

Career Development Framework Resource

Explore Continuing Professional Development in Teams

Introduction

This learning resource will assist you and your team to identify and plan your on-going learning and development needs using the [RCOT Career Development Framework](#). It is designed to support you to have a structured discussion and create an action plan for priority learning gaps. Team members will become familiar with the Framework, will practice using it and will set learning goals as individuals and as part of a team.

The resource supports the Leadership Pillar of Practice. It is suitable for people at all Career Levels. It is intended for use by formal teams.

This resource has five activities and will take about 1.5 hours to complete. Everyone will need independent access to the web to use the Career Development Framework, or to have a full hard copy.

The Royal College of Occupational Therapists is grateful to Hannah Silcock and Rebecca Dunn, Royal Bolton Hospital, for their contribution to this resource.

Note to the Facilitator

If you would like guidance on setting up this event, or a facilitation reflective template and facilitation certificate for this event, please contact:

Prof.dev@rcot.co.uk

Supporting CPD in teams

MAPPING ONTO THE CAREER DEVELOPMENT FRAMEWORK

(Takes about 20 mins)

Working on your own, navigate to the [RCOT Career Development Framework](#), sections 5.1 (page 9) and 5.2 (page 11). Familiarise yourself with the descriptors for each Pillar of Practice (section 5.1). The Pillars are not mutually exclusive; there are elements of each pillar within all areas of work. If you work for the NHS, remember that the Career Levels are not the same as NHS Bands.

Now, using the Career Level descriptors (section 5.2), consider your Career Level for each of the four Pillars. Think about all your experiences, not only your current position. This exercise is about your whole career development. Record your Level in the table below. The first line gives you an example.

Turn to section 5.3 (page 13), 'Types of knowledge at Career Levels 1-9'. For each Pillar, review the types of knowledge required and decide whether this fits your initial career level selection. Make adjustments up or down.

When you are satisfied with your mapping, turn to the Career Level you have identified for yourself, for each Pillar of Practice. Use the links in the Contents if you are working with the online version. Look at the expected ways of thinking and skills (principles). For each Pillar, think about a short-term learning goal you would like to develop that relates to the principles of your career level or next level up. Record each goal in the following table, with the number of the principle you identified from the Framework.

Pillar of Practice	My estimated Career Level	My short-term learning goal
EXAMPLE: Facilitation of Learning	5	Support students to learn new study skill techniques (F5.8)
Professional Practice		
Facilitation of Learning		
Evidence, Research and Development		
Leadership		

PERSPECTIVE FROM A CRITICAL FRIEND (Takes about 10 mins)

With a partner, share and discuss your mapping and your short term goals. Why did you decide on the goals that you selected?

When working on their own, many people map themselves to lower Career Levels. A critical friend can give you a different perspective.

After your discussion, you may wish to revise the information you first recorded.

TEAM MATRIX MAPPING (Takes about 40 mins)

This activity involves working as a whole team.

Complete a line of the team mapping matrix (next page) using your own Career Level mapping information. If the team members have agreed to share individual development, use your name instead of a letter.

When the matrix has been filled in by all team members, it will show the range of expertise across the whole team.

Next, discuss the matrix. You can use the following questions to get started:

- Does the matrix look as we expected?
- What are the strengths and areas for development in our team?
- What might be our challenges?
- Is there a team member who might support me in my personal goals? Is there a team member I could support?
- What are our development priorities as a team?
- What actions can we take to meet our development priorities?

TEAM CAREER DEVELOPMENT MATRIX

DATE				
CAREER LEVEL				
Team Member	Professional Practice	Facilitation of Learning	Evidence, Research and Development	Leadership
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
LOWEST LEVEL				
HIGHEST LEVEL				

SET GOALS AS A TEAM (Takes about 20 mins)

Refer back to the Career Development Framework. Identify team learning and development goals for the next 6 or 12 months. With the information that has emerged from your discussions, and the individual goals recorded in the first activity, think about what you want to achieve as a team. Perhaps after this discussion, individual learning goals will change or expand.

Record the team learning and development goals below. What actions does the team need to take to realise them? Can you:

- Mentor each other across different pillars?
- Set up a Journal Club?
- Individually read some papers in journals and share your learning with the team?
- Participate in events with other professionals in your organisation or across organisations?
- Use resources on the [RCOT CPD@RCOT](#) web page?
- Take part in formal training?
- Other actions?

DATE		
Pillar of Practice	Goals aligned with Career Development Framework principles	Actions we can take
Professional Practice		
Facilitation of Learning		
Evidence, Research and Development		
Leadership		

FINAL THOUGHTS (Takes about 5 mins)

How will you keep up the momentum and make time to carry out these actions?
How will you include any new members who may join the team in the next year?
How will you adjust if someone leaves the team?

What is the first action you will each take?

Be sure to record your CPD activities for your HCPC portfolio.

Consider meeting every 6 or 12 months to update your team matrix, celebrate your achievements and plan your next professional development actions.

Team Member	First action to take
A	
B	
C	
D	
E	
F	
G	
H	
I	
J	
K	
L	

Further resources

Broughton W, Harris G eds (2019) Principles for continuing professional development and lifelong learning in health and social care. *The Interprofessional CPD and Lifelong Learning UK Working Group*. Bridgwater: College of Paramedics. Available at:

https://www.unison.org.uk/content/uploads/2019/01/14.12.18_CPD_Principles_FINAL_Jan_2019-1.pdf

Accessed on 27.01.21.

Royal College of Occupational Therapists - CPD@RCOT Available at:

<https://www.rcot.co.uk/cpd-rcot>

Accessed on 27.01.21.

HCPC Continuing Professional Development (CPD). Available at: <https://www.hcpc-uk.org/cpd/>

Accessed on 25.03.21.

NHS England (2017) *AHPs into action: using allied health professions to transform health, care and wellbeing*, 2016-17 to 2020-21, London: NHS England. Available at:

<https://www.england.nhs.uk/publication/ahps-into-action/>

Accessed on 25.03.21.

Royal College of Occupational Therapists (2021) *Career Development Framework: guiding principles for occupational therapy*. Second Edition, RCOT. Available at:

<https://www.rcot.co.uk/publications/career-development-framework>

Silcock, H. and Dunn, R., (2019). Supporting and promoting CPD engagement. *OTNews*, [online] 27(3), pp.46-47.

Available at: <https://view.joomag.com/occupational-therapy-news-otnews-march-2019/0355368001552305479?short&>

Accessed on 25.03.21.

Feedback

Your views are important to us! Please send us your feedback about this resource so that we can make improvements for future participants. Please email your suggestions or any problems encountered to Prof.Dev@rcot.co.uk.

