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## EXTENDING THE CONCEPT OF ALPS CETL COMPETENCY MAPPING AND INTERPROFESSIONAL ASSESSMENTS PROCESSES TO ENHANCE STUDENT LEARNING AND EMPLOYABILITY SKILLS BEYOND HEALTH AND SOCIAL CARE

*Catherine Coates, Leeds Metropolitan University, Julie Laxton, The University of Leeds, Jill Taylor, S.V. Smith, Leeds Metropolitan University, United Kingdom*

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This paper discusses how the development of the ALPS common competency maps for communication, teamwork, and ethical practice has led to the adoption of this process by other Faculties and how the associated interprofessional assessment and e portfolios have been accepted by practice educators and institutions.

Assessment and Learning in Practice Settings (ALPS) is a collaborative Centre for Excellence in Teaching and Learning (CETL) comprising five Higher Education Institutions (HEI) with proven reputations for excellence in learning and teaching in Health and Social Care (H&SC). The CETL funding ended in September 2010, however additional funding provided by NHS Yorkshire and the Humber has enabled ALPS colleagues to continue the mapping work to include Enterprise and Patient Safety maps.

Central to the practice of all of the 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 the ALPS CETL decided that mapping these common skills would enable students to navigate their way through the professional competencies allowing them to gain the confidence and competence in practice settings (Holt et al., 2010).

ALPS developed an e-portfolio tool to which the student could publish their completed tools and any relevant supporting documents and gain feedback from their tutor back at their University, (Taylor et al., 2010) further perpetuating the learning process and enabling the tutor to evaluate the students progress.

The ALPS competency mapping process was equally relevant to make explicit enterprise skills in the curriculum at Leeds Metropolitan University. The Institute for Enterprise CETL supports and promotes enterprise education within the University and with key external national partners. Its small team has strengthened and developed enterprise education in the last 5 years through development of new courses and modules, collaborative projects and student led events.

The Patient Safety mapping work, is led by Catherine Coates and Julie Laxton, and has attracted many local experts in the field of patient safety and aims to complete this new ALPS map for a consultation event in May 2011. The map will have the same structure as the original ALPS maps and the enterprise map illustrated above with statements grouped around 4 clusters including recognition of a safe practice environment, the students responsibility for patient safety acting within their scope of practice, their responsibility for documentation and defensible patient records and how their effective communication and teamworking ensures patient safety.

From our experiences with ALPS and other mapping groups working across many diverse professions and complex concepts there are a few 'top tips for success' that may enable subsequent projects to benefit from our experiences.

The challenge for ALPS is to sustain this creative approach in today's economic climate, and whilst the ALPS processes fit the current need to enhance quality whilst maximising productivity and innovation the financial implications of implementing such a strategy across the wider student population will be a very demanding but potentially productive achievement.