

Working in Partnership:
ALPS and the Professional, Statutory
and Regulatory Bodies

Tuesday 11 September 2007

Welcome

Professor Trudie Roberts

Working in Partnership:

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and Regulatory Bodies

ALPS update

Peter Gray

ALPS York St John Partner Lead

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Programme

10.15 am	Welcome & ALPS update
11.15 am	ALPS – The issues of interprofessional assessment
12.30 pm	Lunch
13.15 pm	Ethical practice – how to develop a framework to interprofessionally assess students with multiple codes of ethics
14.30 pm	Feedback from small group discussions
15.00 pm	Plenary & action plan
15.30 pm	Finish

Last Years Aims

- develop understanding of the ALPS programme and its relationship with the PSRBs for professional regulation purposes
- establish a spirit of partnership between the PSRBs and ALPS
- identify strategies to work with PSRBs to take ALPS forward
- identify potential barriers to implementing inter-professional assessment
- identify preferred mechanisms, including effective communication, for future engagement

Encouraging feedback

- Assessment tools are not normally within the remit of PSRBs – it is assessment policy that is subject to scrutiny at validation
- Tools that increase reliability of assessment welcomed
- As long as there is final sign off for the award by an appropriate registrant for the profession there should be no problem

Caution

- Fitness to practice must inform all decisions
- ALPS must not be seen to challenge professional identity
- Not all professions are equally engaged in interprofessional learning / working
- How will we ensure that standards are maintained when so many people from diverse backgrounds are involved ?

Students rights must be protected

Technology



A tool not an end in itself

A catalyst for quality enhancement

Common Competencies



- Clear differentiation between uni-professional and inter-professional elements of competencies is required
- Lack of a common vocabulary between professions may present a major obstacle
- Common competencies in “Ethical Practice” may prove to be very difficult to identify

Assessment development

- How do we ensure that current good practice is not lost ?
- Must be based on a common assessment philosophy
- Build a degree of flexibility into assessment tools and not be too prescriptive
- Self-assessment and Peer-assessment needs to be built in
- Need to be clear about how we use the information gained from assessment

Managing change

- Must enhance existing practice without adding additional work load to overstretched clinical educators
- Must stress benefits to service / users
- Need to address perceptions held by colleague of their professional rights and the knowledge / skills
- Practitioners will need to value principles and see the benefits
- Relevance and appropriateness of inter-professional assessment must be evident
- Cultural change needs to be carefully managed to ensure buy in from colleagues

Embedding



- Resistance to change in HEIs needs managing
- Ongoing funding / viability requires addressing early