

# MANAGING THE MAKING PRACTICE BASED LEARNING WORK PROJECT

**This section reflects upon how the people, processes and resources were managed in order to meet the required outcomes of the project**

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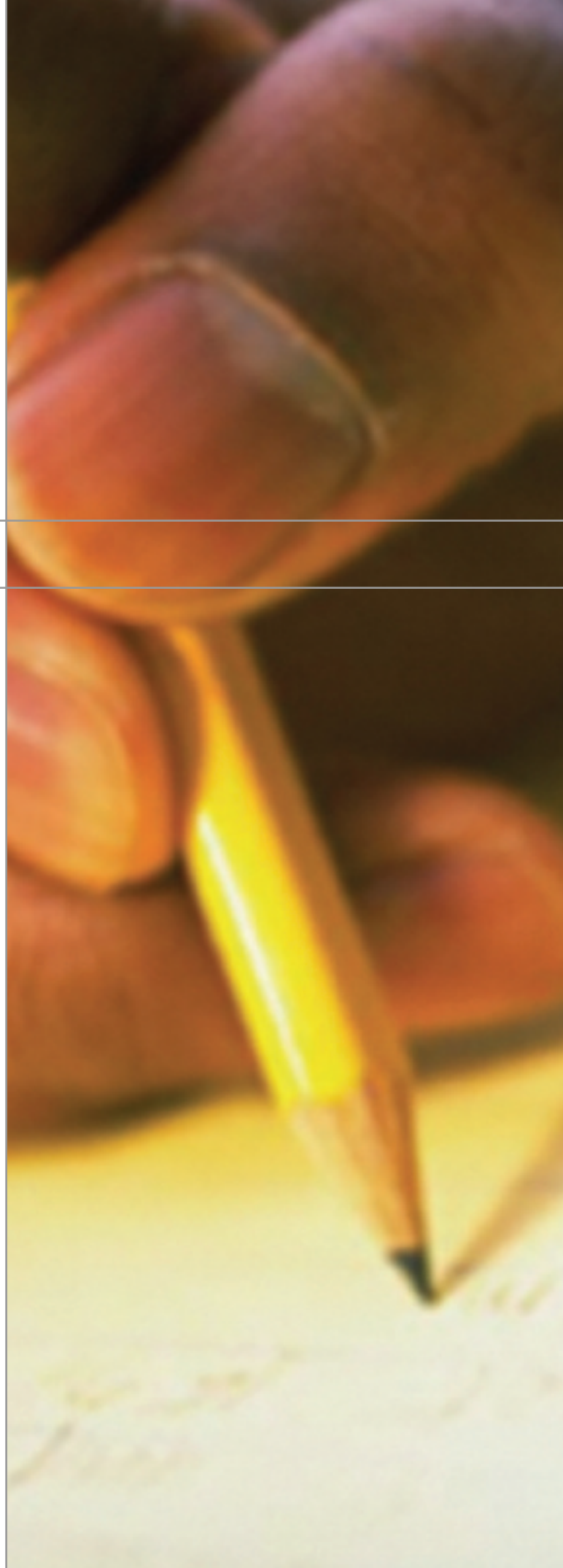
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## Managing the Project

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### 6.1 Introduction

Inevitably, the way in which projects plan and manage their work will be key to their successful completion (NCT 2003). This section considers how the project was managed and how this management influenced the outcomes and outputs of the project. It discusses the management strategy, structure and its underpinning philosophy, how people, processes and resources were managed to effect change and captures reflections from members of the project team as to how the management of the project influenced their work.

This section may be of interest to anyone involved in managing change or project management. It is hoped that it will give some insights into the choices made and the paths followed to assist in ensuring the project was successful in its achievements whilst taking account of the needs of the individuals involved.

Although in starting the project no conscious consideration was given to the use of a theoretical model to underpin the management style adopted, one has emerged over the lifetime of the project.

Contingency theory (Fiedler 1976) insists that there is no single leadership or management style suitable for all situations. Each situation is unique and, therefore, requires unique solution and differing styles of leadership. The skill is for the manager to identify the elements of the situation and provide a range of solutions or actions. This section tries to describe, discuss and reflect upon those times and situations where decisions were made and actions taken.

# Managing the Making Practice Based Learning Work Project

## Management Strategy and Philosophy

### 6.2 Management Strategy And Philosophy

#### 6.2.1 Management Strategy

The University of Ulster (UU) was the lead partner with Bournemouth and Northumbria Universities and had co-ordinating responsibility. A two-tier management structure was adopted, comprising a Steering Group (meeting at the start and at least twice annually) taking a strategic overview of the project and providing independent informed advice; and a Project Working Group co-ordinating the institutional project teams and responsible for day-to-day management (see Table 1). Wider groupings were generated depending upon the project outputs as defined by the Project Plan and were responsible to the Project Steering Group. The Steering Group ensured that the project delivered in accordance with the contract with HEFCE.

The Project Working Group comprised the Project Director, the three Project Managers, one from each of the partner institutions, and the Project Administrator. The Working Group was responsible for effective implementation of the project plan and budget. It provided a forum for discussion of project related outcomes, received the outputs of academic, practitioner and professional groups, motivated and supported project officers and team members, disseminated the project findings and arranged for and received reports on the project evaluation.

The Working Group established other ad hoc working groups, e.g. wider professional groupings, as necessary to undertake specific aspects of the project. Examples of these groups were the five case study writing groups and six resource development and evaluation groups.

Formal committees, Teaching and Learning, within the lead and partner organisations were updated regularly. Other relevant project groups, professional forums and employer and practitioner groups became part of the wider project network.

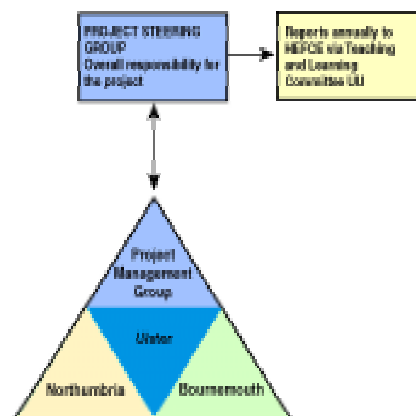


Table 1: Project Management Strategy

From the commencement of the project and the recruitment of project staff a philosophy of self-leadership and self-managed teams was adopted. The need for any formal leadership when the team was quite capable of motivating themselves was very apparent early in the project. Manz and Sims(1987) suggest that the manager's role is to determine which group members are best qualified to complete a task. Not only did the individual partner institution bring to the project particular interests and specialist knowledge but also the individual project managers. Northumbria University took the lead in the web-based developments, whilst Bournemouth took the lead in the area of diversity. The University of Ulster took the lead in coordinating the project.

Kerr and Jemier (1978) suggest that the need for leadership can be influenced by a number of factors, the presence of a coherent working group, structured working practices, interesting and satisfying work, these factors were clearly present in the project. The engagement with professionally qualified project managers also supported this philosophy of self-leadership. This management philosophy provided a working environment of mutual respect, openness and the ability to take risks whilst acknowledging individualism and creativity.

# Managing the Making Practice Based Learning Work Project

## Managing People

### 6.3 Managing People

The purposes of any project are to achieve its goals and outcomes and in this particular project, to ensure deliverables were produced on time and in budget. A secondary purpose must also be the development and support of the individuals and groups involved. The management style adopted was, therefore, focused on these outcomes. Path-goal theory (House 1976) suggests that the leader and managers use four types of behaviour to motivate people and accomplish goals. These behaviours are directive, supportive, participative and achievement-orientated. This approach is consistent with the contingency model but refines it further into the factors which may influence the choice of behaviour used.

#### 6.3.1 Directive

Although the project team was self-directive, at times the Project Director was required to focus the team on what was to be done and how it must be done. This resulted following discussion and consultation but, ultimately, expectations and individual roles needed to be clarified. A wide range of groups and individuals participated in the project over the three years. They were time limited and outcome focused, so it was important that all conditions and outputs were clearly defined. To assist in this all were required to sign a Memorandum of Agreement and Letter of Understanding (Appendix 6.1). This clearly stated what was required of the individual but also the responsibilities of the project. The finance and hence the rewards were clearly linked to outputs. Interestingly, all groups and individuals met the requirements and often went beyond expectations. This would suggest that the clearer the direction the less risk of ambiguity and confusion. This resulted in all parties being clear on timeframes and expectations.

All meetings were conducted in a formal manner and the chairperson, the Project Director, adopted a structured approach to this area of business. All meetings were minuted and conducted according to a formal agenda, project plans and Gantt charts were produced and reviewed at each meeting (Appendix 6.2). This approach

not only assisted in communications but also provides a formal record of events and ensured timescales were met. All minutes, agendas and reports were deposited on the shared file and were therefore available at all times to the project team.

#### 6.3.2 Supportive

Concern for and support of all involved in the project was always central to the adopted management styles. A warm, friendly and approachable style was used, which provided an atmosphere of openness and collegiality. Although during the life of the project individuals did not always agree and personal and professional problems occurred, at no time was their tension between or within the teams involved. Respect for individual opinion, ideas and valuing the people involved in the project resulted in a feeling of ownership towards the project and its products by all involved. Motivation was high and despite all involved having busy jobs outside the project, the time and work was given freely and with enthusiasm. Financial rewards were small and not a major motivating factor. The recognition of individuals' work, being part of a forward looking team, the support of risk taking and "thinking outside the box", all resulted in a happy, highly motivated project group.

During the life of the project three members of staff left to undertake new roles and responsibilities requiring skills which may not have been demonstrated with the same confidence prior to being involved in the project. Changes in project staff brought with it not only threats to the continuity within the team, but also provided an opportunity to bring in new people with different skills and ideas. Interestingly changes often occurred at key times in the project which changes in the team revitalized and added to the group dynamic rather than producing any negative effect. The maintenance of a core team at all times helped in this and may have prevented a different outcome had more than one change of personal happened at any time.



### 6.3.3 Participative

Participative leader behaviour included consultation and serious consideration of ideas before making decisions (Champoux 1996). This style also suggests that suggestions and ideas are actively sought and contribute to the decisions taken. Throughout the project this participative style was adopted, this was evidenced in the minutes of meetings, the decisions taken and the autonomy of the project team. All materials were circulated for comment and changes reflect the feedback received. Participation was also evident in that all members of the team undertook the work required, professional groups and themed areas were managed by the project managers and director. The contribution of all actively involved in producing or coordinating the project outcomes was always publicised on the Project web-site and in other project outputs.

### 6.3.4 Achievement-orientated

Achievement-orientation is an important aspect of motivation. The setting of high performance goals and having confidence in the abilities of others to meet those goals resulted in all outcomes being met to a high standard. Expectancy theory suggests that when people perceive a connection between effort and desired outcome they are more motivated. Similarly if they are indifferent to the outcome they would not be highly motivated (Vroom 1964). In the project all products were made available on line and were widely publicised, so giving recognition not only to the individual but the groups involved and the materials produced.

# Managing the Making Practice Based Learning Work Project

## Managing Processes

### 6.4 Managing Processes

The management processes were again centred on the tasks and people but required at times some innovative and creative thinking. Phase One of the project required the project team to identify the institutions in which the five professions were educated, survey those institutions, gain the opinions of the practitioners and write a case study. This process had to take account of the geographical spread, the professional sensitivities and the micro politics involved in such an exercise. All work was undertaken by a professional representing the subject area and written to an agreed format and template. This was achieved by creating five professional teams with representatives from North and South England and the Celtic areas of Wales, Scotland and Ireland North and South. Payment was given to both the writers and contributors who gathered the data and liaised with the writer who completed the case study. This exercise required the coordination of up to twenty people, with each group liaising with a project manager who had ultimate responsibility for the outcomes achieved.

A similar exercise was undertaken with the development of the learning materials. The six themed areas each had a reference group, a development team and a project manager with overall responsibility for the theme. In managing the project processes in this way the lines of communication were short, individuals were self managing and the groups were cohesive with shared backgrounds and interests.

The management of the change process was probably the most dynamic within the project. To effect change within the professions involved in the project, it was important to engage with the professional and statutory bodies. The resistance was much less than anticipated with the results of the project being well received. The reasons for this are probably illustrated using Kotter and Schlesinger's (1979) work on resistance to change. They suggest that there are four possible approaches to reduce resistance to change: Education and Communication, Participation and Involvement, Negotiation and Agreement and Manipulation.

### 6.4.1 Education and Communication

The dissemination of the project outcomes and its progress were regularly communicated to all stakeholders and interested groups. Attendance at professional bodies meetings with practice educators ensured that all were aware of the work being undertaken. Leaflets, mail shots, press releases, the project web-site and written materials ensured that a wider audience was constantly involved. Regional workshops brought the information to interested parties whilst providing a forum for discussion and exchange of ideas. Communication was two way and provided the project team with information which helped to gain understanding of the individual professional groups' culture and needs.

Communication was an important contributor to the success of the project. Because of the consortium and distances between partners it was essential that a good communication strategy was put in place from the commencement of the project. To assist this web-cams and headsets were purchased to enable weekly online conferencing, using Yahoo Messenger, between the project team. This proved very successful in the first two years of the project. However, because of university firewalls and the threat of computer viruses this was discontinued. Web CT, a virtual learning platform, was also used to communicate between various working groups particularly during the development of the case studies. It provided an environment where groups could deposit information, use discussion boards and leave messages. A shared file space was also created for the project team as a repository for work in progress and all other documentation pertaining to the project.

However, despite the use of technology in enhancing communication, the most important was the ability of the working groups to meet face-to-face to discuss issues and share ideas. The cost of travel was high because of the location of the partners but where possible this was off set by planning a number of events at the one time, for example a working group meeting and a regional



# Managing the Making Practice Based Learning Work Project

## Managing Processes

workshop. Creative ways of saving costs were always looked for and the use of cheap flights and venues was always the first option. The interpersonal dynamics of any project team is central to its success and it was felt worthy of the costs incurred and proved to be invaluable at times in ensuring the team's energy and enthusiasm remained focused upon the project and its outcomes.

### 6.4.2 Participation and Involvement

The involvement of employers and the professions in deciding how to use the project outcomes stimulated their commitment to the new findings. Gaps were highlighted in professional standards, but the project could not have been more timely since all were under review during the life of the project. By influencing the professional standards and having web-links into statutory and professional bodies' web sites, academics and practitioners were made aware of the project resources and materials. This approach also gave recognition and a quality kite-mark to the project.

### 6.4.3 Negotiation and agreement

On commencement, the project anticipated the development of a course for all practice educators which would incorporate all the good practice identified in the Phase One scoping exercise. It became evident early in the process that this approach would not be acceptable to the professions and academic institutions. Following negotiation with the groups concerned it was agreed that the production of learning materials and access of resources would be a more useful approach to the support of the practice educator particularly in the light of the emerging requirement of the Knowledge and Skills Framework (DHS 2005) and the professional standards (NMC 2006, HPC 2005)

### 6.4.4 Manipulation

Management carefully selects the information about a proposed change...in order to present the change in the most favourable manner (Bennet 1988). This approach, I would suggest, is used by most people to represent themselves in the best light. Presentations were tailored to meet the needs of groups and feedback was incorporated where appropriate. The danger of this approach is always that the credibility of the project becomes undermined, this did not occur and all parties appear happy with the approaches adopted.

### 6.5 Managing Resources

The project's resources comprised mainly the people involved and the monies received and required few additional physical resources other than project deliverables. The universities provided the project infrastructure, including computers, office space and telephones as agreed in the original bid.

The finances were closely monitored and managed both by the working and steering group. Monies were allocated to the project managers for regional workshops and for management of the groups for which they were responsible. At all times all worked within budget. A project financial monitoring system was set up with each manager keeping account of actual and projected spend, which would then be used to cross check the universities accounting systems. It was found however that the project system was more reliable than the universities. Financial management was further complicated in this project because of monies being received by the HEFCE and the DEL(NI), so two different accounts had to be maintained, one for the University of Ulster and another for Northumbria and Bournemouth Universities. Payment into the account was also delayed during the project resulting in the project having a six month extension until June 2006.

Other resources which require management were the web-site and the written materials. The web-site is hosted on an independent server and was developed and is maintained by Northumbria University. The personnel involved have become integral members of the project team. The graphic designers hosted in Bournemouth University are also essential to the branding and development of the learning materials and resources.

# Managing the Making Practice Based Learning Work Project

## Reflections

### 6.6 Reflections

This section would not be complete if the project reflections of involved individuals were not included. All project directors, contributors and writers were invited to contribute, their feelings and experiences of being part of the project team. The following reflections are a record of these.

Joan's experience as a project manager in health and social care education is very apparent in the way this project has been managed. The use of action planning tools kept the team on track, even when unforeseen circumstances and unavoidable slippage occurred. Joan has had a clear focus on the project outcomes at all stages but has had a flexible approach as to how these could be achieved. The project managers are geographically dispersed and working on the project alongside other work and so Joan's ability to keep focused has been essential to the team's success. Each team member has different strengths and these have been generally utilised well. However Joan is an excellent networker and has also 'bought in' expertise to enhance the quality of the final products of the project. I feel as a team we have achieved a lot in the timeframe and with the resources available to us.

**Janet Scammell** (Project Manager Bournemouth)

The initial development of the website was functional. Since its humble beginnings it has developed into an easily navigatable, interactive fully branded web site which aims to be a one stop shop for all things Practice Based Learning.

The design of the site was developed in partnership with the Design Unit from Bournemouth and the Web Development team from Northumbria University. Working together to a fairly general brief a brand for the project was created including logo, colours and style which has been used on all materials produced by the project team. The site itself has used technologies such as Macromedia Flash and Microsoft Active Server Pages to facilitate user friendliness for the site.

The development has been an ongoing project throughout

the course of the project and has not altogether been without some difficulties. In hindsight it may have been more useful to have a dedicated team working on the design phase whilst another worked on implementing the technology to produce the site. These initial difficulties, caused mainly by distance, were overcome however through the use of e-mail, telephone and travel between sites.

The project has been an interesting one and afforded my team the opportunity to develop links with other universities. I would like to thank the Project Director, Joan Mulholland and the Project Manager, Chris Turnock for their help and support throughout and would welcome the opportunity to work for them again in the future.

**David Nichol** (Web-Master Northumbria)

Participation as a member of the project team was a welcome opportunity to survey current placement practices within my own profession and to become more informed about placement practices of other health professions. The organization of the project was such that generally I found it fairly straightforward to complete the various tasks within the time span allocated. A frustrating point was that, despite much encouragement on my part, the number of questionnaires returned was rather lower than I had hoped. During the second stage of the project, I found the discussion groups and the inclusion of mini projects valuable mechanisms to widen the scope of the project group and to help focus my thoughts for the task of reviewing the various web based resources.

**Nuala Thompson** ( Radiography University of Ulster)

I have been involved for the whole duration of the project, contributing from the project proposal to production of this final report. Participation has been an enjoyable experience, leading to considerable personal professional development, including acquisition of new knowledge and skills plus being seconded into a dedicated learning and teaching post at my university. A feature of the project has been learning to work with geographically distant colleagues. Not only has this entailed considerable travel, but also required effective communication with project partners.

# Managing the Making Practice Based Learning Work Project

## Reflections

An interesting aspect of the project has been learning to manage the Project Director's 'bren gun' approach to project management, whereby she periodically throws out ideas interspersed with instructions to various members of the project team. The challenge was to keep up with the flow of creative thought whilst ensuring a note was made of the actions that needed to be carried out.

The fact that there is a mutual desire to continue working together after the project indicates that the project fostered good working relationships and importantly development of strong friendships.

**Chris Turnock** (Project Manager Northumbria)

Overall the experience of participating in the project was viewed by all members of the team as a valuable learning experience, both in terms of personal and professional development. It was also particularly satisfying to see the work finally published on the project website.

Unfortunately the process to publication was difficult at times. During the period of development we were assigned two different project managers (Paula Moran and Chris Turnock). Contact with both was minimal and occurred mainly when they required from the team an update on progress or to prepare a presentation. One particular presentation required the team to travel to London for the day, but in the event it did not take place, as other issues were discussed. We felt that this was both a poor use of time and resources for all involved. Furthermore the timescale for the project in the contract bid was agreed at approximately twelve months. However five months into the project we were advised that the materials we were developing needed to be completed within eight to nine months. This change of deadline did create significant pressures on the team.

Nevertheless, with help and support from a local based project manager (Janet Scammell) with the formatting and editing of materials we were able to complete the project within an acceptable timescale.

**Wendy Benbow, Karen Cooper, Gill, Jordan,  
Petra Brown** (Authors Bournemouth University)

Involvement in the project initially set the ball rolling for us working together as a team of multi- professional practice placement tutors within our School of Health Sciences.

The project gave us a focus for a project we had thought about producing together "sometime" in the future. We were challenged by the completion timescales, but we were thrilled by the "end product" and to see our teaching resource in print and "live" on the web. We have also benefited from being able to promote our resource, and the work of the whole project team at educator conferences.

Through our involvement, we have now progressed to developing the complete distance learning teaching package and are presently using it as CPD opportunities for Health Care Practitioners.

**Joy Burrill** on behalf of the project team  
(Liverpool University)

# Managing the Making Practice Based Learning Work Project

## Conclusions and Recommendations

### 6.7 Conclusions and Recommendations

This section has attempted to give insights into managing the Making Practice Based Learning Project. The difficulty in writing about a process the writer has been so heavily engaged makes it difficult to be objective in the account given. The use of literature to underpin the processes adopted and the decisions taken been an attempt to engage in an analytical and objective account of the events which constituted the project management.

The individual and group reflections in section 6.6 introduce a dimension which demonstrates that, although the project provided good opportunity for individual, personal and professional development, it was not without problems at times.

The contingency approach to leadership and management was explored in this account and has provided the opportunity for the project team to be creative, responsive and productive. The outcomes of the project speak for themselves and have gone well beyond those anticipated at commencement of the project. However, if the individuals, institutions and professions had not also benefited from the project than it would not have been a success. Although evidence of success is at time anecdotal it seems fair to say that there is sufficient evidence to support the premise that the project has met its objectives and has added value to all those involved and who are engaging with its outputs.

### 6.7.1 Recommendations

The formal outputs of the project as mentioned earlier are only one of the major benefits of these types of initiatives. The opportunity for personal and professional development of a wide range of personnel, the acquisition of project management skills whilst also engaging with the wider academic and professional community are also value added to the project and hence to the Institutions involved. To ensure the success of any project the following recommendations are made:

- Development of an effective communication strategy
- Respect and acknowledgement of all project participants
- Networking widely and identifying champions in the project's subject areas
- Producing high quality materials which denote a high quality project
- Writing materials in language that is understandable and accessible to the wider community
- Contracting all work with clear guidelines and timeframes so there was no risk of misunderstanding
- Engaging senior management from all partner institutions and stakeholders in the steering group so that responsibility for the project and authority was shared and, when necessary, enforced
- Time scales are often longer than first expected, for example design and publishing of materials and booklets
- Viewing problems as opportunities and not as obstacles.

# Managing the Making Practice Based Learning Work Project

## References

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### Appendix 6.8.1

## Memorandum of Understanding Fund for the Development of Teaching and Learning “Making Practice-Based Learning Work”

### Agreement of The Institutions

The appropriate administrative authority within each of The Institutions is requested to complete and sign three copies of the last page of this Memorandum of Understanding, and return them to:

Mrs Joan Mulholland  
University of Ulster,  
Jordanstown  
Newtownabbey,  
Northern Ireland.  
BT370QB

One copy of the Memorandum will be annexed to the bid document, one retained by the University of Ulster and the third returned to the consortium member. This memorandum will provide the basis for a formal consortium agreement. The purpose of this memorandum is to demonstrate the commitment of The Institutions to support and enter a Consortium led by the University of Ulster to undertake the work described in the bid document.

### 1 Definitions of Terms as Used in this Memorandum

The Consortium	The University of Ulster, The University of Bournemouth and the University of Northumbria
Staff	A staff member of The Consortium commissioned to perform tasks for the consortium.
The Institutions	Those HE Institutions making up The Consortium
Letter of Understanding	The agreement between The Project and staff of the Institutions. It will contain details of the tasks to be performed and the time scale for each. A designated authority from the member of staffs department or institution will countersign this agreement
The Project	The project is a set of activities described in the bid document and embodied in the Steering Group.
Project Director	The person appointed by the University of Ulster to provide leadership and to facilitate action, evaluation and dissemination within The Project, on a week-to-week basis.
Steering Group	The committee which deals with consortium issues on behalf of The Institutions, comprising one representative from each institution in The Consortium, the Project Director, specialist consultants and the PVC (Teaching and Learning) (Chair).
Working Group	The committee that deals with the detailed implementation of the activities associated with the project.
Subject Co-ordinators	The project will be conducted in five subject areas. A named individual will manage each subject area.

## 2 Preamble

A consortium comprising the Universities of Ulster, Bournemouth and Northumbria has successfully bid for funding to make practitioners more effective at supporting & supervising students in the workplace across a range of healthcare disciplines from the Fund for the Development of Teaching and Learning phase 4. Products will include the identification of good practice, case studies, resource materials and a website.

This Memorandum of Understanding demonstrates a commitment at institutional and departmental level to support The Project and implies a readiness to tackle key related issues such as staff development and support in kind. An exit strategy formed part of the second stage bid and institutions will then agree ways in which the work can be maintained after the life of The Project and embedded into institutional practice.

## 3 Project Management Structure

### 3.1 Project Steering Group

#### 3.1.1 Membership

PVC (Teaching and Learning) University of Ulster (Chair)

Project Director

Representatives from each consortium member

Consultants:

The appointed evaluator

Additional members by invitation:

The Steering Group will meet three times a year for the duration of The Project in order to deal with consortium issues on behalf of The Institutions. As members of the Consortium, institutions have dual interests as clients and sponsors of the Project, the Steering Group has a pivotal role between The Project and The Institutions.

#### 3.1.2 Indicative responsibilities of the Steering Group:

Monitoring progress

Guiding The Project and Project Director

Unblocking problems at institutional level

Signing off achieved objectives

Signing off any agreed changes to the plan

Dissemination

### 3.1.3 Steering Group Voting Rights:

In exceptional circumstances, where unanimous agreement on issues cannot be reached, the Steering Group may have to vote. Given the level of lead institution involvement in the Steering group, the following weightings of voting rights will be apportioned:

Chair	casting vote only
Project Director (lead institution)	1 vote
Representative A (other institution)	1 vote
Representative B (other institution)	1 vote
Consultants	NO VOTING POWERS

### 3.2 Project Working Group.

#### 3.2.1 Membership

Project Director

Project Managers

Professional Subject Co-ordinators

Co-opted individuals with an active interest in the project.

The Project Working Group will meet regularly to plan work, prepare common procedures and to agree reports to the Steering Group.

## 4 Disputes within The Consortium

Members of The Consortium shall attempt to resolve within 30 days of the date of the matter being raised any dispute which may arise between them. Failing resolution the dispute will be submitted to the Steering Group to resolve the matter by majority decision which shall be final and binding.

## 5 Alterations to the proposed Consortium Agreement

The Steering Group shall, upon prior written notice to the Consortium and by unanimous agreement of the Steering Group, vary the terms of the Consortium Agreement in order to meet changing external circumstances that may have a direct effect on The Project.

## 6 Limitation of Liability

The Steering Group, the Consortium and The Institutions will use all reasonable endeavours to carry out all work associated with The Project in accordance with the highest academic standards and to a high degree of reliability and accuracy appropriate to the work undertaken.

Nothing in the proposed Consortium Agreement shall exclude liability on the part of any member of the Consortium for death or personal injury resulting from its negligence or that of its employees while acting in the course of their employment.

Subject to the provisions of the immediately preceding clause, The Consortium's liability in contract, tort or otherwise (including negligence) howsoever arising out of or in connection with the proposed Consortium Agreement shall in the aggregate not exceed the sum of £1,000 (one thousand pounds).

The following statement will be deemed to apply to all contracts allocated within The Project and in any dealings with third parties:

'In no circumstances will The Consortium, its servants or agents accept any liability however caused resulting from any error or inaccuracy in any opinion, advice, report or product arising from this work nor for any resulting damage, loss, expense or claim except for that liability which it is unlawful to exclude and except where negligence is legally proven.'

#### 7 Aim of the Project:

**The Project intends to make practitioners more effective at supporting & supervising students in the workplace across a range of healthcare disciplines.**

The principal questions to be addressed in this project are:

- **What constitutes effective practice in placement education?**
- **How can effective practice be implemented at organisation, professional and practitioner levels so as to maximise student learning on placement?**  
**And**
- **How can this good practice be developed and embedded in the contexts of health and social care within a multicultural workforce?**

### The project outcomes will be:

- Identification and documentation of good practice on how practitioners are prepared for their educational role.
- Learning materials developed and evaluated by and for five health care disciplines for use by practitioners.
- Learning materials that will be made available in a number of efficient media, e.g., paper, electronic, CD-ROM and web-based.
- A programme applicable to interprofessional and uniprofessional contexts.
- Widened access for a multicultural workforce.
- Embedding best educational practice through the establishment of an academic-practitioner network.
- Dissemination of a range of materials and processes across the wider academic and health and social care communities.

## 9 Terms of Distribution

FDTL requires that materials produced by The Project are made available to HE Institutions in England and Northern Ireland. It will be a key objective of The Project to distribute materials to all appropriate departments free of charge and to all others in the UK HE sector on request at the cost of production. Access to The Project website will not be restricted.

## 10 Rules of Engagement for Project Staff

### 10.1 Principles

The general principles on which staff within The Consortium will be commissioned by the Project Director to manage and produce materials and /or events for The Project are as follows:

10.1.1 The Project will engage a Project Manager (0.5 WTE) at the Jordanstown campus of the University of Ulster to collect, collate and interpret information. The Project Manager (0.3 WTE) at Northumbria University will co-ordinate the project at a local level and manage the construction of the project website, the Project Manager (0.3 WTE) at Bournemouth University will co-ordinate the project at a local level with an emphasis upon multi-cultural issues.

10.1.1 The Project Director will inform an institution of all plans to use any of its staff through its Steering Group representative. The appropriate authority (e.g. line manager) will be designated to take responsibility for further negotiation and discussion with the Project Director.

10.1.2 Staff release time and appropriate compensation will be negotiated with the designated authority, as agreed under 10.1.1 and within the limitations laid out in section 11 below

10.1.3 In all cases a Letter of Understanding will be agreed and signed by the Project Director, the staff concerned and the designated institutional authority.

### 10.2 Defaulting

Failure to submit the required materials or carry out other duties detailed in the Letter of Understanding, on time and in a form which satisfies the quantity and quality of work expected, may result in financial forfeits (see section 11.1), dismissal of individual staff from The Project, removal of the relevant institution from The Consortium or any combination of these penalties, on advice from the Project Director and at the discretion of the Steering Group.

## 11 Disbursement of Funds for tasks

The total fund available for the completion of designated tasks for each institution will be according to the work undertaken and the amounts agreed. The work involved will include the collection and transcription of semi structured interviews, preparation of case studies and the supervision and monitoring of projects and the production of teaching and learning resources.

11.1 On receipt of the signed Letter of Understanding the Project Director will disburse 50% of the agreed total fee

11.2 On completion of the tasks detailed in the Letter of Understanding and their submission to the Project Director, on time and in a form which satisfies the quantity and quality of work expected, the Project Director will disburse the balance of the funding.

11.3 The Steering Group will sign off all tasks on advice from the Project Director. In the case of any disputes regarding the payment of fees, the Steering Group is the final arbiter.

## 12 Copyright Ownership

12.1 The Project is not a legal entity and cannot own copyright in any of the materials produced by The Project.

12.2 Having a limited duration defined by The Project, The Consortium will not own copyright in any of the materials produced by The Project.



12.3 Copyright ownership resides in the author(s) of materials and/ or their institutions.

#### 13 Grant of Rights and Consents

13.1 The Project Director will maintain a record of copyright ownership, licenses and consents. Moral Rights apply in all cases (see section 14).

13.2 Staff working for the Consortium will consent to share their work with other Consortium members and within the terms of FDTL funding set out in Section 9.

13.3 Any written or electronic product of the Consortium may be used by any other member of the Consortium for their own registered students wheresoever they may be studying after the end of the Project. At this time it will be the Consortium members' responsibility to reproduce copies for their own use.

#### 14 Moral Rights

The Consortium and The Project will ensure that the authors of work and their institutions will be acknowledged and that the veracity of the original work will be respected.

#### 15 Continuation Strategy

After the end of the project The Institutions will continue to monitor and evaluate activities associated with the project and feed information back to the lead site.

# Managing the Making Practice Based Learning Work Project

## Appendices

### MEMORANDUM OF UNDERSTANDING

#### Making Practice-Based Learning Work

**AGREED** by The Project and The Institutions through their authorised signatories:

Name: Prof. R. Barnett	Date
Title: PVC (Teaching and Learning)	
<b>For and on Behalf of The University of Ulster</b>	

Name: Mr Alan Dordoy	Date
Title:	
<b>For and on Behalf of Northumbria University</b>	

Name: Mrs Joan Mulholland	Date
Title: Project Director	
<b>For and on Behalf of The Project</b>	

## Managing the Making Practice Based Learning Work Project

### Appendices

#### Appendix 6.8.2

#### MAKING PRACTICE BASED LEARNING WORK Action Plan Jan- June 2004

Action	Jan	Feb	Mar	April	May	June	Comments	Responsibility	Outcome
01.04a Disseminate literature review								All	Project website Publications
01.04b Disseminate case studies									Project Website LTSN website ILT website Professional journals
01.04c Regional Workshops to present Case Studies							Discuss Feb Audience practice educators	All	Ulster April B'mouth May NUU June
01.04d Analysis of case studies and identify main themes.							Discuss Feb 9/10	All	Agree at meeting in UUU 9-10 Feb
01.04e Identify and define role of practice educator and principles of good practice							Working Group Feedback from regional workshops	All	At Feb Meeting identify consistencies and divergence in practice
01.04f Identify models and themes for practice educator							Take from report	All	Agreed at Feb meeting

# Managing the Making Practice Based Learning Work Project

## Appendices

01.04g Consult with case study writers contributors							All to meet with own groups	All	Feedback to be given at March project meeting
01.04h Working Group Meeting								All	11-12 March
01.04i Steering Group Meeting							Meeting in April to be confirmed in Jan	JM	Date for April meeting agreed
01.04j Map knowledge and skills against clinical practice educator							Regional Workshops		Gather information from regional workshops
01.04k Agree on philosophical framework of practitioner's role							Consultation exercise	All	
01.04l Definition of level of learning							Identify current educational level Define learning outcomes	All	
01.04m Workshops with relevant groups							Combined with regional workshops	All	Events in April, May and June
01.04n Accreditation of existing courses with partner institutions							Collaborate with faculty and schools		

# Managing the Making Practice Based Learning Work Project

## Appendices

Agree curriculum needs and learning Outcomes							Working Group in consultation with relevant groups	All	
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## PROJECT AIMS

The Project aims to make practitioners more effective at supporting & supervising students in the workplace across a range of healthcare disciplines.

The professions involved in the project are:

- Dietetics
- Nursing
- Occupational Therapy
- Physiotherapy
- Radiography

The principal questions to be addressed in this project are:

- What constitutes effective practice in placement education?
- How can effective practice be implemented at organisational, professional and practitioner levels so as to maximise student learning on placement?
- How can this good practice be developed and embedded in the contexts of health and social care within a multicultural workforce?

Project Administrator

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