

## **Unit 22: Professional Practice in Learning, Development and Support Services**

<b>Unit code:</b>	LDSSMP3
<b>Unit reference number:</b>	D/600/9799
<b>QCF level:</b>	3
<b>Credit value:</b>	5
<b>Guided learning hours:</b>	35

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### **Unit summary**

This unit aims to enhance the quality of practice of individual LDSS workers through a process of reflective practice, identifying professional development needs and taking steps to improve own practice. It also considers the role of professional supervision in supporting the development of individual practitioners. The whole unit and the work of all LDSS workers is underpinned and informed by the principles and values of the sector.

### **Assessment requirements/evidence requirements**

This unit should be assessed in line with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 3, 5 and 6 must be assessed in a real work environment.

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

## Unit content

### 1 **Understand the purposes of learning, development and support services**

*Purpose of learning, development and support services; roles and responsibilities:* a range of services and workers that aim to support children and young people; identify learning, development and support needs early; provide early intervention and support; deliver personalised and coordinated services to help ensure better outcomes for children and young people; place children and young people at the heart of decisions and processes that affect their lives; range of workers as part of 'LDSS family' eg Educational Welfare Officer, Connexion Personal Adviser, LearningMentors

### 2 **Understand current legislation, policies and influences on LDSS**

*Impact of current legislation, policies and influences on LDSS:* legislation, policies and influences as appropriate to own home nation eg Equal Pay Act (1984), Education Reform Act (1988), The Children Act (1989), Special Educational Needs and Disability Act (2001), Equality Act (2010), SEN Code of Practice; impact on codes of practice and workplace policy including equal opportunities, confidentiality, safety, partnership with parents, first aid, staff training, child protection, reporting and record keeping

*Effective practice should inform and drive the legislative framework for work with children and young people:* relevance and effectiveness of legislative framework is enhanced if influenced by current research and examples of best practice; importance of 'lessons learned' and recommendations for future improvements; recognising and using skills and knowledge of experts and successful practitioners who are currently engaged in practice

### 3 **Be able to implement the current principles and values that underpin and inform the work of LDSS practitioners**

*Current principles and values that underpin and inform the work of LDSS practitioners and their impact on practice:* The 'LDSS family of work'; child- or young person-centred approach; staff work together to identify needs early; multi-agency and integrated working; deliver coordinated packages of support; help to secure better outcomes for children, young people and their families

*Implement the principles and values in own practice:* eg show child-centred or young person-centred approach to own role and responsibilities, respect and value the professional competence and contribution of colleagues and other professionals, participating in planning and sharing of responsibilities, appreciate and follow lines of reporting, recognising and sharing of skills, positive attitude to and use of feedback, updating of own knowledge and skills

*Impact of the principles and values that underpin and inform the work of LDSS practitioners on children, young people and carers:* LDSS principles and values are reflected in the planning and implementation of all activities, experience and services for children and young people with the aim of ensuring positive outcomes for all; teams work proactively together for the best outcomes for the child, young person and family; integrated working involves everyone supporting children, young people and families working together effectively to put them at the centre, meet their needs and improve their lives; children, young people and families are involved in decisions that affect their lives

#### **4 Understand how the views of children, young people and carers can be used to improve learning, development and support services**

*Importance of obtaining the views of children, young people and carers to inform and improve the quality of service provision:* the value and importance of involving children, young people and carers in the development of plans and services that affect them; if children, young people and carers participate in and agree to the identified goals, activities and procedures then chances of success are higher; obtaining views of children, young people and carers enables more effective planning and service provision designed to meet individual needs

*How the views of children, young people and carers can be obtained:* eg questionnaires, interviews, focus groups, one- to- one discussion, regular evaluations of services, practitioner reflection on practice

*Examples from own practice of changes to service provision as a result of incorporating the views of children, young people and carers into provision:* various ways eg encourage participation in decision-making by listening to needs and ideas of child or young person, discuss targets and goals in a collaborative manner, agreeing a method of recognising and recording progress which is clear and acceptable to all concerned, give constructive feedback, focus on strengths and progress rather than weaknesses, support development of resilience, provide accurate information about sources of help and support, use of clear and appropriate communication; how incorporating views of children, young people and carers can lead to changes in service provision eg adapting timescales and goals in accordance with needs of individual child or young person, making service provision more accessible according to individual family requirements or circumstances

**5 Be able to use supervision to support continuing professional development and personal effectiveness**

*Use organisational reporting and/or supervision processes to identify and agree organisational and own responsibility for improving practice and performance:* as appropriate to own setting eg personal development plans, shadowing another colleague, performance review, appraisal, reflective journal, learning needs in relation to job role, progression, children and young people's workforce needs

*Agree and implement changes to practice to enhance performance and promote continuing professional development:* eg being a reflective practitioner, action planning and development plans, identify and agree training and/or support needs, update training, further training

**6 Be able to reflect on own skills, knowledge and effectiveness to inform and improve own practice**

*Evaluate own skills, knowledge and practice against agreed criteria and objectives:* regular review of own progress and development against agreed goals, targets and other forms of measurement; consider extent to which own practice meets required standards for role in relation to roles and responsibilities; refer to reflections to appraise extent to which own knowledge and performance meets standards; use reflective journal to consider progress made; evidence of achievements eg certificates; review goals and actions in light of progress

*Develop a personal development plan and reflective practice log:* Personal development plan and reflective log that identifies personal strengths and weaknesses, SMART objectives, personal and professional needs, development needs, proposals for meeting development needs including additional training if required, the review process, potential barriers to meeting the SMART objectives and how they can be overcome, remedial actions that can be implemented if objectives are not being achieved; reflective practice log to be completed on an agreed timescale eg weekly

*Use the reflective practice log to measure progress against personal development plan and identify where changes and developments are required:* making changes to plans; use feedback to raise awareness of strengths and identify areas for improvement, involving child and young person in reviewing plans; how a reflective log is valuable in supporting plans