Using an iterative evaluation approach
to enhance the quality of learning, teaching and assessment
within the Faculty of Health and Social Care Sciences
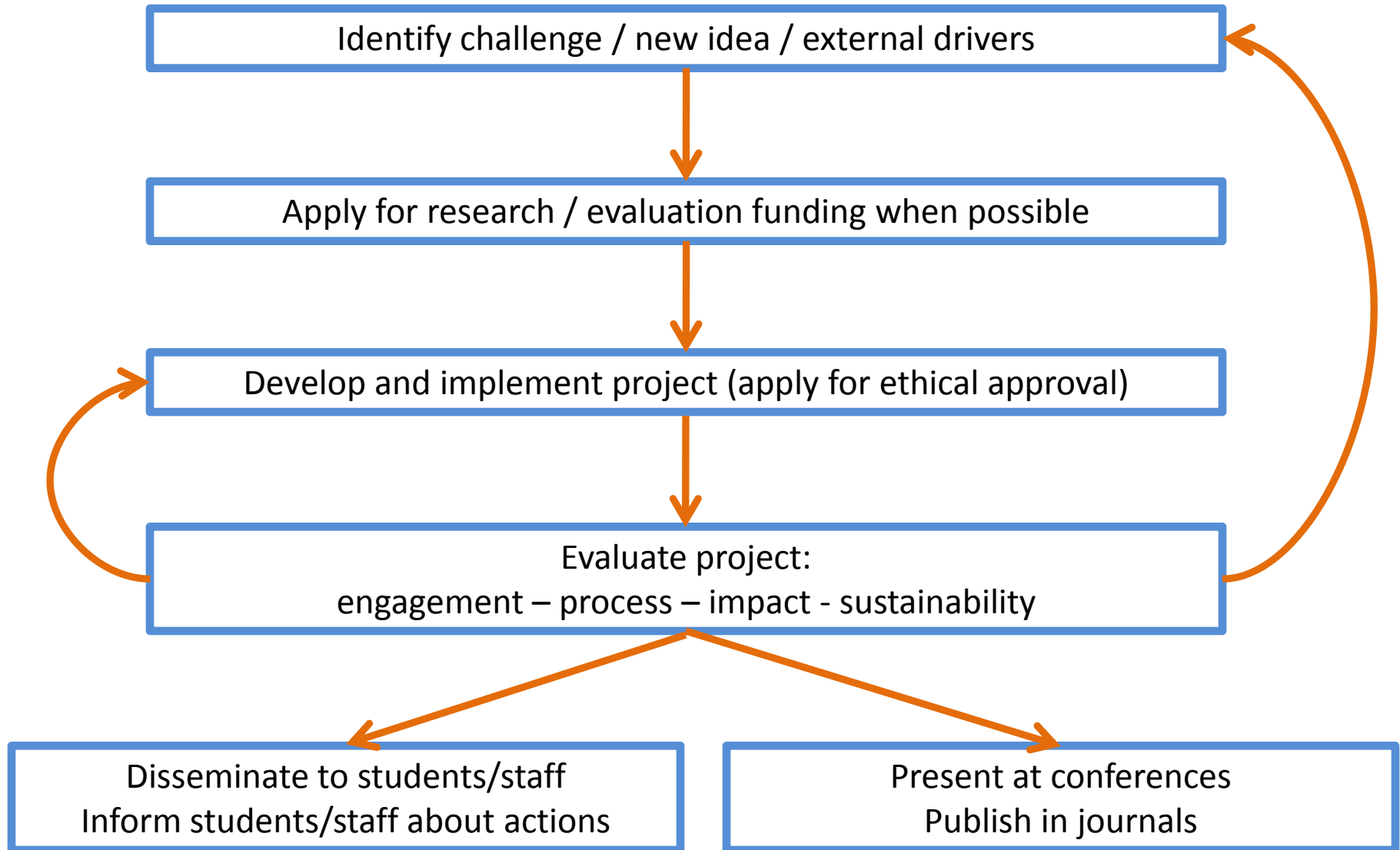
Dr Ann Ooms - John Hammond - Dr Sue Fergy
Faculty of Health and Social Care Sciences
Kingston University and St George's, University of London

Kingston University Educational Research Forum
15th June 2012

The Iterative Evaluation Model for Enhancing Learning, Teaching and Assessment

Identify challenge / new idea / external drivers

Apply for research / evaluation funding when possible

Develop and implement project (apply for ethical approval)

Evaluate project:
engagement – process – impact - sustainability

Disseminate to students/staff
Inform 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

St George's University of London

appl

Thanks to all who participated in the evaluation of the APPL model
here is what you told us:

❝ I have found that studying with a group has helped my learning ❞

❝ *It has helped me to be more organised in my academic work* ❞

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

❝ *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

Faculty of Health and Social Care Sciences
KINGSTON UNIVERSITY · ST GEORGE'S, UNIVERSITY OF LONDON

Kingston University London

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 A..** **Nursing and Physiotherapy**

July – Sept 2011 – **Pre-qualifying**

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
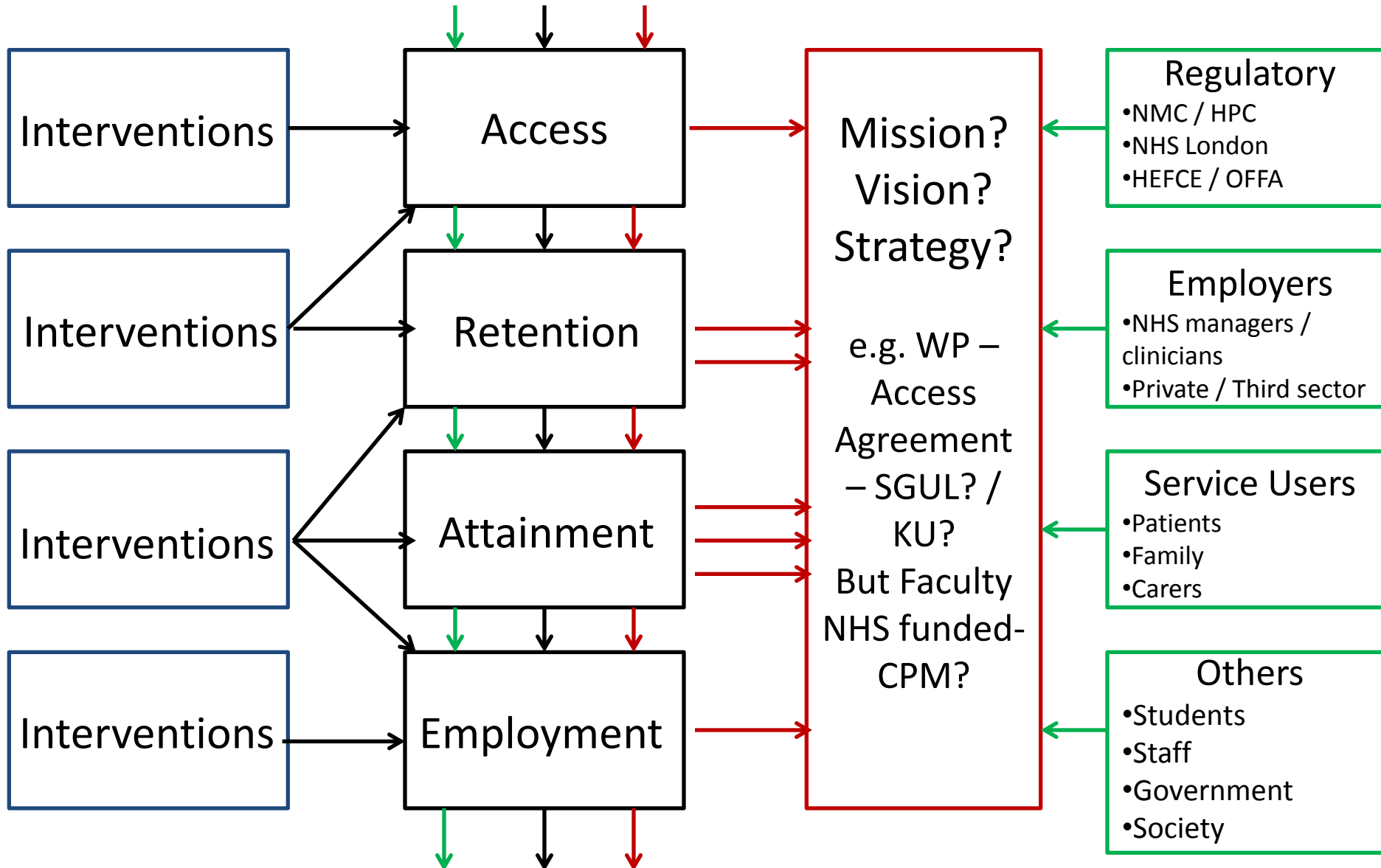- Adult Nursing
- Faculty wide

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

FHSCS success
NHS London 2012 Tender

Programme	Ranking
Nursing – Adult	1/9
Physiotherapy	2/5

FHSCS success– 2010-11 NHS CPM

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

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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