

## FEDERATION FOR INFORMATICS PROFESSIONALS (FEDIP) SPECIFICATION

Practitioner	Senior Practitioner	Advanced Practitioner	Leading Practitioner
<p>Exercises autonomy subject to overall guidance and direction. Performs a range of work, sometimes complex and nonroutine. Selects and uses relevant methods and procedures. Demonstrates an analytical and systematic approach to issue resolution.</p>	<p>Exercises autonomy within limited parameters. May have responsibility for the work of others. Performs a range of work, often complex nonroutine technical/professional activities. Identifies, selects and uses appropriate standards, methods, tools and applications.</p>	<p>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.</p>	<p>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, nonroutine 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.</p>

**P1-P9 PROFESSIONAL COMPETENCE**

This is the criteria that relates to performance and against which competence is to be demonstrated.

P1	Practitioner		Senior Practitioner		Advanced Practitioner		Leading Practitioner	
	Undertake Health and Care Informatics tasks relevant to specialism employing appropriate techniques, methods and procedures.	<i>Potential evidence:</i> Provide example of work that went well, choices made and outcome. Or Something that did not go well, why and lessons learned.	Undertake tasks relevant to specialism identifying, selecting and employing appropriate methods, tools and procedures.	<i>Potential evidence:</i> Something that did not go well, why and lessons learned. Or An improvement you made, why and outcome. <i>Related context:</i> C1, C2	Contribute to research relating to development of standards and best practice. Provide advice and guidance on selection of appropriate standards, methods and	<i>Potential evidence:</i> Contribution to research relating to standards and best practice, including how implemented within your area of specialism. Or Something that went well due to the advice/guidance	Research and develop standards and best practice, identifying emerging methods, tools and technique. Develop strategies for implementation.	<i>Potential evidence:</i> An improvement in practices that you have instigated across the organisation, resulting from research undertaken. What went well and what did not go so well. Lessons learned and
	<i>Related context:</i> C1, C2			tools, identifying alternatives when necessary.	<i>provided, how this impacted and why.</i> Or Something that did not go well, why and lessons learned and how you would do things differently. <i>Related context:</i> C1, C2		how they were shared.  <i>Related context:</i> C1, C2	
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<b>P2</b>	Apply appropriate methods to identify and address problems. Organise and use resources	<i>Potential evidence:</i> <i>Demonstrate a problem that you have dealt with, the process followed in resolving and the outcome. Related context: C1, C2</i>	Apply appropriate methods to identify and address complex problems.	<i>Potential evidence:</i> <i>Demonstrate a problem that you have dealt with, what defined it as complex, the process followed in resolving and the outcome. Related context: C1, C2</i>	Advise, guide and support team regarding employing appropriate methods to identify and address complex, nonroutine problems.	<i>Potential evidence:</i> <i>Demonstrate a complex problem that you have provided support and advice leading towards successful resolution. Related context: C1, C2</i>	Identify, determine and implement solutions to address complex organisational problems relevant to specialism.	<i>Potential evidence:</i> <i>Demonstrate a complex organisational problem that you have addressed leading towards successful resolution. Related context: C1, C2</i>
	<b>P3</b>	Practitioner	Senior Practitioner	Advanced Practitioner	Leading Practitioner			
	Organise and use resources to complete tasks or deliver services efficiently and effectively with due regard to safety, security and quality.	<i>Potential evidence:</i> <i>Provide an example of how and when you have utilised resources efficiently and effectively.</i>	Identify, organise and use resources to complete tasks or deliver services efficiently and effectively with due regard to safety, security and quality.	<i>Potential evidence:</i> <i>Provide an example of how and when you have identified and utilised resources efficiently and effectively.</i>	Acquire, manage, organise and use resources to complete tasks or deliver services efficiently and effectively with due regard to safety, security and quality.	<i>Potential evidence:</i> <i>Provide an example when you identified, acquired and utilised resources efficiently and effectively.</i>	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.	<i>Potential evidence:</i> <i>Provide an example when you have authorised the acquisition of a resources, demonstrating how the determination was made relating to effectiveness, efficiency and due regard for safety, security and quality.</i>

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<b>P4</b>	Work reliably and effectively without close supervision, to the appropriate codes of practice.	<i>Potential evidence:</i>  <i>Can be related to evidence associated with P1 and P2.</i>	Work reliably and effectively without supervision, where appropriate supervising the work of others, to the appropriate codes of practice.	<i>Potential evidence:</i>  <i>Can be related to evidence associated with P1 and P2.</i>	Contribute to organisational programs of work, meeting expected outcomes to targets and budget. Manage the work of others, ensuring work is reliable and effective, to the appropriate codes of practice.	<i>Potential evidence:</i>  <i>Can be related to evidence associated with P1 and P2.</i>	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.	<i>Potential evidence:</i>  <i>Can be related to evidence associated with P1 and P2.</i>
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<b>P5</b>	Accept responsibility for work of self and others.	<i>Potential evidence:</i>  <i>Can be related to evidence associated with P1 and P2.</i>	Accept responsibility for work of self and others.	<i>Potential evidence:</i>  <i>Can be related to evidence associated with P1 and P2.</i>	Manage tasks, people and resources to plan and budget.	<i>Potential evidence:</i>  <i>Can be related to evidence associated with P1 and P2.</i>	Plan, budget, organise, direct and control tasks, people and resources.	<i>Potential evidence:</i>  <i>Can be related to evidence associated with P1 and P2.</i>
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<b>P6</b>	Use oral, written and electronic methods for communication effectively. Using terminology appropriate to the Health and Care sector.	<p><i>Potential evidence:</i></p> <p>Provide examples of written communications employing relevant terminology. Also, evidence from P1 and P2 may meet examples of oral communication.</p> <p><i>Related context: C2</i></p>	Use oral, written and electronic methods for communication effectively. Using terminology appropriate to the Health and Care sector.	<p><i>Potential evidence:</i></p> <p>Provide examples of written communications employing relevant terminology. Also, evidence from P1 and P2 may meet examples of oral communication.</p> <p><i>Related context: C2</i></p>	Contribute to research in support of improving Health and Care informatics using oral, written and electronic methods for communication effectively. Ensuring terminology is appropriate to the Health and Care sector.	<p><i>Potential evidence:</i></p> <p>Provide examples of research contributions or communications employing relevant terminology. Also, evidence from P1 and P2 may meet examples of oral communication</p> <p><i>Related context: C2</i></p>	Engage in research in support of improving Health and Care Informatics using oral, written and electronic methods for communication effectively.	<p><i>Potential evidence:</i></p> <p>Provide examples of research undertaken. Also, evidence from P1 and P2 may meet examples of oral communication</p> <p><i>Related context: C2</i></p>
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<b>P7</b>	Work effectively with colleagues, clients, suppliers or the public, being aware of needs and concerns of others, particularly related to diversity and equality.	<i>Potential evidence:</i>  Can be related to evidence associated with P1 and P2.  Related context: C2	Work effectively with colleagues, clients, suppliers or the public, being aware of needs and concerns of others, particularly related to diversity and equality.	<i>Potential evidence:</i>  Can be related to evidence associated with P1 and P2.  Related context: C2	Create collaborative working relationships between your team(s), other departments / sections, clients, suppliers or the public, being aware of needs and concerns of others, particularly related to diversity and equality.	<i>Potential evidence:</i>  Can be related to evidence associated with P1 and P2.  Related context: C2	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.	<i>Potential evidence:</i>  Can be related to evidence associated with P1 and P2.  Related context: C2
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<b>P8</b>	Comply with the Code of Conduct of your institution.		Comply with the Code of Conduct of your institution.		Comply with the Code of Conduct of your institution.		Comply with the Code of Conduct of your institution.	
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<b>P9</b>	Carry out and record CPD necessary to maintain and improve competence in own area of practice.	<i>Potential evidence:</i>  Records of training, seminars, workshops or coaching sessions.	Carry out and record CPD necessary to maintain and improve competence in own area of practice.	<i>Potential evidence:</i>  Records of training, seminars, workshops or coaching sessions.	Carry out and record CPD necessary to maintain and improve competence in own area of practice.	<i>Potential evidence:</i>  Records of training, seminars, workshops or coaching sessions.	Carry out and record CPD necessary to maintain and improve competence in own area of practice.	<i>Potential evidence:</i>  Records of training, seminars, workshops or coaching sessions.
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**C1-C6 CONTEXT**

This is the evidence that relates to the domain of Health and Care.  
 The outcomes below can be applied to the evidence delivered to meet the professional outcomes above.

<p><b>C1</b></p>	<p>Identify how the role impacts, or has the potential to impact on, patient care and wellbeing.</p>	<p><i>This is about demonstrating an awareness and appreciation of the position of the role within the patient care pathway and recognising the impact that the role has, or can have, on patient care. Be that through provision of information to medical staff towards diagnosis and treatment, accuracy of data regarding patient records, speed of service in providing required information and interoperability of systems to enable effective collection, collation and distribution of information.</i></p> <p><b>Potential evidence:</b>  <i>Evidence of knowledge can be delivered with the evidence for P1 and P2.</i></p>
<p><b>C2</b></p>	<p>Demonstrate a knowledge and awareness of where the role sits within Health and Care. (i.e. Primary, Secondary Care etc..)</p>	<p><i>This is about demonstrating an awareness and appreciation of the position of the role within the organisation and the field of Health and Education. Recognising the impact that the role has across the organisation, including an appreciation of clients, customers and colleagues and the impact the role has on their objectives and needs.</i></p> <p><b>Potential evidence:</b>  <i>Evidence of knowledge can be delivered with the evidence for P1, P2, P6 and P7.</i></p>
<p><b>C3</b></p>	<p>Employ terminology relevant to Health and Care appropriate to the role and environment.</p>	<p><i>This is about using appropriate terminology within day-to-day work, communicating in terms that make sense to others employed within the sector. It is also about recognising the needs of people with whom you interact and employing appropriate terminology, or translating Health and Care terminology when required (i.e. when engaging with patients or clients).</i></p> <p><b>Potential evidence:</b>  <i>Evidence of knowledge can be delivered with the evidence for P1, P2, and P6.</i></p>
<p><b>C4</b></p>	<p>Identify a range of functions within health and Care informatics and describe how they interact.</p>	<p><i>This is about demonstrate a knowledge and awareness of the community of Health Informatics and the roles and functions within that community.</i></p> <p><b>Potential evidence:</b>  <i>Evidence of knowledge might be delivered with the evidence for P7.</i></p>

<p><b>C5</b></p>	<p>Comply with Information Governance requirements in relation to role and responsibility.</p>	<p><i>This is about having a knowledge and awareness of Information Governance pertinent to the role and responsibilities, including complying with process and procedure and action taken in event of an issue with processes and procedures or a breach in compliance.</i></p> <p><b>Potential evidence:</b>  <i>Evidence of knowledge can be delivered with the evidence for P1 to P8.</i></p>
<p><b>C6</b></p>	<p>Comply with General Data Protection Requirements (GDPR)</p>	<p><i>This is about having a knowledge and awareness of GDPR pertinent to the role and responsibilities, including complying with process and procedure and action taken in event of an issue with processes and procedures or a breach in compliance.</i></p> <p><b>Potential evidence:</b>  <i>Evidence of knowledge can be delivered with the evidence for P1 to P8.</i></p>