USE CASE DESCRIPTION –

ASSESSMENT & LEARNING IN PRACTICE SETTINGS (ALPS)

AUGUST 2006

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1 OVERVIEW

This project was designed to support the Assessment and Learning in Practice Settings (ALPS) partnership to create tools to help develop and deliver work-based assessment for students. Our specific emphasis was on the provision of these capabilities in a Mobile environment drawing on the additional e-Learning and content facilities that are being introduced at each local Higher Education institutions and through nationally funded (e.g. JISC) and NHS initiatives.

The ALPS partnership is comprised of five Higher Education organisations that offer education and learning facilities to students from a range of sixteen different Health and Social Care professions. ALPS will deliver the capability to assess students on the clinical competencies expected by these sixteen regulatory bodies using work based, mobile assessment tools. ALPS aims 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 and therefore improving the standards of care.

The ALPS team decided to engage the Virtual Learning Environment vendor (Blackboard and WebCT, A company of Blackboard) to investigate the feasibility of providing assessment on mobile device in order to leverage our existing experience with e-Learning integration and online assessment.

2 METHODOLOGY & JUSTIFICATION

2.1 Methodology: Rational Unified Process (RUP)

The Rational Unified Process (RUP) is the popular iterative software development process that Blackboard Consulting has chosen to use for this project. It is a methodology that provides guidelines, templates, and examples for all aspects and stages of program development. It is not a single concrete prescriptive process, but rather an adaptive process framework. It is intended to be tailored, in the sense that development organization and software project teams will select the elements of the process that are appropriate for their needs, with its ultimate goal to ensure the production of high-quality software that meets the needs of its end-users, within a predictable schedule and budget.

Because this process it involves Iterative development, it prescribes the construction of initially small but ever larger portions of a software project to help all those involved to uncover important issues early before problems or faulty assumptions can lead to issues. Iterative processes are preferred by developers because it allows a potential of reaching the design goals of a user who does not know how to define what exactly he might want.

RUP establishes four phases of development, each of which is organized into a number of separate iterations that must satisfy defined criteria before the next phase is undertaken: in the *Inception Phase*, developers define the scope of the project and its business case; in the *Elaboration Phase*, developers analyze the project's needs in greater detail and define its architectural foundation; in the *Construction Phase*, developers create the application design and source code; and in the *Transition Phase*, developers deliver the system to users. We are currently in the *Inception Phase* with the Blackboard/ALPS collaboration project.

2.2 Justification

Generally, Blackboard Consulting has chosen to use the Rational Unified Process when completing large-scale development projects because of its iterative process. This allows the process to organically evolve over time in order to meet the changing needs of the clients and the project itself.

3 DEFINITIONS

3.1 Assessment

The Assessment is a cornerstone business object in this project. It is expected that this definition will continue to mature as more input is received from each Discipline. There will be core information that is common to all Assessments, and specialized information relevant only to certain types of Assessments.

3.1.1 General Information

As Wikipedia defines it, assessment is generally defined as the process of documenting, usually in measurable terms, knowledge, skills, attitudes and beliefs.

We discussed 2 major forms of assessment during our interviews. The first is Summative Assessment. Wikipedia defines summative assessment as generally carried out at the end of a module or project. In an educational setting, this type of assessments is typically used to assign students a module grade.

While onsite, we defined summative assessment as the designated degree level assessment that informs and regulates student progression to the next year of the course, and contributes to the award of the final degree.

The second main form of assessment we discussed was formative assessment. According to Wikipedia, formative assessment is generally carried out throughout a course or project. Formative assessment is used to aid learning. In an educational setting, formative assessment might be a teacher (or peer) or the learner, providing feedback on a student's work, and would not necessarily be used for grading purposes.

While onsite, we defined formative assessment as assessment designed to help a student to see how well they are progressing on the course. Formative assessments typically do not contribute directly to the final course marks, although they are sometimes graded as a pass/fail element of the module. It remains to be seen whether this attribute alone changes their categorization to summative.

Alternate descriptions of Summative and Formative Assessment, from the Yorkshire Region Dietetic Placement Manual, Sept 2003:

> "Summative assessment is more for the benefit of the assessor, to enable them to make a decision whether the student is competent and hence whether they will pass or fail the placement. It happens at specified points in the placement, wwhen the assessors sign to verify that the student has demonstrated competence in relation to one or more of the learning outcomes.
>
> Formative assessment is informal and takes place continuously throughout the placement. It includes the feeback/reflective discussion with supervisors after learning activities, for example after patient consultations, clinics, group sessions, practical excercises. It also includes the weekly progress/feedback meetings. It should always begin with the student's reflection and self-assessment, and then include reflective discussion with the supervisor. Formative assessment is for the benefit of the student, to help them to learn. It must always involve action planning or

agreeing future goals for improvement. If it is done well, it will provide evidence 'along the way' for Summative assessment."

Typically, we found that governing bodies for a discipline defined which competencies were to be assessed, however, it was up to the individual institutions to create the appropriate Assessments criteria to evaluate the student's competency of that skill. It is then the assessor who assesses the student based on those defined criteria.

3.1.2 Assessment Criterion Types

Some of the assessment types we observed being used at the partner institution included:
- Scaled evaluation (multiple choice)
- Rubric
- Checklists
- True/false
- Commentary
- X of Y tasks

Discussions also included additional assessment types that could be used in the future:
- Capturing and submitting photos of a student performing a task/action
- Visual multiple choice (Select picture which most accurately matches student's performance)
- Tutor/Practioner/Student blogging
- Audio Commentary
- Service User feedback
- Audio & Video blogs
- Slide scale

In addition, Module Leader defines criteria for Student's self evaluation:
- Broad descriptions (How was your first week at clinical?)
- Precise descriptions (Ethics - How would you deal with taking care of a violent crime offender?)
- Collaborative group projects - Blogging
- Capturing and commenting on pictures.

3.1.3 Common Attributes of Assessments

This area will be a collection of the common attributes and properties for all Assessments. In the future this information would be used as metadata for cross-cutting functionalities of the system such as searching.

Assessments should all contain:

- A title that describes the Assessment.
- An overview or introduction providing background on Assessment style, content, duration, and anything else to facilitate accurate execution of the Assessment.
- Area for Assessor commentary.
- The competencies being assessed.

3.1.4 Assessment Metadata

We briefly brainstormed assessment metadata that could be used to describe assessments. The list below outlines our discussions and is not complete:

- Title
  - The title of the assessment

- List of competencies
  - Describes which competencies this Assessment evaluates
- Level
  - Introductory, Intermediate, Advanced
- Profession/Discipline
- Year
  - First Year, Second Year, etc
- Grading
  - Explains how this Assessment is graded (e.g. %, number, pass/fail)
- Student Access
  - Outlines the points when a student can see the assessment. (e.g. Prior to evaluation, after completion, anytime)
- Location
  - Describes where this Assessment would be taken. (E.g. hospital setting, community, home, school) [ALPS]: Is this what "location" was meant to be?
- Synonyms
  - Describes the synonyms for these Competencies in other disciplines for ease of searching.

3.1.5 Types of In-Placement Assessments

3.1.5.1 Evaluation Checklist

This type of Assessment includes a list of Performance Indicators that a Student has to demonstrate. In some cases, we observed that Performance Indicators were written in such a way that a Student either completes it or not (Yes/No). In other cases, the Assessor was asked to place the student into one grouped range per task to indicate performance based on a specified rubric.

3.1.5.2 Portfolio

During our discussions with different ALPS disciplines and partners, we found that portfolios are used a great deal as a form of assessment. However, the description of what a portfolio is varied from discipline to discipline.. In some cases, it is used strictly as a form of self-reflection by the Student, in others, a mixture of self-reflection or an action plan created by the Student with feedback from the Assessor, and finally in others, as feedback only from the Assessor. Most portfolios are used as a form of Learning Journal, providing a format and framework for students to record information about the learning process they are experiencing.

3.1.5.2.1 CLINICAL ASSESSMENT PORTFOLIO

A document framework given to students during Year 1 that is used throughout the entire programme. Students create their Action Plan for each placement in the Portfolio, and use it to collect evidence towards proving satisfaction of performance criteria for the programme.

3.1.5.2.2 RADIOGRAPHY PORTFOLIO

The portfolio in Radiography is a collection of written assignments about specific radiography tasks with a word count limit.

3.1.5.2.3 ONLINE PORTFOLIO

An online self reflection tool that is used by some disciplines in order for Student's to do self reflection. In some cases this is graded, and in others it is just encouraged.

3.1.5.2.4 MEDICAL PRACTICAL SKILLS PORTFOLIO

The skills portfolio in Medicine is a representation of a number of practical skills that the student is required to complete or observe during their placement. In this portfolio the skills are split up into A, B or C types, in which A skills all must be completed 100%, of the B skills, only 75% must be completed, and the C skills have to only be observed. The Clinician from the placement signs the form showing that the Student has completed the marked skills. This portfolio contains no student self reflection.

Completion of this portfolio is required a prerequisite for taking the OSCE however there is no grade for completing it.

3.1.5.2.5 MIDWIFERY REFLECTIVE ESSAY

The Student writes a 2000 word self reflection about how they feel they did on one Competency of their choice during their placement. This is submitted and counts towards their grade in the Module.

3.1.5.2.6 SOCIAL WORK PRACTICE LEARNING PORTFOLIO

The purpose is for Students to provide analytic and holistic pieces of work detailing their practice and their evaluation of their practice skills, values and ethics. The portfolio proves evidence of competence at the end of the practice period at the appropriate level in relation to the relevant key roles and value and ethical requirements.

3.1.5.2.7 NURSING PRACTICE LEARNING PORTFOLIO

The Nursing Practice Learning Portfolio is a flexible, comprehensive account of a Student's educational experiences, development and achievements. It is created through a continuous process, which involves reflecting on and recording what they have learned from everyday experiences as well as from planned learning activities. Reflection is felt to be fundamental to professional practice and the process will help sharpen the Student's ability to reflect constructively on, analyse and evaluate what they do in placement.

The aims of portfolio development are to:

- Facilitate Student development by helping to reflect on their learning experiences
- Help Students recognise, understand and evaluate their abilities, strengths and areas needing further development in order to plan and negotiate educational development
- Help Students reflect on the links between practice and theory
- Help Students develop enquiring and critical skills as a basis for effective practice

3.1.5.3 Log Book

This book contains a mixture of self assessment and clinical assessment in the Optometry discipline. It includes two parts, the first is a student recording a self assessment of a clinical, including their strengths, weaknesses, and an action plan. The second portion is the clinician giving an observation about the Student's professional ability with comments and a letter grade (not based on a rubric). This log book counts towards the Student's final grade.

3.1.6 Other Types of Assessments

These are Assessments that were identified during interviews, but are not used specifically in placement.

3.1.6.1 Objective Structured Clinical Examination (OSCE)

This is a practical examination of skills given to 3rd year Students meant to test the skills they have learned thus far. It is a combination of 22 stations, where a Student goes into a station with an Assessor and a simulated patient and must complete one task or skill. Typically, this takes place over 2 days and over 250 students are tested.

In this Assessment, Students are not privy to the marking criteria. Each student is required to pass a certain number of stations, and a certain number of each type of station. It is possible for a student to a high number of marks but not meet the number they must pass and therefore fail.

3.1.6.2 Case Study Presentation

This usually is a presentation of a Case Study completed while onsite at a placement. In some disciplines, the Student is required to show the following:

- o Student presents the history
- o The findings from the examination
- o What they would do/how they would treat the patient.

This presentation is typically presented to the lecturer and a group of other students, and counts towards the Student's grade in the Module.

3.1.6.3 Written Examination

Many Disciplines incorporate some form of Written Examination into the course materials, often as one aspect of final summative assessment.

A variety of question types are used on the
- Multiple Choice Questions (MCQ)
- Extended Matching Questions (EMQ)
- Short answer
- Essay

These examinations are frequently conducted using optical marking sheets.

3.2 Competency

A competency is defined as a student having the ability to perform tasks and duties to a predetermined skill level. Competencies may be created by any of a number of groups, including national professional accreditation organisations, regulatory bodies for the specific discipline, University or Department policy, and the National Occupation Standards.

An example of a competency is "Communication ".

Other definitions located by searching the Internet include:
- Describes the work related skills and behaviour needed to effectively perform in a role. Core competencies are required for all role profiles. Specific competencies are required for some role

profiles.
www.mcgill.ca/hr/mcompensation/terms/
- A knowledge, skill or attitude that enables one to effectively perform the activities of a given occupation or function to the standards expected in employment.
www.ibstpi.org/glossary.htm

3.2.1.1 Synonyms

Discipline	Synonym
Midwifery	Element
Social Care	Key Role

3.3 Element of Competency

"The element of competency includes the description of an action that should be achieved by a person in their occupational environment. Therefore, it refers to an action, a behaviour or a result that a worker needs to demonstrate and, thus, it is a function that is carried out by one individual.

Elements of competency are written in the form of a sentence, following the rule of beginning with a verb in the infinitive, preferably; then it describes the object on which the action is performed and, finally, though it is not compulsory in every case, it includes the condition of the action regarding the object." - CINTERFOR

Discipline	Synonym
Midwifery	Performance Indicator

3.4 Placement

Placements take place when a relationship is formed between the University and an organization that provides service to the community for the purpose of Student education.   Assessments are developed to help guide and evaluate progress towards achieving and demonstrating specific Competencies in practice during that Placement.

3.5 Action Plan

Action Plans are learning contracts created to outline the activities to undertake, skills and respective level of proficiency to attain, and a timeline for these events to happen. They are typically created at the beginning of a placement by a collaborative effort between the Student and Assessor, sometimes involving the Tutor.

Discipline	Synonym
Social Work	Learning Contract
Optometry	Action Plan
Physiotherapy	Learning Contract

3.6 Tripartite Relationship

Many disciplines require a specific number of visits, or interviews, between the Student, Tutors, and Assessor while on a specific placement which comprises the tripartite relationship.

Typically there are three visits:

- The first visit reviews the Assessment criteria and develops and Action Plan outlined and signed by all 3 members.
- Interim reviews (commonly at a mid-point) check the progress towards the Action Plan defined in the first meeting. Remediation may be suggested for areas identified as not meeting satisfactory progress.
- The final review takes place towards the end of the placement, and usually involves some kind of grading component.

4 ACTORS

4.1 Tutor

Academic faculty who manage module content and teaching/learning activities based upon external & professional bodies' guidelines & specific programme.

4.1.1.1 Synonyms

Discipline	Synonym
	Lecturer
Midwifery	Lecturer, Link Lecturer
Physiotherapy	Tutor
Radiography	Lecture Practitioner
Medicine	Academic Lecturer
Medicine – Post Grad	Educational Supervisor
Optometry	Clinical Director
Social Work	Personal Tutor

4.2 Personal Tutor

The Personal Tutor is a faculty member that provides academic support and advice for the Student throughout the programme.

4.3 Student

This person is the learner who is participating in both classroom and field learning activities. In the scope of this project, Student actions or activities are typically the subject of Assessments.

Discipline	Synonym
Midwifery	Student, Learner
Medicine – Post Grad Student	Trainee

4.4 Assessor

Typically this is qualified Health & Social Care assessors charged with practice-based evaluation of students. Many Assessors also act as mentors, participating firsthand in education of the students while in placement. They may assist in creating, executing, and monitoring of Action Plans.

There have been no specific tasks yet identified within scope of this project to differentiate a Mentor from an Assessor.

In addition, students can do self assessment regarding specific competencies or tasks, or generally about how they are doing on a particular placement. When a student is doing self reflection, they are also playing the role of Assessor on themselves.

4.4.1.1 Synonyms

Discipline	Synonym
Radiography	Clinical Assessor, Lecture Practitioner
Midwifery	Clinician or Mentor
Optometry	Supervisor
Physiotherapy	Practice Educator
Medicine	Clinician
Social Work	Practice Teacher, Personal Tutor
Social Care	Clinical Educator, Supervisor
Dentistry	Clinical Tutor

4.5 Service User

This is the person who is commonly known as the patient. At this point, Service Users have not been identified as actively participating in the Assessment of a student. Some disciplines have expressed interest in including this actor more in the Assessment and feedback process.

4.5.1.1 Synonyms

Discipline	Synonym
Midwifery	Woman or client
Social Care	Patient
Medical	Simulated Patient
Optometry	Real Patient, Volunteer
Social Work	Service User

4.6 Programme Validation Authority

An entity that is responsible for review and validation of programme content, including assessments. This may include department or university content review boards, occupational standards bodies, and professional accreditation organizations.

4.7 Grade Reviewer

The organisation who reviews marks/grades assigned to students for purpose of quality assurance and moderation. This could be external governing bodies or groups within the institution.

This review may happen at different tiers based on department and university policy and what grades are being reviewed.

Tutors may submit grades to the Module Leader for moderation.
Module Leaders may submit final grades to the Exam Board for review and/or moderating.
Final results for a Programme might be sent to an external examiner for quality control purposes.

Synonym
Exam Board
Institution's Validating Body
Peer Grade Reviewer

4.8 Module Leader

A module leader is an academic responsible for the content and delivery of a specific module. One module may have multiple tutors.

4.8.1.1 Synonyms

Discipline	Synonym
Radiography	Module Manager

4.9 Carer

This is a person who is not professionally trained but is part of health care team. An example is a hospice volunteer.

Discipline	Synonym
Social Work	Users of care, carers

5 BUSINESS RULES DEFINITIONS

A business rule describes one fundamental aspect of a business practice. They may define authorization criteria for a specific task, define how to perform a specific calculation, or identify a required sequence.

[BR1] Authors may only create Assessments for modules in which they are the module leaders.
[BR2] Programme competencies are defined by professional standards organisations.
[BR3] Nursing students are given two attempts to complete an assessment. Those failing the first attempt are classified as 'referred'.

6 USE CASE INFORMATION

6.1 Use Case Suite

6.1.1 By Feature Area

- [Manage Assessments](#)
    - o Create Assessment
    - o Save Assessment
    - o Share Assessment
    - o Modify Assessment
    - o Search for Assessment
    - o Submit Assessment for Validation
- [Deploy Assessments](#)
    - o Import Assessment
    - o Modify Assessment in Module
    - o Assign Assessment
- [Execute Assessments](#)
    - o View Assessment
    - o Begin Assessment Attempt
    - o Save Assessment Attempt
    - o Edit Assessment Attempt
    - o Submit Assessment Attempt
    - o View Aggregate Assessment Outcomes
    - o View Individual Assessment Attempt
    - o Submit Assessment Outcomes
- [Manage Assessment Attempts](#)
    - o Grade Assessment Attempt
    - o Moderate Assessment Grades
    - o Submit Grades for Review
    - o Publish Assessment Grades
- [Manage Action Plans](#)
    - o Create Action Plan
    - o Review Action Plan
    - o Update Action Plan

7 USE CASES

7.1 General Assumptions for All Use Cases

- All tutors, assessors and students have user accounts to access Virtual Learning Environment (VLE)
- Students and Tutors are enrolled in Module on Virtual Learning Environment (VLE)
- Assessor would only have access to their Assessment Attempt submissions with read only access
- Adaptive/Selective Release tools can be used for reinforcing learning outcomes
- The Module Leader is ultimately responsible for defining the Assessments given in a module.
- A Tutor cannot edit an Assessment.
    - [ALPS] – Please verify - can a Tutor edit an Assessment?
- All students in a module are assigned the same set of Assessments.
    - [ALPS] – Please verify this is true.

7.2 Validation of Programme

All disciplines discussed their requirement for validation with their associated governing body prior to offering a new course. In addition, most disciplines require revalidation of their course after a specific number of year (usually 5). In general, the steps taken to validate a course are as follows:

- Creation of multi-year programme syllabus
- Creation of all programme documentation
- Creation of Assessments
- Review with institution's governing group for changes and updates
- Submit for review from regulatory body governing the discipline

[ALPS] – Are all Assessments validated? Must they be re-validated after modification?

7.3 Top Level Use Case (UC0.0)

1. An Author creates an Assessment based on Competencies required for a module.
2. A Module Leader selects which Assessments will be used in a module.
3. A Tutor assigns the Assessment to one or more Students.
4. An Assessor in placement completes the Assessment. Depending on the type of the Assessment, this Assessor may be a Student, a Mentor, a Tutor, or a collaboration of all three.
5. A Tutor reviews the Assessment attempt, both individually and within the context of all attempts
6. A Tutor assigns a grade, or moderates an existing grade, and may send the grades to one or more organizations for academic review.
7. A Tutor publishes grade and/or mark information to Students.

7.4 Feature Area 1: Manage Assessments

7.4.1 Feature Area Overview

Authors, typically as Module Leaders, are tasked with providing Assessments that map back to defined Competencies for a given Module. These Assessments may be created new or reused as-is from previously defined assessments, and may be edited multiple times. Assessments may require peer review or validation by an external entity (such as a regulatory body) before releasing them for use by the Tutors.

This feature area includes Use Cases describing these processes:
- Create Assessment
- Share Assessment
- Modify Assessment
- Search for Assessment
- Submit Assessment for Validation

7.4.2 Use Case Diagram

This diagram outlines the Use Cases in this *Feature Area 1: Manage Assessments*:

7.4.3 Create Assessment

Use Case ID:	UC1.0
Use Case Name:	Create Assessment

Actor:	Author
Description:	Create Assessment
Preconditions:	Author is authorized to create Assessments for target module [BR1]
Postconditions:	Assessment persisted in a format that allows subsequent sharing, editing, distribution, and usage.
Priority:	High
Frequency of Use:	Infrequent, related to course content lifecycle.

Normal Course of Events:	1. Author determines module for which new Assessment is to be created [BR1]
	2. Author determines type of Assessment to create
	3. Author defines Assessment Metadata
	4. Author identifies Competencies to be assessed
	5. Author adds Criterion to assessment
	    a. Create new Criterion
	    b. Locate and reuse existing Criterion
	6. Repeat step 5 as required
	7. Author saves Assessment in some location and format that allows future use of and access to that Assessment.

Main Success Criteria:	Assessment created are stored in an accessible state.
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	
Notes and Issues:	[ALPS]: If step 7 is truly a common step in this use case, there might be a need to split it out as a separate use case and make it a precondition to an additional "Release to Tutor" UC.

7.4.3.1 Create New Assessment Criterion

Use Case ID:	UC1.0.1
Use Case Name:	Create new Assessment Criterion

Actor:	Author
Description:	New Assessment Criterion is created and associated with their respective competencies
Preconditions:	
Postconditions:	Criterion is persisted in a format that allows subsequent sharing, editing, distribution, and usage.
Priority:	High
Frequency of Use:	Infrequent, related to course content lifecycle and contribution to shared Assessment

Normal Course of Events:	1. Author selects one or more competencies to map this criterion to
	2. Author defines rubric for criterion
	    a. Selects existing rubric
	    b. Creates new rubric
	3. Author defines text of criterion
	4. Author adds additional supporting information to criterion
	5. Author optionally adds feedback based on response?
	6. Author adds reference to remedial information

Main Success Criteria:	New criterion available to be added to assessments
Exceptions:	Criterion not mapped to any competencies.
Includes:	
Special Requirements:	
Assumptions:	
Notes and Issues:	This is separated from 'Create Assessment' to provide the ability for an Author to create criteria independent of a specific assessment. [ALPS]: Will there will be a need to store & reuse common rubrics?

7.4.3.2 Locate and Reuse Existing Criterion

Use Case ID:	UC1.0.2
Use Case Name:	Locate and Reuse Existing Criterion

Actor:	Author
Description:	
Preconditions:	
Postconditions:	
Priority:	High
Frequency of Use:	Infrequent, related to course content lifecycle and contribution to shared Assessment
Normal Course of Events:	1. Author identifies Competencies to assess 2. Author searches on those Competencies
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	
Notes and Issues:	The University Medical Assessment Partnership (UMAP) is a collaboration between 5 universities where questions are submitted to a database, evaluated and approved before use in a standard question pool by the partners. The Nursing Schools at Leeds, Leeds Met, and Huddersfield are attempting to create a common assessment tool across all of Yorkshire. [ALPS] We need help with the steps taken in this Use Case. This should be validated with the teams mentioned above to ensure the correct steps are documented.

7.4.4 Share Assessment

Use Case ID:	UC1.1
Use Case Name:	Share Assessment

Actor:	Author
Description:	Author makes a developed Assessment or Criteria available for use to a broader group of peers for use in Assessment of similar Competencies.
Preconditions:	Assessment has been created.
Postconditions:	Assessment is available in a standards based format and accessible to a group of peers.
Priority:	High
Frequency of Use:	Infrequent, related to course content lifecycle.
Normal Course of Events:	1. Author selects Assessment to share 2. Author selects target audience 3. Author selects location for Assessment export
Main Success Criteria:	Assessment is stored in standard format in location accessible to target audience.
Exceptions:	
Includes:	
Special Requirements:	Requires a mechanism whereby an Assessment can be deposited in a standard format that enables capture of relevant metadata, target audience, and the digital artefacts related to this Assessment.
Assumptions:	Existence of a central repository to store Assessments or groups of Criterion for all ALPS institutions to use.
Notes and Issues:	Need to elaborate on current methods used to share assessments between Authors – between individual authors, disciplines, universities? We believe this is happening in Nursing, Social Work, Medicine – disciplines where a unified framework or assessment methodology is being used.

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7.4.5 Modify Assessment

Use Case ID:	UC1.2
Use Case Name:	Modify an Assessment

Actor:	Author
Description:	Assessments will need to be modified as the course organically evolves and changes. These changes might be strictly for grammatical purposes, or could also be to add new questions to the assessment.
Preconditions:	Assessment has been created.
Postconditions:	
Priority:	High
Frequency of Use:	Infrequent, related to course content lifecycle.

Normal Course of Events:	1. Author edits existing criterion
	    a. Edits criterion
	    b. Saves updated criterion
	2. Author identifies additional assessment criterion to be added to Assessment
	    a. Author creates additional assessment criterion
	3. Author saves assessment

Main Success Criteria:	Assessment updated.
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	No Students have yet attempted the Assessment.
Notes and Issues:	Changes would be within the rules of the governing and professional bodies overseeing that discipline and the governing school programme council.

7.4.6 Search for Assessment

Use Case ID:	UC1.3
Use Case Name:	Search for Assessment

Actor:	Author or Module Leader
Description:	Ability to search for assessment based on assessment metadata or key words.
Preconditions:	
Postconditions:	
Priority:	High
Frequency of Use:	Infrequent, related to course content lifecycle.
Normal Course of Events:	1. Actor enters metadata information to search on into appropriate Assessment Metadata fields 2. Submit to search for Assessments matching entered metadata. 3. Actor reviews search results
Main Success Criteria:	Assessments matching selected metadata displayed to actor.
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	
Notes and Issues:	TI

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7.4.7 Submit Assessment for Validation

Use Case ID:	UC1.4
Use Case Name:	Submit Assessment for Validation

Actor:	Author
Description:	All content for a programme is typically reviewed by a governing body on certain year cycle. This would allow actors to easily submit the assessment for review by a governing body or institution group.
Preconditions:	Assessment has been created.
Postconditions:	
Priority:	High
Frequency of Use:	Infrequent, typically during the review of a programme or at the beginning of the year.
Normal Course of Events:	1. Author submits the course content and assessment information to the institution's governing body for review and validation. 2. Author submits the course content and assessment information to the governing body for review and final validation.
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	Assessments must be approved by some group (either at that institution or a governing body) prior to use within a programme.
Notes and Issues:	Need to define rules around how granular content (and thus assessment) validation is – do individual assessments need reviewed on update? If they maintain the same Competency relatationship?

7.5 Feature Area 2: Deploy Assessments

7.5.1 Feature Area Overview

After the creation of an assessment, this assessment would be saved for use within Modules on the Virtual Learning Environment. A Module Leader is responsible for creating the content which exists in a specific module. After the Module is created, the Tutor assigns Assessments to Students.

This feature area includes Use Cases that describe the following activities:
- Import Assessment
- Modify Assessment in Module
- Assign Assessment

7.5.2 Use Case Diagram

This diagram outlines the Use Cases in this *Feature Area 2: Deploy Assessments*:

7.5.3 Import Assessment

Use Case ID:	UC2.0
Use Case Name:	Import Assessment

Actor:	Module Leader
Description:	Import Assessment into a Module.
Preconditions:	Assessment has been created.
Postconditions:	
Priority:	High
Frequency of Use:	Infrequent, related to course content lifecycle.
Normal Course of Events:	1. Module Leader decides which competencies & metadata will be searched for to find specific assessment to add to Course content. 2. Module Leader searches for assessment based on that metadata/competencies 3. Module Leader selects Assessment 4. Module Leader reviews Assessment to ensure it correctly assesses required Competencies 5. Module Leader imports the assessment into Module 6. Module Leader specifies whether Assessment can be completed multiple times for a given Student
Main Success Criteria:	Assessment is available for use in module content.
Exceptions:	
Includes:	
Special Requirements:	Requires that Assessments stored in a format that can be used in the Module content, or simple conversion function provided.
Assumptions:	Assessment can be reviewed in place it has been saved (either the VLE or the central repository), prior to being imported into the Module.
Notes and Issues:	

7.5.4 Modify Assessment in Module

Use Case ID:	UC2.1
Use Case Name:	Modify Assessment in Module

Actor:	Module Leader
Description:	Modify assessment to reflect needs of a specific Module.
Preconditions:	Assessment has been imported to Module. Assessment has not been attempted by any Students.
Postconditions:	Updated assessment is marked as unvalidated.
Priority:	High
Frequency of Use:	Infrequent, related to course content lifecycle.
Normal Course of Events:	1. Module Leader reviews imported assessment to ensure it correctly assesses required competencies for this Module 2. Module Leader modifies Assessment as appropriate 3. Module Leader saves Assessment
Main Success Criteria:	Updated Assessment saved to Module content
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	Assessments cannot be altered once Students have attempted them.
Notes and Issues:	

7.5.5 Assign Assessment

Use Case ID:	UC2.2
Use Case Name:	Assign Assessment

Actor:	Tutor
Description:	Assign assessment to specific Module
Preconditions:	Assessment has been imported into Module.
Postconditions:	
Priority:	High
Frequency of Use:	Infrequent, related to course content lifecycle.

Normal Course of Events:	1. Tutor selects Assessment from Module content
	2. Tutor selects Students for assignment
	    a. Individual Student
	    b. Cohorts of Students
	    c. All Students

Main Success Criteria:	Assessment is available for selected Students to Attempt
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	
Notes and Issues:	Need more information on granularity of Assessment assignment – are all students in a module automatically given the same Assessments? Or are there situations where the assessments may be different to individual placements or cohorts of students? Is a remedial assessment ever assigned to a single student?

7.6 Feature Area 3: Execute Assessments

7.6.1 Feature Area Overview

During this stage, the student is assessed. One example of this is the Assessors assessing the Student using the Assessments that have been outlined in the relevant Module. A second example could be the Student completing self-assessment through some kind of portfolio, on which the Assessor must sign off.

This feature area includes Use Cases that outline the following activities:
- View Assessment
- Begin Assessment Attempt
- Save Assessment Attempt
- Edit Assessment Attempt
- Submit Assessment Attempt
- View Aggregate Assessment Attempts
- View Individual Assessment Attempt
- Submit Self-Assessment Attempt

7.6.2 Use Case Diagram

This diagram outlines the Use Cases in this *Feature Area 3: Execute Assessments*:

7.6.3 View Assessment

Use Case ID:	UC3.0
Use Case Name:	View Assessment

Actor:	Tutor, Assessor, Student
Description:	Read only viewing of an assessment for informational purposes.
Preconditions:	Assessment has been assigned to this Student.
Postconditions:	
Priority:	High
Frequency of Use:	Frequent, can view an assessment many times during the placement.
Normal Course of Events:	1. Actor views available Assessments for module 2. Actor selects an Assessment to view 3. Actor views Assessment overview 4. Actor views Assessment Criteria 5. Actor views Student Attempt status
Main Success Criteria:	Assessment displayed to actor.
Exceptions:	No Assessments available in module.
Includes:	
Special Requirements:	
Assumptions:	
Notes and Issues:	

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7.6.4 Begin Assessment Attempt

Use Case ID:	UC3.1
Use Case Name:	Begin Assessment Attempt

Actor:	Assessor
Description:	Begin an assigned assessment for a particular Student.
Preconditions:	Assignment has been created. Assignment has been assigned. Assessment Attempt not yet begun for this student, or Student completing Referred Attempt
Postconditions:	
Priority:	High
Frequency of Use:	Frequent; This could happen many times during a placement on one assessment or many different assessments.
Normal Course of Events:	1. Assessor requests to begin Assessment for Student 2. Assessor selects an un-attempted Assessment available for Student 3. Assessor confirms they have chosen the correct Assessment 4. Assessor views overview information for Assessment 5. Assessor completes Assessment based on criterion
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	Once an Assessment Attempt has begun, it cannot be cancelled.
Notes and Issues:	

7.6.5 Save Assessment Attempt

Use Case ID:	UC3.2
Use Case Name:	Save Assessment Attempt

Actor:	Assessor
Description:	Saves a started assessment in order to submit the assessment or save it for additional editing at a later time.
Preconditions:	Assessment Attempt is started
Postconditions:	
Priority:	High
Frequency of Use:	Frequent; This could happen many times during a placement on one assessment or many different assessments.
Normal Course of Events:	1. Assessor realises they need to finish the assessment at a later time or date even though the assessment attempt is not complete 2. Assessor saves the assessment
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	
Notes and Issues:	

7.6.6 Edit Assessment Attempt

Use Case ID:	UC3.3
Use Case Name:	Edit Assessment Attempt

Actor:	Assessor
Description:	Editing of an already started and saved assessment attempt.
Preconditions:	Assessment attempt is started Assessment attempt has been saved
Postconditions:	
Priority:	High
Frequency of Use:	Frequent; This could happen many times during a placement on one assessment or many different assessments.
Normal Course of Events:	1. Assessor finds Student's saved assessment attempt 2. Assessor reviews portion of assessment attempt that is already complete for accuracy 3. Assessor makes any changes to already completed Assessment attempt that may have changed since saving Assessment 4. Assessor completes remainder of Assessment based on criterion 5. Assessor saves the Assessment
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	The assessor can change what they had input at an earlier date.
Notes and Issues:	

7.6.7 Submit Assessment Attempt

Use Case ID:	UC3.4
Use Case Name:	Submit Assessment Attempt

Actor:	Assessor
Description:	Assessor has successfully completed the Assessment Attempt and wishes to commit it.
Preconditions:	Assessment attempt is started
Postconditions:	
Priority:	High
Frequency of Use:	This will occur for each assessment attempt assigned to a Module.
Normal Course of Events:	1. Assessor has input a mark on the Assessment attempt, if required 2. Assessor signs off this Assessment attempt as reviewed and completed 3. Assessor submits assessment attempt for review by Tutor. 4. Mark or grade is recorded
Main Success Criteria:	Assessment Attempt is saved. Assessment Attempt is no longer open for input from Assessor.
Exceptions:	
Includes:	Save Assessment Attempt
Special Requirements:	
Assumptions:	After submission the Assessor cannot edit the completed Assessment.
Notes and Issues:	In some disciplines, the Assessor is responsible for submitting a mark for the Assessment, while in other they are not. In some disciplines, no mark will be given until a later date when the Tutor and Assessor can discuss an appropriate mark. This is discussed in further detail in the Grade Assessment Attempt use case.

7.6.8 View Aggregate Assessment Attempts

Use Case ID:	UC3.5
Use Case Name:	View Aggregate Assessment Attempts

Actor:	Tutor
Description:	Ability for view the assessments results of a group of Students at one time
Preconditions:	Assessment Attempts have been submitted
Postconditions:	
Priority:	High
Frequency of Use:	Frequent; This could occur many times during the Module on one assessment or many different assessments.
Normal Course of Events:	1. Tutor has received multiple submitted Assessment attempts for one module 2. Tutor views outcomes for all Assessment attempts in order to review results
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	
Notes and Issues:	Assessment Attempts might have come from different placements or different Assessors. A tutor would review all outcomes in order to decide if to remediate students or moderate the marks.

7.6.9 View Individual Assessment Attempt

Use Case ID:	UC3.6
Use Case Name:	View Individual Assessment Attempt

Actor:	Tutor
Description:	Ability for view the assessment results of one students at one time
Preconditions:	Assessment attempt has been submitted
Postconditions:	
Priority:	High
Frequency of Use:	Frequent; This could occur many times during the Module on one assessment or many different assessments.
Normal Course of Events:	1. Tutor has received multiple submitted Assessment attempts for one module 2. Tutor views outcomes for all Assessment attempts in order to review results
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	
Notes and Issues:	Assessment Attempts might have come from different Assessors. A tutor would review all outcomes in order to decide if to remediate the student or moderate the marks.

7.6.10 Submit Self-Assessment Attempt

Use Case ID:	UC3.7
Use Case Name:	Submit Self-Assessment Attempt

Actor:	Assessor
Description:	In some disciplines, a Student must submit some form of assigned work (usually a portfolio), as a prerequisite for their Assessment.
Preconditions:	Assessor is Student. Assessment is Self-Assessment.
Postconditions:	
Priority:	High
Frequency of Use:	Once per module or academic year, depending on the discipline and year.
Normal Course of Events:	1. Student completes assigned work throughout a specific time period 2. Student submits completed work at a specific time prior to assessment 3. Student is assessed in practice 4. Submitted work is reviewed and marked at a later date by a Tutor or Module Leader.
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	
Notes and Issues:	This use case may overlap Submit Assessment Attempt [UC3.4], but captures self-assessment.

7.7 Feature Area 4: Manage Assessment Attempts

7.7.1 Feature Area Overview

The final step for completing an assessment is the grading of those assessments, the moderation or curving of those grades based on discipline specific criteria, publishing those grades to the appropriate governing bodies and finally to the students.

This area includes Use Cases that outline:

- Grade Assessment Attempt
- Moderate Assessment Grades
- Submit Grades for Review
- Publish Assessment Grades

7.7.2 Use Case Diagram

This diagram outlines the Use Cases in this *Feature Area 4: Manage Assessment Attempts*:

7.7.3 Grade Assessment Attempt

Use Case ID:	UC4.0
Use Case Name:	Grade Assessment Attempt

Actor:	Tutor, Assessor
Description:	Tutor, possibly with the assistance of the Assessor, assign a grade or mark to an Assessment Attempt.
Preconditions:	Assessment Attempt has been submitted.
Postconditions:	Assessment Attempt has received tentative grade or mark by Assessor.
Priority:	High
Frequency of Use:	Frequent; This could occur many times during the Module on one Assessment or many different Assessments.
Normal Course of Events:	1. Actor selects Assessment Attempt to grade 2. Actor reviews Assessment overview, providing guidance on Assessment 3. Actor reviews Assessment Attempt 4. Tutor may request discussion with Assessor regarding Student's performance on an Attempt 5. Tutor may view Assessment rubric, if present. 6. Tutor assigns grade or mark to Attempt.
Main Success Criteria:	Grade or mark assigned to Assessment Attempt.
Exceptions:	If Student has not satisfactorily completed Attempt, Tutor may require that Student perform additional Attempt [UC4.0.1]
Includes:	
Special Requirements:	
Assumptions:	Tutors will approve grades for Students on an Assessment Attempt whether assigned by the Assessor, the Tutor, or even the Student.
Notes and Issues:	

7.7.3.1 Refer Assessment Attempt

Use Case ID:	UC4.0.1
Use Case Name:	Refer Assessment Attempt

Actor:	Assessor
Description:	A Student who does not satisfactorily complete an Assessment Attempt may be Referred another Attempt
Preconditions:	Assessment Attempt has been submitted Tutor has indicated that Student must retake Assessment
Postconditions:	
Priority:	
Frequency of Use:	
Normal Course of Events:	
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	Assessment can be Referred.
Notes and Issues:	

7.7.4 Moderate Assessment Grades

Use Case ID:	UC4.1
Use Case Name:	Moderate Assessment Grades

Actor:	Module Leader, Tutor
Description:	Quality assure results of Assessment attempt across the group (bell curve/weighting)
Preconditions:	All Assessment attempts are submitted All Assessment attempts are graded
Postconditions:	Grades adjusted with moderated values
Priority:	High
Frequency of Use:	Frequent; This will likely occur for each Assessment in the Module, and may occur multiple times.
Normal Course of Events:	1. Module Leader and Assessor may discuss Assessment Attempts (dependent on discipline) 2. Module Leader may compare Attempts from multiple placements 3. Module Leader will look at several factors when deciding how to moderate grades. These could include the following: a. Assessor's marking style b. Strictness of placement c. Discipline d. Based on HE's? e. Based on the cohort of students f. Based on statistical analysis 4. Module Leader moderates grade values as appropriate
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	Module Leader may compare Attempts from multiple placements. Grades can't be moderated until all Assessment attempts have been submitted and graded.
Notes and Issues:	There may be other factors involved in moderating the grades/marks. [ALPS]: We are unsure if this Actor should be the Module Leader or the Tutor. Please validate.

7.7.5 Submit to Grades for Review

Use Case ID:	UC4.2
Use Case Name:	Submit to Grades for Review

Actor:	Module Leader
Description:	Submission to Grade Reviewer for approval after the moderation of grades.
Preconditions:	If grades require moderation, they should already have been Moderated.
Postconditions:	
Priority:	High
Frequency of Use:	Frequent; This will likely occur for each Module.
Normal Course of Events:	1. The Module Leader submits grades for review. 2. The Module Leader meets with a Grade Reviewer to discuss the moderated grades for the course 3. The Grade Reviewer may make additional changes to the grades based on the discussion and other criteria 4. Final adjustments are made to the final marks 5. Grades are approved for publishing to students
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	Students final grades/marks have not yet been published.
Notes and Issues:	

7.7.6 Publish Assessment Grades

Use Case ID:	UC4.2
Use Case Name:	Publish Assessment Grades

Actor:	Module Leader
Description:	Assessment Attempt grades are published to Students
Preconditions:	If Grades to be released require review, approval has been obtained from Grade Reviewer for those grades/marks.
Postconditions:	
Priority:	High
Frequency of Use:	One to many times per module

Normal Course of Events:	1. Module Leader selects module in which to publish grade/mark information
	2. Module Leader selects what information is to be published
	   a. Final grades
	   b. Grade distribution
	   c. Final marks
	   d. Mark distribution
	3. Selected information is published to Students

Main Success Criteria:	Grade information has been published to Students as selected by Module Leader. Students have been notified.
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	Students cannot view grades/marks of other students.
Notes and Issues:	

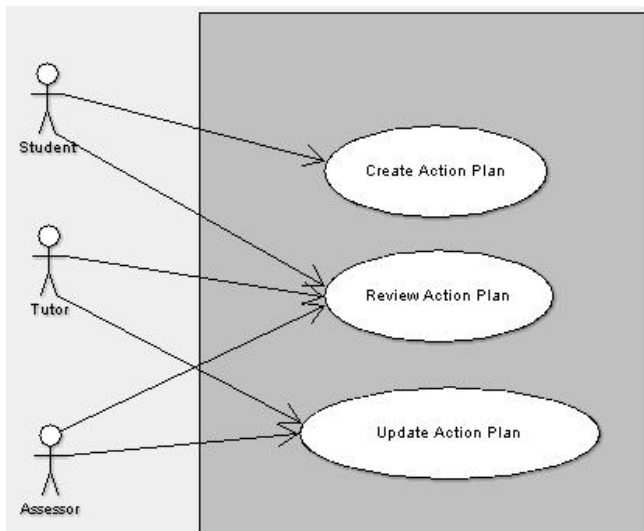## 7.8 Feature Area 5: Manage Action Plans

7.8.1 Feature Area Overview

Action Plans are learning contracts created to outline the activities to undertake, skills and respective level of proficiency to attain, and a timeline for these events to happen. They are typically created at the beginning of a placement by a collaborative effort between the Student and Assessor, sometimes involving the Tutor.

This area includes Use Cases that outline:

- Create Action Plan
- Review Action Plan
- Update Action Plan

7.8.2 Use Case Diagram

This diagram outlines the Use Cases in this *Feature Area 5: Manage Action Plans*:

7.8.3 Create Action Plan

Use Case ID:	UC5.0
Use Case Name:	Create Action Plan

Actor:	Student, Assessor and/or Tutor
Description:	Student, Assessor, and/or Tutors work together at the placement to create an Action Plan.
Preconditions:	Assessment(s) has been assigned to Student.\
Postconditions:	An Action Plan is recorded describing the learning activities that will take place during a given timeframe for a Student in placement.
Priority:	High
Frequency of Use:	Once per student per placement.
Normal Course of Events:	1. Student requests meeting with Assessor and/or Tutor to develop Action Plan. 2. Actors review Competencies and Elements required for placement. 3. Actors select Elements to be demonstrated during placement. 4. Actors add any required notes to Action Plan. 5. Interim and Final review meetings scheduled? 6. Action plan is committed, and can no longer be modified.
Main Success Criteria:	
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	Action Plans are final once created. Assessment definition includes all requisite Competencies and Elements. Interim/final review meetings are scheduled during initial meeting.
Notes and Issues:	

7.8.4 Review Action Plan

Use Case ID:	UC5.1
Use Case Name:	Review Action Plan

Actor:	Student, Assessor and/or Tutor
Description:	Student and Assessor and/or Tutor review Student progress with goals set forward in the Student's Action Plan.
Preconditions:	Action Plan has been created for this Student in this placement.
Postconditions:	Interim comments recorded regarding progress against Action Plan.
Priority:	High
Frequency of Use:	May occur zero to many times per Student per placement.
Normal Course of Events:	1. Student requests meeting with Assessor and/or Tutor to review Action Plan. 2. Actors view relevant Action Plan. 3. Actors review each item in Action plan for progress of Student against each targeted Competencies and Elements. 4. Actors add any required notes regarding progress against current item. 5. Repeat 3 and 4 for each item in Action Plan. 6. Actors add any general notes regarding progress towards Action Plan. 7. Actors may Recommend Remediation 8. If final review, Tutor or Assessor may assign grade or mark to progress 9. Actors sign off on Action Plan review outcomes. 10. Action Plan review is saved for future review.
Main Success Criteria:	Action Plan review saved.
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	Action Plan reviews should be read-only after completion. Reviews may or may not require a grade or mark. Grades or marks may be entered by the Assessor or Tutor.
Notes and Issues:	

7.8.5 Update Action Plan

Use Case ID:	UC5.1.1
Use Case Name:	Update Action Plan

Actor:	Tutor or Assessor
Description:	During review of an Action Plan, Student progress towards a particular Competency may require remedial or supplemental material.
Preconditions:	Action Plan created.
Postconditions:	Action Plan updated with remedial material.
Priority:	High
Frequency of Use:	Frequent, related to Action Plan review cycle
Normal Course of Events:	1. Actor views Action Plan 2. Actor selects area of unsatisfactory performance 3. Actor provides remediation recommendation 4. Repeat steps 2 and 3 as required 5. Action Plan updated.
Main Success Criteria:	Action Plan updated with remediation recommendations.
Exceptions:	
Includes:	
Special Requirements:	
Assumptions:	Action Plan can be amended as a result of review process.
Notes and Issues:	

8 HIGH LEVEL REQUIREMENTS

During the creation of the Use Cases above, it became evident that in order for this system to work properly, it would require the following items. Please note that specific requirements for the system will be better articulated on the next iteration of this document. As more specific requirements are identified, the format would be adapted to the volume of requirements, most likely with a spreadsheet.

The system will require the following:

- Access to user, module, and enrollment information from the VLE – IMS Enterprise v1.1
- The ability to create, edit, store, view, import, and export Assessments – IMS QTI
- The ability to create, edit, store, view, and import Competencies – IMS Reusable Definition of Competency or Educational Objective Specification – (RDCEO)
- The ability to assign Assessments to Students

9 RISKS

Risk	Level	Affects	Notes/Mitigation Strategy
Did not get to interview all the disciplines	High	Ability to affectively gather all Use Cases.	Using the interviews we have completed in order to create a general framework. This framework will then be validated with each of the CIGS for feedback/changes in the next phase.
Having calls to interview were much less affective in gathering information	High	Ability to gather information about assessment.	Using the validation phase of this project to confirm the information gathered will appropriately apply to their discipline.
Timelines for Phase I were aggressive	High	First pass of Use Cases describes business model – not yet to level of system implementation	Recommend additional time be allocated to this phase of the project to allow another iteration of Use Cases development to include system interactions.

10 ALPS OPPORTUNITIES

The following items were out of scope based on the definition of the original project. We felt, however, that these were relevant to this project and should be documented so a decision can be made if it should be added into the overall scope of the ALPS project.

- Richard Fuller at Leeds University discussed Medical Students continuing lifelong learning using assessment over a mobile device to monitor a Trainee's performance after they have completed their time at the university. They are currently doing a pilot of this using a company called Alexis where they supply PDAs to Consultants for information gathering and Assessment of Students. There are several issues with this pilot, an important one being that the submission of information is not real-time, and the device must be plugged into ports that are not readily available. In addition, the stability of the website has not been ideal. While this is not within the specific remit of the ALPS project, it is one that sounds worthwhile investigating.
- Kirsty Forrest from Leeds University is very interested in the Foundation Doctors taking part in a pilot with the ALPS team as soon as possible.
- Ann Westmoreland's team is doing a pilot that moves the checklist Clinical Assessments onto a PDA that is not associated with ALPS. There seems to be an opportunity for the two teams to work together to leverage the knowledge gained from this exercise

11 CONCLUSION

We would like to thank you for giving us the opportunity to assist you with the implementation of in placement assessment over a mobile device. We believe kick-off project has been a successful in creating a partnership between Blackboard Consulting and the ALPS, and we look forward to working with you on the additional steps toward your implementation.