

Qualification Unit

This unit forms part of a regulated qualification.

Unit Title: Personal Development in a Social Care Setting

Unit Reference Number: F/651/0278

Level: Two (2)

Credit Value: Three (3)

Minimum Guided Learning Hours: 24

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Be able to agree a personal development plan	1.1 Outline the processes for: <ul style="list-style-type: none"> a) identifying own learning needs b) agreeing a personal development plan and who should be involved
	1.2 Explain why feedback from others is important in helping to develop and improve approaches to own work
	1.3 Contribute to and agree own personal development plan
2. Be able to develop own knowledge, skills and understanding	2.1 Identify sources of support for own learning and development
	2.2 Give examples of how learning activities have improved own knowledge, skills and understanding
	2.3 Identify the level of literacy, numeracy, digital and communication skills needed to carry out own role
	2.4 Outline where to find information and support on how to check and develop own current level of: <ul style="list-style-type: none"> a) literacy b) numeracy c) digital d) communication skills.

	2.5	Give examples of how reflecting on a situation has improved own knowledge, skills and understanding
	2.6	Give examples of how feedback from others has developed own knowledge, skills and understanding
	2.7	Demonstrate how to measure own knowledge, performance and understanding against relevant standards
	2.8	Outline the learning opportunities available and how they can be used to improve ways of working
	2.9	Demonstrate how to record progress in relation to own personal development

Indicative Content

LO1 **Personal development plan:** May be known by different names but will record information such as agreed objectives for personal and professional development, proposed activities to meet objectives and timescales for review.

Others: In this context, could refer to others the learner has contact with:

- the individual accessing care and support
- the friends, family and loved ones of those accessing care and support services
- peers, team members and senior colleagues
- managers and senior management
- professionals from other organisations involved in the individual's care

LO2 **Sources of support:** May include:
formal or informal support
support mechanisms provided throughout induction period
supervision
appraisal
peer support
from within and outside the organisation.

Literacy, numeracy, digital and communication skills: Will be appropriate to the learners individual learning and development needs. This could include exploring different options available to develop such skills. On-going development of all these skills will support all aspects of the learners practice and could reference to an appropriate functional skill level needed where applicable.

Reflecting: Involves thinking about what needs to be changed to improve future practice.

Standards: May include Codes of Practice, regulations, minimum standards and any other standards and good practice relevant to the service.

Continuing professional development: Refers to the process of monitoring and documenting the skills, knowledge and experience gained both formally and informally, beyond initial training.

Assessment Guidance

Assessment decisions for skills-based learning outcomes must be made during the learner's normal work activity.

Skills-based assessment must include direct observation as the main source of evidence and must be carried out over an appropriate period of time.

Any knowledge evidence integral to skills-based learning outcomes may be generated outside of the work environment, but the final assessment decision must show application of knowledge within the real work environment