

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:		
Embedding the Bradford Partner Site Implementation Group		
Institution:		
University of Bradford		
Name: David Jamookeeah Steve Boynes		
Tel. 01274 236314 01274 236318		D.Jamookeeah@Bradford.ac.uk S.Boynes@Bradford.ac.uk

Context:

Please describe the context in which the activity/intervention came about. In providing this description think about:

- **What was the focus of the activity/intervention?**
 - To constitute an effective PSIG which could steer a local response to the general aims couched in the principled concepts of CETL & ALPS
- **What led up to it?**
 - Funding available to support and engage healthcare students in new approach to assessment of performance in practice.
 - The opportunity for a range Professional Disciplines in the HEI to collaborate with Service Colleagues on an agenda which has contemporaneous currency in healthcare education.
- **What options were considered?**
 - Membership of the group
 - Project starter decisions and trajectory
 - How to spend the allocated project fund

(We are not sure if we have interpreted this question correctly)

Objectives:

- **What were you trying to achieve?**

- To get an equitable and representative membership from the relevant academic and service disciplines in healthcare who could influence and facilitate ALPS project decisions locally.

Process:

- **What actually happened?**

- Bradford PSIG was constituted.

- **What did you do and why?**

- In the initial stage School Management Team took a lead in nominating key representatives from the School of Health Studies to represent it on the various ALPS Working Groups.
- A Chair for the Bradford PSIG was appointed
- Post for site PSIG Lead was advertised and appointed
- Nominations to be a PSIG member were sought from the Professional Heads.

- **What worked well and why?**

- The appointment of the PSIG Chair and Lead provided for mutual support.
- The constitution of the PSIG was made easier because of the existing good partnership working between the University and its Service partners.

- **What worked less well and why?**

- Lack of initial engagement from some professional groups outside the School of Health essentially because of poor communication.
- Lack of early engagement from some professional disciplines due to the perceived impact of ALPS and its trajectory.
- A lack of understanding of ALPS and how it would impact on their profession was also problematic initially
- Getting students on Board. Initially students involved in the IT Pilot were co-opted onto the PSIG, but after 2 meetings, when the pilot was completed, they lost interest and found the meetings 'boring'. This continues to be a problem and a decision was made at the last meeting to wait until further pilots/ initiatives were underway and then to co-opt students from the participating cohorts
- Similarly there has been much discussion about the role of service users and carers on the PSIG in relation to funding issues and what would be expected of them. The PSIG representative on the service user and care working group is looking into this and we are hoping to have representation at the next meeting.

Critical success factors:

- **What made activity work well in practice?**

- A motivation for innovation and the opportunity to contribute to the development of a new assessment approach in practice.
- Appointment of a site lead/co-ordinator to liaise across the 8 ALPS professions at the UoB

Outcomes:

- **What did you achieve?**

- A chair and PSIG Lead appointed
- Bradford PSIG constituted
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- Two publications and three conference presentations on the ALPS Pilot Study in Mobile Technology
- A wider dissemination of the concepts of ALPS

- **What happened as a result?**

Increased knowledge of colleagues in other schools i.e. pharmacy, optometry and social work and the similarities and differences in our approach to clinical practice

learning and assessment processes

Was this what you anticipated?

- In the round, Yes
- **What has been the impact of the activity on staff, students, practitioners, service users, carers, others?**
 - The PSIG has influenced increased collaborative working on concepts of Assessment of Learning in Practice.
 - The Pilot has generated and informed debates on the use of Mobile Technology for the assessment of learning
 - Some staff have increasingly become involved in the work of ALPS

Key lessons learnt:

- **What have you learned?**
 - The importance of timely and effective communication relating to ALPS
 - Willingness to collaborate on common agendas
 - There is a lot happening across the schools related to curriculum development and some of this involves practice related issues, we need to ensure that these developments and the work of ALPS compliment each other.
 - For many staff, e.g. professional representatives from each of the 8 ALPS professions, and the practice educators and all clinical colleagues, the work of ALPS is over and above normal work allocation and therefore has competing demands on peoples time
 - **How has this learning been used to inform future developments?**
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- We now have clearer lines of communication with all 8 professions and practice representatives
We would welcome discussion with other PSIGs on the involvement of students, users and carers.

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