

<b>Unit Title:</b>	<b>Introduction to personal development in health, social care or children's and young people's settings</b>
Unit sector reference:	SHC 022
Level:	2
Credit value:	3
Guided learning hours:	23
Unit accreditation number:	L/601/5470

## Unit purpose and aim

This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
1 Understand what is required for competence in own work role	1.1 Describe the duties and responsibilities of own role 1.2 Identify <b>standards</b> that influence the way the role is carried out 1.3 Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work	<b>Standards</b> may include: <ul style="list-style-type: none"> <li>• Codes of practice</li> <li>• Regulations</li> <li>• Minimum standards</li> <li>• National occupational standards</li> </ul>
2 Be able to reflect on own work activities	2.1 Explain why reflecting on work activities is an important way to develop knowledge, skills and practice 2.2 Assess how well own knowledge, skills and understanding meet standards 2.3 Demonstrate the ability to reflect on work activities	

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
3 Be able to agree a <b>personal development plan</b>	3.1 Identify <b>sources of support</b> for own learning and development 3.2 Describe the process for agreeing a personal development plan and <b>who should be involved</b> 3.3 Contribute to drawing up own personal development plan	<p><b>Sources of support</b> may include:</p> <ul style="list-style-type: none"> <li>• Formal support</li> <li>• Informal support</li> <li>• Supervision</li> <li>• Appraisal</li> <li>• Within the organisation</li> <li>• Beyond the organisation</li> </ul> <p>A <b>personal development plan</b> 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><b>Who should be involved</b> may include:</p> <ul style="list-style-type: none"> <li>• The individual</li> <li>• Carers</li> <li>• Advocates</li> <li>• Supervisor, line manager or employer</li> <li>• Other professionals</li> </ul>
4 Be able to develop knowledge, skills and understanding	4.1 Show how a learning activity has improved own knowledge, skills and understanding 4.2 Show how reflecting on a situation has improved own knowledge, skills and understanding 4.3 Show how feedback from others has developed own knowledge, skills and understanding 4.4 Show how to record progress in relation to personal development	

## Assessment

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

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes

and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

Competence based assessment must include direct observation as the main source of evidence.

For this unit, learning outcomes 2, 3 and 4 must be assessed in a real work environment.

## Guidance on assessment and evidence requirements

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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

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. 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:

CCLD 204  
GEN 12 GEN 13  
HSC 23

Themes recur as knowledge requirements, performance criteria and core values throughout HSC and CCLD NOS

**NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)**

## Functional skills signposting

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

Functional Skills standards can be viewed at <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	

## Additional information

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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.