

**Assessment & Learning in Practice Settings (ALPS)
Centre for Excellence in Teaching & Learning (CETL)**

ALPS summative evaluation – part 2 evaluative reflection

Question 1

Please reflect on how effective your CETL has been in contributing to the objectives set out for the CETL initiative when it started. Be concise and do not exceed 1,000 words for the whole of the question

i. To reward practice that demonstrates excellent learning outcomes for students.

Staff in each of the ALPS partner institutions were appointed as Teacher Fellows. A number of these staff, together with others engaged with the CETL, subsequently obtained significant promotions, including the award of personal Chairs, both internally and in other universities. Two ALPS staff, including the programme's Director, have been awarded National Teaching Fellowships. Participating academic and support staff have experienced enhanced opportunities to develop their practice through UK and international conference attendance and presentations.

ii. To enable practitioners to lead and embed change by implementing approaches that address the diversity of learners' needs, the requirements of different learning contexts, the possibilities for innovation and the expectations of employers and others concerned with the quality of student learning.

In this, as in other areas, ALPS has enabled significant enhancements to policy and practice in learning, teaching and assessment which will provide an enduring legacy once the formal programme comes to an end. Participation in ALPS has opened up a wide range of opportunities for staff and students. For example, practitioners at all partner sites have had the opportunity to lead innovative learning development processes across their schools and/or institutions. An example of this is mobile learning that is highly innovative and addresses a range of diverse learners' needs as indicated by the MEDS (Mobile Enabled Disabled Students) study (<http://www.alps-cetl.ac.uk/documents/MEDSshortreport.pdf>) and is applicable in a range of different learning contexts. One of ALPS' primary aims was to develop tools for learning and assessment for placement learning in a variety of health and social care settings. These tools have been designed in collaboration with professional colleagues and PSRBs (Professional, Statutory and Regulatory Bodies) representing the interests of employers. In addition, service user and carer perspectives are recognised as crucial to the training and education of future of health and social care professionals. ALPS has supported the existing regional group of people involved in embedding initiatives to support this work. Thus, it provided a welcome and timely driver to the development of service user and carer activities within the ALPS collaboration and their contribution to student learning.

iii. To enable institutions to support and develop practice that encourages deeper understanding across the sector of ways of addressing students' learning effectively.

The work of ALPS is based on a deep understanding of what learners need to enable them to become effective practitioners in the health and social care sectors. A substantial element of ALPS' early work was an investigative project across sixteen professions which provided the evidence to support the development of the Common Competency Maps for communication, teamwork and ethical practice from which the ALPS assessment tools have been derived. A further piece of work developed a robust set of tools for monitoring and evaluating progress against a range of qualitative indicators, thus seeking to ensure the effectiveness of developing practice and to identify barriers to change. ALPS considers it essential to understand the processes and impact of its work and has generated significant numbers of research outputs which underpin the development of effective practice in learning, teaching and assessment.

iv. To recognize and give greater prominence to clusters of excellence that are capable of influencing practice and raising the profile of teaching excellence within and beyond their institutions.

There are many examples of ALPS' success in meeting this objective. In 2008, the ALT-C pre-conference workshop was a successful collaborative event that promoted the work of ALPS to a large audience from across the HE sector. In 2009 ALPS won first prize for Best Innovation in the Tertiary, Further and Higher Education Category at the Handheld Learning Awards for Innovation and in 2008 the Techworld Mobility Project of the Year, and was nominated for the e-learning Age awards 2009. The award of National Teaching Fellowships to two ALPS participating staff further recognised and publicised the excellent work of ALPS. ALPS has also had significant input to the HEA Health Sciences and Practice, and Medicine, Dentistry & Veterinary Science Subject Centres. Further afield, ALPS has led a series of innovative workshops with PSRBs.

v. To demonstrate collaboration and sharing of good practice and so enhance the standard of teaching and effective learning throughout the sector.

ALPS has been influential in developing collaborative practices across a number of disciplines at each partner university. In particular the ALPS team have promoted the engagement of service users and carers in the assessment process, the use of e-portfolios, the use of competency evaluation tools, the use of Common Competency Maps and the use of electronic tools for learning, including ALPS tools, but also using other software packages.

A number of journal papers and conference presentations demonstrate collaborative working across the partnership. Additionally the Universities of Huddersfield and Bradford are now collaborating in SHA funded research exploring fitness to practice in relation to the Disability Discrimination Act. This is a direct result of collaboration within ALPS and has potential to influence professional preparation of health and social care practitioners throughout the sector.

Collaborative practice beyond ALPS has been a feature of the programme and has resulted in a significant number of additional 'spin off' projects (for a full list see Part 1) with additional funding from bodies such as JISC, TechDIS, the NHS Yorkshire & the Humber and from individual university partners (e.g. through TQEF).

Effective dissemination of ALPS practice across the sector has been achieved through a substantial number of peer reviewed papers, UK and international conference presentations and other events and publications (for a full list see Part 1). Working with PSRBs, ALPS has helped to shape health and social care curricula through its influence on course validation processes.

vi. To raise student awareness of effectiveness in teaching and learning in order to inform student choice and maximize student performance.

Student involvement in evaluation of ALPS assessment processes has demonstrated that many students are very discerning about the effectiveness of any learning and teaching innovation, some students have made suggestions for further development of assessment processes.

Students have had a major impact on the design and delivery of training in the use of mobile tools and technology, where many of them possessed higher levels of knowledge and skill than their trainers. As a result of feedback, the training programme was completely redesigned and consequently became far more effective.

Disabled students have been actively engaged in the MEDS research project at Bradford, where their experiences and feedback helped to shape the development of the ALPS mobile assessment tools. Other students are trialling the use of e-portfolios for reflective learning and digital storytelling.

Question 2

Please set out the aims and objectives specific to your CETL at the start; and for each one reflect how well these have been achieved. Be concise and do not exceed 1,000 words for the whole of the question.

ALPS strategic objectives:

- *to develop and improve assessment and thereby learning in practice settings for all Health & Social Care (H&SC) students*

ALPS has successfully developed a range of assessment tools with potential for improving learning in practice settings. These include the development of Common Competency Maps and assessment tools, the use of mobile technologies and e-portfolios, processes which aim to support interprofessional assessment and the involvement of service users and carers (SUCs). The tools, for example, facilitate feedback from a range of stakeholders and feedback on performance is well documented for its role in learning¹. They also facilitate feedforward² through their action planning element. Uptake of the Common Competency Maps and tools are currently being embedded in curricula. Where these are linked to delivery by the mobile technology delivery process uptake has been limited for a number of reasons, primarily linked to amount of time it has taken to develop and roll out this activity. However, the difficulties of trying to 'add' something to existing, validated and accepted assessment schedules must not be underestimated. It must also be acknowledged that ALPS has made little headway in terms of implementing interprofessional assessment across professions where it did not formerly exist. The cultural barriers are well documented elsewhere and not exclusive to ALPS. The outstanding challenges to this are firstly to embed the ALPS assessment processes in validated curricula and secondly to address the issue of interprofessional assessment.

- *to enhance the competence of people who support & assess HSC Care students in practice settings & develop support for the ALPS programme*

ALPS can evidence some excellent examples of innovators and early implementers as individuals and professions e.g in Nursing ALPS assessment tools and ALPS Common Competences are being integrated with the NMC requirements. However, this is a slow process which will be achieved over time as ALPS assessment tools become embedded and more widely used. It is fair to say that the process of developing the tools was slower than intended due to delays in implementing the associated mobile technology.

- *to enhance the role of service users and carers in assessment and learning in practice settings*

ALPS has made it possible for SUCs to have a greater voice and to play a more effective part in the assessment of student competences. At a strategic level SUCs are better represented in curriculum development and assessment planning with greater consistency across the HEIs. The concept of incorporating SUC feedback into assessment is new for some professions and ALPS has facilitated interprofessional dialogue to unpack issues and processes from those professions, for example social work, where SUC feedback is well established. All partners report that SUC involvement is now a formal part of the curricula.

- *to develop effective project management, evaluation and partnership working*

ALPS has benefited from strong leadership and the collaborative partnership structure has proved robust and effective. Strategic and operational plans were written in collaboration with partners to ensure that aims and activities were agreed and clear. A communication strategy to influence and involve all stakeholders has been a key part of the work. Institutional networks have been developed, working both within and across the partner universities. Partner Leads have project managed the work and embedded planning, activities and communication across their own

¹ Orsmond, Merry & Reiling, 2005; Gibbs & Simpson, 2005; Nicol and Macfarlane-Dick, 2006

² Conaghan, P. & A. Lockey, 2009

institutions and a variety of staff have been involved in continual evaluation of the ongoing work through the Monitoring and Evaluation Group. Stakeholders have included both colleagues across HE, partner HEIs, including the student body, and also professional agencies, including professional and regulatory bodies, practice colleagues and service users. An evaluation strategy incorporating all CETL and ALPS objectives was developed in collaboration with ALPS partners and was the basis for the ALPS interim evaluation report 2007³.

- *to research and disseminate assessment practice*

This is being effectively achieved at a national and international level:

- *the work of BORG⁴ and e-Valuation Group support this outcome, which is clearly demonstrated in the number of peer reviewed publications and other outputs (the CIPA⁵ survey) and dissemination activities (competency tools, assessment processes and functionality of mobile devices)*
- *partner research staff who have produced peer reviewed papers (interprofessional education & assessment, professional identity & culture, mobile technology infection risk)*
- *the ALPS Service User & Carer Working Group and partners, service user groups who have produced involvement guidelines*

- *to respond to and influence national and international policy and culture in assessment*

This has been fully achieved within the limits of a 5 year project and ALPS is recognised as an expert in the assessment of learning and teaching in practice settings. The work of BORG and the e-Valuation Groups demonstrate the success of this outcome, which is clearly evidenced in the number of peer reviewed publications and other outputs and dissemination activities. The strategies developed in ALPS, including the involvement of SUCs, e- and m-learning strategy, 360 degree-type feedback, the enhancement of the student experience and engagement with PSRBs have pre-figured, shaped and informed the national agenda.

Student feedback has become an extremely high profile element of HE delivery in recent years as a result of the National Student Survey. The ALPS tools provide a response to this in that they facilitate the potential for extensive feedback, from a range of stakeholders for students in practice settings. Similarly the value of self assessment and peer assessment are becoming increasingly recognised and accepted as good practice, although to date there has been only patchy uptake in H&SC practice assessments. The ALPS tools are at the leading edge of these practices. The involvement of service users in the assessment of H&SC students is a key change in educational and professional terms. Although this has been, and remains, a problematic issue for a number of reasons, it is reasonable to claim some success. The concept is now one that is broadly accepted which indicates an important cultural shift. In addition, we have some examples where involvement has been achieved and can therefore be fairly confident that this work will continue to develop and be embedded.

Question 3

Please add any objectives that emerged as the CETL developed, and reflect on these as for question 2 (500 words maximum).

- *The importance of learning and the role of formative assessment became more prominent.*
- *The importance of demonstrating the added value of mobile assessment and learning as opposed to paper documents and allowing access to learning objects and internet access in addition to accessibility benefits e.g. audio facility. It also acknowledges that it is impossible to separate assessment from learning. The two should coexist, with the latter acting as the stimulus and conduit through which learning occurs. The ALPS mobile assessment processes facilitate this.*

³ <http://www.alps-cetl.ac.uk/interimreport.html>

⁴ The ALPS Baselines & Outcomes Research Working Group

⁵ Competency in Practice Assessment

- *The need for greater investigation of flexible e-learning emerged as students explored the use of the mobile devices.*
- *The value of the collaborative process between the five university partners was underestimated at the bidding stage. As the programme got underway the impact of working collaboratively was evidenced by:*
 - *the development of joined ethics processes across universities*
 - *a unified view of innovation in H&SC which can inform NHS reform*
 - *the combined effect of 16 professions working together with their respective PSRBs*
 - *moving forward as a unified group in changing professional cultures to enable ALPS' work to progress*
 - *procuring mobile learning solutions (both pedagogic and business processes) as a collaboration of 5 HEIs*
 - *developing cost-effective and consistent shared services (eg. Helpdesk and backup servers) enabling a centralised source of expertise and to benefit from economies of scale*

Question 4

Irrespective of your answers to questions 2 and 3 above, please reflect on, and draw out the achievements and benefits of the CETL (1000 words maximum). (Think about different audiences, types of output, impact internal and externally, on professional / staff development, on student learning, work over an extended period, use of money for facilities development etc.)

ALPS' major achievement has been the creation of a genuine collaborative partnership between five universities working with sixteen PSRBs. This has been possible because of a shared vision, endorsed and actively supported at VC and PVC level, together with excellent project leadership and management. The partnership has directly benefited participating students and staff and had a positive impact on professional practitioners, SUCs (specific examples are listed below). Benefits have also spread beyond ALPS, with evidence of assessment maps and tools developed by ALPS transferring to other professional programmes of study. Involvement with ALPS has enabled individual partners to make accelerated progress, particularly in areas such as e-learning and the use of mobile technologies, the development of reflective practice and the involvement of SUCs in student assessment. In the case of the latter two areas, collaborative working has been a critical factor in promoting culture and attitudinal change because of the different traditions within the H&SC professions.

ALPS established a collaborative relationship with the PSRBs at an early stage in the programme. An initial meeting attended by all of statutory and regulatory bodies was in itself an achievement. Annual seminars, regular communications and partner interaction with the PSRBs ensured that ALPS aims and activities maintained a high profile with and support from the PSRBs.

Mobile and e-learning became a more predominant, and much more complex aspect of ALPS activity than originally envisaged. With hindsight, it can be seen that ALPS' ambition outpaced both the capacity of the technology and the capability of institutional IT systems to accommodate it. Institutional procurement processes were also found to be inadequate to deal with such a large scale, innovative and multi-partner initiative. Placement providers also varied considerably in their attitudes and regulations regarding student use of mobile phones or access to on-line resources. These factors meant that the pace of change was slower than anticipated and that technological teething problems in particular adversely affected student attitudes. However, the very public way in which these cultural, management and technological issues were played out and eventually resolved provides an invaluable and transferable organisational learning process. The use of technology enabled learning is thus only just becoming established but in several cases is already providing significant enhancement to student learning. For example, the innovative nature of ALPS learning, teaching and assessment practice has led to the award of significant external projects such as the JISC 2.0 Reflect project⁶ which 'challenged students who were used to a text based reflective assignment to use the more creative process of digital storytelling to determine if this adds more meaning to the reflective

⁶ Leeds Metropolitan University

process when part of a summative assessment' (see Part 1 for a full list of external projects). Further recognition of the ALPS vision came in the awards for Best Innovation in the Tertiary, Further and Higher Education Category at the 2009 Handheld Learning Awards for Innovation⁷ and Techworld Mobility Project of the Year 2008.

Students have remained central to the ALPS programme and their contributions of feedback and expertise have proved invaluable, particularly in the area of technology. The training packages for use of mobile devices were completely revised and redeveloped following student input, providing a model for student training. Students also contributed to the development of tools for reflective learning, the use of e-portfolios and the development of re-usable learning objects (for example, video demonstrations of procedures for Occupational Therapists at York St John) which are now becoming embedded in course design and delivery.

The enhanced involvement of SUCs in curriculum design, teaching, learning and assessment has been a significant success. Shared experience across the ALPS professions has led to consistent processes for engagement, for example, in respect of payment, training and patient confidentiality.

It is worth noting that the work to develop the ALPS bid was begun early in 2004 and that the emergent issues identified at that stage have proved to be of continued significance in 2010. ALPS has thus played a role in shaping national professional agenda in areas such as new approaches to teaching and learning, concepts of fitness to practice and shaping the development of National Occupational Standards.

The collaborative and team based approach exemplified by ALPS provides a good model of effective practice. From its inception ALPS has brought together groupings of academic and support staff, senior managers, professional practitioners and educational development specialists. This has led to developmental opportunities in the form of conference presentations, publications and higher study. Individual ALPS participants have gained personal recognition through internal and external awards and promotions.

Summary of specific ALPS achievements:

- Award of additional funding from the NHS Yorkshire and the Humber to enable ALPS to continue for a further year
- Collaborative working with other institutional CETLs to create new student facilities, promote collaborative learning, staff development, sharing of expertise (e.g. the use of Common Competency Maps outside H&SC) and the establishment of networks of ALPS and other Teaching Fellows
- ALPS has had a significant effect on the development of institutional strategies for e- and mobile learning. These strategies also include the development and use of Reusable Learning Objects. Collaborative working between ALPS partners has facilitated rapid development of approaches to the development and use of digital repositories
- ALPS has enabled the development of Reusable Learning Objects recording complex procedures to be used by students undertaking work based assessments. These have been enthusiastically received by students, academic staff and placement providers
- ALPS has raised the standing of the professions represented within the HEIs as dissemination of the processes occur as evidenced by successful PSRB reviews and SHA contract review
- Undergraduates have had the opportunity to take part in a large project enabling the development of reflective skills, further enhancement of existing portfolios of evidence, and opportunities to use mobile devices for learning and assessment

⁷ <http://www.handheldlearning2009.com/awards/the-winners>

- *ALPS won the Best Innovation Award in the Tertiary, Further and Higher Education Category at the 2009 Handheld Learning Awards for Innovation and the Techworld Mobility Project of the Year 2008*
- *Academic and support staff have benefited from the development opportunities presented by a large collaborative T&L project. These include writing papers, attending conferences, working on cross-institutional initiative, undertaking PhD study and achieving promotion*
- *Staff participating in ALPS have been awarded internal Teacher Fellowships and two have become National Teaching Fellows*
- *Staff outside ALPS have also benefited from its outcomes eg common competences have been translated into generic maps for use with professions beyond the H&SC sectors*
- *Individual professions have been able to develop their relationship with their PSRBs in a way which influences them and supports developments within the curriculum and their requirements for assessment eg. radiography, audiology and social work. The College of Occupational Therapists has engaged with ALPS to develop a national approach to electronic personal development portfolios*
- *SUC involvement in L&T has been enhanced and greater consistency in their participation has been achieved*

Question 5

Have there been any disappointments in how the CETL has developed/what it has achieved. What are they, why did they happen? (600 words maximum).

ALPS is a highly ambitious and complex programme, which was always going to present challenges within the five year time-scale. The difficulties of co-ordinating the financial and management processes of five universities and the relative slowness of university decision-making meant that the start of ALPS was delayed (recognised by the extended finish date of September 2010). This evaluation is thus being prepared a full six months before the programme's completion when the majority of outputs are expected. Despite its demonstrable successes, ALPS' original ambition was probably greater than could be achieved within the available time and resources.

The most significant problems have been in relation to the development of mobile technology solutions and related assessment tools. These problems concerned the design and implementation of systems and hardware but also revealed cultural and organisational barriers to innovation and change. Because of the public nature of ALPS' aspirations, the failure to provide quick and easy solutions meant that staff and student engagement and motivation tended to suffer.

Constraints on capital expenditure meant that the timescale for specification and procurement of a mobile technology solution was extremely compressed and at odds with university processes. In addition, having to commit to a particular hardware contract at such an early stage meant that decisions were made before research was completed and so constrained later applications. Given the exponential rate of change in the mobile technology market, it would have been more effective to have spread capital expenditure across the life of the programme.

We had not fully anticipated the degree of employer suspicion attached to the use of mobile technology by students in practice, for example, in hospitals. There was anxiety regarding potential ethical considerations and patient confidentiality. Service user acceptance of the technology has also been poor although input in the feedback process is often enthusiastic. Practice educator acceptance is slowly occurring with some very engaged assessors but difficulties in using the PDAs are still experienced.

The second problematic area has been the development of generic assessment tools. Difficulties arose in balancing the priorities of different professions, so whilst some professions thought the

self reflection tool was helpful, others thought it was superficial and less beneficial than tools they were already using. Similarly, most professions already have themes, such as communication skills, running throughout the curricula and not all are happy to move away from established ways of working nor see separating out these competences as in any way helpful. Another criticism of the competences has been their apparent failure to link in any clear way to the NHS Knowledge and Skills Framework. It is also unfortunate that other groups working across the region to develop profession specific common assessment processes e.g. the common assessment tool for nursing, did not draw upon the work of ALPS despite the fact that many of the people working on those tools were also involved in ALPS at a cross site level (e.g. practice learning facilitators). One obstacle is that universities not part of ALPS were at times involved in the profession specific common assessment tools groups, which faced their own challenges.

A key issue for ALPS now is to see how different professions and programmes can utilise the competency frameworks. In addition, the reliability and validity research workstream, which is due to report in summer 2010, is required to build a convincing evidence base to demonstrate the robustness of the assessment tools. Without such data it is unlikely that there will be widespread adoption of the tools and the intention to increase the opportunities for inter-professional assessment has not been fully realised.

Question 6

Please reflect on the difficult and easier aspects of getting the CETL going and of getting your messages across. For example: Has action/change followed; where and why did you meet success or resistance. What worked, how did you discover this, how do you know it worked? (1000 words maximum)

- At the outset, we underestimated the time that would be needed to develop collaborative approaches to working, i.e. establishing the trust between institutions and professional bodies involving agreeing programme aims which clearly mapped to five institutional aims. Continuing to work together over time proved the only solution to produce real trust and decreased historical tribalism. Inevitably, the sheer size of the collaboration slowed progress down. Whilst this did make the initial stages slow, it has paid dividends in supporting the continuous development of the programme. Without the time spent in the early phase, we would not have developed the collaborative ethos that has steered us through.*
- The capital expenditure deadlines limited ALPS' purchasing power. It would have been easier to be more innovative (especially important using technology) if the expenditure could have been spread over the life of the programme. In addition, HEI partners' business processes were not aligned to the tight capital deadlines imposed on CETLs.*
- The time it took to develop the assessment tools and prepare the mobile technology meant that the roll out to students and practice staff was late in the programme. There were drawbacks to disseminating the work of ALPS too early as expectations were raised without the apparent quick follow up of the tools and technology.*
- Once mobile devices and tools were in place, Acute and Primary Trust protocols and policies for using technology made it more difficult to be innovative with mobile learning; however, large scale dissemination increased acceptability in some placement providers. It was also helpful that the Department of Health published revised guidance on using mobile phones in hospitals⁸ during the programme.*
- The nature of the innovatory practice planned by ALPS necessitated the development of a robust evidence base. This work was crucial to later success and had to be thorough, regardless of the timescale. All partner sites therefore conducted a Practice Assessment Scenario Project which focused on understanding the practice models and assessment*

⁸ Using mobile phones in NHS hospitals January 2009

http://www.dh.gov.uk/en/Publicationsandstatistics/Publications/PublicationsPolicyAndGuidance/DH_092811

processes of the 16 ALPS professional groups represented across the partner sites. This work, which was replicated across all five partner sites, was vital to provide an evidence base from which we could develop Common Competency Maps and assessment tools which would add value to practice learning for all students on H&SC pre-registration courses. This early investigative work across professions provided the evidence to support the development of the Common Competency Maps for communication, teamwork and ethical practice from which our ALPS assessment tools have been derived. Getting agreement to common assessment tools across 16 health and social care professions is a phenomenal achievement which would not have been possible without the rigour of this early research. The next key challenge is to get universal acceptance for the mobile assessment approach which enables the students' assessments to be published to an e-portfolio, enabling interaction with tutors and self-reflection on progress.

- Engagement with ALPS was often more difficult than anticipated at a site level because much of the initial developmental work was, of necessity, collaborative across partner sites but not so collaborative within sites e.g. developing the assessment tools was a collaborative process – but only involved one or two individuals from each site in the actual development. These were then circulated to colleagues for comment and feedback at site level. This engagement was often seen as low priority by those not so involved with ALPS and subsequently trying to engage colleagues in their use is difficult because they did not feel that they were much involved in their development, as indeed many were not.
- In the early stages of the programme engagement with SU&Cs was limited. However, once this aspect of the programme was established, the SU&C Working Group has developed as a powerful and important Group, drawing people together from across the 5 sites and influencing all elements of the programme.

Question 7

Has your CETL adopted/used/been based around any specific theories, e.g. of change, or of student learning? If so, what, how have these underpinned your work, have they been useful? (1000 words maximum)

The ALPS programme was predicated on the following established theories of learning as described in the original bid document:

“Valid assessment methods - a student’s competence profile should be based on multiple measures from a range of individuals, including peers, self, teachers and recipients of clinical practice. Assessment should be integrated into the learning process and equip the learner to be more effective in judging their own learning – so called “sustainable assessment”. Such assessments judge against standards whilst not compromising future learning needs, and establish a basis for students to undertake their own assessment activities in the future. Research has shown convincingly that using assessment as a tool for learning, including good and well timed feedback, promotes the capacity for lifelong learning.⁹ However, sustainable assessment requires the development of criteria and strategies that are not generally to be found in assessment protocols. Research is required to establish their validity and the impact that such measures would have both on the learner and on the organisation that employs them.

Using the ideas of Boyer (1990)¹⁰ ALPS has pursued the scholarship of teaching through the CETL. Our core aims include a means through which the status of teaching may be raised, a means through

⁹ Boud, D, (2000) Sustainable Assessment: rethinking assessment for the learning society. Studies in Continuing Education 22:151-167.

¹⁰ Boyer, E.L., (1990) Scholarship reconsidered: priorities of the professionals. Princeton, NJ, Carnegie foundation for the Advancement of Teaching.

which teachers may come to teach more knowledgeably and to provide a means through which the quality of teaching may be assessed. We propose to use the ideas of Trigwell and Shale¹¹ to develop staff involved in assessment."

These ideas have informed the development of ALPS. In addition, the assessment tools have been designed to encourage reflection both 'in' and 'on' action (Schon 1983); this is largely through the self assessment processes that are central to the ALPS tools. Reflection is well recognised for its importance in the learning process¹² as is the role of self assessment in effective learning, for future professional development and lifelong learning¹³.

In contributing to the developing ALPS assessment tools our work has been shaped by pedagogic theories related to reflection¹⁴ experiential learning¹⁵ and the role of self assessment in effective learning, for future professional development and lifelong learning.

We have also based our assessment tools on theories related to the well documented benefits for learning in receiving feedback from a range of stakeholders¹⁶; and facilitating feedforward with inherent action planning processes¹⁷.

¹¹ Trigwell, K. & S. Shale, (2004) Student learning and the scholarship of university teaching. *Studies in Higher Education*, 29:523-536.

¹² Boud et al, 1985, Gibbs, 1988, Johns, 2000

¹³ Boud, 1986; Dearing, 1997, Falchikov, 1997, Stefani, 1998, Taras, 2000

¹⁴ Schon 1983, J. Moon, (1999) *Reflection in Learning and Professional Development*. London: Kogan Page, Johns 2000,

¹⁵ Kolb, D. A., (1984) *Experiential Learning: experience as the source of learning and development* New Jersey: Prentice-Hall

¹⁶ Orsmond, Merry & Reiling, 2005; Gibbs & Simpson, 2005; Nicol and Macfarlane-Dick, 2006

¹⁷ Conaghan P. & A. Lockey, 2009

Question 8

Reflecting on the last five years what other important messages are there that you want to convey about your CETL - its successes, difficulties, impact etc. (1000 words maximum)

The key messages about ALPS relate to the following themes:

- *Collaborative working: where we have established effective, collaborative ways of working across HEIs and SHA*
- *Impact on the reputation of the professions with their PSRB: demonstrating leadership, innovation and interprofessional cooperation for the good of the academic development of the professions, and thus potential improvement in care standards*
- *The pace of change: where we believe we have enabled our partners to move ahead more swiftly in areas of national priority*
- *Impact on student learning: where ALPS tools and processes are beginning to have a real and positive effect on the way students learn*
- *A framework for interprofessional education in practice settings which provide a framework to meet the aims outlined by Darzi¹⁸ in "High quality care for all: NHS Next Stage Review final report": where ALPS has undertaken three research projects which involve interprofessional working, learning and strategy.*
- *SUC involvement: where we are encouraging innovative methods for service user and carer involvement in student assessment which meets the NHS objective to give the patient a voice and where ALPS has provided an opportunity to think creatively and consider how service users might be involved in the future*
- *Development of technology for learning: where we have managed to have a positive impact on e- and m-learning during a period of very rapid change in the student, tutor and technological capabilities which has enabled us to inform other projects and HEI m-learning strategies positively. The cost and time saving benefits of mobile assessment processes in practice settings are potentially huge, enabling tutor feedback to students who have previously been distant from the HEI environment. The potential for the uses which ALPS introduced are the more relevant given the economic difficulties in which many organisations find themselves.*
- *Transferability: where the principles of practice based learning can be applied to most work-based learning including: ALPS Global Skills and Attributes Maps¹⁹, assessment tools, implementation of a large scale mobile technology programme.*

Question 9

Reflecting on the last five years what important messages are there that you want to convey about the experience of being part of a wider 'movement'/experience of other CETLs. (600 words maximum)

ALPS has felt no sense of being part of an overall CETL movement, however alliances were made with others with related aims and purposes. Because of its complexity, ALPS work has been strongly based on maintaining the collaboration of five HEIs, 16 health and social care professions, the PSRBs, students, practice colleagues, service users and carers.

Some partners have benefited from hosting a number of CETLs and have experienced, to a greater or lesser degree, a culture change in favour of learning and teaching in their institution. There have been practical outcomes from inter-CETL working, for example, the development of m-learning, creation of

¹⁸ http://www.dh.gov.uk/en/publicationsandstatistics/publications/publicationspolicyandguidance/DH_085825

¹⁹ <http://www.alps-cetl.ac.uk/GlobalisedMaps.html>

Digital Repositories, influence on e-learning and learning, teaching and assessment strategies and work-based learning for education professionals.

Question 10

Please reflect on work emerging from your CETL that has been ‘transferable’, i.e. useable beyond the home audience for which it was originally developed. (You may wish to comment in terms of materials produced, a community created, understandings that CETL work has illuminated and which are useful to others, etc) (1000 words maximum) It would be useful to hear ‘messages’ and lessons learnt that you would like to continue to be disseminated.

ALPS has developed practical assessment tools, the ‘Competency Maps’, for health and social care which have the potential for transfer to different disciplines and has pioneered new thinking on multiple assessor input to the assessment process. For example, in one partner university, the process and presentation of the competency maps has been widely appreciated both within the Faculty of Health and more broadly across the university and is being adopted to develop an enterprise skills map and potentially a coaching skills map and module development maps for the Built Environment. The lessons learnt from the ALPS competency mapping process have enabled health and social care staff to advise on the most efficient processes and approach to developing such collaborative work. For another university, the concept of 360-degree type reflective assessment processes in health and social care has been enhanced by the ALPS processes.

These are very practical examples, but there are examples of understanding about process which could prove valuable to a wider audience, in particular our knowledge and experience of implementing and maintaining a large scale mobile technology programme, which is perhaps the greatest area of knowledge development to emerge from ALPS. A huge amount of work has been done and very many lessons learnt. There are numerous reports of other successful mobile learning projects, but few of these (if any) are on the scale of ALPS.

ALPS has also had an impact on the community within health and social care within the region. For example, the way the 5 universities and their NHS colleagues interact has changed as we have seen the opportunities for collaboration, rather than competition or isolated working. This is further affected as the NHS restructuring brought a number of other universities within the region together during the programme’s life. ALPS, are able to model behaviour of collaboration which can be effectively replicated across the patch.

Transferable learning includes:

- *ALPS Globalised Skills and Attributes Maps (generic competency maps) mapped, where possible, to the skills and attributes which students are encouraged to develop as undergraduates at ALPS partners’ universities, eg. LeedsforLife*
- *Adoption of mobile learning and assessment processes and infrastructure by partner HEIs and academic units*
- *The alignment of HEI business processes with use of capital for innovative projects, i.e. not necessarily those for building/refurbishment*
- *Effective ways of working with SUC and customers and services*
- *Effective development of collaborative partnership working across many areas including curricula development, ethical approval processes, research, identification of funding and working with multiple stakeholders.*

Question 11

How will the work and achievements of your CETL continue after HEFCE funding ends (1000 words maximum)? Please reflect on how far you think CETL work has become embedded in

your institution or discipline and indicate if any structures have been put in place to ensure its legacy is not lost (1000 words maximum)

- *ALPS' success has resulted in the award of £150,000 from the NHS Yorkshire & Humber to enable a further year of work by a reduced team*
- *All partners report enhancements to the assessment process are becoming embedded in curricula, often through revalidation processes*
- *The use of mobile technology to assist student learning is now an accepted part of partner learning, teaching and assessment strategies*
- *Some partner universities are progressing plans for 'm-campuses'*
- *PSRBs now accept the use of mobile technology as an acceptable means by which assessments can be undertaken*
- *New approaches to student feedback championed by ALPS are becoming standard practice: these include service user/carer involvement in feedback, peer involvement in feedback, student-led feedback and formative feedback to encourage self-directed learning*
- *The development of student reflection has spread across H&SC programmes often supported by the use of e-portfolios*
- *In terms of service user involvement there now exists a framework to support future development in most of the participating profession. Several of the universities have funded development worker posts to underpin this work and protocols for appropriate use of, and payment to, SUCs have been developed*
- *Research related to disabled students in health and social care has been taken forward with further funding, and is feeding into regional work around disabled practitioners*

Question 12

Do you think there are any emerging aspects of your CETL activity that will have greater importance in the future? (600 words maximum)

- *Knowledge of establishing and building a collaboration across HEIs, the commercial sector, employers, service users and professional bodies*
- *The use of student-owned mobile technology in terms of uses for learning, freeing up space and redirecting HE IT spending*
- *Increased involvement of service users and carers in all aspects of the curricula*
- *Engaging with the commercial sector and increasing business knowledge*
- *Direct engagement with trusts/NHS Strategic Health Authorities/practice through innovative projects*
- *Experience of planning effective training to engage students and tutors in a highly technical area*
- *The introduction of e portfolios as a learning and CPD tool*
- *Development of an effective dissemination strategy across the practice sector.*

- *Lessons learned from implementing IT procurement processes*
- *Inter-professional assessment will become more widely adopted and accepted – there is much work to do here to break down professional cultures and customs that currently make this difficult in many cases.*

Question 13

Any other comments (600 words maximum)