

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:		
Staff development and reward objective A2 ALPS operational plan.		
Institution:		
Leeds Metropolitan University		
Contact/main contributor:		
Name: Catherine Coates/ leuan Ellis	Tel. 0113 812 3850/23435	Email: c.a.coates@leedsmet.ac.uk i.ellis@leedsmet.ac.uk

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? To reward staff with an established expertise in practice learning at Leeds Met through appointment to Teaching Fellow posts with a dedicated remit to work across the 6 H&SC ALPS professions to engage colleagues and promote the ALPS initiative.• what led up to it? Rewarding staff and developing / disseminating expertise in practice learning is one of the key strategic aims (A2) of the ALPS project. leuan Ellis, the partner site lead at Leeds Met, promoted this through the early development and harmonisation of the appointment process for CETL Fellows across the 3 CETLs at Leeds Met. The application process and criteria for appointment for Leeds Met CETL Fellows was aligned with those used for University Teaching Fellows, enabling CETL Fellows to have equal status and play a full part in the University TF network led by PVC Professor Sally Brown• what options were considered? Appointing CETL Fellows against different criteria to those used for appointments to University Teaching Fellows. This proposal would have enabled staff not yet able to meet the criteria for University Teacher Fellow to have an 'associate' teaching

fellow role. This would have provided developmental roles towards gaining full Teaching fellow status. However it was felt that such distinction in status would be confusing and unhelpful. It was also considered to be highly desirable that staff appointed as CETL Teaching Fellows were of the same high calibre as University Teaching Fellows such that they could make a valued contribution both to the specific work of the CETL and the promotion of this work across the University through the TF network. Such networking is considered an important mechanism for sharing and embedding excellence developed through ALPS across the University maximising impact on the University Assessment, Learning and Teaching Strategy..

Objectives:

- what were you trying to achieve?

Raising expertise and understanding of practice learning across the 6 ALPS professions at Leeds Met as well as effective dissemination and impact of the project.

Enhancing collaborative and interprofessional working across H&SC groups.

Embedding the key aims of ALPS into the University / Faculty of Health ALT strategy.

Process:

- what actually happened?

2 ALPS TF were appointed from the Dietetics and Physiotherapy Subject Groups in December 05 with 0.2FTE time allocation to the ALPS project and an enhanced salary award initially for 1yr, with research funding available in alignment with the Leeds Met TF policy.

4 other staff were seconded as Subject Group representatives into the Partner Site Team from the remaining ALPS professions. Each had a protected time allocation of 0.1FTE to develop ALPS initiatives within their groups and represent Leeds Met on ALPS working and management groups.

- what did you do and why?

Staff were appointed quickly into these posts in line with a desire to create a shared and collaborative approach to staff reward across the 3 CETLs at Leeds Met and to spearhead much of the scoping and development work required from partner sites at the commencement of the project.

- what worked well and why?

The 2 ALPS TF worked well in partnership with the site lead and colleagues from the beginning of the project to develop a dissemination and impact strategy for Leeds Met to publicise the developing strands of the project across the Faculty of Health.

The TFs led successful IT mobile pilots in their respective professions in collaboration with the IT lead which effectively raised the profile of ALPS and mobile technology across Leeds Met and ALPS professions practice educators.

The TFs have been very active in developing research collaboratively with the site lead and IT lead disseminating the current project successes several conferences.

Taylor J.D., Coates C., Eastburn S, & Ellis I. (2007) *Evaluating the impact of mobile*

technologies on the student learning experience in health practice placements.

SOLTICE conference

Taylor J.D., Coates C. Eastburn S. & Ellis I. (2007) *Interactive learning using mobile devices to enhance healthcare practice. European Federation for Open and Distance Learning (EFODL) International Conference.* Belfast

Taylor J.D., , Coates C. Eastburn S & Ellis I. (2007) *Leeds Met Mobile Technology Pilots.* HEA Practice Learning and Support SIG meeting. London

Taylor J.D., Eastburn S, Coates C. & Ellis I. (2006) *Using mobile phones for critical incident assessment in Health placement practice settings.* Third Biennial Northumbria/EARL SIG assessment Conference.

Taylor J.D., Coates C. Eastburn S & Ellis I. (2006) *Digital technology: Enhancing practice Learning.* JISC RSCYH eLearning Conference, Bradford

The TFs and IT lead have led many internal focus groups and ALT workshops at both Leeds Met ALT conferences and Faculty Health away days and learning lunches to disseminate and share best practice across ALPS professions.

- what worked less well and why?

Engaging successfully in ALPS whilst maintaining other commitments to group and teaching/project activities can often be a challenge.

Critical success factors:

- what made activity work well in practice?

Effective management and support from both the site lead and Sally Brown PVC, ALT ensuring effective ALPS impact in Faculty and University Policy.

Effective teamwork of the ALPS TFs promoting and representing ALPs both internally and externally.

When one of the ALPS TF moved on to another HEI a new ALPS TF appointment was made swiftly enabling the successful continuation of the key aims.

High level of interest and collaboration from all professional groups involved in ALPS due to the effective representation from each group.

Outcomes:

- what did you achieve?

Effective TFs working within the ALPS CETL but aligned successfully to the Leeds Met TF network and working collaboratively with other CETLs at Leeds Met to

share best practice. Such collaborative working across the 3 Leeds Met CETLs has been facilitated by regular meetings of the CETL directors / leads chaired by Professor Sally Brown PVC. The joint investment of the Leeds Met CETLs capital funding to create the Old Broadcasting House has provided an outstanding learning environment in which the CETL Teaching Fellows have shared office accommodation which will provide further opportunities for collaborative working.

Staff development in research expertise and conference presentations.

Staff development in mobile technologies and the interface with practice.

- what happened as a result?

National and local recognition for both the ALPS project and Leeds Met research capacity.

Tremendous Interprofessional learning and development opportunities within and across partner sites and improved collaborative working across Health and Social Care organisations.

Staff development and enhancement of the individual TFs.

- was this what you anticipated?

Not to such an extent and within such a short space of time.

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

Enhancement in staff development .

Students have been successfully engaged in both mobile technology projects, e-portfolio pilots, and common competency initiatives which have enhanced their learning.

Practice educators and users have been involved in mobile technology pilots and initiatives to involve users more widely in the assessment of students practice skills have been successfully introduced.

Key lessons learnt:

- What have you learned?

Collaborative working across professions enhances both staff development and practice learning.

CETL TFs work more successfully when supported by an active TF network.

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

The TFs try to engage all groups through the PSIG at the beginning of each initiative to benefit from shared practice.

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