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

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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

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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

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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

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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 ethical practice.**

- These assessments are designed for multiprofessional use and will be delivered in a mobile format on the students PDA

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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

Context

Deliver interprofessional learning and assessment

- Interprofessional assessment (agreed competences – competency maps)

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

The student is able to adapt their communication style to suit different situations

- The student is able to deal constructively with conflict
- The student uses verbal and non-verbal skills to guide communication
- The student negotiates, clarifies and sets boundaries
- The student recognises situations where style needs to be adapted to reduce barriers to communication e.g. the use of sign language / an interpreter may be appropriate
- The student respects and supports the dignity, rights, privacy, autonomy and equality of others EP TW

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Returning Assessments
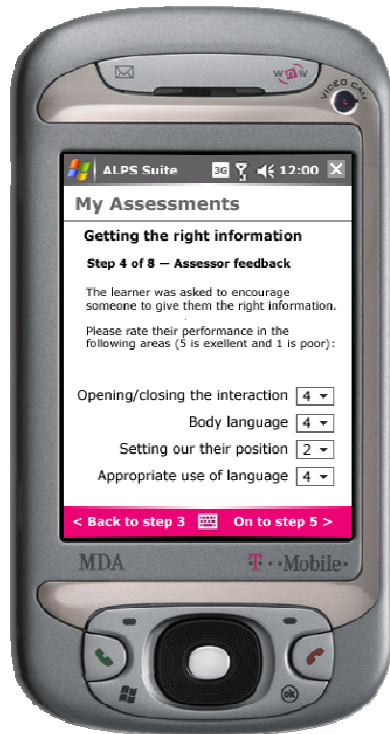
From mobile device to Multi-port ePortfolio

The student's e-portfolio

3) The student reviews the assessment in their 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

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ALPS
Student view

About ALPS   Home   Sign-out

You are here: Home

Name:
Mark Thomson

University:
University of Leeds

Edit Profile

Online Assessments
Add entries to your e-portfolio and review feedback
You have 0 unread items of feedback
View Progress

Blog
Add to your "learning journal" with informal blog posts
You have added 1 blog posts
You have 0 unread comments

Contact & Resources
Download useful resources added by your tutor(s)
Send an email message to your tutor(s)
View your gallery

Recent Portfolio Entries

Welcome to the Home page and your e-portfolio. Here you will find displayed your most recent portfolio entries. Click on the links to view your assessments and review responses, view blog posts and post a new blog to your learning journal, view a list of useful resources, and send an email message to your tutor. You can also create and edit your own personal profile by selecting the 'Edit Profile' ink.

2009 24 Aug

Personal Reflection on Learning
This is a response to Personal Reflection on Learning set on 13 May 2009

read more of this assessment response
this response has 2 items of feedback

2009 25 Jun

Nursing Assessment
This is a response to Nursing Assessment set on 13 May 2009

read more of this assessment response
this response has 0 items of feedback

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
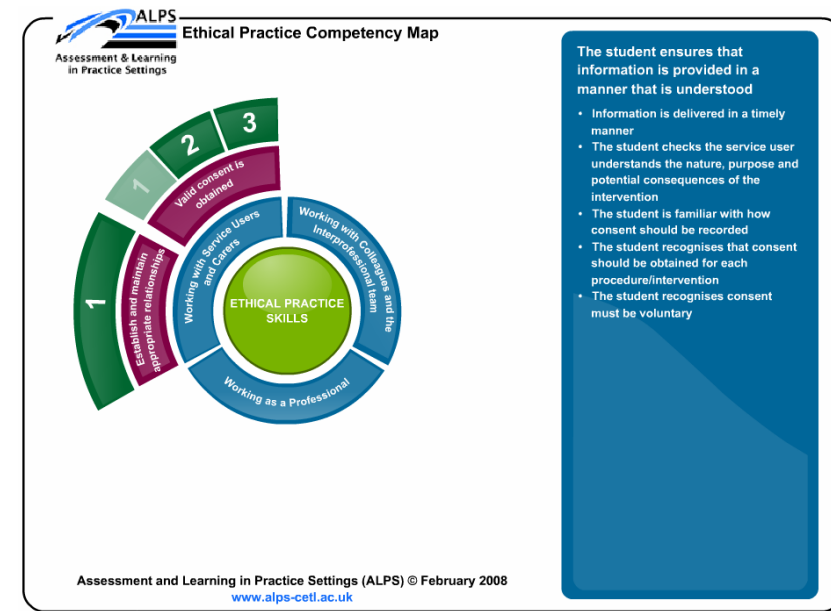
Common Competency Maps

Result – 3 Maps

- [Communication Skills Map](#)
- [Teamworking Skills Map](#)
- [Ethical Practice Skills Map](#)

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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

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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

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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

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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

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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

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