

ALPS Conference

Enhancing Employability and Work Based Learning



Wednesday 24 April 2013 at 9:30-3pm
Rose Bowl
Leeds Metropolitan University

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ALPS Conference

Enhancing Employability and Work Based Learning

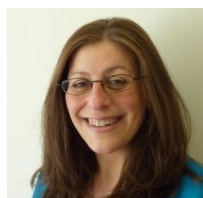
Programme

Time	Session	Venue
9:00 – 9:30	Coffee and registration	Rose Bowl Ground floor
10:00	Introduction – Professor Ieuan Ellis, Dean Faculty of Health & Social Sciences	Lecture Theatre C
10:15	Keynote Speaker – Lisa Hughes, Strategic Lead for Education Quality at Health Education England	Lecture Theatre C
11:00 – 12:30	Workshops	
	CC&JL Patient safety map	RB 412
	JH and students CIPA and PPA	RB 408
	AP mobile learning	RB 320
	ND e portfolios	RB 322
	JS, patient and carer involvement	RB 407
	Spare room for networking	RB 463
12:30	Lunch	Rose Bowl Ground floor
1:30 – 3:00	Workshops	
	CC&JL Patient safety map	RB 412
	JH and students CIPA and PPA	RB 408
	AP mobile learning	RB 320
	ND e portfolios	RB 322
	JS, patient and carer involvement	RB 407
	Spare room for networking	RB 463
3:00	Close	

Speakers/Presenters and Facilitators

Keynote Speaker

Lisa Hughes, Strategic Lead for Education Quality at Health Education England (HEE)



Lisa Hughes, took up the role of Strategy Lead for Education Quality at Health Education England (HEE) at the beginning of January 2013, where she is responsible for developing strategies that will improve the quality of patient care through education delivery.

Prior to taking up this post, Lisa spent 5 years at the Department of Health as Allied Health Professions Officer where she was involved in a wide range of policies including Transforming Community services to Any Qualified Provider and led on Modernising AHP Careers and the National AHP Leadership Challenges 2010. Lisa is co-chair of the AHP Professional Advisory Board.

Before joining the Department of Health, Lisa worked at NHS South West where she was Director of the Creating an Interprofessional Workforce Programme, producing the interprofessional education framework for health and social care in England.

Lisa is still registered as a dietitian, having spent 9 years in clinical practice and 3 as a university tutor and regional dietetic placement facilitator.

Lisa has been involved in a number of national and international interprofessional education programmes and believes that collaboration is key to delivering the highest quality of care.

Facilitators

Catherine Coates, Principal Lecturer, Teaching Fellow, Co-Director, Practice Learning and Employability Unit, Leeds Metropolitan University 0113 812 9253
c.a.coates@leedsmet.ac.uk.

Julie Laxton, Teaching Fellow, Interprofessional Education, School of Medicine University of Leeds. Contact details; Tel 0113 343 6970. J.c.laxton@leeds.ac.uk.

Dr Janet Hargreaves, Associate Dean, Learning and Teaching, Human and Health Sciences, University of Huddersfield 01484 471822.

Andy Pellow, IT Manager at the Faculty of Medicine and Health, Leeds University – formerly lead for the ALPS Mobile Learning Programme.

Gareth Frith, Technology Enhanced Learning Manager, School of Medicine, Leeds University and formerly project manager for the ALPS Mobile Learning Programme. Gareth has been leading the mobile learning programme in the School of Medicine.

Tamsin Treasure-Jones, Senior Strategist, Technology Enhanced Learning, School of Medicine, Leeds University.

Niall Dew, Head of Practice Education, University of Huddersfield: ALPS ePortfolio Network Follow on Project Lead.

Rob Shaw, Leeds Metropolitan University - ePortfolios in Speech and Language Therapy.

Jools E Symons, Patient & Public Involvement Manager, Leeds Institute of Medical Education, University of Leeds. Jools E Symons - Patient & Public Involvement Manager at LIME since 2001.

Kay Henderson - founder member. Helped to establish the first PPI group in 2003 with colleagues from Arthritis Care.

Julie Whitaker - member since 2004.

Daphne Franks - has only recently joined the PCC. However her work at LIME spans three decades.

Workshops

Workshop 1

A novel approach to developing, assessing and evaluating interprofessional competencies for patient safety <http://www.alpscetl.ac.uk/maps.html>

Facilitators: Catherine Coates, Principal Lecturer, Teaching Fellow, Co-Director, Practice Learning and Employability Unit, Leeds Metropolitan University 0113 812 9253
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One of the outputs of the ALPS programme was the mapping and agreement of common competencies of communication, team working and ethical practice, across five universities and sixteen different health and social care professionals, inclusive of service users and practice partners.

While there is some evidence that effective teams improve service quality (Wagner 2000), it has been reported that such teams might also reduce errors. (Sliver et al 2000, Weeks et al 2001). This is now reflected in national policy in the United Kingdom; the need for multi-professional learning strongly recommended by the UK Parliamentary Select Committee (2009) on Patient Safety who asserted that:

‘those who work together should train together’

Therefore, funded by the Yorkshire and Humber Strategic Health Authority a multi-professional working group, including service users, mapped out undergraduate Patient Safety competencies, based on the original ALPS process.

This presentation will share our experience of mapping the patient safety competences based on the human factors model (Armitage et al 2011), how they presently contribute to undergraduate health professional and social care education, in particular to clinical skills, and their potential for future use in this sector.

We will also share our evaluation methodology and early findings from the use of this map and to emphasise the collaborative approach required to complete this work effectively and credibly; different professionals, practice partners and higher education, service users, patient safety specialists and teaching fellows experienced in this mapping work.

Bibliography

ARMITAGE G, CRACKNELL A, FORREST K SANDARS J (2011) Twelve Tips for implementing a patient safety curriculum in an undergraduate programme in Medicine. *Medical Teacher*. (33) 535 - 40

HOLT J, COATES C, COTTERILL D, EASTBURN S, LAXTON J, MISTRY H, YOUNG C. (2010) Identifying common competences in health and social care: An example of multi-institutional and inter-professional working. *Nurse Education Today*. **30 (3)** pp264-270

MUIR D, LAXTON J.C. (2012) Experts by Experience: the views of service user educators providing feedback on medical students' work based assessments. *Nurse Education Today*. 32 (2) 146-150

SILVER MP, ANTONOW JA. (2000) Reducing medication errors in hospitals: a peer review organisation collaboration. *Joint Commission Journal on Quality Improvement*.; 26(6): 332-40.

WAGNER EH. (2000) The role of patient care teams in chronic disease management. *British Medical Journal* 2000; 320(7234): 569-72.

WEEKS WB, MILLS PD, DITTUS RS, ARON DC, BATALDEN PB. (2001) Using an improvement model to reduce adverse drug events in VA facilities. *Joint Commission Journal on Quality Improvement*.; 27(5): 243-54

WORLD HEALTH ORGANISATION (2010) Health Professions Networks, Nursing & Midwifery, Human Resources for Health: Framework for Action on Inter-professional Education & Collaborative Practice. WHO: Geneva: UK Parliamentary Select Committee (2009) Patient's Safety Health Committee 6th report accessed 1st May 2012; <http://www.publications.parliament.uk/pa/cm200809/cmselect/cmhealth/151/15111.htm>

Workshop 2

Embedding the Competence in Practice Assessment (CiPA) and Preparation for Placement (PPA) tools to support personal development

Facilitator: Dr Janet Hargreaves, Associate Dean, Learning and Teaching, Human and Health Sciences, University of Huddersfield 01484 471822

This workshop and these tools are about preparation for placements, confidence and competent to practice. Competence in Practice self-assessment tool CiPA <http://cipa.hud.ac.uk/>; Preparation for Practice self-assessment tool PiPA <http://ppa.hud.ac.uk/>

The Competency in Practice Assessment (CiPA) tool is an online service which enables students or new graduates to track their progress of working in placement settings, and in a new job.

The preparation for Placement Self-Assessment tool (PPA) is an on-line self-assessment that students can use to think about and rate their preparedness for going into a placement. Written in collaboration with students from a wide range of subject areas, from business to nursing, it aims to have universal use. It also includes a number of resources around finance, culture, disability, reflection and action planning, which have been highlighted by students and research as especially important.

This workshop will take a 'show and tell' format:

Introduction & welcome (5 minutes)

Short presentation recapping CiPA and PPA (10 -15 minutes).

Three stations that delegates can explore in turn, or remain with longer if wanted:

CiPA: working through the tool, looking at the questions and the feedback - discussion re use and value. In this session we aim to allow delegates to 'play' with the self-assessment. We will also have printouts of the questions and feedback, and the ways in which it might be used in practice, by individuals, groups and in supervision (20 minutes).

PPA: working through the tool, looking at the questions and the feedback - discussion re usage and value. In this session we aim to allow delegates to 'play' with the self-assessment. We will also have printouts of the questions and feedback, and the ways in which it might be used by:

- Students individually, or as part of a group preparation exercise in practice
- Tutors or placement organisers working with students

(20 minutes)

PPA resources: the PPA tool has a range of stand-alone resources that are useful in their own right. These include:

- An interactive game –a fun way of getting students to think about being ready for their placement
- Hints and guidance on culture – written by and for students who are new to England
- A calculator for student finances
- Advice and guidance on finance – from a student view

- Hints and tips for disabled students
- Advice and guidance on 'who to tell' for disabled students
- Reflective action planning

In addition we will highlight current development of the resources, including video and audio versions of resources and interviews with disabled students (20 minutes).

Short recap, thanking everyone for their involvement and inviting comment (5 minutes)

Workshop 3

Going Mobile, learning in practice settings

Facilitators: Andy Pellow, IT Manager at the Faculty of Medicine and Health, Leeds University – formerly lead for the ALPS Mobile Learning Programme:

Gareth Frith, Technology Enhanced Learning Manager, School of Medicine, Leeds University and formerly project manager for the ALPS Mobile Learning Programme. Gareth has been leading the mobile learning programme in the School of Medicine

Tamsin Treasure-Jones, Senior Strategist, Technology Enhanced Learning, School of Medicine, Leeds University and formerly ALPS programme manager and prior to that, project manager for the ALPS Mobile Learning Programme. Tamsin is lead for the Health SME cluster in the European Commission FP7 Learning Layers Project - Scaling up Technologies for Informal Learning in SME Clusters.

Assessment and Learning in Practice Settings aimed 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.

ALPS Mobile Technology programme helped with this by testing the viability of mobile devices to deliver assessment and learning in the practice setting. ALPS developed and delivered the ALPS Assessment Suite. The ALPS assessment suite represented a complete assessment cycle which begins when tutors create and send assessments to their students' mobile devices. When students completed the assessments, they automatically synchronise with their own ALPS e-portfolio in the Suite, where students reflect on how they have done, and receive timely feedback and support from their tutor. ALPS implemented the ALPS Mobile Services Platform - the technology "architecture" which supports the interaction between the Suite and the mobile devices ensuring secure authentication, encryption, device management and data back-up.

As part of the ALPS programme, students in health and social care at the 5 ALPS partner Universities used mobile devices to undertake assessments in practice settings. Since then, Smart phones and tablets have become commonplace and their uses and applications have mushroomed. Many of us use them as part of our daily lives and can't imagine being without them.

What has the effect been on learning in practice settings? Have the issues identified by ALPS in using mobile devices in practice settings been addressed? What are the latest developments in learning technology? How are practitioners using technology to support their own learning and development? We'll be discussing these and questions you might have about mobile learning at the ALPS conference.

The purpose of this workshop is to show how the ALPS mobile technology programme has been developed and implemented at Leeds University, one of the ALPS partner institutions. The workshop will show you how mobile technology is being used to support practice – based learning in undergraduate professional medical and health education but also how the

ideas and outcomes of ALPS are being developed to help support health practitioners in their own professional development and validation.

The workshop will

- Bring you up-to-date with the mobile learning programme at Leeds University and show you how undergraduate students are using mobile learning in practice settings to access learning resources, undertake assessments and record feedback.
- Investigate how these tools could be developed to help practitioners with their own professional development and revalidation. Participants will be invited to discuss their current practice, where opportunities for informal learning might exist.

Workshop participants will be invited to give their feedback on the role of mobile learning in practice settings and also discuss how it could support their own development. Participants will gain insight and understanding into the latest developments in mobile learning and will learn about future opportunities for involvement in learning technology and mobile learning programmes.

Workshop 4

Enhancing work based learning (WBL) and employability through the use of ePortfolios

Facilitator: Niall Dew, Head of Practice Education, University of Huddersfield: ALPS ePortfolio Network Follow on Project Lead

In 2010 the ALPS ePortfolio project was funded by the Yorkshire and Humber Strategic Health Authority (SHA) to involve students in investigating the use, benefits and requirements of ePortfolios in health and social care education. It was undertaken by the ALPS CETL (www.alps-cetl.ac.uk), which involved 5 universities and 16 health and social-care professions. Sixteen students were employed to work on the project, reviewing ePortfolio use and designing an ideal ePortfolio for health and social care education. Workshop participants are encouraged to read the final report at <http://www.alps-cetl.ac.uk/documents/ALPSePortfolioReport.pdf>

Following on from this further funding for an ALPS ePortfolio network was released and a series of mini-projects were funded across the partner sites that further developed these ideas. These mini-projects were showcased at a previous ALPS conference and some are accessible via the ALPSEN website. This workshop builds on that history.

Presentations

The workshop will begin with an overview of the unique elements of ePortfolios that can help enhance WBL and employability by drawing on personal and social identity theories.

The workshop will then feature two presentations from ALP's partner universities that have been influenced by the ALP's work in some form, these are:

Andy Raistrick, Senior Computing Officer – Learning Technologies, University of Huddersfield - ePortfolios in Pharmacy Education

This presentation explains the rationale of introducing ePortfolios into an undergraduate course in pharmacy. Students are required to submit an assessed portfolio of their work based placement which includes a number of embedded placement related assignments. Traditionally, the route for developing this submission was to use a paper based portfolio.

The implementation of ePortfolios has brought a number of benefits to both students and staff alike. Tutor delivered ad-hoc formative feedback through the comments functionality is helping to deepen learning while the prospect of originality checking has raised awareness among students of plagiarism and academic writing style. The potential to grade the submission online is likely to speed the marking process and also provide students with clearer and more informative summative feedback which can be accessed remotely and privately.

Rob Shaw, Leeds Metropolitan University - ePortfolios in Speech and Language Therapy

This presentation explains how the BSc (Hons.) Clinical Language Sciences (Speech and Language Therapy) course now has integrated use of e-portfolios across all three levels of the course.

At Level 4, students create reflective blogs recording their experiences and progress on 'conversation partner' placements using course-specific reflective templates and action plans, and staff provide online feedback. Through levels 5 and 6, students continue to reflect on placement experiences with regular feedback, and they are also supported in developing their practice with e-portfolios as a tool for personal and professional development. They begin evidencing their progress towards the Health and Care Professions Council's Standards of Proficiency (SOPs) pulling in reflections and files from their personal portfolio. This is done through a self-assessment form allowing students to rate their progress towards achievement of SOPs, to create action plans and to attach evidence in support of their ratings. At level 5, students are assessed on their work for a subset of SOPs and at Level 6, they are expected to demonstrate achievement against all SOPs through and assessed Viva.

Group Work

Following the presentations we will work within groups to share experiences and ask questions related to using ePortfolios to enhance work based learning and employability. The ALPS ePortfolio Project Report (2011) will be used to guide discussion particularly around:

- * using student champions
- * what works
- * what doesn't work
- * incorporating social media into ePortfolios
- * electronic artefacts/resources embedded in ePortfolios
- * Reflective elements
- * Privacy of student entries
- * Importing and exporting
- * Continuing professional development

Outputs

The output of the workshops will be published on <http://alpsen.hud.ac.uk> which is a resource that is being developed under the ALPS ethos to develop and support the implementation of ePortfolios for a range of organisations and professional groups. Please feel free to browse, subscribe and contribute to the forum, the twitter feed https://twitter.com/Alps_en and facebook page <http://www.facebook.com/alpseportfolioetwork> where the conversations can be continued.

References and further reading

Crane, L., 2012, Trust me, I'm an expert: identity construction and knowledge sharing, *Journal of Knowledge Management*, 16(3), pp. 448-60

Howes, A., Dew, N., Harkin, P. & Treasure-Jones, T., 2011, ALPS ePortfolio Project Report, ALPS, at <http://www.alps-cetl.ac.uk/documents/ALPSePortfolioReport.pdf>

Luckmann, T., 2008, On Social Interaction and the Communicative Construction of Personal Identity, *Knowledge and Reality, Organization Studies*, 29(2), pp. 277-90

There has been a process of evaluation with staff and students at Leeds Met and a report on the evaluation of uses on courses last year is available at

<https://v3.pebblepad.co.uk/v3portfolio/leedsmet/Asset/View/grmZhGbdj8wgjbnRt7wkGys6Ry>

Guidance for Leeds Met Faculty staff is at http://x-stream.leedsmet.ac.uk/bbcswebdav/institution/Health_and_Social_Sciences/ltu/areas/portfolio/index.html

Workshop 5

How Patients as Teachers (PaT) prepare students for practice

Facilitators: Jools E Symons, Patient & Public Involvement Manager, Leeds Institute of Medical Education, University of Leeds; Kay Henderson; Julie Whitaker; Daphne Franks

Members of the Patient | Carer Community (PCC) at Leeds Institute of Medical Education (LIME) will be presenting Patient and Public Involvement (PPI) programmes they have designed, delivered and evaluated:

- Patient Learning Journey Programme
- Patient/Carer Mentor Programme
- Patient/Carer Home Visit
- Patient/Carer Classroom Visits
- Communication Skills
- Objective Structured Clinical Examination (OSCE)

The informal workshop will be an opportunity for you to find out how patients and carers can prepare our students for practice and share your PPI activity.

Venue information and Maps

The Rose Bowl building is fully DDA compliant with level access at all entrances.

Coats/Personal Belongings

These can be stored in the Rose Bowl 146 (near the Registration Desk). This door will be locked at all times throughout the day. Access can be arranged by contacting either of the following:

Sue Rooke s.rooke@leedsmet.ac.uk Tel: 0113 812 1957

Toilet facilities

There are ladies/gents /disabled toilets on every floor at opposite ends of the corridors.

Cash Point

There is a cash point located to the rear of the Food Court near the vending machines.

Showers

Showers are available on every floor (except the 3rd) which are available for use to visitors.

Food Court

Our city campus Food Court in the Rose Bowl offers a wide range of hot and cold food, including a 'deal of the day' and a deli counter.

Computer Access

Free Wi-Fi is available in the Rose Bowl.

Taxis

If you require a taxi please contact any of the following:

Amber 0113 2311366

Streamline 01132443322

Getting to Leedsmet

[Leeds Metropolitan University Maps](#)

Driving

Driving instructions can be found on the travel information sheet contained in this pack. If you have access to the Internet, detailed driving instructions can be found at:

<http://www.theaa.com/route-planner/index.jsp>

Public Transport

Bus/Train

There are regular train and bus services to Leeds from most towns and cities in Yorkshire. The University is approximately a 20 minute walk from the bus and the train stations.

If you have access to the Internet information can be found at the following sites.

Rail: <http://www.nationalrail.co.uk/>

Buses: <http://www.wymetro.com/>

Coaches: <http://www.nationalexpress.com/home.aspx>

The city bus (50p) runs every few minutes from Leeds Bus and Coach Station and Leeds City Rail Station (see map below). The closest stop to the University is on Portland way (Number 10 on the map below).



Parking

There are a number of different parking options close to the Rose Bowl.

Woodhouse Lane (multi storey)	Rose Bowl Public Car Park
1hr £2.00	0-1 hrs £2.50
2hrs £3.40	1-2hrs £3.40
Up to 5 hrs £5.50	2-3hrs £4.60
Up to 8hrs £8.20	3-4hrs £6.00
Over 8 hrs £8.50	4-5hrs £7.50;
	5 hrs & over £25.00

Please note that there are no free disabled parking spaces in the Rose Bowl Car Park. At Woodhouse Lane there are 24 Blue Badge Spaces (12 spaces on levels 1 and 7) with lifts on every floor.

Participant List

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