

2. PLAN PERSONAL DEVELOPMENT AND CAREER PATH

In this set of activities you will show that you understand how to plan and prioritise your learning and personal development. You will show that you can work with others to identify your strengths and development areas and agree your plan. You will also provide evidence that you understand the components of the Apprenticeship, progression routes and career options and that your personal development plan takes note of the next steps on your own career pathway.

KNOWLEDGE AND UNDERSTANDING

You will show that you know what goes into a good personal development plan and from whom you should seek help to review and plan your development.

Task 1

Tasks 1a, b and c help you demonstrate that you know and understand how to plan your personal development. You will show that you know what should be included in a development plan and from whom you get help.

Your task is to write a guidance note that you and other health and social care apprentices could use to help them prepare a personal development plan. The note should have three sections, produced by completing Tasks 1a, b and c.

BTEC Unit 11: 3.1

Task 1a

Below is a template form for you to fill in to help you plan your guidance note. This records all the elements of a personal development plan with an explanation of what to include in each column of the form. Your task is to add explanations of how each part of the form should be completed. The first column has been done for you.

Personal Development Plan	Name:				
Review of strengths and weaknesses relevant to current and future roles	Learning topic and how the learning will be used	Knowledge to be learned	Skills to be learned and developed	Learning activities and dates	Assessment and dates
<p><i>This space should include a description of what the person does well and where they do less well in the job. It should be based on evidence. It should identify changes in the job and possible changes in career and the relevant strengths and weakness of the individual.</i></p>					

Task 1b

This task is about creating a list of people from whom someone in your role can get support to identify strengths and learning needs and to review and plan development. You should identify people from both inside and outside your organisation. Fill in the table below with details of the people, a description of how they can help and the formal or informal processes that may be used. We have filled in the first line with an example to help you.

People within the organisation	How they can help	Formal or informal processes used
<i>e.g. Line manager</i>	<i>Can provide feedback based on observation of performance</i>	<i>In supervision, appraisal and when coaching on tasks</i>
People outside the organisation	How they can help	Formal or informal processes used

BTEC Unit 11: 3.2
Diploma Unit 2: 4.1

Task 1c

Complete the following table with a list of resources that can be used to help you assess strengths and weaknesses and review and plan development (e.g. relevant standards) and an explanation of how to use them.

Resource	How to use it

Task 2

This task helps you demonstrate that you know and understand how your Apprenticeship works and where it will lead in terms of occupational opportunities and career progression routes.

WorkSkills Unit 1: 1.3

Task 2a

As well as completing the box below, be prepared to show your assessor where you keep your Apprenticeship agreement.

Where my Apprenticeship agreement is stored	
The importance of my Apprenticeship agreement is:	

WorkSkills Unit 1: 1.1, 1.2

Task 2b

Write a description of the components of the Apprenticeship with an explanation of how the various parts of it fit together and how you will approach completing it.

WorkSkills Unit 1: 3.1
ERR/WorkSkills Unit 10: 4.1, 4.2

Task 2c

You need to identify and use sources that will provide relevant information and guidance about careers that lead on from your Apprenticeship. You can either store printed copies of the relevant published information in a folder or, if you have accessed it electronically, you can save it to your computer. You should make sure that you collect information about the job titles and specifications for the range of jobs for which you would be qualified on completion of the Apprenticeship, as well as publications providing guidance about career routes. Having collected and assessed this information, complete the following table.

Job titles and specifications reviewed	Source of the information and where my copy is stored	Usefulness of source
Career guidance publications	Source of the information and where my copy is stored	Usefulness of source

ERR/WorkSkills Unit 10: 3.2

Task 2d

Complete this sentence:

The career progression routes most appropriate for me are:

Diploma Unit 2: 3.1
 WorkSkills Unit 1: 2.2, 2.3
 Unit 7: 1.1, 1.2
 ERR/WorkSkills Unit 10: 4.3
 PLTS: SM1

EVIDENCE GATHERING

In this activity you will identify an area of your work that will capture evidence of how you plan your personal development. *Your assessor will help you to identify suitable items of evidence.*

Your assessor will want to see the evidence but may not need you to copy it as long as the evidence and its location are identified.

You need to gather evidence of activity within areas of your work to demonstrate:

- a. That you can create SMART learning goals based on the relevant standards used to evaluate your knowledge and skills and on the next steps in your career pathway. Remember, SMART goals are Specific, Measurable, Achievable, Realistic and Time-based.

Suggested evidence may include:

- your personal learning plan with sufficient detail to demonstrate SMART targets for learning, including completion of the Apprenticeship and showing that you have used relevant standards to assess your performance and learning needs.

Diploma Unit 2: 4.2, 4.3

PUTTING IT INTO PRACTICE

This activity will enable your assessor to examine your competence by observing you carrying out workplace activities. This might include asking related questions to test your underpinning knowledge.

Participate in a three-way discussion between you, your manager or mentor and your assessor, in which you discuss and agree your development needs. Your assessor will want to see you actively engaged in the meeting and agreeing the development plan. You must ensure that you talk about your professional interests and

development opportunities rather than just your immediate learning needs.

- ☐ *You must actively engage in your meeting. This will help you understand your development needs and improve your communication skills.*



BTEC Unit 11: 3.4
WorkSkills Unit 1: 2.1
Unit 7: 1.3, 1.4
PLTS: SM4, SM5

PROFESSIONAL DISCUSSION

Your assessor will conduct a professional discussion with you. This will capture the evidence necessary to prove your level of knowledge and understanding of the benefits of using a personal development plan and the importance of managing time, including the balance between work and personal commitments and being ready to adjust your plan when things don't go to time.

Below are some topic areas you will need to consider when preparing for the professional discussion with your assessor.

- How and why to use a development plan to monitor learning
- The importance of time management
- Planning for it not going to plan
- Managing work and personal life balance

Your assessor will plan the content of your professional discussion and will advise you to help you to prepare beforehand. The professional discussion may cover more than this section of your Assessment Workbook.

Discussion process

The discussion process will offer you the opportunity to show that you know how to use effective personal organisation and self-management to achieve your development plan goals.

To prepare for your professional discussion, you should think about how you could answer questions such as the following.

- As you develop your knowledge and understanding, how does the development plan help recognise your improvements?
- In what ways does the achievement of your development plan depend upon good time management?
- What could lead to your learning and development not going to plan?
- What contingency plans do you have to deal with anything not going to plan?
- How much time do you estimate your development plan will require and over what period will you complete it?
- What work and/or personal commitments will you have to adjust to ensure you have time for your development plan?