

## DP7D 04 (CFA201) Carry out your responsibilities at work

### About this Unit

This standard covers your role in relation to effective communication, accepting responsibility for your own work and its delivery; improving your own performance and behaving in a way which encourages effective working.

The following skills will be applied:

- ◆ communicating
- ◆ planning
- ◆ managing time
- ◆ solving problems
- ◆ evaluating
- ◆ team working

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
<b>Simulation:</b>
<ul style="list-style-type: none"> <li>◆ Simulation is <b>NOT</b> permitted for any part of this Unit.</li> <li>◆ <b>The following forms of evidence ARE mandatory:</b></li> <li>◆ <b>Direct Observation:</b> 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. <b>For example</b>, your assessor may observe you actively focus on information that other people are communicating, questioning any points you are unsure about, and also provide accurate, clear and structured information confidently to other people in a way that meets their needs.</li> <li>◆ <b>Professional discussion:</b> Describes your actions in a particular situation and reflect on the reason(s) why you practice that way. <b>For example</b>, your assessor may ask you to explain using an example from practice why it is important to adapt the way you communicate to meet the needs of other people.</li> </ul>
<b>Competence of performance and knowledge could also be demonstrated using a variety of evidence from the following:</b>
<ul style="list-style-type: none"> <li>◆ <b>Reflective Account:</b> 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.</li> <li>◆ <b>Questioning/professional discussion:</b> 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.</li> <li>◆ <b>Expert Witness:</b> 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.</li> <li>◆ <b>Witness Testimony:</b> Can be a confirmation or authentication of the activities described in your evidence which your assessor or mentor has not seen.</li> <li>◆ <b>Products:</b> 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.</li> <li>◆ <b>Prior Learning:</b> 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.</li> <li>◆ <b>Simulation:</b> 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.</li> </ul>
<b>GENERAL GUIDANCE</b>
<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ Evidence must be provided for ALL of the performance criteria, ALL of the knowledge.</li> <li>◆ 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.</li> <li>◆ All evidence must relate to your own work practice.</li> </ul>

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### 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
1 Why effective communication is important.	
2 How to focus actively on what others are communicating.	
3 Why it is important to question things you are not sure about.	
4 How to structure and present information clearly and accurately.	
5 Why it is important to adapt the way you communicate to meet the needs of other people.	
6 Why it is important to seem confident when communicating with others.	
7 How non-verbal communication affects the impact you have on other people.	
8 How to contribute positively to discussions.	
9 Where to find written information that you need as for work.	
10 How to pick out the main points you need from written information.	
11 How to provide written information in a way that meets other people's needs.	
12 Why it is important to plan your work and be accountable to others.	
13 How to agree realistic targets for your work and why this is important.	
14 How to plan your work.	
15 The types of problems that may occur during your work and how to report them.	
16 Why it is important to keep other people informed about progress.	
17 Why you should give other people sufficient notice if you need to revise your plans.	
18 Why it is important to acknowledge and learn from your mistakes.	
19 Guidelines, procedures and codes of practice that are relevant to your work.	
20 Why it is important to try to continuously improve your work.	
21 Why it is important to encourage and accept feedback from others.	
22 How learning and development can help you to improve your work and further your career.	
23 The main career progression routes available to you.	

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<b>You need to show that you know, understand and can apply in practice:</b>	<b>Enter Evidence Numbers</b>
24 Learning and development opportunities that are available to you.	
25 Why the way you behave in the workplace is important.	
26 Why it is important to set high standards for your work and how to set these standards.	
27 Why it is important to be ready to take on new challenges and adapt to change.	
28 Why it is important to treat others with honesty, respect and consideration.	
29 The types of behaviour that show you are honest, respectful and considerate and the types of behaviour that show you are not.	
30 How to help and support others and why this is important.	

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<b>Performance Criteria</b>		<b>DO</b>	<b>RA</b>	<b>EW</b>	<b>Q</b>	<b>P</b>	<b>WT</b>	<b>PD</b>
1	Actively focus on information that other people are communicating, questioning any points you are unsure about.							
2	Provide accurate, clear and structured information confidently to other people and in a way that meets their needs.							
3	Make useful contributions to discussions.							
4	Confirm and read written material that contains information that you need.							
5	Extract the main points you need from written material.							
6	Provide written information to other people accurately and clearly.							
7	Plan and be accountable for your work.							
8	Agree realistic targets and an achievable timescale for your work.							
9	Plan how you will make best use of your time and the other resources you need.							
10	Confirm effective working methods.							
11	Identify and report problems when they arise, using the support of other people when necessary.							
12	Keep other people informed of your progress.							
13	Meet your deadlines or renegotiate timescales and plans in good time.							
14	Take responsibility for your own work and accept responsibility for any mistakes you make.							
15	Follow agreed guidelines, procedures and, where appropriate, codes of practice.							
16	Improve your own performance.							
17	Encourage and accept feedback from other people.							
18	Use feedback to agree ways to improve your own work and put improvements into practice.							
19	Agree where further learning and development could improve your performance.							
20	Follow through a learning plan that meets your own needs.							
21	Review your progress and update your learning plan.							
22	Behave in a way that supports effective working.							
23	Set high standards for your work and show commitment in achieving these standard.							

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Performance Criteria	DO	RA	EW	Q	P	WT	PD
	24 Understand your own needs and rights.						
25 Show a willingness to take on new challenges.							
26 Adapt readily to change.							
27 Treat other people with honesty, respect and consideration.							
28 Help and support other people.							

*DO = Direct Observation*

*EW = Expert Witness*

*PD = Professional Discussion*

*RA = Reflective Account*

*P = Product (Work)*

*Q = Questions*

*WT = Witness Testimony*

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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: .....