

Unit 6: Personal and Professional Development in Health and Social Care

Unit code:	D/600/8958
QCF Level 3:	BTEC Nationals
Credit value:	20
Guided learning hours:	120

● Aim and purpose

This unit aims to enable learners to understand the learning process and to give them the skills they need to plan for, monitor and reflect on their professional development. Learners will then be able to investigate and gain an understanding of health or social care provision. Learners must complete 100 hours work experience as a requirement of this unit.

● Unit introduction

Initially, learners will explore factors that affect learning, then plan and monitor their personal and professional development and reflect on it. They will gain a key understanding of the health and social care sectors, including aspects of service delivery and the fundamentals of research methodology. Learners will consider their personal and professional development holistically, linking different units within their programmes and also their personal experiences.

This unit explores the different ways in which learning can take place and how learning from individual experiences can be used to enhance the quality of knowledge, skills and practice. Learners will explore concepts of learning and relate these to their preferred learning styles and other factors that influence their learning.

Learners will initially consider their knowledge, skills, practice, values and beliefs in relation to working in health and social care. They will then draw up a personal plan for self-development over the duration of their programme, as appropriate to their personal abilities, goals and career aspirations. Learners will review their progress against these plans at intervals throughout the programme, adjusting them as appropriate to changing circumstances. They will develop the ability to draw on a range of sources of information to assess their personal and professional development, including their vocational experience and other relevant experiences such as their formal study, employment and/or voluntary activity. The unit introduces learners to health and social care service provision and research methodology, both of which can be extended in other units within the programme.

A minimum of 100 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 at least three different placements.

● Learning outcomes

On completion of this unit a learner should:

- 1 Understand the learning process
- 2 Be able to plan for and monitor own professional development
- 3 Be able to reflect on own development over time
- 4 Know service provision in the health or social care sectors.

Unit content

1 Understand the learning process

Theories of learning: theorists, eg Honey and Mumford, Kolb

Influences: on learning, eg previous learning and experiences, specific learning need, formal versus informal learning, time, learning style, learning environment, access to resources, attitude and self-discipline, aspirations and motivation, priorities, health, responsibilities, relationships, others as appropriate

Skills for learning: study skills; literacy, numeracy, information and communication technology; research skills, eg observation, questioning, use of the internet; using feedback; reflection

Support for learning: from, eg 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, eg classroom activities, placement experiences, independent studies, life experiences, employment, voluntary activities

2 Be able to reflect on own professional development over time

Review at start of programme: current knowledge and skills, practice, values, beliefs, career aspirations; self-awareness

Knowledge: review, plan and monitor, eg 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, eg service users, professionals, peers; technical, eg IT, use of equipment, creative/craft skills; research, eg primary, secondary, data handling; personal, eg organisational skills, personal presentation

Practice: review, plan and monitor, eg 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 eg, values and beliefs, value base of care

Career aspirations: career options, preferred choice

Action plan for own development: targets/goals, short term (up to six months), long term (minimum of 18 months), specific, measurable, actionable, relevant, timely

Consider personal goals: in terms of knowledge, skills, practice, values, beliefs, and career aspirations

3 Be able to reflect on own development over time

Monitor and evaluate plan in terms of own development: a minimum of three goals, progress against targets set

Changes: in response to ongoing development needs, goals and reflection

Contexts: work experience placements, visits, study environment, life events; other, eg 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, eg 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, eg 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

Reflect on own development: linking theory to practice; linking practice to theory; achievement of personal goals in terms of knowledge, skills, practice, values, beliefs, and career aspirations; influence of personal values and beliefs; impact of others on evolving development of self

4 Know service provision in the health or social care sectors

Provision of services: national framework relevant to home country; primary, secondary, tertiary; regulators

Local health or social care: service provision, eg type of provision, funding, access, potential barriers to access, organisational policies and procedures; how the service fits within the national framework

Health and social care workers: health and social care professionals, eg nursing staff, social workers, professions allied to medicine; technical support professionals, eg medical and non-medical laboratory staff; other support professionals, eg managers, administrators; role of professional bodies; career pathways, training and qualifications, workforce development; codes of conduct, roles and responsibilities; multi-disciplinary teams

Assessment and grading criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria for a pass grade describe the level of achievement required to pass this unit.

Assessment and grading criteria		
To achieve a pass grade the evidence must show that the learner is able to:	To achieve a merit grade the evidence must show that, in addition to the pass criteria, the learner is able to:	To achieve a distinction grade the evidence must show that, in addition to the pass and merit criteria, the learner is able to:
P1 explain key influences on the personal learning processes of individuals [IE3; IE4]	M1 assess the impact of key influences on the personal learning processes on own learning	D1 evaluate how personal learning and development may benefit others
P2 assess own knowledge, skills, practice, values, beliefs and career aspirations at start of the programme [RL1; RL2; RL4; EP1]		
P3 produce an action plan for self-development and achievement of own personal goals [CT1; RL2]		
P4 produce evidence of own progress against action plan over the duration of the programme [RL3; RL4; SM1; SM2; SM6]	M2 assess how the action plan has helped support own development over the duration of the programme	D2 evaluate own development over the duration of the programme.
P5 reflect on own personal and professional development [RL5; SM6]	M3 use three examples to examine links between theory and practice.	
P6 describe one local health or social care service provider identifying its place in national provision [IE2]		
P7 describe the roles, responsibilities and career pathways of three health or social care workers. [IE2; CT1]		

PLTS: This summary references where applicable, in the square brackets, the elements of the personal, learning and thinking skills which are embedded in the assessment of this unit. By achieving the criteria, learners will have demonstrated effective application of the referenced elements of the skills.

Key	IE – independent enquirers CT – creative thinkers	RL – reflective learners TW – team workers	SM – self-managers EP – effective participators
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Essential guidance for tutors

Delivery

In addition to the guided learning hours, a minimum of 100 hours work experience in health and social care settings is required for successful completion of this unit. It is recommended that it is divided between at least three 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.

Initially, some class time is required in order to deliver learning outcome 1 and to prepare learners for learning outcomes 2, 3 and 4, which will be ongoing throughout the programme. In particular, learners need to develop some research skills in order for them to gain evidence for learning outcome 4 while on placement. They will need robust preparation for their work experience placements, and clear advice and guidance regarding the compilation of their personal and professional development portfolios. Learners will also require initial, individual tutorial sessions to support them in the development of their action plans.

Delivery of some aspects of the unit may be incorporated into routine course activities such as diagnostic assessments, study skills support, IT, teaching on other units, formal and informal preparation for placements, and may be included in induction activities. Role plays, presentations, debates and other activities could be used to raise learners' awareness of the key concepts and expectations of the unit. Some aspects of the unit may benefit from specialist input, for example observational techniques used in health and social care.

The work experience placements could either take the form of a day or half day a week, or block placements at a suitable point in learners' programme. Learners on placement will need monitoring, and should have access to regular tutorial sessions to discuss their personal and professional development. The timing of these tutorial sessions needs careful consideration and planning in order to support learners effectively as they progress through their programmes. Learners will require constructive feedback on their progress and support with monitoring and reviewing their action plans. A suitable time for review could, for example, be following the completion of work experience at one of their settings

Learners will need support in developing their abilities to write reflectively so that their accounts fully reflect all aspects of their performance in the workplace and also in the use of other sources of evidence in assessing their progress. Learners will also need guidance on how to assemble and organise their portfolio of evidence effectively so that evidence in support of the relevant criteria and content will be clearly located. They will need instructions on how to confirm the authenticity of their evidence (ie a dated signature by an appropriate professional giving qualifications and role).

The portfolio of evidence is intended not only as a record of work experience, but also to encourage learners to consider their learning holistically across all aspects of their programme, other experiences such as employment, and also their personal lives. It could therefore include evidence from for example:

- other evidence of academic study – if particularly relevant to the development of the learner or to their work experience
- the learner's own employment, if appropriate
- reviews of visits
- key research
- practical activities and projects
- reviews of relevant television programmes or DVDs/videos.

Evidence should be related and applied to learners' personal and professional development. There could also be some evidence of competence development, such as a first aid, food hygiene or manual handling qualification, or improvement of personal, learning and thinking skills.

Learners should be encouraged to take an interest in current issues relating to health and social care, and evidence for this could be included in their portfolio.

Learners should be introduced to research methodology at an early stage of their programme in order that these skills can be used and developed in this and other units throughout their studies. These skills can be used in this unit to help learners to research one local health or social care service provider and identify its place in national provision. Learners should be encouraged to take an interest in current issues in relation to health and social care, and research skills could be practised through this. Research skills may be developed further in the specialist *Unit 22: Research Methodology for Health and Social Care*.

The emphasis throughout this unit should be on the holistic development of learners, and learners should be encouraged to be proactive in reflecting on and supporting their own development.

Outline learning plan

The outline learning plan has been included in this unit as guidance and can be used in conjunction with the programme of suggested assignments.

The outline learning plan demonstrates one way in planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Unit introduction.
Learning outcome 1 Learner research: theories of learning. Group discussion: influences on learning. Tutor input/group work: skills required for learning. Individual skills review. Tutor-led group work: identifying support available. Tutor input/group work: identifying opportunities for learning. Assignment 1: Where am I now? (P2, P3) Development of personal action plan. Individual tutorial review of action plan.
Learning outcome 2 Look at individual career/personal aims: • tutor-led classroom activity • individual career research • guest speakers (eg Connexions). Reflection: review of personal skills in relation to own goals/aims. Practical activity: developing action plan in relation to new skills gained (eg IT, work experience). Assignment research and planning. Assignment 2: Personal development portfolio (P5, M3)

Topic and suggested assignments/activities and/assessment

Learning outcome 3

Tutorial review: action plan and developments.

Assignment 3: Personal progress reviews (P1, M1, D1, P4, M2, D2)

Tutor input: updating of portfolio in relation to new contexts and changing priorities/experiences – learner review and development of portfolio.

Tutor input: effective inclusion of learners' use of support networks and opportunities – learner review and development of portfolio.

Learning outcome 4

Tutor input: national frameworks for health and social care provision.

Group research/presentations, individual note taking: local provision.

Individual research/presentations/note taking/careers advice: role of different workers.

Assignment 4: Health and social care services (P6, P7)

Assignment support.

Review of individual action plans with tutor support.

Unit review and assessment.

Assessment

A minimum of 100 hours work experience is required for successful completion of this unit. It is recommended that this is divided between at least three different placements.

It is recommended that the unit is supported by an assignment brief that includes clear instructions regarding guidance, dates, support and generating evidence for the personal and professional development portfolio. Evidence for P2 and P3 will be available early in the programme, whereas evidence for other criteria, especially for the merit/distinction grades, will be in ongoing development or produced towards the end of the programme. In particular, evidence for P1, M1 and D1 will be developed over the duration of the programme, as will that for P4, M2 and D2. Evidence for P6 and P7 could be presented towards the end of the programme, or earlier if appropriate. Likewise for evidence for M3, which requires learners to draw on both their knowledge-based learning from the classroom, individual research, and their work experience.

For P5, the portfolio of evidence is intended not only as a record of work experience, but also to encourage learners to consider their learning holistically across all aspects of their programme, other experiences such as employment, and also their personal lives. It could include other academic evidence which is particularly relevant to the development of the learner or to their work experience. It could also include evidence from learners' own employment if appropriate, reviews of visits, key research and practical activities and projects, reviews of relevant television programmes or DVDs/videos, and should be related and applied to learners' personal and professional development. There could also be some evidence of competence development, such as a first aid, food hygiene or manual handling qualification, or improvement of personal, learning and thinking skills. It is recommended that additional qualifications, such as the first aid qualification, are sufficiently robust and at an appropriate level of depth and breadth to meet learner needs.

For P6, learners should be encouraged to consider relevant current issues to broaden their experiences and promote their development. For example, deficits in specific qualified/skilled workers, as possibly highlighted by the media, could be investigated, along with policy considerations in response to these deficits. Specific local issues could also be researched, such as funding or a change in a local service.

Carefully designed pro forma, such as those for placement report forms and presentation skills checklists, could incorporate rating scales that would provide useful evidence to support learners in their self-assessment and reflection. A minimum of three reviews are required for this unit but it is recommended that the first review is completed very early on, for example after starting the first placement, so that formative feedback can be given to assist learners in their development for future reviews.

For successful achievement of the units within this programme, and the programme as a whole, it is essential that learners understand the terminology of assessment. It is suggested, therefore, that delivery time is allocated to this early in the programme. For example, learners need to understand the precise nature and meaning of terms such as describe, explain, assess and evaluate. In relation to the higher criteria, when grading learner evidence, consideration should be given to the depth and breadth of understanding that is evident alongside learners' abilities to evaluate, analyse and synthesise.

Programme of suggested assignments

The table below shows a programme of suggested assignments that cover the pass, merit and distinction criteria in the grading grid. This is for guidance and it is recommended that centres either write their own assignments or adapt any Edexcel assignments to meet local needs and resources.

Criteria covered	Assignment title	Scenario	Assessment method
P2, P3	Where am I now?	You work for a health and social care service provider and are developing your personal and professional development portfolio.	Skills review (report). Action plan.
P5, M3	Personal development portfolio		Initial personal assessments and aims completed.
P1, M1, D1, P4, M2, D2	Personal progress reviews		Action plan and reviews included as part of portfolio of evidence.
P6, P7	Health and social care services	You have been asked to review local service provision.	Report or presentation of three different roles within health and social care.

Links to National Occupational Standards (NOS), other BTEC units, other BTEC qualifications and other relevant units and qualifications

This unit forms part of the BTEC Health and Social Care sector suite (see *Appendix A*) and has links with units from other qualifications in that suite. See *Appendix E* for NOS links and *Appendix G* for a mapping of the NHS Knowledge and Skills Framework against particular units in this qualification.

Essential resources

A minimum of 100 hours work experience in health and social care settings is required for successful completion of this unit. It is recommended that it is divided between at least three different placements. It is also essential that an appropriately qualified and experienced tutor delivers the unit.

The programme team is encouraged to give careful consideration to who would be the most appropriate tutor to take responsibility for the management of this unit given its likely overlap with the supervision of work placement and personal/course tutorial activities.

In addition, leaflets/DVDs on learner safety from the Learning and Skills Council would be highly valuable.

Employer engagement and vocational contexts

A wide range of health and social care environments is relevant to this unit, and guest speakers could be invited to talk to learners. Guest speakers could play a significant part in work experience supervision

Indicative reading for learners

There are many resources available to support this unit. Some examples are given below.

Textbooks

Boys D and Langridge E – *BTEC National Health and Social Care Book 1* (Nelson Thornes, 2007)
ISBN 9780748784042

Crawford P and Bonham P – *Communication in Clinical Settings* (Nelson Thornes, 2006)
ISBN 9780748797165

Jasper M – *Beginning Reflective Practice* (Nelson Thornes, 2003) ISBN 9780748771172

Miller J – *Care Practice for S/NVQ 3* (Hodder Arnold, 2005) ISBN 9780340889336

Nolan Y – *S/NVQ Level 3 Health and Social Care Candidate Handbook* (Heinemann, 2005)
ISBN 9780435453732

Nolan Y – *S/NVQ Level 3 Health and Social Care Candidate Book Options Plus* (Heinemann, 2006)
ISBN 9780435464653

Stretch B – *Core Themes in Health and Social Care* (Heinemann, 2007) ISBN 9780435464257

Stretch B and Whitehouse M – *BTEC National Health and Social Care Book 1* (Heinemann, 2007)
ISBN 9780435499150

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 1* (Pearson, 2010) ISBN 9781846907663

Stretch B and Whitehouse M – *BTEC Level 3 Nationals in Health and Social Care Student Book 2* (Pearson, 2010) ISBN 9781846907470

Leaflets

The Right Start – Work experience for young people: health and safety basics for employers (Health and Safety Executive)

Standards for Health and Safety (Learning and Skills Council)

Other publications

Skills for Life, Teacher's Reference Pack, Social Care (DfES)

Websites

www.careknowledge.com

Care knowledge

www.csci.org.uk

Commission for Social Care Inspection

www.hse.gov.uk

Health and Safety Executive

www.lsc.gov.uk

Learning and Skills Council

www.skillsforcareanddevelopment.org.uk

Sector Skills Council for Care and Development

www.skillsforhealth.org.uk

Sector Skills Council for the UK Health Sector

www.scie.org.uk

Social Care Institute for Excellence

www.scils.co.uk

Social Care Information and Learning Services

Delivery of personal, learning and thinking skills

The following table identifies the opportunities for personal, learning and thinking skills (PLTS) that have been included within the pass assessment criteria of this unit.

Skill	When learners are ...
Independent enquirers	[IE3,4] exploring issues and events from different perspectives analysing and evaluating information, judging its relevance and value [IE2] planning and carrying out research, appreciating the consequences of decisions
Creative thinkers	[CT1] generating ideas and exploring possibilities
Reflective learners	[RL1] assessing themselves and others, identifying opportunities and achievements [RL2] setting goals with success criteria for their development and work [RL3] reviewing progress, acting on the outcomes [RL4] inviting feedback and deal positively with praise, setbacks and criticism [RL5] evaluating experiences and learning to inform future progress
Self-managers	[SM1] seeking out challenges or new responsibilities and showing flexibility when priorities change [SM2] working towards goals, showing imitative, commitment and perseverance [SM6] responding positively to change, seeking advice and support when needed
Effective participators	[EP1] discussing issues of concern, seeking resolution where needed.

● Functional Skills – Level 2

Skill	When learners are ...
ICT – Use ICT systems	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	selecting information to develop portfolio work researching information using websites to meet assessment requirements
Manage information storage to enable efficient retrieval	storing information for the portfolio plan, with regular updates
ICT – Find and select information	
Select and use a variety of sources of information independently for a complex task	researching for assignment and class work
ICT – Develop, present and communicate information	
Enter, develop and format information independently to suit its meaning and purpose including: • text and tables • images • numbers • records	developing skills in presenting information
Bring together information to suit content and purpose	giving a presentation
Present information in ways that are fit for purpose and audience	giving a presentation
English	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	giving presentations, discussing individual action plan listening to others/group work
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	researching and selecting relevant information for assignments
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	presenting work to meet the requirements of the assessments.