|  |  |
| --- | --- |
| 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. |

|  |  |
| --- | --- |
| **Performance criteria**  You must be able to:  You must be able to: | Take responsibility for your continuing professional development   1. establish the knowledge, understanding and skills required to carry out your job role 2. evaluate how well your own knowledge, understanding and skills match with those identified 3. seek feedback from those with whom you work about your knowledge and practice 4. with support, reflect on your knowledge and practice and how your life experiences and personal beliefs may affect your work 5. evaluate how your knowledge and practice contribute to leadership, team working and outcomes for individuals 6. assess your contribution to inter-agency working 7. identify with individuals, key people and others your strengths and your learning and development needs 8. draw up a personal and professional development plan to address your learning and development needs 9. source development opportunities that will meet identified priorities 10. implement your personal development plan through accessing development opportunities 11. reflect on how well development activities have met your personal learning needs 12. evaluate with individuals and others how your practice has been affected by development activities 13. 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   1. act as a role model to promote continuing professional development to others with whom you work 2. disseminate information about knowledge and evidence-based practice that will be useful to others with whom you work 3. challenge poor practice in ways that promote the use of knowledge and evidence-based practice to safeguard individuals and enhance their wellbeing 4. identify the skills and knowledge needed in order to carry out the job roles of those for whom you have responsibility 5. assess the requirement for literacy, numeracy and information technology skills in carrying out these job roles 6. provide feedback to enable others to identify how their practice supports the achievement of outcomes for individuals 7. support others to identify their strengths and their personal and professional development needs 8. identify development opportunities that will meet agreed development needs 9. support others to make use of opportunities for mentoring, assessment, and accredited learning 10. promote the ability to learn from every day experiences 11. maintain records and reports about the development of others within confidentiality agreements and according to legal and work setting requirements |

|  |  |
| --- | --- |
| Knowledge and understanding  You need to know and understand:  You need to know and understand:  You need to know and understand: | **Rights**   1. legal and work setting requirements on equality, diversity, discrimination and rights 2. your role in promoting individuals’ rights, choices, wellbeing and active participation 3. conflicts and dilemmas that may arise in relation to rights and how to address them   **Your practice**   1. legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard 2. your own background, experiences and beliefs that may have an impact on your practice 3. your own roles, responsibilities and accountabilities with their limits and boundaries 4. how to work in partnership with individuals, key people and others   **Personal and professional development**   1. principles of reflective practice and why it is important 2. your role and the role of others in evaluating and developing your skills and knowledge through supervision and appraisal or other arrangements 3. the range of learning opportunities and how to access them 4. how to use learning opportunities effectively to improve your knowledge and practice, including learning from day to day experiences 5. how to apply learning and transfer skills into new situations 6. your role in developing the professional knowledge and practice of others 7. how to promote evidence based practice 8. the purpose of undertaking personal and professional development and your responsibility for doing so 9. regulation requirements for the workforce |

**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 |

|  |  |
| --- | --- |
| 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 |

|  |  |
| --- | --- |
| **Developed by** | Skills for Care & Development |
| **Version number** | 1 |
| Date approved | March 2012 |
| Indicative review date | August 2014 |
| Validity | Current |
| Status | Original |
| Originating organisation | Skills for Care & Development |
| Original URN | HSC43 |
| Relevant occupations | Health, Public Services and Care; Health and Social Care; Associate Professionals and Technical Occupations; Health and Social Services Officers; Health Associate Professionals; Personal Service Occupations; Healthcare and Related Personal Services; |
| Suite | Health and Social Care |
| Key words | development, contribution, learning |