

## **Unit 2: Principles of personal development in adult social care settings**

**Unit code:** L/602/3035  
**QCF Level 2:** BTEC Specialist  
**Credit value:** 2  
**Guided learning hours:** 17

---

### **Unit 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.

### **Unit introduction**

This unit identifies those standards which influence the way in which adult social care is conducted. The unit will enable learners to consider the benefits of reflection with regard to both learning and work activities, and the connections with the development of knowledge and skills. Learners are invited to consider the benefits of feedback as part of the reflective process. Learners will also consider their own personal attitudes and beliefs and ways of ensuring that these do not obstruct the quality of their work.

The unit enables learners to consider the benefits of a personal development plan with regard to the development of knowledge and understanding. The unit provides information with regard to sources of support.

### **Learning outcomes and assessment 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 determine the standard required to achieve the unit.

**On completion of this unit a learner should:**

Learning outcomes	Assessment criteria
1 Understand what is required for good practice in adult social care roles	1.1 Identify <b>standards</b> 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
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
3 Know how a <b>personal development plan</b> can contribute to own learning and development	3.1 Define the term 'personal development plan' 3.2 Identify <b>who could be involved</b> in the personal development plan process 3.3 Identify <b>sources of support</b> for own learning and development 3.4 List the benefits of using a personal development plan to identify ongoing improvements in own knowledge and understanding

## Unit content

---

### 1 Understand what is required for good practice in adult social care roles

*Duties and responsibilities:* job description for own role; organisational goals and practices; inter-agency working; multidisciplinary working; definition of a duty of care

*Standards that influence role:* codes of practice; regulations; minimum standards; national occupational standards

*Ways to prevent personal attitudes and beliefs obstructing quality of work:* reflect on own background and experiences; understand effects of own beliefs and attitudes on practice; seek ways to gain feedback on own practice; seek professional development opportunities; develop knowledge and understanding of needs, culture and background of individuals using services

### 2 Understand how learning activities can develop knowledge, skills and understanding

*Developing knowledge, skills and understanding through a learning activity:* developing new concepts and ideas through eg discussion, working with colleagues, asking questions, training; evidence of applying learning to own practice; activities to develop knowledge and understanding about individuals' needs and preferences

*Role of reflection to improve own knowledge skills and understanding:* situations in a work context eg supporting an individual using health or care services, support for children, working with colleagues; effectiveness of own practice; recognition of own contribution to team work; evidence of applying learning and skills to new situations; changes in own practice; ability to advise and support colleagues

*Feedback from others:* feedback from colleagues eg line manager, tutor; feedback from people using services eg adults, children and young people, families; ways that feedback has been used to make changes in own practice

*Ways to record evidence of personal progress:* importance of regular review; use of diary or journal; personal development plans and reviews; witness testimonies

### 3 Know how a personal development plan can contribute to own learning and development

*Sources of support for own learning and development:* informal; formal; internal eg line manager, supervisor; mentoring schemes; tutor; accessing specialist information through partner and external organisations; on-line professional discussion groups, on-line professional magazines and journals

*Planning process:* cyclical nature of planning and review; understand own role: identify own strengths and weaknesses; identify gaps in knowledge; using feedback from others; appraisal process; understand development goals of own sector; identifying opportunities to develop knowledge and skills; reviewing progress; identifying potential career pathways

*Individuals involved:* eg the individual, people using services, supervisor or line manager, other professionals, tutors, mentors

*Personal development plan:* understand needs for specific, measurable, achievable, realistic and timed targets (SMART); need for regular review of development plans; need to identify training opportunities and support

## Essential guidance for tutors

### Delivery

This unit should be delivered by an appropriately qualified member of staff, preferably with experience of the adult social care sector. Input from visiting speakers who are currently involved in this sector would enhance learner experience. Learners will also benefit from visits to centres aimed at cultures different from their own, for example an international community centre or advice centres for particular ethnic groups. Some taught input will be required, but learners should be provided with opportunities for discussion and reflection in order to examine currently held views and values within a safe environment. The use of case studies obtained from professional journals and magazines will be of benefit and learners could be encouraged to use these resources as part of personal study. Tutors could also utilise video clips from the internet, for example the BBC Learning Zone class clips on relevant topics. Training material, electronic and paper-based from reliable organisations, will also be of use.

### 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 of planning the delivery and assessment of this unit.

Topic and suggested assignments/activities and/assessment
Introduction to unit and programme of assignments.
<b>Learning outcome 1: Understand what is required for good practice in adult social care roles</b>
Tutor-led discussion on duties and responsibilities/organisational roles and practices; learners to take notes; buzz groups to define a duty of care with regard to adult social care. Groups feed back.
Guest speaker; inter-agency/multidisciplinary working. Question-and-answer session; learners to take notes.
Taught session on codes of practice, minimum standards and occupational standards.
Tutor-led discussion on beliefs and values and effects on quality of own work; use of training DVD on working with cultures other than own. Buzz groups working to apply session to case studies; groups feed back.
<b>Assignment 1: Standards/reflective Practice</b>
a) Produce an information sheet to be displayed in the staffroom of a residential setting for older people identifying the standards which must be adhered to when delivering support and care (1.1).

<b>Topic and suggested assignments/activities and/assessment</b>
b) Write a short essay explaining why reflecting upon your work experiences over the working week will help to develop your knowledge and skills in the sector, and which describes ways you could prevent your own beliefs and attitudes from obstructing the quality of your work (1.2 and 1.3).
<b>Learning outcome 2: Understand how learning activities can develop knowledge, skills and understanding</b>
Tutor explanation of the links between learning activities and the development of knowledge, skills and understanding. Learners to work in buzz groups, to use personal examples of learning activities and the development of existing knowledge, skills and understanding.
Taught session, defining reflection and its uses in personal and professional development; learners to work individually, reflecting upon a situation or experience which has improved their knowledge and skills in any area. Class plenary to apply examples to the topic.
Taught session; the benefits and uses of feedback in professional life.
<b>Assignment 2: The working week</b> For a period of three weeks, keep a reflective log of the following items: a) Explanations of the links between learning activities you have undertaken and the development of your knowledge, skills and understanding b) Descriptions of how reflecting upon past situations, improved your knowledge and skills
<b>Learning outcome 3: Know how a personal development plan can contribute to own learning and development</b>
Taught session on the personal development plan/the planning process; learners working individually to identify areas of personal development.
Taught session on sources of support, learners to take notes. Class plenary, who could be involved in the process?
Internet/literature search with tutor support on sources of support from external agencies; group discussion on findings.
Group work session, listing the benefits of a personal development plan; taught session on SMART targets.
<b>Assignment 3: Personal development</b> Produce a booklet that could support your own personal development and which contains all the following information: a) A definition of the term 'personal development plan' b) A list of those individuals whom you have identified as potentially being involved in your own personal development plan c) A list of sources of support which you have identified as being relevant to your own learning and development d) A list of the benefits to yourself of using a personal development plan to identify ongoing improvements in your own knowledge and understanding
Review of unit and programme of assignments.

## Assessment

This unit may be assessed in a variety of ways and the programme of assignments are suggestions that may be adapted in order to meet local needs or the needs of particular groups of learners. Tutors should ensure that all assignments include the use of the correct operative verbs, for example "identify", "describe" and "explain", in order to meet Edexcel requirements. Learners should demonstrate an appropriate level of understanding with regard to the relevance and importance of codes of practice, standards and the requirements of inter-agency/multidisciplinary working within the adult social care sector. Learners may need support in demonstrating their understanding of the links between personal reflection and the development of knowledge and skills. The use of theoretical models such as Gibbs's Reflective Cycle, may be of use in enabling learners to understand the links. Learners should be encouraged to link the information regarding personal development to their own needs and experience in order to fully meet the assessment criteria.

## Programme of suggested assignments

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

Criteria covered	Assignment title	Scenario	Assessment method
1.1, 1.2, 1.3	Standards/ Reflective practice	You have been asked by your manager to produce a set of information sheets for new staff on the standards which must be adhered to in the setting.  As part of the preparation for your annual appraisal, you have been asked to write a short essay on reflective practice.	Information sheets  Essay
2.1, 2.2, 2.3	The working week	Following your appraisal, you have decided to keep a reflective log in order to make the links between learning activities you have undertaken and your own knowledge and development.	Reflective log
3.1, 3.2, 3.3, 3.4	Personal development	Create a personal development plan that reflects issues identified in your appraisal.	Report

### Essential resources

Learners will require access to full library facilities including relevant text, professional magazines and journals, ICT and CDROMs.

Input from guest speakers who have expertise in the field of personal and professional development will be of benefit to learners.

### Indicative resource materials

#### Textbooks

Haworth E, Higgins H, Hoyle, Lavers S and Lewis C — *BTEC Level 2 First Health and Social Care Student Book*, (Pearson Education Ltd, 2010) ISBN 9781846906817

Needham J F and Hegner B — *Nursing Assistant, A Nursing Process Approach*. (Delmar Learning, 2008), ISBN 9781418066062

#### Journals

*Community Care* magazine

*The Nursing Times*

#### Websites

[www.communitycaremagazine.co.uk](http://www.communitycaremagazine.co.uk) *Community Care* magazine

[www.cwdcouncil.org.uk](http://www.cwdcouncil.org.uk) Children's Workforce Development Council

[www.nursingtimes.net](http://www.nursingtimes.net) *The Nursing Times* magazine