



Higher National Unit specification: general information

Unit title: Understanding Personal and Professional Development

Unit code: H29T 34

Superclass: HB

Publication date: September 2012

Source: Scottish Qualifications Authority

Version: 01

Unit purpose

This Unit is designed to introduce candidates to reflective practice and its role in personal and professional development. The candidate will also gain the necessary knowledge and skills to enable them to create action plans that identify personal and professional development needs. In addition by using reflective practice and actions plans the candidate will create a portfolio of evidence of learning and continuing professional development.

On completion of the Unit the candidate should be able to:

- 1 Discuss the importance of reflection in personal and professional development.
- 2 Develop and evaluate individual action plans that reflect identified learning needs and goals.
- 3 Create and maintain a portfolio that demonstrates continuing personal and professional development.

Recommended prior knowledge and skills

Candidates should have good communication skills, both written and oral. These can be evidenced either by the achievement of nationally recognised qualifications for example Higher English or a qualification equivalent to SCQF level 6 or by the completion of a pre-course interview part of which could take the form of a written assignment. The skills to undertake this Unit could also be demonstrated through an employer's reference or the process of application and interview. In addition to this candidates should preferably have undertaken some work experience, paid or voluntary, in a health care setting.

General information (cont)

Credit points and level

1 Higher National Unit credit at SCQF level 7: (8 SCQF credit points at SCQF level 7*)

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Core Skills

Opportunities to develop aspects of Core Skills are highlighted in the support notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

Context for delivery

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit is included in the framework of the HNC/HND Care and Administrative Practice. It is further recommended that this Unit is taught at the beginning of the course prior to the candidates commencing placement.

Higher National Unit specification: statement of standards

Unit title: Understanding Personal and Professional Development

Unit code: H29T 34

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Discuss the importance of reflection in personal and professional development.

Knowledge and/or Skills

- ◆ Definition of reflection
- ◆ Models of reflection
- ◆ Reflection and its role in quality care provision
- ◆ Reflection and professional practice

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ define reflection.
- ◆ discuss how reflective practice is used by a Professional Body to ensure continued professional development.
- ◆ discuss the role of reflection in the provision of quality care.
- ◆ describe and apply one model of reflection to current practice.

Higher National Unit specification: statement of standards (cont)

Unit title: Understanding Personal and Professional Development

Outcome 2

Develop and evaluate individual action plans that reflect identified learning needs and goals.

Knowledge and/or Skills

- ◆ Learning styles
- ◆ Identification of learning needs and goals.
- ◆ Investigate resources and support required to achieve identified needs and goals
- ◆ Research knowledge and skills to meet these needs and goals.
- ◆ Action planning

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ complete a learning style profile
- ◆ discuss identified learning needs and goals.
- ◆ describe the resources and support needed to meet identified needs and goals.
- ◆ discuss the specific knowledge and skills required to meet those needs and goals.
- ◆ develop and implement a minimum of two action plans.
- ◆ evaluate these actions plans.
- ◆ review of how new learning supports continuing personal and professional development

Outcome 3

Create and maintain a portfolio that demonstrates continuing personal and professional development.

Knowledge and/or Skills

- ◆ Types of Portfolios
- ◆ Portfolio building
- ◆ Review Personal/professional development planning process

Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ compile an appropriate portfolio that demonstrates continuing personal and professional development.
- ◆ carry out an overall review and evaluation of the personal/professional development planning process.

Higher National Unit specification: support notes

Unit title: Understanding Personal and Professional Development

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

Guidance on the content and context for this Unit

Learning Outcome 1 — Within this Outcome the candidate will explore the concept of reflection and its purpose in personal and professional development. The candidate should understand that reflection is part of being an effective learner and that they need to explore the use of reflection in learning and practice. This will include looking at Schon's theories on Reflection on and Reflection in Action, Gibbs Reflective Cycle and John's model of Structured Reflection. The candidate should understand that it is a critical, purposeful process whereby the individual learns from their own experiences and reactions, thereby identifying gaps in their knowledge and understanding. The candidate should consider what skills, knowledge, competence and performance levels he/she already has, but could develop further. The candidate should also understand that writing experiences and responses down can often be cathartic and help them to clarify their experience and thinking. Reflection is therefore a useful learning tool that requires time and practice as candidates need to learn not to censor what they write. The candidate should explore reflection in the care context and understand why it is important for carers in particular to carry out reflective practice. The following should be considered: to carry out care to the best of their ability, to relate theory to practice, as a professional requirement and for clinical governance and for inter-professional working. The candidate should understand the professional requirement for reflective practice in the context of continuing professional development eg the Nursing and Midwifery Council (NMC) and Health Professions Council (HPC).

Learning Outcome 2 — Within this Outcome the candidate will explore learning styles in order to better understand how they learn. This will involve looking at learning styles and theories put forward by, for example; Honey and Mumford, Gardner and Kolb as well as looking at learner characteristics such as self-reliance, awareness of strengths and weaknesses and motivation. This can be enhanced by SWOT analysis (strengths, weaknesses, opportunities and threats) the Vark questionnaire and personality profiling. This exercise will help the candidate to formulate appropriate, individual strategies to meet their learning needs and goals. The use of reflection will help the candidate to identify both their personal and professional learning needs and these can be incorporated into action plans. Through the use of SMART (specific, measurable, achievable, realistic and time framed) goals the candidate should be able to describe what support and resources they will need to meet these goals. This should all be incorporated into the developing action plans. The candidate should set aims and objectives regarding what he/she would like to achieve, taking account of personal goals and, where appropriate, work-related targets. The candidate should identify the knowledge and skills required to achieve these targets and goals. The difference between their current and target position should be the basis of the candidate's action plan.

Higher National Unit specification: support notes (cont)

Unit title: Understanding Personal and Professional Development

Actions plans are a useful tool in identifying motivation, goals and action necessary to achieve those goals and so candidates will be asked to formulate their own action plans. This is a good opportunity for the candidate to link theory to practice as a way of demonstrating development. Within the action plans the candidate should be able to describe what benefits their learning has had on their personal and professional development and what, if any, implications there are for the future ie; has their plan met their goals and if not what strategies do they plan to put in place next to ensure their goal is met.

Learning Outcome 3 — This Outcome looks at different types of portfolios and the candidate will then create a folio appropriate to their needs. The candidate will construct a folio that contains, at least, the identified evidence of learning and development. The candidate should be encouraged to generate evidence of achievement from all available sources such as: Core Skills profile, a curriculum vitae or any other evidence that the candidate feels will show evidence of their continuing learning and development.

Where the evidence is generated in a workplace, mentors should be encouraged, wherever possible, to assist the candidate in generating real performance evidence into a portfolio of evidence. The candidate should understand that this folio is an on-going piece of work and they will add to it throughout their professional life. In addition the candidate should include an evaluation of the whole process of personal and professional development.

Guidance on the delivery of this Unit

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes. Understanding Personal and Professional Development is a mandatory Unit in the HND Care and Administrative Practice. It is essential that candidates are aware that they need to achieve all Evidence Requirements for the award. It can however be taken as a stand-alone Unit.

Guidance on the assessment of this Unit

The assessment for this Unit must be a real evaluation of the candidate's own practices, behaviour and performance, and a genuine attempt by the candidate to assess his/her own individual personal and professional development needs. Outcome 1 could be assessed by an essay or reflective account. This should demonstrate the candidate's understanding of reflection, the relevant models and its importance in care as a means of assessing current individual practice and performance and ensuring continual learning to improve the quality of care provision. The assessment for Outcomes 2 and 3 must not be carried out as a case study, simulation, or theoretical exercise but instead must be created out of the candidate's own experiences, learning, reflection and evaluation. The portfolio must contain evidence of the candidate's own continuing personal and professional development.

The assessment for this Unit could be made up of an essay or reflective account for Outcome 1 and the development of a portfolio including action plans, reflective accounts and other relevant evidence of learning for Outcomes 2 and 3.

Higher National Unit specification: support notes (cont)

Unit title: Understanding Personal and Professional Development

Assessment Guidelines

Outcome 1

The assessment for this Outcome could consist of an essay or reflective account of 1,000–1,500 words that demonstrates that the candidate has understood and met the Evidence Requirements for this Outcome. The submission should be academically written and appropriately referenced.

Outcome 2

The assessment for Outcomes 2 and 3 are integrated into the portfolio that the candidate will compile in Outcome 3. Within the portfolio the candidate should produce a minimum of two action plans, one of which must be personal and one work based, which reflect achievement of the Evidence Requirements.

Outcome 3

The assessment for Outcomes 2 and 3 are integrated into the portfolio that the candidate will compile for Outcome 3. Within the portfolio the candidate should produce a minimum of two action plans, one of which must be personal and one work based, which reflect achievement of all Evidence Requirements.

Compilation of a portfolio of evidence demonstrating continuing reflection and learning that contains at least the following:

- ◆ Action plans
- ◆ Learning agreements
- ◆ Reflective accounts
- ◆ Records of achievement
- ◆ Clinical assessments
- ◆ Assessment feedback
- ◆ Mentor feedback
- ◆ Certificates
- ◆ A review and evaluation of personal/professional development process

Online and Distance Learning

If this Unit is delivered by open or distance learning methods, additional planning and resources may be required for candidate support, assessment and quality assurance.

Higher National Unit specification: support notes (cont)

Unit title: Understanding Personal and Professional Development

Opportunities for developing Core Skills

There are opportunities to develop the Core Skills of:

Information and Communication Technology (ICT) SCQF level 6 can be evidenced through the candidate's use of ICT throughout the Unit if the folio and any other evidence is created and submitted online.

Communication SCQF level 6 can be evidenced through the written submissions required for the assessments and the records of achievement.

Problem Solving SCQF level 6 can be evidenced by the candidate's identification of personal and professional learning needs as evidenced through the SWOT analysis and reflective accounts and his/her plan for meeting those needs and overcoming any difficulties.

Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website www.sqa.org.uk/assessmentarrangements

History of changes to Unit

Version	Description of change	Date

© Scottish Qualifications Authority 2012

This publication may be reproduced in whole or in part for educational purposes provided that no profit is derived from reproduction and that, if reproduced in part, the source is acknowledged.

Additional copies of this Unit specification can be purchased from the Scottish Qualifications Authority. Please contact the Business Development and Customer Support team, telephone 0303 333 0330.

General information for candidates

Unit title: Understanding Personal and Professional Development

This Unit is designed to enable you to carry out a self-evaluation of your individual personal and professional development needs through the use of reflection and action planning.

While undertaking this Unit you will work through three Outcomes;

To begin with you will learn about reflection and a variety of relevant models of reflection and its importance, not only in the provision of quality care but also with regard to continuing professional standards and registration.

You are expected to recognise that in order to be a successful learner at a higher level you need to take responsibility for your own learning, so you will investigate your own learning style by undertaking a learner style profile and personality profile. This will help you find the most effective way for you to study and identify areas that require improvement. Once you have identified your personal and professional learning needs you will devise and carry out activities to achieve the goals you have identified. You will explore the use of action plans in identifying goals, motivations and the strategies you need to adopt in order to meet those goals. This will include looking at reflection as a learning tool and a way of identifying areas that need to be developed. You will gather evidence of what you have done for inclusion in your portfolio.

Finally you will create a professional portfolio that contains all of the evidence of learning and achievement that you have generated. Throughout the Unit you will reflect on the overall process at regular intervals, take stock and make revisions and changes to take account of circumstances. The Unit also gives you the opportunity to evaluate what improvements have been made to your personal and professional practice and to consider what you have learned and what implications there are for future personal and professional practice and development.