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A protocol for the development of professional competencies: the SPA Project

European College of Sports Science
Belgrade

15th July 2005

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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 a sports physiotherapist to be able to do?



Why develop competencies?

- Increasing specialisation
 - Delineation
 - Communication
 - Transparency



The importance of competencies

Level	Examples
Policy	Increasing international mobility; increasing professional recognition
Education	Appropriate design of educational opportunities; international harmonisation of education
Service Delivery	Design of employment specifications, job descriptions; integration into quality assurance mechanisms;
Individual	Recognition of roles and capabilities; identification of individual learning needs and design of an action plan;

Sports physiotherapy

- How is sports physiotherapy distinct from:
 - other professions?
 - general physiotherapy?
 - other physiotherapy specialisms?



1st task of the SPA Project → competencies



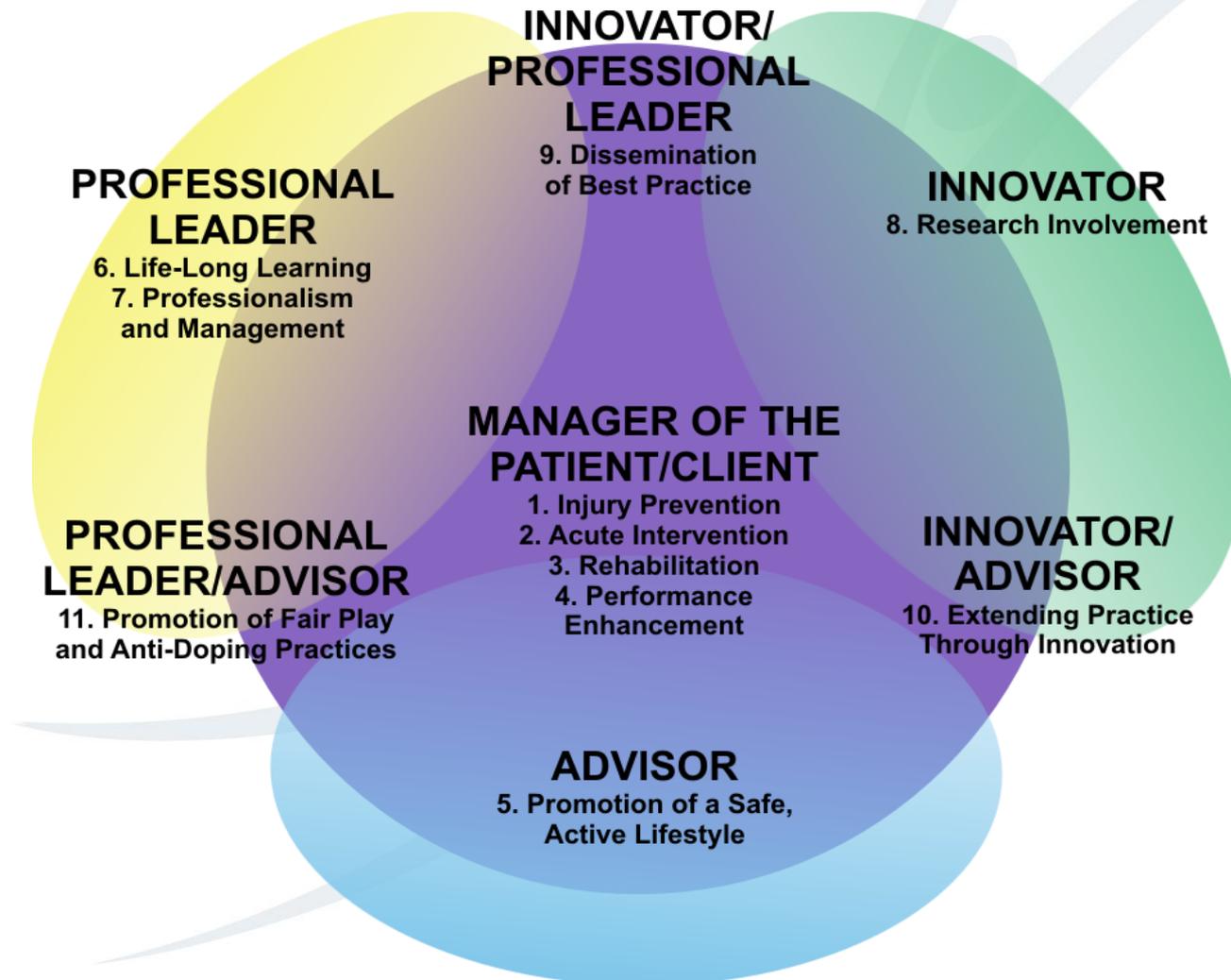
Characteristics of the process

- **International → documentation and consultation**
- **Rigorous → methodology**
- **Flexible → international similarities and differences**

Stages of Development

- 1) Content analysis of international documentation: similarities and differences in 16 countries
- 2) Expert panel: cross-checking of themes
- 3) Expert panel: decisions regarding level
- 4) Use of a competency model as a structure to group themes (Coppoolse & Van den Heuvel, 2004)

Sports physiotherapy competency areas





Review and Revision

- Competencies written for each area in the model
- Draft 1 → internal review → Draft 2
- Draft 2 → external review → Final draft
- Final draft → unanimously accepted by the International Federation of Sports Physiotherapists 5th November 2004



Progression

- Standards were developed to supplement the competencies → accepted by the IFSP June 2005
- Next stage: development and piloting of an audit toolkit
- The documents are already being used internationally in education and policy development



Acknowledgements and References

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