**Section 5: Professional Practice as a health and social care worker**

**Introduction to the section**

This section is about your role and responsibilities as an employee; a colleague and a professional worker. It will help you understand:

•           Partnership working

•           Team working

•           How to handle information

•           Personal conduct

•           Continuing professional development (CPD)

**Useful resources**

|  |
| --- |
| Professional duty of candour |
| Code of Professional Practice and associated resources |
| Code of Conduct for Healthcare Support Workers in Wales |
| CPD toolkit |
| Professional Boundaries |
| Supervising and Appraising well |

* 1. **Role and responsibilities of the health and social care worker**

**The role, responsibilities and accountabilities of health and social care workers**

| **5.1a Core Knowledge Learning Outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| --- | --- | --- | --- |
| Outline professional responsibilities and accountabilities within the context of relevant legislative frameworks, standards and **Codes of Conduct and Practice** |  |  |  |
| Outline the purpose of job descriptions and person specifications for defining the expectations and limits of roles and responsibilities |  |  |  |
| Explain the importance of recognising and adhering to the limits of role and responsibilities |  |  |  |
| Outline how and when to seek additional support in situations beyond role, responsibilities, level of experience and expertise or unsure as to how to proceed in a work matter |  |  |  |
| Describe the purposes of **policies and procedures** for health and social care practice |  |  |  |
| Outline how to find out about and follow policies and procedures |  |  |  |
| Explain why it is important to report practices that are unsafe or conflict with Codes of Conduct and Practice, standards or policies and procedures |  |  |  |
| What is meant by the term ‘duty of care’ |  |  |  |
| Describe conflicts and dilemmas that may arise between duty of care and the rights of individuals |  |  |  |
| What is meant by the term ‘duty of candour’ and why it is important to be open and honest if things go wrong |  |  |  |
| Explain accountability for quality of own practice |  |  |  |
| Describe the importance of reflection and how to use this to improve practice |  |  |  |
| What is meant by the term ‘confidentiality’ |  |  |  |
| Give examples of how confidentiality can be maintained by health and social care workers |  |  |  |
| Give examples of circumstances when ‘confidential’ information must be passed on and who this should be passed on to |  |  |  |
| Describe conflicts and dilemmas that can occur between retaining confidentiality and safe practice |  |  |  |
| Explain why it is important to discuss with individuals and/ or carers any ‘confidential’ information that must be passed on |  |  |  |
| **5.1b Additional HSCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to show that you understand the ethos and structure of the organisation you work for and your role within it |  |  |  |
| You are able to show that you understand your own **Job Description,** what it requires you to do and the limits of your role |  |  |  |
| You can show that you know when and how to access support for yourself in undertaking your role |  |  |  |
| You show understanding of how to report matters that affect the welfare and safety of individuals or their carers or practices that are unsafe or conflict with the ethos, policies and procedures of the organisation |  |  |  |
| You show that you know what the organisational policies and procedures are, how to access them and are able to implement them in practice |  |  |  |

**5.2 Partnership working**

**How to develop and maintain effective partnership working with others in health and social care**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.2a Core Knowledge Learning Outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| Describe the principles of working in partnership |  |  |  |
| Describe what the term ‘co-production’ means in relation to partnership working with **others** |  |  |  |
| List the range and roles of other workers and professionals in health and social care |  |  |  |
| Describe the importance of multi-agency working |  |  |  |
| Describe the importance of developing good relationships whilst maintaining clear professional boundaries when working with other workers and professionals, carers and families as well as individuals |  |  |  |
| Give examples of how to work in ways that build trust |  |  |  |
| Explain the importance of respecting diversity and recognising cultural, religious and ethnic differences when working in partnership |  |  |  |
| **5.2b Additional HSCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to show that you know about the range and roles of other workers in your organisation and other agencies that you may come into contact with |  |  |  |
| You are able to apply the principles of partnership working and co-production in your work with others |  |  |  |
| You are able to apply the principles of confidentiality in all communication with others |  |  |  |
| You develop good working relationships with other workers and professionals whilst maintaining clear professional boundaries |  |  |  |

* 1. **Team working**

**How effective team working supports good practice in health and social care**

| **5.3a Core Knowledge Learning Outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| --- | --- | --- | --- |
| Give examples of types of team working and how teams may differ in structure, purpose and constitution |  |  |  |
| Describe the principles that underpin effective team working |  |  |  |
| Explain how effective team working contributes to the well-being of individuals |  |  |  |
| **5.3b Additional HSCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to show that you know the structure, purpose and make up of your own team and how you contribute to its work |  |  |  |

**5.4** **Handling information**

**How to handle information**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.4a Core Knowledge Learning Outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the term ‘handling information’ |  |  |  |
| Identify the legislation and Codes of Conduct and Practice that relate to the handling of information including: storing, recording, confidentiality and sharing |  |  |  |
| What is meant by ‘secure systems for recording and storing information’ |  |  |  |
| Explain why it is important to have secure systems for recording and storing information in health and social care |  |  |  |
| Describe the features of manual and electronic information storage systems that help ensure security of information |  |  |  |
| Identify information that needs to be recorded, reported and stored |  |  |  |
| Outline how to record written information with accuracy, clarity, relevance and an appropriate level of detail in a timely manner |  |  |  |
| Outline the difference between fact, opinion and judgement and why understanding this is important when recording and reporting information about individuals and their families or carers |  |  |  |
| **5.4b Additional HSCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You are able to show that you can understand and follow your organisation policies and procedures on the handling of information including: storing, recording, confidentiality and sharing |  |  |  |
| You can record written information with accuracy, clarity, relevance and an appropriate level of detail in a timely manner |  |  |  |

* 1. **Personal conduct of health and social care workers**

**The importance of upholding the profession of health and social care workers**

| **5.5a Core Knowledge Learning Outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| --- | --- | --- | --- |
| What is meant by positive role modelling in health and social care |  |  |  |
| Explain why it is important not to behave in a way, in work or outside work, which would call into question, suitability to work in the health and social care profession |  |  |  |
| Explain the relationship between the use of social media and personal and professional conduct |  |  |  |
| Explain why it is important not to form inappropriate relationships with individuals, their families, carers, colleagues or others |  |  |  |
| Describe why it is important to recognise and use sensitively the power that comes from working with individuals and carers and not act in any way that abuses this power |  |  |  |
| **5.5b Additional HSCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You role model best practice in your work |  |  |  |

* 1. **Continuing Professional Development**

**How continuing professional development contributes to professional practice**

|  |  |  |  |
| --- | --- | --- | --- |
| **5.6a Core Knowledge Learning Outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| What is meant by the term ‘continuing professional development’ |  |  |  |
| Outline legislative requirements, standards and Codes of Conduct and Practice that relate to continuing professional development |  |  |  |
| Describe how to evaluate own knowledge, understanding and practice against relevant standards and information |  |  |  |
| Outline responsibilities of employers and workers for continuing professional development |  |  |  |
| Give examples of the range of learning opportunities and how these can be used to improve knowledge and practice |  |  |  |
| Describe how to access and use information and support on knowledge and best practice relevant to role |  |  |  |
| Describe how to apply learning to practice and transfer knowledge and skills to new situations |  |  |  |
| Explain why it is important to seek and learn from feedback on practice from individuals, families and carers, colleagues and other professionals |  |  |  |
| Describe the principles of reflective practice and why this is important |  |  |  |
| Describe the purpose of supervision and appraisal |  |  |  |
| Outline the role and responsibilities of employers and workers for undertaking supervision and appraisal |  |  |  |
| Describe the use of reflective practice in supervision and appraisal |  |  |  |
| Explain the importance of effective supervision, reflective practice and relevant learning opportunities on the well-being of individuals |  |  |  |
| Identify areas of work where own literacy, numeracy and digital competency skills are needed to support professional practice and ways to develop them |  |  |  |
| Identify legislative requirements, standards and Codes of Conduct and Practice that relate to continuing professional development |  |  |  |
| Show how to evaluate own knowledge, understanding and practice against relevant standards and information |  |  |  |
| **5.6b Additional HSCIF learning outcomes** | **Evidence used** | **Assessed by who and when** | **Signatures** |
| You show that you are aware of your organisation’s requirements regarding learning and development in your role |  |  |  |
| You are able to identify your own learning and support needs and work with your manager to develop and follow a personal development plan to meet these |  |  |  |
| You prepare for and contribute to supervision and appraisal |  |  |  |
| You are able to use reflection on your practice to support your professional development |  |  |  |
| You are able to demonstrate the literacy, numeracy and digital competency skills needed to meet the requirements of your role |  |  |  |

**Glossary**

The **Codes of Conduct and Practice** should include The Code of Professional Practice for Social Care; The NHS Wales Code of Conduct for Healthcare Support Workers in Wales, and the Code of Practice for NHS Wales Employers and any additional practice guidance issued by either NHS Wales or the regulators of health or social care in Wales e.g. The Practice Guidance for Residential Child Care for Workers Registered with Social Care Wales.

**Digital competency** – This may be known as digital literacy or information communication technology

**Job Description** -Personal Assistants or approved adult placement / shared lives carers and foster carers may not have a job description, they will however have a contract, placement agreement or agreement that sets out how they are expected to undertake their role.

**Others** would include colleagues, other workers or professionals and families or carers that you may come into contact with when caring for and supporting an individual.

**Policies and procedures** are formally agreed and binding ways of working that apply in many settings. Where policies and procedures do not exist, the term includes other agreed ways of working.

**Additional Information:**

|  |
| --- |
| **Related Qualifications** |
| Level 2 award social care induction in Wales |
| Level 2 diploma health and social care (adults) |
| Level 3 diploma health and social care (adults) |
| Level 3 diploma health and social care (children and young people) |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |
| Level 3 maternity and paediatric support |
| Level 3 diploma in occupational therapy support |
| Level 3 diploma in physiotherapy support |
| Level 3 diploma in podiatry support for podiatry assistants and technicians |
| Level 3 diploma in speech and language therapy support |
| Level 3 diploma in primary care support |
| Level 3 rehabilitation support worker |
| Level 3 allied health profession support |
| Level 2 diploma in clinical healthcare support |
| Level 3 diploma in clinical healthcare support |
| Level 3 diploma in dietetic support |

|  |  |
| --- | --- |
| **Related units** | **Level** |
| Induction to Continuing Professional Development in Social Care in Wales | 2 |
| Induction to communication within a social care context in Wales | 2 |
| Induction to the role of social care worker in Wales | 2 |
| CYP M3.6: Working together for the benefit of children and young people | 3 |
| SCMP 3: Professional practice in children and young people’s social care | 3 |
| SHC021: Introduction to communication in health, social care or children’s and young people’s settings | 2 |
| SHC031: Promote communication in health, social care or children’s and young people’s settings | 3 |
| HSC 028: Handle information in health and social care | 2 |
| HSC 038: promote good practice in handling information in health and social care settings | 3 |
| HSC 025: The role of the health and social care worker | 2 |
| SHC 22: Introduction to personal development in health, social care or children’s and young people’s settings | 2 |
| SHC 32: Engage in personal development in health, social care or children’s and young people’s settings | 3 |
| HSC 2032: Working as part of a team in health and social care or children and young people’s settings | 2 |

|  |
| --- |
| **Related National Occupational Standards** |
| SCDHSC0023: Develop your own knowledge and practice |
| SCDHSC0033: Develop your practice through reflection and learning |
| SCDHSC0241: Contribute to the effectiveness of teams |
| SCDHSC0021: Support effective communication |
| SCDHSC0031: Promote effective communication |