

L/601/5470

Introduction to
personal development
in health, social
care or children's
and young people's
settings

Standards

Understand what is required for competence in your own work role

Describe the duties and responsibilities of your own role

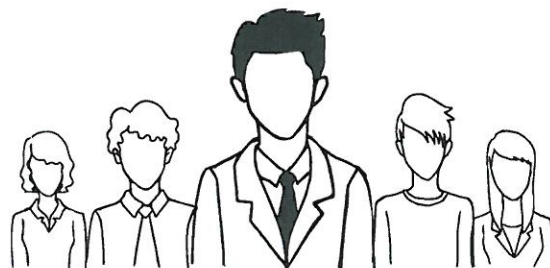
Your role will have a job description. This tells you what your main duties and responsibilities are and whom you report to. Ask your employer for a copy if you do not have it. You should know what is expected of you but also what is not included in your role. It will be almost impossible for a job description to list every task you will do but it should largely reflect your role. The kinds of duties that might be in your job description are:

- providing care and support, working in a person-centred way, communicating well, building relationships and promoting equality and diversity

- working as part of a team, being a supportive team member and developing your skills to improve your work

- contributing to activities in a safe way, keeping and filing clear records, keeping to regulations, following the agreed way of working

- respecting confidentiality by not discussing any personal information on individuals or staff with unauthorised people, and storing records securely



Identify standards that influence the way the role is carried out

The skills and knowledge you need to carry out your role competently and the ways in which you should work are set out nationally. You can find these in:

- the Care Certificate (England only)

This is shared health and social care training. It is expected that new healthcare support workers and adult social care workers will complete the 15 standards before they work without supervision in any workplace. In the Care Certificate there are 15 standards; they can be found here:

www.skillsforhealth.org.uk/care-certificate

- The Code of Conduct for Healthcare Support Workers and Adult Social Care Workers in England

This has the moral and ethical standards expected of all health and social care workers. The code can be found here:

www.skillsforhealth.org.uk/Document-library/Standards/National-minimum-training-standard-and-code/CodeofConduct.pdf

In Wales a new Code of Professional Practice for Social Care was introduced in July 2015 that serves the same purpose: <http://www.ccwales.org.uk/code-of-professional-practice/>

As you develop in your role you will continue to build on your knowledge and skills. You may be asked to take a qualification during or after completing induction.

In England, the Care Quality Commission (CQC) has established the Fundamental Standards of Care.

The fundamental standards are the standards below which care provided must never fall. They can be found here:

<http://www.cqc.org.uk/content/fundamental-standards>

These are the standards everybody has a right to expect when they receive care. They form part of changes to the law recommended by Sir Robert Francis following his inquiry into care at Mid Staffordshire NHS Foundation Trust. The fundamental standards are written from the perspective of the individual receiving care. As a worker you must do all you can to contribute to these standards being fulfilled in your workplace.

What are the fundamental standards?

Person-centred care

You must have care or treatment that is tailored to you and meets your needs and preferences.

Dignity and respect

You must be treated with dignity and respect at all times while you're receiving care and treatment.

This includes making sure:

- you have privacy when you need and want it

- everybody is treated as equals

- you're given any support you need to help you remain independent and involved in your local community

Consent

You (or anybody legally acting on your behalf) must give your consent before any care or treatment is given to you.

Safety

You must not be given unsafe care or treatment or be put at risk of harm that could be avoided.

Providers must assess the risks to your health and safety during any care or treatment and make sure their staff have the qualifications, competence, skills and experience to keep you safe.



Safeguarding from abuse

You must not suffer any form of abuse or improper treatment while receiving care. This includes:

- neglect

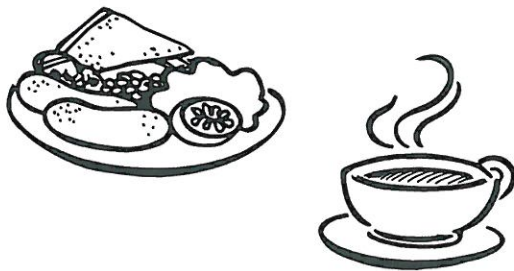
- degrading treatment

- unnecessary or disproportionate restraint

- inappropriate limits on your freedom

Food and drink

You must have enough to eat and drink to keep you in good health while you receive care and treatment.



Premises and equipment

The places where you receive care and treatment and the equipment used in it must be clean, suitable and looked after properly.

The equipment used in your care and treatment must also be secure and used properly.

Complaints

You must be able to complain about your care and treatment.

The provider of your care must have a system in place so they can handle and respond to your complaint. They must investigate it thoroughly and take action if problems are identified.

Good governance

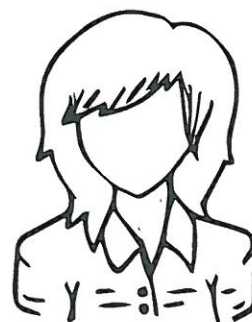
The provider of your care must have plans that ensure they can meet these standards.

They must have effective governance and systems to check on the quality and safety of care. These must help the service improve and reduce any risks to your health, safety and welfare.

Staffing

The provider of your care must have enough suitably qualified, competent and experienced staff to make sure they can meet these standards.

Their staff must be given the support, training and supervision they need to help them do their job.



Fit and proper staff

The provider of your care must only employ people who can provide care and treatment appropriate to their role. They must have strong recruitment procedures in place and carry out relevant checks such as on applicants' criminal records and work histories.

Duty of candour

The provider of your care must be open and transparent with you about your care and treatment.

Should something go wrong, they must tell you what has happened, provide support and apologise.

Display of ratings

The provider of your care must display their CQC rating in a place where you can see it. They must also include this information on their website and make the CQC latest report on their service available to you.

In a similar way in Wales, the Care and Social Services Inspectorate in Wales (CSSIW) has national minimum standards depending on the setting in which care is provided. These can be found here:

<http://cssiw.org.uk/providingacareservice/regs-nms/adult-services/?lang=en>

Describe ways to ensure that personal attitudes or beliefs do not obstruct the quality of work

Your experiences, attitudes and beliefs are part of what makes you who you are. They affect how you think, what you do and how

you do it. Your background, upbringing, experiences and relationships will all have played a part in the way you see things. These attitudes and beliefs may have led you to choose to work in health or social care but sometimes they could lead you to assume things about people that are not right. It is important that you develop self-awareness so that you can learn to check that this does not happen. You should take time to learn about and understand the different attitudes and beliefs of others so that you can work with individuals in a way that takes these into account.

Our personal attitudes and beliefs could be about beauty, faith, respect, achievement, friendship, love, wealth, loyalty and work quality, to name a few. They might change as we develop, as they can be influenced by friends, circumstances or the media. When working in adult social care you cannot rid yourself of personal views as they are part of what defines your personality. However, under no circumstances should they get in the way of your provision of the best quality of care to an individual. Self-reflection and an awareness of your own attitudes and beliefs are crucial to ensure that they do not obstruct your quality of work.

Policies and procedures

Make sure you familiarise yourself with the codes of conduct or professional practice and the equality and diversity policy of your workplace. They will give you guidance on how to behave appropriately. It is also important to keep person-centred values in mind, which include individuality, respect, dignity, choice and rights.

Risk Management
 Policies Law
 Rules Procedures
 Process Guidelines

FEEDBACK

Non-judgemental approach

Dr Carl Rogers (1902-1987), an American psychologist, coined the term 'person-centred approach'. He revolutionised psychotherapy in the 1940s by moving away from the previously accepted assumptions that the worker was the expert, who knows what is best for the client, to the understanding that every person has an innate drive to fulfil their personal potential.

Rogers suggested that 3 core conditions are essential for providing effective support:

- **unconditional positive regard (UPR): a positive, non-judgemental attitude**
- **empathy: picking up and reflecting back the feelings of the individual**
- **congruence: the genuineness, realness or authenticity of the care giver/ supporter**

These core conditions are, in essence, attitudes that the practitioner needs to display to show respect to the individual, accepting them and valuing them as an equal person.

Ask colleagues for feedback on your behaviour in situations they have witnessed. Talking to colleagues might also help in:

- **gaining insight into different viewpoints**
- **helping you to walk in another individual's shoes**
- **empathising with others**

It is always helpful to gather as much information as possible about the issue as your beliefs might be based on misunderstandings or lack of knowledge.

When working in the care sector you need to have a positive approach, be open-minded and show respect for other people's attitudes and beliefs, even if they differ from your own. Your job is to care for the physical, emotional and spiritual wellbeing of an individual and allow them, as far as possible, to live their life the way they choose. Prejudice, stereotyping and labelling have no place in social care and should be challenged whenever they occur.

Supervision

If you feel that you cannot be open-minded and non-judgemental with an individual, maybe because of your past experiences or because someone has done something that you disagree with, you need to talk to your supervisor or manager about this issue; they might be able to help you see a different perspective.

Be able to reflect on your own work activities

Explain why reflecting on work activities is an important way to develop knowledge, skills and practice

Reflection is a learning tool which uses past experiences to help you develop your skills and gain a greater understanding of your abilities. It involves thinking about your actions and how you relate to the people who receive care and support as well as your work colleagues. You look back on a situation or activity and consider the way it has been done, thinking about what you could do differently. It helps you think about how good your work is and the improvements that you want to make.

If, for example, you reflect on a past situation and assess that you did not know how to respond, you might ask a senior colleague or your supervisor/manager how they would have handled this. From this discussion you will learn alternative strategies which you can put into practice next time.



Self-reflection is an active process and is very personal to you. No one can tell you how to reflect or what the outcome will be; you have to do it yourself. It is your own learning tool, individually fitted out to your unique strengths and needs, and you will never stop learning.

Reflective practice provides the foundation for ongoing individual achievement and is a requirement for the person who continues learning beyond formal education.

If you didn't reflect on your work activities, you wouldn't be able to gain new knowledge and skills. You would just routinely do your thing, blinkered from any weaknesses you might have, without thinking about how you could improve. You would not be able to fulfil your duty of care as you wouldn't be flexible and able to adapt your knowledge to new situations. You might fail to comply with policies and regulations. Ultimately, your standard of care and support would be very poor and individuals you support and colleagues would suffer from your inflexibility. Therefore, reflection is an essential part of working in the care sector.

By asking other colleagues, you can learn from their strategies or you could attend training and courses as part of your continuing professional development (CPD), thus continually developing your skills and knowledge. Some people also find it helpful to write reflective journals where they can refer to past events write down their thoughts on them.



Be able to agree a personal development plan

Identify sources of support for own learning and development

To achieve your objectives you will need resources and support to help you along the way.

Resources could be specialised literature or research on the internet to develop the knowledge and understanding you need to fulfil your goal.

Support can come from a range of different sources, either within the organisation or beyond it.

Your colleagues, supervisor, manager or employer are good points of reference for helping to create your personal development plan (PDP), and they will also be able to support and guide you on your path of achievement.

This support might be as informal as a chat over a cup of coffee or during a lunch break, or it might take a more formal style, e.g. during a supervision or an appraisal.

Supervision is a term which is also used to refer to more formal sessions with your manager or supervisor which are an opportunity to discuss your performance and development. Supervision sessions are a regular opportunity to talk through any part of your work, your role or about the individuals you provide care and support for. Your supervision might take place one-to-one with your manager or in a group or team meeting. Sessions take place at a time and frequency agreed with your manager and should be recorded.

Regular supervisions are important to any job so concerns can be addressed, progress checked and additional support arranged. Whether your work is in one location or within the community, your employer should ensure that you have regular supervision opportunities.

An appraisal is a one-to-one meeting, usually once a year, between you and your manager which reviews how well you are working and making progress. Your manager will support you to plan your next steps and update your PDP.



Beyond the organisation there are other service providers and regulators who can support you in gaining knowledge, skills and understanding to achieve your objectives. Regulating bodies, a union or other workers and professionals might be able to give you guidance and answer questions in relation to your objectives.

Describe the process for agreeing a personal development plan and who should be involved

The personal development plan (PDP), sometimes called individual development plan (IDP), is a structured action plan to help you achieve agreed objectives for

development. The main 3 elements of a PDP are planning to do something, doing it and reflecting on the outcome.

To create your PDP you will have to ask yourself questions such as:

- what do I want to achieve?

- what are the standards, skills and knowledge needed by my current role and do I have any gaps?

- what are the learning and development opportunities in my current role?

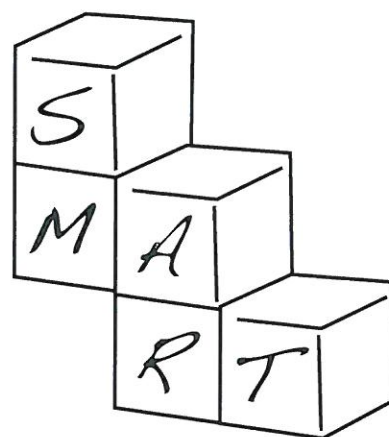
- what are my ambitions and goals?

The first step would be to identify your strengths, skills, abilities and development needs in relation to your role. You might want to start planning for your PDP by creating a skills list, which will take account of what you are good at and highlight skills and knowledge you need to develop. By considering your background, you are able to look at the experiences you have had from undertaking qualifications, work experience or other work and this will help you recognise your development so far and understand what has worked best for you to support your development.

When you are creating your PDP it will be useful to determine your learning style, as knowing whether your preference lies in visual, auditory, reading-writing or kinaesthetic learning will make it easier for you to complete your learning successfully.

The objectives that you set in your personal development plan then spell out the things that you and your employer want you to achieve.

Psychologists have developed the SMART goal system to help you write objectives. SMART stands for specific, measurable, achievable, relevant and time-based.



Specific – exactly what is it you need to achieve? Is your objective well defined? Which, what, who, where, when and why?

Measurable – you need to be able to track progress and measure the outcome. How do you recognise achievement? How much? How many?

Achievable – what are you going to do? How can you achieve your objective?

Relevant – the objective should be challenging but realistic and relevant to your overall aim.

Time-based – objectives should include a timescale and be reviewed regularly. By when do you want to achieve a result?

Once you have set clear objectives, it is time to break them down into manageable action points and record this information in your PDP.

You should follow these steps:

Step 1. Agree objectives

An example might be: be able to write and review care plans with the individuals who receive care and support in my workplace.

Step 2. Plan activities to meet the objectives

Step 2 in the example might then be: read the instructions and look at the layout for care planning in my workplace. Discuss these and ask questions of an identified more experienced worker. Examine and discuss 3 examples of care plans with the individuals concerned with their permission, and discuss any changes they might like to make. Report back to your manager and discuss any questions or learning points.

Step 3. Set timescales to achieve outcomes and review timescales

One of the 4 activities listed will be achieved each week so this will take 4 weeks.

Outcome - discuss the 3 reviewed and possibly update 'care plans' with your manager and review your learning.

The internet can provide you with a vast range of guidance, tools and templates to help you create your PDP. Here is an example of what it might look like:

Development objective	Priority	Things I need to do	Support/ resources that help me to achieve the objective	Target date for achieving the objective	Actual date of achieving the objective



Self-awareness, self-reflection and feedback from others are important factors to feed into your PDP to explore and define your aspirations and plan how to achieve them.

First and foremost, the person involved in your PDP process is you, but other people may coach and mentor you.

Your supervisor, manager or employer is an invaluable point of reference. They know exactly what they expect from a worker and will support you to set targets, coach you through the process of achieving them and provide the resources they can to facilitate your learning.

There might be other workers, depending on your work situation, who can help you with your specific objectives, e.g. social workers, GPs or speech therapists.



A personal development plan is a reflective tool to bring about awareness and confidence in your ability in your role. By focusing on what you want to achieve and how to do it, you are able to gain a better understanding of yourself and develop a greater awareness of your training needs, thereby taking control of your own learning and development.

Looking at sources and resources to help you achieve your goal will add to your understanding and ability to make informed choices of how to meet your identified needs. You will feel empowered in your role and, as your confidence and competence increase, you will develop a positive, forward-looking attitude.

Your PDP also provides evidence of actions you have undertaken to improve your knowledge and understanding in supervisions and appraisals, thus feeding into your continuing professional development (CPD). Ultimately, this will give you a greater awareness of the unique contributions you are able to make in your workplace.

Your PDP is a flexible document which will be amended and updated continuously; objectives you have achieved will be crossed off while new ones will be added. It will be a record of your continued development in your work and your developing expertise.

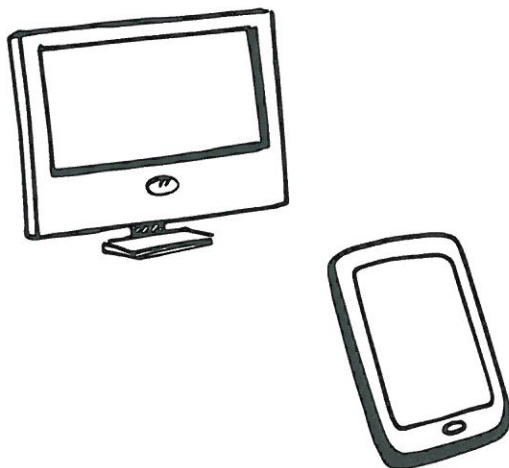


Be able to develop your own knowledge, skills and understanding

Show how a learning activity has improved your own knowledge, skills and understanding

Learning activities in adult social care will usually be provided via training, qualifications and courses. During training you will not only listen to a lecturer but be invited to absorb, apply, interact and share your experiences with the other learners as part of the educational process. Being fully engaged in the learning, rather than being a passive recipient, will help to make learning more useful and enjoyable for you.

Apart from these formal learning activities which are structured and have specific objectives, there are also informal activities like taking part in team meetings, reading specialised literature or watching documentaries in relation to your role. Informal learning has just as much value as formal learning and is often driven by your personal motivation to improve your skills and knowledge.



E-Learning

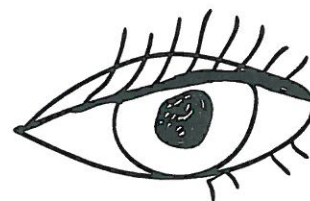
E-learning has become a big part of education, using electronic media and information and communication technologies (ICT) to deliver information and learning activities. E-learning uses a variety of different media like text, images, animations, audio and video and the learner can pace their own learning using this technology and their ICT skills. Learners can engage with their wider learning community through forums and social media, helping to share and gain ideas from others as a means of broadening their understanding and sharing their viewpoints.

Learning styles

What was the last learning activity you were involved in? Do you still remember the key facts you learnt? Social care workers are typically more hands on learners, who like to get involved in their learning and try things out. This style of learning is called kinaesthetic

Other learning styles are:

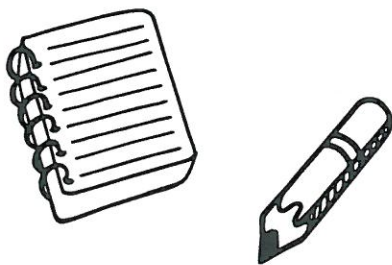
Visual for people who remember best when they see it, e.g. in writing, as a graph or in a video.



Auditory for people who learn best when they hear the information.



Reading-writing for those who like to copy or summarise in their own words what they have read to remember it.



Typically a learner does not have one learning style, but a combination of them, although they usually have a preference. What type of learner do you think you are? One way of finding out is to complete a learning styles questionnaire, which you can find quite easily on the internet.

Training

Depending on your job role, there is a vast variety of courses and training you can undertake to improve your knowledge, skills and understanding in your work.

Here is a selection of training offered by different organisations:

First aid at work helps you deal with emergencies immediately.

Safeguarding adults raises awareness of how to protect individuals for anyone who supports or cares for adults at risk of significant harm.

Basic food hygiene teaches safe food preparation.

COSHH (Control of Substances Hazardous to Health) training makes you aware of how to handle toxic substances.

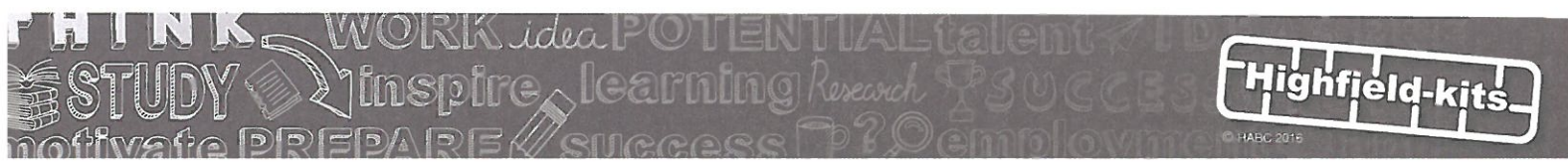
Supporting people with dementia helps you understand the aspects and implications of caring for individuals with this condition.

Moving and assisting people helps you to move or lift people safely without hurting them or yourself.

Person-centred care helps you to understand the principles and concepts as well as giving you tools and techniques of person-centred care.

This is just a small variety of the vast range of courses and training which are available: some might be mandatory for specific work roles, some are optional.

Active learning involves you reading, writing, describing, touching, interacting, discussing, listening and reflecting on the presented information. It gives you the opportunity to explore new areas of learning and provides you with fresh ideas. Discussing and exchanging ideas with other learners will give you greater self-confidence in your job role as you will feel that you have gained a deeper knowledge and understanding of the subject. This will enable you to put the theory into practice and thus improve your skills and expertise.





Show how reflecting on a situation has improved your own knowledge, skills and understanding

Reflection is a learning tool which uses past experiences to help people to develop their skills and knowledge.

Compare it to re-decorating your room: you rearrange your furniture, then stand back to see what it looks like and check if you can still access everything you need to. If you are satisfied, you might keep it that way for a while, but you might also find that there is still room for improvement and move some of the furniture again until you are satisfied.

With reflection it is the same principle: you look back on a situation or learning activity and assess the way it has been done, thinking through different approaches, knowing that there are other ways of doing it. Reflection helps you examine how effective your practice is, identifying gaps and areas for improvement and giving you a greater personal insight into your abilities.

The psychologists Peter Honey and Alan Mumford, while looking at different learning styles, developed a model of learning using different stages in a cycle. These stages show how reflection works:

1. Having an experience

2. Reviewing and reflecting on the experience

3. Drawing your own conclusions from the experience

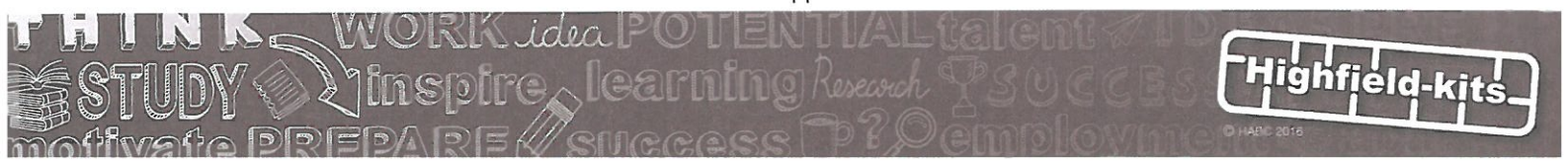
4. Planning the next steps by putting the theory into practice

Being a reflective practitioner will not only improve your quality of work but also enhance your confidence and self-esteem. Being aware of the strengths you have got, the things you have learnt and what you have achieved will make you feel good about yourself. As people progress in their careers they will find that they can do things with ease that once they found difficult. This will give them a sense of achievement and satisfaction and encourage them to keep learning, trying out new things and broadening their knowledge and skills.

An awareness of our development needs enables them to address them, work with and eventually overcome any weaknesses, turning them into strengths.

Show how feedback from others has developed your own knowledge, skills and understanding

Feedback is an essential part of your work, education and training; it helps raise your awareness of your strengths as well as highlighting areas for improvement. Feedback can also help you identify strategies to be taken in the future, maximising your potential and enhancing your performance. Feedback is very similar to reflection, but from the outside, using external sources.



Feedback could be formal or informal:

Formal feedback would typically be given in a written form, for example as part of an assessment or appraisal or by way of a comments sheet.

Informal feedback happens in day-to-day encounters with peers, colleagues, supervisors and managers or other interactions with people.

Whether formal or informal, feedback should be given as soon after the event as possible, and always be positive and constructive, i.e. it should be information based and focused on the issue. It should concentrate on behaviour change rather than on personal traits like confidence, intelligence or charm.



Who can give feedback?

In adult social care you could be receiving feedback from:

- **your manager or supervisor**

- **a social worker**

- **those for whom you provide support and care and their relatives and friends**

- **peers and colleagues**

You might find it difficult receiving feedback from some of these people, especially if it is negative, as you might feel that they are not respecting your role. It is always easier to accept feedback from a role model, someone whose expertise you respect.

However, feedback is important for your ongoing development as a care worker. If people did not give you feedback you might think that you were doing well and there were no areas for improvement. people need feedback especially when adapting to a new environment and learning new skills, to let them know if they are on the right track and to give them a chance to do better.

Not receiving any feedback in terms of non-verbal communication can lead to a false assessment of your own abilities.

Many adult social care situations involve the integration of knowledge, skills and understanding in complex and stressful situations. Constructive feedback is 1 way of giving you the confidence and competence to deal with such situations, improving your ability for problem-solving and decision-making.

Supervision is an exchange between social care workers at all stages of experience and is aimed at encouraging learning, reflective practice and to support good quality care. This could be an informal chat during a lunch break or formally in designated team meetings. Supervision is there to create a safe environment where feedback can be given and received to identify areas for improvement and enable people to listen to and understand other people's perspectives.

