benefits and cost efficiency of those programmes, but require outside help to effect institutional cultural changes in approaches to students' writing development.

The spin-out projects also provide emerging areas of work and development. One such focus is on widening participation and the transition into university, for several of the spin-out projects involve academic literacy interventions delivered to A level and further education students (the Academic Literacies project, the Focus on Writing project, and the Flying Start project – see Part 1, section m). Write Now was always intended to support widening participation in higher education, but there was some evidence from the Impact Assessment that its work had a particular impact among students who may have been experiencing difficulties with the adjustment to university.

"I think for some students it's a big jump from A-level to university... some students don't know what to expect and some students are still adjusting to making the transition." (Writing Mentor, Aston University)

"We've got a huge widening participation agenda running and a lot of our students need (no matter what constituency they're coming from) a lot of reshaping, refashioning, so they can take part in the academic community." (Senior Management, London Metropolitan)

This area of work might make links in future with related initiatives in other countries, for there is some evidence that bridging interventions for academic literacy are a focus of activity in countries including New Zealand (Trewartha, 2008)²².

Other emerging aspects of Write Now's work could be found in the career trajectories of individuals who have engaged with Write Now. Perhaps the greatest potential lies with Student Writing Mentors, many of whose experiences prompted them to take decisions about

²² Trewartha, R. (2008). Innovations in bridging and foundation education in a tertiary institution. *Australian Journal of Adult Learning*, 48, 30-49.

professional development that could lead to longer term contributions to the field of writing development and student support. A case study of one such Student Mentor is given in Figure 6.

Figure 6: Case study of a Student Writing Mentor at London Metropolitan University.

<p>Role: Student Writing Mentor</p> <p>Institution: London Metropolitan University</p> <p>Engagement:</p> <ul style="list-style-type: none">• Provided one-to-one sessions with students as a Writing Mentor for 3 years• Facilitates online blog and Wiki website around student mentoring• Presented at: European Writing Centers Association (EWCA) Conference, Freiburg, Germany, June 2008.• Worked on journal publications and a book chapter with Write Now staff (<i>Harrington, O'Neill and Reynolds, 2010 - Forthcoming</i>) <p>Impact:</p> <ul style="list-style-type: none">• “(<i>Write Now</i>) gave me the confidence to apply for an MA in Creative Writing after I finished my Psychology degree, so that’s very powerful... So it really has had a big impact on me personally.”• “I am now teaching adult literacy part-time... That’s something I want to continue to do, I want to work with adult learners somehow.”
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Question 13: Conclusions

The results of the Impact Assessment were extremely positive and highlight several distinctive aspects of Write Now that have contributed to the impressive impact it has had. Three broad themes emerged. The first of these is the strength of the approach of working so closely with students, not just as clients or end users, but as active partners in promoting change. The second is the power of Write Now's theoretical orientation, which draws on several complementary areas of theory, including academic literacy, peer mentoring, and writing in the disciplines. The third is the importance of integration with existing institutional structures and policies, with previous pedagogic initiatives, and with work taking place beyond Write Now's host institutions, including other CETLs and several impressive international collaborations.

In conclusion, we believe that Write Now has been successful in a number of ways that were identified as markers of success, and has taken forward an area of innovative practice in a way that has the potential to leave a considerable legacy:

“Well I definitely think it's been one of the higher profile CETLs. It's been extremely well managed and productive, it must be one of the most productive of the CETLs in terms of publication and you know that's all aside from the work that they've actually been doing in the Centres. I think the CETL has provided a lot of evidence informed practice around supporting student writing, which will have a legacy which will reach out – definitely.”
(External Senior Management)

“I believe when the history is written the Write Now CETL has had a disproportionate impact on the University, disproportionate in terms of its size and funding. I am very positive about our experience of the Write Now CETL.” (Senior Management, Liverpool Hope)

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Marcus Walker & James Elander - 31st March, 2010

Annex A:

List of peer-reviewed published outputs (since beginning of project in 2005)

List in chronological order with most recent publication first

• Books

- Powell, S. (2011 forthcoming) Study Skills for Health Care Students. Quay Books.
- Bhagat, D. and O'Neill, P. (eds.) (2010 forthcoming) Widening Participation in Art and Design Higher Education, commissioned by Council for Higher Education in Art and Design, the Arts Council England, Higher Education Academy Subject Centre in Art Design Media and National Arts Learning Network.
- Deane, M. and O'Neill, P. (eds.) (2010 forthcoming) Writing in the Disciplines. London: Palgrave MacMillan.
- Norton, L., Pitt, E., Harrington, K., Elander, J. and Reddy, P. (2009) Writing Essays at University: A Guide for Students, by Students. Write Now CETL (PDF).
- Hall, G. and Longman, J. (eds.) (2008) The postgraduate's companion. London: SAGE
- Norton, L. (2008) Action research in teaching and learning: a practical guide to conducting pedagogical research in universities. Abingdon: Routledge.
- Campbell, A. and Norton, L. (eds.) (2007) Learning, teaching and assessing in higher education: developing reflective practice. Exeter: Learning Matters Ltd.

• Book chapters

- Harrington, K., O'Neill, P. and Reynolds, L. (2010 forthcoming) Using wikis and blogs to support writing development: the online evolving essay project. In Little, S., (ed.), Beyond Consultation: Staff-student Partnerships in Higher Education. Continuum Press.
- Deane, M., Llewellyn-Jones, C. and Agombar, M. (2010 forthcoming) The challenges for learning technologists within WiD. In Deane, M. and O'Neill, P. (eds.), Writing in the Disciplines. London: Palgrave.
- Harrington, K. (2010 forthcoming) The role of assessment in WiD. In Deane, M. and O'Neill, P. (eds.) Writing in the Disciplines. London: Palgrave.
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- Sinfield, S., Burns, T., Holley, D., Hoskins, K., O'Neill, P. and Harrington, K. (2010 forthcoming) Raising the student voice. In Hilsdon, J., Keenan, C. and Sinfield, S. (eds.) Learning Development in Higher Education. London: Palgrave.
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- Harrington, K. and O'Neill, P. (2008) Contributions to Moore, S. (ed.) *Supporting Academic Writing Among Students and Academics*, SEDA special, 24.
- O'Neill, P. (2008) Using Peer Writing Fellows in British Universities: Complexities and Possibilities. In Hughes, B., Hall, B. (eds.), *Rewriting Across the Curriculum: Writing Fellows as Agents of Change in WAC. Across the Disciplines*, special edition.
- Norton, L. (2008) Pedagogical research in higher education. Ethical issues facing the practitioner-researcher, in Campbell, A. and Groundwater-Smith, S. (eds.) *An ethical approach to practitioner research. Dealing with issues and dilemmas in action research*. Abingdon: Routledge.
- Campbell, A. and Norton, L. (2007) Introduction. In Campbell, A. and L. Norton, L. (eds.) *Learning, teaching and assessing in higher education: developing reflective practice*. Exeter: Learning Matters Ltd.
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- **Journal articles**

- Harrington, K., O'Neill, P. and Bakhshi, S. (in progress) Students' experiences of peer tutoring in academic writing: a case study from a UK Writing Centre.

- O'Neill, P., Harrington, K. and Bakhshi, S. (in progress) Investigating the potential of collaborative peer writing tutorials in UK Higher Education: A two-year phenomenological study of writing mentors' reflections.
- Yates, A., Norton, L.S, Shannon, L and Norton, B (in submission) University lecturers' contextualisation of learning and assessment: A social cognition perspective. Submitted to Studies In Higher Education
- Bhagat, D. and O'Neill, P. (2010 forthcoming) Writing design: A Collaboration Between the Write Now CETL and The Sir John Cass School of Art, Media and Design. Art, Design and Communication in Higher Education, special issue.
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- Luck, P. and Norton, B. (2006) Collaborative Management Education: an online community in Europe? *International Journal of Web Based Communities*, 2, (1), 45-48.
- Luck, P. and Norton, B (2004) Problem-based Management Learning - better online? *European Journal of Open & Distance Learning*, 2004/II.

Annex B:

List of non-peer reviewed published outputs

- Write Now resources including Assessment Plus, Ready for University and Student Authorship.
<http://www.writenow.ac.uk/outcomes/resources/>
- Write Now guides for staff. The guides aim to distil key outcomes of the core areas of the Write Now CETL's work and to act as digestible guides for academics, learning developers, HE senior managers and teaching and learning centre. The four guides cover:
 - Peer Mentoring in academic writing
 - Writing in the disciplines and curriculum development
 - Assessment design, feedback and marking practices
 - Conducting pedagogical action research

Annex C:

List of dissemination events 2007 to 2010

- London Metropolitan University activities/events
 - Write Now at London Metropolitan has been chosen to host the 13th Writing Development in Higher Education conference on “Sustainable writing development: approaches and challenges” from 28 to 30 June 2010.
 - London Metropolitan University hosts Prof. Andrea Lunsford (Stanford University, USA) ‘The Changing Nature of Writing: Findings from the Stanford Longitudinal Study’, as part of the Expert Lecture Series. Royal College of Physicians, London, 29 June 2010.
 - London Metropolitan University hosted "Academic Writing Made Easier" a Symposium co-organised by Student Writing Mentors and the Student Learning and Teaching Network, open to students across the UK, 16 March 2009. <http://studentlandtnetwork.ning.com/events/academic-writing-made-easier>
 - Get ahead conference, open to all London Metropolitan University and organised by the University’s three Centres of Excellence in Teaching and Learning. Graduate Centre, London Metropolitan University, 11 February 2009 (3rd annual conference; 4th planned for 21 April 2010).
 - Learning and Teaching Workshop for staff on “Integrated Writing Development: Sharing Practice and Experience”, co-organised with the Centre for Academic and Professional Development, 17 January 2008.
 - Symposium on “Assessment and Language Development”, co-organised with the Centre for Academic and Professional Development, to host the visit of Professor Stuart Campbell, Pro Vice Chancellor for Learning and Teaching, London Metropolitan University, 26 October 2007.
 - Learning and Teaching Workshop for staff on “Subject-based Writing Development”, co-organised with the Centre for Academic and Professional Development, 19 January 2007.
 - Write Now staff have held consultation meetings during 2008-2010 with the following HE institutions to advise them on writing centres and peer mentoring: Brunel University, Edge Hill University, De Montfort University, University of Westminster, Middlesex University and University of Cambridge, School of Humanities and Social Sciences.
 - Write Now collaborates closely with Göttingen University (Germany) on joint research into and ideas for further development of peer mentoring schemes with a focus on international students. This has included exchange visits by staff and peer mentors.
 - Write Now staff have given a wide range of talks and cooperated in organising joint research events with the following institutions:
 - *In the UK*: St Mary’s University College Belfast, Coventry University, Queen Mary University, York University, University of the Arts, University of Warwick and the Council for Higher Education in Art and Design Business Forum.
 - *Outside the UK*: Gothenburg University (Sweden) and University of Western Sydney (Australia)

- London Metropolitan Write Now student mentors produce an annual magazine *FreeWrite* for students.

- Liverpool Hope University activities/events
 - Liverpool Hope University hosts Prof. D. Royce Sadler (Griffith University, Australia) 'Phasing Out Feedback: towards making it redundant', as part of the Expert Lecture Series. Liverpool Town Hall, 11 May 2010.
 - Findings from the Write Now CETL audit of assessment in the Education Faculty presented and discussed in Learning and teaching week 12-16th April 2010
 - The Write Now CETL has funded 'writing workshop for early career researcher', a two day workshop (April 15th -16th, 2010) on writing publications with expert guidance of Professor Sarah Moore from Limerick University.
 - Official launch of Student Success Zone. The study space and services (both CETLs as well as existing support services) at Liverpool Hope were showcased for a full day on 11/11/2008. The event was attended by approximately 200 students and 75 staff members, including Vice Chancellor, Professor Pillay.
 - Norton, L (2010) 'New' lecturers' views of assessment: Can they put into practice what they learn on a university teaching programme? Invited to a three day international workshop on the impact of training for teachers in higher education funded by the European Science Foundation in Bratislava, Slovak Republic, from 18-20 March
 - Norton, L, Norton, B & Shannon, L & Phillips, F (2010) Assessment design, pedagogy and practice: What do lecturers on a university teaching programme think? Presentation at Liverpool Hope Research Week, 23rd February 2010
 - Norton, L (2009) Assessment philosophies and practices in higher education: what do lecturers value? Paper for discussion by BERA SIG meeting 15th June 2009, Institute of Advanced Studies, Lancaster University
 - Norton, L. (2009) Assessment in higher education: Is there a link between pedagogical philosophies and assessment practices? Research seminar at Derby University, 29 April 2009. Invited by Prof. James Elander
 - Norton, L & Owens, T. (2009) Rethinking our feedback practice in the first year, 1 April 2009, Learning and teaching week, Liverpool Hope University
 - Norton, L., Norton, B., Shannon, L., Phillips, F. & Harrington, K. (2009) Lecturers' views about assessment, marking and feedback. Presentation at Hope PAR research seminar series. 4 June 2009 Liverpool Hope University
 - Norton, L.S (2008) 'Challenging traditional forms of assessment' Presentation to the senior academicians of Lucknow University. Invited by Professor Nishi Pandey, Director of the Academic Staff College, Lucknow University India. 28 February 2008.
 - Norton, L.S. (2007) Assessment in Psychology: What really helps our students? Research seminar at Staffordshire University, 22 November 2007

- Norton, L Harrington, K., Norton, B. & Shannon, L. (2007) Challenging traditional forms of assessment; University teachers' views on examinations, paper given at Opening the Gateway: Keys to understanding student learning and writing symposium, 24 June 2007
 - Norton, L.S (2006) 'Authentic learning and the implications for assessment' Invited by Dr Helen O'Sullivan to give a research seminar for Professionalism in Medicine CETL, Liverpool University 10 October 06
- Aston University activities
 - Aston University hosts Prof. Lisa Ede (Oregon State University, USA) 'Collaborative Learning: History, Theory, Practice', as part of the Expert Lecture Series. Council House, Birmingham, 15 June 2010.
 - Aston University have disseminated info about Write Now at Aston's Annual Admissions & HE Guidance Conference. We run sessions at the AimHigher Summer School each year and we have met with staff from local Universities (including Birmingham University and Birmingham City University).
 - Writing Launch – joint event between Write Now and Royal Literary Fund. Held at Aston University on February 15th 2008
 - Writing Mentor presentation to staff/students at Oslo University College – 27th October 2009
 - 'In their own words' Using student created resources to explore and develop academic writing at university- presentation to academic staff at Aston University as part of the Centre for Learning Innovation and Professional Practice Good Practice Day – 18th January 2010
 - Write Now at Aston have had articles in our student publication Aston Times, and our staff publication Aston Aspects
- Additional dissemination activities
 - Launch of new Write Now CETL website on 12 March 2010 in order to make research findings and other outputs more accessible to UK higher education institutions.
 - Launch of Write Now News in March 2010. This newsletter is intended to update other institutions on Write Now developments and make them aware of research and outputs which can be used after the CETL closes.
- Presentations made at conferences:
 - Brasington, J. Smeets, W. Westrup, R (2010) Devising writing support strategies: a faculty based model. Presentation at: Writing Development in Higher Education conference London June 28-30.

- O'Neill, P. & Brinkschuelte, M. (2010) Negotiating National Identities: Students' Experiences of Academic Writing in an Era of Internationalisation of Higher Education. Presentation at: Conference on College Composition and Communication, Louisville, Kentucky, USA, 17-20 March 2010.
- O'Neill, P. & Bhagat, D. (2010) Widening Participation Research in Art, Media and Design. Presentation at: National Art Learning Network and ukadia Conference. The St Bride Foundation. 10-11 January 2010.
- Westrup, R. & Smeets, W. (2010) An exploration of a formative referencing intervention. Presentation at: Israel Forum for Academic Writing International Conference, to be held on July 28-29, 2010, at the MOFET Institute, 15 Shoshana Persitz St., Tel Aviv.
- Westrup, R (2010) 'Marks+: a case study of a referencing intervention to help students to avoid unintentional plagiarism' Presentation at: Writing Development in Higher Education conference London June 28-30.
- Westrup, R (2010) 'Writing Narratives: Possibilities for developing students' autonomy and academic participation in essay writing'. Presentation at: EARLI SIG Assessment.
- Bakhshi, S. (2009) The London Metropolitan University Writing Centre: An overview of teaching and research. Presentation at: Psychology Postgraduate Affairs Group (PsyPAG) Annual Conference 2009. Cardiff University, 29-31 July 2009.
- Harrington, K. (2009). Improving students' examination writing and performance, Psychology students' experiences of peer tutoring in academic writing". Presentation at: 11th European Congress of Psychology, Oslo, Norway, 7-10 July 2009.
- Harrington, K., Bakhshi, S. and O'Neill, P. (2009) Psychology students' experiences of peer tutoring in academic writing. Presentation at: 11th European Congress of Psychology, Oslo, Norway, 7- 10 July 2009.
- Harrington, K., Freedman, M., Bakhshi, S. and O'Neill, P. (2009) Aligning student and staff expectations around assessment: An intervention study to help undergraduate students understand assessment criteria for examination essays. Presentation at: 11th European Congress of Psychology, Oslo, Norway, 7-10 July 2009.
- Harrington, K., Freedman, M., Bakhshi, S. and O'Neill, P. (2009) Helping psychology undergraduates improve examination writing. Presentation at: HEA Psychology Network Event: Promoting Psychology Student Learning Through Assessment, London Metropolitan University, 27 March 2009.
- Norton, L., Norton, B., Shannon, L. & Phillips, F. (2009) Assessment design, pedagogy and practice: what do new lecturers think? Paper presented at the annual conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL 2009), Indiana University, Bloomington, Indiana, USA, 22-25 October 2009.
- Norton, L., Keenan, P., Williams, K., Elander, J and McDonough, G. (2009) Helping students make the transition from A level to degree level writing: a staged action research approach. Paper presented at the British Educational Research Association Annual Conference, University of Manchester, 2-5 September 2009. Now published in EDUCATION-LINE <http://www.leeds.ac.uk/educol/documents/184216.doc>
- Norton, L., Norton, B., Shannon, L. & Phillips, F. (2009) What do lecturers feel about assessment? Assessment in Higher Education conference, University of Cumbria in Carlisle, July 8th, 2009
- O'Neill, P., Harrington, K., Bakhshi, S., Llewellyn-Jones, C. and Agombar, M. (2009) Going Online: The Potential for One-to-One Synchronous Support in UK Higher Education. Presentation at: 5th EATAW Conference 2009, Coventry University, 30 June -2 July 2009.

- O'Neill, P., Harrington, K., Bakhshi, S., Llewellyn-Jones, C. and Agombar, M. (2009) Going Online: The Potential for One-to-One Synchronous Support in UK Higher Education. Presentation at: 5th EATAW Conference 2009, Coventry University, 30 June -2 July 2009.
- Shannon, L., Norton, L. & Norton, B. (2009) University lecturers' assessment beliefs: a theoretical model. 13th biennial conference of the European Association for Learning and Instruction (EARLI), Fostering communities of learners, Amsterdam, Netherlands, August 25-29, 2009
- Smeets, W. & Westrup, B. (2009) Staff Development: Writing Assignment Briefs and Creating Adequate Task Representation. Presentation at: 5th EATAW Conference, Coventry University, 30 June to 2 July 2009.
- Smeets, W., Rowley, C., Davis, J., Craddock, B. and Tatlow, D. (2009) Insights from the Tutorial: The Peer Tutor Perspective. Presentation at: EATAW conference Coventry, 30 June - 2 July 2009.
- Westrup, B. (2009) Getting off to a Flying Start: Promoting the use of academic writing mentors in breaking through transition boundaries. Presentation at: iPED International Conference 2009, Coventry University.
- Westrup, B. (2009) Writing Narratives: Developing students' autonomy and academic participation in essay writing. Presentation at: Writing in Transition Symposium, Nottingham Trent University.
- Westrup, B. (2009) Writing Narratives: Exploring the role of essay writing and assessment in the lives of undergraduate students. Presentation at: Assessment in Higher Education Conference, University of Cumbria.
- Bakhshi, S., Harrington, K. and O'Neill, P. (2008) Psychology students' experiences of peer tutoring at the London Metropolitan University Writing Centre. Presentation at: 4th biennial Psychology Learning and Teaching Conference, University of Bath, UK, 1-3 July 2008.
- Bhagat D. & O'Neill, P. (2008). Writing Design. Writing Development in Higher Education Conference, University of Strathclyde, Glasgow, 25-27 June 2008.
- Harrington, K., O'Neill, P. and Bakhshi, S. (2008) Making Time and Space for Writing: Student Writing Mentors and the Writing Centre. Presentation at: Writing Development in Higher Education Conference 2008, University of Strathclyde, Glasgow, 25-27 June 2008.
- Harrington, K., O'Neill, P. and Bakhshi, S. (2008) Developing students' academic writing through collaborative peer mentoring. Presentaton at: EARLI SIG-WRITING conference, Lund University, 11-13 June 2008.
- Harrington, K., O'Neill, P. and Bakhshi, S. (2008) The Writing Centre abroad: Researching its efficacy in the UK. Presentation at: 3rd International Santa Barbara Conference on Writing Research: Writing Research Across Borders, University of California, Santa Barbara, 22-24 February 2008.
- Koutsantoni, K. (2008). Writing Mentors in the UK: A Write Now CETL Initiative. Annual Teaching and Learning Conference, University of Chester, May 2008.
- Koutsantoni, K. (2008). Participation in "A World of Writing Centers" Roundtable. International Writing Centre Association / National Conference on Peer Tutoring in Writing Conference. Las Vegas, 30 October - 1 November 2008.
- Koutsantoni, K. (2008). Positioning the London Metropolitan University Writing Centre within the Institutional Structure. International Writing Centre Association / National Conference on Peer Tutoring in Writing Conference. Las Vegas, 30 October - 1 November 2008.

- O'Neill, P. (2008) International Intersections. Speaker in roundtable organised by Michele Eodice at the International Writing Across the Curriculum Conference, University of Texas, Austin, 29-31 May 2008.
- O'Neill, P. & Reynolds, L. (2008). Freewriting at London Metropolitan University. Writing Development in Higher Education Conference, University of Strathclyde, Glasgow, 25-27 June 2008.
- O'Neill, P. and Harrington, K. (2008) Institutional Development of Individualised Support for Staff. Speakers and organisers of roundtable at the European Writing Centres Association (EWCA) Conference, Freiburg, Germany, 19-22 June 2008.
- O'Neill, P., Harrington, K., Bakhshi, S. and Reynolds, L. (2008) Developing and researching a training scheme for peer tutors at the London Metropolitan University Writing Centre. Presentation at: European Writing Centers Association (EWCA) Conference, Freiburg, Germany, 19-22 June 2008.
- Shannon, L., Norton, B., Norton, L. & Phillips, P. (2008) Contextualising assessment; the lecturers' perspective. Paper presented at the 4th biennial EARLI/Northumbria Assessment Conference (ENAC), Potsdam, Germany, 27-29 August
- Smeets, W. (2008) Task representation: its impact on postgraduate students' approach to text production - a qualitative study. Presentation at: EARLI SIG Writing Conference Lund, Sweden 11-13 June, 2008.
- Westrup, B. (2008) Writing Narratives: Essay Writing and Assessment. Presentation at: ANALYTRICS International Conference on Education, Economy and Society, Paris.
- Westrup, B. (2008) Writing Narratives: Stories and Subject Positions. Presentation at: Cumbria Study of Higher Education Network (C-SHEN), University of Cumbria.
- Buckley, C. A., Norton, B., Owens, T. and Pitt, E. (2007) Blended learning for Sport Studies students and its relationship with approaches to study. Presentation at: British Educational Research Association Annual Conference, Institute of Education, University of London, 5-8 September 2007.
- Harrington, K., O'Neill, P. & Reynolds, L. (2007). Using wikis and blogs to support writing development: the online evolving essay project. iPED Conference: Researching Academic Futures. Coventry University. 10-11 September 2007
- Harrington, K., Bakhshi, S., Shannon, L., Norton, L., Norton, B. (J.C.W.), Elander, J. and Reddy, P. (2007) University lecturers' beliefs about how examinations help students learn. Presentation at: 12th Biennial Conference of the European Association for Research on Learning and Instruction, EARLI 2007, Budapest, Hungary 28 August - 1 September 2007.
- O'Neill, P., Harrington, K., & Bakhshi, S. (2007). The London Metropolitan University Writing Centre: Helping Students to Become Integrated Disciplinary Writers. iPED Conference: Researching Academic Futures. Coventry University. 10-11 September 2007.
- O'Neill, P., Harrington, K. & Bakhshi, S. (2007). Writing Mentors and the Writing Centre: Producing Integrated Disciplinary Writers. LearnHigher and Write Now CETLs Research Symposium: Keys to Understanding Student Learning and Writing, Liverpool Hope University, 26 June 2007
- Owens, T., Buckley, C., Norton, B. and Pitt, E. (2007) The impact of blended learning methods on Sport Studies students' approaches to study. Presentation at: Higher Education Academy Annual Conference, Harrogate International Centre, Harrogate, 3-5 July 2007.
- Smeets, W. (2007) Appropriate source usage: How adequate task representation can help students avoid plagiarism. Presentation at: EATAW Conference Bochum, Germany 30 June - 2 July 2007.

- Westrup, B.(2007) Writing Narratives: An exploration of the role of essay writing in the lives of students. Presentation at: BERA Annual Conference. Institute of Education, London.
- Norton, L., Harrington, K., Norton, B., & Shannon, L. (2006) Challenging traditional forms of assessment: university teachers' views on examinations. Paper presented at the 3rd Conference of the International Society for the Scholarship of Teaching and Learning (ISSOTL), Washington DC, USA, 9-12 November 2006.

Annex D:

- List of interview informants

Name	Role
<i>London Metropolitan University</i>	
Dr Kathy Harrington	Director, Write Now CETL
Dr Peter O'Neill	Writing Specialist, Write Now CETL
Savita Bakhshi	Research Fellow, Write Now CETL
Dr Bob Aylett	Deputy Vice Chancellor (Academic)
Digby Warren	Teaching, Learning & Curriculum Development Coordinator
Sandra Sinfield	Head of North Campus Learning Development Unit
Dipti Bhagat	Senior Lecturer, Design: History & Theory
Myrtle-Ashburton Dunning	Senior Lecturer, Business/Organisational Management
Debbie Holley	Principle Lecturer, Purchasing & Supply Chain Management, Business School
Dr Rosemary Stott	Principal Lecturer, Film Studies
David Trodden	Principal Lecturer, Accounting & Business Law
Janet Douglas Gardner	Senior Lecturer, Course Leader Registered Teacher Programme
Harry Leeson	Student Writing Mentor
Lynn Reynolds	Student Writing Mentor
Ryan Arthur	Student Writing Mentor
Niall Malloy	Student Writing Mentor
Shalinni Naik	Student Writing Mentor
Zakilna Jovici Djukic	Student
Yvonne Bailey	Student
Maheshwary Anantharajah	Student
<i>Liverpool Hope University</i>	
Dr Ged Hall	Deputy Director, Write Now CETL

Prof. Lin Norton	Research Director, Write Now CETL
Julian Brasington	Writing Centre Coordinator
Bishop Ian Stuart	Pro-Vice Chancellor (Student Support and Well-being)
Alma Whitfield	Senior Lecturer, Computer Science
Dr Cathal O'Siochru	Course leader, Psychology
Dr Amelia Yeates	Lecturer, Art History
Dr Jan Jobling	Associate Professor, Post-graduate Studies
Dr John Bennett	Senior Lecturer, Drama and Theatre Studies
Adam Waddington	Student Writing Mentor
Aine McGowan	Student Writing Mentor
Ann O'Neill	Student Writing Mentor
Laura Henderson	Student Writing Mentor
<i>Aston University</i>	
Ellen Pope	Head of Learning Development Centre
Pete Reddy	Senior Lecturer, Psychology
John Murray	Learning Development Advisor
Prof. Helen Higson	Pro-Vice-Chancellor (External Relations)
Mandy Ingleby	<i>Strategic Adviser for Learner Enhancement</i>
Amrit Mahil	Student Writing Mentor
Ben Young	Student Writing Mentor
Emma Green	Student Writing Mentor
Holly Johnson	Student Writing Mentor
Jane Bramhill	Student Writing Mentor
Renna Bhatt	Student Writing Mentor
Shan He	Student
<i>External</i>	
Chris Beaumont	Associate Director of the Business School (Quality Enhancement), Edge Hill University
Prof. James Elander	Head of the Centre for Psychological Research, University of Derby

Dr Nick Hammond	Director (Institutions), Higher Education Academy
Colin Neville	Specialist Visiting Adviser in the Learning Development Unit, University of Bradford
Claire Penketh	Research Officer: Teaching and Learning Development Unit, Edge Hill University
Annie Trapp	HEA Psychology Network, University of York
Jonathan Worley	Lecturer, Written Communication, St Mary's University College