

Assessment & Learning in Practice Settings (ALPS)

Monitoring & Evaluation Group

Case study template

The following case study template will enable Group members to gather evidence of ALPS' activity and help members engage in reflective practice. This evidence will then be analysed in the context of a particular line of enquiry in the expectation of providing evidence of ALPS' impact.

The case studies might focus in on one or more of the following:

- a cohort of students', or an individual student's, journey involving a particular ALPS activity
- an individual academic, or a team of academics, involved in an innovative pedagogical approach brought about by ALPS
- changes to the student learning experience involving ALPS activity
- partnerships which have been built with different stakeholders to support activities undertaken by ALPS

Title of case study:		
Interprofessional assessment across 16 health and social care professions		
Institution:		
The Universities of Bradford, Huddersfield, Leeds, Leeds Metropolitan and York St John		
Contact/main contributor:		
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Context:
Please describe the context in which the activity/intervention came about. In providing this description think about: <ul style="list-style-type: none">• what was the focus of the activity/intervention?<ul style="list-style-type: none">➢ One of the main themes of ALPS is to develop a set of competences that are common to 16 health and social care professions and that can be assessed uni and interprofessionally.• what led up to it?<ul style="list-style-type: none">➢ Research stated that students at the start of their professional careers do not feel adequately confident or competent. It was believed that a way to overcome this was to provide the opportunity for students to get feedback on their performance from a variety of stakeholders including practice educators, service users and carers and other students which would improve confidence and competence.• what options were considered?<ul style="list-style-type: none">➢ This was the main aim of ALPS work and as such no other options were considered. However, Uni professional assessment documentation across HEIs has been effective for some professions including physiotherapy, nursing and occupational therapy and has enabled mentors to use the same

assessment documentation when taking students from each of the HEIs across West Yorkshire.

Objectives:

- what were you trying to achieve?
 - To develop a set of criteria for each of the three competencies that could be used to assess students within and across professions in practice. This work considered both NHS KSF requirements and PSRB guidance.
 - In addition to being assessed within and across professions service users and carers are to be formally involved in the assessment and learning of students in practice.

Process:

- what actually happened?
 - A working group was set up and a series of monthly meetings was attended by each HEI and included a variety of professions.
- what did you do and why?
 - For each competence the group agreed on a list of clusters, dimension statements, elements and performance criteria that can be used in the assessment tool.
- what worked well and why?
- what worked less well and why?
 - Due to differing terminology across professions there was extensive discussion on what was meant by terms in each profession. This problem recurred each time there were changes in membership of the group.
 - It was found that some work we had completed had already been done to a lesser extent by other government bodies- it would have helped had we know this sooner.
 - Confusion arose on the consultation of the communication map, as a result we now know we should have made it very clear that the map was a map and not a tool therefore people were to required to comment on the terminology and not assessment and learning issues.

Critical success factors:

- what made activity work well in practice?

Valuing the contribution to the work that each member made.

Outcomes:

- what did you achieve?

This work is not yet finished however we continue to learn on each part of the mapping and consultations.

- what happened as a result?
- was this what you anticipated?
- what has been the impact of the activity on staff, students, practitioners, service users, carers, others?

Although the work is not yet finished the work of the group helps to provide dissemination information for those concerned with promoting the work of ALPS.

Key lessons learnt:

- What have you learned?
 - To ensure the chair knows who is the 'formal/ official' representative on the group from each HEI is to ensure the consultation is lead by the appropriate person.
 - Disagreement from each profession on terminology can lead to lengthy discussion.
 - That group members need to come to a unified agreement on what the map is and is not and be able to clearly relate this to people outside of the meetings
 - That there are 'specialists' in different fields outside of ALPS that are willing to support or be involved in work.
 - All stakeholders need to be involved at an appropriate stage and have their comments listened to and actioned.
 - To consider other ways of addressing the issue of mapping- perhaps deciding on which assessment tool we felt was appropriate may have been another way of working.
- How has this learning been used to inform future developments?
 - Outside companies such as MKM and other CETLS are invited to develop the map for ethical practice.

Please return the case study to Trish Walker (t.e.walker@leeds.ac.uk) by **Tuesday 8 May** in order that they can be circulated prior to the next workshop.

Thank you