



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

Strategic Plan (revised November 2006)

1. Introduction:

- 1.1 Assessment and Learning in Practice Settings (ALPS) is a collaborative programme between five Higher Education Institutions with proven reputations for excellence in learning and teaching in health and social care: the Universities of Bradford, Huddersfield, Leeds (lead), Leeds Metropolitan University and York St John University. The HEI partners provide a range of programmes across the full spectrum of pre-registration Health and Social Care (H&SC) courses. HEFCE funded programmes include Medicine and Dentistry at the University of Leeds, Pharmacy and Optometry at the University of Bradford, and Social Work across the four universities in the partnership. The NHS funded programmes cover Nursing, Midwifery, Dietetics, Podiatry, Audiology, Diagnostic Radiography, Clinical Physiology, Occupational Therapy, Speech and Language Therapy, Physiotherapy and Operating Department Practice.
- 1.2 Many publications report how newly qualified H&SC professionals taking up their first post feel a lack of preparedness for the role. The key to equipping these professionals for the 'real world' is increased partnership between HEIs, students and stakeholder employers involving practice-based learning.
- 1.3 All students value assessment processes that accurately and fairly measure their capabilities and provide effective feedback as a basis for reflection. ALPS will enable students to collect a wide range of workplace mini-assessments, both formative and summative, comprising professional assessor, self, peer, and service-user ratings to provide a comprehensive portfolio of competences. ALPS will substantially enhance the reliability and validity of assessments in existing practice-based settings and permanently change the culture of the organisations involved, in line with relevant strategic changes in workforce planning and the delivery of patient care. ALPS forms a centre which draws together the collaborative uniprofessional expertise in workplace H&SC assessment and which can then disseminate good practice both within and across the institutions.
- 1.4 Groups of health and social care professionals will be encouraged and enabled to provide improved assessments of students' practice in the workplace. These will be well-grounded in pedagogical theory and consistently measure students' competence, so that students and professional bodies can be confident that an assessor from any of the relevant professions will be equally able to assess common outcomes for any students in practice settings. Inclusivity will enable existing excellence in defined subjects to expand across professions and within programmes. The development of effective and creative assessment will enhance scholarship in education, focusing on the student learning experience and lifelong learning outcomes. This presents a means through which the status of teaching may be raised, teachers may come to teach more knowledgeably and the quality of teaching may be more explicitly measured.

2. Mission:

2.1 Building on existing strengths across the partnership, the Centre for Excellence in Assessment and Learning in Practice Settings 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 so improving the standards of care

3. Strategic Aims

3.1 Six strategic aims are outlined in this plan:

- A1. to develop and improve assessment and thereby learning in practice settings¹ for all Health & Social Care students
- A2. to develop the competence of people who support and assess Health & Social Care students in practice settings
- A3. to enhance the role of service-users and carers in assessment and learning in practice settings
- A4. to develop effective project management, evaluation and partnership working
- A5. to research and disseminate assessment practice
- A6. to respond to and influence national and international policy and culture in assessment

3.2 The priorities, their rationale, actions outcomes and milestones needed to deliver all five aims, plus groups and individuals identified as having lead responsibility are described on the following table.

3.3 Phases refer to Phase 1 (descriptive & developmental) = years 1-3, Phase 2 (transformative) = years 2-5 and Phase 3 (evaluative & embedding) = year 3 onwards

AIM ONE: to develop and improve assessment and thereby learning in practice settings for all Health & Social Care students

Phase	Priority	Rationale	Activities	Outcome	Milestones	Lead responsibility
1	Map core/generic competences across all partners' undergraduate and pre-registration H&SC courses	Baseline needed to identify where, how and to what extent core competences map across all professional programmes	<ul style="list-style-type: none"> • for each of H&SC undergraduate/pre-registration course, at each year/level, identification of 3 competences (communication skills, team working, ethical practice), performance criteria, range and assessment method/s 	a series of common standards are agreed at defined points in training for generic professional competences	Common standards agreed Years 1 - 3	CCMWG JMG

¹ All references to *practice settings* are defined as settings in which service users access health and social care

Phase	Priority	Rationale	Activities	Outcome	Milestones	Lead responsibility
			<ul style="list-style-type: none"> analysis of QAA benchmark statements and professional bodies' requirements collate, analyse and cross-tabulate results 			LDO
1	Consult & identify good practice in practice-based learning and assessment across partnership	Build on existing excellence and share across partnership and professions	Documentary analysis from partners' courses (including student and service provider views) reporting current assessment provision, existing excellence & good practice	Reports identifying good practice and recommendations to Joint Management Group	Good practice identified & shared across collaboration Years 2 - 3	PSIGs
1	Develop and pilot assessment 'tools', standards and framework for assessing generic competences in practice	Pilot new methods of assessment with students to develop confidence, competence and improve assessment reliability	<ul style="list-style-type: none"> use existing partner expertise in practice assessment & published literature identify competences/skills to be assessed agree with partners where & how pilots to be undertaken ensure tools have integral element of feedback acknowledging student learning theory & enable students to develop strategic self-directed learning pilot new tools develop students self- & peer-review skills to help inform formative assessment 	<ul style="list-style-type: none"> partners agree workplans & tools to use a range of practice-based assessment tools are piloted, evaluated & reported, with recommendations to Joint Management Group students assessed using multiple judgements by different assessors in a sample of diverse practice situations, improving confidence, competence, assessment reliability & inter-professional working skills students increase self- & peer- assessment skills 	Pilot of assessment tools implemented Evaluation & recommendations submitted Years 1, 2 & 3	Tools LDO/CETL Fellows PSIG leads PSIGs
1	Develop a virtual assessment environment & range of reusable assessment resources linked to student PDP	Extend excellence and expertise in e-learning, virtual platforms and mobile technologies to support learning and assessment in practice	<ul style="list-style-type: none"> Pilot use of mobile technologies with associated partner institutional infrastructure 	<ul style="list-style-type: none"> instant recording of performance through mobile assessment tools formative assessment tool linked to other learning resources and e-portfolios, personal development planners 	Pilot of mobile technologies with partner infrastructure Years 1, 2 & 3	ITG

Phase	Priority	Rationale	Activities	Outcome	Milestones	Lead responsibility
1	Use successfully piloted methods & assessment practices to improve existing assessments	Ensure roll-out and inclusion of improved assessments	<ul style="list-style-type: none"> gain approval from PSRBs & institutional L,T & A Committees integrate new assessment practices into programmes 	New assessment methods & practices are achieved & embedded across partner courses	Pilots extend to all partners Years 3-5	AB/PSIGs

AIM TWO: to develop the competence of people who support and assess Health and Social Care students in practice settings

Phase	Priority	Rationale	Activities	Outcome	Milestone	Lead responsibility
1 & ongoing	Establish a body of health & social care professionals who are knowledgeable about adult learning theory & skilled in practice-based assessment	Ensure scholarship in teaching by developing expert health & social care teachers and assessors	<ul style="list-style-type: none"> provide training events using existing HEI partners' expertise provide learning materials to support & train staff professionals carry out learning and assessment research provide peer-mentoring/ personal support during life of ALPS explore awarding of credits by professional bodies for trainers 	Existing H&SC professionals receive ALPS training & new assessors are identified & trained	Group of knowledgeable professionals is established & extended Year 2 onwards	JMG/PSIGs/ LDO
1	Collaborate with NHSY&H mentor/assessor support programme	Ensure integration and maximum collaboration with NHSY&H & partner courses ongoing initiatives, improving range and depth of practice learning experience for students	<ul style="list-style-type: none"> identify and use a wide range of placement learning sites: wards/clinics/GP surgeries etc 	Practice placements and assessments in a variety of existing & innovative settings	Range of practice settings extended Year 2 onwards	LDO, NHSY&H

Phase	Priority	Rationale	Activities	Outcome	Milestone	Lead responsibility
1 & ongoing	Offer staff appropriate development opportunities and ensure ALPS objectives & staff objectives are aligned	Ensure that ALPS is an effective, responsible and sustainable programme	<ul style="list-style-type: none"> recruit core ALPS staff recruit/second partner HEI ALPS teams agree staff objectives agree training & staff development appoint ALPS CETL Fellows appoint ALPS Research Officer 	Staff are appropriately recruited, trained & offered staff development to fulfil ALPS' objectives	ALPS staff (central & distributed) are in post Year 1 onwards	PM/PSIGs
1 & ongoing	Reward staff for enhancing work of ALPS	Rewarding, valuing and motivating HEI and NHS staff whose work enhances H&SC students' learning, especially in the area of practice assessment	<ul style="list-style-type: none"> reward staff through secondment/fellowships/ sabbaticals/promotions/ special payments/ honoraria/awards/ Masters courses/small grant schemes secure small grants from other sources e.g. NHSY&H 	<ul style="list-style-type: none"> staff seconded/ appointed to ALPS awards/courses/ career development offered promotions/special payments awarded small grants awarded 	Procedure for rewarding ALPS participants in operation Year 1 onwards	JMG PSIGs
1 & ongoing	Enable health & social care students to acquire higher levels of knowledge & skills about adult learning theory & practice based assessment	Ensure scholarship in teaching by developing expert health & social care students as peer & self assessors	<ul style="list-style-type: none"> students engaged in work of ALPS students trained to use ALPS tools & methods in formative self & peer assessment students engaged with use of mobile technologies 	Students are appropriately educated & trained in the rationale & methods of assessment	H&SC students engaged in ALPS formative assessment methods Year 1 onwards	JMG/PSIGs
1	Keep PSRBs informed of proposed changes to approved courses	Ensure that PSRBs involved from the outset and throughout	<ul style="list-style-type: none"> communications strategy developed and implemented identify & work with lead representative for each PSRB 	<ul style="list-style-type: none"> PSRB are engaged with ALPS & informed of proposed course changes 	Communications strategy implemented & Advisory Board functioning Year 1	D&IG AB

AIM THREE: to enhance the role of service-users and carers in assessment and learning in practice settings

Phase	Priority	Rationale	Activities	Outcome	Milestones	Lead responsibility
1	Develop, extend & roll out programmes to include service users & carers	Ensure that service users & carers are an integral part of the process of practice competence assessment	<ul style="list-style-type: none"> • Use existing activity currently offered by partners including NHSY&H mentoring work • use and build on established networks of expert-user and carer groups • use views from “untrained” service users – ie. on the spot • agree role & training of service users & carers in assessment process • provide opportunity/ environment in which service users & carers can articulate their views • service users’ & carers’ views incorporated into staff training material • service users’ & carers’ views are incorporated into student learning material • service users’ and carers’ views incorporated into the assessment process and feedback loop 	<p>Training programmes are extended which allow service users & carers to be part of the process of competence assessment</p> <p>Service users & carers are recruited & trained as ALPS assessors</p> <p>Students/graduates/staff are aware of & respond positively to service users & carer views</p>	<p>Service users & carers are involved in ALPS & receiving training. Numbers will continue to grow over life of ALPS.</p> <p>Year 2 & onwards</p>	SU&CWG

AIM FOUR: to develop effective project management, evaluation and partnership working

Phase	Priority	Rationale	Activities	Outcome	Milestones	Lead responsibility
1	Establish appropriate governance arrangements	Ensure an appropriate accountability framework in place	<ul style="list-style-type: none"> agree role, remit, membership and reporting structure for each ALPS Management Group 	<ul style="list-style-type: none"> robust governance arrangements in place ALPS Management Groups functioning effectively with membership, terms of reference & meetings schedule confirmed 	ALPS Management Groups are established & functioning effectively Year 1	D, AB, JMG
1	Draft, consult and implement strategic and operational plans	Ensure strategic & operational plans are confirmed, implemented & revised with activities, stated outcomes & opportunities for review	<ul style="list-style-type: none"> write & revise strategic & operational plan, with opportunities for review annual reports for Advisory Board partners provide reports to ALPS partnership partners provide reports to own HEIs partners provide data to own HEIs for submission to HEFCE 	ALPS has strategic & operational plans to direct programme of work. Annual reporting requirements are fulfilled	Strategic & Operational plans produced. Advisory Board, partner HEIs & HEFCE receive appropriate reports Year 1 & onwards	AB/PM JMG/PM PSIGs/ACT
1	Establish appropriate procedures and processes for managing budget and finance	Ensure robust financial and budget procedures and systems are established	<ul style="list-style-type: none"> monitor & review expenditure & agree budgets reports provided to monitoring groups 	ALPS financial procedures & reporting are in alignment with partner institutions' & HEFCE's	Financial procedures established & reports provided Year 1	JMG, PM
1	Work in co-operation with stakeholders, partners and projects to ensure a coherent, common approach	Early engagement of all partner HEIs & professional courses. Utilising the expertise, networks & advice of members of Advisory Board. ALPS staff & those associated will be well-informed &	<ul style="list-style-type: none"> principles of working collaboratively across HEIs, PSRBs & other stakeholders agreed and implemented communications & dissemination strategy developed feedback mechanisms agreed and implemented 	<ul style="list-style-type: none"> communications strategy implemented dissemination strategy implemented website established partners and stakeholders are informed & knowledgeable about, & contribute to ALPS ALPS functions as a 	Communications & dissemination strategies implemented Year 1	ACT D&IG ACT JMG

Phase	Priority	Rationale	Activities	Outcome	Milestones	Lead responsibility
		networked within & outwith their sector & knowledge fed back & used by ALPS		successful collaborative CETL		AB
1	Establish effective Partner Site Implementation Groups with appropriate membership	Partner key contacts recruit appropriate subject & professional staff to PSIGs	<ul style="list-style-type: none"> identify appropriate subject, professional & support staff to PSIGs confirm terms of reference, work objectives & reporting procedures outline meetings schedule 	ALPS PSIGs are functioning effectively with membership, terms of reference & meetings schedule confirmed	PSIGs established Year 1	PSIGs/JMG
1	Design and agree PSIGs work programme appropriate & relevant to ALPS	Ensure that ALPS programme of work encompasses named subject areas & delivers workplan within learning & assessment settings	PSIGs agree & implement institutional work programme with outcomes	ALPS PSIGs implement & deliver their institutional commitment	ALPS workplan agreed & implemented by PSIGS Year 1	PSIGs
1 & ongoing	Monitor, review and revise work programme and objectives as necessary	Ensure delivery of programme and that both systems and practice are in line with aims across all partners	Devise appropriate systems and management procedures for monitoring, reviewing and revision of work	ALPS responds in a flexible and timely way to feedback	Monitoring & review procedures established & implemented Year 1 & onwards	JMG/ACT
1, 2 & 3	Produce and implement an evaluation of ALPS	Ensure both evaluation of assessment in practice settings and of ALPS CETL performance	<ul style="list-style-type: none"> formative evaluation every 6 months summative evaluation at the end of each phase 	<ul style="list-style-type: none"> evaluation strategy written & implemented review & revise to evaluation strategy formative & summative reports submitted to AB 	Evaluation strategy produced & revised in light of evaluation reports Evaluation reports are produced Year 1 & onwards	M&EG

Phase	Priority	Rationale	Activities	Outcome	Milestones	Lead responsibility
1 & ongoing	Contribute to the body of knowledge on working collaboratively across HEIs, subject areas & service providers	ALPS works with cognate programmes and projects to achieve synergy, minimise duplication and share best practice	<ul style="list-style-type: none"> ALPS contributes to professional & statutory bodies' policies partners contribute to their HEI learning & teaching, rewarding staff & widening access strategies ALPS participates in CETL network & works collaboratively where appropriate ALPS participates in wider higher education, professional learning & teaching & service provider networks use lessons learnt from the Department of Health Common Learning Pilot Sites 	<ul style="list-style-type: none"> production of Strategic & Operational Plans partners represented on their institutional strategic groups representation of stakeholders on ALPS Management Groups representation of ALPS staff on external stakeholder strategy groups 	<p>ALPS gains representation from & to PSRB, other stakeholder bodies & institutional strategy groups</p> <p>Year 1 & onwards</p>	<p>JMG</p> <p>PSIGs</p> <p>JMG</p> <p>AB</p>

AIM FIVE: to research and disseminate assessment practice

Phase	Priority	Rationale	Activities	Outcome	Milestones	Lead responsibility
1, 2 & 3	Develop pedagogic research into and on ALPS	Facilitate research capacity and enhance knowledge of practice-based learning & assessment, inter-professional assessment and the status & quality of health & social care educational research	<ul style="list-style-type: none"> programme of pedagogic support/training (workshops, seminars, briefings on how to get started) research into interprofessional assessment, working and cultural change research papers, journal articles, conference presentations 	<ul style="list-style-type: none"> increased & enhanced research capacity within ALPS team publications produced conference presentations positive changes in assessment practice interprofessional assessment, leading to cultural change 	<p>Programme of pedagogic research defined & undertaken with capacity building planning, monitoring & evaluation included</p> <p>Year 1</p>	RG
1, 2 & 3	Disseminate good practice in assessment & learning in practice	Share achievements and outcomes of ALPS across HE and beyond. Enhance the	<ul style="list-style-type: none"> disseminate good practice developed as a result of ALPS throughout the health & social care education & practice 	<ul style="list-style-type: none"> ALPS CETL is recognised as developing good practice & authority on assessment 	Dissemination strategy implemented by all ALPS	D&IG

	settings	status of health & social care and collaborative working within the partner institutions and beyond	sectors in partnership with NHSY&H , NHS III, HEA Subject Centres via workshops/ presentations/ publications/ websites/resource packs <ul style="list-style-type: none"> • respond to & contribute feedback to associated agencies • contribute to consultation policy documents 	<ul style="list-style-type: none"> • facilitating learning across programmes, professions and sectors • wide availability of ALPS resources and assessment tools • review and changes to policy and practice 	Management Groups & PSIGs Year 3 onwards	
1, 2 & 3	Embed core activities across and within institutions and placements	ALPS innovations become part of established assessment activities	<ul style="list-style-type: none"> • on-going training programme for workplace assessors, able to assess variety of students • placement criteria and standards agreed for all professions 	<ul style="list-style-type: none"> • good practice built on and rolled-out • where appropriate, move from uni-professional to inter-professional application of tools and techniques • sustainable staff development programme developed 	Partners & other HEIs adopt ALPS assessment methods, extending range of competences to assess & of cross-professional assessment	PSIGs

AIM SIX: to respond to and influence national and international policy and culture in assessment

Phase	Priority	Rationale	Activities	Outcome	Milestones	Lead responsibility
1 & ongoing	Become a credible provider of advice of assessment of learning in practice settings	ALPS becomes a recognised & credible programme of work	<ul style="list-style-type: none"> maintain & develop membership/contacts with PSRBs & developers of strategy offer reciprocal membership of ALPS programme of work respond to national & international consultations participate in networks & discussions publish papers & develop resources on assessment in practice settings 	<p>ALPS becomes a recognised & credible programme of work</p> <p>ALPS contributes to developing policy assessment in practice settings</p> <p>ALPS receives invitations & responds to consultants</p> <p>ALPS has representative spread of PSRBs & international contacts on ALPS Management Groups</p>	<p>ALPS improvements are incorporated into partner courses, are received positively by external bodies & organisations.</p> <p>Year 3 onwards</p>	AB
1 & ongoing	Network, collaborate & share with national & international individuals & organisations	ALPS staff are knowledgeable & can use information on key issues, practices & innovation	<ul style="list-style-type: none"> use ALPS staff national & international contacts & networks scan, contribute to & use national & international resources/practice 	ALPS benefit from and contribute to developing good practice in assessment in practice settings	<p>ALPS demonstrates integration of external representatives in its work & contributes to external collaborations</p> <p>Year 1 onwards</p>	JMG/PSIGs

<p>ALPS Management Groups: Advisory Board ALPS Core Team Dissemination & Impact Group IT Group Joint Management Group Monitoring & Evaluation Group Research Group</p>	<p>GLOSSARY:</p> <p>AB – Advisory Board ALPS – Assessment & Learning in Practice Settings ACT – ALPS Core Team CETL – Centre for Excellence in Teaching & Learning CCMWG – Common Competency Mapping Working Group D – Director D&IG – Dissemination & Impact Group RG – Research Group HEA – Higher Education Academy HEI – Higher Education Institutions ITG – Information Technology Group LDO – Learning Development Officer LT&A – Learning, Teaching & Assessment M&EG – Monitoring & Evaluation Group JMG – Joint Management Group NHS III – National Health Service Institute for Innovation & Improvement NHSY&H – NHS Yorkshire & the Humber PDP – Personal Development Portfolios PSIG – Partner Site Implementation Group PSRB – Professional, Statutory & Regulatory Bodies PM – Programme Manager SU&CWG – Service User & Carer Working Group Tools – Tools Group</p>
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