Using an iterative evaluation approach to enhance the quality of learning, teaching and assessment within the Faculty of Health and Social Care Sciences

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The Iterative Evaluation Model for Enhancing Learning, Teaching and Assessment

1. Identify challenge / new idea / external drivers
2. Apply for research / evaluation funding when possible
3. Develop and implement project (apply for ethical approval)
4. Evaluate project: engagement – process – impact - sustainability
   - Disseminate to students/staff
   - Informs students/staff about actions
   - Present at conferences
   - Publish in journals
APPL Project - Drivers

• Internal Drivers
  • Improve retention
  • Focus attention on all students
  • Acknowledge student experience and expertise
  • Develop self-efficacy
  • Address student and staff concerns with large groups
APPL Project - Drivers

• **External Drivers**
  • 2006 HEA Systematic review of the First Year experience
  • Good practice at KU regarding PAL, Learning Sets

• **Funding**
  • Faculty LTAC
APPL Project - Aims

- Social integration
- Academic integration
- Cultural – profession integration
APPL Project - The APPL Model

• Academic, Personal and Professional learning
• Facilitation by a Lecturer
• 6 x 2 hour meetings per annum
• Ground rules and shared student-lecturer agenda
• Peer assisted learning and problem-solving
• 1:1 meetings
APPL Project - Evaluation

• Methodology
  – Appreciative Inquiry

• Research question
  – What is the impact of APPL groups on students and their learning?

• Data collection
  – 9 out of 20 groups
  – Student questionnaire – 73 responses
  – Focus group
APPL Project - Impact Scale

• The APPL Group sessions helped students
  – To make friends at the University
  – To complete assessments
  – To reflect on clinical placement experiences
  – To develop their study skills
  – To manage their time
  – To be less anxious about their studies
  – To think more deeply and critically about nursing
  – With their communication skills
  – To be a more successful student
APPL Project - Qualitative

• It helped me be more organised in my academic work
• We discussed pressing issues about assignments
• Discussing and finding solutions was one of the best things about the APPL group
• Because we are in small groups, we can express ourselves and our concerns freely
• I realised that I was not alone
• I have found that studying with a group has helped my learning
APPL Project - Dissemination

- Poster devised to give students feedback on the evaluation, located on both sites in public areas
- Presentations to Faculty LTAC and KU
- National and international conference presentations
- Published in the Journal of Further and Higher Education
Thanks to all who participated in the evaluation of the APPL model!

here is what you told us:

"The best thing about my APPL group was getting in-depth knowledge from other students."

"I have found that studying with a group has helped my learning."

"It has helped me to be more organised in my academic work."

"We were able to discuss issues about anything to do with the course...which provided support."

"I made new friends because of my APPL group."

"Mine was a lovely APPL group with a lovely APPL leader who is always approachable and who really cares."

"It was a forum for discussion and friendship."

"Trauma Day"
APPL Project - APPL 2012

• Permanent feature of the Student – school structure
• APPL has been updated for the new BSc (Hons) / RN programme and PG Diploma programmes
• APPL models now used as a teaching ‘unit’
• Promotes cohesion and teamwork
• APPL Personal Tutors undertake in 1st year formative assessment
• Model is regularly reviewed
From this example to how a model emerged..........
Prompted by NHS procurement process

July 2011 - Process announced for Adult Nursing and Physiotherapy

July – Sept 2011 – Pre-qualifying stage

Sept- Nov 2011 – Tendering stage

Jan- March 2012 – Outcome and signing contract

March – Sept 2012 – Mobilisation plan

A key focus on:

“evaluation, enhancements and innovative approaches to output measures that demonstrate effective delivery”
Widening Participation

Recognition of number in interventions in

- Physiotherapy
- Adult Nursing
- Faculty wide

BUT

- Effective? Equitable? Innovative?
- Dissonance b/w commissioners and education providers - Leading to employability? Quality?

Collaborative exploratory project
Framework of evaluation measures
Ross, Hammond, Jakeways and Taylor 2011

Interventions

Access

Retention

Attainment

Employment

Mission?
Vision?
Strategy?
e.g. WP – Access Agreement – SGUL? / KU?
But Faculty NHS funded-CPM?

Regulatory
• NMC / HPC
• NHS London
• HEFCE / OFFA

Employers
• NHS managers / clinicians
• Private / Third sector

Service Users
• Patients
• Family
• Carers

Others
• Students
• Staff
• Government
• Society
FHSCS success  
NHS London 2012 Tender

<table>
<thead>
<tr>
<th>Programme</th>
<th>Ranking</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing – Adult</td>
<td>1/9</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>2/5</td>
</tr>
</tbody>
</table>
## FHSCS success – 2010-11 NHS CPM

<table>
<thead>
<tr>
<th>Programme</th>
<th>Contract performance - RAG rating</th>
<th>Ranking</th>
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</thead>
<tbody>
<tr>
<td>Diagnostic Radiography</td>
<td>Green (94%)</td>
<td>1/4</td>
</tr>
<tr>
<td>Therapeutic radiography</td>
<td>High Amber (79%)</td>
<td>1/3</td>
</tr>
<tr>
<td>Physiotherapy</td>
<td>Green (93%)</td>
<td>2/5</td>
</tr>
<tr>
<td>Nursing - Adult</td>
<td>High Amber (84% )</td>
<td>2/9</td>
</tr>
<tr>
<td>Nursing - Child</td>
<td>Green (91% )</td>
<td>2/9</td>
</tr>
<tr>
<td>Nursing - Learning Disability</td>
<td>High Amber (86%)</td>
<td>4/5</td>
</tr>
<tr>
<td>Nursing - Mental Health</td>
<td>High Amber (83% )</td>
<td>4/9</td>
</tr>
<tr>
<td>Midwifery</td>
<td>High Amber (73%)</td>
<td>5/8</td>
</tr>
<tr>
<td>CPPD contracts</td>
<td>Green (97%)</td>
<td>N/A</td>
</tr>
</tbody>
</table>
New Curriculum

• **Four programmes** have been developed and/or changed since September 2011
  – Paramedic Science FdSc
  – Healthcare Practice FdSc
  – Nursing BSc
  – PGDip Nursing
Evaluation questions

• **Process**
  – What are the patterns of application and acceptance to the programme?

• **Stakeholder Satisfaction**
  – What is the overall quality of the programme and to what extent is it valued?
  – To what extent does the programme prepare students to be fit for practice
Evaluation questions

- **Impact**
  - To what extent are the programme’s aims achievable?
  - What is the impact of the programme on students’ learning and practice (including assessment and examination results)?
  - To what extent do students demonstrate compassion and caring?

- **Sustainability**
  - To what extent is the programme sustainable?
Method

• 360° evaluation with all stakeholders
  – Students, Lecturers, Year Leads, Course Directors, Mentors, Head of Nursing, Managers

• Mixed methods
  – Questionnaires, interviews, focus groups, assessment data, records admissions office, attendance data, standardized test, employability records
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