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Ready for the real world?

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ALPS
Assessment & Learning in Practice Settings

Ready for the real world?

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University of Huddersfield

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Who are we?

HEFCE funded ALPS-CETL 2005-2010

Yorkshire and Humber Strategic Health Authority, gave ‘follow on’ Funding for networks to develop ALPS outputs (including this one).

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We started with a problem…

…

how do we assure our students are *competent* to practice?

So we developed CIPA, an online, interactive self-assessment tool.

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We realised we had another problem…

…

how do we assure our students are *prepared* for practice?

So we developed P-PA, also an online, interactive self-assessment tool.

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What is P-PA?

Preparation for Practice Assessment

(pron. PIPPA)

An online self assessment tool for students, tutors/mentors and qualified professionals

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This is the story of how we developed it…

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P-PA was a collaboration between:

Students from Health and Social Care, Computing, Business; Health and Social Care academics; Health professionals and technologists (including me!)

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How we assembled the team:

Janet led the project;

Students recruited through University;

Interested professionals from both health and social care and disability services;

Technology provided by the Learning Technology Support Unit.

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We used an action learning design:

Knowledge is produced as a collaborative activity between the researcher and participants (Park 2001);

Participant act as lay experts in their own field (Masters 1995);

Outputs of action learning design benefit both researchers and participants.

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We held a series of workshops:

Knowledge elicitation;

Placement experience:

As participant, as provider/supervisor, as administrator;

Formulate questions/find answers/develop resources.

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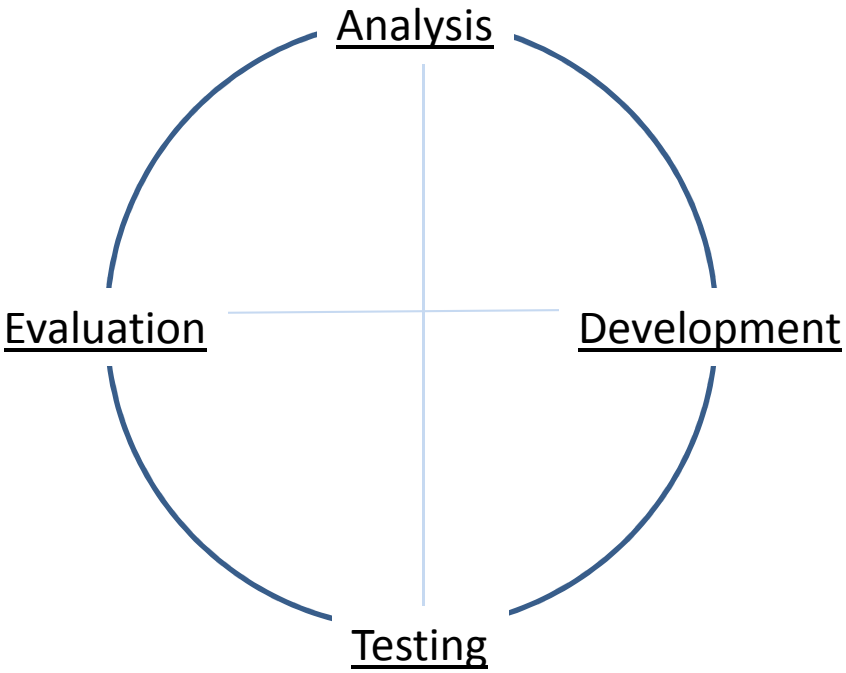
Benefits of Action Research Methodology:



Multimedia development is an iterative process.

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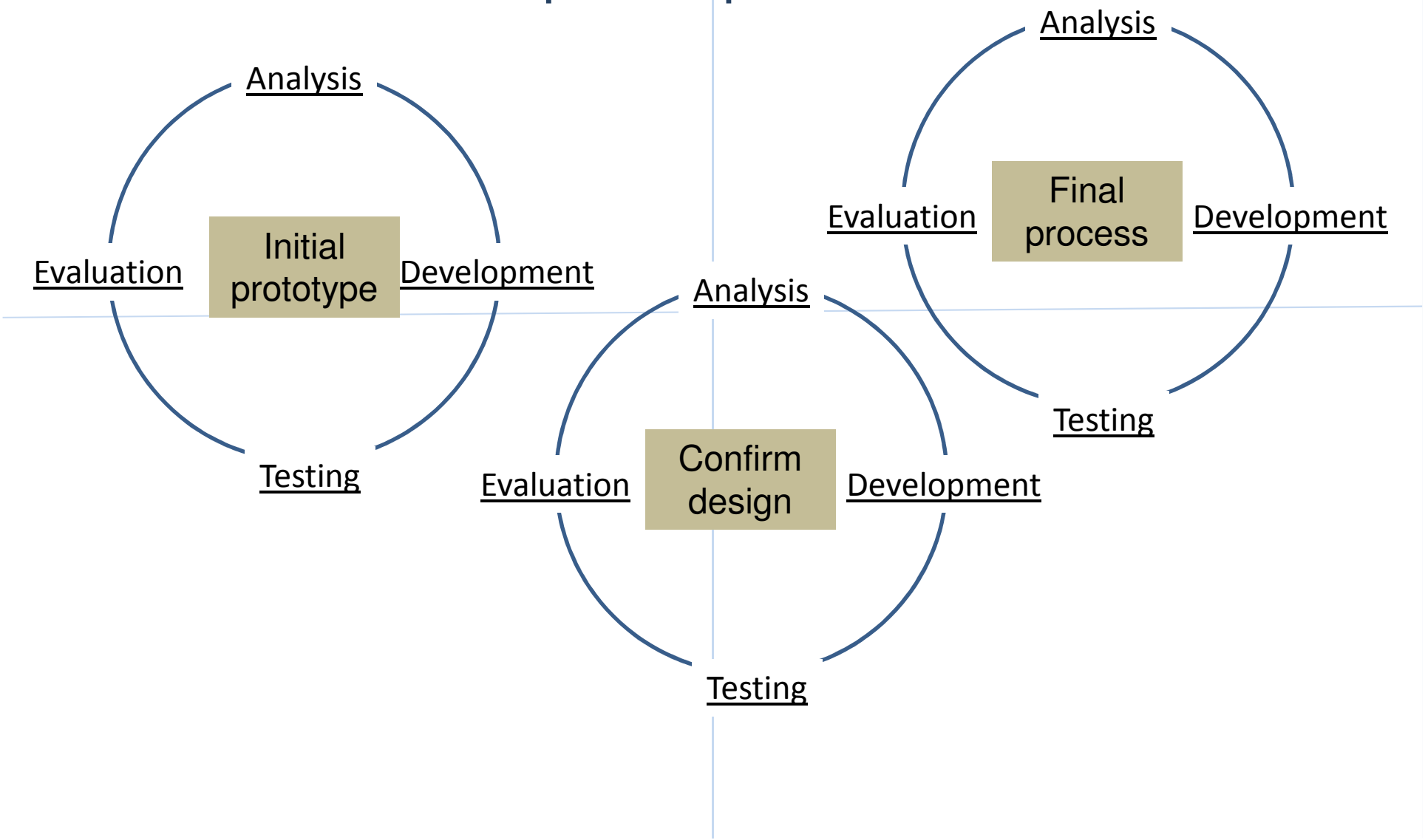
Multimedia development process:



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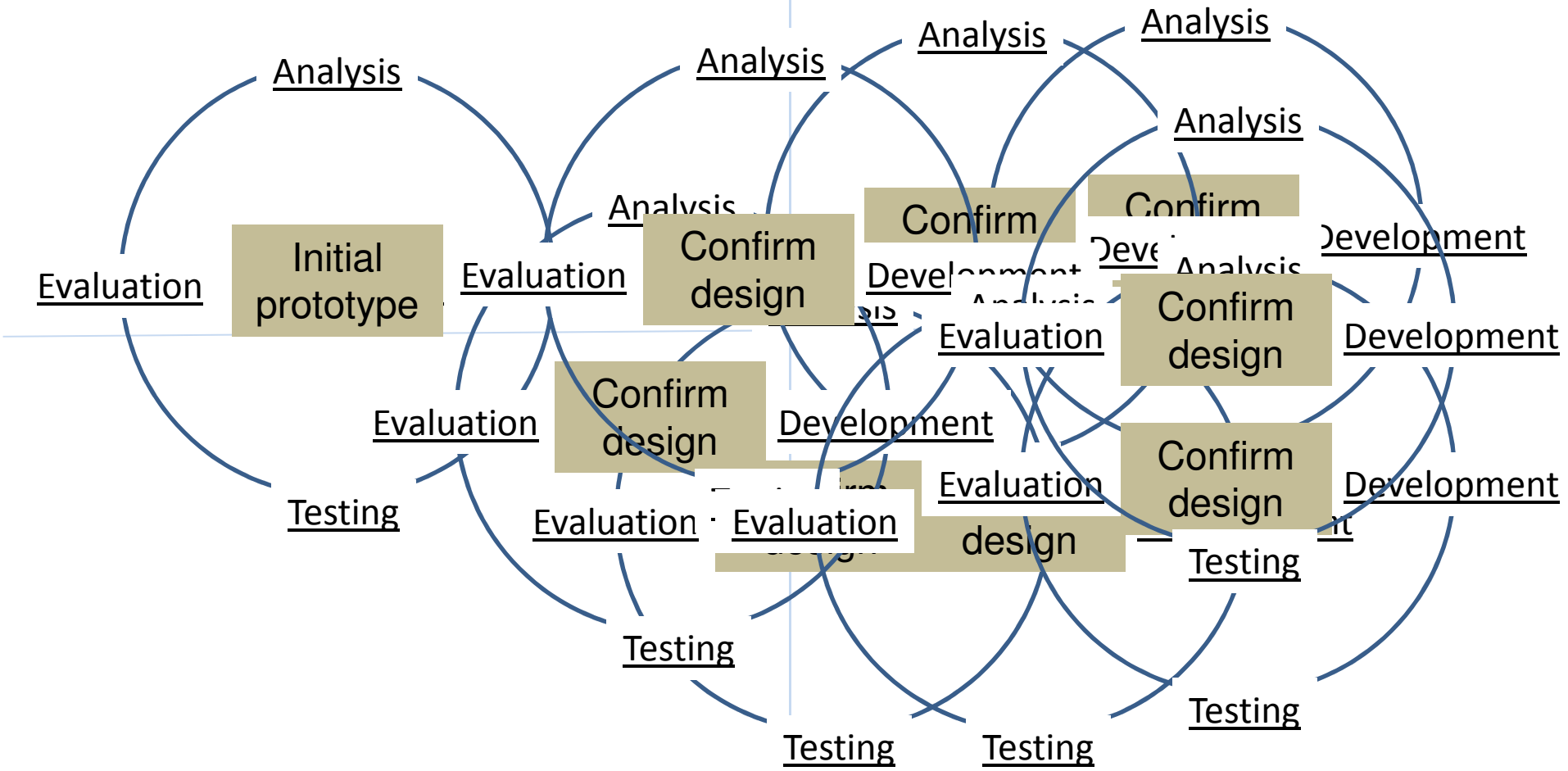
Multimedia development goes wrong process:



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Benefits of Action Research Methodology:

Developers embedded in the team:

Understand the context;

suggest technologies;

interpret proposals;

advise on practicalities.

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So what have we built?

A “preparedness” inventory;

interactive:

certain answers trigger additional questionnaire;

personalised feedback:

feedback can be saved as PDF for discussion/reflection;

Links to useful resources and information.

Alert placement administrators/educators?

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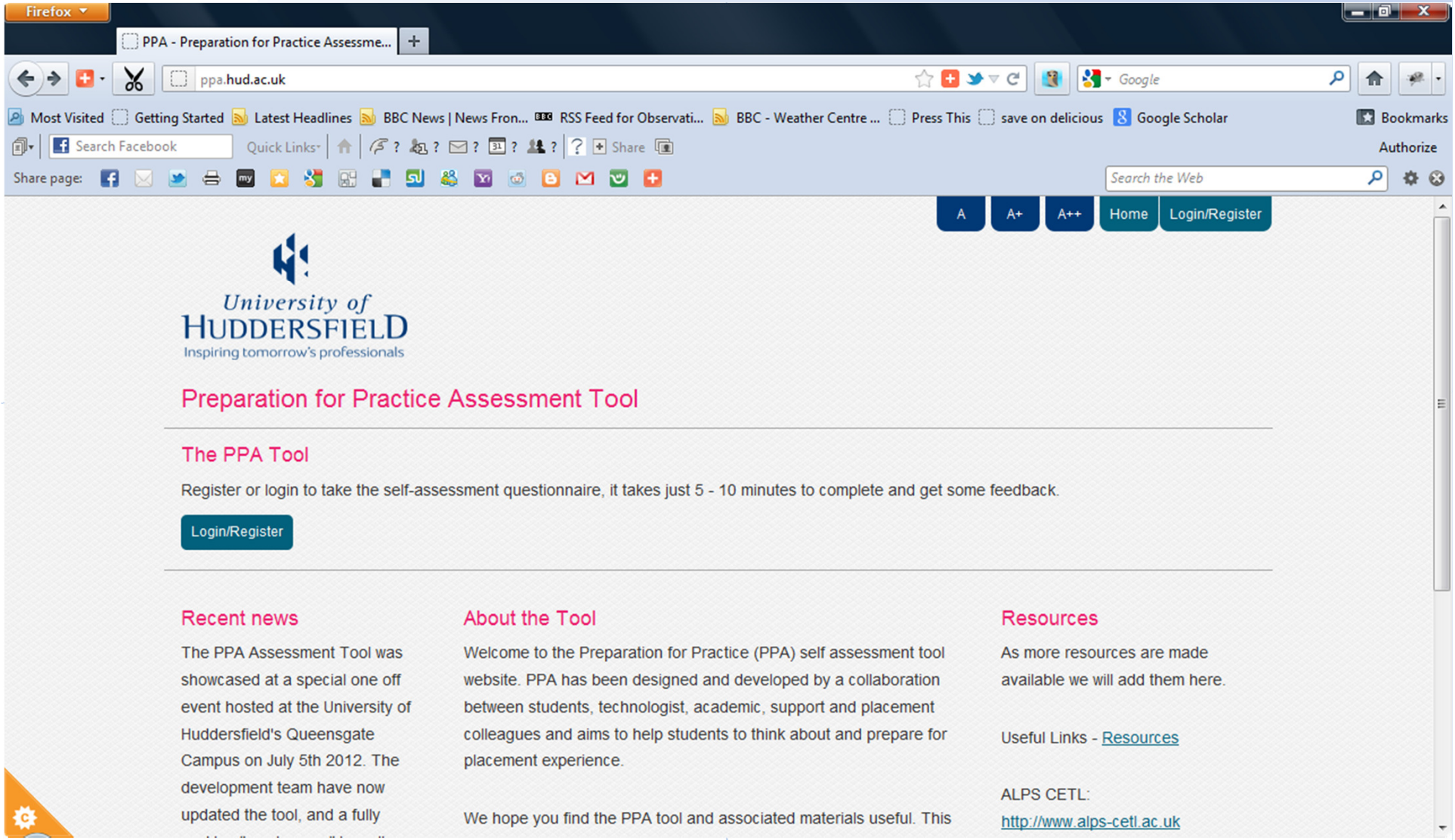

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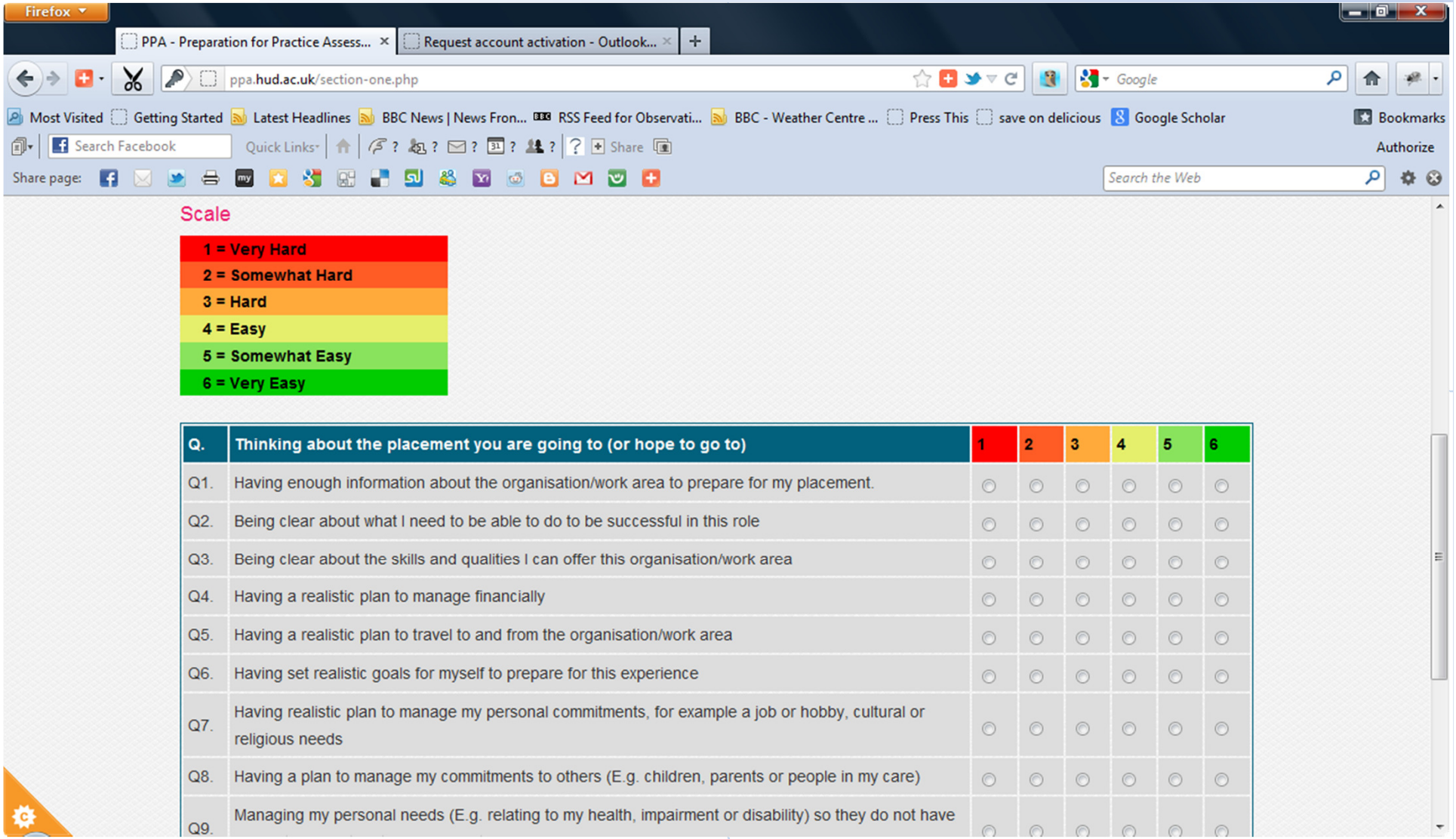

Scale

1 = Very Hard
2 = Somewhat Hard
3 = Hard
4 = Easy
5 = Somewhat Easy
6 = Very Easy

Q.	Thinking about the placement you are going to (or hope to go to)	1	2	3	4	5	6
Q1.	Having enough information about the organisation/work area to prepare for my placement.						
Q2.	Being clear about what I need to be able to do to be successful in this role						
Q3.	Being clear about the skills and qualities I can offer this organisation/work area						
Q4.	Having a realistic plan to manage financially						
Q5.	Having a realistic plan to travel to and from the organisation/work area						
Q6.	Having set realistic goals for myself to prepare for this experience						
Q7.	Having realistic plan to manage my personal commitments, for example a job or hobby, cultural or religious needs						
Q8.	Having a plan to manage my commitments to others (E.g. children, parents or people in my care)						
Q9.	Managing my personal needs (E.g. relating to my health, impairment or disability) so they do not have						

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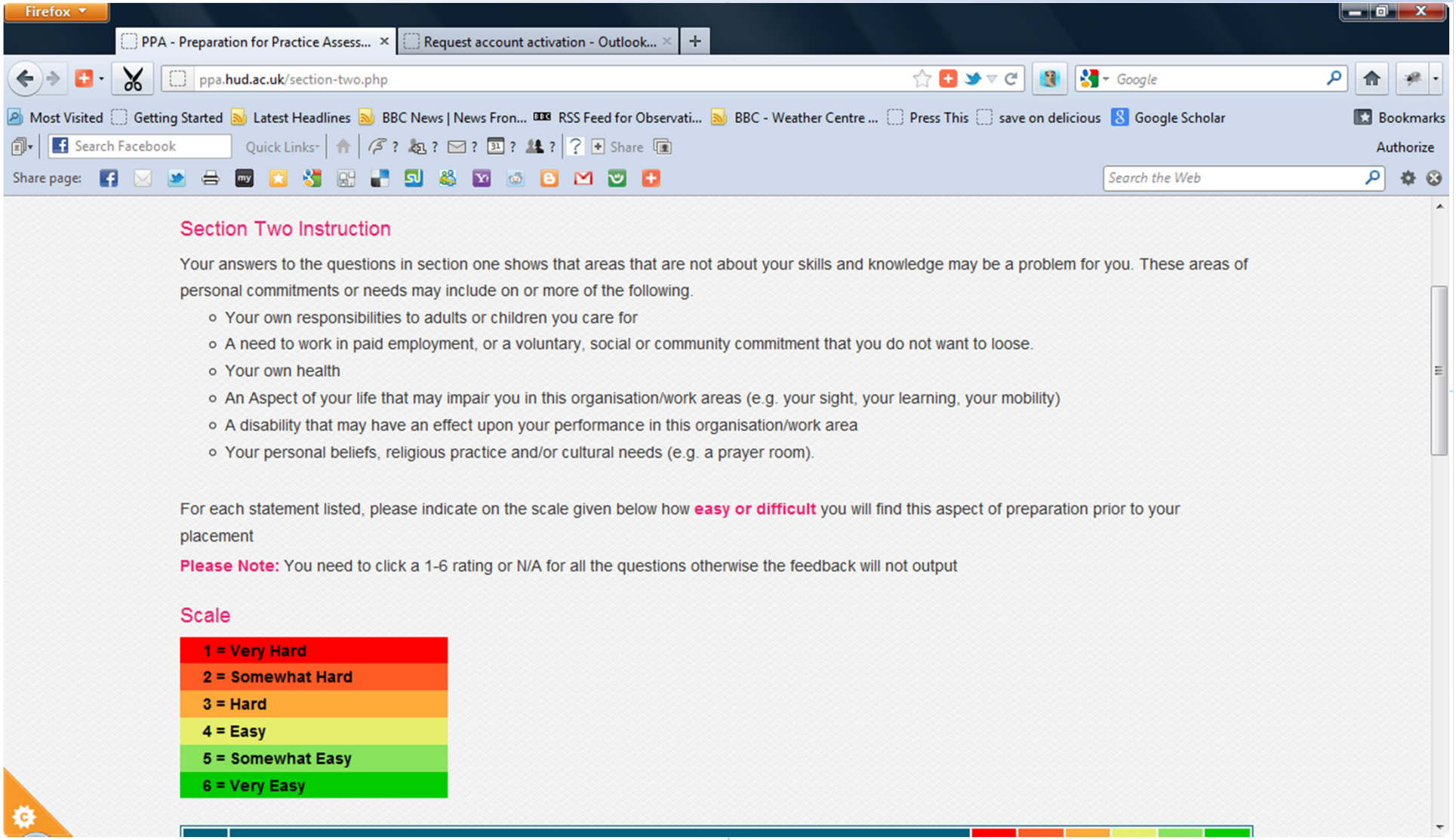

Section Two Instruction

Your answers to the questions in section one shows that areas that are not about your skills and knowledge may be a problem for you. These areas of personal commitments or needs may include on or more of the following.

- Your own responsibilities to adults or children you care for
- A need to work in paid employment, or a voluntary, social or community commitment that you do not want to loose.
- Your own health
- An Aspect of your life that may impair you in this organisation/work areas (e.g. your sight, your learning, your mobility)
- A disability that may have an effect upon your performance in this organisation/work area
- Your personal beliefs, religious practice and/or cultural needs (e.g. a prayer room).

For each statement listed, please indicate on the scale given below how **easy or difficult** you will find this aspect of preparation prior to your placement

Please Note: You need to click a 1-6 rating or N/A for all the questions otherwise the feedback will not output

Scale

1 = Very Hard
2 = Somewhat Hard
3 = Hard
4 = Easy
5 = Somewhat Easy
6 = Very Easy

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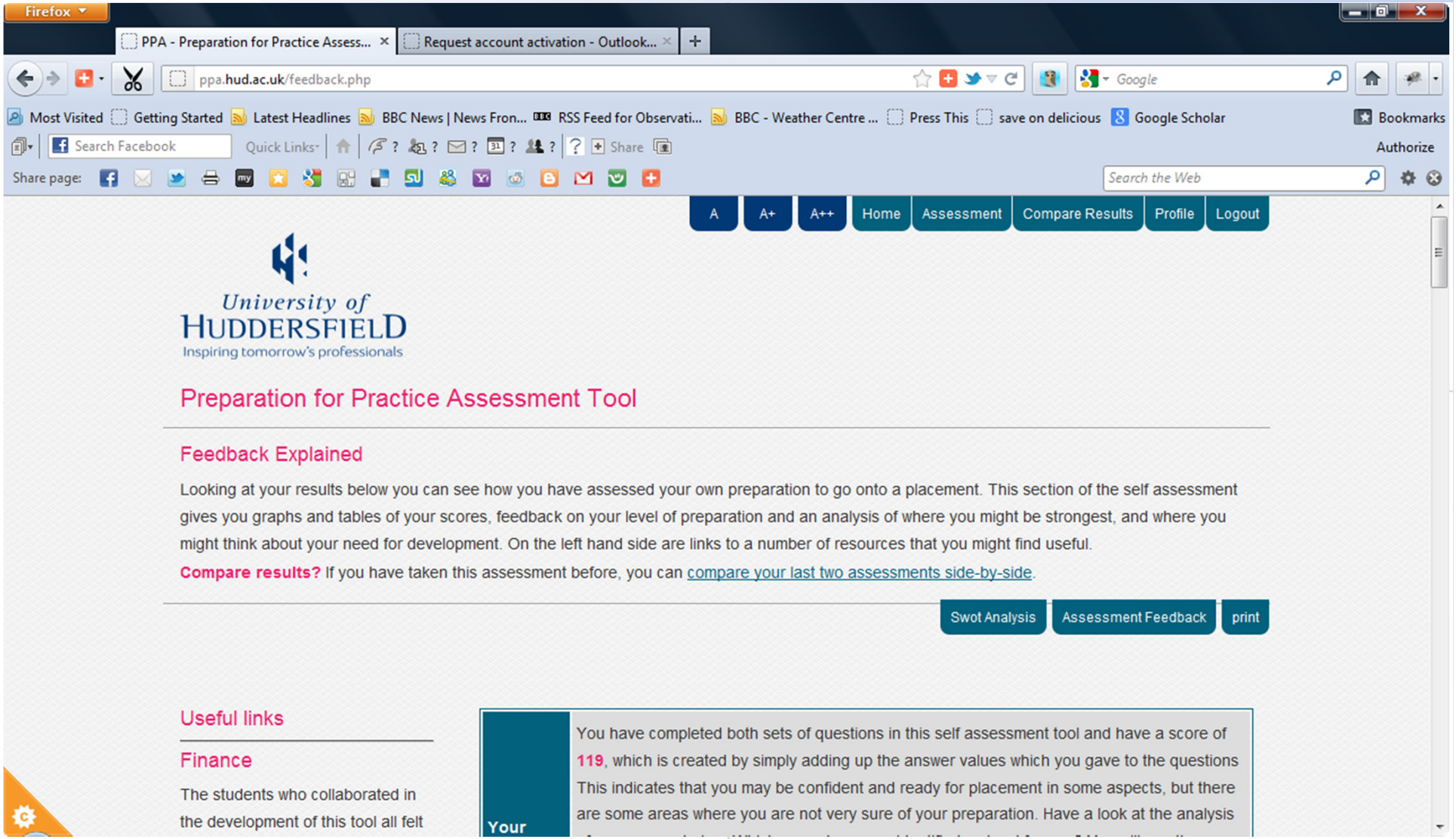

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Preparation for Practice Assessment Tool

Feedback Explained

Looking at your results below you can see how you have assessed your own preparation to go onto a placement. This section of the self assessment gives you tables of your scores, feedback on your level of preparation and an analysis of where you might be strongest, and where you might think about your need for development.

Your Feedback

You have completed both sets of questions in this self assessment tool and have a score of **119**, which is created by simply adding up the answer values which you gave to the questions.

This indicates that you may be confident and ready for placement in some aspects, but there are some areas where you are not very sure of your preparation. Have a look at the analysis of your scores below. Which areas have you identified as hard for you? You will see there are resources to help you and an action plan you can use to identify how you can improve your preparation. Think about what support is available to you and who could you go to for help and advice. Also you might want to return to the self assessment after your placement to compare scores.

This page offers a detailed breakdown based on your answers.

SWOT Analysis

In this section of your feedback we have created a modified version of a 'SWOT' analysis (strengths, weaknesses, opportunities and threats) SWOT Analysis is an analytical tool used in business strategic development, but with modification it can be used as a practical self-assessment tool.

We have modified it to indicate:

- Areas where your responses suggest you are already **strong**, these will make a powerful contribution to your work.
- Areas that you might consider **improving**, these may be areas of vulnerability to do with yourself or the placement, that could limit your success.
- Aspects that we think create **opportunities** for you, that managed well could support your achievement.
- Areas where we think aspects of your circumstances may be a **barrier to success** that you could aim to control and manage.

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Extensions

National & international dissemination-

But..

Who is using it?

Why are they using it?

Is it helpful?

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Thank you.

http://ppa.hud.ac.uk/

http://www.alps-cetl.ac.uk

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