HSC43 Take responsibility for the continuing professional development of self and others

Elements of Competence

HSC43a Take responsibility for own personal and professional development
HSC43b Contribute to the personal and professional development of others

About this unit[1]

This unit is about your own continuing professional development, and your contribution to sharing your learning, both in a supervisory capacity and as a role model to others.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Constructive feedback could be communicated: verbally, in written form, electronically, in other forms of communication. With individuals and key people communications should: use individuals preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports; other non verbal forms of communication; human and technological aids to communication.

Development opportunities include: training; educational programmes; coaching; personal and professional support.

Supervision and support could be**:** formal; informal; provided from within your organisation; provided from outside your organisation.

Your **knowledge and understanding** for this unit will relate to:

- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts;
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals[2], key people and others within and outside your organisation.

[1] The term 'unit' is used in this report to refer to each separate standard within the NOS suite

Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[3], the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. 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. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

Constructive feedback	Comments about your strengths or areas that need developing, that are useful for improving your practice
Development opportunities	Opportunities that enable you to develop and practice more effectively
Personal and professional development	Knowledge and practice of any type that will enable you to develop within your job role both as a person and as a practitioner
Others	Other people within and outside your organisation that are necessary for you to fulfil your job role
Practice	Practice covers every aspect of the work you do including your skills, knowledge, attitudes and behaviour. It also involves experiences and personal beliefs that might affect your practice
Reflect	This is the process of thinking about every aspect of your practice including identifying where and how it could be improved
Rights	The rights that individuals have to: • be respected • be treated equally and not be discriminated against • be treated as an individual • be treated in a dignified way • privacy • be protected from danger and harm • be supported and cared for in a way they choose • access information about themselves

[2] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

[3] The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

	• communicate using their preferred methods of communication and language
Supervision and support	This can be formal or informal support that is provided from within or outside your organisation
Those with whom you work	The people with whom you work and for whom you have some responsibility within your job role

HSC43a Take responsibility for own personal and professional development

Performance Criteria

You need to,

1. identify knowledge and **practice** that could impact on your work and inform your practice
2. seek critical and constructive comment about your knowledge and practice from **those with whom you work**
3. regularly monitor, evaluate and **reflect** on:
   - your own knowledge, methods and practice
   - the knowledge, methods and practice of **others**
   - your contribution to inter-agency and team working

   to establish how well and in what ways your own knowledge and practice could better meet service and practice needs
4. seek **supervision and support** to assess the implications of using new knowledge, methods and practice in your work
5. take responsibility for your own **personal and professional development**, seeking and accessing **development opportunities** to meet your needs
6. keep up-to-date records of your own personal and professional development, within confidentiality agreements and according to legal and organisational requirements

HSC43b Contribute to the personal and professional development of others

Performance Criteria

You need to,

1. provide **constructive feedback** to enable others with whom you work to identify how their practice could better meet service and practice needs
2. challenge poor practice:
   - constructively
   - in ways that safeguard individuals, key people and others within and outside your organisation
   - in ways that promote the use of best knowledge and evidence-based practice
3. support others with whom you work to:
   - identify their personal and professional development needs

- make use of mentoring, assessment and tutoring support

4. provide personal support and act as a role model for others with whom you work, to enable them to develop their knowledge and practice
5. identify and disseminate appropriately, information about new knowledge and evidence based practice that would be useful to others with whom you work
6. identify development opportunities that meet the personal and professional development needs of others with whom you work and enable them to access qualifications
7. record and report staff development and training within confidentiality agreements and according to legal and organisational requirements

Knowledge Specification for the whole of 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 show that you know, understand and can apply in practice:

Values

1. up-to-date knowledge and practice of legal and organisational requirements for equality, diversity, discrimination, **rights**, confidentiality and sharing of information and to how update and develop your own, and the practice of other staff on these
2. how to access training and development to enable you to manage ethical dilemmas and conflicts for individuals, those who use services and staff

Legislation and organisational policy and procedures

3. codes of practice and conduct, and standards and guidance relevant to your setting and own and the roles, responsibilities, accountability and duties of **others** when developing your own and the practice of colleagues
4. current local, UK legislation and organisational requirements, procedures and practices for:
   - data protection
   - employment practices
   - developing your own knowledge and skills and the personal and professional development of others
5. key government initiatives which affect organisational practices on:
   - the use of evidence and knowledge based practice
   - the training, education, supervision, support and appraisal of staff
   - the regulation of the workforce
6. how to access, evaluate and influence organisational and workplace policies,

procedures and systems for personal and professional development

7. the purpose of and arrangements for you to provide and receive supervision and appraisal

Theory and practice

8. how and where to access literature, information and support to inform your own and colleague's personal and professional development
9. an up to date knowledge of the literature related to best practice in personal and professional development, reflective practice, supervision and support, challenging poor practice, training and support for yourself and colleagues
10. an up to date knowledge of government reports, inquiries and research relevant to personal and professional development in your area of work
11. lessons learned from inquiries into serious failure of health, social or care practice, and from successful interventions
12. principles underpinning personal and professional development and reflective practice
13. how to work in partnership with individuals, key people and those within and outside your organisation to enable you to develop and enhance your knowledge and practice
14. styles and methods of learning that are appropriate to yourself and colleagues
15. approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts
16. methods of supporting staff to work with and support individuals, key people and others
17. how to challenge poor practice effectively
18. the differences between assessing, mentoring, appraisal, coaching and tutoring/teaching support
19. the use of evidence, fact and knowledge based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence to readers
20. approaches to self-reflection and the reflective practice of others
21. the impact of stress and conflict on organisational, individual and team performance