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## Overview

This standard is about reflecting on your own effectiveness as a practitioner, identifying own learning and development needs and ways in which you can improve your practice through accessing sources of support and opportunities to maintain your continuous professional development.

## Performance criteria

### *You must be able to:*

1. review and evaluate own skills, knowledge and practice against current performance requirements
2. set objectives for change and improvement to your practice that are measurable and achievable
3. identify trends and developments relevant to own skills, knowledge and adult learning practice
4. identify and critically reflect on how your values, beliefs and attitudes influence your practice
5. identify and make best use of sources of support and opportunities for continuous professional development and to address areas for development
6. seek feedback to reflect on and evaluate your performance
7. address internal and external constraints that impact on own practice
8.  
plan and access development opportunities needed to keep your knowledge, skills and practice up to date
9.  
use records of actions, development plans and progress to support and inform ongoing reflective practice
10. apply new knowledge and skills to consolidate learning and improve practice
11. review the effectiveness of newly acquired knowledge and skills
12. engage with opportunities for support and supervision
13. share effective practice with other practitioners
14. promote inclusivity, diversity and equality of opportunity

## Knowledge and understanding

### *You need to know and understand:*

1. the benefits of continuously reflecting on, evaluating and developing the skills, knowledge, practice, efficiency and effectiveness of practice
2. how to monitor the quality of your work and your progress against requirements and plans
3. how to identify personal and professional development priorities and objectives which will improve your competency and effectiveness as a practitioner
4. why you should seek regular feedback on your practice from learners, colleagues, managers and partners
5. how to provide and act on feedback
6. ways to gain objective feedback from learners, colleagues, managers and partners on your performance as a practitioner
7. organisational, team and own professional goals
8. current performance requirements relevant to own practice
9. methods to evaluate and review your values, principles, knowledge, practices, strengths and areas for development
10. the boundaries and limits of own professional expertise and role
11. the boundaries of confidentiality, when it is appropriate to disclose confidential information to others and the processes required
12. your personal values, interests and priorities and how these affect your practice and the people with whom you work
13. the aims, values, policies, procedures, roles and ways of working of own organisation, if applicable
14. how to find and access learning and development opportunities which meet own preferred learning methods and address identified gaps in your knowledge and skills
15. ways to evaluate the effectiveness of learning resources and learning provision you have used
16. the benefits of sharing own learning and development
17. relevant ethical principles and codes of professional ethical practice and the consequences of not adhering to them
18. measures to safeguard young people and vulnerable adults
19. legal, organisational and policy requirements relevant to your role and the activities being carried out

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## Glossary

### Resources

This covers any physical or human resource that supports the adult learning process and could include technical equipment, IT-based resources, buildings, sources of specialist knowledge, local assets.

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<b>Original URN</b>	N/A
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<b>Relevant Occupations</b>	Adult Learning Worker
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<b>Suite</b>	Adult Learning
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<b>Keywords</b>	adult learning
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