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

Collaborative Working between the ALPS CETL and Institute for Enterprise CETL
Leeds Metropolitan University

Catherine Coates, ALPS CETL Teaching Fellow,
Director, Faculty Health Placement Unit
Sue Smith, Director, Institute for Enterprise CETL
Aims of the session

- Background
- Process
- Demo
- Discussion… how could you use this process?
- Key tips for success
- Potential
ALPS CETL

A centre for excellence in teaching and learning focussing on assessment and learning in practice settings.

• 5 Universities (Leeds, Leeds Metropolitan, Bradford, Huddersfield and York St John) crossing

• 16 health and social care professions
• NHS partners
  - Workforce & Education
  - Professional networks
• Professional and Statutory Regulatory Bodies
• Service users & carers

ALPS Mission

To ensure that students graduating from courses in health and social care are fully equipped to perform confidently and competently at the start of their professional careers
Professions

- Audiology (100*)
- Clinical physiology (45)
- Dentistry (300)
- Dietetics (190)
- Diagnostic radiography (255)
- Medicine (1520)
- Midwifery (300)
- Nursing (3000)
- Occupational therapy (470)
- Operating department practice (180)
- Optometry (330)
- Pharmacy (830)
- Physiotherapy (620)
- Podiatry (120)
- Social work (720)
- Speech and language therapy (125)

*2004 student numbers
Enterprise in the curriculum

• Supporting the development of a positive attitude to innovation, personal change and development

• Development, integration and embedding across all subject areas and levels – beyond discrete activities and ‘bolt-on’ models

• Underpinned by theory and grounded in practice

• Subject knowledge and skills development

• Engagement with experts and professionals, developing relationships and forming partnerships

• Experiential learning approach – active, realistic, reflective
Dimensions of Enterprise?

Enterprise - having an idea, and taking advantage of the opportunities to make it happen

Being enterprising doesn’t have to mean starting up your own business. You can be enterprising in all areas of work and business which will help further your career……

What skills and attributes do I need to be more enterprising?

Passion and Vision
Communication Skills
Organisation and Planning
Networking
Team-working
Making an Impression
Adaptability

leeds metropolitan university
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 ethical practice.

These assessments are designed for multiprofessional use and will be delivered in a mobile format on the students PDA.
Common Competency Mapping

Who we involved

- MyKnowledgeMap®
- 5 Universities
- 16 Professional, Statutory and Regulatory Bodies
- Service Users and Carers

How we communicated

- Multi-professional Working Groups
- ALPS Collaboration Space (Sharepoint)
- PSRB Workshop
- Stakeholder Workshop

Assessment and Learning in Practice Settings (ALPS) ©
http://www.alps-cetl.ac.uk
Interprofessional assessment (agreed competences – competency maps)

360° assessment
- Self-assessment
- Peer
- Patient/Service User
- Practice Assessor
- Tutor

Deliver interprofessional learning and assessment
Returning Assessments

From mobile device to Multi-port ePortfolio

Assessment and Learning in Practice Settings (ALPS) ©
http://www.alps-cetl.ac.uk
The student’s e-portfolio

- Student can upload to e-portfolio anytime they have connection
- Students can access portfolio on device and PC
- Authenticating to university servers
- Portfolio uses standard e-learning formats for materials
- Can exchange data with other university learning systems
Establishing Structure

- Discussed and agreed on list of knowledge and skills demonstrable in students from each profession for communication, teamwork and ethical practice
- 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
Result – 3 Maps

- Communication Skills Map
- Teamworking Skills Map
- Ethical Practice Skills Map
Institute for Enterprise maps: the process

- Narrower remit and more manageable process compared to ALPS
- Wide invitation to academic staff from all faculties, enterprise pioneers,
- Timeline and monthly meetings
- Clear terms of reference for representatives
- Involvement of MKM and ALPS
- Time limited project (6 months)
- Consultation with core group, wider groups in Faculties and students via questionnaire
Enterprise map

Enterprise maze
Challenges of collaborative working

ALPS

- Common language and trust
- Logistics of collaborative working
- Equity of professional representation
- Managing work streams within complex programmes and working lives
- Conceptualisation and visualisation to the uninitiated
- Service User and carer involvement

Institute for Enterprise

Common language and trust
Logistics of collaborative working
Faculty domination and perceptions of enterprise as a definition
Short life of project
Conceptualisation and visualisation to the uninitiated
Student involvement
Demo and Group discussion
How can academics using competency maps to enhance the student experience

- Develop assessment criteria and tools
- Benchmark placement experiences
- Aid employer assessment and expectations of graduates
- Enhance curriculum development
- Creative developments are encouraged
- Base line for future research
How students are using the competency maps to enhance interprofessional work based practice and 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.
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.
Potential

• Future tools
  – Coaching skills
  – Reflective practice
• Marketing potential
  – Professional bodies
  – Overseas Universities
• Approach can be adapted to navigate complex module content
• Research, evaluation and modification the approach
Contact Details

www.alps-cetl.ac.uk

c.a.coates@leedsmet.ac.uk

s.v.smith@leedsmet.ac.uk

http://www.leedsmet.ac.uk/enterprise/