2.4   Submit final version

2.5   Send back to web system

3   Student reviews the assessment in their e-portfolio

We will now log in to the system as a student. The system will be pre-loaded with the responses to the assessment taken from the video.

3.1   Assessments area
We will look at two responses to assessments—the one taken from the video we have just seen, and an older one which the tutor has responded to.

3.2   Informal blog
We will show how Clare could blog about an aspect of her OT training. This will lead to looking something up in resources area.

3.3   Resources area
The resources area contains relevant resources.

4   Tutor reviews in e-portfolio

The student, Clare, will now log out of the system, and we will log in as a tutor, David, in order to view, comment on and map the assessment shown in the video.

4.1   Assessment area—viewing an assessment
We will view the assessment that we saw being completed in the video.

4.2   Commenting on the assessment
In the role of the tutor, we will comment on the assessment.

4.3   Map completed assessments to competencies
We will map it to the competencies that Clare has achieved.

4.4   Add a resource
We will add a new resource which is relevant to our comments on the assessment.
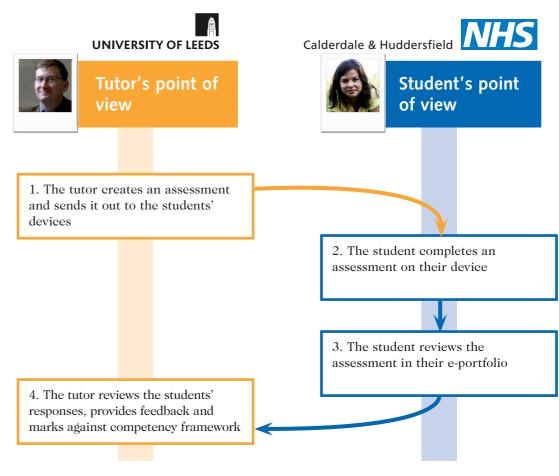
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ALPS demonstration:
an outline

The ALPS system demonstration will follow the "life-cycle" of an assessment, from the point where it is originally created by a tutor. We will look at how it is sent out to a student for completion, and follow its progress back into the online system for tutor feedback and mapping to the competency framework as evidence of competency achievement.

We will divide the presentation into four main segments, two of which approach the system from a tutor's point of view, and two of which approach the system from a student's point of view:

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Tutor's point of view

Student's point of view

1. The tutor creates an assessment and sends it out to the students' devices

2. The student completes an assessment on their device

3. The student reviews the assessment in their e-portfolio

4. The tutor reviews the students' responses, provides feedback and marks against competency framework

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The scenario

Clare is an occupational therapy student on placement at Calderdale Royal Hospital. One of her objectives whilst on placement is the development of her ability to demonstrate respect for service users.

Her tutor, David, creates an assessment that will encourage Clare to provide evidence of his ability to demonstrate respect for service users, and to communicate with them in a respectful and ethical way

This assessment is sent out to Clare's mobile device. This particular assessment is designed to be completed by one of the service users, but other assessments she has received were completed by her practice assessor, by her peers, and by herself.

When the service user has completed this assessment, it is sent to Clare's online portfolio.

David comments on the responses to Clare's assessment—yes, she has provided evidence of demonstrating respect for service users. (David uses this opportunity to provide some more detailed support). David marks off the competencies Clare has documented on the competency framework for communications.

An example assessment - Demonstrate respect for service users:

Questions for the service user

- Did the student introduce themselves appropriately?

  ☐ Yes   ☐ No   ☐ Not Sure

- Did the student treat you with respect?

- Did the student value your opinions?

- Did the student explain things in a way that you could understand?

  ☐ Yes   ☐ No   ☐ Not Sure

- Would you like to make any further comments on the student's overall performance?

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1.   The tutor creates an assessment and sends it out to the students' devices

1.1   Using Question-Builder to create an assessment
Before demonstrating this aspect of the system, we will explain that tutors are not going to be doing this for the pilot (—this will probably have been covered by the ALPS team before the presentation, too).
We will create the first few questions of an ethical practice assessment on-screen, using Question-Builder.
The questions will be taken from the assessment shown in the usability pilot study video.
After creating the first few questions, we will move on. The system will already contain a fully-built version of the assessment.

1.2   Compendle—creating an assessment package
We will take the fully-built version of the assessment package and bundle it into an assessment package with some mobile-ready video.

1.3   Competency mapping
After publishing the package, we will map it to the appropriate competencies. These will be taken from the assessment being used on the pilot.

1.4   Setting an assessment
We will set the assessment for a demonstration cohort, of which a demo user, Clare, is already a member.

1.5   Sending out to device
We will demonstrate the on-screen functionality for sending out to the device. We will note that, when there's a connection, the assessment will be sent to Clare. However, we will not demonstrate its receipt on an actual device.

2   The student completes an assessment on their device

This whole section will be demonstrated using video taken from the usability study session, reinforced with the on-PC simulation of the mobile client software. The software will be pre-loaded with the assessment used in the video.

2.1   Opening up the software and following the wizard
The video will be shown, and we will also bring up an on-screen emulator.

2.2   Audio responses
This will be shown in the video.

2.3   Save draft
This will be demonstrated using the on-screen emulator.

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