

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:		
'Developing Interprofessional learning (<i>this case study needs reading in conjunction with 'case study one: Project leader 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, to invest significantly in two project leader posts and to support the interprofessional learning initiative that the school was already engaged in.</p>
Objectives:
<ul style="list-style-type: none">• what were you trying to achieve? <p>If the investment of time and money into the ALPS programme is to be effective it</p>

will need to be embedded into the mainstream activity of the school. Some good IPL work was already being undertaken, but the strategic development had been stalled for a number of reasons and we were in danger of losing the ground we had gained.

Pitched against this were a number of areas of very good and innovative practice and a grade nine (principal lecturer) already in post and leading IPL for the school.

So we wanted to –

- support this post
- ensure that IPL development across the school happened in tandem with ALPS
- ensure that ALPS outcomes were realistic and sustainable for the school - not just the sub set of professions involved with ALPS.

Process:

- what actually happened?

we met with the IPL lead post holder and head of department and discussed how these outcomes might be achieved

- what did you do and why?

We agreed to fund 0.2 wte of the post holder's salary from the ALPS budget for the next two years

- what worked well and why?

We have created a tangible, positive link between the aims of the ALPS programme and the school

- what worked less well and why?

In terms of process, nothing really

Critical success factors:

- what made activity work well in practice?

Its early days so no hard evidence yet but - - but supporting an established post and area of activity gives an important message to the School.

Outcomes:

- what did you achieve?

We got a measurable and positive link between something the School is really committed to and ALPS

- what happened as a result?

Early days, but the two project leaders and the IPL lead have already identified a

number of areas that we can work on over the next couple of years.

- was this what you anticipated?

Yes and more

- 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 it's worth sitting back and reflecting on what you already have and where you want to get to – tapping into all the resources that are available and showing tangible commitment to them.

- 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