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](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.
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 selects 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

Competency Maps

- Communication Skills
  - Communication...
  - Communication skills

- Teamworking Skills
  - Teamworking Skills
  - Teamworking skills

- Ethical Practice Skills
  - Ethical Practice...
  - Ethical practice skills

Communication Skills

Relationships & Networks
Build relationships and trust with service users, carers and colleagues. Build networks with colleagues, institutions and outside agencies.

Gathering & Processing
Gather, interpret, synthesize, analyse and record information accurately from a variety of sources.

Influencing & Negotiating
Influence the behaviour of others, policies, services and procedures.

Providing Information
Provide information to service users.

UNIVERSITY OF LEEDS
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.
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