

IPC Competency Quick Guide

The IPC program supports learning and professional development to promote excellence in both employee performance and in the delivery of quality health services. As per the [AHS Learning and Professional Development policy](#) this is a shared responsibility between AHS and its employees.

To facilitate development the IPC Competency booklets, outline the program competencies for each role. They also describe expectations of performance at the **novice**, **competent** and **advanced** levels in “**action**” and “**enabling**” domains. The domains group different types of competencies together based on the nature of the work. The “**action**” domains are competencies relevant to the job, and the “**enabling**” domains involve core professional knowledge and self-awareness competencies. We’ve added a **notes** section throughout each booklet if you wish to use them on your journey.



For each of the domains, and their associated competencies, please consider the following points:



- 1) How does your **knowledge**, **skill** and **behavior** align with the domain and its competencies?
- 2) Are there new competencies required or **advancements** you would like to see?
- 3) Have **priority areas** been identified by you or your leader?
- 4) Are there areas of advanced **knowledge** and **skill** which you or your leader feel can be shared?

To contribute towards your learning and professional development framework please complete the following steps below

- Step 1:** Familiarize yourself with the [AHS Learning and Professional Development Policy](#).
- Step 2:** Review and complete the appropriate competency booklet pertaining to your role. Checklists have been developed for your use.
- Step 3:** Following completion of the competency booklet start a [Development Conversation](#) with your leader. Explore your learning needs and identify your professional learning stream – that conversation is called “plan to grow”.
- Step 4:** Use the **learning objectives template** to create SMART goals and then discuss your plans. See if there are any additional resources, goals, objectives or outcomes to consider – that conversation is called “set goals”.
- Step 5:** Connect in with program resources, working groups, staff who can precept you or take advantage of AHS or external learning programs to achieve your goals.
- Step 6:** Obtain and provide feedback on your progress with your leader - assess your progress and adjust based on your experiences to date – that conversation is called “share feedback”.
- Step 7:** Celebrate your achievement, take a breather and then start the cycle again to continue in your life-long professional learning stream.

