

SCDHSC0043

Take responsibility for the continuing professional development of yourself and others



Overview

This standard identifies the requirements when taking responsibility for your own continuing professional development and contributing to the development of others within settings where individuals are cared for or supported.

SCDHSC0043

Take responsibility for the continuing professional development of yourself and others

Performance criteria

Take responsibility for your continuing professional development

You must be able to:

- P1 establish the knowledge, understanding and skills required to carry out your job role
- P2 evaluate how well your own knowledge, understanding and skills match with those identified
- P3 seek feedback from those with whom you work about your knowledge and **practice**
- P4 with **support**, reflect on your knowledge and practice and how your life experiences and **personal beliefs** may affect your work
- P5 evaluate how your knowledge and practice contribute to leadership, team working and outcomes for **individuals**
- P6 assess your contribution to inter-agency working
- P7 identify with individuals, **key people** and **others** your strengths and your learning and development needs
- P8 draw up a personal and professional development plan to address your learning and development needs
- P9 source **development opportunities** that will meet identified priorities
- P10 implement your **personal development plan** through accessing development opportunities
- P11 reflect on how well development activities have met your personal learning needs
- P12 evaluate with individuals and others how your practice has been affected by development activities
- P13 keep up-to-date records of your personal and professional development, in line with legal and work setting requirements

Contribute to the personal and professional development of others

You must be able to:

- P14 act as a role model to promote continuing professional development to others with whom you work
- P15 disseminate information about knowledge and evidence-based practice that will be useful to others with whom you work
- P16 challenge poor practice in ways that promote the use of knowledge and evidence-based practice to safeguard individuals and enhance their wellbeing
- P17 identify the skills and knowledge needed in order to carry out the job roles of those for whom you have responsibility
- P18 assess the requirement for literacy, numeracy and information technology skills in carrying out these job roles
- P19 provide feedback to enable others to identify how their practice supports the achievement of outcomes for individuals
- P20 support others to identify their strengths and their personal and

SCDHSC0043

Take responsibility for the continuing professional development of yourself and others

- professional development needs
- P21 identify development opportunities that will meet agreed development needs
- P22 support others to make use of opportunities for mentoring, assessment, and **accredited learning**
- P23 promote the ability to learn from every day experiences
- P24 maintain records and reports about the development of others within confidentiality agreements and according to legal and work setting requirements

SCDHSC0043

Take responsibility for the continuing professional development of yourself and others

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 Your role and the role of others in evaluating and developing your skills and knowledge through supervision and appraisal or other arrangements
- K10 The range of learning opportunities and how to access them
- K11 How to use learning opportunities effectively to improve your knowledge and practice, including learning from day to day experiences
- K12 How to apply learning and transfer skills into new situations
- K13 Your role in developing the professional knowledge and practice of others
- K14 How to promote evidence based practice
- K15 The purpose of undertaking personal and professional development and your responsibility for doing so
- K16 Regulation requirements for the workforce

SCDHSC0043

Take responsibility for the continuing professional development of yourself and others

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.

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.

Accredited learning may include Vocational Qualifications, vocationally related qualifications, other accredited courses

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

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

Personal beliefs may include beliefs about values, cultural norms, religious beliefs and opinions which you hold firmly

Practice includes knowledge, skills, attitudes and behaviour; it also involves experiences and personal beliefs that may affect your practice.

Support may include formal and informal supervision, mentoring, peer support, tutor support, assessor support

SCDHSC0043

Take responsibility for the continuing professional development of yourself and others

Scope/range relating to knowledge and understanding

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

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

SCDHSC0043

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