

Using the Career Development Framework to support CPD in Teams

The aims of this group activity are to:

- 1) Support individuals and your team as a whole to identify your on-going learning and development needs;
- 2) Use the Career Development Framework as a planning tool to structure your discussions;
- 3) Help you create an action plan to address priority learning gaps.

You will need:

- A nominated Facilitator
- A group of participants – your team
- Time: Approximately 1:30 hour
- The Career Development Framework - Available at <https://www.rcot.co.uk/cpd-rcot>

Session Plan

1. Map yourself into the Career Development Framework (20 mins)
 - Facilitator welcomes participants and introduces the Career Development Framework. Ask participants to map themselves and complete the individual profile, table one on the following page, in order to identify their individual career levels and think about a short-term learning goal.

Familiarise yourself with the structure of the Framework by visiting pages 8 and 9 and reviewing the broad descriptors of the four Pillars of Practice and nine Career Levels from the diagrams.

Mapping yourself may feel a bit daunting at the beginning, but don't worry! This seems to be common and it passes!

Don't see the Pillars of Practice in isolation, they are not mutually exclusive; there are elements of each pillar within all areas of work.

If you work for NHS please remember: the Career Levels are not the same as NHS Bands, so don't be disheartened if you identify them differently.

It is highly likely that you will have different Career Levels for each Pillar of Practice.

Many people have been surprised to learn they are higher than they thought.

Think about yourself and all your experiences, not only your current position. This is about you and your whole career development.

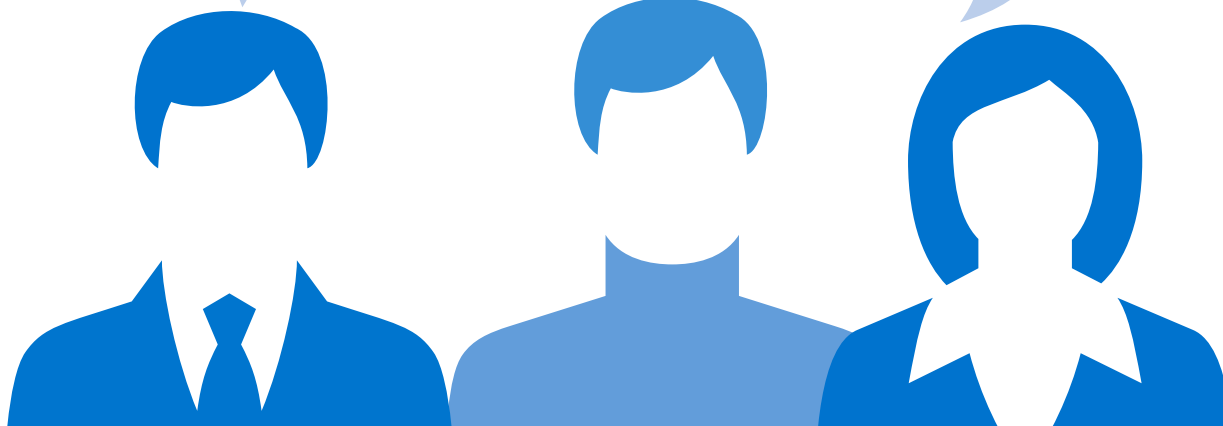


Table one: Individual profile

Pillar of practice	Estimated Career Level	Short term learning goal (taken from the principles in the Framework)
e.g. Facilitation of Learning Pillar	5	Support people (e.g. students) to learn new techniques (e.g. study skills).
Professional Practice		
Facilitation of Learning		
Evidence, Research and Development		
Leadership		

2. Getting support from a critical friend (10 mins)

- In pairs, ask participants to share and discuss their mapping and short term goals completed in the first activity.

We've been told that many people tend to map themselves to lower career levels when they do it alone, so a critical friend can be supportive and you may wish to revise your information in table one.

3. Complete table two: the 'Team Mapping Board' (40 mins)

- The Facilitator will give each team member a corresponding letter.
- Together, complete the 'Team Mapping Board' on the following page with the respective letters and career levels. This will show the spread of skills, knowledge and expertise in your team.
- Once the board is complete, take a moment as a team to look at it and discuss.

You might want you have a look at the questions below to find some inspiration.

<i>Does the 'Team Mapping Board' look like we expected?</i>	<i>What would be the biggest challenge for the team?</i>	<i>What are our development priorities as a team?</i>
<i>What are the strengths and weaknesses of our team?</i>	<i>Which team member can support me in my personal goals?</i>	<i>What options for actions do we have?</i>

Table two: Team Mapping Board

Team Member	Professional Practice	Facilitation of Learning	Leadership	Evidence, Research and Development
e.g. X	7	5	7	6
A				
B				
C				
D				
E				
F				
G				
H				
I				
J				
K				
L				
M				
N				
O				
Lowest Career Level				
Highest Career Level				
Range of Career Levels				

4. Setting goals as a team (20 mins)

- Using the information from the discussions identify, as a team, some learning and development goals for the next 12 months and record them in table three.
- The team may want to consider repeating this session periodically.
- Facilitator thanks all participants and close.

Table three: Action

Based on the discussion and the individual goals set in first activity, identify some potential team level learning and development goals for the next 12 months.

Evidence, Research and Development	Facilitation of Learning	Leadership	Professional Practice

Acknowledgements

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