

Enhanced Care
for Older People
Competency Framework:
developing the workforce to
meet the needs of
older people

Lets get started !



EnCOP

Enhanced Care for Older People

Angela Fraser
Strategic Workforce Lead
Angela.fraser1@nhs.net

Lynne Shaw
Strategic Workforce Lead
Lynne.shaw5@nhs.net

Learning Outcomes



To have an understanding of the EnCOP project & feel familiar with the EnCOP Assessment Toolkit



Understand the EnCOP Cycle of Competency Achievement and the processes to support your own competency achievement



To determine how you will use EnCOP as part of your learning and development



To be able to consider your own learning styles and behaviours and how this might impact on your own learning and development

Overall learning Aim: To feel prepared to get started with your EnCOP journey



Enhanced Care of Older People Competency
Framework: **developing the workforce to meet
the needs of older people**

**So what's it all
about.....**



EnCOP

Enhanced Care for Older People



**Meet the EnCOP
Strategic Workforce
Development Leads**



Lynne Shaw

Since first registering as a nurse over 33 years ago, Lynne has spent most of her career specialising in the care of older people. She has held a number of roles, spanning a range of acute and community-based settings, including ward sister, community matron and specialist nurse and was the lead nurse in the Gateshead Care Homes Initiative, which received national recognition within the New Care Models 'Vanguard' team. Lynne is an older person's nurse fellow and a master's graduate with a focus on practice development and improving frailty care alongside workforce colleagues across health and social care. This current regional secondment to the EnCOP team from her substantive nurse consultant position, provides Lynne with the opportunity to continue to play a key proactive role in raising the profile of staff working with older adults and promoting system-wide improvements which enhance care for older people and their families.



Angela Fraser

Angela is one of our EnCOP strategic workforce development leads supporting the regional implementation of the EnCOP Workforce Competency Framework. Angela is an experienced older person's nurse and after 25 years still feels privileged to work within older person's care. Angela has worked in various positions, developing her early career as a Staff Nurse through to Ward Sister and Matron roles within a hospital setting; and for the past 10 years, within intermediate care, social care and community care. Educated to Masters level, Angela is an older person's nurse fellow with a keen interest in frailty and what this means for older people living with frailty in their day to day lives, Angela enjoys practice development with the aim of improving services and care for the older population and believes when working with older people, no matter what your job role is, or where you work, you should be valued and supported to develop the necessary skills, knowledge, values and behaviours to work effectively within this challenging but exciting and rewarding area of care.



Lynn Iveson

Since qualifying as a Physiotherapist from the University of Northumbria, Lynn has worked within a variety of clinical specialities across acute and community-based settings. Her early specialism was Neurology before moving out into the community as a clinical lead, developing the Intermediate care service, integrating community-based rehabilitation and fast response to support older people in a large rural community. Lynn is an older person's fellow and a master's graduate in Advanced Clinical Practice. She is currently working clinically within primary care, developing new roles across agencies to facilitate joined up, proactive, responsive care for older people. Lynn is passionate about the importance of developing the knowledge and skills within the workforce to support quality services for older people.

Why do we need a competency framework??



The number of people over 65 is increasing...

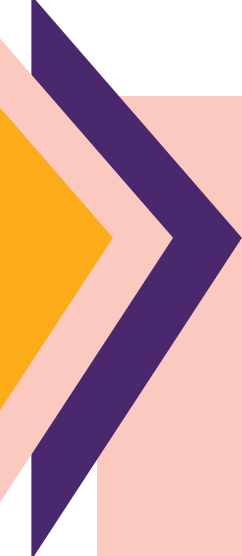
14.9 million in 2014
18.5 million in 2025

Many of those over the age of 65 live with varying degrees of frailty

The workforce must have the knowledge and skills to meet these needs, to ensure high quality care for older people!

Frailty= Different Needs





Aims of EnCOP competency framework

1. To ensure consistency of the approach to care delivery across the system

2. To enable the whole workforce to work together to deliver timely, responsive, evidence-based care regardless of care setting

3. To recognise that working with older people is rewarding and attractive and requires specific knowledge and skills as in any other specialism

4. To develop a valued and competent workforce that can work anywhere in the care system





Assessment Toolkit

Developed to translate
the original research, framework and overarching
competency statements into a user-friendly format
for use in practice assessment.

Created as a record of competency for each person
Also contains lots of useful proforma's & practical guidance
Strong focus on self- assessment and taking responsibility for
own learning and development

Based upon adult learning theory:

- Where individuals need to know why they need to learn something
- Be in control of what, when, and how they learn
 - Learn through their experiences



The toolkit is designed to be a practical resource to support staff assessment, review and professional development against the defined competencies and comprises 4 sections

Section 1

Introduction and background to EnCOP, Glossary of terms and abbreviations, Essential & Specialist level domains

Section 2

Optional EnCOP Advanced levels, Domains 1-3

Section 3

Assessment toolkit templates & proforma's

Section 4

Assessment Toolkit References

The EnCOP Assessment Toolkit

is made up of 4 Key Areas
of Practice
(KAP's)

A

Personhood,
relationship centred
care and ethical
practice

B

Workforce
empowerment,
leadership and
improving care

C

Partnership Working:
Collaborative Care &
Communication

D

Supporting Ageing
Well: Knowledge
and skills for
assessment &
care delivery



These key areas of practice comprise **11 domains** which describe competency across a number of measurable performance indicators.



Competency is outlined within **2 core levels of practice:**

Essential and Specialist.

In addition to these core levels of competence, there is an EnCOP Advanced level option, divided across **3 domains**, which can be adopted to demonstrate competence in advanced clinical leadership influencing the design, delivery, and evaluation of enhanced care for older people:

Advanced Domain 1:

Advanced Clinician:
Enhancing Care for Older People through clinical expertise

Advanced Domain 2:

Advanced Leader:
Transforming services and systems which Enhance Care for Older People

Advanced Domain 3:

Advanced Influencer:
Enhancing Care for Older People through Education and Research

Personhood, Relationship Centred Care & Ethical Practice	Workforce empowerment, leadership and improving care	Partnership Working: Collaborative Care & Communication	Knowledge & Skills for Assessment and Care Delivery (Supporting Older People with Ageing Well)
A. Values, Attitudes & Ethics	B. Evidence-based Practice : Supporting learning, leadership & improving care for older people	C1. Partnership Working and communication with older people, family and friends	D1. Ageing Well – Understanding Frailty - Prevention, Identification and Recognition
		C2. Interprofessional and Interorganisational working, communication and collaboration	D2. Ageing Well – Assessing , Planning, Implementing and Evaluating Care & Support with Older People
			D3. Ageing Well - Promoting & Supporting Independence, Autonomy & Community Connectivity for Older People
			D4. Ageing Well – Promoting & Supporting Holistic Physical Health & Wellbeing with Older People
			D5. Ageing Well – Promoting & Supporting Holistic Psychological Health & Wellbeing with Older People
			D6. Ageing Well – Promoting & Supporting Older People with Medicines Optimisation
			D7. End of life care: older people and frailty – Recognition, assessment & care planning

Knowledge & Skills for Assessment and Care Delivery (Supporting Older People with Ageing Well)

D1. Ageing Well – Understanding Frailty - Prevention, Identification and Recognition

D2. Ageing Well – Assessing , Planning, Implementing and Evaluating Care & Support with Older People

D3. Ageing Well - Promoting & Supporting Independence, Autonomy & Community Connectivity for Older People

D4. Ageing Well – Promoting & Supporting Holistic Physical Health & Wellbeing with Older People

D5. Ageing Well – Promoting & Supporting Holistic Psychological Health & Wellbeing with Older People

D6. Ageing Well – Promoting & Supporting Older People with Medicines Optimisation

D7. End of life care: older people and frailty – Recognition, assessment & care planning

Physical Health & Well Being Sub Domains

D4: Sub-domains

D4.1: Assessment & management of pain

D4.2: Falls prevention, risk assessment and management

D4.3: Risk assessment, prevent and management of malnutrition and dehydration

D4.4: Assessment & management of bowel & bladder health

D4.5: Assessment & management of skin health

Knowledge & Skills for Assessment and Care Delivery (Supporting Older People with Ageing Well)

D1. Ageing Well – Understanding Frailty - Prevention, Identification and Recognition

D2. Ageing Well – Assessing , Planning, Implementing and Evaluating Care & Support with Older People

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D4. Ageing Well – Promoting & Supporting Holistic Physical Health & Wellbeing with Older People

D5. Ageing Well – Promoting & Supporting Holistic Psychological Health & Wellbeing with Older People

D6. Ageing Well – Promoting & Supporting Older People with Medicines Optimisation

D7. End of life care: older people and frailty – Recognition, assessment & care planning

Psychological Health & Wellbeing Sub Domains

D5 : Sub Domains

D5.1 : Cognitive Impairment: Recognition & assessment

D5.3 : Dementia care: Assessment & person-centred management

D5.2 : Mood Disorders in Later Life: Recognition, assessment & management

D5.4: Delirium : Recognition, assessment & management




Definitions of Key Terms


Competency:
the ability to apply
knowledge and skills in
an appropriate manner,
underpinned by
appropriate attitudes
/ values, to achieve an
occupational function

Personhood:
recognising
the individual,
understanding and
practicing person-
centered care

**Relationship-centred
care acknowledges
and values positive
relationships between
older people, families,
friends and staff,
and also between
communities, and
health and social care
provider organisations.**



As health and social care staff, studies tell us that we need to feel valued as individuals, to deliver high-quality person-centered care to older people - The EnCOP framework offers this person-centred approach towards valuing the development of staff and teams who deliver care or support to older people and their families.



Enhancing Care for Older People with Complex Needs: A competency based approach



Expert within team & EnCOP Competent



- Champion and drive implementation of EnCOP
- Maintain organisation profile and momentum
- Scan for opportunities e.g. Workforce Team support / Data/ Funding
- Facilitate or develop local learning and development solutions to support development action plans
- Support EnCOP Facilitators with organisational challenges
- Link with Strategic Lead

- Advice and expertise on EnCOP framework and its application
- Lead with initial CDF cohort competency achievement and sign off
- Support implementation of learning solutions locally and regionally
- Provide strategic view on local needs, pressure and demands
- Links to regional frailty forums
- Links to HENE/ academic institutions

Structure / process for local EnCOP implementation & workforce preparation



Introductory Session 1

General Introduction to EnCOP – Overview of EnCOP & Role of the EnCOP Strategic Workforce Development Lead.

1hour/1.30hrs – flexible to organisational needs

Getting Started Session 2

'Getting started with EnCOP'
Overall learning Aim: To feel prepared to get started with your EnCOP development

Half day

Planning session 3 (Can be incorporated into 'Getting Started')

One to one session to agree and sign learning contract and carry out initial planning meeting for EnCOP self-assessment and mapping. Agree next steps and date for follow up meeting.

1 hour

You are here

Review Sessions 4

Regular one to one sessions for review of evidence / competency sign off

Aim for 1-2 hour sessions with frequency agreed. Minimum monthly

Facilitators Session 5

As 'EnCOpees' progress through their programme and their own EnCOP development, the option will be to become an EnCOP competency development facilitator (CDF) to implement the EnCOP WFD Framework with colleagues / older person's workforce. This will require a further session for CDF preparation

Half day



Activity

Think about your job role and your place of work.....

How does the EnCOP Competency framework fit with this?

Think about EnCOP into your own learning and development....

Are there any benefits?

Challenges?

During this time think about your initial feelings about the EnCOP programme

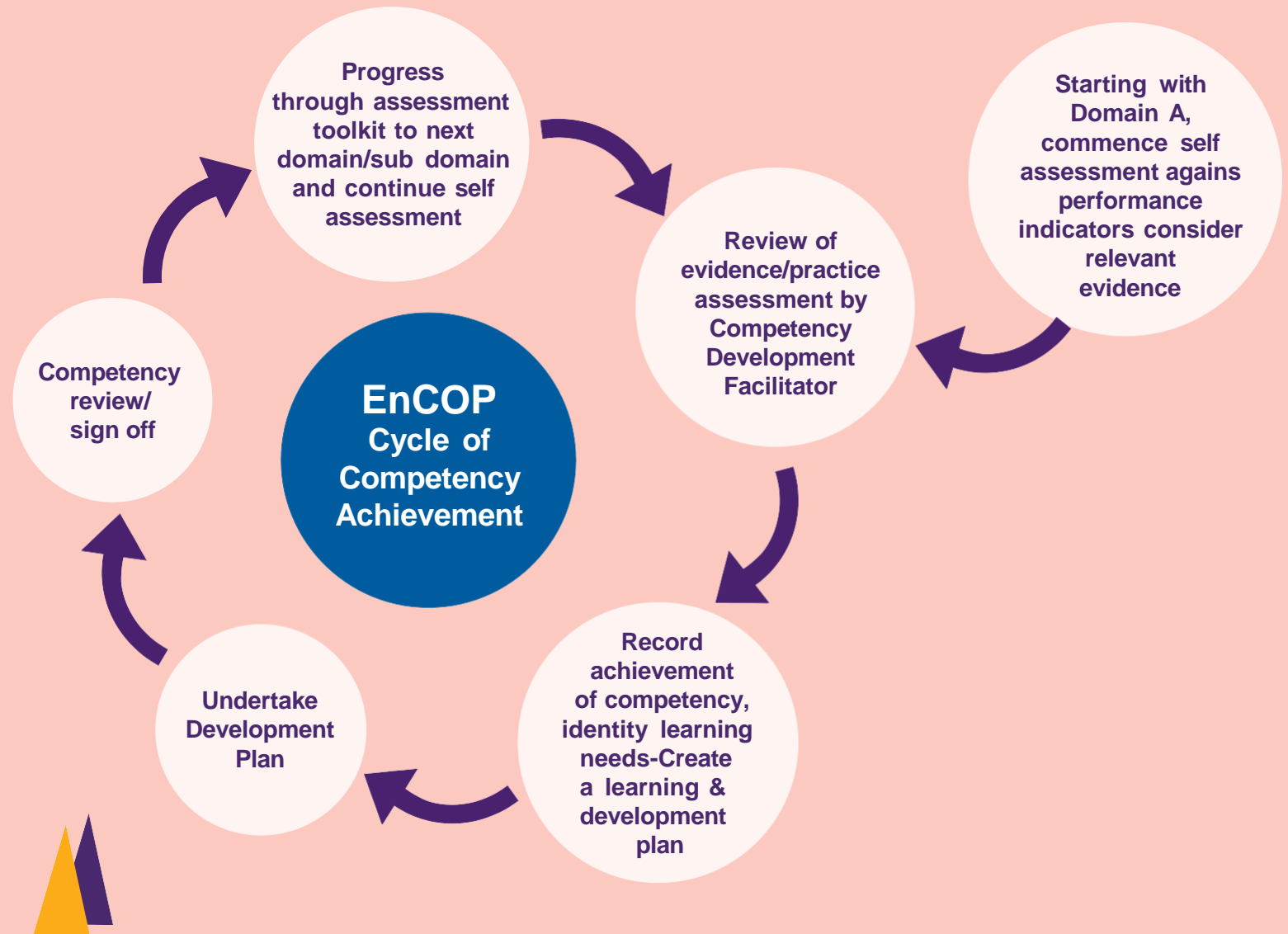
Getting Going with EnCOP: Self-Assessment and Competency Achievement



EnCOP

Enhanced Care for Older People

Process of Competency Assessment & Review




SECTION 3: Templates / Proformas within the Assessment Toolkit to support the cycle of competency achievement

These include:

- Learning Contract
- Initial Meeting
- Evidence Summary Grid
- Competency Review progress summary

EnCOP Learning Contract



Staff Name: _____

Competency Development Facilitator: _____

Aims of Process:

- To provide an opportunity to reflect and critically examine knowledge base, skills, attitudes & competence in relation to enhancing care for older people. Utilise this process to sign off achieved competencies
- To establish a learning contract with the staff member

Expectations of Staff working to the contract:

- Be familiar with the contract
- Show willingness to engage within each other's expectations
- Identify their own learning needs
- Demonstrate progress
- Undertake evidence-based practice
- Inform the facilitator of progress
- Ensure they meet their own learning needs
- The staff member and facilitator discuss progress

Items for discussion: _____ Delete as appropriate

1. Background
2. Local support
3. Domains
4. Levels, activities
5. Process of learning

Action Plan/ next steps: _____

Signed: _____
Assessee: _____

NB Usual line

Evidence Summary Grid

No.	Description/ title of Evidence	Type of Evidence	A	B	C1	C2	D1	D2	D3	D4	D5	D6	D7	Evidence Key	
														Description	Key
1															
2															
3															
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15															

EnCOP Competency Review: Progress Summary

Date / Time / Location	Performance Indicators Reviewed	Competency achievement, Progress and Notes	Learning and Development needs identified	Next meeting date / time	Signed

Domains

A	Values, attitudes & ethical practice
B	Understanding and supporting evidence-based practice, leadership & support for older people
C1	Partnership working and communication with older people
C.2	interprofessional and interorganisational working, communication
D1	Ageing well. Understanding frailty – Prevention, identification
D2	Ageing well. Assessing, planning, implementing and evaluating care & support with older people

Which EnCOP Level am I aiming to achieve?

Key Principles:

A

Everyone should aim to achieve all competencies within the 'essential' level.

B

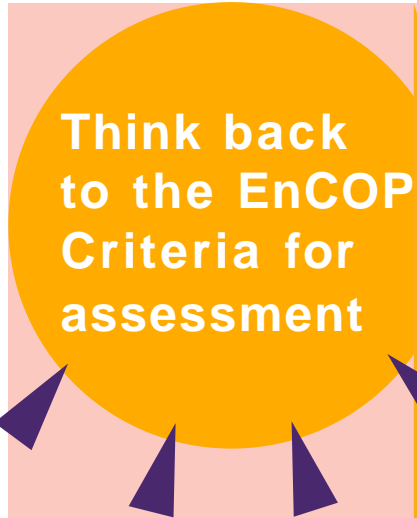
Some individuals may have competencies from more than one level, relevant to their knowledge, skills and behaviours.

C

Through competency assessment and review, areas for development can be identified. On an individual basis, this knowledge can support personal development and career progression.

D

In order to ensure meaningful progression to the most appropriate advanced domain(s), movement to the advanced level should be negotiated between the staff member and their advanced EnCOP facilitator only when relevant underpinning Specialist level Performance Indicator's are achieved.



Think back
to the EnCOP
Criteria for
assessment




EnCOP is not role specific but
generally speaking

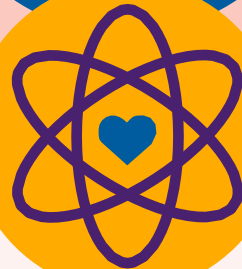
Level	Descriptor
Essential	Applies to all staff within adult health and social care who provide care to older people in all care settings
Specialist	Staff who work with a high degree of autonomy and have specialist knowledge relating to the care of older people
Advanced	Experts and leaders in the care of older people who influence change and improve service provision for older people

NB This will vary by domain, relative to role

Undertaking Self-Assessment



What is Self-Assessment?



Self- assessment involves us thinking about what we do at work and how well we do it. It also involves us thinking about how other people view our work, this would include health and social care colleagues, and most importantly the older people (and families) that we work with

**Using the
Assessment
Toolkit to
support self-
assessment**

**The EnCOP
Assessment Toolkit
provides a structure
to support self-
assessment, based
on the best evidence
and guidance relating
to the care of older
people.**

**Within the
Assessment toolkit
you can see the
recommended
knowledge, skills, and
behaviours that staff
should demonstrate
when working with
older people and their
families.**

**These “performance
indicators” provide
a benchmark, or
standard for good
practice, which you
can consider when
thinking about your
own abilities at work.**

Assessment using performance indicators

The performance indicators are a set of objective measures of achievement for each domain

They are broad enough for them to be applied to a range of roles and across a wide range of health and social care settings

There may be some overlap between the levels, however this is useful in identify progression towards the next level

Competency Level	'action phrases'
Essential	<p>Be aware of..... has an awareness of a concept</p> <p>Know..... utilise previously learned information</p> <p>Understand..... demonstrates comprehension of the facts is able to articulate</p> <p>Be able to..... apply knowledge, understanding and skills to actual situations, is able to demonstrate</p>
Specialist	<p>Be able to apply comprehensiveknowledge, understanding and skills to actual situations is able to interpret certain information</p> <p>Analyse...examine and break information into component parts in order to evaluate the significance and interrelatedness of each component</p> <p>Develops is able to develop or contributes to the development of</p>

Preparing for Self Assessment with EnCOP

How to approach getting started...

Read the assessment toolkit and become familiar with the 'domains'

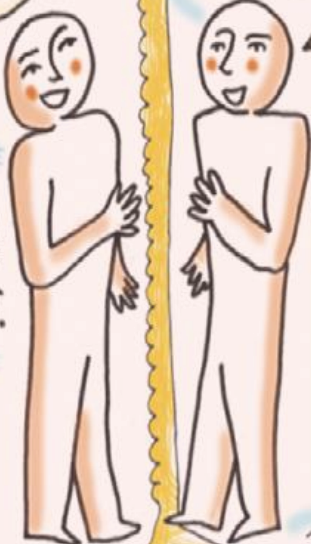
Start with Domain A and work through the domains in order – remember they are progressing and build on each other from Domain A onwards

Think about the essential performance indicators and ask yourself -

Who will review / sign off my competencies ?
.... Will this be the same person across domains ?

Are there any obvious areas of learning ?

REFLECTION
IS A DIALOGUE
WITH YOURSELF.



When considering your own competency level, think about your job role:



1

Start with essential: are you achieving all the performance indicators at the essential level?

2

Once you have reviewed essential-consider the performance indicators at specialist level- there may be some (or all) in the domain that apply to you. This will largely depend on your job role and level of responsibility.

3

If you achieve any competencies at specialist level - have a look at the optional advanced domains to determine if any of the 3 Domains are relevant to you at this level..

Some points about Self Assessment

SELF REFLECTION

Initially it can be difficult to do

Tendency to UNDER or over assess self

Makes us think about what we do, how we do it and how others see us (often this is not how we see ourselves)

The more we do self assessment – the easier it gets !

Confidence, performance indicators & competency achievement

Am I meeting the performance indicators?,

How confident am I?

What learning and development plans can I put in place to work towards achieving competence ?

Not
confident

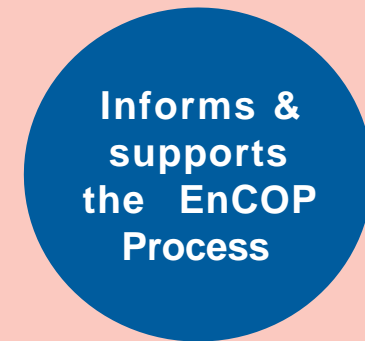
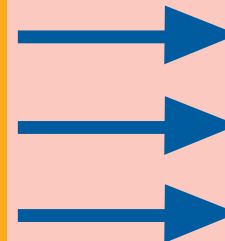
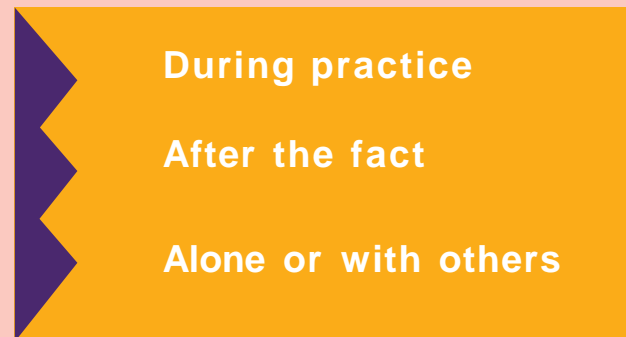
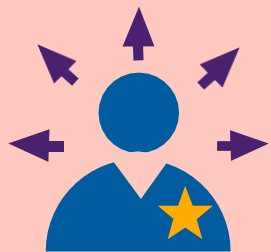
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what
confident

Confident

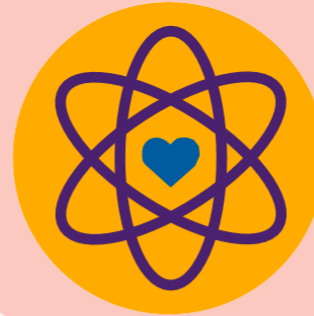
Reflective Practice and EnCOP

“Reflective practice is a critical and deliberate inquiry into professional practice, in order to gain a deeper understanding of oneself, others, and the meaning that is shared among individuals.”

(Peters 1991, Schon 1983)



Self-Assessment: reflection helps us to



- Reflect on our abilities
- Gain insight into how we work
- Recognise our strengths
- Understand our development needs

- Do a better job
- Understand how we learn
- Focus on positive and challenging experiences

Reflective Models

When undertaking self-assessment, some people find it helpful to think about a particular scenario to reflect upon, to demonstrate skills and knowledge.

Using a reflective cycle can help us to make sense of work situations, to help us to learn from them, and recognise our skills and abilities. It is also great evidence for EnCOP!



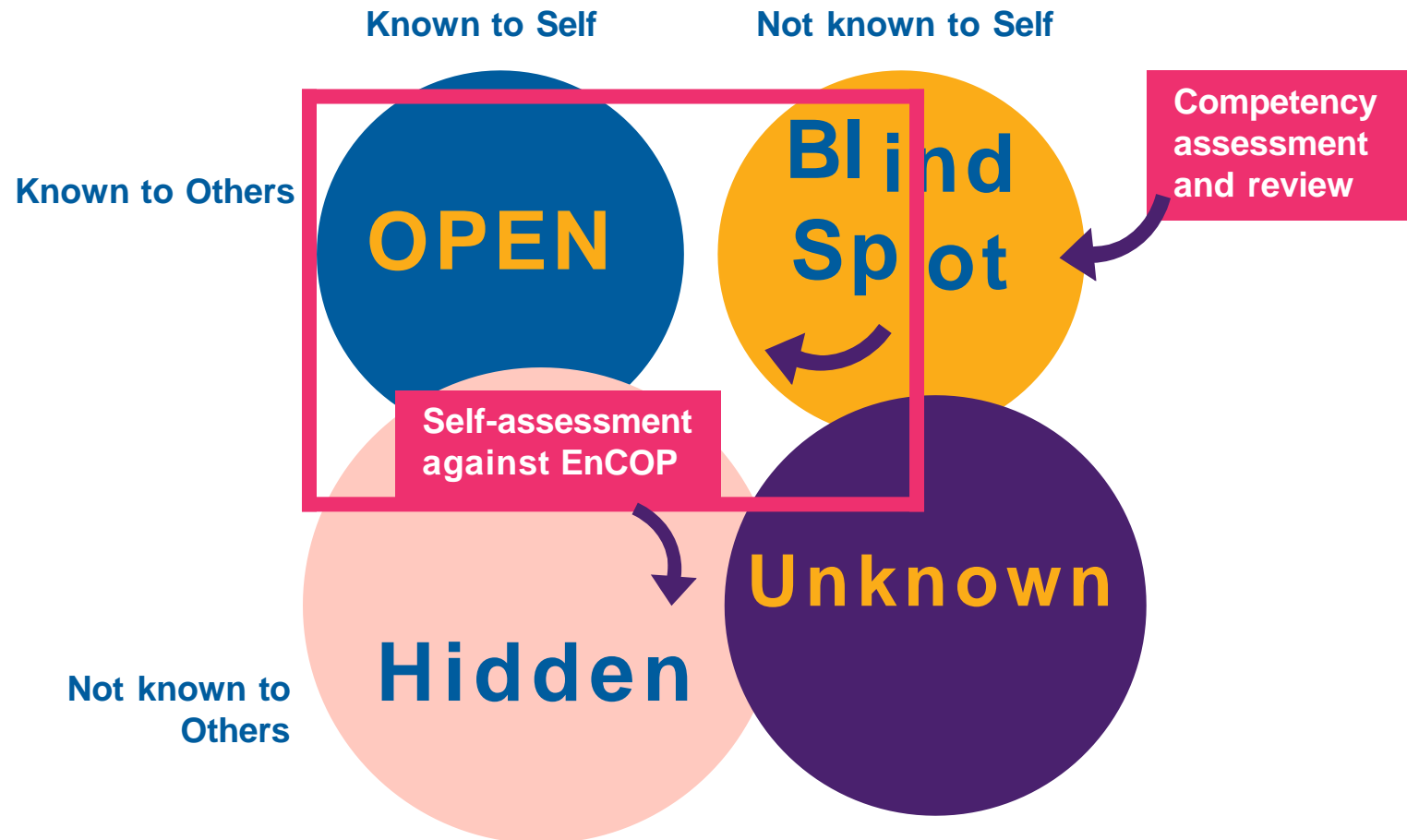
Gibbs Reflective Cycle (1988)

Using Johari's Window for self- awareness



<https://www.youtube.com/watch?v=BWii4Tx3GJk>

Johari's Window





Evidencing your competency achievement

What can be used as evidence?

Working with older people across a variety of health and social care settings is valuable, rewarding, and attractive but also very often demanding, fast-paced and challenging, therefore collecting evidence for EnCOP should not be onerous and burdensome

There will be lots of work products and examples of feedback and scenarios found within your day-to-day work that you can either use to demonstrate competency or as the basis of reflection with your assessor

EnCOP is about recognising your knowledge and skills and applying it to the needs of older people

Don't be afraid to invite your facilitator / assessor to come and observe your practice..... it's a great way of evidencing your skills and getting feedback about your strengths and areas for development

You will have examples of prior learning or development activities that you have undertaken or participated in that can be used or adapted for EnCOP.

Examples of Evidence for Self-Assessment



Type of Evidence	Key	Examples
Reflection	R	Around on the job experience, an episode of care, a training session or other learning and development, interaction with others within the health and social care workforce. Reflection around feedback received – good or not so good.
Direct Observation of Practice	DOP	Shadowing, working together, joint visits, formal observed practice.
Witness Testimony	WT	A statement from someone who has observed you doing something well, or a particular situation which shows your competence in a particular area or areas of care.
Feedback	FB	Teamwork – feedback from others (multi-source within the workforce), feedback from those receiving care or families. A thankyou card, an email, supervision sessions
Case Based Discussion	CBD	Discussion with your facilitator based around an episode of care with an older person, or situation in which you can discuss what happened, how you felt about it and what you learned from it.
Discussion	D	General discussion with your facilitator about anything related to EnCOP and older persons care which demonstrates or helps to demonstrate your competence.
Formal Qualification	FQ	Care Certificate, NVQ, City and Guilds, Diploma, Degree, Masters, PhD, preceptorship, leadership awards,
Work Product	WP	Anonymised record of care ,referral forms, reports you've written or contributed to, teaching materials,
Other	Oth	Practice development project, Professional or academic portfolio, written pieces,

What evidence do I already have??

Experience doing your job

Appraisal / PDP

Care Certificate

NVQ

Practice Assessment / Practice Supervisor

Preceptorship

Professional Supervision Sessions

Continuous Professional Development (CPD)

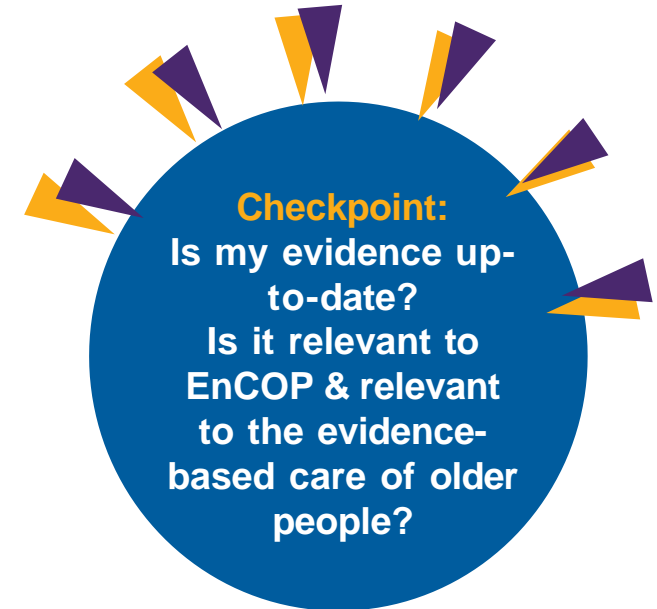
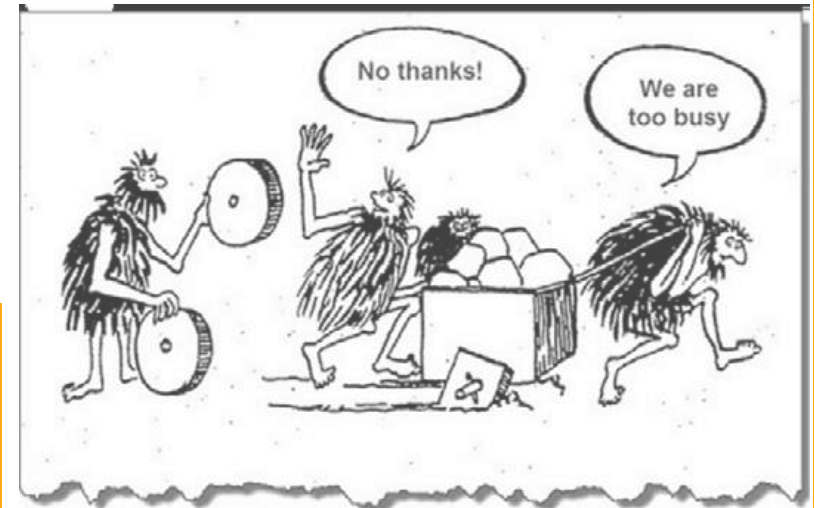
Advanced Clinical Practice

Nursing Midwifery Council Revalidation / HCPC Audit

Professional and academic portfolio's

Leadership awards

Formal and informal qualifications



Top Tips for Collating Evidence

Keep a reflective diary / journal of experiences to support EnCOP assessment and review

Consider writing up your reflections and your analysis of situations, this should be completed as soon as you can

Use actual dialogue wherever possible to capture the situation


Balance problematic experiences with positive experiences

Use EnCOP as a tool to challenge yourself about something that you normally do without thought / take for granted

Consider 'Do I do that/ why do I do it that way?' always try to be open and honest with yourself

Example Template SECTION 3

More examples available at www.frailtyicare.org.uk

EnCOP Reflection on a Learning Activity Template		
<p>This tool has been designed to enable you, as a staff member to reflect on a learning activity and how you have or will use this in your job to enhance care or support for older people, their family and friends. Think about:</p>		
<p>Mode of Learning (circle):</p> <ul style="list-style-type: none"> • Online learning • Course attendance • Independent learning • Qualification / certification or awards • Formal education / study • Research activity • Shadowing • Professional portfolio • Academic reading / journal club • Other 	<p>Name or Title of Learning:</p> <p>When did the learning take place?</p> <p>Where did the learning take place?</p> <p>Duration of Learning:</p>	
<p>What was the topic? Give a brief outline of the key points of the learning activity</p>		
<p>Application to practice? How have you or how do you intend to apply this to your work to support enhancing care for older people?</p>		
<p>Application to EnCOP Which EnCOP domains or performance indicators do you think this links to?</p>		
<p>Have you identified or actioned any further related additional learning or development activity?</p>		
Name of staff member:		Date:

Domain	Performance Indicator	Examples of what to consider (reflect on) during self-assessment	Evidence that I can share/ discuss with my assessor
A	Is able to ensure dignity and privacy is respected and preserved at all times, considering how someone might think or feel in the care environment	<ul style="list-style-type: none"> • How do I respect older people's privacy and dignity? What steps do I often take to ensure privacy and dignity of older people? • Do I think about environment and how I can adapt this to provide privacy and support dignity? • Have I ever challenged another person at work to try and protect the dignity of service users? 	<ul style="list-style-type: none"> • Case scenarios/ discussion • Feedback from others • Clinical notes • Observations of practice
C2	Demonstrates effective use of communication, record keeping tools and handover techniques to facilitate data sharing and information exchange.	<ul style="list-style-type: none"> • Do I keep accurate notes? • Am I aware of appropriate referral routes for relevant services? Are my referrals appropriate? • Do I communicate effectively with my peers and other colleagues? 	<ul style="list-style-type: none"> • Anonymised case notes/ referrals • Case scenarios/ discussion • Feedback from others • Observation of practice
D1	Is able to describe what frailty is and the physical characteristics of frailty. Demonstrates awareness of how frailty impacts some older people	<ul style="list-style-type: none"> • Could I describe what frailty is? • Do I know how frailty can be recognised through physical characteristics e.g slower walking speed, reduced muscle strength, fatigue, unintentional weight loss. • Can I think of ways that someone's life may be affected by frailty? E.g. care needs, mobility, continence, falls risk, weight loss, etc. 	<ul style="list-style-type: none"> • Case based discussion • Evidence of knowledge through general discussion • Attendance at training -notes/ reflections • Relevant qualifications

As you begin your self-assessment and review, it will become clear that your evidence is likely to be relevant across more than 1 domain: record this in your toolkit evidence summary grid to help you to progress on your EnCOP journey.....



Making the best use of your evidence SECTION 3



Evidence Summary Grid

No.	Description/ title of Evidence	Type of Evidence	A	B	C1	C2	D1	D2	D3	D4	D5	D6	D7	Evidence Key	
1														Description	Key
2														Reflection	R
3														Direct Observation of Practice	DOP
4														Witness Testimony	WT
5														Feedback	FB
6														Case Based Discussion	CBD
7														Discussion	D
8														Formal Qualification	FQ
9														Work Product	WP
														Other	Oth
15															

Consider evidence across and between domains

Domains			
A	Values, attitudes & ethical practice	D3	Ageing Well: Promoting & supporting independence, autonomy, & community connectivity for older people
B	Understanding and supporting evidence-based practice; leadership & improving care & support for older people	D4	Ageing well: Promoting and supporting holistic physical health and wellbeing with older people
C1	Partnership working and communication with older people, families and others	D5	Ageing well: Promoting and supporting holistic psychological health and wellbeing with older people
C2	Interprofessional and interorganisational working, communication and collaboration	D6	Ageing well: Promoting and supporting older people with medicines optimisation
D1	Ageing well: Understanding frailty – Prevention, identification and recognition	D7	End of life care: older people and frailty – Recognition, assessment & care planning
D2	Ageing well: Assessing, planning, implementing and evaluating care & support with older people		

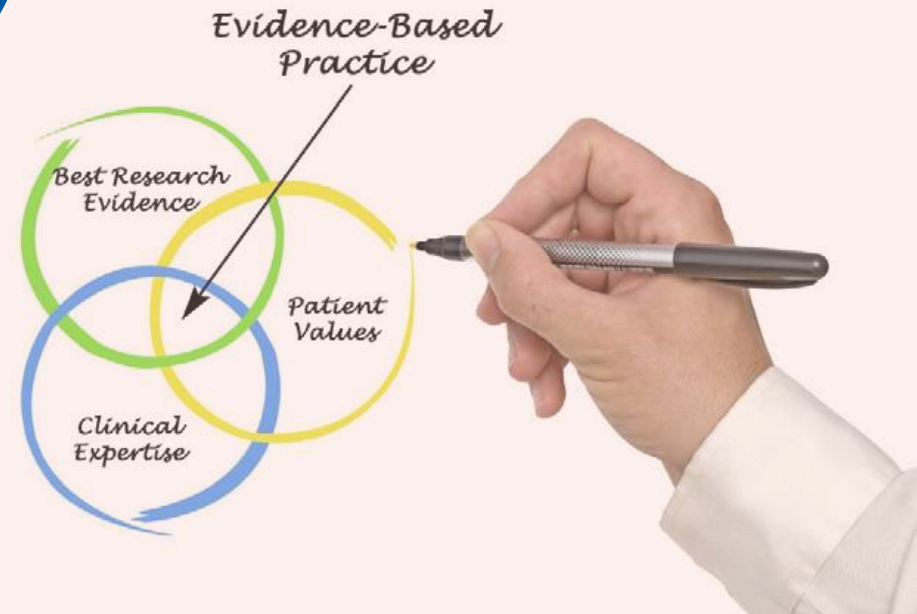
Evidence for EnCOP

Less is definitely more.....
Quality not quantity

You can do this !
.....
Look for enablers not barriers

Avoid duplication
.....
Cross reference with rich evidence where you can

Templates may help focus (or not !)





Lets have a go !

Activity: Self- Assessment Against a Specific Domain

Within your assessment toolkit:

Focus on 1 domain

Look at the performance indicators

Consider your abilities against the performance indicators



Thinking about your job role, knowledge and experience, are there performance indicators that you feel you are already achieving?

Can you think of a scenario or piece of evidence that will demonstrate your competency against these performance indicators?

Are there any obvious areas for learning e.g. terms that you don't recognise? Skills that you know you need to build on?

Is there anything that is not clear or is difficult to understand?



Benefits of EnCOP

Using the EnCOP Assessment Toolkit to review competency assists in understanding where an individual's strengths lie in the care of older people and helps to determine if there are any development needs.

It also helps to provide a framework for professional development that can support decisions about career progression.

Can also be used as a "passport" across supporting organisation's as evidence of competence



EnCOP

Enhanced Care for Older People

Lifelong Learning



**Cumulative levels support longer-term learning,
development and aspiration**

Supporting Resources



The diagram features a central icon of a human head profile with a glowing lightbulb inside, symbolizing ideas and learning. Surrounding this central icon are six blue circular nodes, each containing text describing a resource. The nodes are arranged in a circular pattern around the center. The background is a light pink color with several yellow triangular shapes scattered around the nodes, pointing outwards.

**Advice,
training and
dedicated
support**

**Assessment
Toolkit and
facilitator
guide**

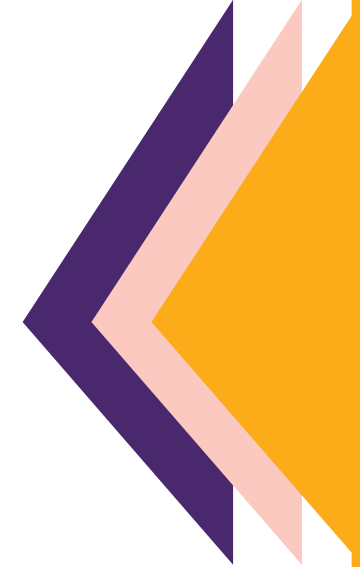
**Monthly
webinar
programme**

**SWL support
for competency
achievement and
other bespoke
support**

**Templates
for recording
evidence**

**Web based
learning and
development
resources**

**EnCOP web- based
library of learning and
development resources.**



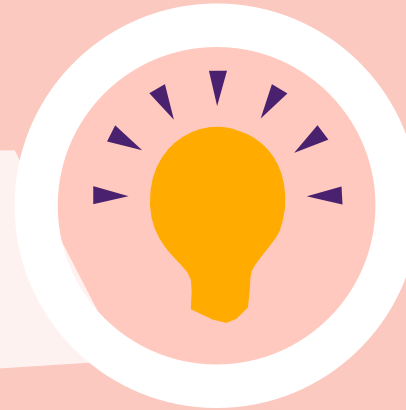
Web link:

**[http://frailtyicare.org.uk/making-it-happen/
workforce/enhanced-care-of-older-people-with-
complex-needs-encop-competency-framework/
encop-learning-resources/](http://frailtyicare.org.uk/making-it-happen/workforce/enhanced-care-of-older-people-with-complex-needs-encop-competency-framework/encop-learning-resources/)**



Using EnCOP across teams to improve outcomes

Reflective practice



Model for improvement



P D S A

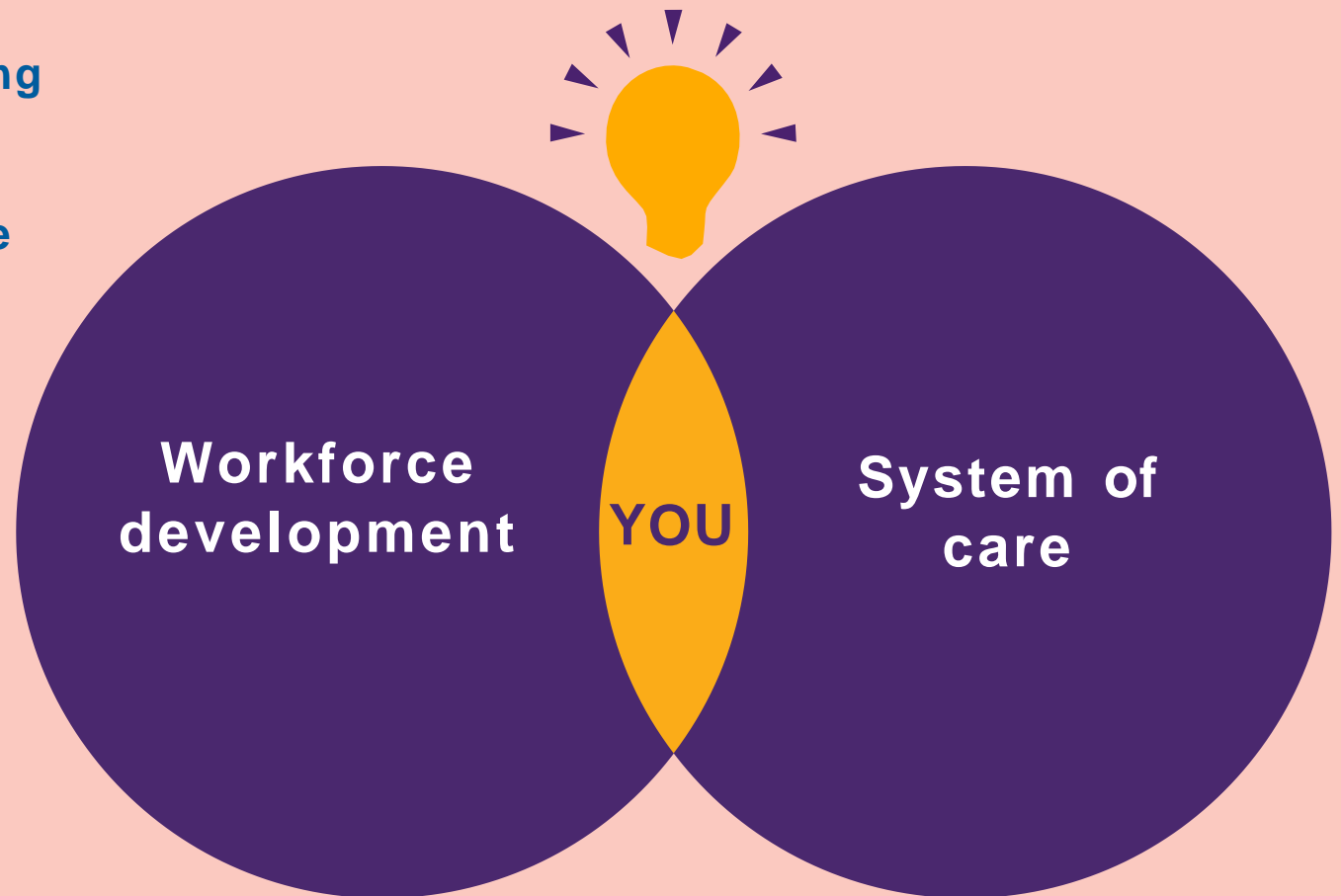
Determining the impact of EnCOP - Local Evaluation

Evaluation:

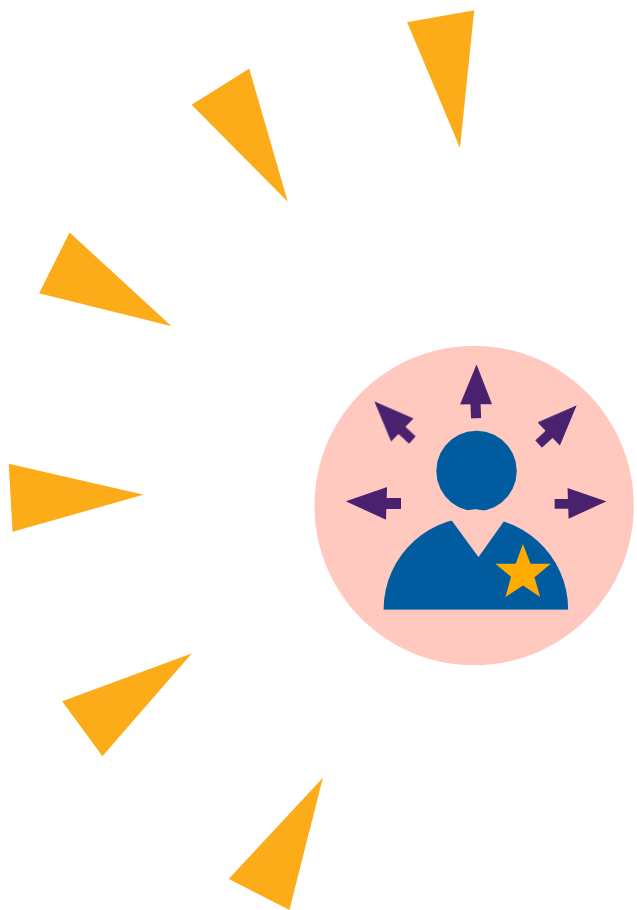
Confidence in practice

Inter-professional learning
and collaboration

Improved System of Care



A Word about Local Competency Development Facilitators



Useful Skills:

- A passion for improving care for older people
- Expertise in delivering care for older people
- An interest in workforce development
- Experience in assessing others

Have a willingness to:

- Become familiar with the EnCOP Framework
- Champion Practice Development
- Expand own role within the team / organisation
- Create time to undertake role

What is required to undertake this role:

- Organisational support
- Support from the region
(Strategic Workforce Lead)
- Peer support

Being a CDF...

This role is something you may wish to consider for future

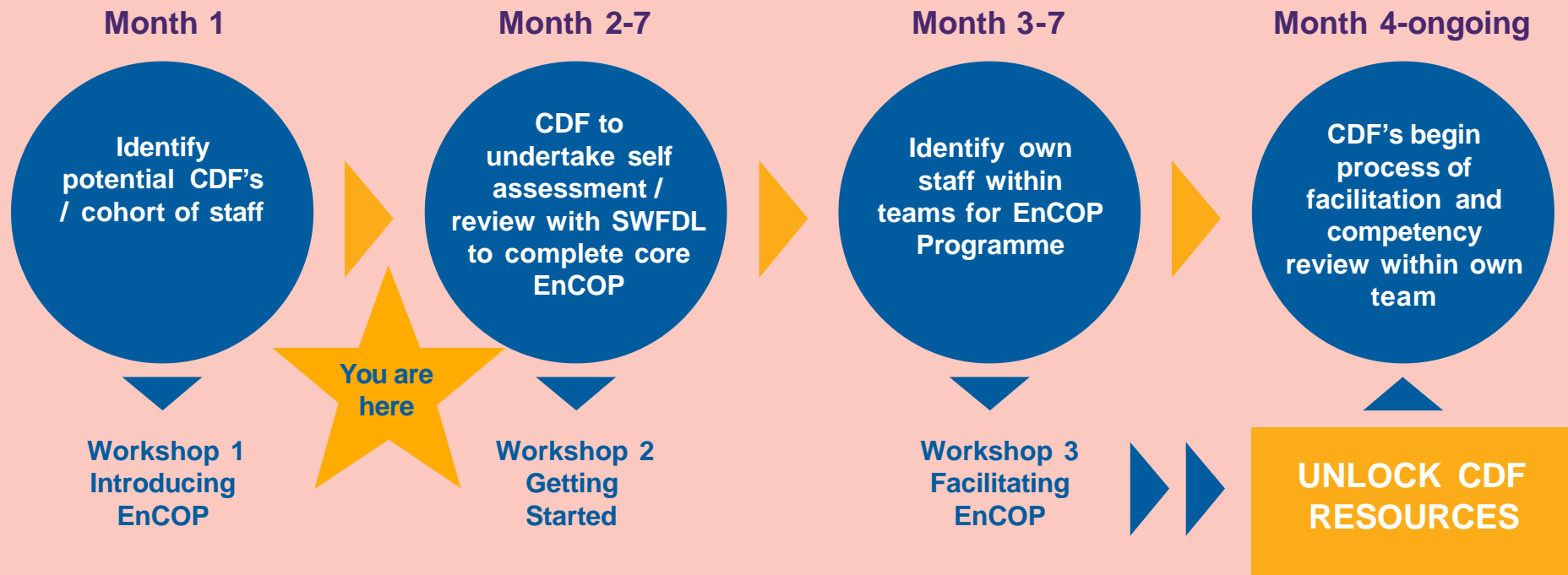
Assessing and confirming assurance of competency and signing competencies off as they are achieved

Assessment of practice informed by assessee reflections, feedback from others and relevant forms of evidence to confirm competency achievement

Through assessment, the CDF should consider sources of evidence that encompass knowledge, skills, attitudes and the views of those receiving care.

The role of the CDF includes facilitating learning & development opportunities

Next Steps: Think about local timelines



Next steps:

Let's agree together



EnCOP

Enhanced Care for Older People

Support in your role / EnCOP



**Organisational
Leads:**



**Strategic
Workforce
Lead:**

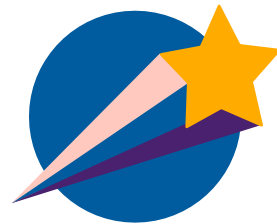


**ICARE webpage/
resources &
EnCOP webpage:
www.frailtyicare.org**



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For further details please
contact Strategic Workforce
development leads:

lynne.shaw5@nhs.net
angela.fraser1@nhs.net

And/or

visit our website: www.frailtyicare.org.uk
(WORKFORCE SECTION)

