Applying Scott's Professional and Graduate Capability Framework to an MRT degree in New Zealand

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How do we create the best Health Care Professionals?

Why is capability important?

"Educators who facilitate learning for students in the health professions are faced with increasing challenges to promote "higher order learning," the deep and applied learning required for providing patient care in today's complex healthcare settings" (Billings 2008:ix).

The UK Commission for Employment and Skills (2009) stated that "...*employability skills are the lubricant of our increasingly complex and interconnected workplace. They are not a substitute for specific knowledge and technical skills: but they make the difference between being good at a subject and being good at doing a job*"

"So many of our curricula are designed to cover the content deemed essential for the discipline...it is rare that application of knowledge is the cornerstone of the curriculum's design" (Parmelee 2008:4).

Capability VS. Competency

The so called "soft" skills to do the job:

- Responsiveness
- Creativity
- Contingent thinking
- Team work
- Making decision in uncertain circumstances.

The ability to "practice safely and effectively in a variety of contexts and environments. Competence is influenced by many factors including, but not limited to, the practitioner's qualifications, clinical experience, professional development and his/her ability to integrate knowledge, skills, attitudes, values and judgements within a practice setting." (MRTB, 2017 p.3)
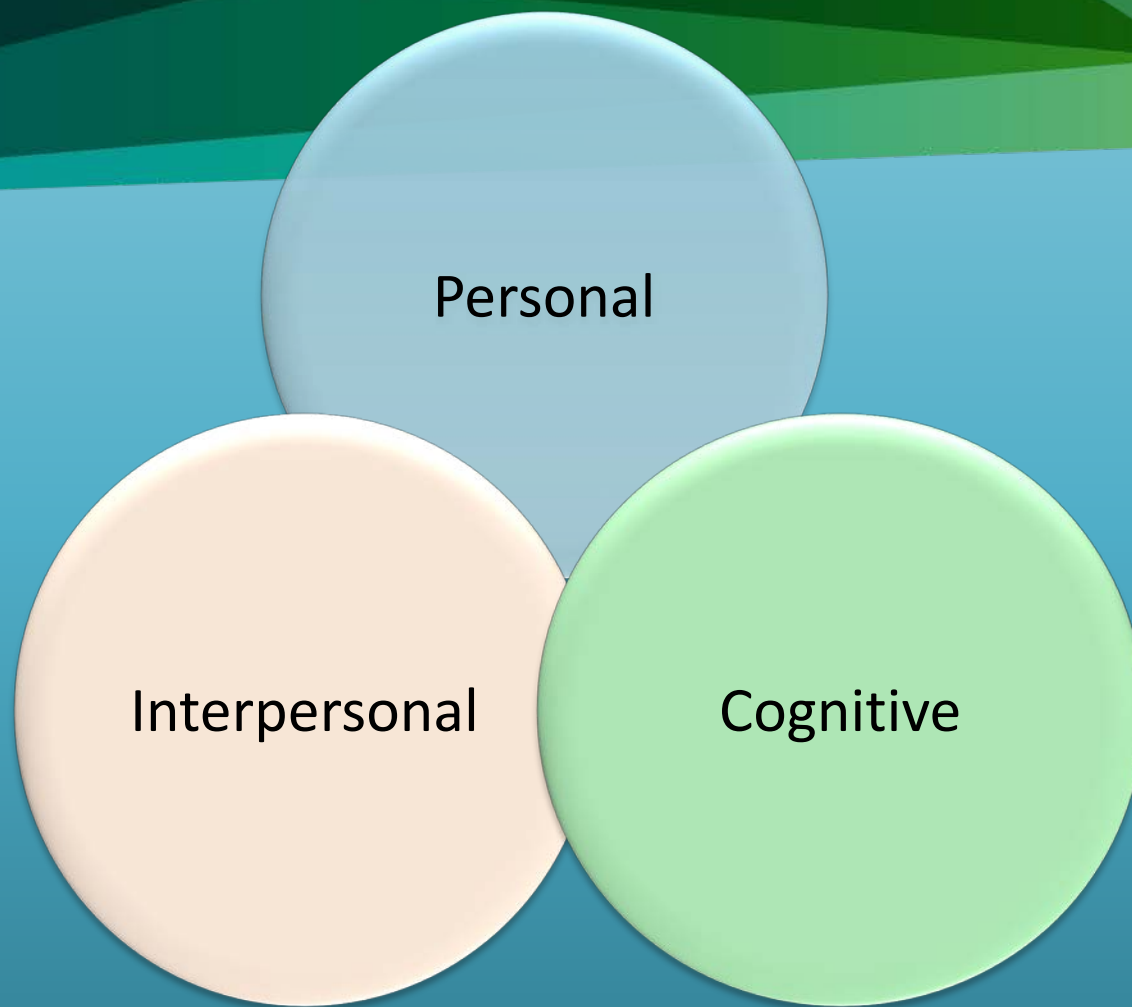
Aim and Objectives

- ➢ To validate a set of capabilities to include in the graduate profile for Medical Imaging Technologists at UNITEC

- ➢ Utilise the "Scott" report to determine what our stakeholders require in a new graduate, in the consideration of curriculum and assessment design.

Emeritus Professor Geoff Scott
(OLT Senior National Teaching Fellow 2014-5)

Developed and validated a **capability framework** to ensure that input and feedback from practitioners, employers and other key stakeholders is comprehensive when education providers establish graduate outcomes.

It is these statements that formed the basis of our survey.

Personal

Interpersonal

Cognitive

Data collection and interpretation

➢ Data completed either online or as hard copy

➢ Respondents ranked the specified 15 personal, 11 interpersonal and 13 cognitive capabilities in order of importance.

➢ Respondents included staff and charge MRTs and clinical tutors.

➢ The ranking system was interpreted using frequency tables, identifying the elements that received the most votes. With particular interest given to those with the greatest number of 1st, 2nd and 3rd rankings.

Personal

Capability	Link to Current Graduate Profile
Having energy passion and enthusiasm for the profession and role.	
Remaining calm under pressure or when things take an unexpected turn.	
Wanting to do as good a job as possible.	• Critically appraise to advance own practice. • Engage in research to ensure currency/optimisation of practice • Pursue independent learning and CPD

Interpersonal

Capability	Link to Current Graduate Profile
Being transparent and honest in dealings with others.	
Empathising and working productively with people from a wide range of backgrounds.	• Establish and maintain effective workplace and patient relationships • Practise Medical Imaging in a manner that respects diversity • Apply an understanding of biculturalism to MI practice
Understanding how the different groups that make up a work place operate and influence different situations.	• Establish and maintain effective workplace and patient relationships • Practise Medical Imaging in a manner that respects diversity • Apply an understanding of biculturalism to MI practice

Cognitive

Capability	Link to Current Graduate Profile
Having a clear, justified and achievable direction in an area of responsibility.	
Making sense of and learning from experience.	• Work as a reflective practitioner (independently/part of MDT)
Diagnosing the underlying causes of a problem and taking appropriate action to address it.	

What next?

- ➢ Programme outcomes and graduate capabilities.

- ➢ Billet's work looking at situated learning

- ➢ Uncovering the "hidden curriculum"

- ➢ The key activities students engage in

- ➢ Identified not just the pathway of skill but of capability development

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QUESTIONS?