Unit 11: Principles of personal development in adult social care settings

Unit code: R/602/3036
QCF Level 3: BTEC Specialist
Credit value: 2
Guided learning hours: 19

Unit aim
The unit develops 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, or new to, working in social care settings with adults.

Unit introduction
This unit will support the learner in understanding the benefits of reflective practice as a tool for professional and personal development. Learners will examine the importance of reflective practice in the delivery of a high quality of service to individuals within the setting, and learn how standards of care and support inform reflective practice in adult social care. Learners will consider their personal beliefs and values and reflect upon the potential effects of these on their work. The unit examines the role of constructive feedback as an aid to reflective practice and a way of improving own practice. The unit also examines the components and benefits of a personal development plan.

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:

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<th>Learning outcomes</th>
<th>Assessment criteria</th>
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<tr>
<td><strong>1. Understand how to reflect on practice in adult social care</strong></td>
<td>1.1 Explain what reflective practice is&lt;br&gt;1.2 Explain the importance of reflective practice in continuously improving the quality of service provided&lt;br&gt;1.3 Explain how <strong>standards</strong> inform reflective practice in adult social care&lt;br&gt;1.4 Describe how own values, belief systems and experiences may affect working practice</td>
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<tr>
<td><strong>2. Understand the importance of feedback in improving own practice</strong></td>
<td>2.1 Explain how people may react and respond to receiving <strong>constructive feedback</strong>&lt;br&gt;2.2 Explain the importance of seeking feedback to improve practice and inform development&lt;br&gt;2.3 Explain the importance of using feedback in improving own practice</td>
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<tr>
<td><strong>3. Understand how a personal development plan can contribute to own learning and development</strong></td>
<td>3.1 Describe the components of a personal development plan&lt;br&gt;3.2 Identify <strong>sources of support</strong> for planning and reviewing own development&lt;br&gt;3.3 Explain the role of <strong>others</strong> in the development of a personal development plan in identifying:&lt;br&gt;  - strengths&lt;br&gt;  - areas for development&lt;br&gt;3.4 Explain the benefits of using a personal development plan to identify ongoing improvements in knowledge and understanding</td>
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Unit content

1 **Understand how to reflect on practice in adult social care**

*The importance of reflective practice in continuously improving the quality of service provided:* aim to continually review progress to improve or change approaches, strategies, actions; Experiential Learning Cycle (Kolb); enables learning to take place and improves practice; enables everything to be taken into account; 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:* regular reflection; focused; use a structured approach; keep a reflective journal/diary, learning log, diary, critical incident journal; reflective questions eg description (what happened, what was the context), analysis (what went well, why, what did not go well, why, how do I feel about it, why did I do what I did), theory (what needs to be done differently, why), action (what needs to be done next, how); seek alternatives; keep an open mind; view from different perspectives; think about consequences; test ideas through comparing and contrasting; ask ‘what if’; synthesise ideas; seek, identify and resolve questions

*How own values, belief systems and experiences may affect working practice:* self-awareness of values, beliefs experiences affecting approach to support 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

2 **Understand the importance of feedback in improving own practice**

*Evaluate own knowledge, performance and understanding against relevant standards:* self-evaluation; 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 to evaluate own performance and inform development:* use feedback to raise awareness of strengths, identify areas for improvement, actions to be taken to improve performance; actively seek feedback; sources of feedback eg mentors, teachers, colleagues; effective feedback develops confidence, competence, motivates

3 **Understand how a personal development plan can contribute to own learning and development**

*Record progress in relation to personal development:* regular review of personal development plan; use reflective journal to consider progress made; evidence of achievements eg certificates; review goals and actions in light of progress

*Sources of support for planning and reviewing own development:* sources of support eg mentor, teacher, headteacher, 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 to review and prioritise own learning needs, professional interests and development opportunities: others eg mentor, teacher, headteacher; performance review; appraisal; reflective journal; learning needs in relation to job role, progression, school workforce needs; 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, headteacher; personal development plan to manage development using reflection and structured planning on how to meet own goals; personal development plan templates
Essential guidance for tutors

**Delivery**

This unit should be delivered by an experienced and well-qualified tutor who understands the benefits of reflective practice in adult social care. Learners might initially find the process challenging, so a sensitive approach is required, particularly with regard to the reflection on the effects of personal beliefs and values on work in the setting. Learners should begin to record reflections in a journal, log or diary which may be shared with the tutor but would not be discussed in class sessions without the agreement of the learner. One-to-one sessions to discuss progress will be appropriate throughout the duration of the unit.

**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.

<table>
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<th>Topic and suggested assignments/activities and/assessment</th>
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<td>Introduction to unit and programme of assignments.</td>
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**Learning outcome 1: Understand how to reflect on practice in adult social care**

Taught session; the importance of reflective practice and reasons for this. Class discussion on issues that may affect the ability to reflect.

Taught session; Kolb, the Experiential Learning Cycle. Use of practical group activities to demonstrate the application of the cycle. Groups feedback, referring to the cycle.

Taught session; how to reflect on practice, introducing reflective tools. Explanation of the reflective process.

Taught session followed by class plenary; the effects of own beliefs and values on work; challenging perceptions of ourselves.

**Assignment 1: Reflective practice**

Write a letter to a friend who is considering applying for a place on your course about reflective practice. You will need to include:

a) An explanation of what reflective practice is and the importance of reflection in continually improving the quality of service to individuals.

b) An explanation of how standards in social care inform reflective practice

c) A description of how values, personal belief systems and experience may affect working practice.

**Learning Outcome 2: Understand the importance of feedback in improving own practice**

Taught session; evaluating own knowledge and the benefits of feedback. Learners working individually to evaluate own knowledge. Brief 1–1 discussions with tutor.
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<tr>
<td>Guest speaker; the use of feedback in reflective practice. Question-and-Answer session.</td>
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**Assignment 2: Constructive feedback**

produce an information booklet which providing explanations of how people may react and respond to receiving constructive feedback and the importance of seeking and using feedback for improving practice and informing development.

**Learning outcome 3: Understand how a personal development plan can contribute to own learning and development**

Taught session; recording progress in relation to development; using the reflective process and writing a journal. Class discussion.

Individual work; identifying sources of support; tutor input, discussing with class and providing additional information.

One-to one reviews to decide on methods to use for reflection/people to work with to achieve personal and professional goals. Discussion of pertinent issues.

**Assignment 3: Personal development plans**

Produce a booklet for your own use which contains all of the following:

a) The components of the personal development plan (describe)

b) Sources of support for planning and reviewing own development (identify)

c) The role of others (explanation)

d) The benefits of a personal development plan (explanation).

Review of unit and programme of assignments.

**Assessment**

The assessments for this unit may be presented in a variety of formats, and the suggested programme may be adapted to meet local needs or the needs of particular groups of learners. Tutors should ensure that learners fully demonstrate the links between reflective practice and personal development. Learners should clearly identify, where relevant, those people who will provide support and constructive feedback. Tutors should ensure that correct operative verbs are included in all assessments, for example “explain” “identify” and “describe”. 
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.

<table>
<thead>
<tr>
<th>Criteria covered</th>
<th>Assignment title</th>
<th>Scenario</th>
<th>Assessment method</th>
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<tbody>
<tr>
<td>1.1, 1.2, 1.3, 1.4</td>
<td>Reflective practice</td>
<td>Your friend is considering applying for a place on your course and you are writing a letter to inform her about the reflective practice component.</td>
<td>Letter</td>
</tr>
<tr>
<td>2.1, 2.2, 2.3</td>
<td>Constructive feedback</td>
<td>You are now working in social care and have been asked by your manager to produce an information booklet about constructive feedback.</td>
<td>Information booklet</td>
</tr>
<tr>
<td>3.1, 3.2, 3.3, 3.4</td>
<td>Personal development plans</td>
<td>You are about to be taken through the appraisal process by your workplace mentor. In preparation for this you have been asked to produce a booklet to guide you through the steps of the personal development plan.</td>
<td>Personal booklet</td>
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</tbody>
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Essential resources

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

Indicative resource materials

Textbooks

Journals
*Community Care* magazine
*The Nursing Times* magazine

Websites
www.idea.gov.uk Transforming Adult Social Care
www.scie-socialcareonline.org.uk Social Care Institute for Excellence