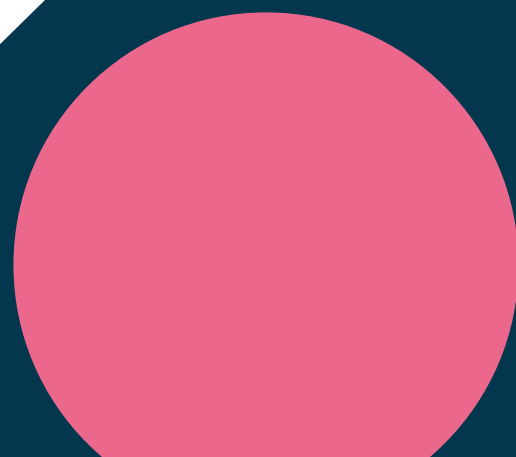
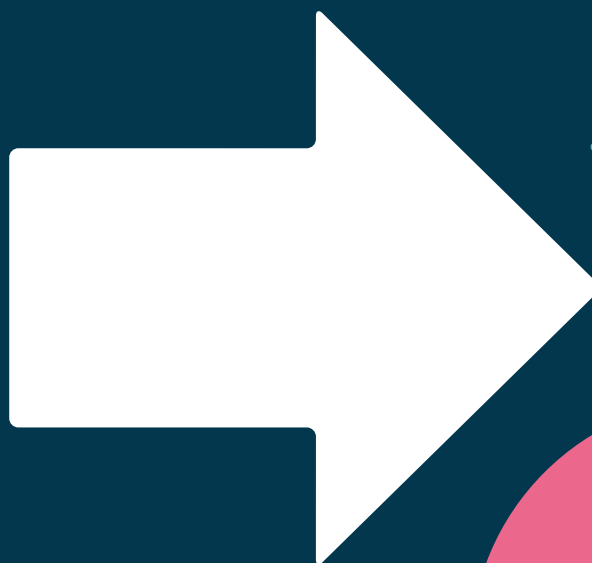


UK-MED

Competencies Framework Background & Introduction

uk-med.org

Charity Number: 1166956



We believe in a **world**
prepared to **help**.

Background of the Assessment Framework

The assessment framework of UK-Med is based on the **Core Humanitarian Competencies Framework (CHCF)**. This is a result of a comprehensive inter-agency process aimed at identifying core competencies deemed critical to enhance capacity, and improve effectiveness of humanitarian work and assistance to people affected by humanitarian crises. As such, the Core Humanitarian Competencies Framework reflects a collaborative, inter-agency approach towards developing a set of core and generic competencies that can be used as a resource for humanitarian organisations and workers alike. UK-Med's need for implementing a competency-based assessment framework has become apparent over the past few years where the volume and diversity of responses has risen significantly in line with the increasing number of humanitarian crises throughout the globe.

Our **vision** is that **people affected by disaster have equitable access to high-quality health care outcomes,**

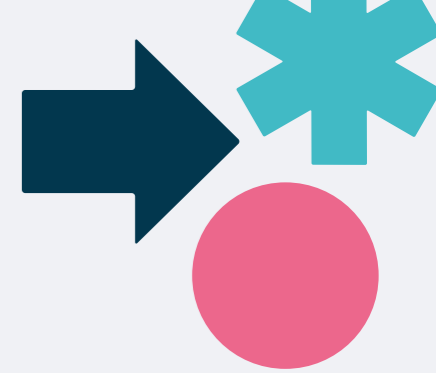
and our **mission** is **to provide high-quality, essential healthcare in response to natural and man-made disasters.**

If we hope to achieve this vision, one important step is that we must apply rigorous and effective assessment procedures to ensure that we send the right people with the right competencies, skills, knowledge, attitudes and experiences to respond to humanitarian crises.

It is not the purpose of the UK-Med Core Humanitarian Competency Framework to assess the technical competencies of the healthcare professionals we deploy to respond to humanitarian crises. At UK-Med we have several ways of ensuring that candidates' technical competencies live up to standard; one is that we only consider professionals with significant experience in their specific field for the register.

The purpose of the Framework is to ensure that the professionals we deploy have a set of competencies specifically needed in a humanitarian response where it can be assumed that most or all medical infrastructure is disrupted or completely collapsed and where local staff and population alike are highly affected by the emergency. As a way of ensuring that we carry out our mission of providing high-quality, essential healthcare to people affected by conflict, Sudden Onset Disaster or outbreak the Framework has been developed with the intent of directly applying it as a foundation for assessment of our candidates' ability to perform, function, thrive and excel in a humanitarian response.

The UK-Med Core Humanitarian Competencies Framework



The UK-Med Core Humanitarian Competency Framework has been designed in order that it can be applied across a broad humanitarian programme portfolio, since UK-Med operates within different modalities and we deploy a broad range of medical professionals into a variety of roles and types of responses. The framework is designed to be applicable to all assessment processes carried out within UK-Med. This means that some competencies are extremely important in some types of responses and roles and not so much in others.

The Competency Framework is a comprehensive list of humanitarian competencies and as a way of acknowledging that no-one will have it all, as well as honouring potential for growth in our candidates we have defined a set of minimum standards for each competency domain. The minimum standards are between 5-7 core competencies and behaviours under each competency domain that have been identified as representing the minimum a candidate must be able to demonstrate in order to deploy with UK-Med, as these are all considered essential in order to be able to operate effectively in the field. The Competency Framework also has a set of additional expectations for managers and leaders under each competency domain. These have been defined with the purpose of supporting and strengthening the process of identifying leadership potential as well as being able to provide a clear list of expectations for candidates and members with leadership aspirations. Finally, the Competency Framework has a set of limiting behaviours under each competency domain. These have been identified with the purpose of clearly defining and communicating inappropriate and undesirable competencies and behaviours.

Approach to Learning and Assessment

In order for assessment and training processes to be as efficient as possible and to be able to assess candidates' holistically we use a variety of interlinked learning theories, methodologies and approaches. The most important to mention are:

Experiential Learning Theory:

A holistic model of the learning process for adult development consistent with what we know about how people learn, grow and develop. The word experiential is used to emphasise the central role that experience plays in the learning process (Kolb).

Expanded learning:

A broad and inclusive approach to learning that aims to ensure that learning is acknowledged and planned to be more than one-off training events. Learning is viewed to be a process that takes place over time, serves several learning styles, uses a variety of methods and is learner-centred and learner-led.

Blended learning:

Refers to blending tools and methodologies used in learning processes, including, digital learning, face-to-face learning, self-guided studies, etc. This again aims to serve several learning styles and is learner-centred.

The learning approaches acknowledge the unique experiences, knowledge, skills and attitudes of learners upon embarking on a learning journey which makes them extremely useful in an assessment framework for skilled professionals.

Core Competencies

The UK-Med Competency-Based Assessment Framework consists of six core competency domains, all of which are based on the CHCF. The Framework has a similar structure as well with the addition of a set of minimum standards and a separate chapter about how to put the framework into use in assessment processes.

The six competency domains are:

1. **Understanding humanitarian contexts and applying humanitarian principles and standards**
2. **Achieving Results**
3. **Developing and Maintaining Collaborative Relationships**
4. **Operating Safely and Securely at all Times**
5. **Managing in pressured and challenging environments**
6. **Demonstrating leadership**

Under each core competency domain you will find an overall outcome, a set of core competencies and behaviours for all staff, additional behaviours expected of managers and leaders and a list of limiting behaviours and minimum standards.

Your visual guide to the framework structure.

