

Unit GEN12

Reflect on and evaluate your own values, priorities, interests and effectiveness (Level 3)

About this workforce competence

This workforce competence covers reflecting on and evaluating your own values, interests, priorities and effectiveness in practice as it is only through knowing yourself that you can reflect on the effectiveness of your interaction with others.

The workforce competence applies to all workers in the health and social care sector who are accountable for their own actions and responsible for their own development. This includes registered and unregistered staff.

Links

This workforce competence links with the following dimensions and levels within the NHS Knowledge and Skills Framework (October 2004).

Dimension: Core 2 – Personal and People Development.

Level: 2

Origins

This workforce competence has been developed by Skills for Health. It has been based on competence A1 from within the Mental Health National Occupational Standards but may not be fully transferable.

Key words and concepts

Advances in knowledge and practice

In relation to, technology, approaches to working concepts, models and theories, strategies and policies, legislation.

Factors

Life experiences, socio-economic background and status, cultural background.

Sufficient level to keep abreast of developments

Depends upon the pace, degree and nature of change and development in your area of practice.

Support systems and networks

Will include supervision where this is a requirement of the context in which you work.

Ways in which your own work can be improved

Will include thinking about how you can build effectively on your strengths and limit the factors which inhibit your effectiveness, including factors affecting your own health eg work load and stress levels. You might also build on ideas for improvement identified through appraisals and identify any available training courses pertinent to your needs.

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Scope

Identify

This may be through:

- a self evaluation
- b discussion with colleagues and friends
- c educational experiences.

Information about advances in knowledge and practice

May be gained formally or informally from:

- a books and research reports
- b professional and trade journals
- c learning programmes, observation
- d discussion and presentations.

Opportunities

Include:

- a debates
- b discussions and conferences
- c publications
- d collaboration and consultation.

Others

Includes:

- a service users
- b carers
- c colleagues and practitioners.

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Performance criteria

You need to:

- 1 **identify** your own values, interests and priorities in relation to health and social well-being
- 2 think about and **identify** the impact which your own values, interests and priorities have on your own practice and personal life
- 3 acknowledge the **factors** which have influenced your own health and social well-being together with how these have affected your own values
- 4 reflect on your own personal beliefs and preferences to identify the effect which they have had on how you think about and work with **others**
- 5 evaluate your own strengths in working with **others** and your effectiveness in different settings
- 6 monitor the outcomes and processes of your own work and evaluate their effectiveness
- 7 **identify** the ways in **which your own work can be improved**
- 8 develop specific plans to tackle any behaviour and practice which might directly affect how well you can work with different individuals and groups
- 9 use effective support systems and networks for ongoing and crisis situations
- 10 use feedback from **others** constructively to inform change and development.

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Knowledge and understanding

You need to apply:

Legislation, policy and good practice

K1 a factual awareness of the importance of understanding your own personal beliefs and preferences, values, interests and priorities when working with others in relation to their health and social well-being.

Care and support of the individual

K2 a factual awareness of the networks and support systems which may be available and the nature of the support they may give

K3 a factual awareness of the advantages of different networks and support systems for different people and situations and why they may be of particular importance in crisis situations

K4 a factual awareness of the support which others may give to reflecting on practice

K5 a factual awareness of the range of sources available in your own area of practice and how this compares with other practitioner groups.

Procedures and techniques

K6 a working understanding of how interests, priorities and values may affect your own work and change over time

K7 a working understanding of the factors which affect health and social well-being and the ones of particular importance in your own situation

K8 a working understanding of the nature of the inter-relationships between yourself and others with whom you work and how this may affect your ability to work effectively

K9 a factual awareness of the limits of your own work role and its inter-relationship with the work roles of others

K10 a factual awareness of the relationship of strengths and limitations to different contexts and work with different people

K11 a working understanding of the role of development programmes in learning more about yourself and the use which can be made of these

K12 a factual awareness of the meaning of the term 'learning styles' and your own learning style

K13 a working understanding of how you can evaluate your own values and practices constructively

K14 a working understanding of effective ways of challenging and developing yourself in relation to values and attitudes

K15 a factual awareness of the meaning of the term 'reflective practitioner' and how you can become more reflective in your work

K16 a working understanding of how to tackle your own behaviour and practice effectively when it adversely affects how you work with different people

K17 a working understanding of how to assess your own strengths and limitations

K18 a factual awareness of how to access and use networks and support systems.

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Unit evidence requirements

Award title: Health Level 3

Unit number: GEN12

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Evidence requirements for this unit:

You must provide your assessor with evidence for **all** the performance criteria and **all** the knowledge and those parts of the scope that are applicable to your work.

The evidence must be provided in the following ways taking into account any of the special considerations below.

Special considerations:

Simulation is **not permitted** for this unit.

The nature of this unit means that **all** of your evidence must come from real work activities.

The evidence must reflect, at all times, the policies and procedures of the workplace, as linked to current legislation and the values and principles for good practice in health.

Required sources of performance and knowledge evidence:

Observation is the **required** assessment method to be used to evidence some part of this unit.

If your assessor is unable to observe you s/he will identify an expert witness in your workplace who will provide testimony of your work-based performance. Your assessor or expert witness will observe you in real work activities and this should provide most of the evidence for the performance criteria in this unit. Your assessor will also decide what knowledge and understanding you have demonstrated through your work practice.

Other sources of performance and knowledge evidence:

The following performance criteria may be difficult to evidence by observation and/or expert witness testimony:

GEN12 performance criteria 2, 4, 8, 9

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Your assessor will identify other sources of performance and knowledge evidence where observation or expert witness testimony has been used but your assessor needs to ensure that any outstanding performance criteria and knowledge requirements are met and that your performance is consistent.

- **Work products:** These are non-confidential records made, or contributed to, by you.
- **Confidential records:** These may be used as evidence but must not be placed in your portfolio. They must remain in their usual location and be referred to in the assessor records in your portfolio eg staff supervision notes, personal development plan.
- **Questioning/Professional discussion:** Questions may be oral or written. In each case the question and your answer will need to be recorded. Professional discussion should be in the form of a structured review of your practice with the outcomes captured by means of audiotape or a written summary. These are particularly useful to provide evidence that you know and understand principles which support practice, policies, procedures and legislation, and that you can critically evaluate their application.
- **Original certificates:** Certificates of training, awards and records of attendance must be authentic, current and valid. Your assessor will also want to check the content of such training so that this can be matched to the standards and check that you have retained and can apply learning to practice.
- **Case studies, projects, assignments and reflective accounts of your work:** These methods are most appropriately used to cover any outstanding areas in the knowledge requirement of your award. Occasionally, because an event happens rarely or may be difficult to observe, you may be able to use a reflective account to provide some of the performance evidence for this unit eg reflective account on how you tackled an aspect of behaviour or practice which was affecting how you worked with an individual or group.
- **Witness testimony:** Colleagues, allied professionals, service users/patients and carers may be able to provide testimony of your performance. Your assessor will help you to identify the appropriate use of witnesses.