

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.

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Performance criteria

Reflect on your own practice

You must be able to:

- P1 communicate to **others** the importance of being a reflective practitioner
- P2 analyse with **individuals, key people** and others what is required for competent, effective and safe practice in your job role
- P3 use reflection to review your own knowledge, skills, attitudes and behaviours
- P4 reflect on how any life experiences and **personal beliefs** might affect your work
- P5 evaluate with individuals, key people and others how well you carry out your work to achieve outcomes and promote **active participation**
- P6 analyse the areas of your work where literacy, numeracy and information technology skills are necessary
- P7 demonstrate where you have used literacy, numeracy and information technology skills in your work
- P8 evaluate with others how your practice and skills could be improved

Take action to enhance your practice

You must be able to:

- P9 use **support** to identify strengths within your practice
- P10 use support to reflect on and identify ways that your practice can be enhanced
- P11 prioritise aspects of your practice that need to be strengthened
- P12 take action, with support, to identify **development opportunities** that will enhance your knowledge and practice
- P13 agree with others your **personal development plan**
- P14 access development opportunities
- P15 apply new learning to your practice
- P16 evaluate how effective the development opportunities have been in enhancing your practice
- P17 share with others how reflection has led to improved ways of working
- P18 revise your personal development plan to take account of personal growth, skills enhancement and new challenges
- P19 keep up-to-date records of your personal and professional development, according to legal and work setting requirements

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 conflicts and dilemmas that may arise in relation to rights and how to address them

Your practice

You need to know and understand:

- K4 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K5 your own background, experiences and beliefs that may have an impact on your practice
- K6 your own roles, responsibilities and accountabilities with their limits and boundaries
- K7 how to work in partnership with individuals, key people and others

Personal and professional development

You need to know and understand:

- K8 principles of reflective practice and why it is important
- K9 how to access information and support on knowledge and best practice relevant to your work
- K10 your role and the role of others in evaluating and developing your skills and knowledge through supervision and appraisal or other arrangements
- K11 the range of learning opportunities and how to access them
- K12 how to use learning opportunities effectively to improve your knowledge and practice, including learning from day to day experiences
- K13 how to apply learning and transfer skills into new situations

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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 well-being. 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 well-being 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

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**Scope/range
relating to
knowledge and
understanding**

All knowledge statements must be applied in the context of this standard.

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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

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