

# SCDHSC0023 - SQA Code HC5L 04

## Develop your own knowledge and practice

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### Overview

This standard identifies the requirements for developing your practice within settings where individuals are cared for or supported. This includes reflecting on your current skills and knowledge in the workplace, taking opportunities to improve your practice and applying learning in the workplace.

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### Performance criteria

#### Reflect on your current practice

*You must be able to:*

- P1 clarify with **others** the skills, knowledge and values required to carry out your job role
- P2 clarify with others the areas of your work where literacy, numeracy and information technology skills are necessary
- P3 actively seek feedback from **individuals, key people** and others on your use of skills, knowledge and values in your practice
- P4 agree with others the areas of strength in your practice
- P5 reflect with others on the way your values, **personal beliefs** and experiences may affect your work with individuals

#### Plan to develop your knowledge and practice

*You must be able to:*

- P6 seek **support** from others to identify areas for development within your practice that would help you to carry out your work activities more effectively
- P7 seek advice on **development opportunities** to achieve development
- P8 agree a **personal development plan** with others
- P9 secure opportunities for development

#### Apply acquired knowledge and skills in your work

*You must be able to:*

- P10 use opportunities with others to reflect on your learning from development opportunities in order to continuously improve your practice
- P11 review how the newly acquired skills and knowledge can be applied in your practice
- P12 confirm with others that it is safe and within your job role before applying new skills and knowledge
- P13 apply new skills and knowledge that have been agreed as appropriate to your job role
- P14 evaluate with others how far your new skills and knowledge have enhanced your work

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### Knowledge and understanding

*You need to know and understand:*

#### Rights

- K1 work setting requirements on equality, diversity, discrimination and rights
- K2 your role in supporting rights, choices, wellbeing and active participation

#### How you carry out your work

*You need to know and understand:*

- K3 codes of practice, standards, frameworks and guidance relevant to your work and the content of this standard
- K4 the main items of legislation that relate to the content of this standard within your work role
- K5 your own background, experiences and beliefs that may affect the way you work
- K6 your own roles and responsibilities with their limits and boundaries

#### Personal and professional development

*You need to know and understand:*

- K7 why it is important to reflect on how you do your work
- K8 how to use your reflections to improve the way you work

#### Specific to this NOS

*You need to know and understand:*

- K9 your role and the role of others in evaluating and developing your skills and knowledge through supervision and appraisal or other arrangements
- K10 the range of learning opportunities and how to access them
- K11 how to use learning opportunities effectively to improve your knowledge and practice, including learning from day to day experiences
- K12 how to apply learning and transfer skills into new situations

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#### 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.

Note: 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.

**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 well-being. 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 well-being and who enable you to carry out your role

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

A **personal learning 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

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

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**Scope/range  
relating to  
knowledge and  
understanding**

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

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#### 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

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 as complete:</b>	

**Internal Verification —**

to be completed in accordance with centre's IV strategy

<b>Evidence for this Unit was sampled on the following date/s:</b>	<b>IV's Signature</b>	<b>IV'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>IV's Signature</b>	<b>IV's Name</b>

**Unit completion confirmed**

<b>IV's Name:</b>	
<b>IV's Signature:</b>	
<b>Date complete:</b>	