

# Developing Competency Packages for Clinical Costing Staff

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HEALTH ROUNDTABLE  
CASEMIX, COSTING AND ACTIVITY BASED FUNDING MEETING

# Background

- Clinical Costing Forum (September 2012)
- Specific skill-set required
- Specialised education and training
  - Deliberately not included leadership and management
- No formal tertiary qualifications available
  
- System Manager \$ investment
- Cunningham Centre
- Jennifer Pound, Project Coordinator

# Project Outline

## **The clinical costing education initiative is a three stage project**

- Stage 1: Development of clinical costing competency framework and associated activities
- Stage 2: Design, development and trialling of competency development activities
- Stage 3: Management and / or delivery of clinical costing competency development activities

# References

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- Australian Qualifications Framework
- Qld Public Service Capability and Leadership Framework
- Lominger Leadership Architect
- QH Leadership and Management Framework

# Stage 1

**Stage 1 due for delivery - May 2013**

## **Deliverables**

- Clinical costing competency framework
- Competency framework assessment tool
- Outcomes of sample assessments
- Competency succession planning guide
- CC competency development recommendations

# Process

- Clinical Costing Forum – brainstorming
  - Staff levels
  - Duties and tasks
- Reference group established
  - Content
  - Issues arising
  - Feasibility
  - State-wide relevance
- Competencies brainstormed consolidated
- Sharepoint

# Process

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- Developed “domains”
  - Underpinning Knowledge and Skills
  - Data Competencies
  - Costing Competencies
  - Reporting Competencies
  - Accounting Competencies
  - Business Intelligence Competencies

# Process

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- Developed “activities performed”
  - Costing
  - Systems
  - ABF Reporting
  - ABF Modelling
- Developed “platforms” and “levels”
  - Platform 1, Levels 1 and 2
  - Platform 2, Levels 1 and 2



# Platform 1 – Entry Level

- Apply broad range of specialised knowledge
- Demonstrate factual, technical and theoretical knowledge
- Skills to identify, analyse, compare and act on information from range of sources
- Cognitive, technical and communicative skills to apply and communicate technical solutions; adhoc and routine
- Specialist technical skills
- Responsible for own functions and outputs

# Platform 1 – Level 1 Competencies

- Clinical Costing Standards
- Manipulating data
- Calculate acute admitted patient costs accurately
- Review and establish relative value units
- Load, post and reconcile clinical costing system
- Manage cost centre data
- Setup new financial year
- Generate routine reports including KPIs
- Engage with clinicians

## Platform 1 – Transition L1 to L2

- Apply concepts to broad range of advance contexts
- Integrate technical and theoretical knowledge
- Analyse, plan and evaluate unpredictable problems
- Specialist skills to express ideas and perspectives
- Communication skills to transfer specialised skills
- Responsible to perform complex technical operations
- Shows initiative and judgement to organise activities
- Plan, coordinate, evaluate work of the team

# Platform 1 – Exit Level

- Apply specialised knowledge
- Undertake advanced skill work
- Integrated technical knowledge; in depth in one or more fields of work
- Formulate responses to complex problems
- Wide-ranging specialised and technical / conceptual skills
- Adapt range of fundamental principles to complex techniques to all situations
- Responsible for own and team outputs

# Platform 1 – Level 2 Competencies

- Database relationships and structures
- Demonstrates consistency in clinical costing
- Identifies information required for clinical costing
- Manages clinical costing risks
- Interprets clinical costing information
- Runs and actions audit reports
- NHCDC data collection
- Manage other reporting applications

## Platform 2 – Entry Level

- Broad knowledge with in depth in the underlying principles and concepts
- Critically analyse and consolidate knowledge
- Exercise critical thinking and judgement in identifying and solving problems with intellectual independence
- Initiative and judgement in planning, problem solving and decision making
- Responsible for own practice and in broad collaboration with others

## Platform 2 – Level 1 Competencies

- Extensive knowledge of clinical costing
- Coordinates costing activities
- Compares and reports annual costs
- Detailed knowledge of ABF
- Forecasts ABF activity and develops targets
- Identifies ABF breaches
- Analyses Healthcare Purchasing
- Detailed knowledge of NHCDC
- Manages compliance with legislation / regulations

## Platform 2 – Transition L1 to L2

- Apply broad knowledge to undertake highly skilled work
- Ability to review, analyse and provide solutions to complex problems
- Thinks critically, generates and evaluates complex ideas
- Specialised technical expertise in a highly skilled environment
- Accountable for all aspects of work and functions of others within broad parameters



## Platform 2 – Exit Level

- Extensive knowledge and understanding of developments in clinical costing and funding
- Knowledge of research principles
- Demonstrates mastery of theoretical knowledge
- Cognitive and technical skills to generate and evaluate complex ideas and concepts
- Communicative and technical skills to interpret theoretical propositions and make professional decisions
- Plan and execute a substantial research project

## Platform 2 – Level 2 Competencies

- Understanding of National Health Reform
- Analysis of current changes, trends and developments
- Expert analytical skills
- Provides activity planning tools to provide strategic advice
- Provides advice for ABF budgets and models
- Assesses impact of service provision
- Models changes in service provision

## Stage 2

- Establishment of knowledge management repository and function
- Mentoring and coaching
- Job shadowing / job rotation
- Tailored skill development structure
- Targeted, formal training for competencies
- Workplace based skill development
- Recommendations for succession planning

## Stage 3

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- Responsibility handed back to HHSs
- Ongoing assessment
- Feedback
- Refinement as required
- No time-frame at this stage
- Whether any 2013/14 \$ being determined

# Certification

| Platform   | Level                         | Certification   |
|------------|-------------------------------|---|
| Platform 1 | Entry Level 1                 | Certificate IV  |
| Platform 1 | Transition Level 1 to Level 2 | Diploma   |
| Platform 1 | Exit Level 2                  | Advanced Diploma /<br>Associate Degree                                  |
| Platform 2 | Entry Level 1                 | Bachelor Degree   |
| Platform 2 | Transition Level 1 to Level 2 | Graduate Diploma /<br>Graduate Certificate /<br>Bachelor Honours Degree |
| Platform 2 | Exit Level 2                  | Masters Degree<br>(Coursework, Research or Extended)                    |

# Challenges

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- Contacts
- Ensuring continued momentum
- HHS support
  - Resources
  - Staff availability
  - Training and internal support
- System Manager support
- Organisational realignment
- Dynamic environment

# Contacts

## Jennifer Pound

- Project Coordinator
- Training and Support
- Cunningham Centre
- Darling Downs HHS
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Thank you!