

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

**Wednesday 13 September 2006  
University of Leeds**

**Issues raised by the workgroups:**

**1. Issues raised by the concept of common competencies across professions.**

- Need to be clear about level that is being addressed – undergrad / post grad registration
- Lack of a common vocabulary is a major obstacle to progress
- Must continue to explore and value subtle differences in what appears to be common areas of competency
- How can we assure that assessment standards are maintained when so many people from diverse backgrounds are involved
- Training of assessors must demonstrate common standards across professional groupings to engender confidence
- Common competencies in “Ethical Practice” may prove to be very difficult to identify
- Not all professions see themselves as heavily involved in interprofessional learning / working
- The context and environment in which learning / assessment takes place is at least as important as the person assessing
- Clear differentiation between uni-professional and inter-professional elements of competencies required
- Need to acknowledge the differing levels of complexity within the competency
- Need to unpick real differences as opposed to different use of language
- There are very specific elements of communication that could not be assessed by others from outside the profession – eg accuracy of profession specific content
- Some professions are still developing subject benchmarks – common competency statements could support this
- Must not be seen to challenge professional identity

## **2. Issues raised by the concept of Common Assessment Tool**

- Important to build a degree of flexibility into the assessment tools
- Must protect students right to privacy
- HEIs /Professional groups must be free to develop their own tools to use alongside common tool
- Resistance to change across HEIs needs managing
- Ongoing funding / viability requires addressing early
- Need to be clear about how we use the information gained from assessment
- Assessor must be trained / skilled in the use of the tool
- Must acknowledge that levels of learning and progression through skills development is different in each of the professions
- Must be based on a common assessment philosophy
- Some common assessment tools already exist – need to build on these
- Need to recognise and build on existing good practice in assessment
- It will be the ability of the system to address the needs of failing students that will be the greatest challenge.
- Any tool that increases the reliability of assessment will be welcomed
- Assessment tools are not normally within the remit of PSRBs – it is assessment policy that is subject to scrutiny at validation
- Portfolio of assessment tools may be the way forward
- Concerns that current good practice will be lost

### **3. Issues raised by the concept of assessment by different assessors**

- Need to address perceptions held by colleagues of their professional rights and the knowledge / skills associated with different professions
- How can this work be given priority with current workforce pressures ?
- Practitioners will need to value principles and see the benefits
- Need to stress benefits to service / users
- Cultural change needs to be carefully Managed to ensure buy in from colleagues
- Self assessment and Peer assessment needs to be built in
- How will liability issues and insurance be addressed. ?
- We need a system of accrediting assessors – can we recognise accreditation systems already in place (eg APPLE /ACE ) ?
- Fitness to practice must inform all assessment decisions
- As long as there is final sign off for the award by an appropriate registrant for the profession there should be no problem
- Must enhance existing practice without adding additional work load to overstretched clinical educators
- Relevance and appropriateness of interprofessional assessment must be evident