

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:		
Understanding Practice Assessment Processes of the different ALPs professions		
Institution:		
Leeds Metropolitan University		
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? The focus of this activity was to understand and disseminate across the professions details of practice learning assessment, placement organisation and processes for the different ALPS professions.• what led up to it? The teaching fellows at Leeds Met required this information from their 6 professions in order to design aspects of the IT Repository Bid process and to determine the type of assessment tool which would be most acceptable across the professions at Leeds Met. They therefore decided to run a focus group event on practice learning at a Faculty of Health ALT day in November 05 to ascertain this information.• what options were considered? We did consider a questionnaire approach but decided to launch this initiative at a focus event to raise peoples' awareness and interest prior to a pro- forma being filled in by each professional group.

Objectives:

- what were you trying to achieve?
A greater awareness of one another's practice learning organisation and processes. Also we were trying to evaluate 'best practice' in practice settings.

Process:

- what actually happened?
We achieved very good representation across all 6 ALPS professions at Leeds Met who worked in partnership to ascertain details of their partners practice processes thereby creating and disseminating greater understanding between the professions of practice learning.
- what did you do and why?
We used a pro-forma to promote discussion under several headings relating to assessment in practice and asked groups to feedback under the headings;-
 - What struck you about the assessment practice of your partners profession in comparison to yours that was:-
 - Positive
 - Negative?
 - Can you identify areas of best practice in both of your professions?
- what worked well and why?
All professional groups commented that this was the first time that they had ever understood practice assessment processes in different professions and that they were able to benefit from the collated best practice initiatives.
- what worked less well and why?
Varying levels of detail in the written feedback on the pro-forma but these were circulated afterwards for amendments to be added.

Critical success factors:

- what made activity work well in practice?
People were very motivated to attend by their genuine interest in collaborative discussion regarding practice learning.
All professional group representatives were very willing to share their learning.
The pro-forma was a successful prompt which facilitated constructive discussions.
Facilitation skills and time management by the 2 presenters who were ALPS Teaching Fellows and prepared the session very thoroughly in advance to achieve the optimum outcome.

Outcomes:

- what did you achieve?

A wealth of practice learning information.
Motivated and engaged staff who enjoyed the day.

- what happened as a result?

Staff keen to share results and best practice.
ALPS core team adopted the pro-forma as a basis for Understanding Practice Assessment Processes across the 16 ALPS H&SC professions.
Enabled the Leeds Met TF to develop a practical useable assessment scenario for the IT project.

- was this what you anticipated?

We didn't really anticipate such a high level of interest or such excellent results from a very enjoyable event!

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

Greater commitment and awareness of the ALPS aims and objectives across Leeds Met staff.
A greater understanding of current service user involvement in assessment processes and a commitment to use service user feedback more actively in the future.

Key lessons learnt:

- What have you learned?

What little we knew and understood previously of one another's practice assessment processes.

How much we can benefit from working with other H&SC professions.

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

The pro-forma of practice learning has been adopted by all 5 partner sites as a template for understanding practice learning.

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