Unit Title:	**Principles of personal development in adult social care settings**	
Unit sector reference:	PWCS 32	
Level:	3	
Credit value:	2	
Guided learning hours:	19	
Unit expiry date:	31/07/2015	
Unit accreditation number:	R/602/3036	

Unit purpose and 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.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Understand how to reflect on practice in adult social care	1.1 Explain what reflective practice is 1.2 Explain the importance of reflective practice in continuously improving the quality of service provided 1.3 Explain how **standards** inform reflective practice in adult social care 1.4 Describe how own values, belief systems and experiences may affect working practice	**Meaning of reflective practice** may include: • exploring why and how you practice • thinking back over a situation or activity • developing a different approach • gaining insight into a new way of learning **Importance of reflective practice** may include: • to focus on what has worked well and what needs to be improved • to enable a different approach to be applied • to consider new approaches and learning • to develop greater self-awareness **Standards** – may include: • Code of practice • Regulations • Essential Standards

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		• National Occupational standards **Standards inform reflective practice** by e.g.: • informing own learning • helping one to think about professional accountability • enabling professional development • providing a way of identifying what is required for good practice **Own values, belief systems and experiences may affect working practice** by e.g.: • preventing conflict with others • fostering understanding of others' views and perspectives • improving communication with others • favouring those who share your values, belief systems and experiences • not respecting others who do not share your values, belief systems and experiences
2 Understand the importance of feedback in improving own practice	2.1 Explain how people may react and respond to receiving **constructive feedback** 2.2 Explain the importance of seeking feedback to improve practice and inform development 2.3 2.3 Explain the importance of using feedback in improving own practice	**Constructive feedback** should include both positive feedback and opportunities for development. **People may react and respond** by e.g.: • agreeing with what is being said • expressing a desire to improve • asking questions • looking for reassurance • being defensive • expressing anxiety over what is being said

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		Importance of seeking feedback may include to**:** • identify what is working well • identify areas for improvement and development • think about practice from the perspective of others • show that you are open to continuously improving your practice • show that you are able to learn and listen to others **Importance of using feedback** may include to: • ensure your practice meets individuals' needs • show respect for the views of others • show you have listened to the views of others • enable you to apply the insight you've gained • enable you to develop new approaches and ways of thinking
3 Understand how a **personal development plan** can contribute to own learning and development	3.1 Describe the components of a **personal development plan** 3.2 Identify **sources of support** for planning and reviewing own development 3.3 Explain the role of **others** in the development of a personal development plan in identifying: • Strengths • Areas for development 3.4 Explain the benefits of using a personal development plan to identify on going improvements in knowledge and understanding	A **personal development plan** may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc. **Sources of support** may include: • formal support • informal support • supervision • appraisal • within the organisation • beyond the organisation **Role of others** may include to: • provide you with greater insight • enable you to think about

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
		the impact your practice has on others • provide you with information and new ideas • help you identify your strengths • help you identify areas for development • develop a working partnership with you **Others** may include: • the individual • carers • advocates • supervisor, line manager or employer • other professionals **Benefits** may include**:** • focusing on what one wants to achieve and how to do it • developing greater self-awareness of training needs • increasing own understanding of how to meet identified needs • providing evidence of actions one's taken to improve own knowledge and understanding

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

This unit is knowledge based. OCR will provide a set assignment which candidates must complete. The assignment can be downloaded from the web page for this qualification on OCR's website: www.ocr.org.uk

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

National Occupational Standards (NOS) mapping/signposting

This unit has been developed by Skills for Care and Development in partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in health and social care developed by Skills for Care and Development:

HSC 33

Content recurs throughout HSC NOS knowledge requirements.

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

Functional skills signposting

This section indicates where candidates may have an opportunity to develop their functional skills.

Link to functional skills standards http://www.qcda.gov.uk/15565.aspx

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

Books

How to be a Great Care Assistant; Hawkins,R.,Ashurst,A. Hawker Publications Ltd, 2006

Making the Most of Supervision in Health & Social Care: A self-development manual for supervisees; Knapman, J., Morrison,T, Pavilion Publishers, 1998

NVQ Level 3, Health & Social Care (Adults); Nolan Y, Moonie, N and Lavers,S; Heinemann, 2008

Reflective Practice for Health Care Professionals: A Practical Guide; Taylor BJ, Open University Press, 2010

Websites

www.skillsforcare.org.uk
(Skills for Care – training standards and workforce development for social care staff)

www.skillsforhealth.org.uk
(Skills for Health - training standards and workforce development for health care staff)

www.cqc.org.uk
(Care Quality Commission - independent regulator of health and social care in England)

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications' (A850).*

This unit is a shared unit. It is located within the subject/sector classification system 01.3 Health and Social Care.