



FEDERATION
for INFORMATICS
PROFESSIONALS

**FROM THE FEDERATION FOR
INFORMATICS PROFESSIONALS**

Becoming The Profession

THE FEDIP CONSULTATION

2021

In collaboration with NHS
England, Scotland, Wales and
N. Ireland.

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ACKNOWLEDGEMENTS

INTRODUCTION

As digital technologies have become critical to the delivery of safe and effective care, we need people charged with leading, delivering and using these technologies to have the appropriate knowledge, training and support.

This requires that we accelerate the development of the profession and, in May 2021, The Federation for Informatics Professionals in health and care (FEDIP), in conjunction with the constituent member bodies joined with the NHS in England, Scotland, Wales and Northern Ireland to consult on the future of the informatics profession in health and care.

The consultation was open for 4 Weeks and sought the views of people working in every part of the profession. We wanted to understand peoples' experiences and how together we can take action to make the changes necessary to build the profession. The following report presents the outcomes of the consultation together with some analysis and conclusions to direct future actions.

WHY NOW?

As we know, even the slightest error has the potential to cause significant harm both to individuals and to organisations. In Health and Care, these risks are particularly significant.

For example, you may remember in May 2017, the WannaCry virus encrypted computer networks around the world, bringing organisations that had failed to update their Microsoft software, including dozens of NHS trusts, to a halt. NHS trusts have worked closely with the National Cyber Security Centre (NCSC) since the incident to improve their defences and have made significant progress.

Furthermore, the COVID-19 pandemic has triggered a massive transformational shift in the adoption of digital working in Health and Care in the UK (and globally). The digital and Informatics infrastructure is now publicly recognised as mission-critical.

It is paramount that those working in this area ensure that we meet the standards of competency and conduct required, as well as actively seeking to develop our skills in a fast-moving profession. FEDIP allows individuals, belonging to the licensed professional bodies, to not only do this but demonstrate it by attaining registration.

BACKGROUND

The Federation for Informatics Professionals in Health and Care (FEDIP) was established in 2016, with a mission to professionalise the informatics community in the UK in Health and Social Care. It was established with dual-core purposes encompassing the 2 functions of:

- Voluntary registration/regulation
- Developing the Health and Care Informatics profession.

Its objectives, specifically, are:

01 — Producing and maintaining appropriate standards of competence and conduct for informatics professionals working in health and social care.

02 — Maintaining a public register of individuals who have been confirmed by a professional body to have met the standards required.

03 — Licensing Members (Professional Bodies) to assess individuals and award them registration.

04 — Providing a forum for sharing of good practice for and by the Members, and

05 — Formulating joint external policy on issues affecting informatics in health and social care.

Its vision is to achieve professionalisation through professional regulation and the unification of the various Health and Care Informatics communities of interest through partnership and collaboration. This includes the Faculty of Clinical Informatics whose Clinicians are already registered with a professional body and therefore regulated by the Professional Standards Authority.

It aims to ensure that people working in digital health maintain the highest standards for the safety and protection of the public.

The members of FEDIP are:

01 — BCS

The Chartered Institute for IT

02 — AphA

Association of Professional Healthcare Analysts

03 — FCI

Faculty of Clinical Informatics

04 — CILIP

The Chartered Library and Information Association

05 — Socitm

Society for Innovation, Technology and Modernisation

06 — IHRIM

Institute of Health Records and Information Management

The need for the profession to develop in health and care informatics is in response to the following factors:

- The need to maintain high standards as our work has the potential to impact public services positively and negatively.
- To ensure that people working in this area continue to keep up to date and to demonstrate the highest professional standards.
- To ensure that standards of competency are defined, and education and training accredited to meet those standards.
- The need for people entering the workforce or in education to know that this specialist area is an option for them.
- The number of jobs available is increasing and there are not enough qualified people to take them up.

By working together, FEDIP and the Professional Bodies want to enable practitioners and employers to answer some fundamental questions.

Allowing professionals to answer:

- Am I qualified to do my job?
- Where do I go next?
- How do I add value?
- How do I demonstrate my CPD?
- How do I learn new skills?

Giving employers the ability to answer:

- Are my team good enough to do their jobs?
- How can I recruit the right people?
- How can I make sure they continue to be up to date and develop?
- How can I plan my workforce and succession?

However, despite the estimated size of the NHS informatics workforce being between 48,000 – 65,000 full-time equivalents, rising by about 12,000 over the next three years there is very little data to give us an insight into the wants and needs of those professionals. Indeed, there is no current data available on the number of people working in this area in social care at all.

In developing the profession, and supporting health and care informatics professionals, it was therefore important that we surveyed members of the profession to gather their views and build a charter upon which we can begin to purposefully build the profession.



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THE RESULTS

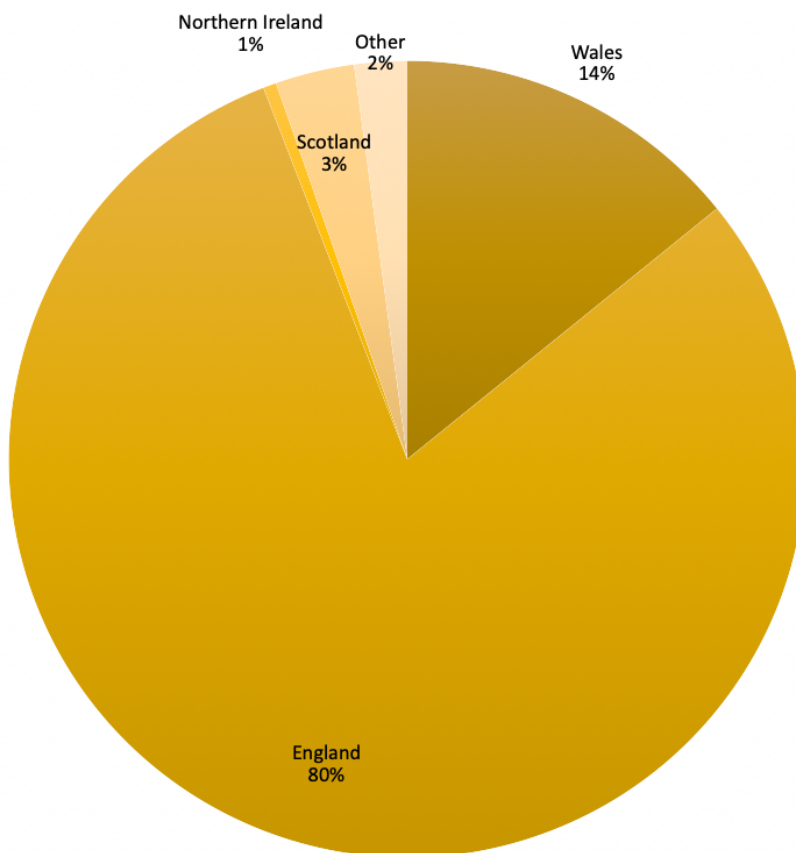
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WHO RESPONDED

The first set of questions (Q1 – Q10) asked about the respondents' demographics, how long they had worked in the profession, level of seniority and broadly the area they worked in.

PLEASE COULD YOU TELL US WHICH COUNTRY YOU ARE FROM?

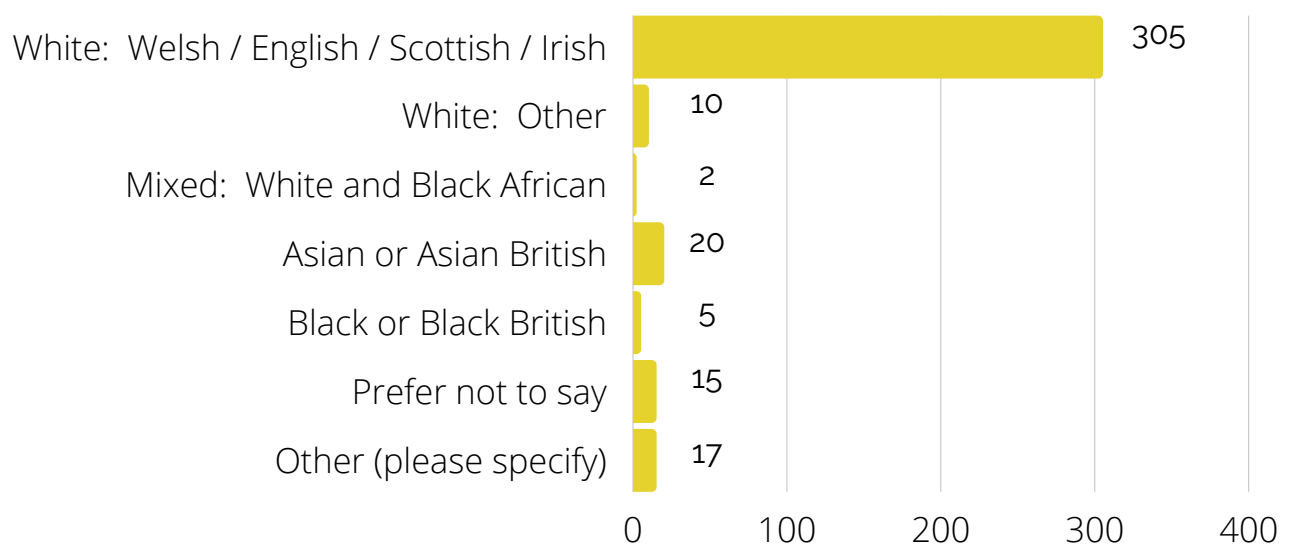
Question 1



There were a total of 374 responses from across the UK. With a higher response rate from Wales and England. As a comparison, the population split across the UK is England 84.3% Scotland 8.2% Wales 4.7% Northern Ireland 2.8%

WHAT IS YOUR ETHNIC GROUP?

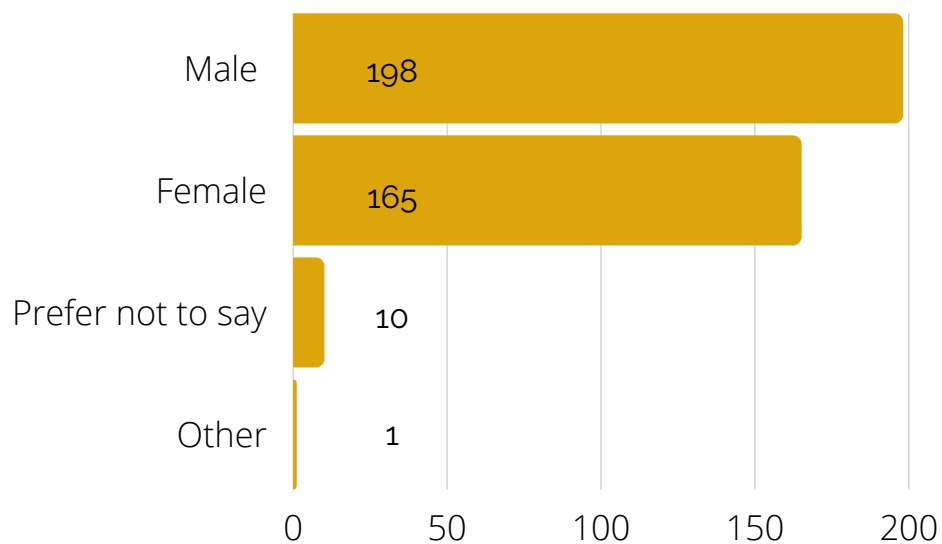
Question 2



***The ethnicity of respondents broadly reflects the make-up of the UK. However, the number of people who preferred not to say is enough to alter the balance across the ethnic groups.**

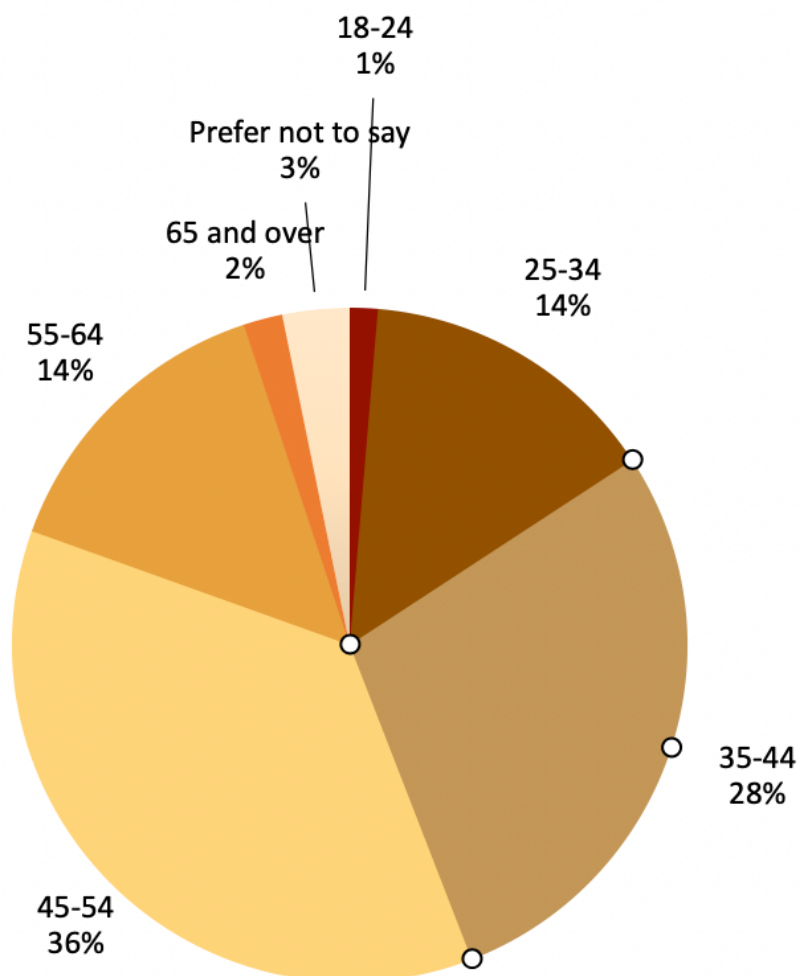
WHAT IS YOUR SEX?

Question 3



PLEASE CAN YOU TELL US YOUR AGE?

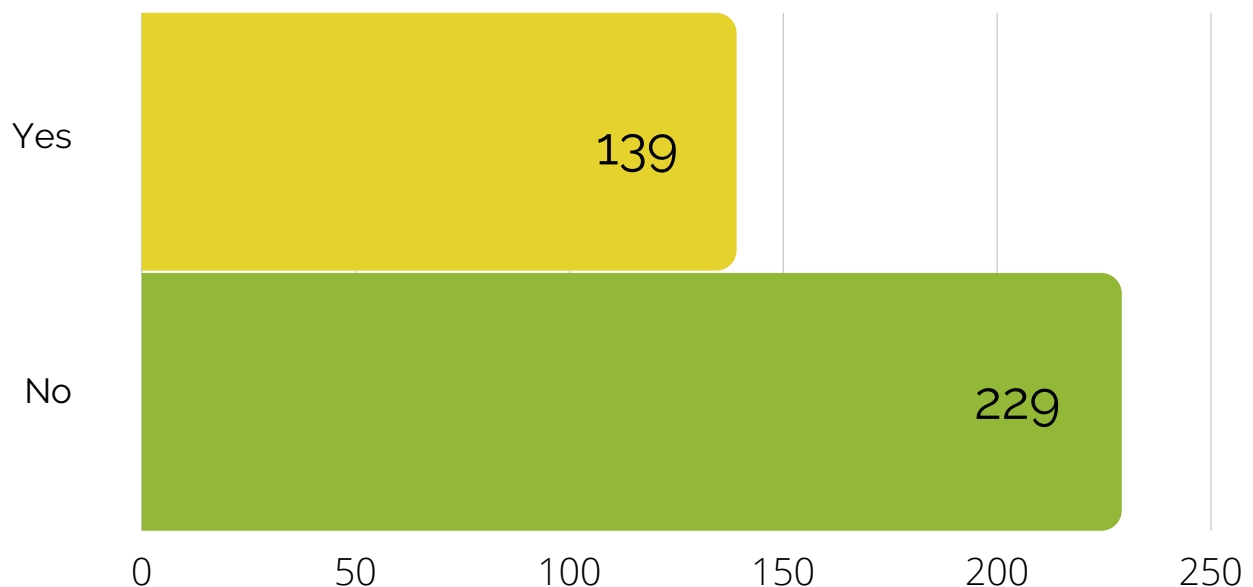
Question 4



*Over 50% of respondents were over 45

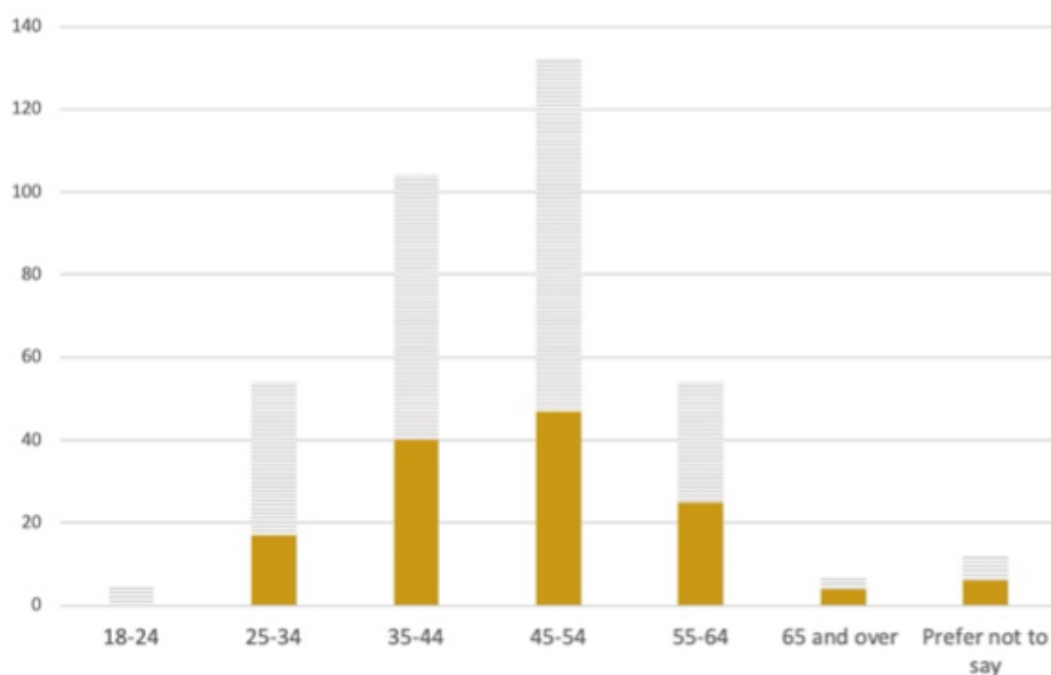
ARE YOU A PROFESSIONAL REGISTERED WITH A PROFESSIONAL REGULATORY BODY OVERSEEN BY THE PROFESSIONAL STANDARDS AUTHORITY?

Question 5



ANALYSIS

Professional Registration By Age Group

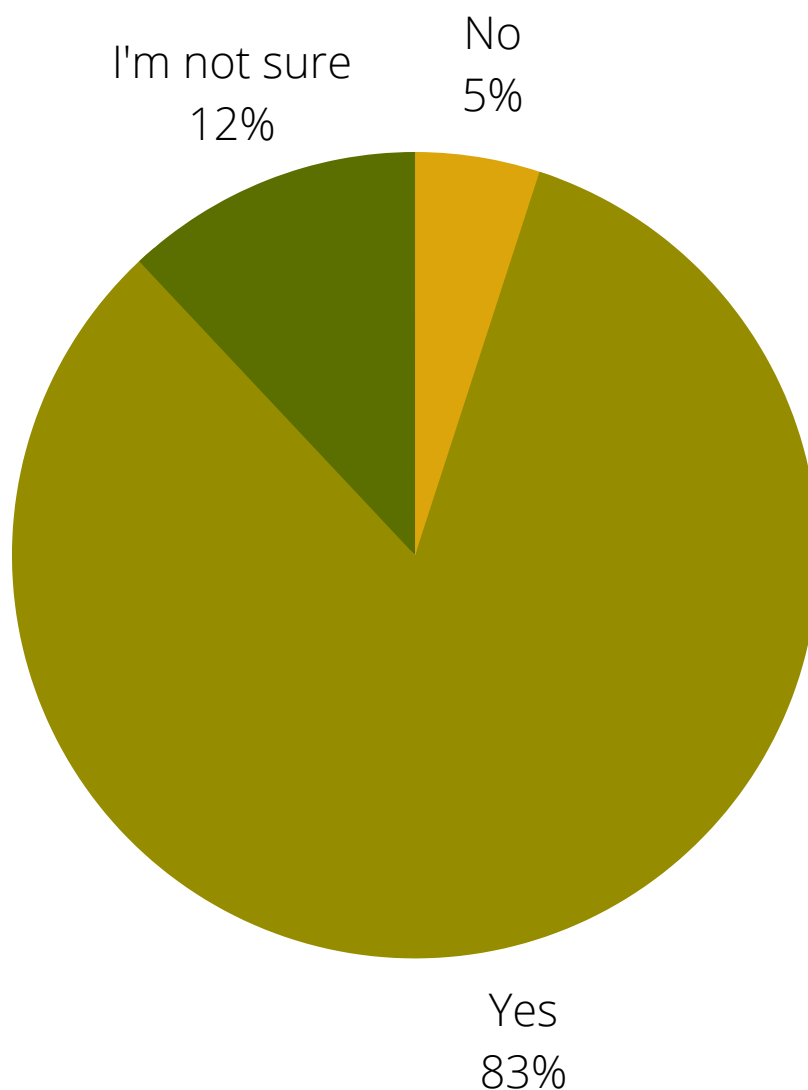


Of the **139** that had a professional registration:

%	Age
0%	18-24
12%	25-34
29%	35-44
34%	45-54
18%	55-64
3%	65 and over
4%	Prefer not to say

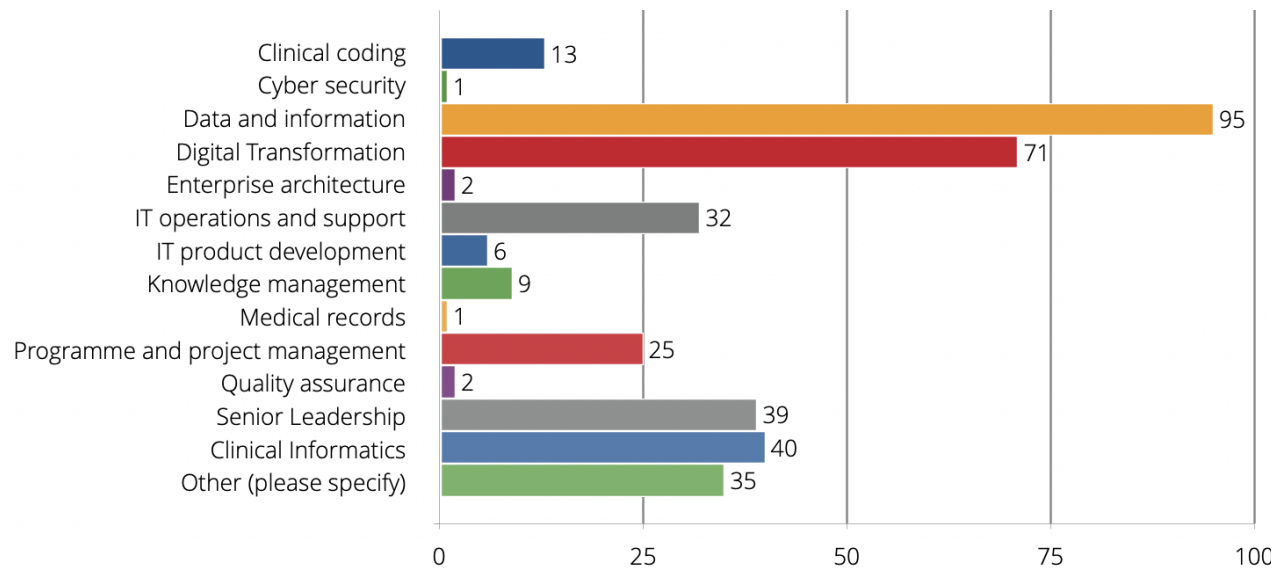
DO YOU CONSIDER YOURSELF TO BE A HEALTH AND SOCIAL CARE HEALTH INFORMATICS PROFESSIONAL

Question 6



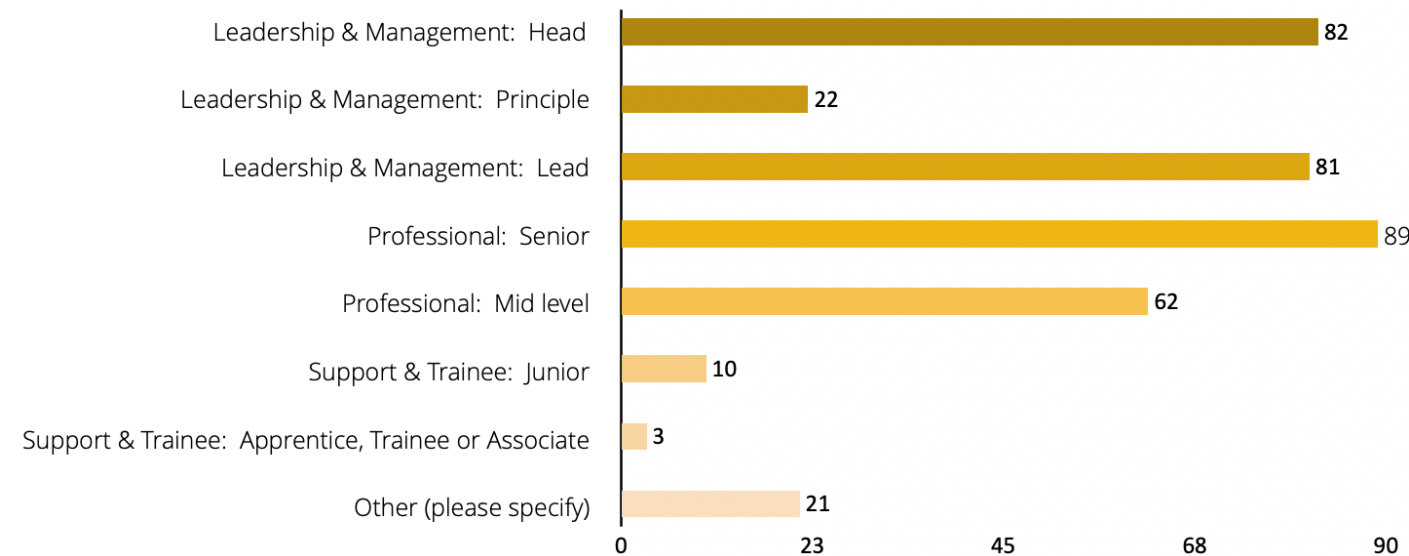
IN WHAT AREA DO YOU WORK?

Question 7



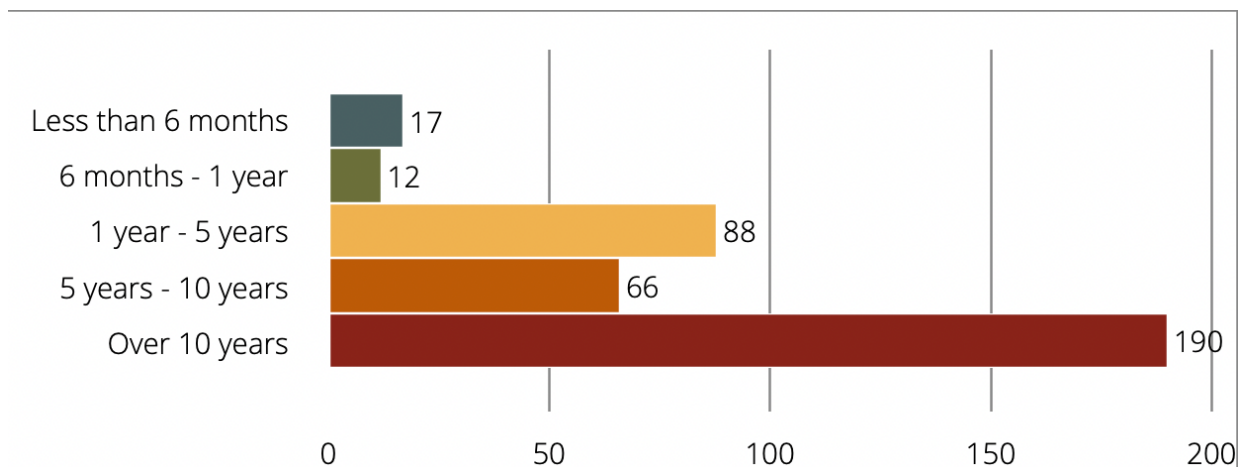
PLEASE COULD YOU TELL US WHICH OF THE FOLLOWING BEST DESCRIBES YOUR CURRENT ROLE?

Question 8



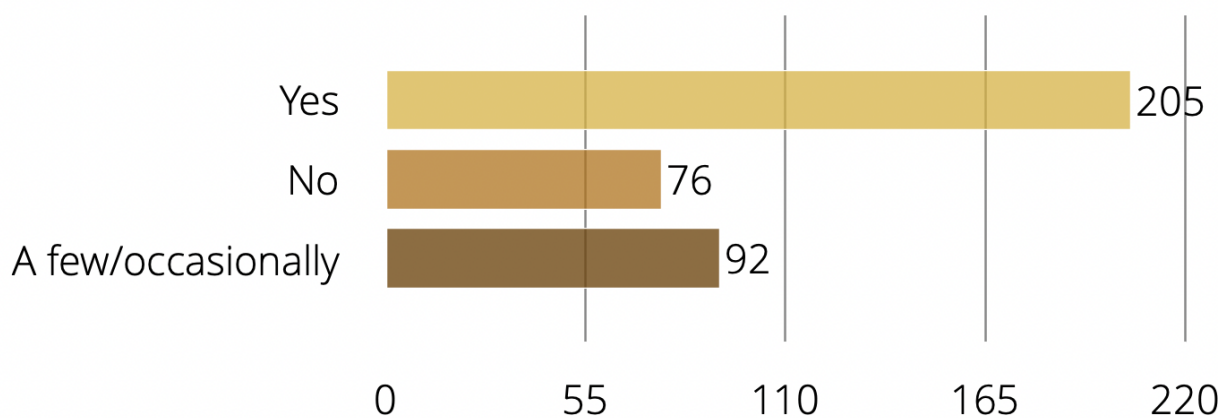
HOW LONG HAVE YOU BEEN WORKING IN AN INFORMATICS ROLE IN HEALTH AND SOCIAL CARE?

Question 9



THINKING ABOUT YOUR CAREER PROGRESSION, HAVE YOU EXPERIENCED ANY CHALLENGES?

Question 10



Question 11



A word cloud of terms related to digital health and professional roles. The words are arranged in a circular pattern, with some larger and more prominent than others. The colors are primarily shades of blue, green, and yellow. The words include: understanding, NHS, professional, digital, importance, change, Covid, systems, health, professionals, private, needs, people, technical, training, service, information, job, career, funding, sector, requirements, work, demand, recognition, time, data, access, changes, organisations, knowledge, cost, projects, different, care, ability, staff, investment, benefits, level, support, working, system, skills, requirements, technology, leadership, resources, transformation, pace, future, workforce, technologies, management, roles, development.

THE CHALLENGES

Question 11 and 12 have been analysed together as the issues raised overlapped. The answers to Q11 provided the personal experiences and Q12 tended to generalise those experiences and point to some solutions.

“Informatics is not viewed as a 'profession' by the other professions in healthcare - medicine, nursing, accountancy, law all command higher status and a professional respect that informatics does not. This culture has allowed NHS organisations to deny training opportunities, to suppress conference attendance, to deny Board level discussion to develop senior influencing skills. On top of that, Board Execs with limited digital experience self-appoint as 'experts' in the way they never would for other professions because the informatics community do not command the professional respect.”

COMMON CHALLENGES

There were several common challenges that were referred to in answering these questions. The most cited area is related to career progression. It was mentioned by over 110 respondents and the issues identified were:

IN RESPONDANTS'S OWN WORDS

- No possibility to progress within their organisation/team.
- It is difficult to gain the experience necessary to progress
- There are a lot of people with short term contracts making it difficult to develop.
- There is a lack of guidance regarding career pathways, people find it difficult to know what development they should be seeking, as well as how to access it.
- Clinical coders - although they feel their training pathways is more developed than other parts of the profession, they still have the issue of having to become managers to progress and would like to see other pathways being developed.
- Those in clinical positions do not see how to progress in their roles and find their specific skill set is not recognised
- The profession is not properly recognised and as such does not command the respect to give wider opportunities for progression
- There are a lack of senior technical roles, it is difficult to progress without taking on management responsibilities
- Agenda for Change does not reflect people's jobs

TRAINING AND EDUCATION

Training and education was also a major category being mentioned by over 60 people the main issues being as follows:

IN SUMMARY

- **Resources**

It is not being properly funded, they do not have time, Covid has interrupted and increased our workloads.

- **Access to training**

- People feel that they are not supported to access appropriate training,
- Appropriate training often does not exist, or people do not know how to find it.

- **Learning 'on the job'**

Most people felt that a large proportion of their 'training' was through learning on the job, which is sometimes ad hoc. and not necessarily the most appropriate.

Work-based training, and experience, is often not available for progression.

- **Keeping up to date**

It is a rapidly changing field and it can be a challenge to access the training required.

- Lack of understanding by the management of the need for training.
 - Without clear career pathways or progression opportunities, it is difficult to know what training to seek.
 - The workload is such that there is little or no time for training and development.
 - People do not feel they have access to the appropriate networks.
 - Lack of availability of appropriate training.
 - Connectivity to universities and technology courses is needed.
-

-
- Serious costs of some technical courses which mean that one course for one person could take the entire years training budget for the department.
 - Availability of bite sized training rather than doing an entire diploma / degree.
 - Lack of statistical skills amongst all staff including analytical staff.
 - It is difficult to access specific job related CPD in some areas.
 - CPD is not recognised like it is in other professions.

MANAGEMENT AND LEADERSHIP

Of the issues identified, 82 comments pertained specifically to management and leadership. The issues people identified are as follows:

IN SUMMARY

- Lack of recognition, people feel it is hard to get support and promotion, because their work is not recognised and understood properly by management.
- The Agenda for Change structure does not accurately reflect the type of work we do.
- The work of informaticians is not properly understood by the wider organisation.
- Management are not supportive of the development and workload of informaticians.
- Management are not sufficiently trained or knowledgeable about informatics.
- Decisions are made which do not look to the long term.
- There are too many reviews and too much reorganisation.

RESOURCES & ENVIRONMENT

The challenges regarding resources were as follows:

RESOURCES

- There was not enough time to expand their knowledge base, people were using their own personal time for professional development.
- There was not enough staff with the expertise required.
- The funding was limited or non-existent for training and development.
- Software and equipment, out of date

FAST CHANGING ENVIRONMENT

- Technology moves at pace; maintaining professional knowledge and expertise can be a challenge.
- Keeping pace with the changing landscape of technology and the ever-increasing expectations.
- Learning new skills in system development.
- Learning new softwares and systems used across healthcare.
- Implementing new software or innovative techniques is difficult.

PROFESSIONAL REGISTRATION

Professional registration was a theme that featured heavily across all areas of the consultation, illustrated by the following comments;

PROFESSIONAL REGISTRATION

- Recognition, unlike registered professions there is not sufficient recognition across health and case of the importance and level of knowledge skill and professionalism of the informatics workforce.
- Ensuring that people of all backgrounds can be part of the profession and making sure that becoming a profession and registration does not become a barrier to entry.
- Lack of clarity of requirements for progression and recognition.
- Proving competence is difficult without registration.
- Allied health professionals can find that it is difficult to get roles in informatics and/or get the training required for newer roles, registration would help to clarify and demonstrate skills.

PROFESSIONAL RECOGNITION

This is a cross-cutting theme. People feel that there is not sufficient recognition of the complexity, importance and knowledge and skills required to do their work.

“There is little Recognition of the range and depth of skills needed to appraise and implement new technologies into health and care pathways/settings.”

- Those in clinical roles do not feel their digital/informatics work is properly valued.
- Maintaining clinical registration alongside an informatics career path is difficult.
- Informatics roles are seen as of secondary importance – particularly for clinicians.
- Not enough Hybrid roles for clinicians.

Some of the recognition issues were framed as an opportunity for the profession to raise the profile of what we do and areas where it was felt a lack of understanding impacted the work were highlighted.

Particular concerns are as follows:

- Lack of visibility unless IT goes wrong. Informatics is seen as a cost centre and a problem not as a valuable support service and this can be seen on exec board membership across the NHS.
- Lack of understanding of the skills.
- Lack of understanding from the wider workforce into what our roles are.
- Lack of understanding of the benefits.
- Experienced staff without formal qualifications can be overlooked by the organisation and can feel undervalued often “overtaken” by people without the experience of how to get things done and knowledge of the health service.
- Poor understanding of the importance of knowledge and library professionals roles leading to lack of funds.
- Lack of understanding of the technical challenges around simple tasks (e.g. access to systems, single sign-on, standardising data).
- Overcoming a legacy perception of public service failure in relation to large-scale IT projects.

Other comments included:

- Not enough funding to develop new skills.
- Standardised job descriptions could help with banding.
- No clear pathway for accreditation or experience.
- Recognition of the broad spectrum of roles under the heading of health informatics.
- Temporary contracts particularly for secondments to projects creates uncertainty and a lack of continuity and staff felt undervalued if the role ended because of funding issues and not because of the completion of the project.
- Lack of standardisation increases costs.
- Limited investment in infrastructure to keep pace with the use of technology and systems.

-
- Lack of basic infrastructure – “at work the wifi is unreliable so I have to come home to work effectively”.
 - Lack of access to technical resources / Computing resources to perform data analytics.
 - Attracting experienced professionals is difficult as they are able to command higher salaries outside of the NHS.

Another area within this topic, which is worth highlighting, is a large amount of confusion that is perceived to be currently hampering progress.

- There’s a lot going on with multiple organisations in the professional space.
- Disagreement on the best terms to use, with some feeling informatics is an outdated term, preferring the title Digital, whilst others feel digital excludes them and their skill set.

As we can see from question 6, whilst most respondents did identify as a "health informatics professional", there was a percentage of people who did not identify as such, or were uncertain.

- Lack of a sense of the importance of the roles by the who are in the roles.
- “lots of tech folk don’t get it. They don’t understand that you’re more likely to kill someone with bad data than a scalpel”.
- Too many managers but poor leadership – changing direction continually.
- Poor recognition of the importance of data and analytics at the board level.
- Interoperability is not as straightforward as some people think.

BECOMING THE PROFESSION

PROFESSIONAL DEVELOPMENT

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PLEASE COULD YOU TELL US HOW MUCH YOU AGREE OR DISAGREE WITH THE FOLLOWING STATEMENTS?

Question 13

Continuous professional development is important

- Definitely agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Definitely disagree



Demonstrating CPD is important

- Definitely agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Definitely disagree



Feeling supported in my role is important

- Definitely agree
- Somewhat agree
- Neither agree nor disagree
- Somewhat disagree
- Definitely disagree

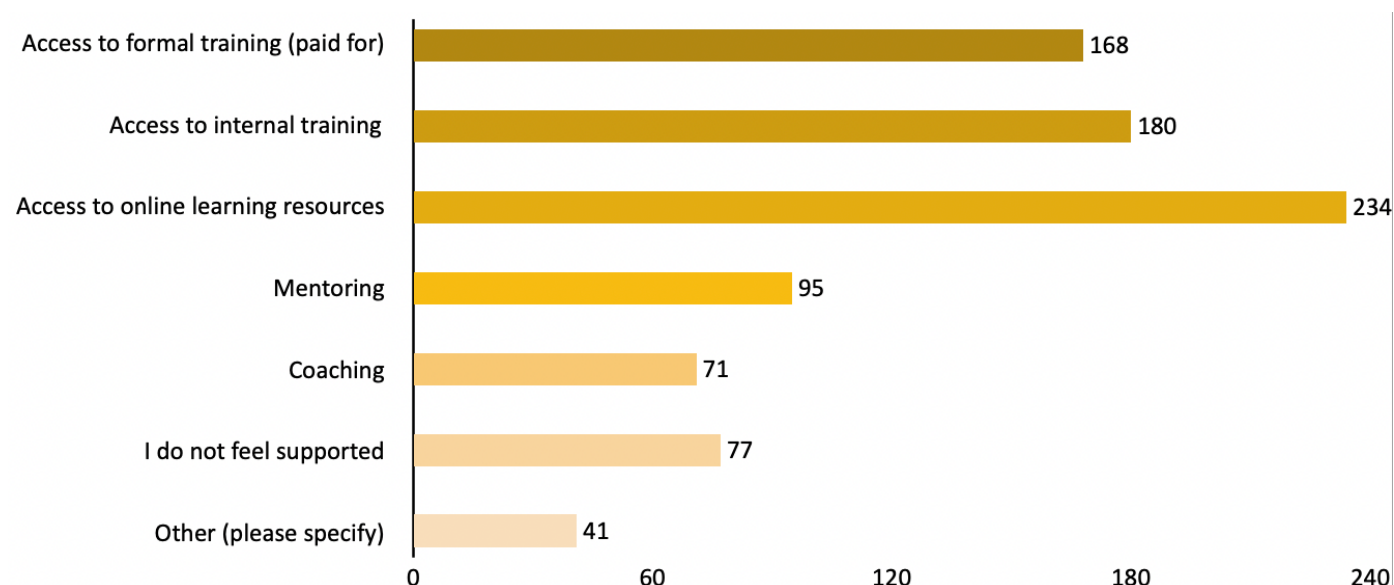


	Definitely agree	Somewhat agree	Neither agree nor disagree	Somewhat disagree	Definitely disagree
CPD is important	249	37	1	3	8
Demonstrating CPD is important	154	116	12	8	6
Feeling supported in my role is important	236	39	7	1	11

Table One

HOW ARE YOU CURRENTLY SUPPORTED IN YOUR HEALTH AND SOCIAL CARE INFORMATICS ROLE?

Question 14



*Other included line manager support, peer support as well as some comments about paying for their own training.

SUPPORT

Is there any other career support you would like in your role?

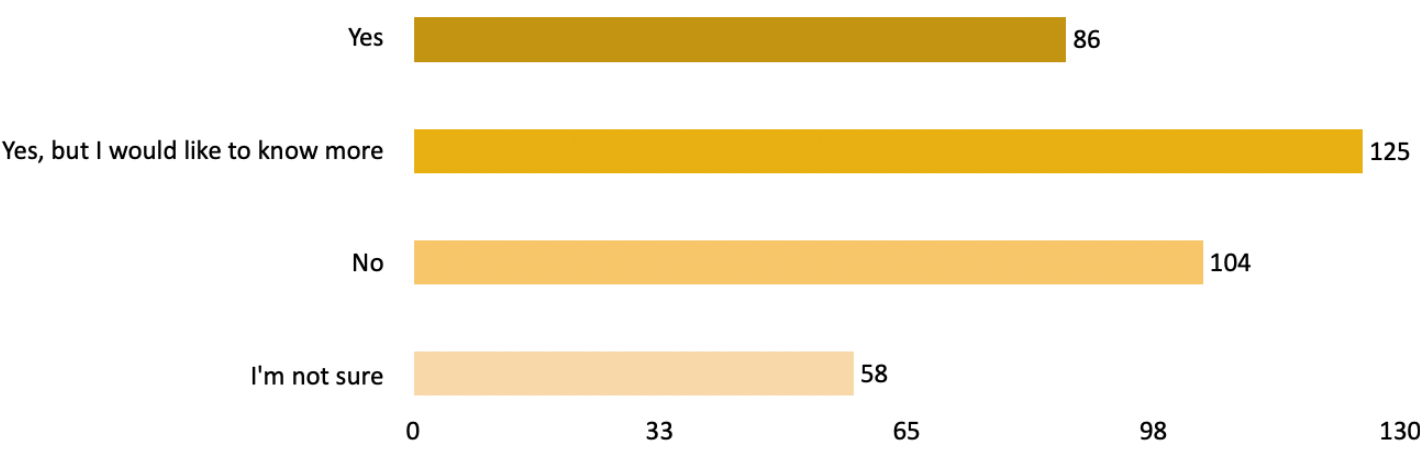
Question 15

218 people responded to this question with a variety of answers. However, there were certainly some major common themes that have been identified below. In order of how many times they were referred to, the following issues were commented upon:

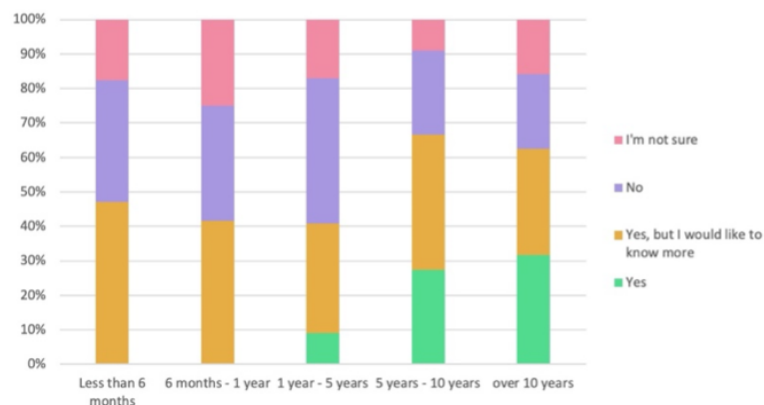
- **Recognised specific CPD**
 - Career pathways not being clear they would like some guidance about relevant training for progression.
- Mentoring.
- Time for career development.
- Support to understand more of the whole system or their organisation.
- Shadowing and secondment opportunities.
- Support for postgraduate study and qualifications.
- Ways of keeping up to date with new developments.
- Championing the work of informaticians to other parts of the organisations.
- Networking opportunities.
- Linking similar projects across the UK to share experience.
- Support from my line manager

DO YOU KNOW WHAT OPTIONS YOU HAVE TO DEVELOP YOUR CAREER WITHIN HEALTH AND SOCIAL CARE INFORMATICS?

Question 16



Analysis | Do you know what options you have to develop your career within health and social care informatics? - by length of service



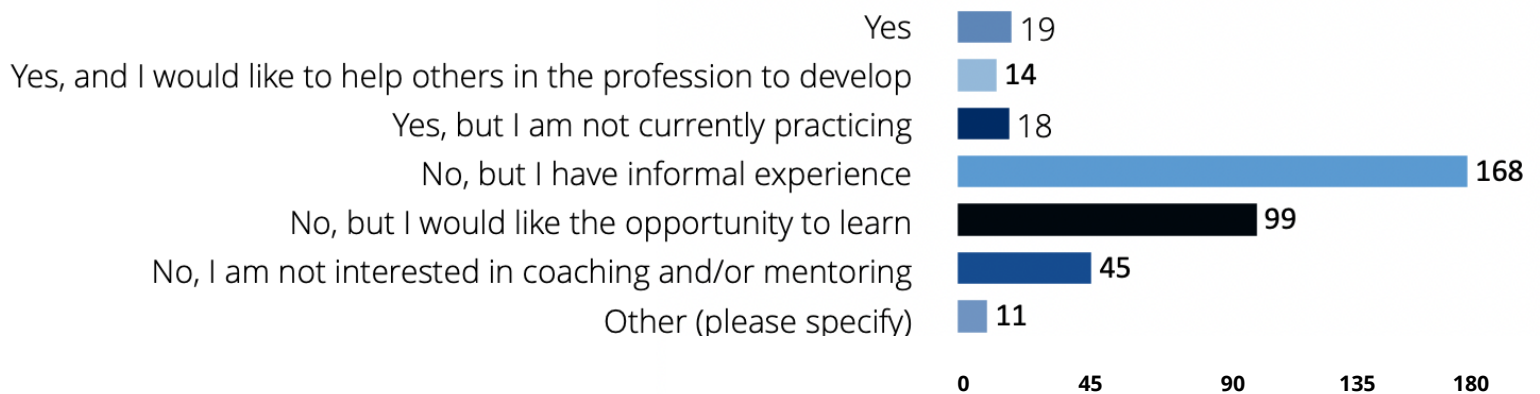
Of the 372 responses, 161 (43%) don't know what options they have to develop their career. The majority of these responses were from people who had been working in an informatics role for less than 5 years.

(33%) do know but would like to know more.

(23%) do know

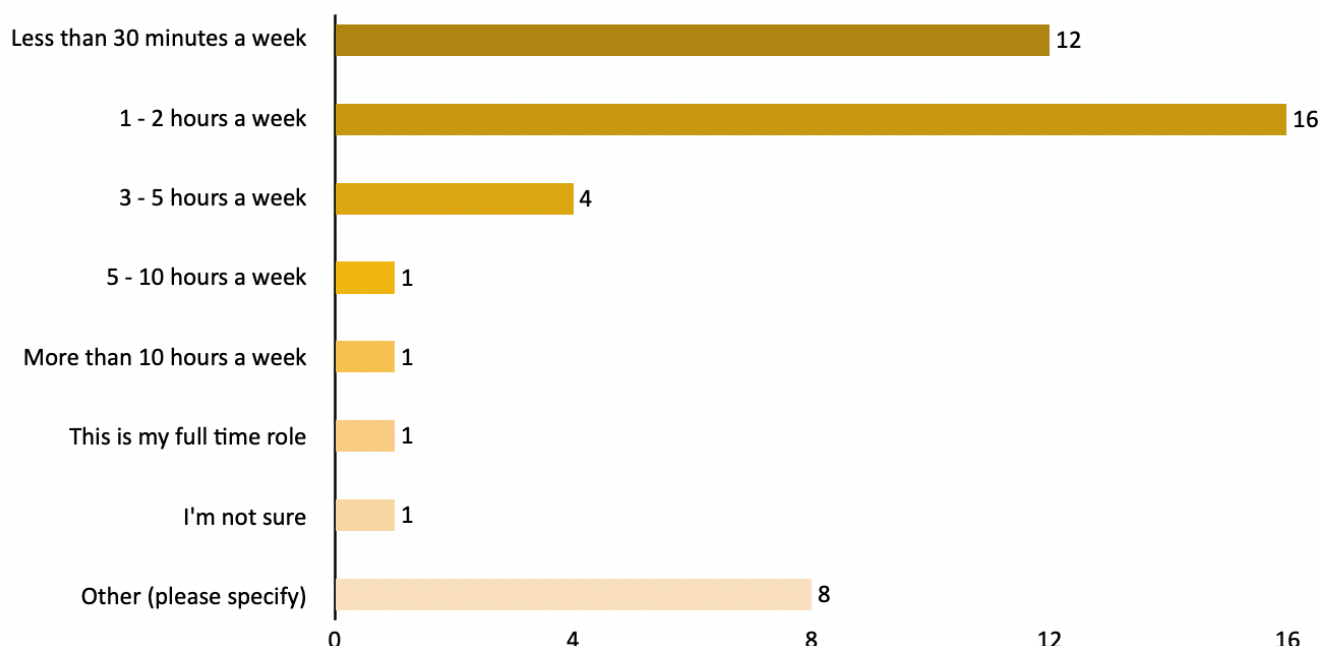
DO YOU HAVE A PROFESSIONAL COACHING AND OR MENTORING QUALIFICATION?

Question 17



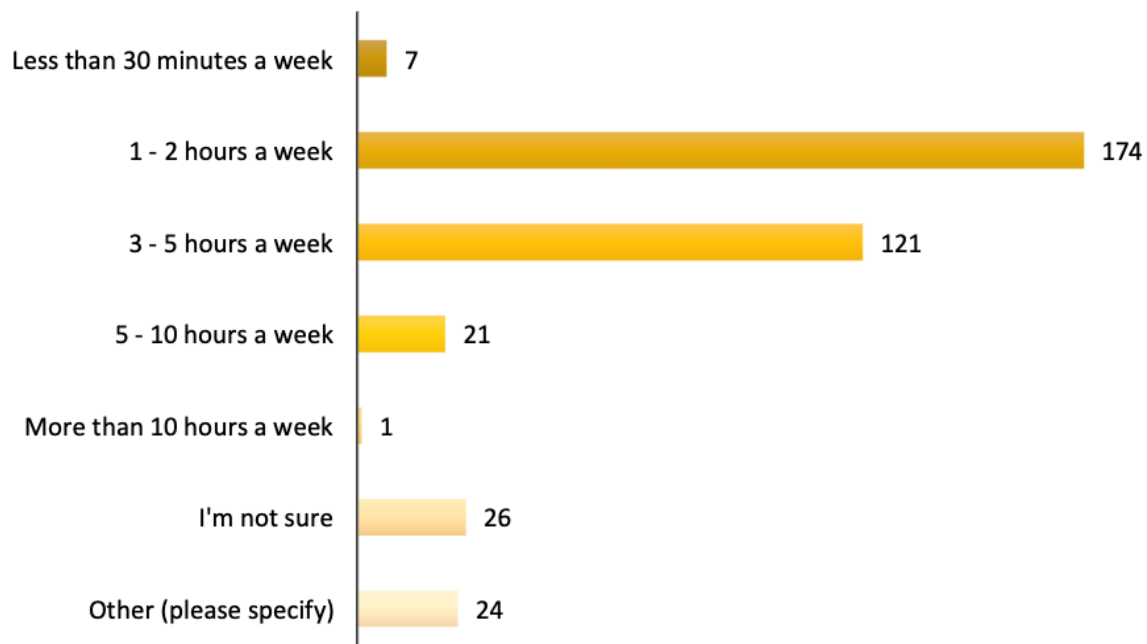
HOW MUCH TIME DO YOU COMMIT TO COACHING AND MENTORING EACH MONTH?

Question 18



IN YOUR OPINION HOW MUCH TIME SHOULD EMPLOYERS ALLOW FOR PROFESSIONAL DEVELOPMENT ACTIVITIES?

Question 19



BECOMING THE PROFESSION

PROFESSIONAL BODIES

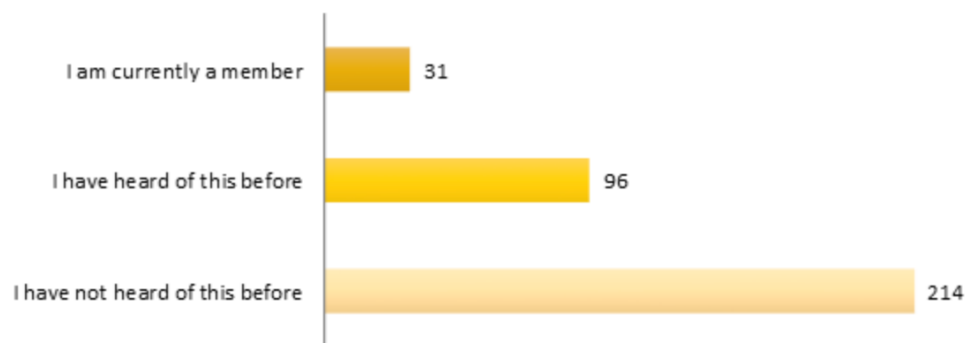
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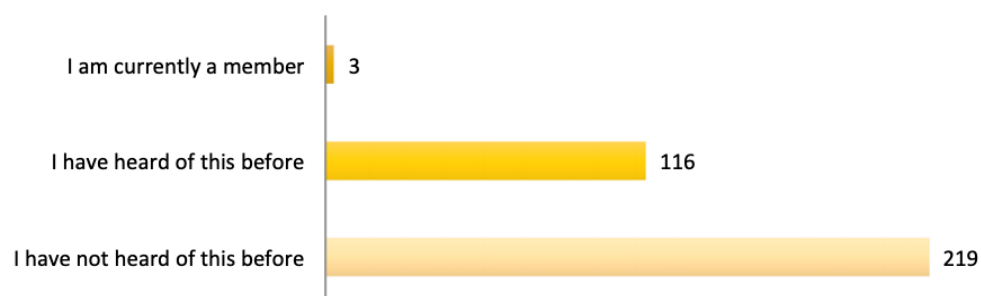
PLEASE LET US KNOW WHICH PROFESSIONAL BODIES YOU ARE CURRENTLY A MEMBER OF AND THOSE THAT YOU HAVE HEARD OF BEFORE?

Question 20

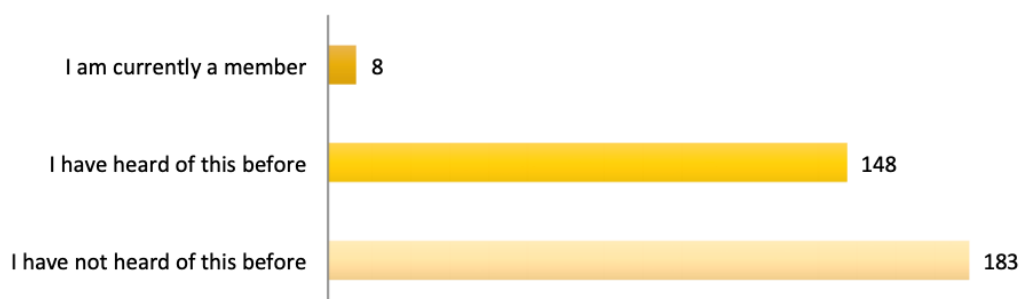
Association of Professional Healthcare Analysts



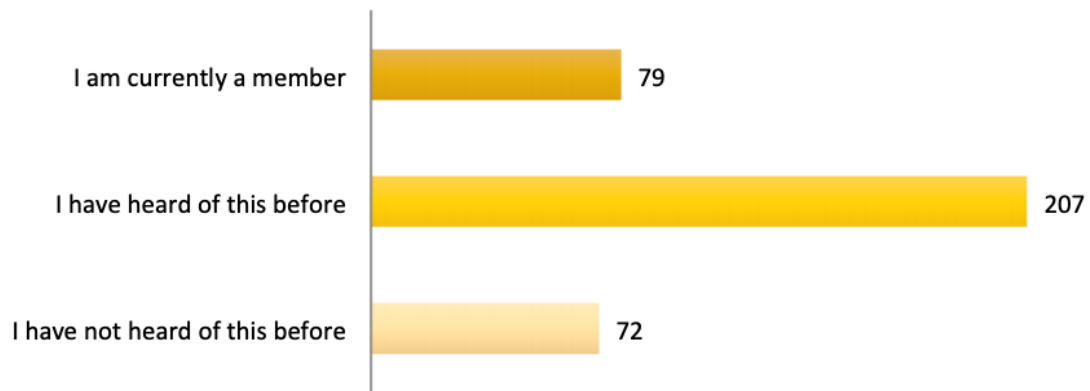
Society for innovation technology and modernisation



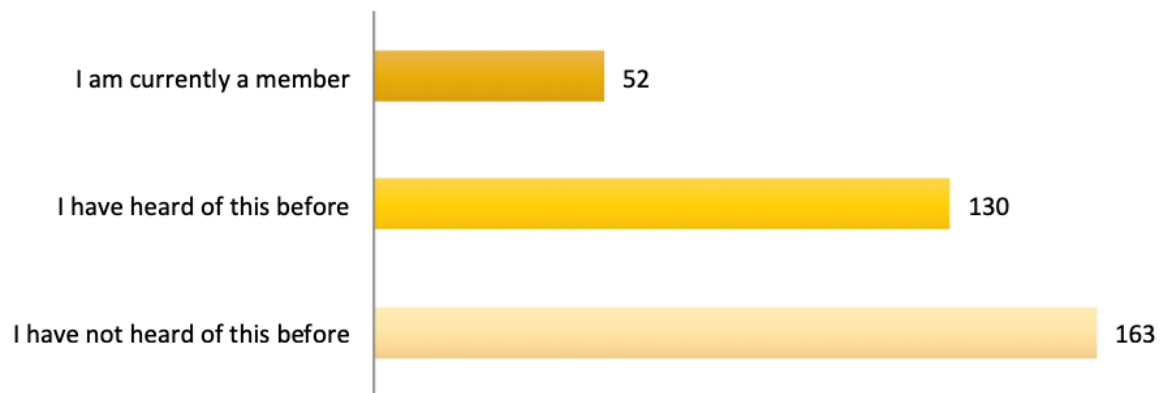
Institute of Health Records and Information Management



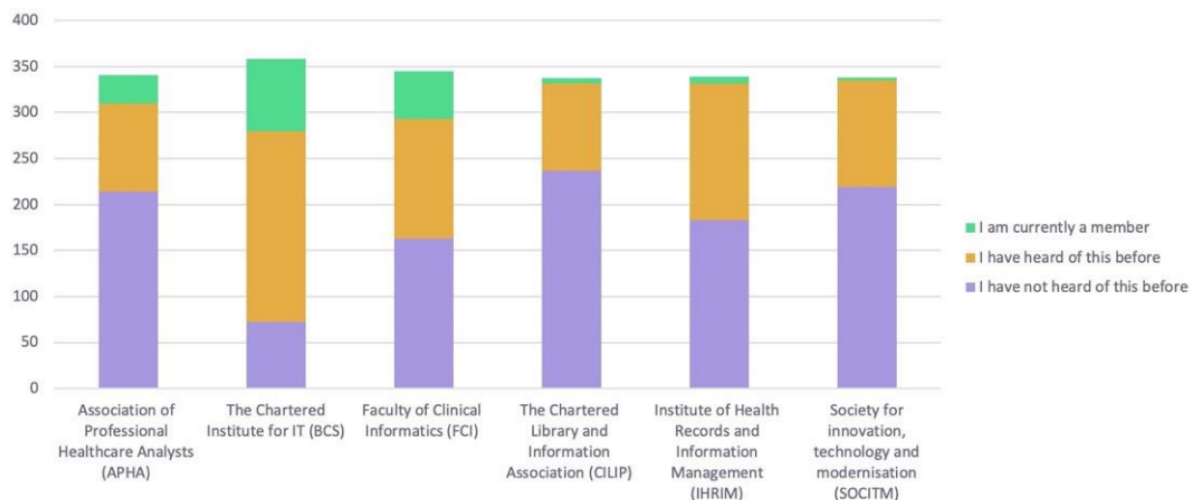
The Chartered Institute for IT



Faculty of Clinical Informatics



Q20 | Please let us know which professional bodies you are currently a member of and those that you have just heard of before:



Please specify any other professional bodies that you are a member of

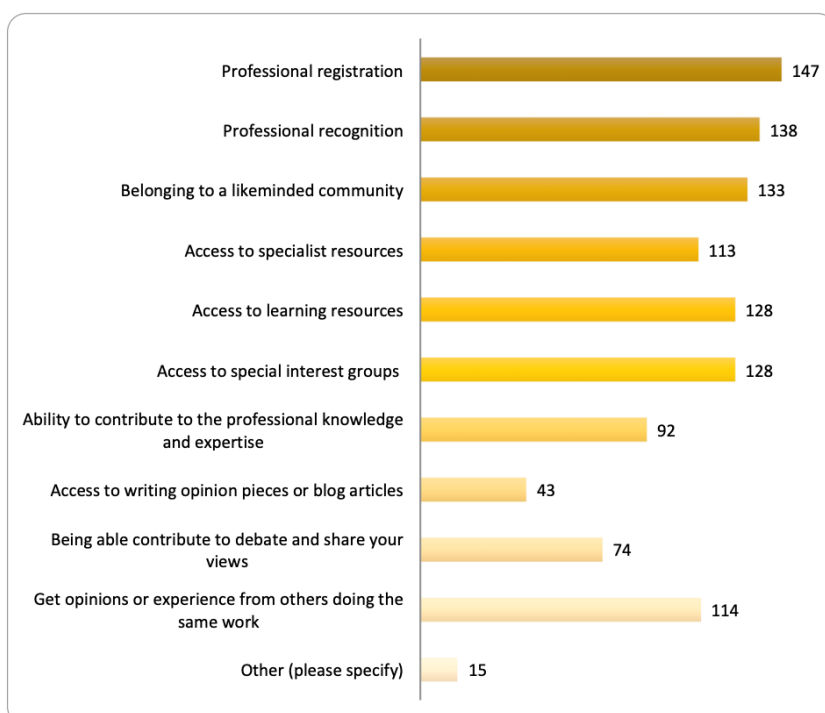
Question 21

There was a range of other organisations mentioned the most frequent were as follows:

- Association of project management
- Royal college of nursing
- Institute of engineering and technology
- Chartered management institute
- College of Healthcare Information Management Executives
- Institute of Physics

If you are a member of a professional body, which services best support you as a professional?

Question 22



Is there anything else you would like from your professional body?

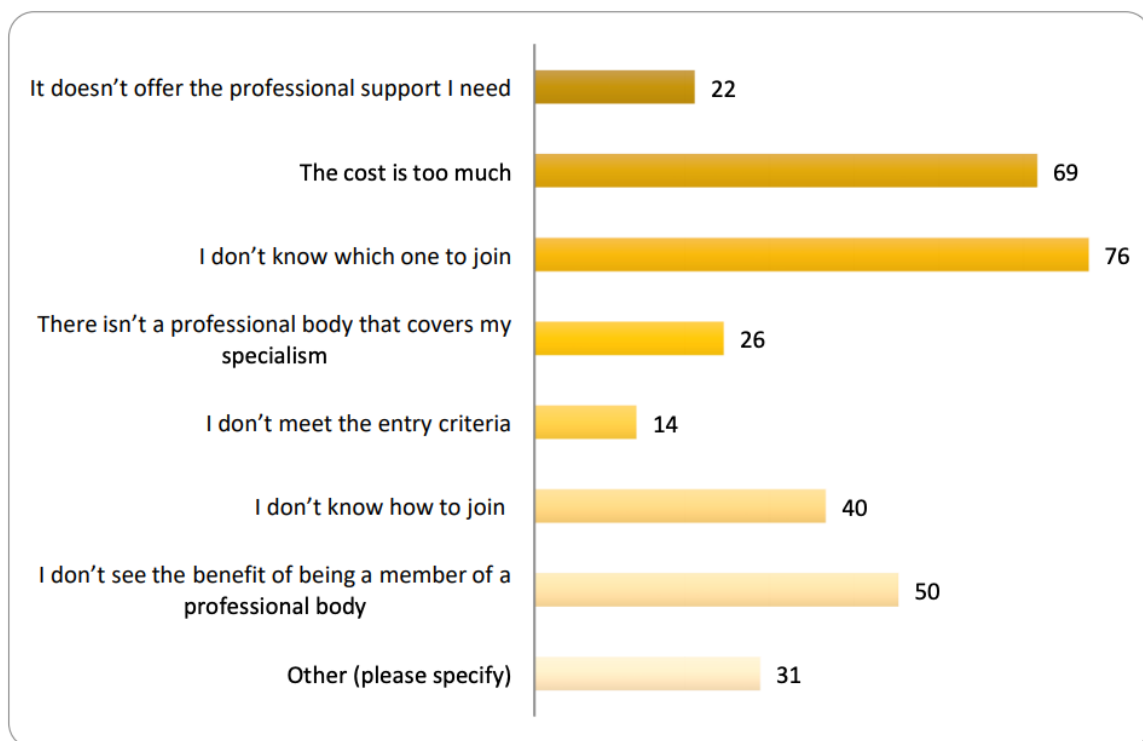
Question 23

The responses to this could be categorised under the following headings:

- Recognition/raising profile
- Supporting Development of profession
- Championing the profession
- Protection/Security
- Standards
- Networking and linking
- Career Advice
- Relevance/ state of the art
- Ease of access to resources

If you are not a member of a professional body, please could you tell us why?

Question 24



The comments from those who said **other** can be put under the following headings:

- Not useful
- Lack of time
- In the process of joining
- Lack of awareness
- Other ways of networking

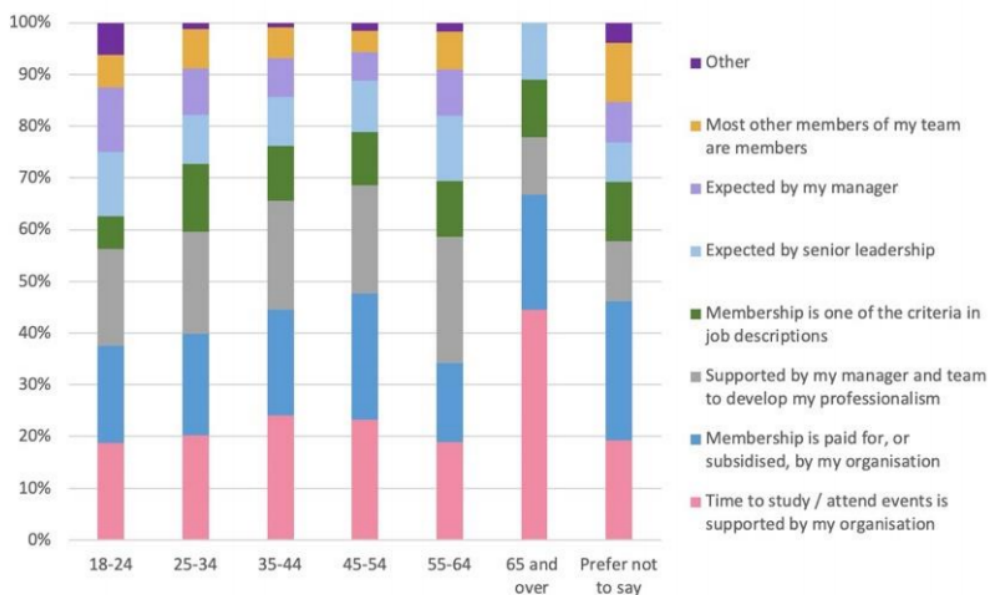
What other support or encouragement would influence your decision to join a professional body?

Question 25



ANALYSIS

Analysis | What other support or encouragement would influence your decision to join a professional body? – by age group



The top 3 factors across all age groups are:

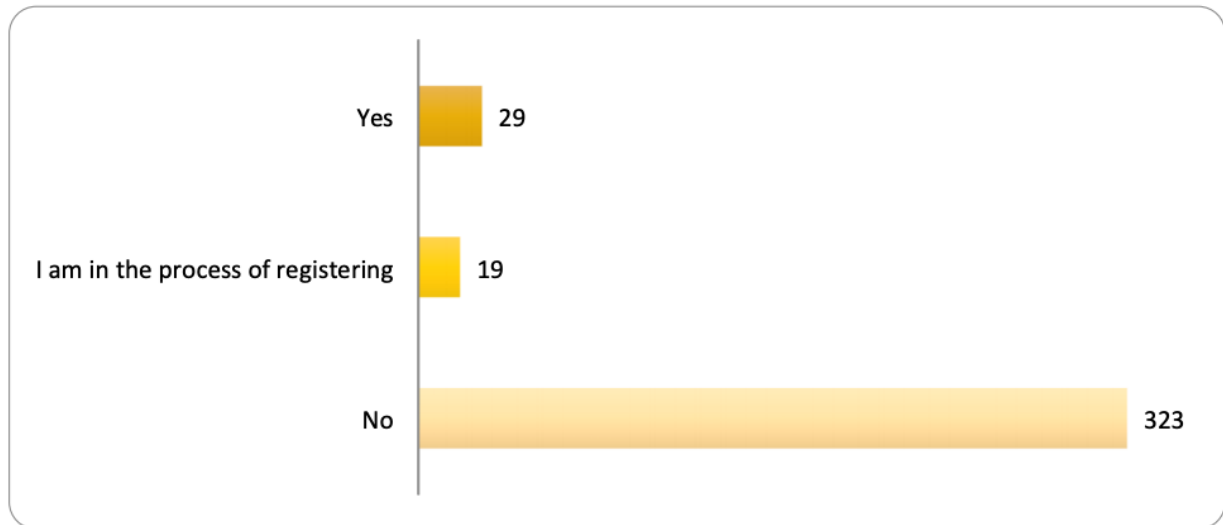
Time to study / attend events is supported by my organisation

Membership is paid for, or subsidised, by my organisation

Supported by my manager and team to develop my professionalism

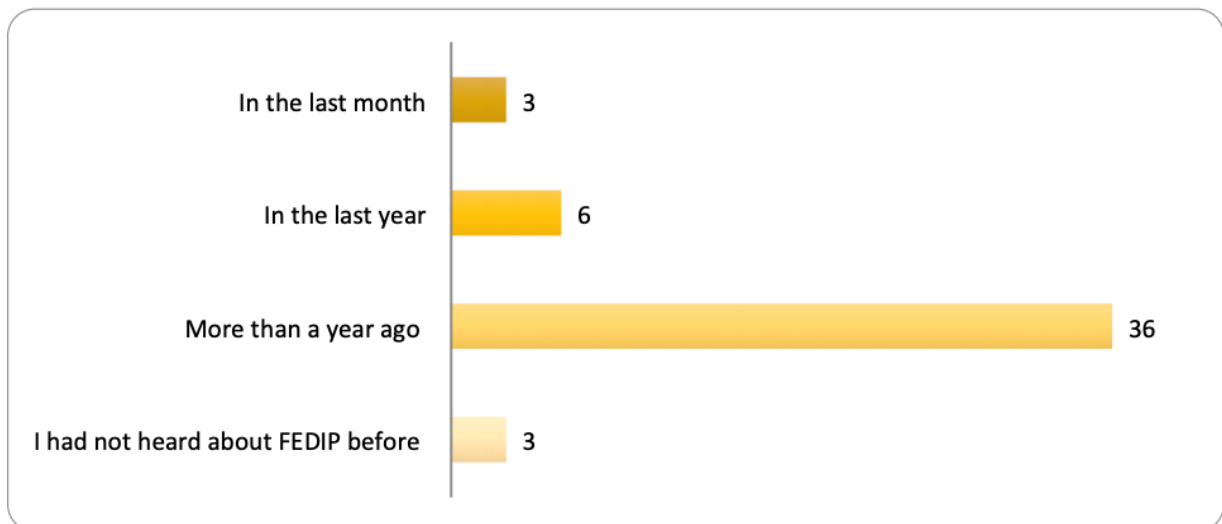
Are you registered with FEDIP?

Question 26



When did you first hear about FEDIP?

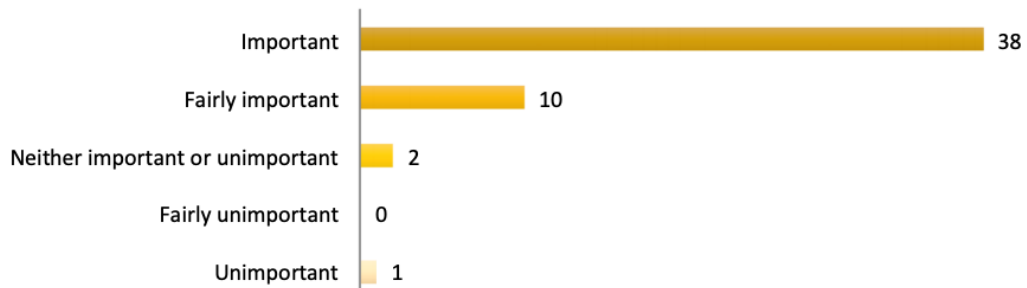
Question 27



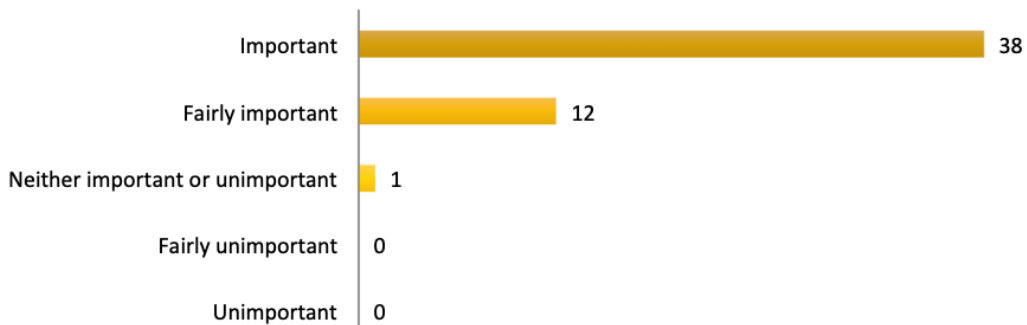
Please tell us how important the following are to you

Question 28

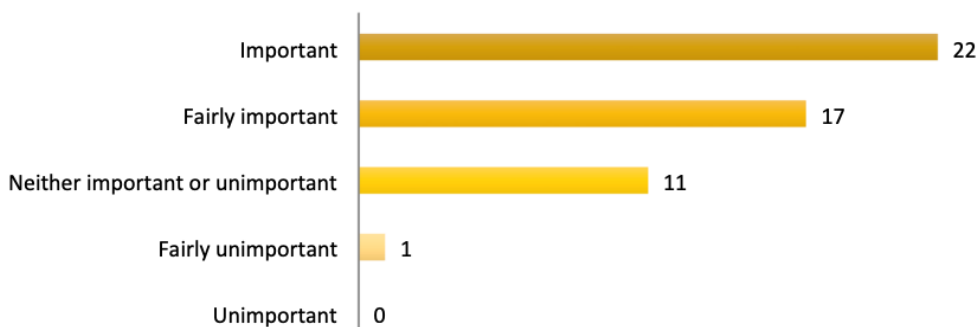
Shared professional standards and a common language



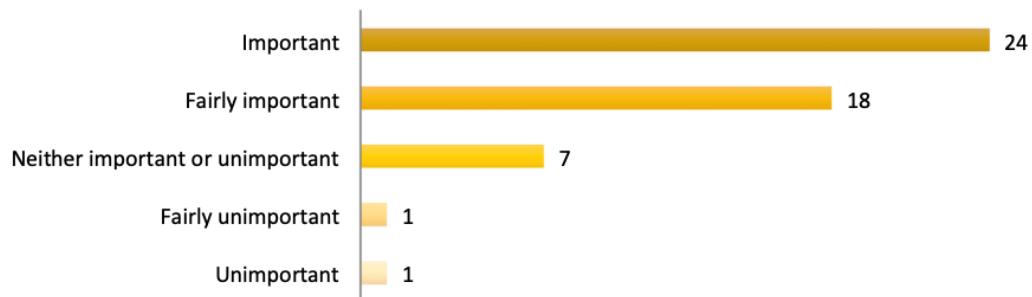
Support for learning, training and development



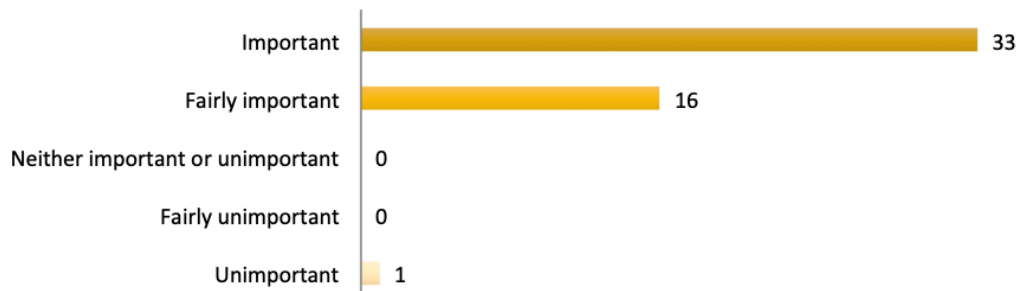
Guidance on job opportunities



Shadowing and other work based development opportunities

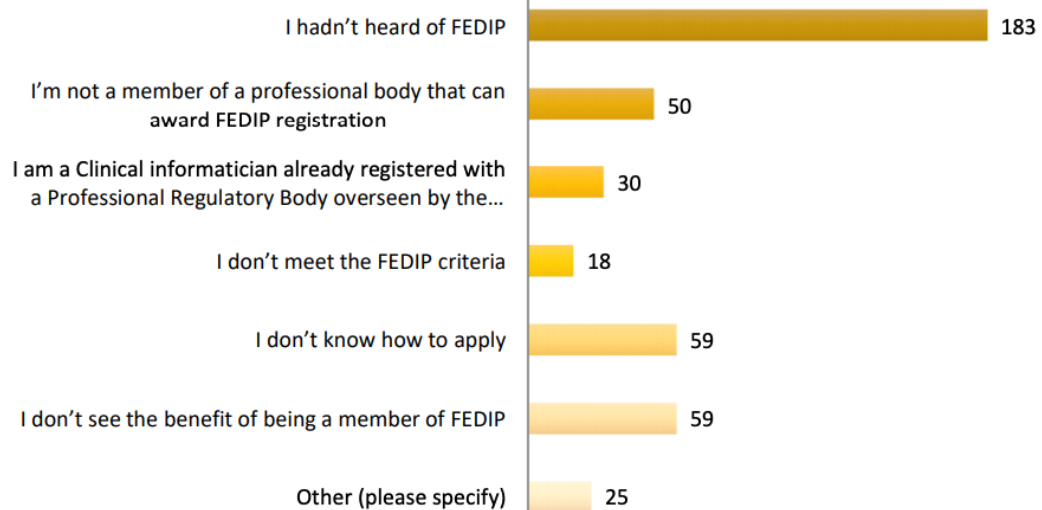


Networks and communities for support and development



If you are not registered with FEDIP, please could you tell us why

Question 29

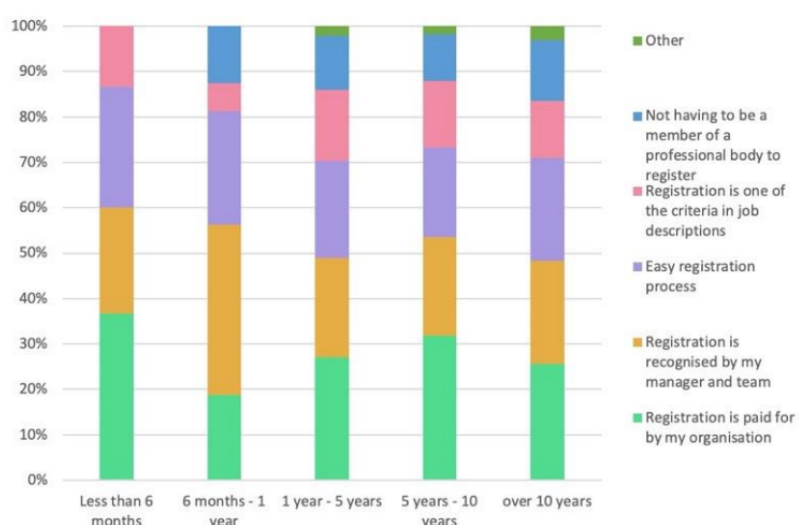


What support/encouragement would encourage you to register with FEDIP?

Question 30



Analysis | What support / encouragement would encourage you to register with FEDIP? – by length of service



The top 3 factors across all length of service groups are:

Registration is paid for by my organisation

Registration is recognised by my manager and team

Easy registration process

BECOMING THE PROFESSION

CONCLUSION

20
21

CONCLUSION

In analysing the responses to the consultation and following a number of workshops with professional bodies 6 broad themes have emerged.



01 — RECOGNITION

The results showed that there is a strong desire to see the profession develop so that it has parity of esteem with the other professions across health and care.

This included being seen as valued colleagues and increasing the recognition of the work that is done which is sometimes unrecognised and undervalued.

Furthermore, there was a demand for the ability for individuals to demonstrate that they have met the requirements of the profession and can prove their credentials. Many people found that it was difficult to demonstrate this in a way that others would recognise, even between colleagues within the profession.

It is also important to note that recognition was important for individuals in order to help lessen feelings of isolation and to provide them with a community that they belonged to and could rely upon for support and help.

Recognition is a broad theme and will need several approaches to address. To do this we will:

- Promote the skills and capabilities of the different roles that make up the informatics workforce. This will include the use of case studies, profiles of individuals, better descriptions of the range of activities and outcomes that are achieved by the profession.
- Working with employers so that the profession is recognised as being part of the health and care team.

-
- Help employers know that the people they are employing have recognised credentials promoting the value of registration as an indicator of skills, capabilities and fitness to practice.
 - Promote the development of new roles as the profession matures, specialities emerge and technology changes.
 - Ensure that roles that appear more general but are core to the profession are included and recognised (e.g specialist project managers, IT procurement, digital transformation etc).
 - Ensure that recognition does not introduce barriers to entry but encourages a broad range of inclusive pathways for entry into and progression within the profession.
 - Connecting people within and across specialisms to open opportunities for people to progress or move to other disciplines.



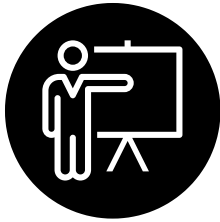
02 — Continuing Professional Development

Many respondents felt, whilst CPD was vital in a fast-moving profession, that employers often don't recognise the need for it. Indeed, without professional demand, it was more difficult to ask for and have the time to commit to CPD.

To compound this issue, a further challenge was knowing what development would help them to keep up to date and guidance on how to progress, as well as identifying what roles might be available in the future. This was felt to be particularly challenging in newer disciplines or when people wanted the skills to move into managerial positions.

We will ensure that:

- Our approach to CPD is clear and well understood by individuals and employers.
- Individuals will need to demonstrate CPD to maintain registration.
- Professional bodies develop guides to CPD to support career pathways.
- There are a wide variety of ways to undertake CPD, including bite-sized courses and introductory guides.
- Competencies need to be described in a common language so that roles can be built and development needs established.
- An occupational architecture is developed to ensure competencies and skills are relevant and up to date.



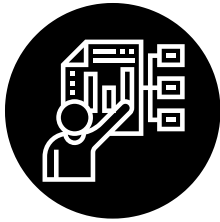
03 — Accreditation, Education and Training

Continuing the theme of education and development, many respondents stated they wanted to identify the value of a particular course simply and effectively before committing to it. It was also noted that a better system, for signposting users to more appropriate and useful resources, would be valuable.

Once training is complete, the ability to demonstrate to employers that they are keeping up to date and developing their skills and competencies was another crucial element. This includes being able to gain credit for work being done for the development of the profession and contributing to the knowledge base for others.

Many of the activities to develop CPD will rely on successfully accrediting training and education, to do this we will:

- Establish an accreditation function.
- Seek to improve the profession (through accreditation) by rewarding initiatives to create networks and establishing localised training and development opportunities.
- Work with education providers to develop new materials and qualifications.
- Provide equivalence for qualifications across the profession and for achieving registration.
- Ensure that CPD recognises contributions to the development of the profession and to the evidence that supports it.



04 — Career Guidance and Support

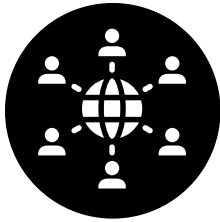
Making progress in the profession was seen as being difficult and many people gave personal examples of how frustrating this can be. There were many underlying reasons for this including:

- Knowing what to do to get the next job.
- Examples of poor management support.
- Guidance on what opportunities are open to them.
- Mentoring and coaching.
- Routes and pathways.

Mentoring and coaching was an area where there was a huge willingness to support colleagues and share expertise, but it was identified that there were not necessarily easy ways of offering this support to those that need it.

We will:

- Work with professional bodies to provide guides to progression.
- Ensure CPD is accessible to all in different formats to allow for different learning styles and backgrounds.
- Ensure CPD includes general management and leadership skills.
- Identify mentoring opportunities.
- Seek to support development opportunities.



05 — Networking

A cross-cutting theme was a desire to have opportunities to learn and be supported less formally and to be part of a community. Including regular events, meeting colleagues, understanding other roles in the profession and forums for discussion and debate.

To achieve this we will:

- Produce a directory of networks and groups.
- Highlight events and encourage participation through CPD.
- Provide members of the professional bodies with forums for discussion.
- Generate opportunities to debate and shape the future of the profession.
- Encourage connection by providing regular information by newsletter and other communication methods.



06 — Simplify the landscape

Another theme that came through all of the responses was the need to simplify the process of joining the profession and getting involved. Making participation easier and more understandable.

To achieve this we will:

- Work together to remove any unnecessary obstacles to join professional bodies.
- Seek to ensure that pathways into the profession are broad and inclusive and can offer support where inclusion has historically been low.
- Improve the processes for joining the profession and for registration.

NEXT STEPS

We have been working with the professional bodies to address what we have learned and have met with the 4 Nations to develop a charter for the informatics profession. We will complete the charter by the end of September 2021 and in the following months develop roadmaps to support the changes that are necessary to build the profession.

We welcome comments on this document and want to encourage participation in the progressing and shaping of the outcomes of the consultation. If you are on the FEDIP register or a member of the FCI (and consequently on a professional register) you can contribute to the debate on our forum. You can apply for access via the FEDIP website. (www.fedip.org/forum).

For any other queries on how to get involved and shape the future of the profession, please contact us via the website or by emailing info@fedip.org

Ways To Get Involved

01 — The FEDIP Forum

Join your fellow registered professionals in a members-only forum to discuss best practices, industry news and exchange views with registered professionals.

02 — The Newsletter

The monthly FEDIP newsletter keeps you up to date on the latest happenings from FEDIP and our Professional Bodies.

03 — Become a FEDIP Contributor

Want to contribute to our 'Leading Practitioner' interview series? Or have an opinion piece ready to be shown to the health and care informatics community? We are always happy to share what our registered practitioners are up to. Feel free to get in touch.

ACKNOWLEDGEMENTS

We would like to thank all those who took the time to respond to this consultation and provide us with such a wealth of feedback from which we are now able to begin planning the future roadmaps for the professionalisation of health and care informatics.

We would also like to particularly thank those organizations who have supported us in this consultation:

Health Education England

The NHSs in England, Wales, Scotland and N. Ireland

The AphA analysts for providing the consultation analysis

and to our Professional Bodies who continue to support the federation as we move forward with the creation of the FEDIP charter.

We thank you for your continued support

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