

Assessment & Learning in Practice Settings (ALPS)

Monitoring & Evaluation Group

Case study template

The following case study template will enable Group members to gather evidence of ALPS' activity and help members engage in reflective practice. This evidence will then be analysed in the context of a particular line of enquiry in the expectation of providing evidence of ALPS' impact.

The case studies might focus in on one or more of the following:

- a cohort of students', or an individual student's, journey involving a particular ALPS activity
- an individual academic, or a team of academics, involved in an innovative pedagogical approach brought about by ALPS
- changes to the student learning experience involving ALPS activity
- partnerships which have been built with different stakeholders to support activities undertaken by ALPS

Title of case study:		
'Project leader development' (<i>this case study needs reading in conjunction with 'case study two: IPL development'</i>)		
Institution:		
University of Huddersfield		
Contact/main contributor:		
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Context:
Please describe the context in which the activity/intervention came about. In providing this description think about: <ul style="list-style-type: none">• what was the focus of the activity/intervention?• what led up to it?• what options were considered? <p>In the first year of the ALPS programme Huddersfield decided to invest the major financial resource in a single senior post. When the person in post took up the opportunity for a further secondment this released funding and led to reflection and reconsideration of the School's approach.</p> <p>We decided to maintain the lead person as a member of the senior team but to invest significantly in fractional posts at grade nine (principal lecturer) that could strategically develop and embed the ALPS aims into the School's business.</p>
Objectives:
<ul style="list-style-type: none">• what were you trying to achieve? <p>In general there was little engagement with ALPS within the School. Quite a few people were named on committees and some were attending regularly but there</p>

was little sense that ALPS belonged to and was a potentially important part of the School's development. A consequence of this was that there was little of substance that we could point to that evidenced the sort of things ALPS was capable of enabling for us, and those who were involved had little support or recognition.

In parallel there was significant interest and already areas of very good practice with regard to the involvement of service users and the public in curriculum design and development, and a strong commitment to take this further. There was also a strong belief that the work we were doing in terms of interprofessional learning could be strengthened and developed.

So we wanted to –

- get people across departments and at divisional level actively involved with ALPS (thus making it visible and relevant)
- devolve a significant percentage of the available budget to this level in the School – (thus showing real commitment to this approach)
- focus on areas where we already knew we had expertise and enthusiasm, and where there was a real possibility of embedding ALPS aims and outcomes into the School activity in a long term and sustained fashion.

Process:

- what actually happened?

We reviewed the budget and agreed the sum that we could sustain in staffing secondments.

- what did you do and why?

We developed two 0.4 wte project leader posts from scratch and advertised them as secondments (internal to the school) on a fixed term 2 year basis. It was necessary to do this from scratch as no post like this existed within the university and we had to make a very strong argument for grade nine.

- what worked well and why?

We got two excellent candidates who have picked up the secondments with enthusiasm.

- what worked less well and why?

It took longer that we would have liked to gain agreement for the post as the level we wanted - probably delayed us by 2 months. In addition both post holders are still negotiating backfill for aspects of their substantive posts, so are unable to fully commit time to ALPS

Critical success factors:

- what made activity work well in practice?

Its early days so no hard evidence yet but - - one post holder coming from Social

Work has been particularly valuable in ensuring the emphasis of ALPS fully includes social work.

The two post holders are from different divisions and professions, thus making ALPS visible and relevant across a much broader spectrum of the school.

The posts are graded at a level that gives career development opportunities to the secondees, which made them attractive, and means that the post holders can have a level of autonomy and strategic involvement that makes the posts interesting and challenging.

Outcomes:

- what did you achieve?

We got two people in post who are actively taking the ALPS programme forward

- what happened as a result?

Early days, but we are just forming an operational plan for Huddersfield with clear outcomes

- was this what you anticipated?

Yes and much more to come!

- what has been the impact of the activity on staff, students, practitioners, service users, carers, others?

Too early to say

Key lessons learnt:

- What have you learned?

That there is a lot of expertise and good work going on at course and divisional level that we can link into ALPS work, and that the ALPS programme can enable further development across the school

- How has this learning been used to inform future developments?

This will begin to emerge over the next few months

Please return the case study to Trish Walker (t.e.walker@leeds.ac.uk) by **Tuesday 8 May** in order that they can be circulated prior to the next workshop.

Thank you