

### About this Unit

This standard is about using a range of methods to enable individuals to acquire or improve skills and knowledge and practise their application in context. It also covers providing feedback to learners and encouraging them to reflect on and improve what they do. This standard could be achieved as part of a coaching and/or mentoring relationship

Within this standard the following explanations and examples apply.

*Application — The process applying new or improved skills and knowledge in a real or realistic context, for example a work situation.*

*Goals — This refers to interim targets or steps towards learners meeting overall outcomes and objectives.*

*Health and safety — This includes physical health and safety as well as emotional wellbeing.*

*Learner objectives — These will usually be performance objectives – for example doing something or doing something better.*

*Methods — Any method that supports individual learning and development, for example, instructions, demonstrations, opportunities to apply knowledge and practice skills, experiential learning, individual projects and research.*

*Other people — This refers to others who may be involved in, or affected by, the learning activities, for example, staff members, volunteers, assistants or people in the same area.*

*Reflection/reflective practice — The process of thinking critically about what we do, identifying opportunities for improvement and, where appropriate, further learning needs.*

*Resources — This covers any physical or human resource that supports the learning and development process and could include technical equipment, Information Technology-based learning, handouts, workbooks, people, for example outside speakers and visits to places of interest.*

*Risk — This relates to any risk to the facilitation of learning and development. This includes health and safety but could also cover, for example, the risk of setting unrealistic goals or selecting inappropriate learning methods.*

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**

<b>SPECIFIC EVIDENCE REQUIREMENTS FOR THIS UNIT</b>
<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>, how you provide constructive and motivational feedback to your learner.</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>, you could discuss what reflective practice is and why it is important in the development of the learners practice.</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>

**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.**

<b>Learning and development practitioners must know and understand:</b>	<b>Enter Evidence Numbers</b>
1 The principles, uses and value of learning and development on an individual basis.	
2 The characteristics of a relationship that supports individual learning, application and reflection.	
3 Aspects of equality and diversity that need to be addressed when facilitating individual learning and development.	
4 The importance of reflective practice in individual learning and development.	
5 Key factors to consider when setting and agreeing goals with individual learners.	
6 The range of delivery methods appropriate to individual learning.	
7 The range of resources, including support from others, that are available to support individual learning.	
8 How technology can enhance resources and delivery methods for individual learning.	
9 The range of techniques that can be used to encourage reflective practice by the learner.	
10 How to support different types of learners in applying new or enhanced learning in context.	
11 The types of barriers that learners encounter and how to develop strategies to overcome these.	
12 How to adapt learning plans in response to learner progress and reflection whilst still focusing on learner needs and desired outcomes.	
13 How to assess and manage risk in own area of work whilst facilitating learning and development for individuals.	

Performance Criteria		DO	RA	EW	Q	P	WT	PD
		1	Establish and maintain a professional relationship with the learner that supports individual learning and reflection.					
2	Explore and agree the learner's objectives, learning needs and goals.							
3	Agree a plan of learning, application and reflection.							
4	Use a range of methods and resources to help the learner acquire/develop the skills and knowledge they need.							
5	Support the learner in applying their learning in context.							
6	Provide constructive and motivational feedback to improve the learner's application of learning.							
7	Assist the learner to reflect on their practice and experience.							
8	Adapt learning, application and reflection to meet further needs.							
9	Maintain the health and safety of the learner, self and other people.							

*DO = Direct Observation*

*RA = Reflective Account*

*Q = Questions*

*EW = Expert Witness*

*P = Product (Work)*

*WT = Witness Testimony*

*PD = Professional Discussion*

*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: .....