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Competency-based standards: A framework for ESPs

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Dr Cathy Bulley
Presentation plan

Focus on:
Definitions
A competency model
Developing competencies
A standards framework
Developing standards
Linking to KSF and PDPs
"A clinical physiotherapy specialist with an extended scope of practice"

CSP ref PA29

“Extended Scope Practitioners are advanced physiotherapy practitioners working as experts in a specialised clinical area with an extended scope of practice”

ESP group constitution (2006)
Benchmarking

Benchmark statements describe the attributes you can expect of a person with a particular qualification or title.

Quality assurance agency 2004a
What are competencies?

Competencies:

effective professional behaviours that integrate specific knowledge, skills and attitudes in a particular context
(Ministry for Education, Culture and Science; Netherlands, 2002)

i.e. what do we expect an extended scope physiotherapist to be able to do?
Extended scope
physiotherapists
Behaviour

Skills
Knowledge
Cognition
Emotion
Motivation
Personality
The importance of competencies

<table>
<thead>
<tr>
<th>Level</th>
<th>Examples</th>
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<tr>
<td>Policy</td>
<td>Increasing professional recognition</td>
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<td>Education</td>
<td>Appropriate design of educational opportunities</td>
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<tr>
<td>Service Delivery</td>
<td>Design of employment specifications, job descriptions; KSF, skills for health, integration into quality assurance mechanisms;</td>
</tr>
<tr>
<td>Individual</td>
<td>Recognition of roles and capabilities; identification of individual learning needs and design of an action plan.</td>
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Competencies and Standards

Benchmark: Description of a Professional
i.e. Sports Physiotherapist

Competencies:

*Behaviours comprised of specific knowledge, skills, and attitudes required to achieve the description of the professional and corresponding accreditation (i.e. extended scope physiotherapist)*

Measurable Standards:

*Minimum threshold levels of achievement in relation to learning outcomes and corresponding competencies that will ensure a professional has achieved the expected level of ability to meet the description*
Why describe?

What is your profession?
  → Where has it come from?
  → Where is it going to?

What are your career pathway options?
How do you get there?

Is your learning and development recognised by patients, employers and authorities?
Competency-based standards

A set of competency-based standards for a profession sets out performance criteria for a range of key activities within the practice of that profession.
Sports physiotherapy competency areas

INNOVATOR/PROFESSIONAL LEADER
9. Dissemination of Best Practice
8. Research Involvement

PROFESSIONAL LEADER
6. Life-Long Learning
7. Professionalism and Management

MANAGER OF THE PATIENT/CLIENT
1. Injury Prevention
2. Acute Intervention
3. Rehabilitation
4. Performance Enhancement

PROFESSIONAL LEADER/ADVISOR
11. Promotion of Fair Play and Anti-Doping Practices

INNOVATOR/ADVISOR
10. Extending Practice Through Innovation

ADVISOR
5. Promotion of a Safe, Active Lifestyle
Developing competencies

- Appoint expert group, use a facilitator for workshops
- Define and describe behaviours of ESPs agree competency framework and level
- Collect all relevant documentation and identify themes draft and review.
Foundations...

What is distinct about an extended scope physiotherapist?

What are the core roles and behaviours of the ESP?

What standard should ESPs aim to achieve?
Figure 1: Flow Chart Illustrating the Inter-Connections Relating to Benchmark Statements, Educational Programmes and Stakeholders

**STAKEHOLDERS**
- Competent Authorities & Professional Regulators
- Employers: Sports & Fitness
- The Sports Physiotherapist & Athletes
- Universities & Educators
- Competitive Sports Organisations & Committees

**BENCHMARK STATEMENT**
- Description of a Professional
  i.e. Sports Physiotherapist
- Competencies:
  Specific knowledge, skills, and attitudes required to achieve the description of the professional and corresponding accreditation (i.e. Sports Physiotherapy)
- Measurable Standards:
  Minimum threshold levels of achievement in relation to learning outcomes and corresponding competencies that will ensure a professional has achieved the expected level of ability to meet the description

**EDUCATIONAL PROGRAMME CONTINUING PROFESSIONAL DEVELOPMENT/**
- Learning Outcomes
- Content
  Course curriculum, assessment and/or Portfolio content, including evidence of work-based learning, evaluation [Expectations relating to content → competencies]
- Level
  Basic (undergraduate)
  Post-basic (postgraduate)
  [Expectations relating to quality → standards]

Inform
Develop
Audit
Beginning to build connections
Figure 4: **Sports Physiotherapy Standards Framework** (Bulley & Donaghy, 2004)

Standards Framework:

- **Foundation knowledge**
- **Critique and synthesis**
- **Information collection**
- **Information processing**
- **Action/intervention**
- **Evaluation and modification**
- **Specific national standards**
Developing the standards

Expert group to reflect on the specific knowledge skills and attitudes required to fulfill each competency.

Draft of standard for each competency, discuss and refine.

Reviewed by membership refined until agreement obtained.
The importance of competency-based standards

**Political:**
- professional recognition, KSF, Skills for Health

**Quality assurance:**
- service delivery
- individual

**Career pathway:**
- targeting of professional development
- appropriately designed learning opportunities
Uses of competency-based standards

Individual level:

- identification of individual learning needs KSF, PDP
- planning of learning
- identify routes for learning and career progression
- potential for evaluation & credit – higher education.
Portfolio

Approach

Competency 1
Competency 2
Competency 3
Competency 4
Competency 5

- Competency 1
  - related standards
  - related audit tools
  - supporting evidence
Clinical reasoning skills

Scope of practice of the AHP professional

Consultant AHP

Clinical specialist

ESP

‘Expert’

‘Proficient’

(CSP, 2001)
1. The competency-based standards should reflect the innovative nature of ESPs
2. They should set out the current performance criteria for a range of key activities
3. As the role of ESPs evolve, so must the competencies and standards
Acknowledgements and References

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REFERENCES:


