

About this Unit

This standard covers promoting the values and principles underpinning best practice by ensuring you keep up-to-date with changes in legislation, policy and procedures, developing your own competence and skills in line with changes in knowledge and practice, and responding appropriately to instances of poor, bad or dangerous practice. The competence reflects the importance of a continuous improvement model to the provision of services.

Users of this standard will need to ensure that practice reflects up-to-date information and policies.

Your **knowledge and understanding** will be specifically related to legal requirements and codes of practice and conduct applicable to your job, and the NHS Knowledge and Skills Framework. This will relate to your work activities; the job you are doing, and the setting, eg in hospital and community, domiciliary, residential care, and the individuals you are working with.

Values — the values underpinning this Unit are embedded within the 2009 NHS Code of Conduct for Health Care Support Workers. These are stated in full within the Assessment Strategy and Guidance document for the awards.

Key Words and Concepts — a glossary of definitions, key words and concepts used in this Unit is contained in the Assessment Strategy and Guidance document.

In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **You should read the Assessment Strategy and Guidance document before you begin working with the standards and refer to it if you are unsure about anything in the Unit.**

Specific Evidence Requirements for the Unit

It is essential that you adhere to the Evidence Requirements for this Unit

SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT
Simulation:
<ul style="list-style-type: none"> ◆ Simulation is NOT permitted for any part of this Unit. ◆ The following forms of evidence ARE mandatory:
<ul style="list-style-type: none"> ◆ Direct Observation: Your assessor or expert witness must observe you in real work activities. Their confirmation of your practice will provide evidence for a significant amount of the performance criteria in this Unit. For example, your assessor may observe you developing and implementing strategies to deal with conflicts and or tensions. ◆ Professional discussion: Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. For example, your assessor may ask you to explain, with examples from practice, how you would provide constructive challenges to poor practice.
Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:
<ul style="list-style-type: none"> ◆ Reflective Account: These are written pieces of work which allow you to reflect on the course of action you took in a specific situation to identify any learning from the piece of work and to describe what you might do differently in the light of your new knowledge. ◆ Questioning/professional discussion: May be used to provide evidence of knowledge, legislation, policies and procedures which cannot be fully evidenced through direct observation or reflective accounts. In addition your assessor/mentor or expert witness may also ask questions to clarify aspects of your practice. ◆ Expert Witness: A designated expert witness, eg a senior member of staff, may provide a direct observation of your practice, or record a professional discussion they have held with you on a specific piece of practice. ◆ Witness Testimony: Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen. ◆ Products: These can be any record that you would normally use within your normal role, eg you should not put confidential records in your portfolio; they can remain where they are normally stored and be checked by your assessor and internal verifier. ◆ Prior Learning: You may be able to use recorded prior learning from a course of training you have attended within the last two years. Discussion on the relevance of this should form part of your assessment plan for each Unit. ◆ Simulation: There may be times when you have to demonstrate you are competent in a situation that does not arise naturally through your work role, eg dealing with violent or abusive behaviour. The Evidence Requirements in each Unit provide specific guidance regarding the use of simulation.
GENERAL GUIDANCE
<ul style="list-style-type: none"> ◆ Prior to commencing this Unit you should agree and complete an assessment plan with your assessor which details the assessment methods you will be using, and the tasks you will be undertaking to demonstrate your competence. ◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge. ◆ The evidence must reflect the policies and procedures of your workplace and be linked to current legislation, values and the principles of best practice within the Health Care sector. This will include the National Service Standards for your areas of work. ◆ All evidence must relate to your own work practice.

KNOWLEDGE SPECIFICATION FOR THIS UNIT

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this Unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to provide evidence for ALL knowledge points listed below. There are a variety of ways this can be achieved so it is essential that you read the 'knowledge evidence' section of the Assessment Guidance.

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
The context of health practice	
1 A working knowledge of UK, country, EU legislation, statutory codes, standards, frameworks and guidance relevant to promoting best practice, including multi-disciplinary and multi-organisational practice, data protection and confidentiality of information as relevant to your own area of practice.	
2 A working knowledge of the range and role of regulatory and standard setting bodies.	
3 A working knowledge of current and emerging key practice and service issues and policies.	
4 A working knowledge of how to access valid, reliable and up-to-date information about current and emerging legislation and the values and principles underpinning best practice.	
5 A working knowledge of how to monitor, analyse and assess the implication of, and changes in, legislation and the regulatory environment and interpret and apply them to your own and others' working practices.	
6 A working knowledge of the impact of discrimination, disadvantage and social exclusion and how to recognise and respond to these in your own and others' practice.	
7 A working knowledge of the importance of respecting and promoting: (a) each person as an individual (b) independence and quality of life for individuals, with due regard to the safety of the individual, self and others (c) the dignity and privacy of individuals, families, groups and communities	
8 A working knowledge of the importance of recognising, valuing and respecting the diversity, expertise and experience of individuals, families, groups and communities.	
The nature of your practice and that of others	
9 A working knowledge of how to recognise and challenge discrimination, racism, disadvantage and other forms of inequality and injustice and the vulnerability of people.	
10 A working knowledge of how to monitor your own and others' practice for indications of poor practice and what these indications would be in your area of work.	

You need to show that you know, understand and can apply in practice:	Enter Evidence Numbers
The nature of your practice and that of others (cont)	
11 A working knowledge of the importance of self awareness when monitoring your own practice and the extent to which you recognise and work within personal, professional and organisational values and principles.	
12 A working knowledge of the range and use of different protocols and codes of practice which can be used both to support people as they work and also control the activities which they undertake.	
13 A working knowledge of the ways in which professional boundaries and relationships between service providers and service users can become eroded, related risks, and the ways in which individuals may seek to manipulate the relationship.	
14 A working knowledge of your organisation's and professional association's procedures for promoting good practice and responding to poor, bad and dangerous practice.	
15 A working knowledge of how to provide constructive challenges to poor practice which focus on the work and not on the person who did it.	
16 A working knowledge of effective ways of challenging and developing others in relation to values and attitudes.	
17 A working knowledge of the networks and support systems which are available, the nature of the support they may give and how to access them.	
18 A working knowledge of the support which others may give to individuals to assist them in reflecting on and developing their practice.	

Performance Criteria		DO	RA	EW	Q	P	WT	PD
1	Identify relevant sources of information about the values, policy and procedural frameworks underpinning best practice in your own and related areas of work.							
2	Establish procedures and prioritise time and commitments to ensure you have sufficient time to access and review: (a) relevant literature (b) guidance on values, policy implementation and procedural requirements							
3	Continually update your own knowledge and understanding of: (a) the values underpinning best practice (b) legislation relevant to your own area of work (c) national, local and organisational policy and procedures relevant to your work							
4	Integrate the values and principles of best practice within your own work.							
5	Identify and work with conflicts and tensions between stated values and principles .							
6	Ensure that, in team working, others are aware of the specific values and principles of best practice.							
7	Evaluate your own values and principles and identify any conflicts and tensions that might arise generally and when dealing with specific situations.							
8	Develop and implement strategies to deal with any conflicts or tensions.							
9	Seek help and advice on values and principles that you are unable to integrate into your practice generally and when involved with specific cases.							
10	Ensure that professional values and principles are used: (a) in your practice, especially in relation to anti-discriminatory and inclusive practice (b) when working with colleagues on an individual or group basis							

DO = Direct Observation
EW = Expert Witness
PD = Professional Discussion

RA = Reflective Account
P = Product (Work)

Q = Questions
WT = Witness Testimony

Performance Criteria	DO	RA	EW	Q	P	WT	PD
11 Continually monitor your own practice and that of others with whom you work for signs of poor practice.							
12 Respond to poor practice in others in accordance with agreed organisational and professional procedures.							
13 Encourage others to challenge or question your own practice and respond positively to feedback received.							
14 Demonstrate, through your response to areas of poor practice, the importance of continuous improvement.							
15 Seek appropriate help and assistance to deal with instances of poor practice that you are unable to deal with.							
16 Ensure that appropriate people are fully informed about: (a) actions taken in response to poor practice (b) how actions comply with legal, organisational and professional systems and requirements							
17 Maintain accurate, complete and up-to-date records of actions taken, supported by appropriate evidence.							

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To be completed by the candidate

I SUBMIT THIS AS A COMPLETE UNIT

Candidate's name:

Candidate's signature:

Date:

To be completed by the assessor

It is a shared responsibility of both the candidate and assessor to claim evidence, however, it is the responsibility of the assessor to ensure the accuracy/validity of each evidence claim and make the final decision.

I CERTIFY THAT SUFFICIENT EVIDENCE HAS BEEN PRODUCED TO MEET ALL THE ELEMENTS, PCS AND KNOWLEDGE OF THIS UNIT.

Assessor's name:

Assessor's signature:

Date:

Assessor/Internal verifier feedback

To be completed by the internal verifier if applicable

This section only needs to be completed if the Unit is sampled by the internal verifier

Internal verifier's name:

Internal verifier's signature:

Date: