

## **H5VW 04 (SCDHSC0043) — Take Responsibility for the Continuing Professional Development of Yourself and Others**

### **Overview**

This standard identifies the requirements when taking responsibility for your own continuing professional development and contributing to the development of others within settings where individuals are cared for or supported.

## Additional Information

### Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

**Accredited learning** may include Vocational Qualifications, vocationally related qualifications, other accredited courses.

**Development opportunities** may include educational programmes, training activities, coaching, structured feedback, shadowing, secondment, other types of personal or professional support.

The **individual** is the adult, child or young person you support or care for in your work.

**Key people** are those who are important to an individual and who can make a difference to his or her wellbeing. Key people may include family, friends, carers and others with whom the individual has a supportive relationship.

**Others** are your colleagues and other professionals whose work contributes to the individual's wellbeing and who enable you to carry out your role.

A **personal development plan** is a formal record of your areas of strength, areas for development, proposed learning opportunities and timeframes for achievement, developed in collaboration with a supervisor/mentor.

**Personal beliefs** may include beliefs about values, cultural norms, religious beliefs and opinions which you hold firmly.

**Practice** includes knowledge, skills, attitudes and behaviour; it also involves experiences and personal beliefs that may affect your practice.

**Support** may include formal and informal supervision, mentoring, peer support, tutor support, assessor support.

## **Scope/range related to Knowledge and Understanding**

**All knowledge statements must be applied in the context of this standard.**

### **Values**

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

## Performance Criteria — What you do in your job

You must provide evidence to meet all the 24 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

### Take responsibility for your continuing professional development

	Performance Criteria	Evidence Number where this criteria has been met
1	Establish the knowledge, understanding and skills required to carry out your job role.	
2	Evaluate how well your own knowledge, understanding and skills match with those identified.	
3	Seek feedback from those with whom you work about your knowledge and <b>practice</b> .	
4	With <b>support</b> , reflect on your knowledge and practice and how your life experiences and <b>personal beliefs</b> may affect your work.	
5	Evaluate how your knowledge and practice contribute to leadership, team working and outcomes for <b>individuals</b> .	
6	Assess your contribution to inter-agency working.	
7	Identify with individuals, <b>key people</b> and <b>others</b> your strengths and your learning and development needs.	
8	Draw up a personal and professional development plan to address your learning and development needs.	
9	Source <b>development opportunities</b> that will meet identified priorities.	
10	Implement your <b>personal development</b> plan through accessing development opportunities.	

### Take responsibility for your continuing professional development (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
11	Reflect on how well development activities have met your personal learning needs.	
12	Evaluate with individuals and others how your practice has been affected by development activities.	
13	Keep up-to-date records of your personal and professional development, in line with legal and work setting requirements.	

### Contribute to the personal and professional development of others

14	Act as a role model to promote continuing professional development to others with whom you work.	
15	Disseminate information about knowledge and evidence-based practice that will be useful to others with whom you work.	
16	Challenge poor practice in ways that promote the use of knowledge and evidence-based practice to safeguard individuals and enhance their wellbeing.	
17	Identify the skills and knowledge needed in order to carry out the job roles of those for whom you have responsibility.	
18	Assess the requirement for literacy, numeracy and information technology skills in carrying out these job roles.	
19	Provide feedback to enable others to identify how their practice supports the achievement of outcomes for individuals.	
20	Support others to identify their strengths and their personal and professional development needs.	

### Contribute to the personal and professional development of others (cont)

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
21	Identify development opportunities that will meet agreed development needs.	
22	Support others to make use of opportunities for mentoring, assessment, and <b>accredited learning</b> .	
23	Promote the ability to learn from every day experiences.	
24	Maintain records and reports about the development of others within confidentiality agreements and according to legal and work setting requirements.	

## Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 16 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

### Rights

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

## Your practice

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
4	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
5	Your own background, experiences and beliefs that may have an impact on your practice.	
6	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
7	How to work in partnership with individuals, key people and others.	

## Personal and professional development

8	Principles of reflective practice and why it is important.	
9	Your role and the role of others in evaluating and developing your skills and knowledge through supervision and appraisal or other arrangements.	
10	The range of learning opportunities and how to access them.	
11	How to use learning opportunities effectively to improve your knowledge and practice, including learning from day to day experiences.	
12	How to apply learning and transfer skills into new situations.	
13	Your role in developing the professional knowledge and practice of others.	
14	How to promote evidence based practice.	
15	The purpose of undertaking personal and professional development and your responsibility for doing so.	
16	Regulation requirements for the workforce.	



The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

To be completed in accordance with centre's internal verifier (IV) strategy.

<b>Evidence for this Unit was sampled on the following date/s</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	