Unit title:	Personal and professional development in health and social care
Unit number:	2
Level:	4
Credit value:	15
Guided learning hours:	60
Unit reference number:	K/601/1572

UNIT AIM AND PURPOSE

This unit will enable learners to understand how their personal values and principles influence the way they work. Learners will have the opportunity to evaluate their skills and create a development plan to improve them to meet the requirements of health and social care workers. Learners will explore the nature of professional relationships with users of health and social care services. Through analysis, learners will demonstrate development in their own skills and understanding.

This unit will provide the learner with the opportunity to develop their personal and professional skills to meet the requirements of health and social care job roles.

Evaluation of their progress will enable learners to become a more effective care practitioner.

LEARNING OUTCOMES AND ASSESSMENT CRITERIA

A pass grade is achieved by meeting **all** the requirements in the assessment criteria.

Learning Outcome (LO) The learner will:	Pass The assessment criteria are the pass requirements for this unit. The learner can:
LO1 Understand how personal values and principles influence individual contributions to work in health and social care settings	1.1 compare personal values and principles with the principles of support for working in health and social care 1.2 assess how personal culture and experience influence own role in supporting users of services and others in health and social care settings 1.3 discuss how new developments and changes to personal values can impact on work in health and social care
LO2 Be able to produce, monitor, revise and evaluate plans for personal progress in developing the skills and abilities required of a health and social care practitioner	2.1 assess current skills, ability and learning style 2.2 produce a holistic development plan with short-, medium- and long-term goals 2.3 monitor progress against the plan according to the requirements of a health and social care practitioner, revising the plan as required 2.4 evaluate the effectiveness of the development plan to own development as a health and social care practitioner

LO3 Understand the application of principles of professional engagement with users of health and social care services	3.1 explain the nature of different professional relationships in health and social care contexts 3.2 evaluate personal effectiveness in promoting and supporting the rights of the individual 3.3 discuss ways to resolve issues encountered in professional relationships.
LO4 Be able to demonstrate development of own skills and understanding in relation to working with others in health and social care practice	4.1 evaluate the effectiveness of personal contributions when working with others in health and social care practice 4.2 explain how the limits of own work role impacts on work with others 4.3 analyse own role in minimising barriers to effective teamwork in health and social care practice 4.4 discuss how to improve personal contributions to the collective effectiveness of a team.

GRADING CRITERIA

A merit grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors

A distinction grade is achieved by meeting **all** the requirements in the pass criteria **and** the merit descriptors **and** the distinction descriptors.

Merit Criteria (M1, M2, M3) (M1, M2, and M3 are mandatory to achieve a merit grade. Each must be achieved at least once per unit to achieve a merit grade.)	Distinction Criteria (D1, D2, D3) (D1, D2, and D3 are mandatory to achieve a distinction grade. Each must be achieved at least once per unit to achieve a distinction grade.) (In order to achieve a distinction grade, all merit criteria must also have been achieved.)
MANDATORY TO ACHIEVE A MERIT GRADE	MANDATORY TO ACHIEVE A DISTINCTION GRADE
M1 Analyse concepts, theories or principles to formulate own responses to situations.	D1 Evaluate approaches to develop strategies in response to actual or anticipated situations.
M2 Analyse own knowledge, understanding and skills to define areas for development.	D2 Evaluate and apply strategies to develop own knowledge, understanding and skills.
M3 Exercise autonomy and judgement when implementing established courses of action.	D3 Determine, direct and communicate new courses of action.

TEACHING CONTENT

The Teaching Content describes what has to be taught to ensure that learners are able to access the highest grade.

Learners must be able to apply relevant examples to their work. Where examples are given in the Teaching Content, these are suggestions; they do not have to be the examples that the learner uses.

LO1 Understand how personal values and principles influence individual contributions to work in health and social care settings	
Personal values and principles	(e.g. social, cultural - those derived from primary and secondary socialisation)
Personal culture	(e.g. age, gender, race, socio-economic status, ethnicity, life events)
Experiences	(e.g. expected/unexpected life events, empathy with service users, bereavement)
Influences	(e.g. positive and negative)
New developments and changes	life events (e.g. birth of a child), increasing multi-cultural awareness (e.g. adopting or becoming aware of religious beliefs)
Impact	(e.g. identification of training needs; conflict between personal values and those of the organisation).
LO2 Be able to produce, monitor, revise and evaluate plans for personal progress in developing the skills and abilities required of a health and social care practitioner	
Current skills ability	(e.g. skills audit, learning styles analysis)
Holistic	To include psychological, physical and social
Development plan	(e.g. statement of aspirations/career and lifestyle priorities, strengths/competencies, education, training, career positioning, analysis of opportunities/risks, alternative plans, stages/steps to realising the plan)
Monitor	Against pre-set criteria

Revise	Respond to internal (personal) and external (professional) stimuli (e.g. change in personal circumstances/life event, regulatory environment, change of setting/sector, new initiatives, policies and procedures)
Evaluation points	(e.g. appropriateness of development plan, realistic pre-set criteria/target setting, flexibility, opportunity to update/reflect in response to external influences).

LO3 Understand the application of principles of professional engagement with users of health and social care services

Relationship	(e.g. professional/professional, professional/service user, regulatory/business, employer/employee)
Nature	formal/informal contexts – guidance, regulatory, supervisory, colleague, business
Personal effectiveness	Ability to influence/bring about change
Promoting and supporting	(e.g. anti-discriminatory practice, advocacy)
Rights of the individual	(e.g. care values, choice, human rights)
Resolution strategies	(e.g. capability procedures (e.g. supervision), training (e.g. anti-discriminatory practice), disciplinary procedures (e.g. mediation)).

LO4 Be able to demonstrate development of own skills and understanding in relation to working with others in health and social care practice

Personal contributions	'Hard' skills (e.g. project management, accounting, first aid); 'soft' skills (e.g. liaising, supporting, networking, communicating, mediating)
Limitations of the job role	(e.g. authority in decision making, sharing confidential information)
Role	(e.g. negotiation, mediation, planning, research/ information gathering)
Barriers	(e.g. physical, geographical, cultural, financial, resources)
Effective teamwork	Positive outcomes (e.g. task completion)
Improve personal contributions	(e.g. reflective practice, self-awareness, feedback mechanisms)
Effectiveness	Pre-set measures of development (e.g. Bales, Tuckman's team work theories).

GUIDANCE

Delivery guidance
It will be beneficial to deliver this unit in a way that uses actual events, industry forecasts or sector specific contexts which offer the learner the opportunity to explore, develop and apply the fundamental principles of the sector or subject area. Typical delivery contexts could include the use of case studies which identify and focus on a specific area of concern raised during an Appraisal. Learners will benefit from being encouraged to exercise autonomy and judgement in developing a plan for personal and professional development. They will need to be able to adapt their thinking and reach considered conclusions when reflecting on and evaluating their progress. Learners would benefit from being presented with subject/sector-relevant problems from a variety of perspectives and being given the opportunity to explore them using diverse approaches and schools of thought. For example, case studies exploring the issues of conflict in personal and professional values and principles.

Assessment evidence guidance
Evidence produced must demonstrate how a learner has met each of the Learning Outcomes, and be submitted in the form of assignments, essays, project-portfolios, presentations, annotated documents, witness testimonies or, where appropriate, reflective accounts. Where group work/activities contribute to assessment evidence, the individual contribution from each learner must be clearly identified. All evidence must be available for the visiting moderator to review. Where learners are able to use real situations or observations from work placement, care should be taken to ensure that the record of observation accurately reflects the learner's performance. This should be signed, dated, and included in the evidence. It is best practice to record another individual's perspective of how a practical activity was carried out. Centres may wish to use a witness statement as a record of observation. This should be signed and dated and included in the evidence.

RESOURCES

Books

Cuthbert, Sue. Quallington, Jan. *Values for Care Practice (Health and Social Care: Theory and Practice)*, Publisher: Reflect Press Ltd; 1st edition (18 April 2008); ISBN-10: 1906052050; ISBN-13: 978-1906052058

Cottrell, Stella, Dr. *Skills for Success: Personal Development and Employability (Palgrave Study Skills)*; Publisher: Palgrave Macmillan; 2nd edition (19 May 2010); ISBN-10: 0230250181;ISBN-13: 978-0230250185

Davies, Celia. Finlay Linda, Bullman Anne *Changing Practice in Health and Social Care* (Published in association with The Open University) Publisher: SAGE Publications Ltd; 1 edition (February 11, 2000); ISBN-10: 0761964975; ISBN-13: 978-0761964971

Thistlethwaite. Jill E., *Values-Based Interprofessional Collaborative Practice: Working Together in Health Care (Values-Based Medicine)*; Publisher: Cambridge University Press (13 Sep 2012); ISBN-10: 1107636167; ISBN-13: 978-1107636163

Journals

British Journal of Nursing
British Journal of Social Work

Websites

www.businessballs.com/vaklearningstylestest.htm – Free VAK learning styles test
www.nmc-uk.org – The Nursing and Midwifery Council
www.hpc-uk.org – Health and Care Professionals Council
www.skillsforcare.org.uk/home/home.aspx – Skills for Care

Signposting to other units within the qualification

Unit 5:   Working in partnership in health and social care
Unit 27:   Employability skills