



THE AGA KHAN UNIVERSITY



The University of
Nottingham



INEPEA

Competence and capability based curriculum design

The Improving Nurse Education and Practice in East Africa Programme is supported by EDULINK: the African, Caribbean and Pacific Group of States and EU Cooperation Programme in Higher Education.



THE AGA KHAN UNIVERSITY



The University of
Nottingham



Introduction

- ❑ The objective of this session is to introduce the idea of competencies and capabilities as applied to Advanced Nursing Practice in East Africa.
- ❑ This provides an introduction to the discussion and proposals for a competence and capability statement for Advanced Nursing Practice set out in the following session.
- ❑ Similar concepts can be applied in designing courses to upgrade other aspects of managerial and professional abilities.



THE AGA KHAN UNIVERSITY



The University of
Nottingham



Competencies

- Competencies describe the:
 - Knowledge – what must be known
 - Understanding – of how to applying knowledge
 - Skill – the ability to perform tasks and the
 - Performance criteria – showing these in action
- Required for performance of a task by
 - Individuals and
 - Teams working with the competent professional
- At a given level in a given situation



THE AGA KHAN UNIVERSITY



The University of
Nottingham



Capability

- Capability includes
 - Critical thinking ability to understand theory
 - And to apply it to new and innovative fields
 - To solve problems, to lead and encourage others
- It is the practical use of knowledge
 - To improve services
 - To advocate policy
 - To help others understand
- It implies mastery of knowledge and practice
 - And is therefore appropriate to MSc level



THE AGA KHAN UNIVERSITY



The University of
Nottingham



A competence and capability framework

- Sets out the expected level of performance
 - At each level in an organisation
 - For each professional in a management team
 - For each qualification level in a profession
- It provides the basis for
 - Assessing current performance
 - Setting improvement targets
 - Setting learning aims in relation to qualifications



THE AGA KHAN UNIVERSITY



The University of Nottingham



Leadership and Management Qualities

- ❑ The UK NHS Leadership Qualities Framework provides a basis for leadership competences and capabilities click [here](#)
- ❑ Or you may use a more general leadership and management competence framework [here](#)
- ❑ Or you may use a competence model for nursing professionals (see following modules)





THE AGA KHAN UNIVERSITY



The University of Nottingham



Example of management capability

National Director	Regional Director	Hospital Manager	Clinical Director	Nursing Director
Expresses vision/ ethical values leading policy	Relate vision and values to local needs by direction	Plans and Leads change towards vision/values	Expresses and supports change for vision/ values	Communicate change and vision/values by example
Lead health service / finance targets	Lead regional strategy/plan	Lead business plan for hospital	Lead clinical input to plans	Lead nursing input to plan
Lead and demonstrate quality goals	Lead local actions to improve quality	Lead hospital actions to improve quality	Lead medical action to improve quality	Lead nursing action to improve quality
Give leadership to all health service staff	Lead regional staff	Lead all hospital staff	Lead medical team	Lead nursing team



Example of capability framework and development aims

Ideal Practice	Best Practice	Typical practice	Worst Practice
Establish and lead programme of reforms and behaviour change	Lead programme for two or three specific aspects of reform	Lead meetings and discussion but no action programme	No action at all except to explain why nothing is done
Leadership of budgets and targets setting to involve staff	Budgets and targets explained and accepted	Departmental heads told budgets and targets	No communication of budgets or targets are
Ethical leadership of staff promotes high values	Leadership promotes discussion of ethics to resolve problems	Leadership action only in extreme cases of corruption	No action on minor corruption or other unethical practice
Full engagement with local community to lead health	Good examples of health leadership in a number of fields	Limited attempts at health information for communities	No attempt to provide health leadership to local community



THE AGA KHAN UNIVERSITY



The University of
Nottingham



Setting training and development aims

- Map current level of capability
 - Against levels as shown in previous slide
- This provides a base for development aims
 - Shown as green arrows in the following slide
- Development aims should be realistic
 - In relation to current performance
 - In relation to extent of training and development
 - In relation to the required level of capability



Example of training and development aims (←)

Ideal Practice	Best Practice	Typical practice	Worst Practice
Establish and lead programme of reforms and behaviour change	Lead programme for two or three specific aspects of reform	Lead meetings and discussion but no action programme	No action at all except to explain why nothing is done
Leadership of budgets and targets setting to involve staff	Budgets and targets explained and accepted	Departmental heads told budgets and targets	No communication of budgets or targets are
Ethical leadership of staff promotes high values	Leadership promotes discussion of ethics to resolve problems	Leadership action only in extreme cases of corruption	No action on minor corruption or other unethical practice
Full engagement with local community to lead health	Good examples of health leadership in a number of fields	Limited attempts at health information for communities	No attempt to provide health leadership to local community



THE AGA KHAN UNIVERSITY



The University of
Nottingham



Competence and Capability for Professionals

- As a basis for designing a professional role structure it is necessary to apply a competence and capability framework
- This sets out competencies and capability e.g.:
 - Providing effective healthcare
 - Improving quality and outcomes
 - Evaluation and research
 - Leading and developing practice
 - Innovation and change management
 - Developing self and others
 - Working across professions and organisations
- Required at each level of practice and qualification



Competencies and capability at each level

	Effective Care	Improve Quality	R & E/ Leading practice	Develop self and others	Innov & change	Cross Prof
Advanced Nursing Practitioner MSc	Skill leader	Makes sig diff	Knowledge leader	Reflects learns & teaches	Explores and shows	Spokes - person
Senior nurse BSc	↑	↑	↑	↑	↑	↑
Registered Nurse diploma	↑	↑	↑	↑	↑	↑
Enrolled nurse certificate	↑	↑	↑	↑	↑	↑
Nurse assistant school certificate	Follows & Learns	Follows & Learns	Follows & Learns	Follows & Learns	Follows & Learns	Follows & Learns

At all levels nurses should be encouraged to perform above their grade



THE AGA KHAN UNIVERSITY



The University of
Nottingham



Competence and Capability for ANP

- A competence and capability framework can therefore be used as the basis for the design of a curriculum to upgrade abilities from levels expected at BSc N level to those required at MSc N level by
 - Considering the roles and functions fulfilled by each level
 - Examining the performance expected and therefore
 - The knowledge, understanding and skills required and
 - The performance criteria by which these are demonstrated
- A BSc level nurse is expected to operate responsibly with general supervision, to understand and apply a range of nursing skills and to take day to day responsibility for nursing tasks and functions.
- An MSc level nurse would be expected to lead specific areas of practice independently to demonstrate specialist knowledge and understanding and to have the ability to introduce and train others in evidence based innovation.



THE AGA KHAN UNIVERSITY



The University of
Nottingham



INEPEA competence and capability

- In the INEPEA project the team developed a competence and capability framework for ANP in East Africa by:
 - Reviewing international, regional and national studies of nursing and midwifery at senior professional levels.
 - Reviewing current competency frameworks, their scope of practice and their functions.
 - Conducting workshops with nurses and nurse educators.
 - Consulting senior stakeholders including: Chief Nurses, Nursing Councils, Nursing and Midwifery Associations.
 - Observing current practice and conducting sample interviews with senior nurses in four countries.
 - Examining the demand for senior level nursing skills.
 - Preparing an outline competence and capability framework and further consulting all stakeholders.