



FEDERATION
for INFORMATICS
PROFESSIONALS



South West Digital Health & Care Skills Development Network

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About FEDIP

FEDIP has brought together the expertise of our Professional Body members to develop a set of professional standards for informatics professionals in health & care and create a professional register for those who have attained those standards.

This allows FEDIP to offer Health and Care Informatics Professionals an accredited path to professional status.



01

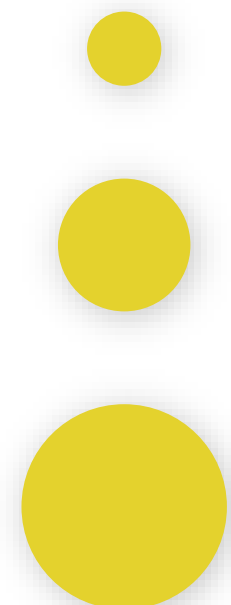
FEDIP's core **purpose** is to professionalise the Health and Care Informatics workforce in the UK.

02

Its **vision** is to achieve professionalisation through professional registration and the unification of the various Health and Care Informatics communities of interest through partnership and collaboration

03

Its **aim** is to ensure that people working in digital health maintain the highest standards for the safety and protection of the public as well as for assurance of their own professional development.



The Standards

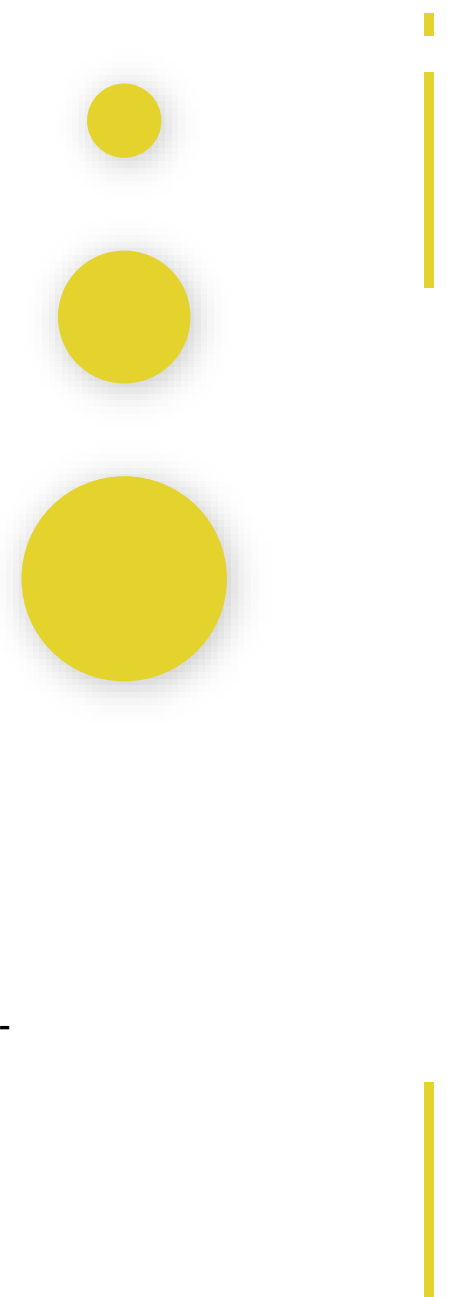
Associate Practitioner: Exercises limited autonomy, working under supervision with limited discretion. Able to identify, gather and use relevant information to inform actions. Expected to seek guidance in unexpected situations. Performs a range of routine activities in varied environments, employing relevant cognitive and practical skills to complete well-defined generally routine tasks. May contribute to routine issue resolution.

Practitioner: Exercises autonomy subject to overall guidance and direction. Performs a range of work, sometimes complex and non-routine. Selects and uses relevant methods and procedures. Demonstrates an analytical and systematic approach to issue resolution.

Senior Practitioner: Exercises autonomy within limited parameters. May have responsibility for the work of others. Performs a range of work, often complex non-routine technical/professional activities. Identifies, selects and uses appropriate standards, methods, tools and applications.

Advanced Practitioner: Exercise autonomy within broad but well defined parameters. Builds appropriate and effective business relationships. Performs a range of complex technical/professional work. Applies fundamental principles in meeting work requirements. Advises on available standards, methods, tools and applications relevant to own specialism, making appropriate choices from alternatives.

Leading Practitioner: Exercise autonomy within broad parameters. Has authority over all aspects of a significant area of work. Formulation and application of policy. Formulation and implementation of strategy. Address complex, non-routine organisational problems. Has a full range of strategic leadership and management skills. Has an in depth understanding of the industry and implications of emerging technologies on the wider business environment.

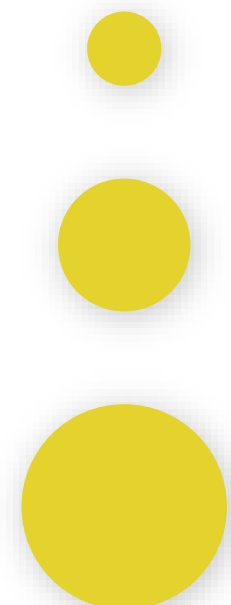


Leading Practitioner Standard

Exercise autonomy within broad parameters. Has authority over all aspects of a significant area of work. Formulation and application of policy. Formulation and implementation of strategy. Address complex, non-routine organisational problems. Has a full range of strategic leadership and management skills. Has an in depth understanding of the industry and implications of emerging technologies on the wider business environment.

Professional Competencies		Guidance
P1	Research and develop standards and best practice, identifying emerging methods, tools and technique. Develop strategies for implementation. Develop quality improvement initiatives	Describe your research and development of standards and best practice. How have you identified emerging tools, methods and techniques? How have you developed strategies for their implementation What have been the results of your research/quality improvement, development and implementation?
P2	Identify, determine and implement solutions to address complex organisational problems relevant to specialism.	Describe when you have addressed complex organisational problems. How did you identify and determine solutions? What steps did you take to ensure effective implementation of these solutions What were the outcomes of your actions
P3	Determine, agree and authorise acquisition of resources necessary to enable effective and efficient task resolution and/or service delivery, with due regard to safety, security and quality.	Describe when you were required to determine, agree and authorise the requisition of resources. How did you ensure these resources would enable effective and efficient task resolution and/or service delivery What steps did you take to ensure that due care was taken with regard to safety, security and quality? What were the success measures of your actions and what results did you achieve?
P4	Initiate and lead with organisational programs of work, assigning project management and monitoring to ensure outcomes are reliable and effective and to the appropriate codes of practice.	Describe the situation where you contributed to an organisational piece of work. How did you manage the reliability and effectiveness of the work of others? How did you check their work against the appropriate codes of practice? What were the expected outcomes and how was their delivery on target and on budget?
P5	Accept accountability for organisational wide Health and Social Care Informatics functions across the organisation. Oversee resources, plans and budget.	Describe your accountability for organisational health and social care informatics. What resources, plans and budgets are you responsible for? How have you taken accountability for the area, what steps have you taken to ensure you review this? What successes have arisen as a result of your being accountable for the service

P5	Accept accountability for organisational wide Health and Social Care Informatics functions across the organisation. Oversee resources, plans and budget.	Describe your accountability for organisational health and social care informatics. What resources, plans and budgets are you responsible for? How have you taken accountability for the area, what steps have you taken to ensure you review this? What successes have arisen as a result of your being accountable for the service
P6	Engage in research/quality improvement initiatives in support of improving Health and Care Informatics using oral, written and electronic methods for communication effectively.	Describe how you have instigated research/quality improvement in support of health and care informatics. How have you employed oral, written and electronic communication techniques to ensure understanding? How do you know this communication was efficacious? What was the result of your research in terms of benefits to Health and Care Informatics
P7	Act as role model in collaborating and engaging with clients, suppliers and public to deliver better services, being aware of needs and concerns of others, particularly related to diversity and equality.	Describe the position you have taken as a role model for collaborating with different teams or departments, clients, suppliers or the public. What were the challenges in working with these groups? What services did you look to improve? What were the outcomes of these interactions with specific reference to needs and concerns of others, especially diversity and equality?
P8	Comply with the Code of Conduct of your institution	What is your institution's Code of Conduct? Describe the situations in which compliance with them applies to your role as a leader with your organisation. How have you ensured compliance with the Code of Conduct for yourself and others across the organisation? What have been the results of compliance?
P9	Carry out and record CPD necessary to maintain and improve competence in own area of practice	What is the overall objective of your CPD? What areas have you developed? How did you achieve and record this? How has your development impacted the success of your work and of that of the organisation/sector?



The Public Register

The register is there to provide you, your colleagues, your organisation and the public with the reassurance of quality within the informatics community.

<i>Last name</i>	↑↓	<i>First name</i>	↑↓	<i>Institute</i>	↑↓	<i>FED IP level</i>	↑↓	<i>Registration number</i>	↑↓	<i>Date of registration</i>	↑↓
Day		Alison		CILIP		Leading Practitioner		51518687		30/05/2023	
Lake		Brian William		BCS		Leading Practitioner		990457997		25/05/2023	
Young		Elizabeth		BCS		Associate Practitioner		995128858		24/05/2023	
Thomas		John		BCS		Advanced Practitioner		995109893		23/05/2023	
Talmey		Damien		BCS		Practitioner		995102204		23/05/2023	
Aldred		Joanne		BCS		Practitioner		995095990		23/05/2023	
Thomas		Jessica		BCS		Practitioner		995120014		23/05/2023	
Langdon		Shelley		BCS		Practitioner		995101957		23/05/2023	
Key		Aaron		BCS		Practitioner		995087602		22/05/2023	
Davies		Gareth		BCS		Practitioner		995117773		22/05/2023	
James		Joseph		BCS		Practitioner		995120531		22/05/2023	

Learn More About FEDIP benefits



Professional Registration
and Digital Credentials



FEDIP Learning Hub
and CPD record



Online Community

www.fedip.org

Key messages

- Recognition

- Valued by colleagues, the NHS, managers
- Status, professional, parity of esteem
- Belonging, Networking, community, support, help

- CPD

- permission to ask
- Time to do it
- Knowing what to do

- Accreditation education and training

- Knowing what is valued by employers
- What provides the necessary content that they need to know
- Keeping up to date

Key messages

- Career guidance and help
 - Knowing what to do to get the next job
 - Guidance on what opportunities are open to them
 - mentoring and coaching
 - Routes and pathways
- Networking
 - Events
 - Belonging
 - Meeting colleagues
 - Understanding who else is in the profession and what they do
- Simplify the landscape

The diagram features a solid yellow circle on the left with a thick white border. To its right is a large dashed white circle. Further right is a smaller dashed white circle containing a solid white dot. At the bottom, a large grey arc is partially visible. The background is a solid yellow color.

Occupational
architecture
& CPD

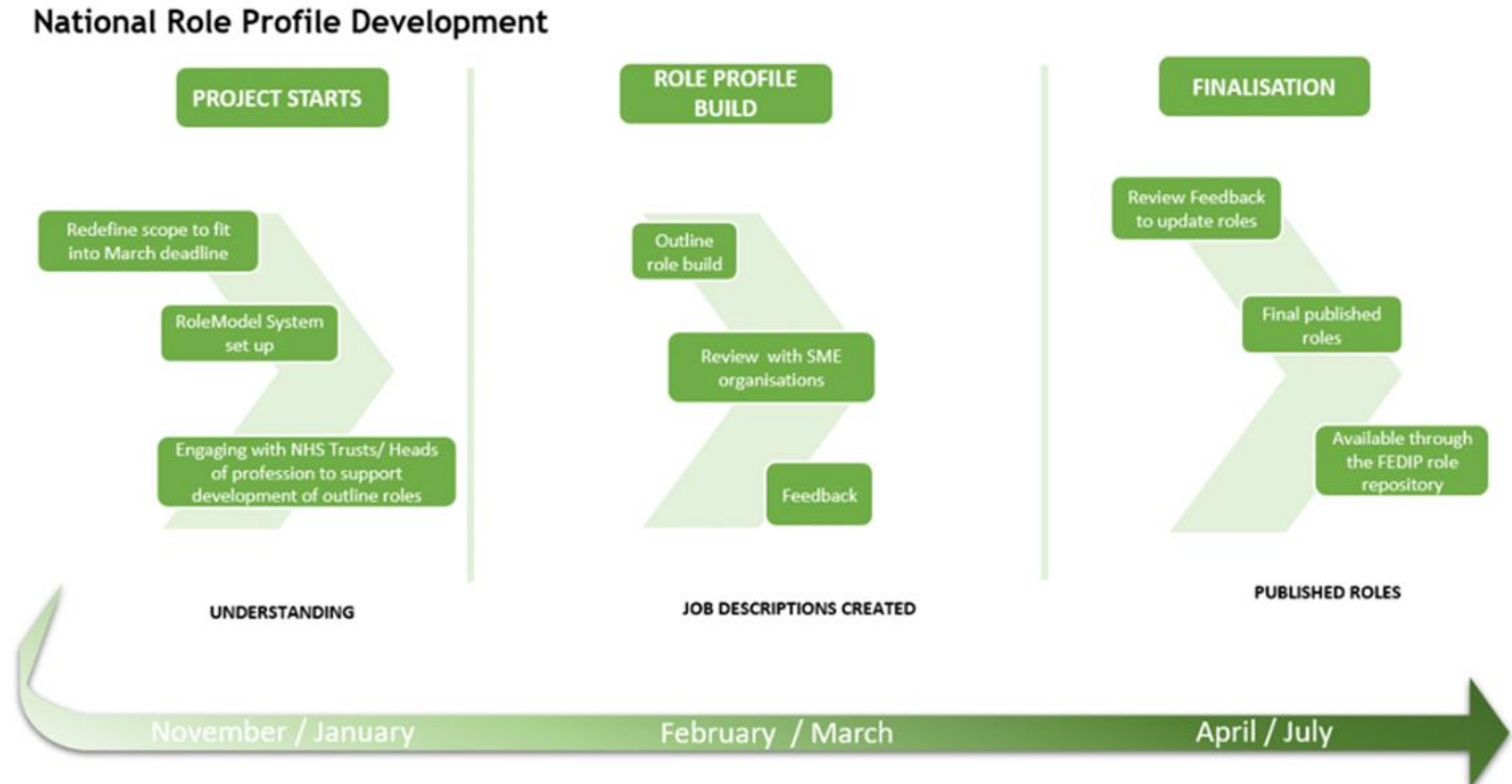
professional
development
work

The Approach

BCS took 77 roles that are aligned with the government's skills framework DDaT and underpinned by SFIA^{plus}, the skills framework for the information age. The two taxonomies combined provide a robust platform for developing the role profiles against to meet industry requirements. During this piece of work a further 10 job profiles were identified. There is further work to identify the missing job roles and bring into this framework, such as cyber, information governance and roles in patient services. Feedback has since been received formally through the project on the roles within IT Operations. FEDIP is working towards uploading all the job profiles in IT Operations and Technical onto its Hub, by the end of July. Once available, feedback will be invited.

Occupational
Architecture

DDaT Families
Built on SFIA



IT Operations - Service desk analyst v0.1

Example

Background

SFIPlus Background Components		
Description	Background Title	Code
Has good oral communication skills and takes an analytical approach to problem solving.	Prior Knowledge and Skills	CSMG2B02K

Section Break

Work Activities

SFIPlus Work Activity Components		
Title	Details	Code
Request handling and customer support	Following agreed procedures, receives and responds to common requests for service by providing information, to enable fulfilment. Promptly allocates unresolved calls as appropriate.	CSMG2WA0212
Log, monitor and report	Maintains records, informs users about the process and, following agreed procedures, advises relevant persons of actions taken.	CSMG2WA0213

Section Break

Knowledge/Skills

SFIPlus Knowledge/Skills Components				
Title	Depth	Details	Type	Code
Analytical Thinking		Acquiring a proper understanding of a problem or situation by breaking it down systematically into its component parts and identifying the relationships between these parts. Selecting the appropriate method/tool to resolve the problem and reflecting critically on the result, so that what is learnt is identified and assimilated.	Behavioural Skills	KSB01

PROGRESS & NEXT STEPS



● Align and agree job families to the professional bodies

● Future Leaders

● Career Planning Tools

● CPD Requirements

● International Collaboration

● **CPD Materials**

FEDIP HUB



The FEDIP Hub

Learning Resources // Online CPD Record // Forum



Create Your Account

6 month trial for unregistered health informatics professionals

<https://www.fedip.org/create-account>

END

Thank you