



Higher National Unit specification

General information

Unit title: Understanding Personal and Professional Development
(SCQF level 7)

Unit code: HF2A 34

Superclass: HB

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Version: 02

Unit purpose

This Unit is designed to introduce students to reflective practice and its role in personal and professional development. The learner 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 student will create a portfolio of evidence of learning and continuing professional development.

Outcomes

On successful completion of the Unit the learner will 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.

Credit points and level

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

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Recommended entry to the Unit

Learners 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 learners should preferably have undertaken some work experience, paid or voluntary, in a health care setting.

Core Skills

Achievement of this Unit gives automatic certification of the following:

Complete Core Skill Problem Solving at SCQF level 6

Core Skill component None

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes for this Unit specification.

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 students commencing placement.

Equality and inclusion

This Unit specification has been designed to ensure that there are no unnecessary barriers to learning or assessment. The individual needs of learners should be taken into account when planning learning experiences, selecting assessment methods or considering alternative evidence.

Further advice can be found on our website www.sqa.org.uk/assessmentarrangements.

Higher National Unit specification: Statement of standards

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Acceptable performance in this Unit will be the satisfactory achievement of the standards set out in this part of the Unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to SQA.

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. Learners 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

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
- ◆ resources and support required to achieve identified needs and goals
- ◆ Undertake a simple data base search and research knowledge/skills to meet these goals
- ◆ Develop the ability to read and understand relevant/current evidence to underpin practice
- ◆ Action planning process
- ◆ Continuous 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

Higher National Unit specification: Statement of standards (cont)

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Evidence Requirements for this Unit

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

Outcome 1

- ◆ 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.

Outcome 2

- ◆ 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/ skills required to meet those needs and goals by undertaking a simple data base search.
- ◆ develop and implement a minimum of two action plans.
- ◆ review of how new learning supports continuing personal and professional development

Outcome 3

- ◆ 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 Support Notes

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Unit Support Notes are offered as guidance and 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

Outcome 1 — within this Outcome the learner will explore the concept of reflection and its purpose in personal and professional development. The learner 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 learner 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 learner should consider what skills, knowledge, competence and performance levels he/she already has, but could develop further. The learner 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 learners need to learn not to censor what they write. The learner 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 care governance and for inter-professional working. The learner should understand the professional requirement for reflective practice in the context of continuing professional development eg the Nursing and Midwifery Council (NMC) and Health and Care Professions Council (HCPC).

Outcome 2 — within this Outcome the learner 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 learner to formulate appropriate, individual strategies to meet their learning needs and goals. The use of reflection will help the learner to identify both their personal and professional learning needs and these can be incorporated into action plans using relevant academic search engines, such as, CINAHL, MEDLINE & ATHENS. Learners must also be able to critically appraise up to date evidence which may underpin care delivery. This should all be incorporated into the developing action plans. The learner 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 learner should identify the knowledge and skills required to achieve these targets and goals. The difference between their current

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and target position should be the basis of the learner's action plan. These actions plans should also be evaluated.

Actions plans are a useful tool in identifying motivation, resources and action necessary to achieve those goals and so learners will be asked to formulate their own action plans. This is a good opportunity for the learner to link theory to practice as a way of demonstrating development.

Within the action plans the learner 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.

Outcome 3 — this Outcome looks at different types of portfolios and the learner will then create a folio appropriate to their needs. The learner will construct a folio that contains, at least, the identified evidence of learning and development. The learner 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 learner 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 learner in generating real performance evidence into a portfolio of evidence. The learner 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 learner should include an evaluation of the whole process of personal and professional development.

Guidance on approaches to 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 HNC Care and Administrative Practice. It is essential that learners 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 approaches to assessment of this Unit

Evidence can be generated using different types of assessment. The following are suggestions only. There may be other methods that would be more suitable to learners.

Centres are reminded that prior verification of centre-devised assessments would help to ensure that the national standard is being met. Where learners experience a range of assessment methods, this helps them to develop different skills that should be transferable to work or further and higher education.

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The assessment for this Unit must be a real evaluation of the learner's own practices, behaviour and performance, and a genuine attempt by the learner 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 learner'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 learner's own experiences, learning, reflection and evaluation. The portfolio must contain evidence of the learner'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.

Assessment Guidelines

Outcome 1

The assessment for this Outcome could consist of an essay or reflective account of 1500 words that demonstrates that the learner 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 student will compile in Outcome 3. Within the portfolio the learner 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 student will compile for Outcome 3. Within the portfolio the learner should produce a minimum of two action plans, one of which should 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

Higher National Unit Support Notes (cont)

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Opportunities for e-assessment

E-assessment may be appropriate for some assessments in this Unit. By e-assessment we mean assessment which is supported by Information and Communication Technology (ICT), such as e-testing or the use of e-portfolios or social software. Centres which wish to use e-assessment must ensure that the national standard is applied to all learner evidence and that conditions of assessment as specified in the Evidence Requirements are met, regardless of the mode of gathering evidence. The most up-to-date guidance on the use of e-assessment to support SQA's qualifications is available at www.sqa.org.uk/e-assessment.

Opportunities for developing Core and other essential skills

There are opportunities to develop the Core Skills of:

Information and Communication Technology (ICT) SCQF level 6 can be evidenced through the learner'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 learner'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.

This Unit has the Core Skill of Problem Solving embedded in it, so when learners achieve this Unit their Core Skills profile will be updated to show that they have achieved Problem Solving at SCQF level 6.

History of changes to Unit

Version	Description of change	Date
02	Core Skill Problem Solving at SCQF level 6 embedded.	19/08/2016

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General information for learners

Unit title: Understanding Personal and Professional Development (SCQF level7)

This section will help you decide whether this is the Unit for you by explaining what the Unit is about, what you should know or be able to do before you start, what you will need to do during the Unit and opportunities for further learning and employment.

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.

This Unit has the Core Skill of Problem Solving embedded in it, so when you achieve this Unit your Core Skills profile will be updated to show that you have achieved Problem Solving at SCQF level 6.