

# Unit 48: Exploring Personal and Professional Development in Health and Social Care

**Unit code:** M/600/9029

**QCF Level 3:** BTEC National

**Credits:** 10

**Guided learning hours:** 60 (plus 50 hours work experience)

## ● Aim and purpose

This unit aims for learners to understand 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 be able to explore concepts of learning and relate these to their own preferred learning styles and other factors that influence their learning.

## ● Unit introduction

Through this unit learners will consider their personal and professional development holistically, linking different aspects of their work and personal experiences.

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 for their personal goals and career aspirations. Learners will review their progress against these plans at intervals throughout their professional development, adjusting them as appropriate to changing circumstances. They will develop the ability to draw on a range of sources of information, including their vocational experience and other relevant experiences such as formal study, employment and/or voluntary activity.

A minimum of 50 hours work experience is required for successful completion of this unit. It is recommended that this is divided between at least two 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.

# Unit content

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## 1 Understand the learning process

*Theories of learning:* relevant 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 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; eg 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:* own knowledge, skills, practice, values, beliefs, career aspirations; self-awareness

*Knowledge:* as necessary for professional development, eg relevant formal and informal learning to date, contemporary issues, understanding of theories, principles and concepts, knowledge of potential careers; gained from a variety of learning opportunities

*Skills:* communicating, eg language (oral, written, 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:* 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 values and beliefs, value base of healthcare

*Career aspirations:* career options, preferred choice

*Action plan for self-development:* targets/goals, short term (up to three months), long term (minimum of 10 months), specific, measurable, actionable, relevant, timely

*Personal goals:* in knowledge, skills, practice, values, beliefs, 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 unit assessment 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

## 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:
<b>P1</b> explain key influences on the learning processes of individuals [CT2; IE1]	<b>M1</b> assess the impact of key influences on personal learning processes on own learning	<b>D1</b> evaluate how personal learning and development may benefit others
<b>P2</b> assess own knowledge, skills, practice, values, beliefs and career aspirations at start of programme [CT2; CT4; IE1]		
<b>P3</b> produce an action plan for self-development and achievement of own personal goals [SM2; TW4; EP3]		
<b>P4</b> produce evidence of own progress against action plan over the duration of the programme [IE3; IE4; SM2]	<b>M2</b> assess how the action plan has helped support own development over the duration of the programme	<b>D2</b> evaluate own development over the duration of the programme.
<b>P5</b> reflect on own personal and professional development. [IE5; RL1; RL3; RL4; RL5; SM2]	<b>M3</b> Use three examples to explain links between theory and practice.	

**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.

<b>Key</b>	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

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## Delivery

A minimum of 50 hours work experience in health and social care settings is required for successful completion of this unit. It is recommended that this is divided between at least two different settings.

Delivery of all aspects of this 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 outcome 2, which will be ongoing throughout the programme. In particular, learners need to develop research skills to enable them to make effective use of their work experiences in relation to the unit requirements. Clear advice and guidance regarding the compilation of their personal and professional development portfolios is an important part of delivery and learners will need initial individual tutorial sessions to support them in developing their action plans. Learners will need support in developing their ability 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 own progress. They will also require guidance on how to assemble and organise their portfolio of evidence effectively so that it can be located clearly. They will need instructions regarding expectations for clarifying the authenticity of evidence (ie a dated signature by an appropriate professional giving their qualifications and role).

Delivery of some aspects of the unit may be incorporated into routine course activities such as diagnostic assessments, study skills support, IT, formal and informal preparation for placements. Role plays, presentations, debates and other activities could be used to raise learner 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.

Learners in relevant employment may use this as the basis for their portfolio, although it would be beneficial for a second placement to be arranged to enable learners to cover a wider range of experiences. For learners undertaking voluntary work experience, these placements could either take the form of a day or half day a week, or block placements at a suitable point in the learner's programme. All learners will need monitoring, through tutor visits, 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 need constructive feedback on their progress, and support with the monitoring and review of their action plans. A suitable time for review could, for example, be following the completion of work experience at one of their settings.

The portfolio of evidence is intended as a record of work experience, and to encourage learners to consider their learning holistically across all aspects of the programme, employment, and also their personal lives. It could, therefore, also include evidence from:

- other academic work
- the learner's own employment if appropriate
- reviews of visits
- key research
- practical activities and projects
- reviews of relevant television programmes, or DVDs/videos.

Such evidence should be related and applied to learners' personal and professional development.

There could also be evidence of competence development, such as a first aid or manual handling qualification, improvement of personal, learning and thinking skills, or a food hygiene qualification.

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.

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.
<b>Learning outcome 1</b> Tutor input: introduction to professional development. Practical activity: skills review personal goal setting. Study task: personal goal setting. Learner research: requirements to fulfil a personal goal. Tutor input: theories of learning. Discussion: theorists, influences on learning. Learner research: different theorists. Group/individual presentations. Tutor input/discussion: the learning process – skills support and opportunities. Discussions: application of above to personal skills assessment and learning goals. Initial personal and professional development portfolio established – individual work. <b>Assignment 1: Key influences on learning processes (P1, P2, M1, D1)</b> <b>Assignment 2: Action plan (P3) – ongoing work</b>
<b>Learning outcome 2</b> Tutor input: planning own development. Group discussions. Tutor support. Work-based discussions. Tutor input: research skills. Practical work: IT skills development. Planning for work-based activity. <b>Assignment 3: Personal and professional development (P4) – ongoing work</b>

## Topic and suggested assignments/activities and/assessment

### Learning outcome 3

Tutor input/practical work: building own professional development portfolio.

Tutor input/discussion: reflection skills.

Individual study.

Presentation of key points re portfolio.

### Assignment 4: Personal reflection and review (P5, M2, M3, D2) – ongoing work

Unit review and assessment.

## Assessment

**A minimum of 50 hours work experience is required for successful completion of this unit. It is recommended that this is divided between at least two different placements.**

It is recommended that the unit is supported with an assignment brief that includes clear instructions regarding guidance, dates, support and generating evidence for the personal and professional development portfolio.

Evidence for P2 will be available early in the programme, whereas evidence for other criteria, especially for 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 P3, P4, M2 and D2. Evidence for M3 could be presented towards the end of the programme, or earlier if appropriate, and requires learners to draw on their knowledge-based learning from the classroom and individual research, and their work experience.

For P4 and P5, the portfolio of evidence is intended as a record of work experience, and to encourage learners to consider their learning holistically, and can include other experiences from employment and their personal lives. It could also include specific evidence from other academic programmes of study which are particularly relevant to the development of learners or to their work experience. It could 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 the personal and professional development of learners. There could also be some evidence of competence development, such as a first aid qualification, improvement of personal, learning and thinking skills, or a food hygiene qualification. It is recommended that additional qualifications, such as the first aid qualification, are sufficiently robust and at an appropriate level of depth and breadth for the needs of learners.

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 is required for this unit but it is recommended that the first review is completed early on, say after commencing the first placement so that formative feedback can be given to assist learners in their own development for future reviews.

The portfolios developed for assessment of this unit need to reflect the length of the programme, number of guided learning hours and the number of work experience hours.

For successful achievement of the unit is essential that learners understand the terminology of assessment. It is suggested, therefore, that delivery time is allocated to this at an early stage. For example, learners need to understand the precise nature and meaning of terms such as explain, discuss, assess, review, reflect 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
P1, P2, M1, D1	Key influences on learning processes	As part of your continuing development you have been asked to keep a personal and professional development portfolio, including an action plan. The portfolio must be reviewed and updated regularly.	A review of the key aspects which influence the learning process.
P3	Action plan		Personal action plan.
P4	Personal and professional development		Personal and professional development portfolio.
P5, M2, M3, D2	Personal reflection and review		Ongoing reflective accounts of action plan objectives at points identified within the plan.

## 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

The following resources are essential for delivery of this unit:

- a minimum of 50 hours work experience in health and social care settings is required for the successful completion of this unit. It is recommended that this is divided between at least two different placements
- an appropriately qualified and experienced tutor.

The course team is encouraged to give careful consideration to 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, the following resources are considered to be highly valuable:

- leaflets/DVDs on learner safety from the Learning and Skills Council
- employer engagement and vocational contexts – the work-based nature of this unit provides direct links with employers, and guest speakers and visits can be used to support these links.
- indicative reading for learners.

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



## Indicative reading for learners

### 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

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, Teachers Reference Pack, Social Care* (DfES)

### Websites

<a href="http://www.careknowledge.com">www.careknowledge.com</a>	Care knowledge
<a href="http://www.csci.org.uk">www.csci.org.uk</a>	Commission for Social Care Inspection
<a href="http://www.hse.gov.uk">www.hse.gov.uk</a>	Health and Safety Executive
<a href="http://www.lsc.gov.uk">www.lsc.gov.uk</a>	Learning and Skills Council
<a href="http://www.scie.org.uk">www.scie.org.uk</a>	Social Care Institute for Excellence
<a href="http://www.scils.co.uk">www.scils.co.uk</a>	Social Care Information and Learning Services
<a href="http://www.skillsforcareanddevelopment.org.uk">www.skillsforcareanddevelopment.org.uk</a>	Sector Skills Council for Care and Development
<a href="http://www.skillsforhealth.org.uk">www.skillsforhealth.org.uk</a>	Sector Skills Council for the UK Health Sector

## 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 ...
<b>Independent enquirers</b>	[IE1] identifying questions to answer when researching key influences on learning processes and when assessing own knowledge, skills, practice, values, beliefs and career aspirations  [IE3,4] exploring issues from different perspectives and evaluating what information to put within their personal and professional portfolio  [IE5] considering the influence of circumstances when reviewing own personal and professional development
<b>Creative thinkers</b>	[CT2] asking questions to extend their thinking regarding the key influences on learning processes  [CT4] questioning their own and others' assumptions when assessing their own level of knowledge and skills at the start of the programme
<b>Reflective learners</b>	[RL1,3,4,5] reviewing progress and inviting feedback when looking at own personal and professional development; providing feedback to others
<b>Team workers</b>	[TW4] showing fairness when receiving feedback from tutor on the development of their action plan
<b>Self-managers</b>	[SM2] working towards goals when producing a personal and professional portfolio
<b>Effective participators</b>	[EP3] proposing practical ways forward when developing an action plan for self-development.

## ● Functional Skills – Level 2

Skill	When learners are ...
<b>ICT – Use ICT systems</b>	
Select, interact with and use ICT systems independently for a complex task to meet a variety of needs	selecting and using ICT systems to research information and produce an action plan
Manage information storage to enable efficient retrieval	managing the storage of information for assignments
Follow and understand the need for safety and security practices	keeping personal information safe and secure
<b>ICT – Find and select information</b>	
Select and use a variety of sources of information independently for a complex task	selecting information for assignment on learning processes
<b>ICT – Develop, present and communicate information</b>	
Enter, develop and format information independently to suit its meaning and purpose including: <ul style="list-style-type: none"> <li>• text and tables</li> <li>• images</li> <li>• numbers</li> <li>• records</li> </ul>	using different types of information independently and together to produce an action plan for self-development
Present information in ways that are fit for purpose and audience	presenting information in their personal and professional development portfolio that is fit for purpose
<b>English</b>	
Speaking and listening – make a range of contributions to discussions and make effective presentations in a wide range of contexts	contributing to group discussions about the impact of key influences on personal learning
Reading – compare, select, read and understand texts and use them to gather information, ideas, arguments and opinions	reading and synthesising information on learning processes
Writing – write documents, including extended writing pieces, communicating information, ideas and opinions, effectively and persuasively	communicating information about learning processes producing an action plan and writing pieces for their personal and professional development portfolio.