

**Bournemouth University**  
**Centre for Excellence in Learning (CEL)**

**CEL Theme:**

**Employability, Work Based Learning and  
Professional Practice**

## **CASE STUDY:**

### **Teamworking in Projects (TIP)**

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**School: Health and Social Care (HSC)**

**Key Words:**

Multiprofessional, service improvement; problem solving;  
time management; project management

#### **Case study synopsis:**

The purpose of the unit is to prepare healthcare students for complex team-working that they will encounter as part of their professional career. The focus of the activity is about service improvement, developing a product to bring about better and safer practice for the benefit of patients and clients. Students are expected to collaborate with practice partners in the NHS, private or voluntary sector to identify an area that needs development. The unit runs from January to March and culminates in the students being assessed via a group presentation where they are required to present and defend their product to an invited audience.



### **Background/Context/Problem being addressed:**

The problem to be addressed is generated from practice in collaboration with service partners and must have contemporary relevance to the well-being of individuals and/or communities. This is usually the NHS but not exclusively and has included the private and voluntary sector. Projects have included working with the RNLI to highlight the dangers of Tombstoning (diving into shallow water from the pier); using social media to raise awareness of organ donation among older teenagers as well as developing interprofessional website material in relation to pain and pain management.

### **Student Activity:**

Within interprofessional groups, normally of 6 students, they are required to undertake a group project based upon an agreed topic. They need to: analyse the need for change in complex systems to improve the health and wellbeing of people and/or communities; synthesise solutions to complex challenges that address the need for change and improvement; effectively participate in teams to undertake an innovation or improvement project and to influence organisational behaviour; present justification of the project and its product and reflect on the skills, values, attribute and knowledge required.

### **Outcomes and benefits to the student:**

On completion of the unit, employers will get a 'product' with the potential of being implemented into service. The students gain key transferable skills in project management, time management, interprofessional working and communication; all of which would be an asset to an organisation.

Some students, outside of the curriculum requirements, continue to work with the organisation to refine and help implement the product. A number of students also go on to publish their work in professional journals.



### **Critical Reflections:**

It is a challenging unit due to the nature of bringing different professional groups together, as well as students having to cope with other pressures of assessments and working in practice at the same time. However, it prepares them for the reality of work within a healthcare arena. Employers see the benefits of the unit and how it meets the needs of service.

The area most attractive to students centre on the autonomy they enjoy in formulating the specifics of their project and the presentation style of the assessment. They have found the facilitation style of unit delivery and teaching resonates with their maturation in exposure to HE learning and the proximity of their professional registration.



### **Recommendations:**

This unit provides an excellent way for HSC to engage with service partners for the benefit of patients and families

We are expanding the remit of organisations and this year students will be invited to link with one of three universities, two in Canada and one in the USA.