

ALPS Conference 2010

***Work-based Learning and Assessment
for the Next Decade***

**16 - 17 March 2010
Weetwood Hall, Leeds, UK**

Symposia abstracts (draft)

The programme has yet to be confirmed and is subject to change

Delegates will be asked to sign up for sessions at the Conference

(ALPS sessions are indicated by blue shading)

Day 1 Tuesday 16 March 2010

Working in partnership to improve employability

Symposium 1: Workshops & roundtable 11.30 – 13.00

Session 1

Embedding ALPS concept of competency maps to improve the student learning experience and preparation for work based learning and employability

Presenters: Catherine Coates, ALPS Teaching Fellow & Sue Smith

Institution: Leeds Metropolitan University

This presentation will expand on how the ALPS and the Enterprise CETLs at Leeds Metropolitan University are working collaboratively to endorse the use of the ALPS competency maps for communication, teamwork and ethical practice. The presenters will also describe how the process established within ALPS has been extrapolated to develop an enterprise skills map which will meet Leeds Metropolitan University's priority of enhancing employability and enterprise skills giving our graduates the edge in the current global economic climate.

Fundamental to the care of service users within modern health and social care are key skills commonly utilised by a range of professionals.

Key skills and learning outcomes vary across the range of pre-registration health and social care courses but central to the practice of all 16 professional groups represented by ALPS is a high level of professional competence in communication, teamwork and ethical practice.

In order to make explicit this pretext it was decided that mapping these skills would enable students to navigate their way through the professional competences allowing them to gain confidence and competence in practice settings. ALPS worked with MyKnowledgeMap to facilitate this process and initially each pre-registration course was asked to identify where communication, teamwork and ethical practice featured in programme structures and how these key skills were assessed.

This information gave us a breadth of understanding around common language and the variations in terminology and assessment methods from which to build a mutually acceptable concept across professional groups.

The maps then emerged by grouping statements describing communication skills into common themes and

established a hierarchy of broad cluster statements. Each of these was then described by a dimension statement and then further subdivided into element descriptors for which performance criteria were written.

The overarching context of this mapping process was that these performance criteria would ultimately form the content of common assessment tools for interprofessional learning. Additionally students could prepare themselves for practice and employment using the map to gain an understanding of the professional expectations within the work environment. The completed maps allow course tutors to develop assessment learning and teaching strategies which are linked to professional practice. At Leeds Metropolitan University these common competency maps have been embedded into the interprofessional learning strategy for students to use in multiprofessional groups as an aid to developing practice competences.

Having established an acceptable and effective process and structure during the mapping of communication, teamwork and ethical practice it was clear that the same principles could be used to develop similar competency maps for other professional competencies, effectively embedding the ALPS approach across other faculties.

The Enterprise CETL at Leeds Metropolitan University wanted to facilitate the development of an enterprise skills map to enable staff in the Faculty of Business and Law to develop modular content and assessment tools which can be linked to existing enterprise frameworks and also allow for consistency in terms of assessing enterprise attributes across the wider University.

This presentation will expand on process championed by ALPS and how this has been transferred and shared across faculties and will describe the challenges and key tips for success in such a process ensuring enhanced student capability and meeting assessment, learning and teaching priorities.

Session 2

HE and Employers in Partnership – The changing landscape of a “Learning Workforce”

Presenters:	Janet Midgley
Institution:	University of Bradford

Contextualising the “Partnership Landscape”

The CBI Higher Education Task Force's report, 'Stronger together - businesses and universities in turbulent times' was published on 21st September 2009. The report highlights the vital contribution that excellence in higher education can make to business competitiveness, and argues that new thinking is required in the financing, structure and mission of universities if they are to sustain and strengthen their position in a rapidly changing environment. This means government, universities and employers working more closely together to maintain and strengthen the quality of higher level skills in the UK.

The UK's higher education sector is one of the most successful in the world, and the report acknowledges that universities are a "vital public good". Business needs excellent universities to produce the graduates, postgraduates, research and innovation that are required to drive economic growth and prosperity. But it also needs a higher education framework which allows collaboration and employer shaping of work-based learning.

Case Study - The Escalate Workforce Development Programme

Responding to this agenda and building on the 2006 Leitch Review of Skills, 'Prosperity for all in the Global Economy', the University of Bradford is keen to ensure its expertise can contribute to the raising of skills levels in the district and region. 'Escalate' is a groundbreaking initiative providing the opportunity for employers to identify, plan and develop their higher level skills needs and deliver skills training in partnership with the University of Bradford. Recognising that issues such as location of learning and the nature of assessment are pivotal to the success of work based learning, Escalate enables employers to tailor programmes to meet their individual business needs. Increasing part-time, flexible and work-based learning opportunities enables employees to realise their potential and helps businesses to grow. Our aim is to help employers realise their corporate objectives and enhance their competitive advantage through people development. Acting on behalf of individual organisations, business intermediaries or industrial sectors, Escalate works across the University and in partnership with employers to design and deliver workforce development solutions with direct business benefits. The University of Bradford, in common with partners across the sector, has many assets to put at employers' disposal: world-class research, cutting-edge technology and facilities and excellent teaching staff with creativity and flexibility – all available to help

create solutions to meet today's global business challenges.

The world of work is changing and employers need to know that they are getting the most from their staff. Helping employees to realise their own potential is one of the best ways of achieving this. This is where we can help by:

- Researching the changing needs of the workforce
- Designing flexible learning programmes to meet those needs
- Developing certified in-company programmes
- Using work-based learning packages for on-the-job training
- Helping create competitive advantage and adding value
- Providing student research into industry challenges

From short courses to longer learning programmes, working with an individual or an entire organisation, HE employer engagement activity gives employers a unique insight and perspective which has the potential to add real and lasting value.

Flexible facilities for new types of learners

The University of Bradford has also created The Escalate Centre. Open around the clock to any student or employer involved with Escalate, the Centre has state of the art facilities and is available for staff development, training and study. The Escalate Centre is a high-quality, flexible and modern facility in which work-related learning programmes can be delivered. The Centre's unique rotating partitions, light moveable furniture and mobile audio-visual equipment mean that it can be used for many different purposes.

The Centre is available for use by employer partners and their employees as a venue for staff development and training, meetings or simply as a space to study. Accommodating groups of up to 40 people in various seating styles allows the Centre to adapt to the changing needs of employers. Alternatively, video-conferencing and computer cluster facilities allow groups to be connected to engage in learning across the campus, city, country and globe.

Discussion – responding to the employer-driven agenda. Are we there yet?

The Government is currently investing millions of pounds of funding into initiatives to enable employers to up-skill their workforce and for those who are at risk of being made redundant or have recently been made redundant to re-skill. The HE sector is committed to working at a pace and place which meets business and organisational needs and supports each region in the current economic climate, but is this working? Contextualised within the current economic climate and using the Escalate workforce development programme as a case study, round table discussion will address the question of how Higher Education should respond to the changing employment landscape.

Session 3

The Service User and Carer Working Group's journey through the ALPS programme

Presenters:	Christine Rhodes ¹ , Lisa Ward ¹ & ALPS Partners ²
Institution:	¹ University of Huddersfield & ² ALPS Partner universities (the Universities of Bradford, Huddersfield & Leeds, and Leeds Metropolitan & York St John Universities)

The ALPS operational plan includes a specific aim related to service user and carer involvement: 'To enhance the role of service users and carers in assessment and learning in practice settings.' This led to the advent of the Service User & Carer Working Group. This workshop will explain more about the work of this Group. This will be supported by a case study from an ALPS funded project piloting an innovative assessment process involving service users and students in mental health nursing.

The Group were given responsibility for taking forward this aim either as a Group, in liaison with other ALPS Groups, or through developing, influencing, advising and /or overseeing activity at each partner site. Membership includes representatives from all five partner institutions and two service users.

As the programme nears completion the Group has agreed areas where ALPS has made an impact in terms of service user and carer involvement. These are:

- ALPS has provided a structure through which local universities could further sustain their

involvement 'community of practice', and so is contributing to an overall cultural shift and institutional levelling in terms of involvement practice

- ALPS has funded valuable research into involvement in research and what matters to service users and carers when it comes to shared care and decision making
- A shared policy on payment of service users across institutions for ALPS work has been an unprecedented development
- ALPS has funded the development of an online involvement good practice resource
- Seeking service user and carer feedback has been more clearly legitimised through the assessment tool and so should have some sustainability as a practice

The objectives of this workshop will be:

- To share some of the successes, challenges and lessons learnt by the Service User and Carer Working Group about the preparedness (or not) of the overall health and social care economy for involvement.
- To demonstrate the Group's agreed areas where ALPS has made an impact in terms of involvement as above.
- To highlight the effective collaboration of the Group that is seen as one of its key strengths.

Case Study

The case study project is in the field of mental health, proposing new ways of using the ALPS Assessment Suite. This will include a group of service users working closely with an academic to develop realistic case based scenarios for student assessment and feedback. Planning will be comprehensive and include design of learning materials, understanding the feedback process, dealing with sensitive issues, planning and preparing role-plays, ethical issues, group and student logistics and student learning outcomes.

Each student will then undertake a simulated assessment with a service user. The purpose of this assessment is to develop and improve the student's communication skills, when working with service users and carers. The assessment will use the ALPS Assessment Suite. Each assessment will be broken down into three 15 minute phases. Assessments are planned to take 15 minutes each, with each assessment observed by an academic and a student peer. In the next 15 minutes the student will reflect and write up their individual reflection. The three observers will discuss and prepare for feedback. In the final 15 minutes of the session the student will receive feedback from the service user, student peer and academic. Feedback will be provided to the student in a timely manner that is individual, tailored and improvement focused. All feedback will be recorded using a PC or existing devices.

Following this simulation, students will take the communication ALPS assessment tool with them into their next placement, thereby embedding into their practice portfolio. Outcomes from this will post-date the embedding project, but will contribute to the overall ALPS programme.

Session 4

Workshop 4 to be confirmed

Presenters:

Institution:

Symposium 2: Workshops 14.00 – 15.30

Session 1

Competent to practice? – Using the ALPS interprofessional assessment tools to enhance learning

Presenters:

Julie Laxton¹, ALPS Teaching Fellow & Dr Janet Hargreaves²

Institution:	Universities of ¹ Leeds & ² Huddersfield
<p>The aim of this workshop will be to present work undertaken by the Assessment and Learning in Practice Settings (ALPS) programme across five universities and 16 health and social care professions.</p> <p>A major driving force for the development of ALPS has been the belief that more effective methods are needed to hone students' competence in practice in order to improve professional capability and public safety. Assessment of competence is an essential element of any professional course which, if skilfully designed, can also mould student's professional development and learning.</p> <p>The ALPS community set out to identify the areas of commonality across the professions and then developed a series of assessment tools. These can be used by students electronically via mobile devices, feeding into an e portfolio; as computer-based documents that can be filled in and uploaded to e-portfolios, or printed to hard copy, and as paper-based documents for use in situations where electronic means are not available or acceptable.</p> <p>Five separate tools have been developed covering core aspects from gaining consent, to knowing when to refer a situation on to others. In turn, each tool has the function to be used for peer and self assessment as well as by service users/carers, or by a professional assessor, thus facilitating the potential for 360 degree feedback.</p> <p>Expertise from service users and carers, students, practice assessors/mentors, academic, technical and business colleagues has been drawn upon to develop the tools, which are now in their second cycle of design, testing and evaluation.</p> <p>It is intended that following the workshop participants will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the nature of core competency among professionals 2. Explore the scope and function of the ALPS assessment tools <p>This will be a highly interactive, hands-on workshop demonstrating the development, delivery and evaluation of the 5 assessment tools. Participants will be able to experience and discuss:</p> <ul style="list-style-type: none"> • The ALPS Common Competency Maps which underpin the requirements of the assessment tools. • The different modes of delivery of these tools: mobile, PC or paper-based and discuss the advantages and disadvantages to students using these. • The ALPS Assessment Suite which can deliver assessment and provide the facility for feedback to the student in practice. • The challenges and bonuses for students using the assessment tools as part of the ALPS programme. <p>References:</p> <p>BOUD D 2000 Sustainable Assessment: rethinking assessment for the learning society. <i>Studies in Continuing Education</i>, 22:151-167</p> <p>PRENSKY M 2001. Digital Natives; digital immigrants. From "On the Horizon", NCB University Press 9: 5</p> <p>SANDERS, J. A. PELLOW 2006 Handheld computers for work based assessment: lessons from the recent literature. <i>Work based learning in primary care</i> 4 pp109-115</p>	

Session 2

Assessing and evaluating the effectiveness of clinical work placements in professional preparation	
Presenters:	Ms Liz Mossop ¹ , Professor Roger Murphy ¹ & Dr RuoLan Wang ¹ , & Ms Kirsty Magnier ²
Institution:	¹ University of Nottingham & ² Royal Veterinary College
<p>Workplace learning is an increasingly important element of professional preparation, and this is especially true within the health sciences. Work placements are widely used in professional preparation</p>	

to complement other types of institutional learning, and provide experiential, contextual learning opportunities for students. However, there are many challenges associated with the effectiveness of this learning. Students have a wide range of expectations, and placement providers may struggle to deliver institutional requirements. Teaching quality can be extremely variable, and it can be very difficult for institutions to evaluate exactly what occurs within these placements. If professional competence is the end point of placements, how do we know this is being attained?

This workshop will focus on the issue of evaluating the effectiveness of work placements, and how we can assess their effect on the preparedness of students for professional practice. Participants will share experiences and ideas around the evaluation of work placements, and prepare strategies to consider effective evaluation within their institution or profession. Some comparisons will be presented between varying practices in at least six professional areas and these will be used as a basis for examining different approaches to workplace learning.

By the end of the workshop, participants should be able to:

- compare experiences across different professions of types and outcomes of work placements
- identify elements within work placements which may contribute to professional preparedness
- discuss different approaches to evaluating individual elements of work placements
- solve issues relating to the evaluation of work placements

Proposed activities:

The workshop will utilise a range of activities in order to achieve these objectives:

- Participants will take part in a "rotation brainstorm" in order to establish the background and experiences of individuals using workplace learning
- A list of areas for investigation will then be generated
- Participants will then work in small groups to discuss these areas
- The outcomes will be shared and a take home message formulated

This workshop will be run by members of the NTFS funded "Enhancing Clinical Learning in the Workplace" (ECLW) project. ECLW is a collaboration between the University of Nottingham and the Royal Veterinary College. This project, funded as a benchmark award as part of the NTFS scheme, aims to identify and disseminate best practice in the clinical workplace.

Session 3

tbc	
Presenters:	
Institution:	

Session 4

tbc	
Presenters:	
Institution:	

Symposium 3: Oral presentations (2 presentations of 30 minutes each) 16.00 – 17.00

Session 1a

Exploring epistemologies and their impact in interprofessional assessments	
Presenters:	Dr Chris Dearnley, ALPS Teaching Fellow, Ms Melissa Owens & Mr David Clancy (independent)
Institution:	University of Bradford

In this presentation we will discuss a case study, undertaken at the University of Bradford to explore differences in epistemology within and across health care professions, and to explore the relationship between beliefs about knowledge and knowing and interprofessional assessment. The sample has been drawn from students, lecturers and practice assessors in the professions of nursing, midwifery, occupational therapy, physiotherapy and radiography. Data has been collected by questionnaires and focus group interviews. This study was undertaken in part to support the embedding of ALPS interprofessional assessment processes.

Personal epistemology (Hofer & Pintrich, 2002) describes individuals' (and groups) beliefs "...about how knowing occurs, what counts as knowledge and where it resides, and how knowledge is constructed and evaluated" (Hofer, 2004, p.1). Research conducted over the last forty years has found differences between different disciplines (subjects of study) with regard to beliefs about knowledge and knowing. Recent research has indicated that there are differences both within and between different academic disciplines (Clancy & Fazey, 2008). These differences are to be found in the way individuals and indeed groups conceive of knowledge and knowing. Previous research has focussed on academic disciplines and not the 'professions'. This study aimed to identify what each profession values in terms of assessment and to investigate the perceptions that lead to potential similarities and differences in assessment values and practice.

Interprofessional learning is now recognised as an integral and necessary part of pre-registration health care programmes and it is likely that interprofessional assessment of professional practice will be a natural progression from this and will become equally common place. However, if different professions have very different beliefs about knowledge and knowing, and different values in relation to assessment, how will this impact on interprofessional assessment?

This study aimed to elucidate these issues. Early findings have shed a fascinating light on some of the key issues across disciplines and it is anticipated that the outcomes of this work will inform interprofessional learning and assessment processes within the School of Health Studies at the University of Bradford and lead to further work in this domain.

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Session 1b

CIPA: the ALPS Competency in Practice Assessment: evaluation of health and social care students' perception of their competence

Presenters:	Ian Warwick ¹ , ALPS Partner Lead, Sam Miller ¹ , Joe Cortis ² , Julie Laxton ² , ALPS Teaching Fellow & Melissa Owens ³
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Institution:	Universities of ¹ Huddersfield, ² Leeds & ³ Bradford
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The aim of the research is to assess the confidence and competence to practice of health and social care students graduating from five universities involved in the Assessment and Learning in Practice Settings (ALPS) programme. As a corollary, a secondary aim is to develop a questionnaire to evaluate student's competence and confidence to practice.

The questionnaire is completed electronically by consenting graduates either by email or through an online website. Graduates are from the health and social care programmes graduating from the universities involved in the ALPS programme. This project aims to assess their perceived competence and confidence to practice at graduation, six months and one year post graduation until the end of the programme in March 2010. Students are expected to reflect on their practice as part of their professional development and guidelines set by professional bodies.

The study has completed the pilot and the first phase of the three surveys. This presentation will look at the rationale, the development and the initial responses to the survey.

Session 2a

Clinical skills training offers sustained benefits for foundation doctors - mixed methods analysis of knowledge and perceived competence

Presenters:	Dr Simon Lambden & Dr G Tunnicliffe
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Institution:	Imperial College London
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Background:

The Foundation Programme was launched in 2005 and is built around a curriculum designed to ensure that junior doctors in their first two postgraduate years receive a broad range of clinical exposures, while at the same time ensuring that certain key educational requirements are met.

We undertook to assess the effectiveness of a clinical skills course undertaken by both Foundations 1 and 2 (F1 and F2) doctors at a large teaching hospital during the first four weeks of the clinical year.

Methods:

Clinical skills workshops based on procedures contained in the Foundation Programme curriculum were undertaken and participants completed questionnaires before, at the end of, and two months after the course. Data was anonymised and for comparison, a group of F2 doctors who had their initial skills training two months after the study group, also undertook pre-course assessment.

Data included a Likert Survey of perceived competence to perform procedures and a multiple choice question (MCQ) paper designed to identify factual knowledge surrounding the performance of the procedures themselves.

Results:

MCQ: The mean MCQ scores of both groups showed significant improvement following the course, F1s (n=22) improved from 73.5% to 79.5% (95% CI 2.9% - 9.2% p<0.01) and F2s (n=23) from 69.6% to 77% (95% CI 4.5% - 10.2% p<0.01).

At the two month analysis, F2 doctors achieved a mean score of 76.7% (95% CI 74.2 to 79.1%) and this compared to a mean score of 68.9% (95% CI 63.4% to 74.4%) in the pre-course assessments of the population who had not received skills training, showing a significant difference in performance at two months (p=0.0152). F1 doctors scored 76.5% (95%CI 73.4 to 79.7%).

Competence: F1 doctors showed a trend towards improved perceived competence in clinical skills, with an increase in median score in three of six skill areas. F2 doctors showed improvement in four out of six skill areas which was sustained at the two month analysis. The experiential learning group had pre-training scores consistent with those of the study group before their training.

Conclusions:

Early clinical skills training offers sustained benefits when compared to experiential learning alone. This is demonstrated by significantly improved knowledge and a trend to improved competence in those who undertook skills training when compared to a group who had a similar amount of experience but had not yet had clinical skills training.

While both F1 and F2 doctors showed improvements in performance at two month analysis, only the F2 doctors achieved statistical significance over their pre training scores (p=0.0025), whereas the F1s achieved a non significant improvement (p=0.1797).

We suggest that clinical skills training sessions should form part of standard training for recently qualified doctors and that it should take place in the early phase of their Foundation posts.

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Session 2b

tbc	
Presenters:	
Institution:	

Session 3a

Interpersonal skills assessment of mental health nursing students: Examining the effect of incorporating service user experience

Presenters:	Mr Jon Perry
Institution:	University of Plymouth

Service users with experience of severe and enduring mental health problems are increasingly involved in nurse education. This usually takes the form of sharing their experience of service use with students.

This involvement however, has begun to expand into other areas of curricula including taught content, experiential learning and assessment. There is some evidence to support the view that service user involvement in mental health nurse training increases competence. This evidence includes studies that have reported positive impacts of involvement on mental health student nurse behaviour and learning. However, despite the relatively high level of support for service user involvement in training within policy and advice aimed at mental health nurse education, the evidence base for the efficacy of such involvement is small and inconclusive in its findings. Some research has indicated problems in service users involvement, particularly regarding the consistency and relevance of such involvement.

The purpose of this project is to test the theoretical perspective that service user involvement in the teaching of mental health nurses produces more competent practitioners. This theoretical perspective has been tested using the teaching of interpersonal skills as an intervention, as this is a key area of competence for nurses.

This presentation will report on a mixed methods study, including a quasi-experiment in which an intervention group will receive service user teaching as an intervention that is not part of the normal curriculum, and a control group will receive a normal teaching session. Pre-test and post-test measures are student nurse self-rating of attitudes to service users and their level of empathy and interpersonal skill. A focus group study of the experience of participating in service user run teaching has also been conducted. Results reported are based on data collected in years one and two of an ongoing three year study.

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Session 3b

The personalisation agenda: The service user role in practice learning

Presenters:	Ms Jane McLenachan
Institution:	Sheffield Hallam University

The Department of Health White Paper, 'Our health, our care, our say' (2006) highlights the Government's aim of social care services being delivered in ways that take account of the needs of people using services. 'Putting People First' (2007) identifies the importance of self-directed support systems enabling people to manage their own budgets and resources. The personalisation agenda has significant implications for the nature of the health and social care workforce, in respect of both the organisational context and the professional role. The emerging 'brokerage' role impacts upon the social work role in facilitating service user care and support packages. This necessitates a collaborative approach to assessing needs that recognise and respect the centrality of the service user and moves away from traditional notions of the social worker as 'expert' in the assessment and care planning role. Developing a clear understanding of the policy and practice implications of the personalisation agenda is therefore an essential aspect of social work education.

This presentation will report on a practice learning project involving the placement of social work students directly with service users managing individual budgets. The project built upon existing service user engagement with our social work degrees, including service users who were managing individual budgets. Service users were keen to work collaboratively with social work academics to explore links between the personalisation agenda and practice learning, thereby contributing to student understanding of new ways of working within health and social care. The project was funded by Skills for Care through a local practice education development group.

The project built upon a growing body of research evidence regarding practice learning in non-traditional settings (Atherton, 2008; Doel et al, 2008) and sought to integrate evidence about practice learning with an understanding of the contemporary social care context. A review of existing HEI involvement provided very little evidence of practice learning arrangements directly with individual service users and carers and it was apparent therefore, that this project could be influential in establishing principles and processes for establishing and managing such placements. Students and service users were selected to participate in the project and the presentation will outline key themes emerging from the preparation of all participants.

The presentation will identify key issues from the evaluation, including auditing of learning opportunities against the National Occupational Standards for Social Work (TOPSS 2002) and the Monitoring of Practice Learning Opportunities (GSCC et al, 2008). Service users were trained to act as the students' work-based supervisors and the presentation will report on recommendations from the evaluation

regarding the role of service users in assessing the practice competence of social work students.

The evaluation highlighted the value of the project in enhancing student learning about the personalisation agenda and providing opportunities to develop their understanding of social models of disability. In addition, it was evident that service users felt that the project had enabled them to make a significant contribution to the education of the future social work workforce. The presentation will highlight key aspects of the evaluation in terms of the experiences of students, service users and tutors, and will identify the recommendations emerging from the project.

References:

Atherton, S. (2008), A Guide to Developing and Supporting Practice Learning Opportunities in Social Work Education by and for the Independent, Private and Voluntary sector, Skills for Care West Midlands, www.skillsforcare.org.uk

Department of Health (2006), Our health, our care, our say, London The Stationery Office

Ministers et al (2007), Putting People First, London HM Government

Doel, M., Nelson, P., Flynn, E. and Mulrooney, C. (2008), Sustaining Practice Learning in Social Work, Skills for Care/CWDC, www.skillsforcare.org.uk

GSCC, Skills for Care, CWDC, BASW, JUC-SWEC and NOPT (2008), Quality Assurance Benchmark Statement and Guidance on the Monitoring of Practice Learning Opportunities, www.gsc.org.uk

TOPSS (2002) National Occupational Standards for Social Work

http://www.skillsforcare.org.uk/developing_skills/National_Occupational_Standards

Session 4a

Learning from clinical placements: Vets, Occupational Therapists, Pharmacists and Social Workers

Presenters:	Roger Murphy ¹ , Dr RuoLan Wang ¹ , Liz Mossop ¹ & Ms Kirsty Magnier ²
Institution:	¹ University of Nottingham & ² Royal Veterinary College

There have been many recent developments in the way that work placements are conceptualised and organised within university courses involving professional preparation. Observing and being mentored by experienced expert practitioners can be a powerful learning opportunity for students in many professional areas, and for that reason work placements have generally had a key part to play within courses of professional preparation. Nevertheless, this aspect of university education has often been poorly theorised and the practice of work-based learning has often been highly variable and at times quite ineffective.

In recent years many areas of professional preparation have reviewed and reorganised their guidelines, objectives and work place learning practices. In some cases this has involved a redistribution of responsibilities between university educators and experienced practitioner mentors/educators, the development of tightly specified competence requirements for student learning, and changes in the timing and general organisation of work placements within the overall framework of university degree courses. There have also been attempts to re-align the connections between university-based learning and practice-based learning, including the role that theory, reflection, and innovative practices have within the overall curriculum for courses of professional preparation.

This presentation will draw on empirical research being conducted as part of an HEA funded project looking at contrasting models for clinical work placement learning being used on two UK Veterinary degree courses. The findings focus on a variety of aspects of this kind of student learning, including individual learning plans, mentor preparation, assessment criteria and practices, the role of portfolios, connections with university-based learning, and contrasts with practices in non-veterinary professional preparation courses. The presentation will raise a range of issues including those relating to the process of conducting good research into workplace learning, and will explore emerging recommendations for improving student learning through work placements.

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Session 4b

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Presenters:	
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Institution:	

Day 2 Wednesday 17 March 2010

Working in partnership to improve employability

Symposium 4: Workshops 11.30 – 13.00

Session 1

The educated intellectual's guide to mobile learning

Presenters: Andrew Pellow¹, ALPS IT Chair, Mark Dransfield² & Robert Campbell³

Institution: ¹University of Leeds, ²York St John University & ³ecommet

Introduction:

The ALPS IT Group comprises academics with an interest in learning technology, learning technologists and IT professionals from ALPS HE and IT partners. It has led the development and implementation of mobile learning solutions for work-based learning across ALPS for over four years. The workshop will draw on those experiences to offer a comprehensive guide to developing and implementing mobile learning.

Background:

Work-based learning is a method of learning using the work environment as a place for study and is a growing approach in both the commercial sector and within secondary, further and higher education generally. The government push for a wider choice of educational opportunities, especially in the 14 - 19 curriculum, has resulted in specialist schools and academies offering a range of options including work-based learning (DCSF, 2007).

This trend is also present in undergraduate university programmes. Whilst health and social care programmes use work-based placements as a necessity, increasingly more degree programmes outside of the health and social care arena include a work placement. Courses such as management, international studies and geography all include such placements. Moreover, the increase in placement learning is a key element in university strategies, e.g. The University of Leeds Strategy Map (2006), designed to increase the employability of graduates.

This move towards a more outward looking university experience is due to the unique learning opportunity the workplace provides. Students are able to gain a real insight into the professional context their programme of study may be translated into, gain skills that increase their employability and potentially open opportunities for post graduate employment. With the increasing need for universities to create globally competitive graduates (Urry, 2002) these opportunities are increasingly becoming not just desirable, but necessary.

At the same time, student expectations about the provision of ICT as they arrive at Higher Education Institutions (HEIs) are cause for concern as the latter fear they are not providing sufficiently against these expectations (Cooke, 2008: p23). The technology to which students have access at secondary and further education is widely quoted as being of a superior/more advanced specification than that provided in higher education. As HEIs have realised this, efforts, in the form of revised strategies and facilities, are being produced. Students expect adequate broadband access and speed as "givens", plus they want social learning space outside of the more formal library environment as they talk, eat and use other technology as they learn. This is particularly important as HEIs have pursued the widening participation agenda, including international and part-time students. Many of these students have forced a change in the type of ICT provision because of their different cultures and lifestyles. These students often learn away from campus and have less traditional study patterns, including studying at different hours than those at which younger students study.

Assessment and Learning in Practice Settings (ALPS) recognised the value of increasing the number and range of assessments whilst students were on health and social care practice placements and used

this as the core of their bid to host a Centre for Excellence in Teaching and Learning (CETL). To support these student assessments the use of mobile technology to enhance student work-based learning has been implemented.

Objectives:

1. learn how to (and how not to) plan, develop and implement mobile learning
2. understand the benefits and risks of using mobile technologies to support work-based learning
3. demonstrate why mobile learning is different
4. help find a way through the range of mobile technologies available for use
5. embedding mobile learning in your organisation

Activities:

We're proposing three short presentations (10 minutes) based around experiences of members of the ALPS IT Group in implementing mobile technologies. Each presentation will be followed by a 15 minute question/answer and discussion session to explore some of the issues raised. Each session will draw upon the experiences of academics, IT professionals, learning technologists and suppliers involved in the ALPS mobile implementation to identify the key lessons from the ALPS mobile learning programme.

- Things to think about when planning a mobile project

This session will explore all those things you need to consider if you are planning a mobile project. It will include useful advice for anyone introducing innovative technologies in work-based learning.

- Mobile learning - what works and what doesn't

This session will help you understand what works best on mobile devices and what doesn't. It will help explain why mobile devices aren't pocket computers. It will help you understand about what sort of learning activities will work with mobile devices – and some that won't.

- Embedding mobile learning

How and where can your organisation adopt and embed mobile learning? Is it affordable in the current economic climate? Can you share costs with other institutions?

The remaining 15 minutes is for summing up. If time allows, there will be a brief discussion of the latest developments in mobile technology.

Session 2

Work-based learning in higher education: new paradigms for ubiquitous computing

Presenters: Lisa-Dionne Morris

Institution: University of Leeds

Computer support for learning in informal learning environments is receiving considerable attention within emerging paradigms in instructional technology, and the need to engage with mobile and ubiquitous computing in learning and assessment is an increasingly important driver in UK higher education. Mobile and ubiquitous technologies are, in particular, providing new and unique opportunities for assessment and learning in design practice settings.

The challenge in design education is how to use such technologies to support the pedagogical expertise of practitioners, making learning material more accessible. The design practitioners' perspective on learning has, in the past, focused on teaching critical thinking skills in the design and development of everyday objects, rather than the acquisition of knowledge which is the norm in traditional education environments. Ubiquitous access to digital resources could change what is pedagogically possible, allowing students to engage with higher level thinking, and making it possible for a wider range of students to explore a variety of complex topics.

This paper presents a case study of the design, collaborative development and evaluation of a Ubiquitous Learning Application (ULA) for work-based learning. The mobile web-based application, designed for a mobile phone, allows for a more context-driven, task-sensitive, and performance supportive model for learning and teaching. The project uses activity as a meaningful context for understanding the design and uses of technology. Characteristic formulation of activity-based and work-based learning is implemented in this study to obtain an insight into the underlying issues and problems associated with assessment and learning in work-based settings, in the digital age. The project attempts to present two key issues 'sustainability' and 'social context' of computer support for learning in informal learning environments. Empirical evidence obtained during the project was analysed from the view point of HE learners particularly during the transformation between individual and collective activities.

Session 3

Using digital storytelling to assess reflective learning

Presenters:	Jill Taylor, ALPS Teaching Fellow & Katie Peck
Institution:	Leeds Metropolitan University

The importance of reflective learning within Higher Education has been highlighted in a wide range of policies and practices, including personal development plans (PDP) and portfolios. The aim has been to promote personalised and lifelong learning for all learners, irrespective of discipline. Reflective learning is particularly important for young people since this is the crucial time for the development of both personal and future professional identity (Niemi 1997).

However, engaging learners in reflective learning is a major concern for all educators (Boud and Walker 2007). For example, Grant et al (2006) noted that medical students appreciated the importance of reflective learning for their personal and professional development but they did not engage in the process since it did not match their preferred learning style. The approach in Higher Education is predominantly text based rather than using multimedia (Kezar 2001). However, most current students in Higher Education are members of the Net Generation and this group of students have grown up in a world that is not only dominated by technology, including next generation technologies, but it is also a multimedia rich world (Gauntlett 2007).

Digital storytelling is an approach to reflective learning that makes extensive use of multimedia. It is a collection of pictures, music and words that describes an event or story from an individual's point of view. Barrett (2006) argues that this technique 'is a highly motivating strategy that can make reflection concrete and visible'. This approach to reflective learning has been used extensively in schools and teacher training in the US. Creation of the story allows numerous opportunities for personal reflection and the sharing of the creative product allows feedback from others, thereby providing further opportunities for reflection.

The JISC Reflect 2.0 project was a collaborative project between the University of Leeds and Leeds Metropolitan University involving four case studies (medicine, performing arts, education and dietetics) which piloted the use of Next Generation Technologies to collect and present multimedia artefacts to facilitate reflective learning.

We will present the outcomes of the Leeds Metropolitan case study that engaged students undertaking a postgraduate diploma in dietetics, who were used to using text based reflective practice, in the more creative process of digital storytelling. The aim was to determine if this adds more meaning to the reflective process as part of a summative assessment. The digital story formed 25% of the summative assessment for the Current Issues in Professional Practice module. Students produced their digital stories using their PebblePad e-portfolios in conjunction with PebblePDA and PDAs with unlimited free data connectivity, provided to them via the ALPS CETL.

Session 4

Workforce engagement in lifelong learning

Presenters:	Ibrar Butt
Institution:	University of Bradford

The JISC funded Workforce Engagement in Lifelong Learning (WELL) project will develop, implement

and evaluate a model for module/unit delivery and assessment that meets the needs of employers, learners and the institution. Using Escalate's (the University of Bradford's employer engagement initiative) structural capital as a test-bed, the model will be piloted with work-based learners from two academic schools:

The School of Health Studies has established links with Calderdale and Kirklees Primary Care Trust to provide accredited learning opportunities for assistant practitioners in rehabilitation who require small packages of learning that they can build up into more comprehensive awards with potential for 'step-on step-off' points.

The School of Lifelong Education and Development has been working with West Yorkshire Fire and Rescue Service for the last five years, providing courses to meet the training needs of middle and senior managers. They require academic programmes to be more closely aligned with their management development programme (18-24 months), so the University is required to provide more flexible learning programmes in shorter timescales than are currently offered.

The model will include support for all the major aspects of module/unit delivery including:

- familiarisation with technologies to enhance learning
- support for academic and social induction
- delivery of learning materials,; communication and collaboration
- assessment
- use of ePortfolios
- and APEL for previous learning and experience

It will deliver learning flexibly to meet the needs of all stakeholders, allowing them the choice and freedom to design what is ultimately their learning. In this respect, the challenge of developing learning, teaching and assessment strategies that are flexible and responsive is key to the success of the project model. In the later stages of the project, the emphasis will shift towards working directly with learners and their employers, developing and testing approaches to delivery and support in the workplace, resulting in an emerging model in line with the University's systems and processes.

The workshop will include:

- An introductory presentation on the progress of the WELL project so far
- Issues faced by the two pilot programmes and how they are being overcome
- Group activities on the measures and indicators of success in a work-based learning model that seeks engagement between the three main interacting partners: the learner, the employer and the Higher Education Institution
- Discussion on models of flexible work-based learning
- Discussion on how flexible learning opportunities and APEL are all the more vital for employees wishing to undertake learning, with a model that is responsive to the unique requirements of all business types, including SMEs and sole traders
- Discussion on the nature of 'self-managed' assessment in a work-based learning context, including security of assessment, validity, and use of technologies for critical reflection

The WELL project's model, under the Escalate remit, hopes to serve as an impetus for curricula areas that lack work-based learning provision, whilst refresh the already curricula areas where work-based learning is offered.

Symposium 5: Oral presentations (2 presentations of 30 minutes each) 14.00 – 15.00

Session 1a

The MEDS project: an agile approach to developing an accessible IT solution

Presenters: John Fairhall, Stuart Walker, Jak Radice & Chris Dearnley

Institution:	University of Bradford
<p>Introducing MEDS:</p> <p>The Mobile Enabled Disabled Students (MEDS) project has three distinct phases.</p> <p>The goal of Phase One, was to inform the development of the ALPS client so that accessibility was built in from the start and gather the basic requirements for an accessible solution. This was run in parallel to the development.</p> <p>The goal of Phase Two has been to provide a mechanism for testing and refining the client's accessibility over a rapid versioning process.</p> <p>The goal of Phase Three is to build on the existing outcomes and utilise the proven mechanisms for testing accessibility and desirability. A range of cutting-edge devices are being used to explore desirability and thus engagement with the ALPS web-based suite. This stage of the study is entitled Embedding Mobile Enabling Technologies (EMET): moving ALPS forward with a view to the future, and outcomes will be discussed at the Conference.</p> <p>Introducing The ALPS IT Solution:</p> <p>The goal of the ALPS IT solution – An easy to use, mobile solution that will allow students to securely carry out practice based assessments both online and offline.</p> <p>ALPS Software Development Methodology:</p> <p>The software developers have used a rapid Agile Methodology to develop the IT solution. Starting from the system design they quickly produced a mock-up of the client and agreed it with the customer. The systems integration work was then carried and milestones established for what was possible with the backend functionality. The client was then released for use with students, problems and requests for change identified, the changes implemented and then released back to the users. Using this Agile approach the ALPS client has been developed over a number of generations.</p> <p>What is Accessibility and Why Is Accessibility Important?</p> <p>It's not just legal compliance but inclusion and a base line on which to build. Drivers for accessibility include the Single Equality Act, Investors in People and HEFCE.</p> <p>What's so different about the accessibility requirements for ALPS and why did we need the MEDS project?</p> <p>Accessibility for web pages and applications is now widely understood with standards such as W3C and guidance readily available. Likewise there has been a big improvement in the accessibility of the core operating systems and software for PC and Mac. So if accessibility is so well understood, why did we need the MEDS project?</p> <p>Working with mobile devices presents new and different challenges - e.g. less customisable peripherals, smaller interface, different modes of interaction with devices - styli, mini keyboard, touch, on screen keyboard.</p> <p>Also mobile devices have less processing power; they are not as developed as other areas for disabled users so there is lack of accessibility peripherals and software. Systems are not as open and customisable as a computer i.e. can't easily change resolutions, etc.</p> <p>As web accessibility is much more widely understood, MEDS has focused solely upon the mobile client, rather than other components such as the web based e-portfolio system.</p> <p>Building in accessibility:</p> <p>In this presentation we will provide an overview of our work and its outcomes. We will discuss how to implement similar processes for other projects by sharing what worked well, what we found hard and the lessons we learnt.</p>	

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Session 1b

Minding the gap: addressing student expectations if learning and assessment in relation to current practice in the use of e-portfolios

Presenters:	Anne-Marie Howes ¹ , Tamsin Treasure-Jones ¹ & student members of the ALPS e-portfolio team ²
Institution:	¹ University of Leeds & ² ALPS partner students (the Universities of Bradford, Huddersfield & Leeds, and Leeds Metropolitan & York St John Universities)

Whilst ePortfolios are being used increasingly in Universities, there has been uncertainty over what constitutes an ePortfolio [JISC, 2007] and it is clear that the systems are used in a wide variety of ways across different institutions and courses [JISC, 2008]. Students' use of ePortfolios is often assessment-driven (with material only being posted close to assessment deadlines) [Murray, 2006], leading staff to feel that students are not gaining the full benefits of these tools.

The ALPS ePortfolio team (comprising 16 students from health and social care courses and four members of staff) was set up, as part of the ALPS CETL programme, with three aims:

- Developing a better understanding of how students and staff currently use ePortfolios in health and social care across the five Partner HEIs -University of Bradford, University of Huddersfield, University of Leeds (Lead Partner), Leeds Metropolitan University and York St John University.
- Suggesting approaches for improving this use.
- Championing the use of ePortfolios to reluctant users.

We wish to provide a review of how ePortfolios are used in health and social care disciplines. Several themes are emerging, which we will use to guide future development:

Purposes of ePortfolios: Discussion in workshops and online have identified the following 'wish list' from the students:

- Academic Facebook: This would form an interface between students, module tutors, personal tutors and course managers; and provide a place to voice queries and concerns, and to facilitate feedback and pastoral care (flagged to ensure a quick response).
- CV: To demonstrate to potential employers who you are, what you have done and what you have to offer them.
- Record of continuing professional development: Organised evidence of development activities e.g., assessments and competency mapping.
- Performance Management: Link experiences and training to 360 degree feedback.
- Self analysis: Student catharsis and organisation of thought processes.
- Instant recording of reflective thoughts: Storage of instant captures for reflection and future development.
- Assistive Technology e.g., dyslexia

Process: The students' thoughts regarding process include:

- Incentives: Clarity about what the ePortfolio is for and its perceived usefulness to them.
- Clear structure: Stepwise tasks of particular relevance and online presence of tutor; especially in the early days.
- Bespoke: The flexibility to enable students to present ePortfolios differently for different purposes; plus taking into consideration individual relationships with technology re: age, skills, experience (with IT) and creativity.
- Developing the capacity for self appraisal.
- Data Protection: Concerns about being able to restrict and open access to named individuals.

Over the next few months we will plan how best to combine the above and make constructive use of various contradictions e.g., there is a contradiction between the formulaic approach regarding assessment and competencies, and the amorphous complexity of personal development, which underpins professional development. The approaches that result from this work will be presented at the conference.

References:

JISC (2007), e-Portfolios: An Overview of JISC Activities, September 2007.

<http://www.jisc.ac.uk/publications/documents/eportfoliooverviewv2.aspx>, last accessed 17th July 2009.

JISC (2008), Effective Practice with e-Portfolios – Supporting 21st Century Learning.

<http://www.jisc.ac.uk/media/documents/publications/effectivepracticeeportfolios.pdf>, last accessed 17th July 2009.

Murray C (2006), 'Is Anybody Out There? Developing the Skills for Lifelong Learning: Towards a Model of Engagement in the E-Portfolio Process', E-portfolio 2006 Conference, Oxford

Session 2a

The value of e-assessment for interprofessional education and large student numbers

Presenters: Mellissa Owens, John Dermo & Fiona MacVane

Institution: University of Bradford

Background:

Interprofessional education (IPE) is a well-established aspect of pre-registration curricula with e-learning initiatives increasingly used to overcome the challenge of delivering curricula to large student numbers (Beck & Owens 2007). One benefit of this is that students can engage asynchronously and therefore continue to participate even whilst out on differing, and often geographically distanced, clinical placements.

Nevertheless, whilst there has been a growth in published examples of interprofessional e-learning initiatives, examples of interprofessional e-assessment remain limited (Trehan & Reynolds 2002). This presentation, however, will describe an initiative which enabled students to be assessed electronically.

The IPE Experience:

Approximately 350 first year students from five differing programmes undertook an interprofessional module, beginning with a week of face2face contact. Students engaged in small, interprofessional, group work using problem based (e)learning to explore issues relating to three identified 'problems'.

Subsequently, students continued working together in their groups, engaging via on-line discussion boards and posting information which was then collated by a designated student 'Chair'.

Process:

At the end of the module students were assessed in two ways: firstly on the module content knowledge, via a Multiple Choice Questionnaire (MCQ) exam. Using the software package Questionmark Perception (QMP), students were assessed under exam conditions, answering 35 questions from a range of 21 topics, with questions randomly selected from each topic 'bank'. Due to large student numbers, it was necessary for students to undertake the exam in one of three sittings. The ability to randomise the questions from topic banks, however, ensured rigor and fairness in the examination process remained.

The second assessment measured level of engagement in the IPE process using peer assessment. Using a 5-point Lykert-type scale, students answered three questions relating to level and quality of engagement of their peers. This assessment was completed at their end of their MCQ exam. To ensure reliability and security, it was also administered using the software package QMP. Overall marks allocated, however, could be overridden by the module leader as part of the moderation process.

Results:

Whilst the initial administration of the assessments were time consuming, ongoing maintenance was reduced and benefitted additionally by the results being outputted easily and immediately and thus enhanced sustainability.

The use of software packages such as QMP meant that the validity of questions could be monitored and questions reviewed if one appeared at variance, in degrees of difficulty, to others. Additionally, by using the same software package for both the MCQ and the peer assessment, comparisons between level of success in both could be correlated.

Additionally, the ability of the module leader to override the mark awarded for the peer assessment gave consideration to the fact that students were noviciates and maybe subjective in their responses. The manner in which results were presented by the software also meant that moderation could be speedily

implemented.

Details of the development, delivery and results will be given in this presentation with evidence of its validity provided.

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Session 2b

Cumulative Sum (CUSUM) charts for medical student peripheral venous cannulation; development of a difficulty-adjusted CUSUM

Presenters:	Harry Murgatroyd ¹ , John Jones ¹ , Sumaiyak Kola ² & David George ²
Institution:	¹ Leeds Teaching Hospitals Trust & ² Medical students, University of Leeds

Background:

A variety of techniques are used to assess proficiency at clinical skills; DOPS, miniCEX, CbD and MSF. These techniques are subjective, based on the opinion of one or more assessors. Objective assessment of practical skill proficiency is not currently widespread. Cumulative Sum (CUSUM) charts have been used in several branches of medicine for the continuous audit of practical procedural success, and also in the plotting of 'learning curves'.

Objective:

To use CUSUM scoring to present and determine competency at peripheral venous cannulation for medical students. This would show how many cannulations need to be performed to be deemed competent.

Method:

Two medical students performed 55 peripheral venous cannulations each, recording successful and failed procedures. The difficulty of each cannulation was also scored. CUSUM plots were produced charting success based on raw data, and also using a novel multilayered CUSUM technique that factored in a difficulty score.

Results:

The CUSUM plots showed improvement from a high failure rate initially, to achieve the pre-determined definition of competence at 23 and 40 techniques. The typical learning curve was then disrupted as the development of skills and confidence allowed the students to attempt more difficult cannulations resulting in higher failure rates. The use of the novel multilayered difficulty adjusted CUSUM could be used to compensate for this increased difficulty of procedures undertaken.

Conclusion:

CUSUM charting is a technique that can easily be performed by medical students to demonstrate improvement in practical procedures, and may be improved by adjustment for the difficulty of the procedure undertaken.

Session 3a

Future development of an electronic tool for learning, teaching & assessment

Presenters:	Voyin Pantic, Jane Arezina & Stephen Wolstenhulme
Institution:	University of Leeds

The use of medical images has always formed an integral part of learning, teaching and assessment in diagnostic imaging. Since the late 1990s the Objective Structured Examination (OSE) has been used to prepare students for the clinical practice environment, both at undergraduate and postgraduate levels.

The technological advancements in medical imaging recording and display allow improved identification, interpretation and evaluation of digital medical images to aid clinical diagnosis. However the reproduction of the practice environment within Higher Education Institute has required innovative approaches to reflect these changes and improve student employability.

Originally numerous copies of medical images were required at considerable cost; several iterations have occurred culminating in the current utilisation of digital images and movie clips. This has led to a reduction in cost and an increase flexibility of the resources through the development of an electronic template suitable for assessment purposes. The presentation will include examples of various ways the electronic material is being utilised; demonstrate the flexible nature of the medium and the infrastructure to ensure fitness for purpose. The advantages and limitations experienced with this electronic tool compared to previous OSE materials and methods will be presented with the focus on future applications.

The current and future advancement in technology in Higher Education Institutions is enabling the simulation of the practice environment. The use of the electronic tool provides a safe learning and teaching experience. This enables the flexibility for the learner to maximise their learning and teaching experience. It enables the learner to use it in a variety of settings and time to meet their learning needs. The learning environment can be the practice setting, the Higher Educational Institute, home or on the move at an opportune time for the learner.

Potential for future applications and developments for learning and teaching as well as assessment will be identified; these will include integration with established and innovative electronic tools, for example Dragster. Although the focus of this presentation is on medical images the electronic tool provides sufficient flexibility to be used for electronic teaching, learning and assessment in any discipline.

Participants will have the opportunity to explore the application of the tool for their own discipline. Examples of material previously used will be available to demonstrate the various the stages of development, as well as the potential for future use on mobile devices will be available.

Acknowledgements: Jean Wilson, Rosie Conlon, Paul Arnold, David Oxborough, Abdul Kapdi, Nick Crohn & Dragos Ciobanu.

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Session 3b

Transforming the student experience learning through simulation?

Presenters:	Mick Harper
Institution:	University of Portsmouth

Recent changes in the National Health Service are not only revolutionising the way in which health care is delivered to the public but are having tremendous repercussions for Higher Education and the qualification, education and training of those in the health and allied professions. Increased concern for clinical governance and patient safety have meant a drive to reduce clinical errors through increased measured competence and improved education. A major consequence of these measures is the introduction of simulation-based education and training to complement practice-based learning. Simulation has been used in a range of professions, most extensively in the aviation field. Use of simulation in clinical education and training has been relatively widespread since the 1960s.

A major consequence of the drive for improved safety, the skills escalator and the need to meet the European working time directive has been the introduction of simulation-based education to complement supervised learning in the workplace. Since the 1980s, it has been used extensively in the medical, (and subsequently) dental, professions to facilitate the acquisition of practice-based competencies. This presentation will explore the background of simulation in teaching and learning for these professions and highlight student perspectives in relation to using such technology for assessment where "real" clinical learning is not available.

Session 4a

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Presenters:	
Institution:	

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Session 4b**

Evaluation of the ALPS assessment processes – overview of outcomes

Presenters:	Chris Dearnley ¹ , ALPS Teaching Fellow, Jill Taylor ² , ALPS Teaching Fellow, Julie Laxton ³ , ALPS Teaching Fellow & Maria Parks ⁴ , ALPS Teaching Fellow
Institution:	¹ University of Bradford, ² Leeds Metropolitan University, ³ University of Leeds & ⁴ York St John University

We would like to present evaluation outcomes from of the ALPS assessment processes. The evaluation process is multifaceted and ongoing. It consists of a two stage evaluation from the student perspective and ongoing work to explore the assessor/lecturer perspective and further student perspectives based on the amended tools and devices that were implemented with effect from September 2009. A survey of user experiences is on-going and relates specifically to device usability. Outcomes from each of these domains will be discussed.

Stage one - Data collection and analysis

Cohort specific focus groups were undertaken with seven professions; a total of 79 students were involved. To ensure consistency across sites a schedule of questions was developed and the ALPS Research Officer attended all focus groups. Discussions were recorded on digital recording devices and transcribed verbatim by the Research Officer. In addition, students were invited to complete on-line diaries/blogs of their experiences to which the researchers had access. Only a few students engaged in this activity, but their insights were helpful. Thematic analysis of focus group sessions was undertaken independently by each site prior to an analysis workshop at which outcomes were shared, discussed and overall key outcomes agreed. These were reported back to the ALPS Tools Working Group and the ALPS IT Group for further development of the ALPS assessment processes over the summer.

Outcomes to date:

Early evaluation of the ALPS mobile assessment processes has demonstrated a wide range of acceptability and functionality issues related to mobile devices being used by health and social care students in practice settings. These vary across professions and practice areas and reflect differences in culture, client group and context. Students who have used the devices most are those for whom there was clear added value to their learning experiences and acceptance of the device in the practice setting. Clear communication of the benefits and how to maximise their use is an essential recommendation for future initiatives. This requires consistent preparation and training among students, lecturers and work based assessors.

These findings will be built upon during the course of the next few months, with differing perspectives adding strength and potential diversity to the overall ALPS assessment tool evaluation. In this presentation, we will explore these outcomes and share recommendations for future practice.