

ALPS Common Competency Maps

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The ALPS Approach

- **Common Competency Mapping**
 - Communication skills
 - Teamwork
 - Ethical practice
 - <http://www.alps-cetl.ac.uk/Corework/CompetencyMapping.htm>
- **Common Assessment Tools**
 - Validity and reliability
 - Mobile delivery from PDAs
- **Supporting Technologies**
 - Reusable learning objects
 - Video tutorials or taped mp3 delivery

Common Competency Mapping



- ALPs has been working on the design of innovative assessment tools which will provide appropriate assessments for 16 health and social care professions in 3 identified common competencies, communication, teamwork and ethics.
- These assessments are designed for multiprofessional use and will be delivered in a mobile format on the students PDA
- The competency network group is now developing a Patient Safety competency map.
- Initially a framework describing each of the common competences was created to map the descriptors and performance criteria for each common competency.



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Common Competency Mapping



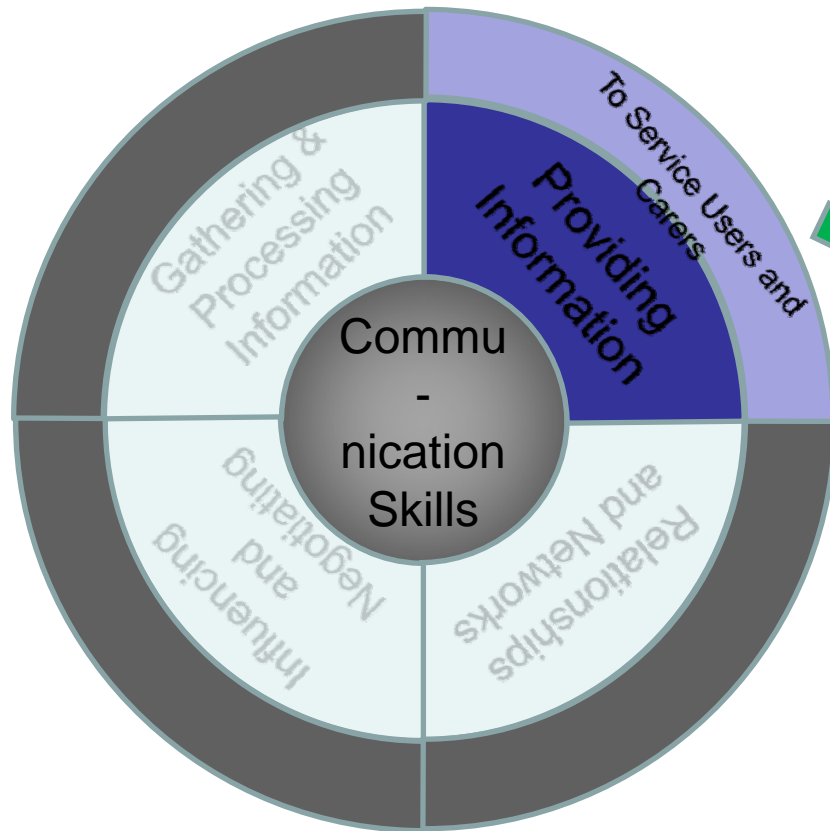
- Who we involved
 - MyKnowledgeMap®
 - 5 Universities
 - 16 Professional, Statutory and Regulatory Bodies
 - Service Users and Carers
 - Practice colleagues
- How we communicated
 - Multi-professional Working Groups
 - ALPS Collaboration Space (Sharepoint)
 - PSRB Workshop
 - Stakeholder Workshop

Establishing Structure



- Discussed and agreed on list of knowledge and skills demonstrable in students from each profession
- PSRB guidance was discussed and then similar statements were amalgamated
- Statements were grouped into, at the highest order, ‘clusters’ which then divided into ‘dimension statements’, ‘elements’ and ‘performance criteria’, which together formed the Competency ‘Map’
- Initial discussions of the Mapping group were lengthy and reflected discussion on topics such as common and differing terminology across professions

Communications Skills Performance Criteria



Element 2

- The student communicates precise information clearly, completely, appropriately and in a timely manner

Performance Criteria

- The student select appropriate information
- The student plans information delivery
- The student delivers information appropriately (sensitively, empathically, confidently, timely, comprehensively)
- The student reflects and modifies delivery of information
- The student checks service user understanding
- The student identifies potential risks and benefits during information delivery

Next Element



Elements



Common Competency Maps

Result – 3 Maps

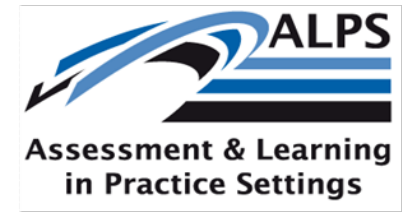
- Communication Skills Map
- Teamworking Skills Map
- Ethical Practice Skills Map



i- Phone APP



Patient Safety Map



- Network group:-

- Catherine Coates, ALPS CETL Teaching Fellow Leeds Met
- Julie Laxton, ALPS CETL Teaching Fellow, UoL
- Gerry Armitage, Bradford University,
- Rachel Belcher, PLF representative, Calderdale and Huddersfield NHS Trust,
- John Sanders, MEU, UoL,
- Alistair Strachan , Y&H SHA,
- Sue Smith, ALT team and Director of the institute for Enterprise, Leeds Metropolitan University,
- Joan Tate and Susan Thornton, SU representative,
- Ann Westmorland, Radiography, UoL,
- Janet Hargreaves, Huddersfield University
- Future involvement, Rob Arnston, MKM

Progress so far.....

- 2 meetings to agree process and framework
- Meetings agreed for Feb, March and April,
- Dissemination event in May
- Sign off meeting in June
- Map launch in September at ALPS showcase on 26.9.11
- Links to DH competency work

Clusters..

- **Cluster; Safe Practice Environment**
 - **Dimension statement;** Assess and understand any situational threats to a patient status, and how this may lead to preventable harm
- **Cluster; Responsibilities and limitations of own practice**
 - **Dimension statement;** Recognise responsibilities as a student professional, and practice in promoting patient safety and reducing harm
- **Cluster; Documentation and patient records**
 - **Dimension statement:** Document care and treatment to allow the effective communication of patient information according to local and national standards
- **Cluster; Effective communication and teamwork:**
 - Collaborate with professional colleagues, patients and their families using a systematic approach as part of the healthcare team

Cluster; Responsibilities and limitations of own practice



- **Dimension statement;**

Recognise responsibilities as a student professional, and practice in promoting patient safety and reducing harm

- **Elements**

- The student has a clear understanding of their delegated responsibilities with regard to patient safety
- The student recognises their limitations and does not act outside of their scope of practice
- The student recognises when there is a need to consult or refer to other colleagues and professionals.
- The student reports and, if necessary, escalates any concerns about a patient's safety

Top tips for success..process

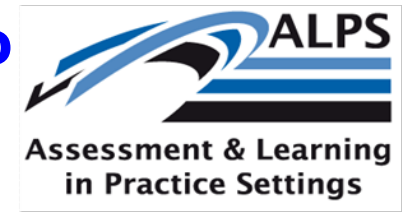
- Clear project plan, terms of reference and timeline
- Broad reference group to begin the process
- Equity of Professional representation
- Scoping available information and research
- Let everyone 'have their say' until a common language, understanding and trust develops
- Clear notes taken by independent facilitator and circulated to reference and email group
- Email consultation throughout with reference group
- Set time limits for discussion whilst gaining agreement on broad principles
- Consultation using a variety of methods
- Pilot product across subject groups and courses in a guided and structured manner

Top tips for success.. pedagogy



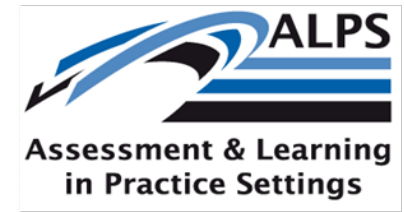
- Establish ground rules of the development process
- Time as a resource...to reflect and absorb information and understand other's perspective
- Depersonalise discussion or disagreements
- Subject representatives who seek contributions and disseminate effectively
- Importance of reasoned and informed feedback
- Allow the concept to develop freely and slowly
- An understanding that people will use the product in very different ways
- No levels, allowing academics to develop personalised curriculum.

How students use competency maps to enhance interprofessional work based practice & employability



- Preparing yourself for placement expectations
- Identify knowledge and skills gaps
- Focus reflective writing and identify action points.
- Self evaluation.. help to identify why situations aren't going so well!
- Help to complete IPL assessments!
- Enhancing graduate employability.
- Inform future CPD and professional competencies and key skills e.g KSF, NOS.

Alps Contact Details



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