



## ***Employability Guide***

# **Health Sciences and Practice:**

## **Allied Health Professions Student Employability Profile**

***April 2005***

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*BEST - Business, Management and Accountancy*  
*Built Environment*  
*Economics*  
*Engineering*  
*English*  
*Geography, Earth and Environmental Sciences*  
*Health Sciences and Practice*  
*Materials*  
*Mathematics, Statistics and OR*  
*Philosophical and Religious Studies*  
*Physical Sciences*  
*Psychology*

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The approach adopted for the project was to respond to Subject Centre specific needs and perspectives in line with ESECT guidance.

In compiling the profiles, we drew on the subject benchmark statements developed and maintained by UK higher education academic communities and copyright by the Quality Assurance Agency for Higher Education (QAA). We also took account of the input from the CIHE Employer membership regarding competencies, skills and attributes they valued when recruiting, this information was gathered during the first phase of this work in 2002, further details can be found on the CIHE website.

We also drew on the work of:

Professor Lee Harvey, Centre for Research and Evaluation Sheffield Hallam University  
Mantz Yorke, Professor of Higher Education, Liverpool John Moores University  
Professor Stephen McNair, Higher Education Adviser, Department for Education and Skills

### Further Links

|                          |   |
|--------------------------|---|
| AGCAS                    | <a href="http://www.agcas.org.uk/">http://www.agcas.org.uk/</a>   |
| AGR                      | <a href="http://www.agr.org.uk/">http://www.agr.org.uk/</a>   |
| CIHE                     | <a href="http://www.cihe-uk.com/">http://www.cihe-uk.com/</a>   |
| ESECT                    | <a href="http://www.hefce.ac.uk/learning/tinits/esect/">http://www.hefce.ac.uk/learning/tinits/esect/</a> |
| Higher Education Academy | <a href="http://www.heacademy.ac.uk/">http://www.heacademy.ac.uk/</a>                                     |
| LTSN                     | <a href="http://www.ltsn.ac.uk/home.asp">http://www.ltsn.ac.uk/home.asp</a>                               |
| SSDA                     | <a href="http://www.ssda.org.uk/">http://www.ssda.org.uk/</a>   |

## STUDENT EMPLOYABILITY PROFILES

### ALLIED HEALTH PROFESSIONS

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## **STUDENT EMPLOYABILITY PROFILES**

### **ALLIED HEALTH PROFESSIONS**

#### **1. INTRODUCTION**

For most higher education students, employability on graduation and over the long term is a major priority. More and more higher education courses provide the means for students to develop their employability skills, to raise their own awareness of these skills and to increase their ability to articulate these skills. Such capabilities can be put into practice in personal development planning, work experience opportunities, job searching, interviews and similar situations and this is of real help when making major career and life changes.

The underlying assumption is that a student's life long learning capability and employability can be enhanced through their higher education experience and that this can be achieved as part and parcel of academic study. The impact of the effects of widening participation in higher education, along with greater diversity in the ways in which students learn, provides a climate where increased numbers of students can and need to benefit from supported development of their employability skills.

Student employability profiles have been created to indicate the skills that typically can be developed through the study of particular subjects. The profiles are for use by Subject Centre staff when working with their academic communities to the ultimate benefit of current and prospective students and employers alike.

#### **2. RATIONALE**

- Pre university students can be influenced heavily by stereotype impressions of a subject (too hard, too theoretical, not taught at A level, does not lead to a job, only leads to a narrow range of jobs etc.) and this can skew applications away from subjects that may well suit study.
- Pressures and short term considerations mean that many undergraduates face a challenge in committing to personal skills development.
- On graduation, a significant percentage of students in many subjects choose careers not related to their course of study and a knowledge of their own employability skills can facilitate transition.
- Many graduates leave their first position after less than three years and this suggests that improvements in matching graduates to first jobs would improve retention within the profession. Through enabling students to make better informed initial choices, the rate of attrition might be reduced.
- As higher education continues to expand and the impact of widening participation and diversity policies grows, employers need practical tools to help them recruit and train staff cost effectively, with the overall aim of widening access.

### 3. APPLICATION

Whilst it is for the Subject Centres and their communities to decide how a profile may be applied, it is envisaged that it may support existing initiatives to promote a subject to pre university students, stimulating undergraduate skills learning, preparing students for work experience and supporting job searching on graduation. This may in turn improve the number and type of students applying to study a subject, support undergraduate skills learning, stimulate motivation to study and lead to better informed engagement with employers for work experience and job opportunities. So the areas for application may include:

- Schools careers.
- Undergraduate learning.
- Departmental and student links with employers.
- CV writing and Personal Development Planning.

### 4. EMPLOYABILITY SKILLS PROFILES

The employability skills profile for this subject can be used generically as support material in the applications mentioned. It can also be used as a tool to help an individual student identify examples of their own skills development through reviewing the list of possible skills identified by the Subject Centre from the QAA benchmark statement for their subject and from other sources. Students may then map their own examples against the list of qualities and attributes typically sought by employers, so enabling the evidencing of skills to be interpreted in language helpful to employers.

### 5. EMPLOYABILITY SKILLS - ALLIED HEALTH PROFESSIONS

*'Employability and employability profiling enables a student both during and post qualification to gather and develop specific core skills and expertise pertinent to their chosen professional group. These profiles will enable students to gain appropriate employment and also enable employers to gain an understanding of the graduate's skills within their core profession. Thus designing more focused roles and positions'*

**Euan Hails, LTSN Consultant in Employability and Student Profiling,  
Health Science and Practice Subject Centre.**

The twelve Allied Health professions provide treatment and care across a range of health and social services. They have a growing and expanding professional body committed to leading change and delivering real improvements. Allied Health professionals work in teams with GPs, nurses and other professions such as social services in order to provide quick and effective care for patients. These health professionals ensure an integrated service for the public and work across professional boundaries. They may be employed in the NHS, private practice, or be self employed.

The emphasis for learning and skill development is very much on flexibility and competency based frameworks that determine the level of skills for the required task. The Allied Health Professions enable students to participate in a wide variety of work that constantly adds value to the care and well being of the public. Allied Health

## **Student Employability Profiles Allied Health Professions**

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professionals are committed to Continuous Professional Development in learning and personal development to ensure they maintain and develop skills.

Much of the learning is practice based experience and the use of skills laboratories within the NHS. Emphasis is placed on shared learning with others, teamworking skills that develop shared values and accessing, appreciating influencing and undertaking research. The profession has strong regulation, is open and accountable and aims for quality assurance, as a professional body it is integrated and effectively regulated.

The Allied Health Professions offer attractive careers within a professional career structure providing progression and career development. The government aims to ensure the profession will provide high level leadership, influence development and improve and modernise care within the NHS.

For more information go to [www.doh.gov.uk/meetingthechallenge](http://www.doh.gov.uk/meetingthechallenge)

Standards of Proficiency to practice for each of the allied health professions and more detailed benchmark statements are set out by the Health Profession Council at: <http://www.hpc-uk.org/publications/standards.htm>

The benchmark statements covering the Allied Health professions are:

**Art Therapists**  
**Biomedical Sciences**  
**Chiropodist**  
**Clinical Scientists**  
**Dieticians**  
**Generic**  
**Occupational Therapists**  
**Orthoptists**  
**Paramedics**  
**Physiotherapists**  
**Prosthetists and Orthotists**  
**Radiographers**  
**Speech and Language therapists**  
**Standards of Conduct, performance and ethics**

The emerging health professions framework is overarching and covers all of the above.

Set out below is an overview of the profile of a number of the Allied Health professions that shows the typical skills and attributes a graduate in those subjects would be expected to have developed.

### **DIETETICS**

To become a state registered dietician students follow prescribed university courses. They develop expert knowledge on the therapeutic application of nutritional science. They interpret and communicate this knowledge to groups and individuals. Dieticians work with patients in hospitals and in the community. They use dietary manipulation and food to treat disease and optimise health and may work at a population level in health

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promotion and in public health nutrition. Dietetics is based on nutritional science. It is a broad-based subject ranging from the natural and clinical sciences through to the social sciences. Dietetics draws mainly on nutritional science and clinical subjects, including diet therapy, underpinned by life sciences

Practitioners of dietetics gather information about dietary intake, and through analysis and evaluation produce practical advice on food intake and advisory resources. Dieticians work professionally within the complex frameworks of accountability and ethical and legal boundaries within the workplace, which can be as broad as the National Health Service (NHS), private practice, industry, local government, education or research.

### **PODIATRY**

This clinical discipline focuses on the diagnosis and comprehensive management of foot and lower limb pathologies. Podiatry is practised by specialist practitioners who work either independently or in interdisciplinary clinical practice. The qualified podiatrist proactively engages with continuous professional development to ensure maintenance and enhancement of their knowledge and ability within the profession.

They are responsible for the quality of care they provide for their patients by employment of the principles and practice of clinical governance. Qualified podiatrists apply sound knowledge and understanding of health policy, business principles and health economics, treating their patients with an ethical and caring approach. Effective practice requires the recognition and understanding of the social and economic context of their patients in assessing; planning, delivering and evaluating care. This can only be achieved through the effective application of interpersonal and personal transferable skills.

### **ORTHOPTICS**

Orthoptics students study the visual system and its development and are awarded a degree based on both practice application and academic learning. The practice of orthoptics requires attention to detail and technical proficiency in investigative techniques. Emphasis is placed on the necessary technical and interpersonal skills required to effectively investigate and treat ocular conditions that occur within different groups of the population. Orthoptists work in a range of settings that include hospitals, community health care, nurseries, schools and private practice. The majority of orthoptists are employed in the National Health Service (NHS).

Degree programmes in orthoptics aim to develop innovative, skilled and reflective practitioners with a sound scientific approach to professional development and a holistic appreciation of practice. All undergraduate orthoptic degree programmes must reflect the above and, at different levels of the course, must clearly indicate the progressive and more demanding nature of the graduate's cognitive abilities, decision making skills and clinical expertise. Students are required to work independently and as team members. They need to develop the skills required to be successful in a developing profession that operates within a changing and evolving environment. Degree programmes should include the principles of wider participation and help the student to understand the needs

and ethnic diversities of individual communities. Learning outcomes are based on challenging but realistic objectives and goals, and students develop the problem solving skills that ensures they are capable of undertaking research and focus on instilling a research ethic. On graduation, students will exhibit competence in all aspects of their professional practice, they must be flexible in approach to practice and be capable of recognising and developing the professional role within a changing health service.

### **PHYSIOTHERAPY**

Physiotherapy is a science-based health care profession that emphasises the use of physical approaches in the individual's physical, psychological and social well-being. The professional, statutory and regulatory bodies and a higher education institution (HEI) jointly validate physiotherapy qualifying degree programmes.

Physiotherapy students will gain subject specific knowledge and relevant practical experience throughout their studies. Strong emphasis is placed the student's ability to meet high standards of clinical excellence as well as the challenge to develop the transferable employability skills set out below:

- Analysing and synthesising information to enable problems solving (in the clinical setting, for diagnostics to be formed on the basis of physiotherapy assessment and for making clinical judgements based on the quality of available evidence).
- Applying problem solving and clinical reasoning to the assessment findings in order to plan, prioritise and implement appropriate physiotherapy. Using clinical reasoning approaches in the selection, justification and review of appropriate treatments.
- Making decisions, setting goals and constructing specific plans to achieve these, taking into account relevant contextual factors.
- Formulating a research question, the development of a research design and the implementation of the research process.
- Identifying individual learning needs and constructing and implementing a personal development plan, reflecting and modifying behaviour in the light of experience and advice; setting realistic goals related to personal development;
- Recognising the significance of continuing professional development
- Time-management and workload planning, managing uncertainty, change and stress.
- Working with others, negotiation, conciliation, and development of partnerships, developing team working and leadership skills; making the patient central to the delivery of care.
- Appropriate interpersonal communication using written, verbal, and non-verbal approaches. Teaching and presentation for individuals and groups to enhance own and others understanding of issues. Identifying and recognising the physical, psychological and cultural needs of individuals and communities.
- Gathering and recording information from a wide range of sources and by a variety of methods, using information technology to identify and access information, to record and manage patient data and to process and analyse research findings.
- Handling information with due regard for legal and ethical requirements and
- Making judicious use of the best available information and evidence.

### OCCUPATIONAL THERAPY

Occupational therapy is concerned with enhancing the daily life skills of individuals with physical or mental health problems, or social needs. The purpose of occupational therapy is to bring about change in order to improve an individual's quality of life. Occupational therapists need to be self-reliant as well as constructive contributors within multidisciplinary teams. They are problem solvers, working with individuals in order to find practical solutions. They need to be able to analyse and evaluate the effects of different actions, or of non-intervention, and thereby be able to make informed professional judgements. Theory and practice come together in fieldwork education, which provides a staged development towards competence to practise.

A graduate in Occupational therapy should be able to demonstrate competency in the following transferable and employability skills:

#### Information skills

- An ability to collect and interpret data, including the ability to, listen, observe, analyse and monitor the outcome of interventions through satisfaction surveys and other performance indicators.
- Contribute to effective decision making
- Provide regular reports that contribute to effective client management;
- Contribute to observation, systematic and logical debate in order to draw conclusions based on critical analysis of data and existing knowledge.

#### Problem solving skills

- Demonstrate logical and systematic thinking, drawing reasoned conclusions and making sustainable judgements.
- Gather and evaluate evidence and information from a wide range of sources and draw reasoned conclusions or reach sustainable judgements with particular regard to:
- Accurately analyse and process information from a range of sources to ensure sound professional judgements are made;
- Ability to synthesis knowledge.

#### Communication skills

- Communication skills and other interpersonal skills necessary for effective performance, such as establishing rapport and harnessing motivation.
- Listening and passing on relevant information and advice to others in a professional setting.
- Active participation in formal and informal reporting;
- Maintaining accurate and relevant reports that are meaningful to others.
- Managing time and resources to maximum effect and knowing when to terminate intervention;
- Identifying ways to overcome barriers to communication and developing personal strategies to maximise the benefits of team work and cope with inter-professional tensions;
- Effective use of verbal, written and electronic forms of communication.

### **Numeracy skills**

- Confidence in understanding, manipulating and interpreting numerical data including, scores resulting from standardised test and their normative comparisons, performance indicators associated with management of the service, client numbers and characteristics
- understanding statistics and tables as found in research particularly associated with the chosen area of work;
- Financial accounting and budgetary planning within the requirements of a particular setting.

### **Information technology skills**

- Confidence in engaging with technology in the pursuit of effectiveness including familiarity with information technology with regard to presentation and statistical analysis of data including electronic and specialist databases.

## **SPEECH AND LANGUAGE THERAPISTS**

Being able to communicate is central to what we do, who we are, how we learn, and how we relate to each other at home, at school and at work. Thousands of people fail to access education, social, economic and career opportunities as a result of communication difficulties. Speech and language therapists will appraise a person and his/her communication in order to understand the person's needs. From this they will develop a programme of intervention to maximise communication skills.

Speech and language therapists are therefore the experts in the United Kingdom in the therapeutic management of communication and swallowing disorders in people across the entire age spectrum. Speech and language therapy intervention takes account of the multicultural and multilingual needs of the population. As well as providing treatment, speech and language therapy roles include those of consultant, educator, facilitator, advocate and researcher.

Speech and language therapists usually work as part of a team across the whole range of the population. They work on supporting the management of children with speech and language disorders, adults with acquired neurological conditions which may lead to swallowing and/or language difficulties, the elderly, people requiring palliative care, people with learning difficulties, people with voice disorders, and people with problems of fluency in their speech.

A Speech and Language graduate will be required to show proficiency in their subject and have the skills in the following:

### **Information Gathering**

- Gathering and evaluating evidence and information from a wide range of sources
- Using methods of enquiry to collect and interpret data in order to provide information that would inform or benefit practice.

### **Problem Solving**

- Logical and systematic thinking
- Drawing reasoned conclusions and sustainable judgements.

### Communication

- Effective in communicating information, advice, instruction and professional opinion to colleagues, patients, clients, their relatives and carers; and, when necessary, to groups of colleagues or clients.

### Numeracy

- Understanding, manipulating, interpreting and presenting numerical data.

### Information Technology

- Engaging with technology, particularly the effective and efficient use of information and communication technology.

## RADIOGRAPHY

Radiography is concerned with diagnostic and interventional procedures, radiation treatments, health surveillance screening and research with additional involvement in occupational medicine and pre-immigration screening. A key part of the radiographer's role is to manage complex interpersonal dynamics, and to act as an advocate for each patient. Team work is a notable feature of practice in both inter-professional and intra-disciplinary frameworks although individual and autonomous practice is also a significant feature. Accordingly, undergraduate programmes in both diagnostic and therapeutic radiography need to address subject knowledge and skills, transferable skills, and clinical outcomes and behaviours. Radiographers practise within an ethical and legal framework.

As well subject specific knowledge and application a graduate radiographer would be expected to show proficiency in the following areas:

### Communication and Management

- make effective use of information technology, data processing, storage, retrieval and manipulation in radiation therapy
- develop and sustain professional working relationships with colleagues involved in the examination, treatment and care of patients and clients
- meet deadlines for the completion of work to required standards.

### Transferable Skills

- communicate clearly in English, both orally and in writing
- interpret written instructions accurately and safely
- apply numerical skills accurately to radiotherapeutic information and data
- interpret and use numerical and statistical information accurately
- use computing and information technology to select, analyse, present and communicate radiographic information
- recognise and work within the limitations of his/her own personal and professional skills;
- undertake independent and self-directed study and learning
- identify and present material and the evidence-base to support a reasoned argument
- think logically and systematically

- apply research findings to practice.

### **Professional Behaviours**

- exemplify good character within the professional context, and internalise professional standards in private life
- behave in accordance with codes governing professional conduct
- perform duties in accordance with the current ionising radiation legislation and regulations
- act responsibly at all times, towards patients, their carers, and members of the health care team
- work efficiently and effectively within an inter-professional team environment
- perform assigned tasks safely and accurately within a team setting and participate in group activities to achieve team goals
- build and sustain professional working relationships with other staff or experts involved in treatment and care of patients
- care for patients in a manner that respects and enables them to maintain their human dignity
- meet deadlines for the completion of work to required standards within the scope of his/her competence
- instruct other people clearly and precisely, orally, and in writing, to undertake simple tasks
- work safely and accurately within time management constraints
- undertake independent and self-directed study and learning
- participate in developments in the science and practice of therapeutic radiography.

### **Numeracy**

- competence in mathematical processes involved in radiation dose calculations and distribution
- the ability to collect, interrogate, interpret and present relevant data from a range of sources and by a variety of methods
- arithmetical and statistical competence in order to interrogate data generated through audit and research.

### **Technology**

- confidence and competence in engaging with the information technology associated with therapeutic radiography, in particular image registration, data transfer systems between treatment preparation and delivery, parameter selection and confirmation systems, and hospital information systems
- effective use of information communication technology in relation to information about or from patients, service management, teaching and learning, continuing professional development and research
- spatial awareness, visual precision and manual dexterity in the manipulation of imaging equipment and treatment units and accessories safely and efficiently.

### **Gathering and Evaluating Information and Evidence**

- synthesis and application of knowledge and understanding of the scientific basis of radiation therapy and the practice of therapeutic radiography
- analysis and processing of data accurately in order to conduct treatment preparation procedures and deliver radiation therapy efficiently and effectively

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- clinical reasoning based on judgements made from the collection, interrogation, and interpretation of data from a range of sources, for example patient history, radiographic images and biochemical reports and provided by a variety of methods, including verbally, electronically generated means and from graphical representations
- the ability to make informed, sensitive and ethically sound professional judgements and to evaluate the outcome of each part of the radiation therapy process, as well as each treatment incident
- reflection on, and during, practice.

### **Problem-solving**

- identify the problems encountered at the patient radiation technology interface and find appropriate solutions to such problems
- analyse and process information and data accurately in order to conduct radiation treatments efficiently and effectively.

The detailed subject benchmark statement for Health Care programmes can be found at [www.qaa.ac.uk](http://www.qaa.ac.uk) under Subject Benchmark Statements Health Care Programmes. Go to <http://www.hpc-uk.org/publications/standards.htm> to view the Standards of Proficiency for the Allied Health professions.

### 6. EMPLOYERS' CRITERIA

Employers have identified the attributes they seek in the graduates they recruit. The qualities or attributes used here have been identified and categorised by employer members of the Policy Forum of the Council for Industry and Higher Education. They are the key components they have observed in those individuals who can transform organisations and add value early in their careers (see the report *Graduates Work* by Professor Lee Harvey, CIHE 2001) and comprise:

- **Cognitive Skills/Brainpower:** The ability to identify and solve problems; work with information and handle a mass of diverse data, assess risk and draw conclusions.
- **Generic Competencies:** High-level and transferable key skills such as the ability to work with others in a team, communicate, persuade and have interpersonal sensitivity.
- **Personal Capabilities:** The ability and desire to learn for oneself and improve one's self awareness and performance. To be a self starter (creativity, decisiveness, initiative) and to finish the job (flexibility, adaptability, tolerance to stress).
- **Technical Ability:** For example, having the knowledge and experience of working with relevant modern laboratory equipment.
- **Business and / or Organisation Awareness:** An appreciation of how businesses operate through having had (preferably relevant) work experience.
- **Practical Elements - Vocational Courses:** Critical evaluation of the outcomes of professional practice; reflect and review own practice; participate in and review quality control processes and risk management.

An individual student may identify examples of their own skills development during the course of study and may map these against the list of attributes and qualities typically desired by employers, so enabling the student to translate their learning experiences into language helpful to employers. The following templates can be a useful aide in this process as it translates the subject specific skills into more generic employability skills.


## 7. Template

The template for the Allied Health Professionals identifies, at the generic level, the employability skills that maybe developed within the context of the emerging health professions framework. This framework was developed collaboratively by 11 different health professional groups and the Quality Assurance Agency for Higher Education (QAA) as part of the initial benchmarking work undertaken. Further evolution of the framework is anticipated through a second phase of the QAA benchmarking project.

The template seeks to capture key behavioural indicators or criteria identified within the framework and cross references these with the competencies identified by members of the Council for Industry and Higher Education (CIHE) Employers Forum as the attributes they seek in the graduates they recruit.

These attributes/qualities are seen as the key components employers have observed in those individuals who can transform organisations and add value early in their careers (see the report *Graduates Work* by Professor Lee Harvey, CIHE 2001). These competencies/attributes are transferable across a variety of roles and professional groups, hence their appropriateness in the context of employability.

### STUDENT EMPLOYABILITY PROFILE TEMPLATE – ALLIED HEALTH PROFESSIONS GENERIC EMPLOYABILITY COMPETENCIES

|    | Cognitive Skills  | Generic Competencies  | Personal Capabilities  | Technical Ability  | Business and/or Organisation Awareness   | Practical and Professional Elements   |
|---|---|---|--|--|--|---|
| <b>Subject Benchmark Indicators</b><br>© Quality Assurance Agency (QAA)   | The ability to identify, and solve problems, work with information and handle a mass of diverse data, assess risk and draw conclusions. | High level and transferable key skills such as the ability to work with others in a team, communicate, persuade and have interpersonal sensitivity. | The ability and desire to learn for oneself and improve ones self-awareness, emotional intelligence and performance. To be a self-starter (creativity, decisiveness, initiative) and to finish the job (flexibility, adaptability, tolerance to stress). | For example, having the knowledge and experience of working with relevant modern technology. | An appreciation of how businesses operate through having had (preferably relevant) work experience. Appreciation of organisational culture, policies and processes | Critical evaluation of the outcomes of professional practice, reflect and review own practice participate in and review quality control processes and risk management |
| Appreciate the significance of professional self-regulation, act within a framework of professional accountability, and respect the need to maintain the integrity of the profession and not bring it into disrepute. | Judgement.  |   |  |  | Organisational sensitivity.  | Professional expertise image process operation.   |
| Understand the legal responsibilities and ethical considerations of professional practice.  |   |   |  |  |  | Professional expertise process operation.   |

|  | Cognitive Skills                              | Generic Competencies  | Personal Capabilities                                      | Technical Ability | Business and/or Organisation Awareness                      | Practical and Professional Elements                   |
|--|---|---|--|-------------------|---|---|
| Demonstrate an awareness of professional roles, responsibilities and boundaries and the context and settings in which health care is delivered.  |   |   |  |                   | Organisational sensitivity<br>organisational understanding. | Process operation.                                    |
| Understand the significance of the concepts of continuing professional development and lifelong learning, accept responsibility for personal/professional development of self, and take account of the expectation to maintain registered professional status through appropriate means.   |   |   | Personal development<br>lifelong learning and development. |                   |   | Professional expertise<br>image<br>process operation. |
| Engage in clinical supervision and other approaches to the review and development of professional practice.  | Analysis<br>judgement<br>attention to detail. |   | Personal development<br>lifelong learning and development. |                   | Organisational understanding<br>organisational sensitivity. | Professional expertise<br>image<br>process operation. |
| Participate effectively in multi-professional approaches to health care, act independently and collaboratively within a multi-disciplinary and multi-agency context, generate and maintain effective interactions with relevant external agencies including other healthcare professionals, and utilise appropriate referral procedures. | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. | Influencing<br>initiative<br>decisiveness.                 |                   | Organisational understanding<br>organisational sensitivity. | Professional expertise<br>image<br>process operation. |
| Work in partnership with others to support and implement policy initiatives to improve the health of the local population.   | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. |  |                   | Organisational understanding<br>organisational sensitivity. | Professional expertise<br>image<br>process operation. |

|  | Cognitive Skills                              | Generic Competencies  | Personal Capabilities   | Technical Ability | Business and/or Organisation Awareness                            | Practical and Professional Elements                      |
|--|---|---|---|-------------------|---|--|
| Demonstrate an understanding of the mechanisms by which professional practice contributes to health care policy and the development of primary health care and improvement of public health. | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with<br>others<br>listening<br>questioning<br>interpersonal<br>sensitivity. |   |                   | Organisational<br>understanding<br>organisational<br>sensitivity. | Professional<br>expertise<br>image<br>process operation. |
| Involve users of services in ways that utilise their knowledge and experience, and develop their capacity and power to influence factors affecting their lives.                              | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with<br>others<br>listening<br>questioning<br>interpersonal<br>sensitivity. | Influencing<br>initiative<br>decisiveness.                    |                   | Organisational<br>understanding<br>organisational<br>sensitivity. |  |
| Make appropriate professional judgements with confidence.  | Analysis<br>judgement<br>attention to detail. |   | Initiative<br>decisiveness.                                   |                   |   | Professional<br>expertise.                               |
| Work collaboratively with other health care professionals in professional practice.  |   | Teamworking/<br>working with<br>others<br>listening<br>questioning<br>interpersonal<br>sensitivity. |   |                   |   |  |
| Engage in self-directed learning, contribute to effective learning experiences for students and promote an environment conducive to learning.  |   | Teamworking/<br>working with<br>others, listening,<br>questioning,<br>interpersonal<br>sensitivity. | Personal development<br>lifelong learning and<br>development. |                   |   | Professional<br>expertise<br>image<br>process operation. |
| Exercise responsibility for personal safety  | Analysis<br>judgement<br>attention to detail. |   | Initiative<br>decisiveness.                                   |                   |   | Professional<br>expertise.                               |
| Undertake personal and professional reviews of team members, identifying potential and facilitating personal development plans.  |   | Teamworking/<br>working with<br>others<br>listening<br>questioning<br>interpersonal<br>sensitivity. | Personal development<br>lifelong learning and<br>development. |                   |   | Professional<br>expertise<br>image<br>process operation. |
| Advise on educational opportunities to support the professional development of team members.   |   |   | Personal development<br>lifelong learning and<br>development. |                   |   | Professional<br>expertise.                               |

|  | Cognitive Skills                              | Generic Competencies  | Personal Capabilities  | Technical Ability | Business and/or Organisation Awareness | Practical and Professional Elements             |
|--|---|---|--|-------------------|--|---|
| Contribute constructively to the management of change and the resolution of conflict.  | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with<br>others<br>listening<br>questioning<br>interpersonal<br>sensitivity. | Creativity<br>influencing<br>initiative<br>decisiveness<br>tolerance for stress. |                   | Organisational<br>sensitivity.         |   |
| Facilitate learning in relation to identified health need for patients, clients and their carers.                                    | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with<br>others<br>listening<br>questioning<br>interpersonal<br>sensitivity. |  |                   |  | Professional<br>expertise.                      |
| Provide leadership, where appropriate, on public health issues.  |   |   | Leadership<br>creativity<br>influencing<br>initiative<br>decisiveness.           |                   |  | Professional<br>expertise.                      |
| Provide counselling and psychological support for individuals and their carers.  |   | Teamworking/<br>working with<br>others<br>listening<br>questioning<br>interpersonal<br>sensitivity. |  |                   |  | Professional<br>expertise.                      |
| Demonstrate an understanding of the historical roots of health care in the UK and of current developments in health and social care. |   |   |  |                   |  | Professional<br>expertise.                      |
| Contribute to promoting and maintaining a safe health care environment.  |   |   |  |                   |  | Professional<br>expertise.                      |
| Show understanding of how primary health care, public health, health education and health promotion are organised.                   |   |   |  |                   | Organisational<br>understanding.       | Professional<br>expertise.                      |
| Contribute to research and other scholarly activity in the development of professional practice.                                     | Analysis<br>judgement<br>attention to detail. |   |  |                   |  | Professional<br>expertise.                      |
| Demonstrate an understanding of legislation and legislative processes that govern specific aspects of practice.                      |   |   |  |                   | Organisational<br>understanding.       | Professional<br>expertise<br>process operation. |

|   | Cognitive Skills                              | Generic Competencies  | Personal Capabilities                                    | Technical Ability | Business and/or Organisation Awareness | Practical and Professional Elements        |
|---|---|---|--|-------------------|--|--|
| Contribute to quality assurance through agreed audit procedures and clinical governance.  |   |   |  |                   | Organisational understanding.          | Professional expertise process operation.  |
| Work proactively in the search for health needs at an individual, family and community level.   |   | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. | Creativity<br>influencing<br>initiative<br>decisiveness. |                   |  |  |
| Identify the social, political, economic and technological factors that impact upon health and use this information to analyse local and national determinants of health for groups and communities.  | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. |  |                   |  | Professional expertise.                    |
| Utilise a range of assessment techniques appropriate to assessing the health needs of communities, groups, families and individuals in differing environments, such as in people's homes, health centres, GP surgeries, schools and places of work and leisure. | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. |  |                   |  | Professional expertise process operation . |
| Take account of the diversity of life experiences and key events in the human life cycle that influence health and assess the individual's ability to influence these.  |   | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. |  |                   |  |  |
| Assess and evaluate specialist health care interventions to meet health and health-related needs of individuals, families, groups and communities.  | Analysis<br>judgement<br>attention to detail. |   |  |                   |  | Professional expertise process operation.  |
| Identify risk factors which may lead to the potential for physical or psychological abuse.  | Analysis<br>judgement<br>attention to detail. |   |  |                   |  | Professional expertise process operation.  |

|   | <b>Cognitive Skills</b>                       | <b>Generic Competencies</b>   | <b>Personal Capabilities</b>                             | <b>Technical Ability</b> | <b>Business and/or Organisation Awareness</b>               | <b>Practical and Professional Elements</b>   |
|---|---|---|--|--------------------------|---|--|
| Undertake diagnostic, health screening and health surveillance activities relevant to individual, family and community health maintenance.  | Analysis<br>judgement<br>attention to detail. |   |  |                          |   | Professional expertise<br>process operation. |
| Collect, collate and analyse data to inform health policies and the provision of health care.   | Analysis<br>judgement<br>attention to detail. |   |  |                          |   | Professional expertise<br>process operation. |
| Stimulate an awareness of health and care needs, enabling individuals, families, groups and communities to recognise their health needs and take appropriate action.  | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. | Creativity<br>influencing<br>initiative<br>decisiveness. |                          |   | Professional expertise<br>process operation. |
| Differentiate and utilise approaches to meeting the health needs of individuals, families, groups and communities, appropriate to their specific circumstances, location and environment.                     | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. |  |                          | Organisational sensitivity.                                 | Professional expertise<br>process operation. |
| Support and empower individuals, families, groups and communities to participate in decisions regarding their health and health care and to access available information and services to achieve health gain. | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. |  |                          |   | Professional expertise<br>process operation. |
| Advise on the range of local, regional and national services available to assist with health maintenance and health care and the means to access these, using advocacy skills where appropriate.              | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. | Creativity<br>influencing<br>initiative<br>decisiveness. |                          | Organisational understanding<br>organisational sensitivity. | Professional expertise<br>process operation. |
| Contribute to the development of a community health profile.  | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with others<br>listening<br>questioning<br>interpersonal sensitivity. |  |                          |   | Professional expertise.                      |

|  | <b>Cognitive Skills</b>                       | <b>Generic Competencies</b>   | <b>Personal Capabilities</b> | <b>Technical Ability</b> | <b>Business and/or Organisation Awareness</b>                     | <b>Practical and Professional Elements</b>      |
|--|---|---|------------------------------|--------------------------|---|---|
| Act with others to develop strategies to promote social inclusion. | Analysis<br>judgement<br>attention to detail. | Teamworking/<br>working with<br>others<br>listening<br>questioning<br>interpersonal<br>sensitivity. |                              |                          | Organisational<br>understanding<br>organisational<br>sensitivity. | Professional<br>expertise<br>process operation. |
| <b>Professional Factors</b>  |   |   |                              |                          |   |   |
| <b>Employment</b>  |   |   |                              |                          |   |   |
| <b>Work Experience</b>   |   |   |                              |                          |   |   |

### 8. REFLECTIVE QUESTIONS

Raising self-awareness is a prerequisite to building up lifelong learning capabilities. Many courses have key points during study when students are tasked with reflecting on and evidencing their achievements. The results can be fed into the writing of Personal Development plans (PDP) CVs and Progress Files. The following questions may be used by students, guided by tutors or lecturers, to help with reflection and evidencing. Students should also be encouraged to consider any work experience and or voluntary and extracurricular activities.

Students may use these questions in conjunction with the templates when reflecting on skill development and undertaking personal development planning (PDP). The list is not exhaustive; it is designed to stimulate the student to reflect on the skills that they are practicing, to raise self-awareness and the ability to articulate these skills. Using this approach will also help students become familiar with competency based interviewing and assessment.

**ACHIEVEMENT ORIENTATION** - *Maintains and inspires a results-driven approach, focuses on results and critical performance indicators.*

- Recall an important goal that you were set in the past. What strategies did you use to achieve it? What was successful?
- How do you meet tight deadlines?
- Thinking about a difficult task you were required to undertake, what extra effort did you exert to achieve the goals set and accomplish a task?
- Thinking about a time when you did not achieve a goal or meet a deadline, what did you do? What was the outcome?
- Can you recall a time when you were particularly effective on prioritising tasks and completing a project on schedule? How did you approach this and what was the outcome? What did you learn?
- Describe a project or idea that was implemented primarily because of your efforts. What was your role? What was the outcome?
- There are times when we work without close supervision or support to get the job done, think about a time when you found yourself in such a situation. What did you do? What was the outcome?

**ADAPTABILITY / FLEXIBILITY** - *Maintains effectiveness in a changing environment.*

- Consider a time when you had to adopt a new approach or style to accomplish a task. How did you manage the transition?
- Think about a situation in which you had to adjust to a colleague's working style in order to complete a project or reach your objectives. What did you do?
- What do you do when priorities change quickly? Thinking about an example of when this happened, what did you do? What was the outcome?
- Consider an example of an important goal that you set yourself in the past. Thinking about your success in reaching it, how did you approach it?
- Reflect on a situation in which you had to adjust to changes over which you had no control. How did you handle it?

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- What tends to work with one person does not necessarily work with another. Think about a time when you had to be flexible in your style of relating to others. How did you vary your communication style with a particular individual? What was the result?

**ANALYSIS** - *Relates and compares data from different sources, identifying issues, securing relevant information and identifying relationships.*

- When you have to analyse information and make a recommendation, what kind of thought process do you go through? What is your reasoning behind your decision?
- How do you ensure you have captured the key information from written or verbal information presented to you?
- What are your considerations when presenting a solution to a work issue?
- When presented with a problem, how do you go about finding a resolution?
- How do you deal with data from a variety of sources, to identify the key information?
- How would you identify appropriate data sources to inform your decisions?
- When presented with several points of view what do you do to ensure you reach the most appropriate conclusion?
- How do you distinguish between different types of information provided to inform your conclusions?

**ATTENTION TO DETAIL** - *Accomplishes tasks through a concern for all areas involved, no matter how small.*

- How do you deal with minor considerations as part of a bigger task?
- What level of feedback do you request from others on ideas or suggestion you have for a project?
- What checks do you put in place to ensure written work is correct?
- How do you ensure the facts that you have are correct and complete?
- When undertaking a specific project or task, how do you ensure details are not overlooked?

**COMMERCIAL AWARENESS** - *Understands the economics of the business. Understands the business benefits and commercial realities from all stakeholder perspectives (customer, supplier, employer, employee, shareholder etc.).*

- Consider a commercial activity you have been involved in, either paid work, voluntary work, participating in fundraising and so on. Think about the issues you have come across and how these might influence the wider activity. Do you look at this from one perspective, e.g. monetary, or do you take other elements into account such as marketing and selling and how these influence each other?
- When considering economic issues, do you consider business implications such as increased revenue/profit, decreased expenditure, increased productivity, and improved company image and market share?
- Have you ever identified a business opportunity? How did you go about it? What did you consider?
- How would you go about developing a business plan for e.g. getting a job? Do you consider the commercial constraints that might be applied when looking at salary?

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- Do you analyse financial trends (e.g. income, spend, surplus, deficit) and forecast accordingly when setting your personal budget?

**CREATIVITY** – *Generates and/or recognises how best practice and imaginative ideas can be applied to different situations.*

- Think about a problem that you have solved in a unique or unusual way. What was the outcome? Were you satisfied with it?
- When presented with a variety of different scenarios, what is your preferred course of action?
- How do you approach a conventional task?
- How do you attempt to break deadlock situations?
- We sometimes fail to consider new ideas because they seem untried and/or untested. Describe a time when you found yourself in a situation similar to this. What happened?
- What do you do to encourage self / others to think laterally and to generate ideas?
- How do you present an idea that you know may be considered unusual to your family / friends / lecturers / manager?
- Think about the most significant or creative presentation which you have had to complete. How did you approach it? What was the result?

**DECISIVENESS** - *Makes decisions and takes action.*

- When making a controversial decision how do you deal with criticism?
- How do you feel about making work commitments on behalf of other people?
- What do you do when something needs to be done but no one is there to give you guidance?
- How do you go about getting agreement to a new idea?
- How do you make a decision based on incomplete information?
- Whose needs are most important in the decision making process? How do you decide?

**FINANCIAL AWARENESS** – *Understands basic financial terminology used in organisations and is able to construct and maintain simple financial records.*

- How do you plan the costs of a project or activity?
- What financial aspects do you consider when setting up a project/activity? How do you measure that you are on target?
- How do you know what financial expectations/demands might be made in the life cycle of a project/activity?
- How might you control over or under spending on a project/activity?
- How do you go about managing your personal finances?

**IMAGE** - *Presents a strong, professional, positive image to others at all times. This image is consistent with all people (colleagues, management and peers, customers etc.).*

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- How do you present yourself when meeting people for the first time? What do you pay special attention to?
- How do you introduce yourself in social gatherings or new and different situations?
- What do you do to ensure people listen to your ideas?
- What do you reflect on at the end of the working day? Do you spend more time on what went well and why, or do you analyse the problems that occurred?
- How would the people you work with/your friends, describe you?
- How do you know when your boss and / or friends value your contribution?

**INFLUENCING** - *Influences others by expressing self effectively in a group and in one to one situations.*

- Describe a time when you were able to convince a sceptical or resistant person to purchase a product or use your skills?
- Think about a specific instance in which you were able to encourage others to take a chance with a new idea or project. What did you do?
- Describe a situation in which you were able to positively influence the actions of others in a desired direction. How did you approach it? What happened?
- Consider a time when you used your leadership ability to gain support for what initially had strong opposition. What was the outcome?

**INITIATIVE** - *Identifies opportunities and is pro-activity in putting forward ideas and potential solutions.*

- What was the best idea that you came up with in your studies? How did you apply it? What was the result?
- Think about the last time that you undertook a project that demanded a lot of initiative. How did you approach it? What was the outcome?
- Recall a time when you had to use your verbal communication skills in order to get a point across that was important to you. How did you plan for this? What was the result?

**INTERPERSONAL SENSITIVITY** - *Recognises and respects different perspectives and appreciates the benefits of being open to the ideas and views of others.*

- It is sometimes difficult to form an amicable relationship with new people. Think about an example of how you have coped with such a situation. What did you do?
- Give a specific example of a time when you had to address an angry colleague. What was the problem? What was the outcome? How would you assess your role in diffusing the situation?
- Think of an example when you initiated a change in a process or operations in response to feedback. What happened?
- It is very important to build good relationships at work. Consider a time when you built a successful relationship with a difficult person. What did you do? What was the outcome?
- Being successful in a task/activity often depends upon having good relationships with others. Think about a time that you were able to accomplish a task because you had such a relationship with another person. How did this impact your work?

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- Consider a time when you built rapport quickly with someone under difficult conditions. What did you do? What was the outcome?
- Consider the key ingredients in developing and maintaining successful formal/business relationships? Think about how you made these work for you. What was the situation? What outcomes did you achieve?

**JUDGEMENT** - *Determines the most appropriate course of action and draws conclusions that are based on logical assumptions that reflect factual information.*

- What approach do you use to provide a rational solution to a problem?
- How selective are you in the use of relevant, available information?
- When supporting your point of view, what are your key considerations?
- How do you react to complex information when trying to reach a conclusion?
- What information do you take into account before coming to a conclusion?
- What do you do if your course of action is not accepted?
- How do you react to having more than one solution provided to solve an issue?
- What do you do when other people put forward ideas to help solve problems?

**LEADERSHIP** - *Takes responsibility for the directions and actions of a team.*

- When working on a team project have you ever had an experience where there was strong disagreement among team members? What did you do?
- Describe your leadership style and give an example of a situation when you successfully led a group.
- Tell about a time that you had to work on a team that did not get along. What happened? What role did you take? What was the result?
- Tell about a time when you were able to build team spirit in a time of low morale.
- Tell about a time when you were able to gain commitment from others to really work as a team.
- How have you recognised and rewarded a team player in the past? What was the situation? What did you do?

**LIFELONG LEARNING AND DEVELOPMENT** - *Develops the skills and competencies of self, peers and colleagues through learning and development activities related to current and future roles.*

- What have you done outside of formal study to develop your skills?
- Have you created a specific development plan? How did you identify your needs? What were the components of the development plan? What was the outcome?
- There are times when people need extra help. Think about an example of when you were able to provide that support to a person with whom you worked / studied. What did you do? What was the result?
- Think about a time when you had to accept change and make the necessary adjustments to move forward. What were the change / transition skills that you used?
- It is important to maintain a positive attitude at work when you have other things on your mind. Thinking about a situation when you were able to do that, what was the outcome?

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- Keeping others informed of your progress / actions helps them feel comfortable. What do you do to keep your lecturer/supervisor advised of the status on projects?
- Think about a time when you took responsibility for an error and were held personally accountable. How did you feel? What did you do?
- When you have been made aware of, or have discovered for yourself, a problem in your work performance, what was your course of action? How did you resolve the situation? What did you learn?
- What have you done to further your own professional development outside of your formal studies?

**LISTENING** - *Shows by a range of verbal and non-verbal signals that the information being received is understood.*

- How do you ensure people know that you have taken account of their views?
- Think about a time when your active listening skills really paid off for you. What was the situation? What did you achieve?
- What have you done to improve your listening skills?
- Thinking about a situation when you had to present complex information, how did you ensure that the other person understood?
- Think about a recent successful experience in making a speech or presentation. How did you prepare? What obstacles did you face? How did you handle them?
- Consider a time when you were particularly effective in a talk you gave. What was different in making it effective?

**ORGANISATION UNDERSTANDING** - *Understands the organisation's work environment, internal politics, business objectives and strategy.*

- Describe how you are able to contribute to an organisation's / a job's goals. What are the goals/mission?
- How do you keep your knowledge up to date with the on going changes in the industry you are considering working in?
- Consider a politically complex work situation in which you worked? What did you do?
- How do you ensure you are familiar with the relevant internal processes of an organisation?

**ORGANISATIONAL SENSITIVITY** - *Is sensitive to the effect of his or her actions on other parts of the organisation and adopts a mature, direct and up front style in dealing with conflict.*

- Consider a time when you made an intentional effort to get to know someone from another culture. What did you do? What was the outcome?
- What have you done to further your knowledge/understanding about diversity? How have you demonstrated your learning?
- Consider how your values and beliefs impacted your relationships with others. How do you know?
- What measures have you taken to make someone feel comfortable in an environment that was obviously uncomfortable with his or her presence?

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- Thinking about a time when you had to adapt to a wide variety of people by accepting/understanding their perspective. What was the outcome? What did you learn?
- Consider a situation when you successfully adapted to a culturally different environment. What did you do?
- Think about a specific example of how you have helped create an environment where differences are valued encouraged and supported. What did you do?
- Think about a time when you were particularly perceptive regarding a person's or group's feelings and needs. What did you do? What feedback did you get / seek?
- How have you reacted to conversations between others that were clearly offensive to non-participants? What did you do?
- Think about a time that you evaluated your own beliefs or opinions around issues of difference. What did you do?

**PERSONAL DEVELOPMENT** - *Maintains an up to date personal development plan and takes action to ensure personal development takes place.*

- How do you record your achievements?
- How do you decide whether a task has gone well or not and what you would do differently next time?
- What activities do you undertake to develop your skills?
- How do you find opportunities to develop your skills and competencies?
- How often do you update your learning log?
- What do you do to gain feedback on your performance?

**PLANNING AND ORGANISING** - *Establishes a course of action for self and/or others to accomplish a specific goal. Plans proper assignments of personnel and appropriate allocation of resources.*

- How do you typically plan your day to manage your time effectively?
- How do you differentiate and priorities short and long term needs?
- How do you plan for a meeting to ensure the required outcomes are met?
- What processes do you put in place before starting a project?
- What do you do to manage and monitor an assignment or project to a successful conclusion?
- How do you ensure deadlines you are given, are met? How do you know?
- What processes do you use to achieve tasks and assignments within the required timescale?
- What action do you take to meet changing work priorities that affect others as well as yourself?
- How do you keep track of work schedules and deadlines?

**PROCESS OPERATION** - *Begins, controls and concludes a complete process or procedure.*

- What do you do to ensure you are familiar with relevant company processes or procedures?
- How do you ensure that you are implementing these in the correct way?

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- Why is it important to operate processes and procedures effectively? What might be the impact of not doing this?

**PROFESSIONAL EXPERTISE** - *Keeps up to date with developments in own areas of professional specialisation. Applies a breadth and/or depth of professional knowledge.*

- What do you do to ensure you are up to date in your area(s) of speciality? How do you ensure that any new information is applied effectively into your work?
- Effectively presents professional information to others.
- When planning, designing and implementing solutions, how do you make best use of your professional knowledge?
- How do you share professional expertise with others?
- What opportunities do you create to demonstrate a knowledge of the latest methodologies and processes in your specialist area?
- Are you or are you planning to be part of a professional network?
- Do you actively seek new people to become part of your professional network?
- Discuss a time when your integrity was challenged. How did you handle it?
- Think about a specific time when you had to handle a tough problem that challenged fairness or ethical issues. What did you do? What was the outcome?
- Think of examples of how you have acted with integrity in your job/work relationships.
- Describe a time when you were asked to keep information confidential. What did you learn about yourself?
- Trust requires personal accountability. Consider a time when you chose to trust someone? What was the outcome?

**QUESTIONING** - *Uses an appropriate approach to questioning in order to gain information from which to draw conclusions and/or assist in the making of decisions.*

- Because people have different preferences, what works with one person does not necessarily work with another. Consider a situation where you had to be flexible in your style of relating to others in order to achieve your goals. How did you vary your communication style with a particular individual? What happened?
- Think of a situation when you had to use your verbal communication skills in order to gain information that was important to you. How did you approach this? What was the outcome?
- Reflect on a situation when you had to present complex information. How did you ensure that the other person understood?

**TEAMWORK / WORKING WITH OTHERS** – *Builds and develops appropriate relationships with academic staff, peers, colleagues, customers and suppliers at all levels within an organisation.*

- Think about an example of how you worked effectively with people to accomplish an important result. What did you do? What was the result?
- Consider a situation when you have been successful at empowering a group of people in accomplishing a task. What did you do? Why did it work well?

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- Describe a situation in which you had to arrive at a compromise or help others to compromise. What was your role? What steps did you take? What was the end result?
- Think of your best example of working co-operatively as a team member to accomplish an important goal. What was the goal or objective? To what extent did you interact with others on this project?
- Think about the most difficult challenge you have faced in trying to work co-operatively with someone who did not share the same ideas? What was your role in achieving the work objective? What was the long term impact on your ability to get things done while working with this person?
- Gaining the attention of others can be difficult. Think of a specific example when you had to do that in order to achieve a team goal. What did you do?
- Think about a work experience where you had to work closely with others. How did it go? How did you overcome any difficulties?
- Think about a team project. What did you do to contribute toward creating a teamwork environment?

### **TECHNICAL APPLICATION** – *Has experience of using modern technology.*

- How do you identify your skills in using modern technology?
- What do you do to ensure you have access to the latest technologies in your field?
- How do you keep your information technology skills up to date?

### **TECHNICAL KNOWLEDGE** - *Develops and maintains a knowledge of key trends in technology.*

- What do you do to ensure you understand how organisations work and how technology supports this?
- How do you ensure you are able to demonstrate a good knowledge of the industries relevant to the degree subject you are studying?
- How do you think technological knowledge can support the planning, designing, or implementation of solutions?
- How do you keep up to date with what is happening within your technological field over and above what is required for the degree programme?
- How do you demonstrate your knowledge of technological advances and the impact of these on working practices and organisational strategies?

### **TOLERANCE FOR STRESS** - *Maintains performance under pressure and / or opposition.*

- Describe a time when you were able to effectively communicate a difficult or unpleasant idea to a superior. What did you do? What was the outcome?
- What do you do when priorities change quickly? Think of a situation when this happened. How did you react?
- Think about a time when you were particularly effective on prioritising tasks and completing a project under tight time constraints. What did you do?
- Thinking about a time when you achieved a great deal in a short amount of time, how did you feel? What was the outcome?

**WRITTEN COMMUNICATION** - *Expresses ideas effectively and conveys information appropriately and accurately.*

- We often need to document what work we have done in writing. Think of an example of how you have done that in the past. What was the outcome?
- Consider a time in which you had to use your written skills in order to get an important point across. How did you approach this? What was the result?
- Think about the most significant written document/report/presentation which you had to complete. What was difficult? What was easy? How did you feel about the result? What would you have done differently?

### 9. GLOSSARY OF TERMS - Competencies and Criteria Definitions

For many years organisations have used competencies (often called criteria) as a means of describing the Knowledge, Skills and Attitudes required of job holders. This is a first endeavour at identifying similar criteria for employability skills within the different University subject areas participating in this project. The purpose of this approach is to enable some commonality of language between education and employers and to help students better articulate their transferable skills when applying for jobs outside their study discipline.

This is not an attempt to say that this set is 'right' and that all roles and jobs can be described using them but it is a start in making the whole area of competency based recruitment and assessment more transparent and accessible for academics, students and employers alike. Please try and work with them as far as possible, and update and develop them as new insights and learning occur.

Competency based assessments are used in a wide variety of ways in the world of work, some of these are:

- Recruitment
- Assessment
- Appraisals
- Career/personal development

Competencies like all tools, are intended to be used flexibly. The fixed element of the definitions are the titles and the short top level descriptions, the indicators serve to illustrate generic examples.

The indicators may be tailored to meet the specific needs of the university subject or employment role. For example Planning and Organising will be different in a Project Manager role and a Software Developer role, it would also be different for a full time student and a part time one. The **significance** of Planning and Organising is different between these roles and students, and the indicators need to reflect this difference when articulating examples of the skill of planning and organising.

Competencies can be grouped. This document has a standard set of groupings, but particular areas may be better served by combining the competencies into different groups.

#### Last Point

We will only improve this model by using it. Part of the measure of the success of this competency model will be based on the number of suggestions for improvements. We have already received a number of these and look forward to many more.

**GLOSSARY OF TERMS**

**Descriptive Criteria and Indicators for Employability Competencies**

**i) COGNITIVE SKILLS**

The ability to identify, and solve problems, work with information and handle a mass of diverse data, assess risk and draw conclusions.

**Analysis** - *Relates and compares data from different sources, identifying issues, securing relevant information and identifying relationships.*

**Indicators:**

- Understands the meaning of written and verbal information.
- Sees several points of view and weighs up the alternatives accurately.
- Identifies potential problems, issues, and risks.
- Seeks out and uses facts where available.
- Identifies the root cause of a problem.
- Breaks down complex data and identifies the key information.
- Relates and compares data from several sources.
- Distinguishes between facts and assumptions.

**Judgement** - *Determines the most appropriate course of action and draws conclusions that are based on logical assumptions that reflect factual information.*

**Indicators:**

- Demonstrates an unbiased/rational approach.
- Uses logical arguments/reasoning.
- Reviews evidence before coming to a conclusion.
- Identifies alternative courses of action.
- Uses all relevant available information.
- Identifies strengths and weaknesses in arguments/situations.
- Draws clear conclusions from complex information.

**Attention to Detail** - *Accomplishes tasks through a concern for all areas involved, no matter how small.*

**Indicators:**

- Ensures that minor considerations are not overlooked.
- Checks written work for errors before submitting.
- Plans activities before undertaking them.
- Does not deter others from going into detail.
- Checks facts out (with others or source) where necessary.

### ii) GENERIC COMPETENCIES

High-level and transferable skills such as the ability to work with others in a team, communicate, influence and have interpersonal sensitivity.

**Planning and Organising** - *Establishes a course of action for self and/or others to accomplish a specific goal. Plans proper assignments and appropriate allocation of resources.*

**Indicators:**

- Sets priorities to take account of short and long-term needs.
- Plans course of action before starting projects or activities.
- Sets targets and priorities.
- Adjusts work assignments or schedules for self and/or others to meet changing work priorities.
- Uses a system (e.g. calendar, time management methodology) to keep track of work schedules and deadlines.
- Has a clear agenda and set of objectives for meetings.
- Establishes sound procedures to manage and monitor assignments or project.
- Achieves tasks and assignments within the required timescale.

**Influencing** - *Influences others by expressing self effectively in a group and in one to one situations.*

**Indicators:**

- Gains commitment by putting forward arguments which are supported by logic and facts.
- Actively influences decisions.
- Presents arguments that can be supported by facts.
- Makes fluent and well organised contributions.
- Uses different approaches and influencing techniques that are appropriate to the people or situation.
- Speaks clearly and audibly.
- Contributes concisely.
- Speaks animatedly i.e. not too quickly.
- Summarises for the benefit of others/self.
- Retains the attention of his/her audience.
- Explains terminology in appropriate language.

**Written Communication** - *Expresses ideas effectively and conveys information appropriately and accurately.*

**Indicators:**

- Conveys complex concepts in words or diagrams.
- Structures information appropriately with clear introduction and conclusion.
- Documents are concise and easily understood.
- Spelling, punctuation and grammar are correct.

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- Reports are well presented and conform to standards.
- The purpose of the communication is clear and actions are clearly stated.
- Varies vocabulary, style and tone according to the recipient.
- Uses appropriate and meaningful headings.
- Does not use unnecessary words/phrases.

**Questioning** - *Uses an appropriate approach to questioning in order to gain information from which to draw conclusions and/or assist in the making of decisions.*

**Indicators:**

- A set of questions is prepared in advance.
- Uses open questions to gain a breadth of information, (e.g. begin with how, what, when, where, why and who).
- Uses probing questions to pick up on relevant areas, (e.g. "You mentioned difficulties with.... What were they?").
- Uses closed questions to force a decision/commitment, (e.g. "Was that the right approach?").
- Uses leading questions appropriately to limit choice (e.g. "So should I do this or this?").
- Questions are clear and concise.

**Listening** - *Shows by a range of verbal and non-verbal signals that the information being received is understood.*

**Indicators:**

- Picks out key information in meetings.
- Actively shows interest.
- Summarises and tests understanding.
- Asks questions to clarify understanding and notes key facts.
- Demonstrates listening by taking notes, playing back what has been said etc.

**Teamwork / Working with Others** – *Builds and develops appropriate relationships with academic staff, peers, colleagues, customers and suppliers at all levels within an organisation.*

**Indicators:**

- Deals with difficult people effectively.
- Communicates at various levels within organisations.
- Deals effectively with customer issues.
- Is respected by academic staff and peers at all levels.

**Interpersonal Sensitivity** - *Recognises and respects different perspectives and appreciates the benefits of being open to the ideas and views of others.*

**Indicators:**

- Allows time for others to understand and contribute.
- Takes time to understand issues from other standpoints.
- Ensures that everyone is given the opportunity to contribute.
- Shares information with rest of the group.
- Encourages others to contribute.
- Involves others in the task.
- Builds on other people's ideas/actions.
- Acknowledges other people's contributions and perspectives.
- Avoids showing aggressive behaviour and making personal attacks on others.
- Questions others to establish their views and feelings.
- Has regard to the impact on people of his/her actions and decisions.

**Organisational Sensitivity** - *Is sensitive to the effect of his or her actions on other parts of the organisation and adopts a mature, direct and up front style in dealing with conflict.*

**Indicators:**

- Puts the good of the organisation before personal advantage.
- Discusses processes/practices in different parts of the organisation.
- Asks questions to determine the impact of decisions on others.
- Knows who needs to be influenced to achieve results.
- Demonstrates by words and actions that he/she recognises the impact of decisions of others.
- Actively seeks a win/win solution to professional/business issues.

**Lifelong Learning and Development** - *Develops the skills and competencies of self, peers and colleagues through learning and development activities related to current and future roles.*

**Indicators:**

- Provides a good role model for others to follow.
- Regularly reviews objectives, improvement plans and career development plans.
- Gives regular feedback on performance, leading to a wide range of learning and development actions.
- Ensures that opportunities are found to reinforce new and developing skills.
- Identifies learning opportunities for self and others.
- Coaches others within own areas of expertise.
- Gives 'space' to others to develop skills.
- Encourages the use of mentors and role models.
- Seeks out opportunities to develop self and others.

### iii) **PERSONAL CAPABILITIES**

The ability and desire to learn for oneself and improve ones self-awareness, emotional intelligence and performance. To be a self-starter (creativity, decisiveness, initiative) and to finish the job (flexibility, adaptability, tolerance to stress).

**Personal Development Planning** - *Maintains an up to date personal development plan and takes action to ensure personal development takes place.*

**Indicators:**

- Regularly reviews career and development plans.
- Maintains an up to date learning log.
- Maintains an up to date achievement portfolio.
- Puts time aside to further own skills and competencies.
- Initiates development reviews with appropriate others.
- Actively seeks feedback from colleagues and customers.
- Uses his/her network to gain feedback on performance.
- Develops the skills and competencies of peers/colleagues through learning and development activities related to achieving common goals.
- Provides a good role model for others to follow.
- Regularly reviews objectives, improvement plans and career development.
- Gives and requests regular feedback on performance, leading to a wide range of learning and development actions.
- Ensures that opportunities are found to reinforce new and developing skills.
- Learns and applies new information effectively.
- Keeps up to date in his/her area(s) of speciality.

**Creativity** – *Generates and/or recognises how best practice and imaginative ideas can be applied to different situations.*

**Indicators:**

- Tends to see the “whole” of situations.
- Breaks deadlocks with original thought.
- Looks for new or better ways of doing things.
- Produces unusual or lateral ideas.
- Recognises “innovative” solutions to work/study issues and develops them.
- Encourages others to think laterally and to generate ideas.
- Takes a broad and receptive view of situations and courses of action.
- Builds on other peoples’ ideas.

**Decisiveness** - *Makes decisions and takes action.*

**Indicators:**

- Takes action without being prompted by others.
- Takes the first step to start a new idea.
- Makes decisions.
- Commits self and others.
- Assesses situations and alternatives quickly.
- Makes decisions that may result in criticism.
- Makes decisions based on incomplete information.

**Initiative** - *Identifies opportunities and is pro-active in putting forward ideas and potential solutions.*

### **Indicators:**

- Tackles problems/issues without being asked.
- Often the first to speak/take action.
- Makes suggestions to solve problems and improve work processes/methods without being asked.
- Identifies a problem and recommends a solution.
- Does a job for which he/she is not responsible because it will help colleagues/the department/the company.
- Takes on tasks outside his/her normal role.
- Seeks new opportunities.
- Gets involved.
- Offers support to others.
- Sets challenging goals and standards of performance for self and others.
- Does more than the minimum.
- Expresses dissatisfaction with the average.
- Doesn't like "making do".
- Does a good job for the sake of it.
- Assigns tasks, actions and dates.
- Uses control systems, statistics, regular reports, bring ups etc. as appropriate.
- Monitors and checks plans and follow-up actions to ensure completion of tasks.
- Assigns tasks, actions and dates.

### **Adaptability / Flexibility** - *Maintains effectiveness in a changing environment.*

#### **Indicators:**

- Changes or modifies approach/style in order to reach the desired goals.
- Responds positively to external changes: e.g. changes in industry / profession, environment/political changes.
- Responds quickly to new information.
- Responds quickly to changes in objectives/direction.
- Recognises when current approaches will not work.
- Modifies behaviour to obtain results.
- Changes direction/tackles new tasks and returns to original task with no loss of effect.
- Handles several activities simultaneously with no loss of control.
- Adjusts schedules and activities to take account of changing requirements and priorities.
- Handles a variety of inputs and acts on the priorities.
- Quickly focuses on new topics.

### **Achievement Orientation** - *Maintains and inspires a results-driven approach, focuses on results and critical performance indicators.*

#### **Indicators:**

- Translates ideas into objectives/goals and actions.

- Seeks responsibility and challenge.
- Takes prompt action to get things done.
- Accepts tight deadlines.
- Acts to minimise risks.
- Pursues issues until results are achieved.
- Identifies business opportunities.
- Keeps trying to achieve goals despite obstacles or failure.
- Overcomes setbacks in order to drive forward a plan of action.
- Effectively attempts to seek answers to questions/information.

**Tolerance for stress** - *Maintains performance under pressure and / or opposition.*

**Indicators:**

- Works well under time pressure.
- Relaxes before and/or during key events.
- Maintains calm appearance under pressure/when busy or opposed.
- Responds positively when conflict arises.

**Leadership** - *Takes responsibility for the directions and actions of a team.*

**Indicators:**

- Gains the confidence and respect of both academic staff and peers.
- Motivates others to achieve objectives even when these seem difficult to achieve.
- Provides a positive work environment (resources, attitude etc).
- Delegates tasks and responsibility without losing control.
- Allocates work and responsibilities.
- Clarifies what needs to be done and sets team objectives.
- Displays flexibility of style according to group and/or tasks.
- Addresses issues of weakness and conflict and take appropriate decisions.
- Develops/encourages a sense of purpose and unity in the team.
- Sets up processes/plans to make the team more effective.
- Keeps the objectives of the task in the mind of self and others.
- Makes unpopular decisions to get the task done.
- Looked to by others for advice and guidance.
- Reviews progress against plans.
- Recognises potential conflict and acts to defuse it.

**iv) TECHNICAL ABILITY**

For example, having the knowledge and experience of working with relevant modern technology.

**Technical Knowledge** - *develops and maintains a knowledge of key trends in technology.*

**Indicators:**

- Understands how organisations work and how technology supports this.
- Demonstrates a good knowledge of the industries relevant to the degree subject being studied.
- Uses technological knowledge when planning, designing, or implementing solutions.
- Keeps up to date with what is happening within the technological field over and above what is required for the degree programme.
- Demonstrates a good knowledge of technological advances and the impact of these on working practices and organisational strategies.

**Technical Application** – *has experience of using modern technology.*

**Indicators:**

- Demonstrates a good knowledge of equipment used in own field of study.
- Knows where to go to find suitable resources both inside and outside their academic institution in order to get relevant technical experience.

**v) BUSINESS AND / OR ORGANISATION AWARENESS**

An appreciation of how businesses operate through having had (preferably relevant) work experience. Appreciation of organisational culture, policies and processes.

**Organisational Understanding** - *Understands the organisation's work environment, internal politics, business objectives and strategy.*

**Indicators:**

- Ensures contacts are appropriate for the work being undertaken.
- Knows the relevant internal processes.
- Demonstrates knowledge of the company's business outside of that specifically required in his/her role.
- Makes realistic commitments.
- Delivers outcomes to the agreed level.
- Seeks to understand changing requirements.
- Demonstrates a determination to ensure satisfaction.

**Commercial Awareness** - *Understands the economics of the business. Understands the business benefits and commercial realities from both the organisation's and the customer's perspectives.*

**Indicators:**

- Demonstrates breadth of awareness of business knowledge (e.g. recognises issues in finance, sales, marketing).
- Shows consideration of such business implications as increased revenue/profit, decreased expenditure, increased productivity, improved company image and market share.
- Identifies new business opportunities.

- Takes commercial constraints into account.
- Ability to analyse financial trends (e.g. revenue, profit, productivity) and forecast accordingly.

**Financial Awareness** – *Understands basic financial terms used in organisations and is able to construct and maintain simple financial records.*

**Indicators:**

- Produces and maintains a Profit and Loss account for a project, programme or practice.
- Produces a budget.
- Maintains financial records.
- Produces forecasts.
- Sets and meets financial targets.
- Analyses financial trends (e.g. revenue, profit, cash flow) and forecasts.

**vi) PRACTICAL AND PROFESSIONAL ELEMENTS**

Critical evaluation of the outcomes of professional practice, reflect and review own practice, participate in and review quality control processes and risk management.

**Professional Expertise** - *Keeps up to date with developments in own areas of professional specialisation. Applies a breadth and/or depth of professional knowledge.*

**Indicators:**

- Learns and applies new information effectively.
- Keeps up to date in their area(s) of speciality.
- Effectively presents professional information to others.
- Makes best use of their professional knowledge when planning, designing and implementing solutions.
- Shares their professional expertise with others.
- Demonstrates a knowledge of the latest methodologies and processes in own specialist area.
- Is part of a professional network.
- Actively seeks new people to become part of his/her network.
- Is contacted by others as part of their network.
- Attends conferences/seminars in his/her area of expertise.

**Process Operation** - *Begins, controls and concludes a complete process or procedure.*

**Indicators:**

- Is familiar with, and can describe the steps involved in, relevant processes or procedures.
- Operates processes and procedures effectively.
- Recognises that the department's output is another department's input.

**Image** - *Presents a strong, professional, positive image to others at all times, consistent with all people (colleagues, management and peers, customers etc.).*

**Indicators:**

- Appears smart and tidy.
- Is relaxed and confident in the company of others.
- Is enthusiastic/positive.
- Gives others the impression of professionalism, subject knowledge and assertiveness.
- Gains attention and respect from others e.g. from initial impact.

## 10. FURTHER CONSIDERATIONS AND LINKS

### The Bologna Declaration: Tuning Project.

In the summer of 2000, a group of universities has taken up the Bologna challenge collectively and designed a pilot project called "Tuning educational structures in Europe". The Tuning project addresses several of the Bologna action lines and notably the adoption of a system of easily readable and comparable degrees, the adoption of a system based on two cycles and the establishment of a system of credits. More specifically, the project aims at identifying points of reference for generic and subject-specific competences of first and second cycle graduates in a series of subject areas: Business Administration, Education Sciences, Geology, History, Mathematics, Physics and Chemistry. Competences describe learning outcomes: what a learner knows or is able to demonstrate after the completion of a learning process. This concerns both subject specific competences and generic competences like communication skills and leadership.

- **National Occupational Standards**
- **The work of Professor Stephen McNair**
- **The work of Professor Mantz Yorke**

Higher Education Academy

<http://www.heacademy.ac.uk/>

The Council for Industry and Higher Education

<http://www.cihe-uk.com>

Skills for Business

<http://www.ssda.org.uk>

ESECT

<http://www.ltsn.ac.uk/ESECT>

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**GLOSSARY OF COMPETENCIES in alphabetical order (Abbreviated)**

|                                   |  |
|-----------------------------------|--|
| <b>ACHIEVEMENT ORIENTATION</b>    | Maintains and inspires a results-driven approach, focuses on results and critical performance indicators.  |
| <b>ADAPTABILITY / FLEXIBILITY</b> | Maintains effectiveness in a changing environment.   |
| <b>ANALYSIS</b>                   | Relates and compares data from different sources, identifying issues, securing relevant information and identifying relationships                                    |
| <b>ATTENTION TO DETAIL</b>        | Accomplishes tasks through a concern for all areas involved, no matter how small.  |
| <b>COMMERCIAL AWARENESS</b>       | Understands the economics of the business. Understands the business benefits and commercial realities from both the organisation's and the customer's perspectives.  |
| <b>CREATIVITY</b>                 | Generates and/or recognises how best practice and imaginative ideas can be applied to different situations   |
| <b>DECISIVENESS</b>               | Makes decisions and takes action   |
| <b>FINANCIAL AWARENESS</b>        | Understands basic financial terminology used in organisations and is able to construct and maintain simple financial records.  |
| <b>IMAGE</b>                      | Presents a strong, professional, positive image to others at all times. This image is consistent with all people (colleagues, management and peers, customers etc.). |
| <b>INFLUENCING</b>                | Influences others by expressing self effectively in a group and in one to one situations   |
| <b>INITIATIVE</b>                 | Identifies opportunities and is pro-activity in putting forward ideas and potential solutions  |
| <b>INTERPERSONAL SENSITIVITY</b>  | Recognises and respects different perspectives and appreciates the benefits of being open to the ideas and views of others.  |
| <b>JUDGEMENT</b>                  | Determines the most appropriate course of action and draws conclusions that are based on logical assumptions that reflect factual information.                       |
| <b>LEADERSHIP</b>                 | Takes responsibility for the directions and actions of a team  |

|   |   |
|---|---|
| <b>LIFE LONG LEARNING AND DEVELOPMENT</b> | Develops the skills and competencies of self, peers and colleagues through learning and development activities related to current and future roles.                 |
| <b>LISTENING</b>                          | Shows by a range of verbal and non-verbal signals that the information being received is understood.  |
| <b>ORGANISATION UNDERSTANDING</b>         | Understands the organisation's work environment, internal politics, business objectives and strategy  |
| <b>ORGANISATIONAL SENSITIVITY</b>         | Is sensitive to the effect of his or her actions on other parts of the organisation and adopts a mature, direct and up front style in dealing with conflict         |
| <b>PERSONAL DEVELOPMENT</b>               | Maintains an up to date personal development plan and takes action to ensure personal development takes place.  |
| <b>PLANNING AND ORGANISING</b>            | Establishes a course of action for self and/or others to accomplish a specific goal. Plans proper assignments of personnel and appropriate allocation of resources. |
| <b>PROCESS OPERATION</b>                  | Begins, controls and concludes a complete process or procedure.   |
| <b>PROFESSIONAL EXPERTISE</b>             | Keeps up to date with developments in own areas of professional specialisation. Applies a breadth and/or depth of professional knowledge.                           |
| <b>QUESTIONING</b>                        | Uses an appropriate approach to questioning in order to gain information from which to draw conclusions and/or assist in the making of decisions.                   |
| <b>TEAMWORK / WORKING WITH OTHERS</b>     | Builds and develops appropriate relationships with academic staff, peers, colleagues, customers and suppliers at all levels within an organisation                  |
| <b>TECHNICAL APPLICATION</b>              | Has experience of using modern technology   |
| <b>TECHNICAL KNOWLEDGE</b>                | Develops and maintains a knowledge of key trends in technology  |
| <b>TOLERANCE FOR STRESS</b>               | Maintains performance under pressure and / or opposition.   |
| <b>WRITTEN COMMUNICATION</b>              | Expresses ideas effectively and conveys information appropriately and accurately  |