

Unit Title:	Principles of personal development in adult social care settings
Unit sector reference:	PWCS 22
Level:	2
Credit value:	2
Guided learning hours:	17
Unit expiry date:	31/07/2015
Unit accreditation number:	L/602/3035

Unit purpose and aim

The unit introduces the concepts of personal development and reflective practice, which are fundamental to adult social care roles. This unit is aimed at those who are interested in, or new to, working in social care settings with adults.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand what is required for good practice in adult social care roles	1.1 Identify standards that influence the way adult social care job roles are carried out 1.2 Explain why reflecting on work activities is an important way to develop own knowledge and skills 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work	<p>Standards – may include</p> <ul style="list-style-type: none"> • Code of practice • Regulations • Essential standards • National Occupational standards <p>Reasons may include:</p> <ul style="list-style-type: none"> • to examine why and how you practice • to identify areas for improvement • to develop different ways of working • to develop new areas of learning <p>Ways may include:</p> <ul style="list-style-type: none"> • being aware of own personal attitudes and beliefs • understanding and being open to others' attitudes and beliefs • respecting differences between own and others' personal attitudes and beliefs

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
2 Understand how learning activities can develop knowledge, skills and understanding	2.1 Describe how a learning activity has improved own knowledge, skills and understanding 2.2 Describe how reflecting on a situation has improved own knowledge, skills and understanding 2.3 Describe how feedback from others has developed own knowledge, skills and understanding	<p>Learning activities can improve own knowledge, skills and understanding by for e.g.:</p> <ul style="list-style-type: none"> • providing you with new ideas • giving you an opportunity for new areas of learning • enabling you to apply theories to practice • giving you greater self-confidence <p>Situation – this may include a learning activity</p> <p>Reflecting on a situation can improve own knowledge, skills and understanding and may include:</p> <ul style="list-style-type: none"> • giving you greater personal insight • examining how effective your practice is • thinking through different approaches <p>Feedback from others can develop own knowledge, skills and understanding and may include:</p> <ul style="list-style-type: none"> • identifying areas for improvement • increasing your capacity for problem solving • helping you to understand others' perspectives
3 Know how a personal development plan can contribute to own learning and development	3.1 Define the term “personal development plan” 3.2 Identify who could be involved in the personal development plan process 3.3 Identify sources of support for own learning and development 3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and	<p>A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc</p> <p>Who could be involved may include:</p> <ul style="list-style-type: none"> • the individual • carers

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
	understanding	<ul style="list-style-type: none"> • advocates • supervisor, line manager or employer • other professionals <p>Sources of support may include:</p> <ul style="list-style-type: none"> • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation <p>Benefits of using a personal development may include:</p> <ul style="list-style-type: none"> • focuses on what one wants to achieve and how to do it • develops greater self-awareness of training needs • increases own understanding of how to meet identified needs • provides evidence of actions taken to improve own knowledge and understanding

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is knowledge based. OCR will provide a set assignment which candidates must complete. The assignment can be downloaded from the web page for this qualification on OCR's website: www.ocr.org.uk

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 23

Content recurs throughout HSC NOS knowledge requirements.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

Books

How to be a Great Care Assistant; Hawkins,R.,Ashurst,A. Hawker Publications Ltd, 2006

Making the Most of Supervision in Health & Social Care: A self-development manual for supervisees; Knapman, J., Morrison,T, Pavilion Publishers, 1998

NVQ Level 3, Health & Social Care (Adults); Nolan Y, Moonie, N and Lavers,S; Heinemann, 2008

Reflective Practice for Health Care Professionals: A Practical Guide; Taylor BJ, Open University Press, 2010

Websites

www.skillsforcare.org.uk

(Skills for Care – training standards and workforce development for social care staff)

www.skillsforhealth.org.uk

(Skills for Health - training standards and workforce development for health care staff)

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.