

ALPS - Assessment and Learning in Practice Settings

Centre for Excellence in Teaching and
Learning

Professor Trudie Roberts
Director

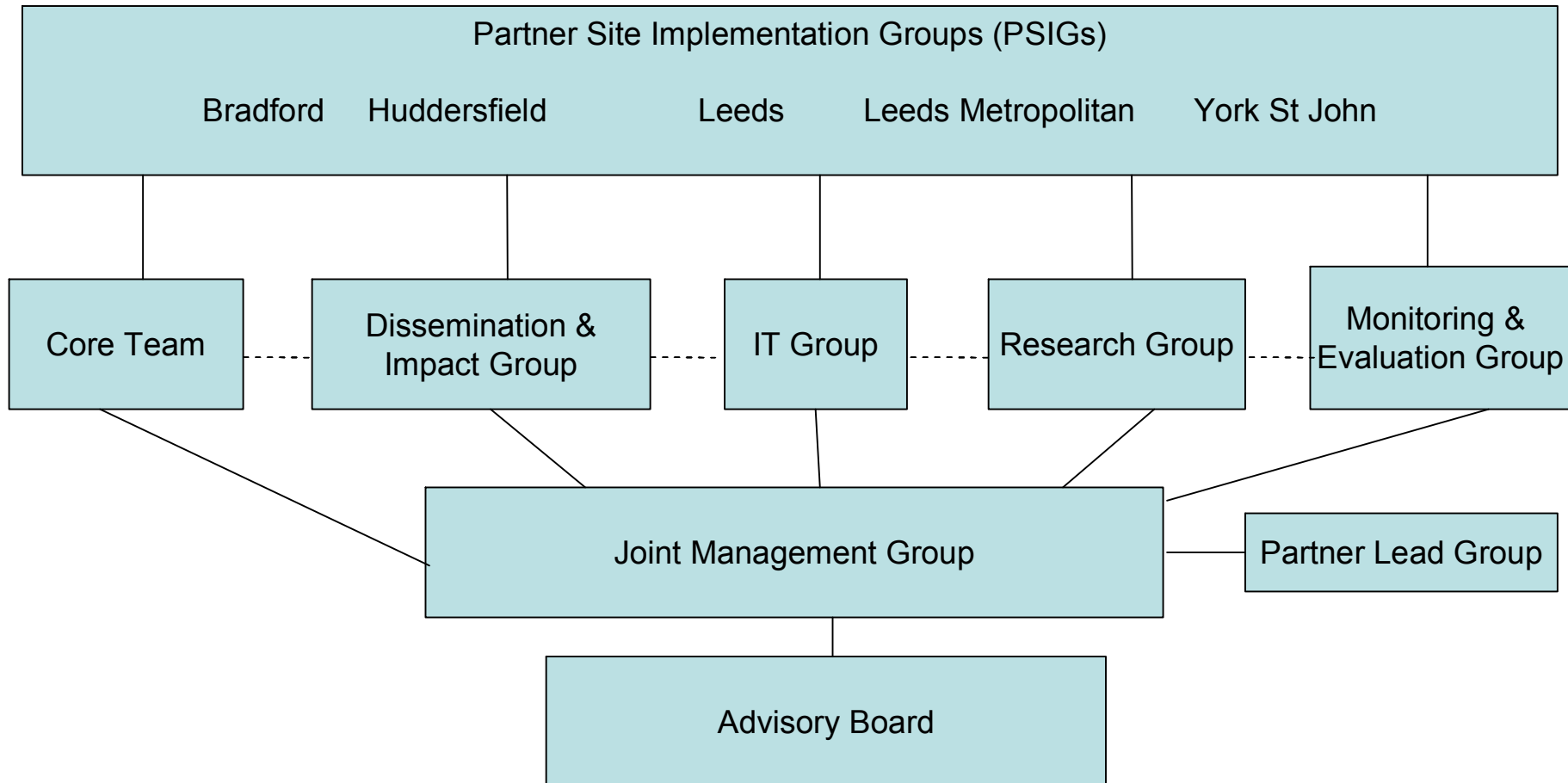
Partners

- University of Bradford (2434)
- University of Huddersfield (1400)
- University of Leeds (3440)
- Leeds Metropolitan University (1033)
- York St John University (590)
- NHS partners
 - Workforce Development Confederation
 - Professional networks networks
 - Professional, Statutory and Regulatory Bodies

Professions

- Audiology
- Clinical physiology
- Dentistry
- Dietetics
- Diagnostic radiography
- Medicine
- Midwifery
- Nursing
- Occupational therapy
- Operating department practice
- Optometry
- Pharmacy
- Physiotherapy
- Podiatry
- Social work
- Speech and language therapy

How ALPS works



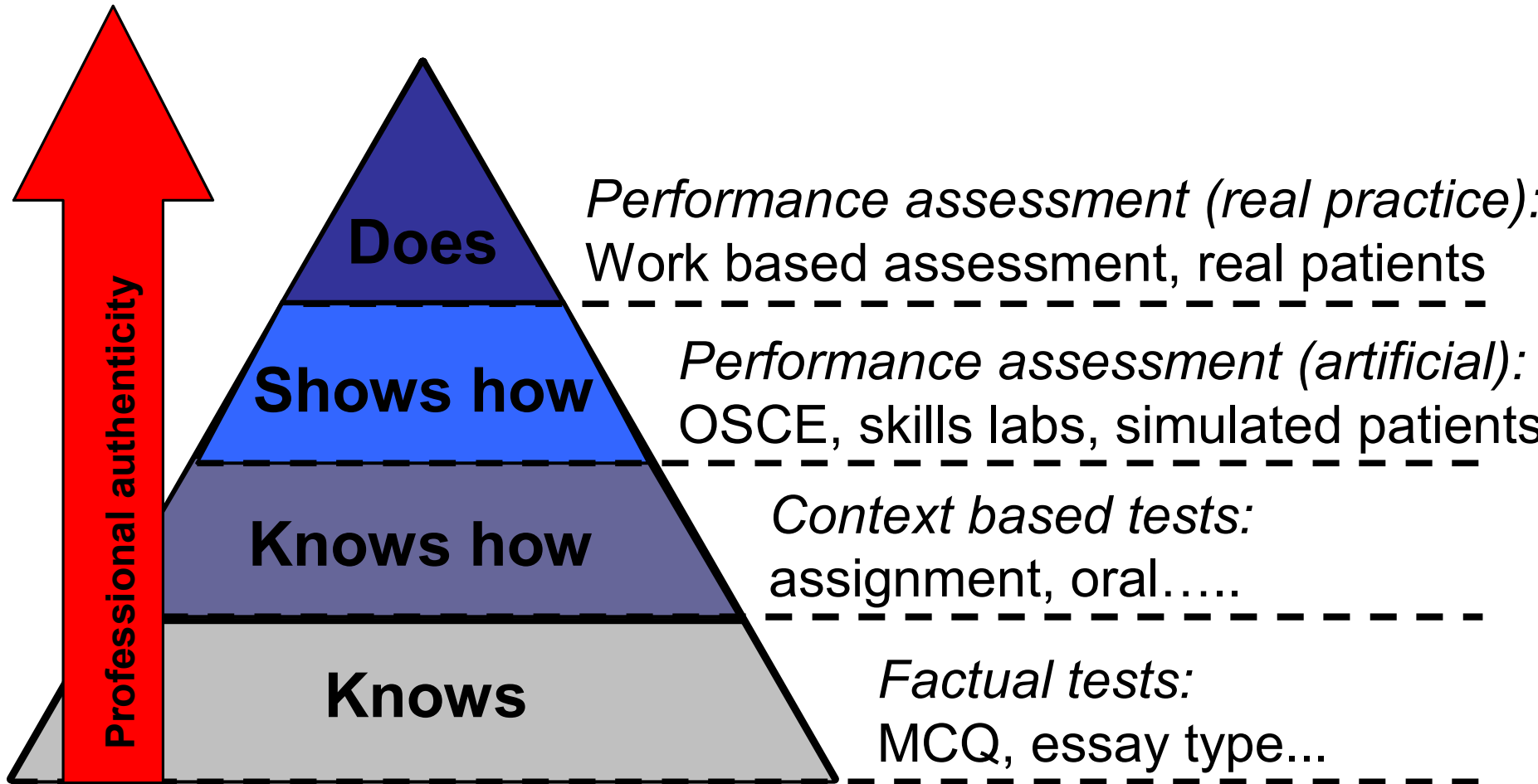
Mission

- to ensure that students graduating from courses in health and social care are fully equipped to perform **confidently** and **competently** at the start of their professional careers

Strategic Aims

- to develop and improve assessment and learning in practice settings for all HSC students
- to develop and promote skills of assessors in practice-based assessment
- to develop the role of service-users and carers in practice assessment
- to develop project management and partnership working
- to research, evaluate, disseminate and change professional cultures
- to respond to and influence policy changes nationally and internationally

Levels of Assessment



Miller 1990

Challenges to work based assessment

- Good validity but poor reliability
- Limited time of assessors
- Limited number of assessors
- Limited opportunity for assessment
- Potentially limited areas sampled

Addressing the challenge

- Extend excellence in assessment
- Help students learn in practice ***within*** and ***across*** professions
- Identify common competencies
- Develop tools to assess generic skills of common competencies

ALPS Vision



- Common assessment tool for core competencies
- Pool of cross professional trained assessors
- Innovative methods of assessment that ensure students are fit to practise in the changing workplace

Value of ALPS

For students

- More consistent and reliable assessment
- Interprofessional and multiprofessional teaching
- Competences for interprofessional working enhanced

For staff

- Opportunities for professional development
- Enhancement of interprofessional patient focussed practice
- Improved tools and training for practice based educators

For service users

- Empowerment of service users
- Incorporation of service user perspective
- Extend existing networks

Research

- Impact of new assessment tools
- Cultural change
- Innovative use of Information Technology

What will we have after the first five years?

- Electronic bank of valid assessment material incorporates assessment tools and criteria
- Incorporates requirements of professional & regulatory bodies
- Assessors utilise bank via electronic links
- Pool of qualified multi-profession assessors trained
- Assessors from any profession perform practice placement assessment of generic skills
- Generic skills include communication, ethical issues or team working
- Students carry an electronic record of formative and summative work
- Electronic record available to HEI tutors & NHS educators

Current Activities

- Common Competency Mapping
- Common Assessment Tool
- Engagement of Professional and Statutory Bodies
- Supporting Technologies
- Research

Partner contacts

- Chris Dearnley c.a.dearnley1@bradford.ac.uk
- Cathy Doggett c.m.doggett@hud.ac.uk
- Margaret Lascelles m.a.lascelles@leeds.ac.uk
- Ieuan Ellis i.ellis@leedsmet.ac.uk
- Peter Gray p.gray@yorks.ac.uk
- ALPS Core Team alps@leeds.ac.uk