



Recognition of Prior  
Informal Learning (RPL)

# **Links to SVQ3 Unit HSC33 – Reflect on and develop your practice**

## Links to SVQ3 Unit HSC33- Reflect on and develop your practice

Links have been identified between the SCQF Recognition of Prior Informal Learning Pack and RPL Profiling Tool and the requirements for the SVQ3 Unit HSC33. When learners complete the exercises and handouts in the RPL pack and profiling tool they may provide evidence for some of the knowledge requirements and for some of the performance criteria of HSC33.

In the tables below the columns on the left hand side contain the knowledge requirements and the performance criteria for HSC33. The columns on the right hand side map the sections or exercises in the RPL materials which can provide evidence for these knowledge requirements and performance criteria. The relevant stage in the RPL pack and the exercises are identified. Where there needs to be additional questioning by the SVQ assessor this is indicated in bold.

All of the information in the tables needs to be assessed by a suitably qualified SVQ workplace assessor. This could be the Mentor. In addition there needs to be direct observation of the performance criteria and observation that reflects the candidate's progress over the assessment period.

Candidates and assessors are encouraged to take an holistic view of the job role and the assessment of competence. Candidates and assessors are encouraged to approach the assessment of the SVQ not on a unit by unit basis, but to use normal day to day workplace activities to provide evidence that demonstrates competence across a number of units simultaneously. As the ability to reflect on and develop practice is inherent to competent practice in social services the evidence used for this Unit should be sourced via the outcomes and products of a number of every day activities which the candidate is routinely involved.

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## Knowledge evidence requirements for HSC33

Knowledge Requirements		Section in RPL materials
<b>Values</b>		
1	Legal and organisational requirements on equality, diversity, discrimination and rights when working with individuals and others to improve your knowledge and practice	<b>Additional questioning to RPL pack</b>
2	Dilemmas and conflicts that you may face in your practice.	Stage 2 Critical incident analysis
<b>Legislation and organisational policy and procedures</b>		
3	Codes of practice and conduct, and standards and guidance relevant to your own role and the roles, responsibilities, accountability and duties of others about personal and professional development.	<b>Additional questioning to RPL pack</b>
4	Current local, UK and European legislation, and organisational requirements, procedures and practices for accessing training and undertaking personal and professional development activities.	<b>Additional questioning to RPL pack</b>
5	The purpose of, and arrangements for your supervision and appraisal.	<b>Additional questioning to RPL pack</b>
<b>Theory and practice</b>		
6	How and where to access information and support on knowledge and best practice relevant to your area of work, the individuals and key people with whom you work and the skills and knowledge you need to practice effectively.	All activities Stage 1,2,3,
7	Principles underpinning personal and professional development and reflective practice.	Stage 2 - all
8	How to work in partnership with individuals, key people and others to enable you to develop and enhance your knowledge and practice.	All activities Stage 1,2,3
9	Development opportunities that can enhance your practice.	All activities Stage 1,2,3
10	Lessons learned from inquiries into serious failure of health and social care practice, and from successful interventions.	<b>Additional questioning to RPL pack</b>
11	Approaches to learning that will allow you to transfer your knowledge and skills to new and unfamiliar contexts.	Stage 1 Activities 2-4

## HSC33.1 Reflect on your practice

Performance criteria	Section in RPL materials
1 You analyse and reflect on what is required for competent, effective and safe practice, and provide active support for individuals and key people.	<b>Stage 2</b> Critical incident analysis Reflective diary Discuss with Mentor and record outcome
2 You continually monitor, evaluate and reflect on: (a) your knowledge and skills	<b>Stage 2</b> Reflective exercise Reflective diary
(b) your attitudes and behaviour	<b>Stage 2</b> Critical incident analysis reflective exercise
(c) any experiences and personal beliefs that might affect your work	<b>Stage 2</b> Critical incident analysis
(d) how well you practice and what could be improved	<b>Stage 2</b> Reflective exercise
(e) the processes and outcomes from your work	<b>Stage 2</b> Activity handout 4 Critical incident analysis Reflective diary
3 You seek constructive feedback to enable you to develop your practice, from: (a) individuals	<b>Stage 2</b> activity 1 + 3 & with discussion with mentor
(b) key people	<b>Stage 2</b> activity 1 & with discussion with mentor

Performance criteria	Section in RPL materials
(c) others with whom you work or have contact within your work	<b>Stage 2</b> – activity 1
(d) your supervisors	Could discuss the work being done for RPL pack with your supervisor (could be mentor) and make record of this discussion. A witness testimony would be useful

## HSC33.2 Take action to enhance your practice

Performance criteria	Section in RPL materials
1 You identify the supervision and support systems available to you within and outside your organisation.	Asking for support from mentor and also discussion with line manager. Witness testimony  Record of seeking support from someone external to your organisation eg District nurse, G.P., internal verifier, Speech Therapist etc.
2 You seek and use appropriate supervision and support to reflect on and identify ways to enhance your practice.	Discuss the work being undertaken with your supervisor and make a record outcome.  A witness statement would be useful
3 You prioritise aspects of your practice that need to be enhanced.	<b>Stage 3</b>  Activity 4: Action Planning
4 You take action, with supervision and support, to access development opportunities that will enhance your knowledge and practice.	The whole pack including all written material  A witness statement and/or an observation from the mentor would be essential evidence

Performance criteria	Section in RPL materials
5 You review: (a) how well the development opportunities meet your practice needs	An evaluation of the work undertaken
(b) in what ways your practice has been improved by the development opportunities	An evaluation of the work undertaken
6 You use supervision and support to continually assess the implications from any development opportunity on your continuing personal and professional development needs.	Profiling tool
7 You keep up-to-date records of your personal and professional development, within confidentiality agreements and according to legal and organisational requirements.	You keep an accurate record of your learning, taking into account requirements of performance criteria.

The **Scottish Social Services Council** (SSSC) The Scottish Social Services Council (SSSC) was established in October 2001 under the Regulation of Care (Scotland) Act. Set up as part of a drive to raise standards in social services, our role is to increase protection of people who use social services, to raise standards of practice and to increase public confidence in the sector.

The **Scottish Qualifications Authority** (SQA) is committed to ensuring that candidate effort in relation to knowledge, skills and evidence requirements can be recognised without duplication of effort. In order to maintain the integrity of qualifications SQA was happy to participate in the project and in the development of materials.

The **Scottish Credit and Qualifications Framework** (SCQF) is designed to support the culture of lifelong learning in Scotland. Through the SCQF, all mainstream qualifications in Scotland can be mapped and all learners can identify their current position and plan their future learning pathways. It also provides an extremely important tool through which learning in a wide variety of contexts can be recognised – for example, learning in the workplace or in the community.

The SCQF social services project is managed through the Scottish Social Services Council. Recognition of Prior Informal Learning is a key development in this project. The project works closely with a partnership of stakeholders through the SCQF Co-ordination group for Social Services. The SSSC supports the SCQF to facilitate the learning and development of the social services workforce.

For further copies of these materials please contact the SSSC.



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