

# **Workforce Competencies**

## Project Charter

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## Objective for Today's Session:

Align on project scope, approach, and project timeline. Confirm project governance, key assumptions, and next steps to initiate the workforce competencies framework project.

# Background | Competency Profile

An enabler for delivering the Remedy is a skilled workforce, “sufficient to support the Remedy strategies (philosophically and practically)” (HR Remedy Report, pg. 2).

Existing Core Competencies for RRWs and RCWs	Current context	Objective
<ul style="list-style-type: none"><li>• Fire and life safety</li><li>• Health and personal care</li><li>• Medical awareness</li><li>• First aid/CPR</li><li>• Crisis intervention</li><li>• Behavioural supports</li><li>• Individualised planning</li></ul>	<ul style="list-style-type: none"><li>• <b>No credential</b> is required to work in the sector</li><li>• <b>Lack of regulations</b> on training requirements</li><li>• Sector, first voice, and families agree: current core competencies and training are <i>insufficient</i></li></ul>	<p>The DSP workforce strategy aims to <b>modernize and strengthen</b> the service provider workforce.</p>

\*(RCWs are not required to have #6 and #7).

# Project Objective and Scope

## Objective:

Conduct an occupational analysis of the Disability Support Worker profession with the aim of **replacing the existing core competencies** with a **new competency profile** that **better reflect the current and future skills needed to support people with disabilities** live a good life in the community.

## Current Scope:

- Conducting an in-depth **analysis** of the disability support worker profession.
- Developing a **new competency profile** that reflects the support needs outlined in the context of the **Remedy**.
- Establish **sector-wide alignment** on a new competency profile that replaces the current core competencies and ensures the delivery **of support for people with disabilities in community**.

## Out of Scope:

- Undertake an **assessment** to identify organizational needs and benchmark current sector capabilities against the competency profile.
- **Implementation** of the competency profile, including identifying delivery mechanisms, designing training, and establishing sectoral governance structures.

# Project Approach | High-Level Overview

Below are the proposed project phases for the project along with each phase’s key deliverables.



Phases	1. Initiation	2. Planning	3. Execution
Summary	Confirm project objectives, scope, and approach	<ul style="list-style-type: none"><li>Perform occupational scan; ecosystem mapping; and initial engagements to support needed to inform occupational analysis for co-designing the competency framework</li></ul>	<ul style="list-style-type: none"><li>Co-develop competency framework with select key partners to ensure relevance and buy-in.</li><li>Identify implementation considerations</li></ul>
Deliverables	<ul style="list-style-type: none"><li>Project charter</li></ul>	<ul style="list-style-type: none"><li>Engagement plan</li><li>Occupational analysis report</li></ul>	<ul style="list-style-type: none"><li>Validated competency profile</li><li>High-level implementation considerations report</li></ul>



# Phase 1 | Initiation

This phase focuses on defining the project requirements, constraints, objectives, work plan and project governance.

## Key Activities

- Align on **project scope and approach** with an **EDIRA** lens
- Identify **project team** members, host **project team** kick off meeting and obtain approval from DSP leadership on project charter
- **Document review of Nova Scotia's** workforce strategy research, existing competency framework, associated policy documents and service level agreements .

## Deliverables



Project charter



## Phase 2 | Planning

This phase focuses on understanding the current ecosystem and gathering insights from key groups to identify what is needed to effectively support people with disabilities live a good life in the community.

### Key Activities

- Begin **Ecosystem mapping**
- Perform **jurisdictional scan**
- Develop an **engagement plan**
- Conduct **engagements** with first voice groups, service provider staff, educational institutions, and families
- Summarize **engagement insights**
- Develop **occupational analysis report**

### Deliverables



Engagement plan



Occupational analysis report



## Phase 3 | Execution

Phase three centers on defining the competency profile by leveraging insights from earlier phases and engaging select groups in co-design workshops to develop a clear and practical framework.

### Key Activities

- Define competency domains utilizing **discovery insights, jurisdiction information, and insights** from the engagements and workshops
- Host co-design workshops with key partners to develop **domain competencies**
- Draft competency profile based on **co-design workshops**
- **Validate** competency profile with sectoral partners for validation
- Identify considerations using **Consolidated Framework for Implementation research (CFIR)**
- Draft **implementation considerations report**

### Deliverables

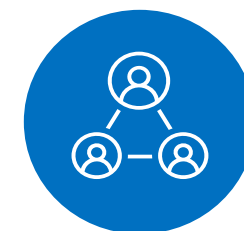


Validated competency profile



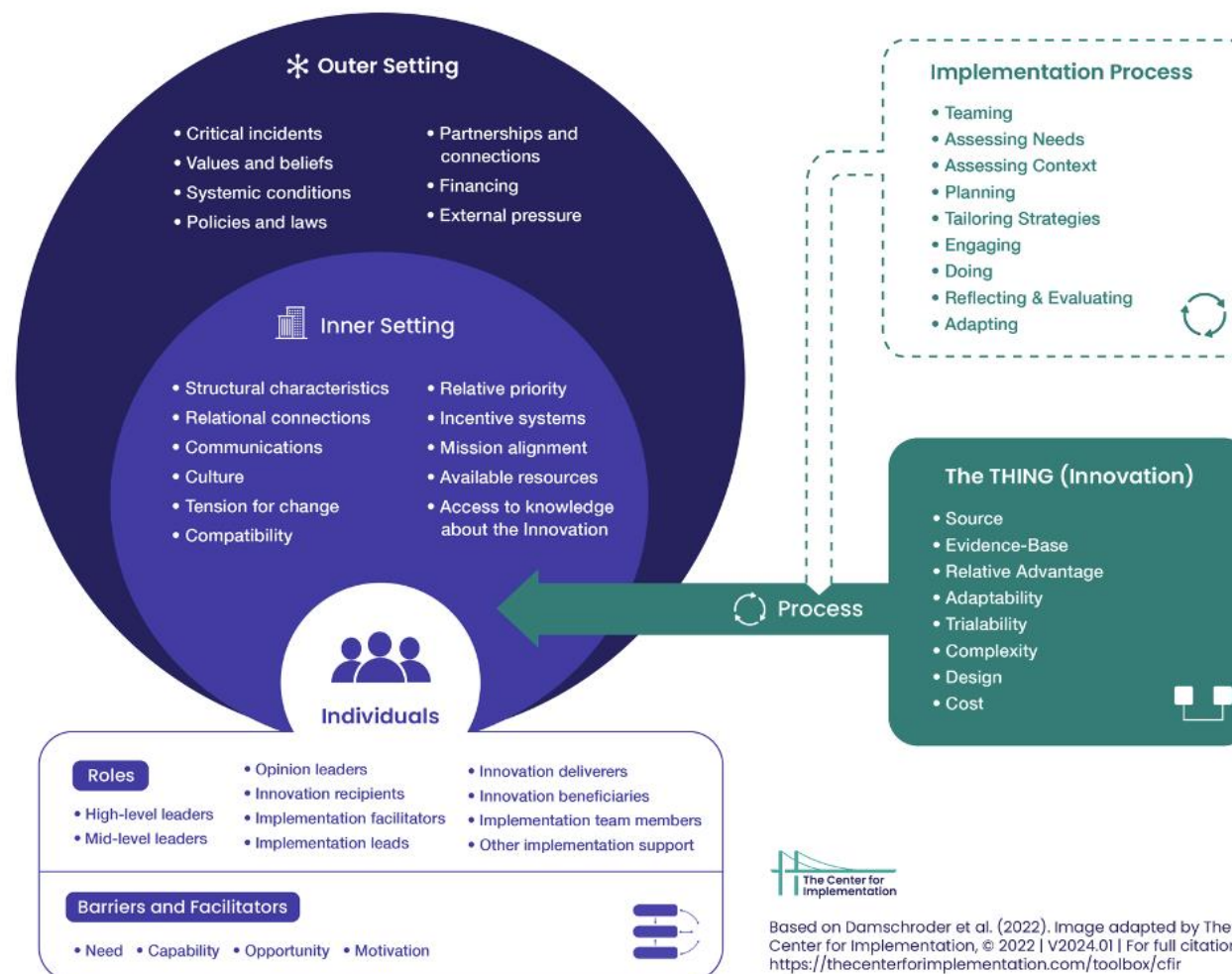
High-level implementation  
considerations report





# Consolidated Framework for Implementation Research (CFIR)

**CFIR** is a tool that helps identify **barriers and facilitators** when implementing new initiatives to provides a structured way to assess factors that influence successful implementation, focusing on people, organizations, and context.



Based on Damschroder et al. (2022). Image adapted by The Center for Implementation, © 2022 | V2024.01 | For full citation: <https://thecenterforimplementation.com/toolbox/cfir>

Project Phase	May 2025			Jun 2025						Jul 2025				Aug 2025				Sept 2025					Oct 2025				Nov 2025				Dec 2025		
	12	19	26	2	9	16	23	30	7	14	21	28	4	11	18	25	1	8	15	22	29	6	13	20	27	3	10	17	24	1	8	15	
Phase 1: Initiation																																	
Project charter document																																	
Kick-off																																	
Phase 2: Planning																																	
Ecosystem map																																	
Jurisdictional scan																																	
Engagement planning																																	
Conduct engagement																																	
Synthesize engagement insights																																	
Draft occupational analysis report																																	
Phase 3: Execution																																	
Define competency domains																																	
Plan co-design workshops																																	
Conduct co-design workshops																																	
Draft competency profile																																	
Validate competency profile																																	
Plan implementation workshop																																	
Conduct implementation workshop																																	
Implementation considerations																																	

# Project Considerations and Assumptions

1

The Project Team **will apply various lenses to the DSP competency work to support alignment with initiatives related to this project**

2

As service providers shift to **community-based, person-directed support for people with disabilities, the competency framework** must apply across emerging models.

3

**The success of the DSP guidelines depends on service provider engagement.** Targeted strategies must address varying levels of capacity and preparedness.

4

**Dedicated projects** will be established to identify the **skills gap and implement the competency profile.**

# EDIRA Considerations

This project will prioritize and integrate principles of equity, diversity, inclusion, reconciliation, accessibility (EDIRA), and anti-racism at every stage. We are committed to continuous evaluation, ensuring these values are upheld through regular check-ins. Specifically, we will apply this framework in the following areas:



**An equity-first approach** is essential to ensure that EDIRA (Equity, Diversity, Inclusion, Reconciliation and Accessibility) principles are prioritized across all phases of framework development and documentation.



**Accessibility considerations** will be prioritized throughout ongoing engagements with all key parties. Recognizing the impact this work has on individuals with accessibility requirements, it is essential to ensure that the framework aligns with and effectively address accessibility needs.



**Language accessibility** must be considered in the development of publicly available materials so that final deliverables can be accessed by all participants regardless of any barriers that may exist for accessing written content.



**Engagement representation** is essential to ensure the various perspectives within Nova Scotia's diverse populations are heard. The project team will meet with various representative groups to ensure the program results meet the needs of all Nova Scotians.

# Workforce Competencies and Resources

## Roles & Responsibilities

**Maria Medioli, Project Sponsor**

- Provide final approval and determinations for deliverables and direction
- Escalate and present items to DCS Executive as required

**Suzanne Cirtwill, Program Director**

- Provide strategic direction for portfolio
- Review and approve deliverables prior to submission to Co-Executive DMs

**Obbia Barni, Project Manager**

- Provide project direction and oversight
- Maintain understanding of project interrelations with other work streams
- Review and approve project deliverables
- Conduct risk escalation, if needed

**Ilse van Winssen, Davis Pier Lead**

- Provide project guidance from a portfolio lens
- Lead in the development of project deliverables

**Charlotte MacDonald, Diana Poirier, Lisa Burton, Melissa Ritcey, Anne Stokes, DSP Staff**

- Provide feedback and input on key deliverables and participate in information collection activities
- Advise and represent the needs of their programs
- Liaise with impacted groups and partners in the sector during implementation phases

**Meghan Macpherson, Caelan Peters, Hephzibah Lakhanpal, Davis Pier Associates and Analysts**

- Develop project materials and deliverables
- Maintain regular communications with the Project Manager (e.g., status meetings and reports)
- Support facilitation of workshops, engagements, etc.

**Labour Skills and Advanced Education (LSI) and Finance Team, Government Resources**

- Provide support on project tasks and outputs as required

For discussion:

- Are we missing any groups/key partners?
- Are there any other government resources that will assist operationally?

Interested Parties and Impacted Groups	
Internal	<ul style="list-style-type: none"><li>• DSP Service Delivery Staff</li><li>• DSP Leadership</li><li>• DSP Finance</li></ul>
External	<ul style="list-style-type: none"><li>• Service providers associations (NSRRA, DANS, CCANS, Directions NS) and individual service provider organizations)</li><li>• Disability support workers</li><li>• DSP participants</li><li>• Regional Advisory Councils</li><li>• Families, and Support Networks</li><li>• Educational institutions (NSCC, Private Career Colleges, Universities)</li><li>• Health+ Community Care Workforce Council (HCSC)</li><li>• Aware NS</li><li>• Immigration Services Association NS (ISANS)</li><li>• Nova Scotia Career Development Association (NSCDA)</li><li>• Unions (CUPE and others)</li><li>• Department of Seniors and Long Term Care (SLTC)</li><li>• Department of Labour skills and Immigration (LSI)</li><li>• Department of Advanced Education (AE)</li></ul>

# Potential Risks & Mitigations

We have identified potential risks based on our understanding of project priorities. These will be managed throughout the project and regularly assessed to ensure they are properly mitigated.

#	Risk	Level	Mitigation
1	Limited community engagement	Medium	<ul style="list-style-type: none"><li>Conduct engagement early after comprehensive pre-engagement and promotion</li><li>Conduct outreach efforts to ensure diverse community representation.</li><li>Utilize multiple engagement methods (surveys, focus groups) to gather input from various demographics.</li></ul>
2	Conflicting expectations and priorities among audiences involved	High	<ul style="list-style-type: none"><li>Clearly define engagement goals for each audience and be transparent about the level of influence.</li></ul>
3	Scope creep of competency guidelines	Medium	<ul style="list-style-type: none"><li>Deliberate attention will be given to ensuring the competency profile remains streamlined and relevant to the sector as a whole, avoiding unnecessary complexity or overlap with full job descriptions.</li></ul>
4	Resistance to change	High	<ul style="list-style-type: none"><li>Communication strategy to mitigate this risk to the community members.</li></ul>

# Next Steps

- Alignment and access for relevant documentation
- Begin existing document review
- Develop Jurisdictional Scan Approach
- Conduct ecosystem mapping



## Phase 2: Planning

- Ecosystem mapping
- Jurisdictional scan
- Engagement plan

Standing Meeting: Biweekly Thursday's from 10:15 am – 11:15 am