



Accredited

**OCR LEVEL 3  
CAMBRIDGE TECHNICAL  
CERTIFICATE/DIPLOMA IN  
HEALTH AND  
SOCIAL CARE**

**EXPLORING PERSONAL AND  
PROFESSIONAL DEVELOPMENT IN  
HEALTH AND SOCIAL CARE**

**M/600/9029**

**LEVEL 3 UNIT 26**

**GUIDED LEARNING HOURS: 60**

**UNIT CREDIT VALUE: 10**



# EXPLORING PERSONAL AND PROFESSIONAL DEVELOPMENT IN HEALTH AND SOCIAL CARE

M/600/9029

LEVEL 3 UNIT 26

## AIM OF THE UNIT

Reflective practice is used widely within the health and social care sector to ensure standards of service and care are monitored and where necessary improved.

This unit will enable learners to develop skills necessary to plan, monitor and reflect on their personal and professional development and learners will compile a professional development portfolio (PDP). Having a sound understanding of the influences that affect learning is essential to learners' progression in order for learners to manage their own learning.

Learners must complete 50 hours work experience as a requirement of this unit.

## PURPOSE OF THE UNIT

This unit supports learners in developing the skills required for effective reflective practice. The first requirement is for learners to recognise influences that affect their own learning. By identifying these influences, some of which will be relevant to many learners within the group and other influences may only be pertinent to a particular learner, learners can consider strategies to limit the potential negative effects on their own learning. Learners will explore theories of learning and identify the importance of ongoing development of their skills for learning.

Reflecting on their personal experiences, practical skills and their continued development of knowledge and understanding will allow learners to identify goals and targets. Learners will compile a professional development portfolio (PDP) which should contain learners reflections, action plans, assignments from this unit and supporting evidence such as placement reports, skills checks etc.

An action plan related to their personal abilities, individual targets and career goals will be developed by learners to support their continued self- development over the duration of their course of study. Through ongoing reflection, learners will identify and make necessary changes to their action plan, such as adjusting targets in response to changing circumstances or setting new targets when a gap in their knowledge or skills is identified.

Learners will explore their knowledge, skills, practice, values and beliefs in relation to working effectively within the health or social care sector.

A minimum of 50 hours of work experience, in addition to the guided learning hours, is required for successful completion of this unit. It is recommended that it is divided between two different placements.

## ASSESSMENT AND GRADING CRITERIA

<b>Learning Outcome (LO)</b>	<b>Pass</b> The assessment criteria are the pass requirements for this unit.  The learner will:	<b>Merit</b> To achieve a merit the evidence must show that, in addition to the pass criteria, the learner is able to:	<b>Distinction</b> To achieve a distinction the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
1 Understand the learning process	P1 Explain key influences on personal learning processes of individuals	M1 explain the importance of improving skills for learning to support learning processes	
2 Be able to plan for and monitor own professional development	P2 assess own knowledge, skills, practice, values, beliefs and career aspirations at start of programme		
	P3 Produce an action plan for self-development and the achievement of own personal goals	M2 analyse the importance of meeting action plan targets in supporting own progression	D1 evaluate changes made to action plan in response to ongoing reflection of development, targets and goals
3 Be able to reflect on own development over time	P4 Produce evidence of own progress against action plan over the duration of the programme		
	P5 Reflect on own personal and professional development	M3 explain how knowledge gained within the learning environment has influenced own professional development	D2 analysis own development and progression over time

## TEACHING CONTENT

### 1 Understand the learning process

- *Theories of learning:* theorists, (e.g. Honey and Mumford, Kolb)
- *Influences:* on learning, (e.g. previous learning and experiences, specific learning need, time, learning style, learning environment, access to resources, attitude and self discipline, aspirations and motivation, priorities, health, responsibilities, relationships)
- *Skills for learning:* study skills; literacy, numeracy, information and communication technology; research skills, (e.g. observation, questioning, use of the internet; using feedback; reflection)
- *Support for learning:* from, (e.g. tutors, peers, supervisors, mentors; meetings; increased self-awareness) how and where to access information and support on knowledge and best practice
- *Learning opportunities:* formal, informal; knowledge gained from, (e.g. classroom activities, placement experiences, independent studies, life experiences, employment, voluntary activities).

### 2 Be able to plan for and monitor own professional development

- *Review at start of programme:* current knowledge and skills, (e.g. practice, values, beliefs, career aspirations; self-awareness)
- *Knowledge:* review, plan and monitor, (e.g. relevant formal and informal learning to date, current contemporary issues, understanding of theories, principles and concepts, understanding of potential careers; gained from a variety of learning opportunities)
- *Skills:* communicating: language (verbal, non-verbal); working with others, (e.g. service users, professionals, peers) technical, (e.g. IT, use of equipment, creative/craft skills) research, (e.g. primary, secondary, data handling) personal, (e.g. organisational skills, personal presentation)
- *Practice:* review, plan and monitor, (e.g. respect for the value base of care, professional interactions with others, cooperative working with others, teamwork, influence of personal values and beliefs, awareness of need to develop personal value base to support and promote good practice, awareness of the impact of legislation, codes of practice and policies on own practice, responsibility and limitations, values and beliefs) personal and professional (e.g. values and beliefs, the impact of own beliefs to benefit others)
- *Career aspirations:* career options, preferred choice
- *Action plan for own development:* targets/goals, short term, long term SMART targets-specific, measurable, actionable, relevant, timely

- *Consider personal goals:* in terms of knowledge, skills, practice, values, beliefs, and career aspirations
- *Monitor and evaluate plan in terms of own development:* a minimum of three goals/targets set to improve of knowledge, skills, practice.

### 3 Be able to reflect on own development over time

- *Contexts:* work experience placements, visits, study environment, life events; other, (e.g. employment)
- *Professional development portfolio:* professional practice logbook, structured appropriately for assessment of unit and nature of evidence, indexed, authenticated records to demonstrate personal progression in developing own knowledge, skills, practice and career aspirations over time, variety of contexts for learning and development
- *Relevant evidence:* formal, (e.g. assessments, observations, witness testimony from direct observation, placement reports, feedback from tutors and supervisors, tutorial/career records, certificates, personal statements, application forms or CVs) informal, (e.g. diary, peer reviews, reflective accounts, records of events)
- *Support for development:* from tutors, peers, supervisors, mentors; meetings; increased self-awareness; how and where to access information and support on knowledge and best practice
- *Own development:* (e.g. linking theory to practice; achievement of personal goals in terms of knowledge, skills, practice, values, beliefs, and career aspirations) influence of personal values and beliefs;
- *Importance of meeting action plan targets:* (e.g. build confidence, sense of achievement, increased self esteem, self-actualisation, contribution to appraisal, career progression)
- *Changes in response to ongoing development needs, goals and reflection:* (e.g. more realistic targets, timeframes, may consider using SMART targets, reflective cycles, reflection on action).

## DELIVERY GUIDANCE

The emphasis throughout this unit should be on the holistic development of learners, and learners should be proactive in reflecting on their skills and knowledge, identifying areas for personal development and setting realistic targets to support their continuing personal and professional development. It is important that learners have a clear understanding of the command verbs, e.g. assess, discuss, evaluate and analyse. This understanding is essential to allow learners to produce the depth of evidence required to gain the higher grades.

In addition to the guided learning hours, a minimum of 50 hours work experience in health and/or social care settings is required for successful completion of this unit. It is recommended that it is divided between at least two different placements.

Where this unit is being taught as part of a wider programme (for example National Certificate and Diplomas in Health and Social Care), delivery of all aspects of the unit needs to be planned carefully over the duration of the programme.

This unit should be introduced at the very start of the course and as well as having teaching sessions to cover the learning outcomes, learners should have regular one to one tutorials and sessions to allow them to review and reflect on their own progression and development throughout the duration of the course of study. Learners will require the regular individual tutorial sessions to support the ongoing development of their PDP.

### LO1 Understand the learning process

Learners need to gain understanding of some of the theories of learning such as Kolb, Honey and Mumford and gain an understanding of the reflective cycle. Learners should understand some of the influences on learning and consider how these might affect their learning. A task, starting with learners individually identifying the main influences on their learning and then the tutor looking at these individual responses and highlighting the most common influences within the whole group. A whole group discussion could then consider ways to reduce the negative impact of the identified influences. E.g. looking at time management skills or work/leisure balance, learning environment –particularly within the home.

Learners will require input from tutors to develop research skills, observational techniques, study skills and reflective writing, which should reflect all aspects of their performance

both within the classroom, and knowledge and practical skills developed in placements. Learners should be introduced to research methodology to ensure the development of appropriate research skills to effectively gather appropriate information to support their ongoing progression within this unit and other areas of their study.

The development of critical thinking skills is fundamental to learners' progression as this skill will allow for greater depth of understanding to be evidenced within learners work.

Learners will require rigorous preparation for their work experience placements to ensure they make best use of the opportunity to gain knowledge and understanding, acquire new skills and gather evidence to support their continuing development. Along with this preparation, learners will require appropriate support and guidance from tutors, supervisors, and mentors to compile their professional development portfolios (PDP) linked to their placement experiences.

### LO2 Be able to plan for and monitor own professional development / LO3 Be able to reflect on own development over time

The (PDP) portfolio of evidence is intended to be a reflective account of learners' holistic progress throughout the course and should include a range of evidence of progression within work placements and personal experiences including voluntary work.

Placements reports with feedback from the practitioner supervising the learner whilst on placement, skills check lists and tutor feedback could be used by learners to provide a framework for the basis of the learner PDP and these should be appropriately signed and dated by the learner, tutors and placement supervisors to confirm authenticity. Extracts from daily diaries kept by learners during placement/work experience and evidence of peer discussion/assessment can also be included in PDP's.

Learners will require tutors to give them regular constructive feedback on their ongoing progress. Learners will also require appropriate support to help them to identify gaps in their skills and knowledge, which can then be used as a basis for an action plan to make improvements where gaps are identified. Learners are required to identify a minimum of three goals/targets

Learners should initially be given an individual task whereby learners consider and write about their current knowledge, values and beliefs, and identify any career aspirations.

Learners should undertake an evaluation of their skills related to working with others including communication skills –verbal and non verbal. An appropriate activity to allow learners to gain an understanding of the importance of non verbal communication is to give learners a task whereby they have a conversation with another learner, when sitting back to back. Another appropriate way to give learners an understanding of non verbal communication skills such as eye contact, facial expressions or body language is an activity where the tutor presents to learners using inappropriate non verbal communication e.g. smiling while asking a learner to stop doing something inappropriate, looking cross when praising a learner or standing too close to learners when speaking to them. Learners can then consider how they felt as the tutor was giving these confusing messages or making them feel intimidated by standing too close. Emotion cards showing pictures of faces with different emotions can be used to help learners to understand the complexity of facial expressions.

Any identified areas for personal development related to learner's skills can be included as targets within their action plans.

Learners will need to reflect on their practice when on placement and tutors should ensure they prepare learners before placement begins. Tutors should include respect for care value base, interactions with others, showing respect to people who use services, policies and procedures of the settings, learner responsibility and limitations, when preparing learners for placement.

Learners need to reflect on all aspects of placement/practice, show links between theory and practice and identify areas for development to enable them to set themselves targets which should be included within their action plan. Learners will require ongoing support to help them to monitor, review and update their action plans.

Implementing peer assessment within PDP support sessions might be beneficial to learners to help each other to identify targets for their action plans and this approach will also create a supportive culture within the classroom – developing skills required for working in the sector. For peer

assessment to be successful learners need to feel confident in sharing their experiences and discussing their reflection with each other, therefore the tutor should ensure all learners agree ground rules such as respect for each other's feelings and giving constructive feedback and maintaining confidentiality.

Organisation of learners' PDP's should also be appropriately supported by tutors. It is essential to have a structured approach to the organisation of portfolios, including the use of index pages to allow evidence and content to be easily accessed by learners and tutors. The PDP should include a professional practice log book in which learners record all placement/work experience and this could be supported by learners writing a 'daily diary' whilst in placement. The PDP should also include evidence of learner's competence development such as first aid qualifications or food safety training along with any personal life events or experiences which may have had an impact on the learner's knowledge, skills or practice.

## SUGGESTED ASSESSMENT SCENARIOS AND TASK PLUS GUIDANCE ON ASSESSING THE SUGGESTED TASKS

As this unit covers the duration of the programme of study, it is recommended that learners are given clear instructions regarding when and how evidence should be submitted for assessment. It is expected that the evidence for the merit and distinction criteria is gathered throughout the course of study, but presented towards the end of the course. Assessment grading should take into consideration the breadth and depth of learner responses, along with the quality of their reflections and their ability to evaluate information to identify realistic targets for progression.

### LO1

P1 Learners should, within a written assignment, explain the key influences on their own learning and if necessary consider strategies to overcome any barriers to learning which may hinder their progression throughout the course. This should initially be undertaken at the beginning of the course of study however it might be beneficial for learners to look at this criterion again half way through the course as their personal situation might have changed, e.g. gained part time employment. The M1 criterion could be undertaken alongside the P1 as the assessment of ongoing 'improvement of skills for learning' will support learners continued development of skills such as study skills, numeracy, and literacy. These assignments should be included in the learner's PDP's as learners will need to take into consideration any identified influences/barriers etc when developing targets within their learner action plans.

### LO2 /LO3

P2 It is important for learners to assess their own knowledge, skills, practice experience, values and beliefs at the start of the course, and this could be completed by means of a written report style assignment whereby learners undertake a personal assessment of their own knowledge, skills, beliefs etc. The tutor should then discuss the report with the individual learner and support them to identify any conflicts or areas for improvement. E.g. personal beliefs or values conflict with current practice within the health or social care sector, or the learner considers their own communication skills to be lacking. Any identified areas for improvement or development should be added as targets to the learner action plan. These assignments should be included in the learner's PDP's.

P3 Learners should produce an action plan, which is reviewed at regular intervals throughout the course. The action plan should include the learner's targets, a brief explanation of how they aim to achieve the target, review dates and a learner evaluation of their progress in meeting each target. This review of progress is the evidence learners should present for criterion P4.

The table below is an example of how a learner action plan could be presented – this shows one target although learners may identify a number of targets to be working towards at any one time.

Date:	Identified area for development:	Target:	Review date:	Review of progress to date:	Review date:	Progress to date:
01.10.11	My placement report indicated that I did not communicate with staff when in placement. My tutor recognised that I am very quiet in class and never volunteer to answer questions.	To further develop effective communication skills. I will try to communicate more with staff in my next placement by asking for clarification when I am not sure what to do. When I think I know the answer, I will answer questions in class.	20.12.11	(the learner will discuss whether the target has been achieved and if so the evidence will be identified, e.g. placement report etc. If the learner is still working towards the target another review date is set.		
<b>Tutor comments:</b>		<b>Date that target met:</b>	<b>Learner reflection on how meeting the target has supported their personal/professional development:</b>			

A written assignment that covers both M2 and D1 criteria could be given to learners. This would be best given to learners within the second half of the course of study as they should have become familiar with using the action plan and reflecting on own progress. 2M requires learners to analyse the importance of the attaining targets they have set themselves within their action plan. Learners should discuss how working towards the targets identified within their action plan has impacted positively on their performance/development, or perhaps identify where the targets were unachievable and required changing to ensure progression. D1 requires learners to evaluate the changes made in response to ongoing reflection, giving thought to how the targets and goals have had a positive impact on personal development and considering reasons why, when changes have not impacted positively; therefore this information could follow on from learners' evidence when completing M2. This assignment should be added to the learners PDP's.

M3 requires learners to discuss how the knowledge gained within the classroom has influenced their professional development within placement. Learners should use examples where possible to link their theoretical understanding to practical experience. This M3 criterion could be completed in the middle of the learner's course of study and then towards the end of the course as this would lead well into learners covering D2 which requires learners to evaluate their progress throughout the course. Both criteria could be covered within written assignments and the completed assignment included in learners PDP's.

## MAPPING WITHIN THE QUALIFICATION TO THE OTHER UNITS

**Unit 1:** Developing effective communication in health and social care

**Unit 8:** Personal and professional development in health and social care

**Unit 13:** Working in the social care sector

**Unit 14:** Working in the health sector

**Unit 25:** Support work in social care

## LINKS TO NOS

### **HSC31 Promote effective communication with, for and about individuals**

a – Identify ways to communicate effectively

c – Update and maintain records and reports

### **HSC33 Reflect on and develop your own practice**

a – Reflect on your practice

b – Take action to enhance your practice

### **HSC3111 Promote the equality, diversity, rights and responsibilities of individuals**

a – Promote the rights and interests of individuals

b – Promote the equal treatment of individuals



## CONTACT US

Staff at the OCR Customer Contact Centre are available to take your call between 8am and 5.30pm, Monday to Friday.

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