Movement towards Competency-Based Education
How Can Accreditation Foster Innovation?
• Context

• Reducing Burden Of Scrutiny

• Working Across Sectors

• Default Global Standards
Context


• Lisbon and Copenhagen Agreements & Bologna Declaration - Tuning
Disclosure of Personal Belief

• Accreditation redesign is about creating a new paradigm
  – that exploits the technology that enables us to communicate instantaneously anywhere on this planet;
  – that is aligned to a world where health needs are changing rapidly;
  – that captures data once and uses it many times; and
  – were investing in tackling the social determinants of health must be viewed as an investment to improve health and wellbeing en-route to control health care costs.

David C Benton
22\textsuperscript{nd} April 2016
My Ask

• If **you** can change the way you see accreditation you can change the accreditation we see
What Do You See?
What Do You See?
Innovation in Accreditation Begins with new perspectives
Reducing the Burden of Scrutiny

• Only Kid on the Block

• Multiple Perspectives

• From Schools of Nursing to Faculties in Higher Educational Institutions

• The Aftermath of Shipman – Re-validation
Innovation in accreditation requires us to capture data once and use it many times.
Working Across Sectors

• The Continuum of Care

• Nuclear Families/Blended Families & Health & Social Care

• Population Support Ratios

• What are we teaching/testing – Knowledge-ability to learn – ability to make judgements
Use changes as a vehicle to drive innovation in accreditation
Default Global Standards

• Tuning
  – Three Cycles
  – Core & Subject Specific Competencies
  – European Credit Transfer and Accumulation System (ECTS)
  – Modularization
  – Accreditation for Prior Learning
The world is our oyster do not reinvent the wheel apply or adapt innovations from elsewhere
ECTS Users’ Guide


EFN Competency Framework
Adapted at the EFN General Assembly, April 2015, Brussels