

## **H5LE 04 (SCDHSC0033) — Develop your Practice through Reflection and Learning**

### **Overview**

This standard identifies the requirements for reflecting on and developing your practice within settings where individuals are cared for or supported. This includes reflecting on your own practice in the workplace and taking action to enhance your practice by using opportunities for development.

## 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.

**Active participation** is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

**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.

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

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.

**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 19 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.

### Reflect on your own practice

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Communicate to <b>others</b> the importance of being a reflective practitioner.	
2	Analyse with <b>individuals, key people</b> and others what is required for competent, effective and safe practice in your job role.	
3	Use reflection to review your own knowledge, skills, attitudes and behaviours.	
4	Reflect on how any life experiences and <b>personal beliefs</b> might affect your work.	
5	Evaluate with individuals, key people and others how well you carry out your work to achieve outcomes and promote <b>active participation</b> .	
6	Analyse the areas of your work where literacy, numeracy and information technology skills are necessary.	
7	Demonstrate where you have used literacy, numeracy and information technology skills in your work.	
8	Evaluate with others how your practice and skills could be improved.	

## Take action to enhance your practice

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
9	Use <b>support</b> to identify strengths within your practice.	
10	Use support to reflect on and identify ways that your practice can be enhanced.	
11	Prioritise aspects of your practice that need to be strengthened.	
12	Take action, with support, to identify <b>development opportunities</b> that will enhance your knowledge and practice.	
13	Agree with others your <b>personal development plan</b> .	
14	Access development opportunities.	
15	Apply new learning to your practice.	
16	Evaluate how effective the development opportunities have been in enhancing your practice.	
17	Share with others how reflection has led to improved ways of working.	
18	Revise your personal development plan to take account of personal growth, skills enhancement and new challenges.	
19	Keep up-to-date records of your personal and professional development, 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 13 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 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

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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
8	Principles of reflective practice and why it is important.	
9	How to access information and support on knowledge and best practice relevant to your work.	
10	Your role and the role of others in evaluating and developing your skills and knowledge through supervision and appraisal or other arrangements.	
11	The range of learning opportunities and how to access them.	
12	How to use learning opportunities effectively to improve your knowledge and practice, including learning from day to day experiences.	
13	How to apply learning and transfer skills into new situations.	

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>	