

Unit 3: Engage in Personal Development in Health, Social Care or Children's and Young People's Settings

Unit code: A/601/1429

QCF Level 3 Specialist

Credit value: 3

Guided learning hours: 10

Unit 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 considers personal development and reflective practice, which are both fundamental to such roles.

Unit introduction

This unit focuses on the personal development required to build on existing skills or develop new ones to help those supporting teaching and learning in schools to be more effective in their role. The concept of reflection and the skills required to become a reflective practitioner are key aspects of this unit.

In this unit learners will consider the competence requirements in their own job role against the relevant standards.

Learners explore the importance of reflective practice and demonstrate their ability to reflect on their practice. The effect of own values, belief systems and experiences on practice are considered.

Learners will evaluate their own performance and use feedback to inform development.

Learners work with others to agree a personal development plan which prioritises their own learning needs, professional interests and development opportunities.

Learners demonstrate they are able to use learning opportunities and reflective practice to contribute to their personal development.

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 competence in own work role	1.1 Describe the duties and responsibilities of own work role 1.2 Explain expectations about own work role as expressed in relevant standards
2 Be able to reflect on practice	2.1 Explain the importance of reflective practice in continuously improving the quality of service provided 2.2 Demonstrate the ability to reflect on practice 2.3 Describe how own values, belief systems and experiences may affect working practice
3 Be able to evaluate own performance	3.1 Evaluate own knowledge, performance and understanding against relevant standards 3.2 Demonstrate use of feedback to evaluate own performance and inform development
4 Be able to agree a personal development plan	4.1 Identify sources of support for planning and reviewing own development 4.2 Demonstrate how to work with others to review and prioritise own learning needs, professional interests and development opportunities 4.3 Demonstrate how to work with others to agree own personal development plan
5 Be able to use learning opportunities and reflective practice to contribute to personal development	5.1 Evaluate how learning activities have affected practice 5.2 Demonstrate how reflective practice has led to improved ways of working 5.3 Show how to record progress in relation to personal development

Unit content

1 Understand what is required for competence in own work role

Duties and responsibilities of own work role: contractual responsibilities eg hours, lines of reporting; specific roles and responsibilities eg behaviour support, supporting pupils with special educational needs, supporting literacy and numeracy, supporting bilingual pupils; compliance with policies and procedures of setting eg behaviour, child protection, health and safety; keep up to date with changes to procedures and practice

Expectations about own work role as expressed in relevant standards: National Occupational Standards for supporting teaching and learning in schools (STL NOS); in relation to own duties and responsibilities

2 Be able to reflect on practice

Importance of reflective practice: practice eg continually review progress to improve or change approaches, strategies, actions, Experiential Learning Cycle (Kolb), provides clarity, identification of learning needs of individual undertaking reflection; benefits to pupils and setting and individual of improved performance

How to reflect on practice: behaviours eg regular reflection; focused; use a structured approach; keep a reflective journal/diary, learning log, diary, critical incident journal; reflective questions eg description, analysis, theory, action, seek alternatives, keep an open mind, view from different perspectives, think about consequences, test ideas through comparing and contrasting

Values, belief systems and experiences affecting working practice: self-awareness of values, beliefs, experiences affecting approach to supporting teaching and learning eg motivation, conformity, cooperation, consistency, respect, fairness, creativity, previous experiences of learning; ways own values affect practice positively and negatively eg conflict between own values, beliefs and standards

3 Be able to evaluate own performance

Evaluate against relevant standards: self-evaluation eg consider extent to which own practice meets required National Occupational Standards for Supporting Teaching and Learning in Schools (STL NOS) in relation to roles and responsibilities; refer to reflections to appraise extent to which own knowledge and performance meets standards

Use of feedback: use feedback to eg raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance; sources of feedback eg mentors, teachers, colleagues

4 **Be able to agree a personal development plan**

Sources of support for own development: sources of support eg mentor, teacher, head teacher, local authority, training providers, awarding organisations, further and higher education institutions, Learn Direct, Training and Development Agency for Schools (TDA), Children's Workforce Development Council (CWDC)

Work with others: others eg mentor, teacher, head teacher; performance review; appraisal; development opportunities eg training, qualifications, shadowing a more experienced colleague, on-the-job project work, coaching and mentoring less experienced colleagues

Work with others to agree own personal development plan: others eg mentor, teacher, head teacher; personal development plan to manage development using reflection and structured planning to meet own goals

5 **Be able to use learning opportunities and reflective practice to contribute to personal development**

Learning activities affecting practice: examples of learning activities eg formal lessons, training programmes/sessions, research activities, observing practice, practical activities; effects on practice eg by applying newly learned theories, using different approaches

Reflective practice and improved ways of working: ways eg continually challenging current behaviour to enhance own practice and skill, monitoring own practice to enable change to take place

Record progress: review of personal development eg plan, use reflective journal to consider progress made; evidence of achievements eg certificates

Essential guidance for tutors

Delivery

It is suggested tutors deliver the underpinning knowledge of this unit early in the programme of study in order for learners to reflect on the development of their practice.

Learners will need to explore the National Occupational Standards for Supporting Teaching and Learning in Schools and consider these in relation to their own duties and responsibilities. Learners could present their findings to the group to promote discussion and consolidate knowledge of the standards.

Learners should be introduced to the Experiential Learning Cycle which underpins reflective practice. Guest speakers could be invited to speak about how they record their reflections and how they have used reflections to develop their practice. Learners could keep a journal/diary to reflect on their learning experiences in the programme to develop the strategies to use in their practice.

Learners could research how to structure a personal development plan exploring different templates for recording plans.

Learners could collectively develop a resource list of sources of support to use when planning personal development.

Assessment

Suggested assessment activities

Assessment will be through tasks, projects and other activities completed individually to meet the assessment criteria.

The evidence for all the assessment criteria in this unit can be combined into one assessment task. This could be presented as a reflective practice portfolio/journal incorporating personal reflections, records of discussions and a personal development plan that learners can use in their future work as a support worker in school. Evidence will need to include:

- a description of the duties and responsibilities of own work role
- an explanation of own work role as expressed in the National Occupational Standards for supporting teaching and learning in schools
- an explanation of the importance of reflective practice in continuously improving the quality of service provided
- reflections on own practice
- a description of how own values, belief systems and experiences may affect working practice
- an evaluation of own knowledge, performance and understanding against the National Occupational Standards for Supporting Teaching and Learning in Schools
- use of feedback to evaluate own performance and inform development

- sources of support for planning and reviewing own development
- evidence of working with others to review and prioritise own learning needs, professional interests and development opportunities
- evidence of working with others to agree own personal development plan
- an evaluation of how learning activities have affected practice
- how reflective practice has led to improved ways of working
- a record of progress in relation to personal development.

Essential resources

Learners will need access to a work placement or be employed in work with children and young people to provide the evidence required for this unit

Indicative resource materials

Textbooks

Burnham L – *Supporting Teaching and Learning in Schools (Primary)* (Heinemann, 2010) ISBN 9780435032043

Burnham L – *Supporting Teaching and Learning in Schools (Secondary)* (Heinemann, 2010) ISBN 9780435032050

Fook J & Gardner F – *Practising Critical Reflection: A Handbook* (Open University Press, 2007) ISBN 9780335221707

Kamen T – *Teaching Assistant's Handbook: NVQ and SVQ Levels 2 & 3, 2nd Edition* (Hodder Education, 2008) ISBN 9780340959381

Publications

DFES – *Higher Standards, Better Schools for All: More choice for parents and pupils - Schools White Paper summary* (2005) Ref DFES-1960-2005

TDA – *Career Development Framework for school support staff. Guidance Handbook* (2005)

TDA – *A foundation degree framework for the children's workforce in schools* (2008)

TDA – *A career guide for school support staff - realise your potential* (2009)

TDA – *Team work - Education Guardian supplement* (2009) Ref TDA0663

Journals

Early Childhood Education

Early Years Educator

Junior Education

Times Education Supplement (TES)

Websites

www.cwdcouncil.org.uk	Children's Workforce Development Council
www.learningandteaching.info/learning/experience.htm	Learning and Teaching
www.learndirect.co.uk	Learn Direct
www.move-on.org.uk/index.asp	Move on
www.skillsfundingagency.bis.gov.uk	Skills Funding Agency
www.skills4schools.org.uk	Skills4Schools
www.teachernet.gov.uk	Teachernet
www.teaching-assistants.co.uk/	Teaching Assistants
www.tda.gov.uk	The Training and Development Agency for Schools