IPS competence framework and curriculum: guide

The IPS competence framework and the IPS curriculum described in this document can be accessed online at:

www.ucl.ac.uk/core/competence-frameworks
and
www.rcpsych.ac.uk/improving-care/nccmh/other-work/ips

IPS

Contents

Foreword

The successful implementation of the evidenced-based individual placement and support (IPS) approach very much depends on the qualities and competences of employment specialists

domains, and helps to identify the ways in which the sets of competences interrelate. The map is intended to be holistic, clustering areas of competence together and illustrating the way in which sets of competences need to be put together in order to deliver an intervention.

- Competence statements are derived from a number of sources. Two texts setting out the structure and content of IPS[6,7] are supplemented by training materials supplied by members of the ERG, along with relevant research and clinical papers. The knowledge and skills outlined in these sources are

Although the primary focus of the IPS framework is on the skills and knowledge required of employment specialists, it also includes two areas of knowledge and skill that are essential to supporting workers in this role:

- **Supervision of employment specialists** this section outlines the principles that guide supervision of employment specialists, with a particular emphasis on strengths-based supervision (aligned with the principles that underpin IPS).

- **Implementing IPS in line with its principles and supporting the work of staff** this section describes the ways in which services need to be organised in order to support the work of IPS employment specialists.

2.2 Layout of the competence lists

The lists of competences are accessed online. Most competence statements start with the phrase   , indicating that the focus is on the practitioner being able to carry out an action.

Some competences are concerned with the knowledge that a practitioner needs in order to carry out an action. In these cases the wording is usually
and the competence lies in the application and use of knowledge.

As far as possible, the competence descriptions are behaviourally specific they try to identify what a practitioner actually needs to do to execute the competence. For clarity, each
. At points these are indented, usually where a fairly high-level skill is introduced and needs to be broken down. In the example below, the high-level skill is the notion of being collaborative and empowering ; what follows are concrete examples of the sorts of things a practitioner needs to do to achieve this:

An ability to work in a manner that is consistently collaborative and empowering, by:
translating technical concepts into plain language that the client can understand and follow
taking shared responsibility for developing agendas and session content

The competences in indented boxes usually make most sense if practitioners hold in mind the high-level skill that precedes them. So, with the same example, although using the language of the client is always a sensible thing to do, there is a very good conceptual reason for doing this: it will
understood and thereby support their engagement in the therapy process. Bearing in mind
reduce the likelihood that they apply techniques by rote.

3 Curriculum for employment specialists: summary

The curriculum has been developed directly from the competence framework. It provides a

the theory and application of IPS. It aims to guide the development of the practical skills necessary for supporting people into competitive employment within the context of IPS.

The curriculum assumes that trainers will use diverse teaching strategies to consolidate learning, including experiential skills-based workshops, clinical vignettes and self-directed study, and that this will be integrated with supervised practice. This should equip trainees

4 References

1 Bond GR, Drake RE, Becker DR. An update on randomized controlled trials of evidence-based supported employment. Psychiatric Rehabilitation Journal. 2008;31:280 90.

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3 Modini M, Tan L, Brinchmann B, Wang M-J, Killackey E, Glozier N, et al. Supported employment for people with severe mental illness: systematic review and meta-analysis of the international evidence. British Journal of Psychiatry. 2016;209:14 22.

4 Richter D, Hoffmann H. Effectiveness of supported employment in non-trial routine implementation: systematic review and meta-analysis. Social Psychiatry and Psychiatric Epidemiology. 2019;54:525 31.

5 Roth AD, Pilling S. Using an evidence-based methodology to identify the competences required to deliver effective cognitive and behavioural therapy for depression and anxiety disorders. Behavioural and Cognitive Psychotherapy. 2008;36:129 47.

6 Becker D, Drake R. A Working Life for People with Severe Mental Illness. Oxford: Oxford University Press; 2003.

7 Swanson S,

5 Appendices

5.1 Expert Reference Group

This work was commissioned by IPS Grow, which is a national initiative supporting services across England to deliver high-quality individual placement and q0.00Tm

5.2 Competences map

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