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### Outcomes from scoping workshop and action plan for:

#### 'The career development framework: guiding principles for occupational therapy.'

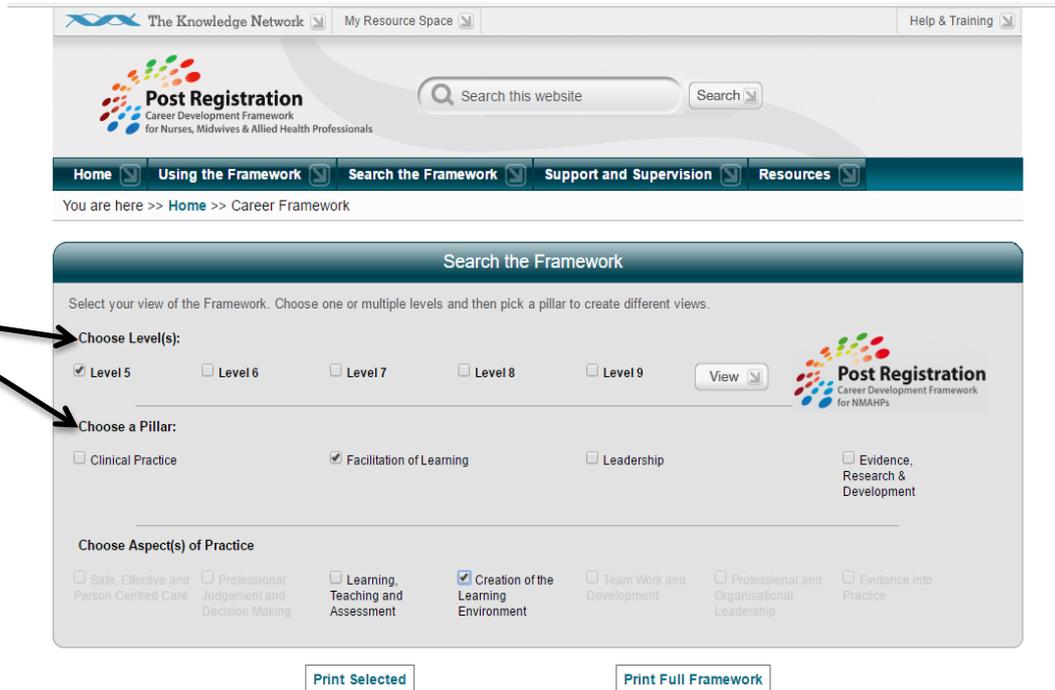
**Background:** A scoping event was held on the 2nd June 2016 to begin the process of reviewing the Post Qualifying Framework (PQF) originally published in 2006. Throughout the event, participants discussed and debated the PQF to consider the format, structure, purpose, uses, development process and implementation of its replacement. Participants came from broad backgrounds including healthcare, social care, independent practice, higher education and the professional body from all four countries, with the aim of developing a new resource that was inclusive, accessible and useful for our profession.

**Outcome:** The following recommendations were made and agreed upon with the participants:

1. Format and structure of the new resource: 'The Career Development Framework: Guiding principles for occupational therapy'.
  - a. Be inclusive by adopting levels 1-9 from Skills for Health (already used in a number of related frameworks) and the Four Pillars of Practice. Therefore merge the PQF and the Support Worker Framework (COT 2009) to articulate a career pathway which includes school leavers, associates, and apprentices:
    - i. The career levels defined by Skills for Health:  
[http://www.skillsforhealth.org.uk/index.php?option=com\\_mtree&task=attachment&link\\_id=163&cf\\_id=24](http://www.skillsforhealth.org.uk/index.php?option=com_mtree&task=attachment&link_id=163&cf_id=24)
    - ii. The four pillars of practice by NHS Education Scotland (NES):  
<http://www.careerframework.nes.scot.nhs.uk/using-the-framework/pillars-of-practice.aspx>

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Here is a screenshot from the post-reg career development framework from NES. You can search the framework at different levels (5-9) and select different pillars too. Ours will be inclusive of all levels 1-9 and we will also be asking your thoughts on the names of the each pillar in due course.



- b. Produce one document but consider separate resources to aid implementation:
  - How to guide
  - Templates & vignettes
- c. Make the new resource interactive / electronic/ downloadable / digital platform / web-based / mobile optimised
- d. Include a diagram to show where the career development framework sits in relation to other COT and HCPC documents
- e. Make it visual – graphics, diagrams
- f. Include a short, practical introduction linking it to the wider context
- g. Embrace the language of occupation
- h. Ensure the four pillars of practice interact with each other
- i. Keep it simple
- j. Have a single page overview of the structure within the introduction

2. Purpose of the new resource and what it is not

It is:

- a. an open access resource, for everyone in the profession
- b. a career planning tool
- c. a workforce and skill mix planning tool
- d. a resource to provide a framework to contextualise local needs
- e. a tool to help articulate the diversity of career opportunities within the profession
- f. a strategic level document that can't be all things to everyone

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*“This resource is a set of guiding principles for the occupational therapy profession. It can be used as a foundation to develop local, context specific competencies, capabilities and attributes to support development across a spectrum of settings and roles.”*

It is not:

- a. the same as the Agenda for Change KSF bands - occupational therapy personnel working in social care, independent practice, charities etc. will be able to map themselves into the levels
- b. a performance management tool
- c. a set of competencies or capabilities

NB: Students will be able to use the resource to consider their on-going development needs but their requirements will remain within the preregistration standards

### 3. Potential uses for the Career Development Framework

By an individual
1. To meet / articulate aspirations for an individual and expectations at different career levels
2. To use in appraisals to identify ongoing learning and development needs including when considering promotion
3. As a structure to support occupational therapy personnel to articulate transferable skills when thinking about moving into different sectors / services / countries
4. To enable individuals to map themselves against pillars and levels in order to consider their career plans
5. To support early career development including attracting school leavers into the profession and as a guide for new graduates
6. To support active supervision, mentoring and coaching

Within management
7. As guidance for managers when reviewing the skill mix in their team
8. To profile and map services when considering role development needs
9. To use as a structure for supervision when identifying learning and training needs
10. To structure interview questions
11. As a staff retention planner
12. To identify and articulate the needs of a multi-generational workforce
13. To map where people are getting stuck or where there are bottlenecks within career pathways at a local level



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14. To generate and map to job descriptions
15. To support the revision of bandings within the NHS
16. To help managers understand CPD requirements for a regulated professional
17. To support non-OT managers in their line management of occupational therapy staff
18. To use as part of an induction in order to baseline current set of knowledge, skills and behaviours
19. In independent practice: emerging areas of OT could be mapped to the framework to justify / articulate specific job titles

Strategic level
20. To motivate people to stay in the profession e.g. to provide a structure for late career opportunities
21. To help identify experts in specific fields / pillars & to assist with talent management
22. To view and use the Career Framework as part of a strategic toolkit to support the profession: <ul style="list-style-type: none"> <li>a. Career Development Framework</li> <li>b. Professional Standards</li> <li>c. Supporting the recording of CPD</li> <li>d. Engagement in campaigns e.g. Improving Lives, Digital Literacy</li> </ul>
23. To provide an adaptable career development framework that can respond to emerging agendas e.g. apprenticeships or widening participation
24. To assist the profession to support itself going to the top and to articulate the right to apply for certain posts, to show parity with other professions
25. To support occupational therapists going for jobs outside of the profession e.g. Board membership
26. To provide supporting evidence against flat hierarchies and cuts at different levels
27. To articulate a lifelong career pathway within the profession
28. To maintain an occupation-focused identity for the profession
29. To link to existing and enabling planning of future CPD opportunities
30. To assist commissioners in articulating service-requirements, skill mix and staffing levels

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#### 4. The development process

- a. Be mindful that using KSF language may alienate non-NHS OTs therefore choose language carefully
- b. Map the new resource to existing frameworks for competencies and capabilities for AHPs
- c. Form a large advisory group
- d. Make decisions but co-create, engage, management engagement and consult ++ in a variety of ways
- e. Prototype, send out drafts, #workoutloud #WOL, bottom-up and act as facilitators
- g. User friendly engagement

#### 5. The implementation process

- a. Need a communication plan for dissemination including how to use guides, off the shelf presentations, podcasts, webinars etc
- b. Clear messages are required
- c. Need a fixed time period for regular review to keep the framework contemporary
- d. Articulate the “what’s in it for me?”

#### 6. Future developments to consider

- a. Develop an app based tool
- b. Undertake a post-launch research project to assess implementation and impact
- c. Make it an on-going process with continuous evaluation and updates to remain contemporary (a web-based tool)
- d. Establish a revisions process including a ‘template for considered revisions.’

ST 9<sup>th</sup> Nov 16