

SOCIETY, HEALTH AND DEVELOPMENT

Unit 5: Personal and professional development in practice in the sectors covered by society, health and development



Society, Health and Development

Level 3 Unit 5: Personal and professional development in practice in the sectors covered by society, health and development

Sample scheme of work

Total GLH	90, 36 of which will be for the internal assessment
Aim/s or statement of purpose	<p>To learn about the personal and professional development in practice in the four sectors by:</p> <ul style="list-style-type: none"> • knowing how professional practice is developed, shaped and governed within the sectors • understanding the purpose of reflective and evidence-based practice in the sectors • understanding the workings of sector settings • being able to plan personal development linked to organisational objectives.
Notes	<p>This unit is assessed through a centre set and marked assignment, which will be subject to moderation. This internal assignment will take approximately 36 of the 90 GLH.</p> <p>Differentiation will take place through question and answer, peer or group work, through the level of support provided and extension activities undertaken.</p> <p>On completion of the learning outcomes, learners should prepare for the external assessment.</p> <p>Learning activities</p> <p>A selection of activities has been designed to support the learning outcomes of each unit. These may be adapted to suit the centre, the learners and the local context. In addition, it is expected that learners will have access to employers and work experience as appropriate.</p>

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Aim: to know how professional practice is developed, shaped and governed within the sectors (LO1)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • describe how key legislation, policies and procedures impact on professional practice (AC1a) • describe the roles and responsibilities of the individual and organisations in supporting personal and professional development (AC1b) 	<p>Learners:</p> <ul style="list-style-type: none"> • Brainstorm a range of occupations that fall into one of the four sectors • Identify occupations of interest • Attempt to arrange an interview with a practitioner in one of their occupations of interest. Research job role, the qualities needed, how they reflect on their practice in this job role and how development is provided in their workplace settings. • Role play introductions to interviews – good and bad practice examples to the rest of the group • Identify legislation, policies and procedures relevant to their work placement • Produce a report on the above that contains applied examples of legislation, policies and procedures • Investigate opportunities for promotion and/or specialism within their chosen job role • Identify professional organisations and unions related to their occupation <p>Tutors:</p> <ul style="list-style-type: none"> • Provide feedback on interview introductions • Ensure that a range of occupations across the four sectors is considered • Provide examples of professional organisations and unions • Support students as they arrange suitable work placements for this unit 	
<p>Aim: to understand the purpose of reflective and evidence-based practice in the sectors (LO2)</p> <p>Learners will:</p> <ul style="list-style-type: none"> • explain the theories and principles that underpin reflective practice (AC2a) 	<p>Learners:</p> <ul style="list-style-type: none"> • Discuss what is meant by ‘reflective practice’ • Write a reflective statement about their diploma work so far • Work in small groups to research one of the theories that underpin reflective practice (listed in the specification) • Present findings on reflective practice theory to the rest of the class, using innovative techniques 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<ul style="list-style-type: none"> explain what is meant by evidence-based practice (AC2b) 	<ul style="list-style-type: none"> Outline the difference between reflective practice and evidence-based practice in their own words Prepare one example of evidence-based practice from their work placement for class discussion <p>Tutors:</p> <ul style="list-style-type: none"> Choose one theory to examine in detail after student presentations Define what the difference is between reflective practice and evidence-based practice Invite employers to talk about evidence-based practice in their workplace 	
<p>Aim: to understand the workings of sector settings (LO3)</p> <p>Learners will:</p> <ul style="list-style-type: none"> explain the procedures of workplace settings (AC3a) evaluate how principles and values are demonstrated in real workplace settings (AC3b) explain how personal and professional development impacts on service provision in sector settings 	<p>Learners:</p> <ul style="list-style-type: none"> Plan and research, where appropriate, procedures within their workplace setting prior to the placement Interview a colleague within the setting in relation to procedures of the workplace Prepare a 5 minute talk on the principles and values that have been demonstrated in their workplace setting Devise a questionnaire to investigate personal and professional development within the setting Distribute questionnaire to colleagues in the setting Write a report outlining how personal and professional development has improved service provision <p>Tutors:</p> <ul style="list-style-type: none"> Remind students of interview and questionnaire techniques Provide differentiated support to learners in preparing for their work placements 	
<p>Aim: to be able to plan personal development linked to organisational objectives (LO4)</p>	<p>Learners:</p> <ul style="list-style-type: none"> Write their own SWOT analysis 	

Learning outcomes/topics/content	Activities/assignments/assessments/resources/teaching aids	PLTS
<p>Learners will:</p> <ul style="list-style-type: none"> • assess personal strengths and areas for development in relation to work in the sectors (AC4a) • generate ideas for personal development related to strengths and areas for development (AC4b) • prioritise actions for personal development plan (AC4c) 	<ul style="list-style-type: none"> • Discuss their ideas in pairs/small groups • Record ideas as a mind map <p>Tutors:</p> <ul style="list-style-type: none"> • Outline the SWOT analysis 	<p>RL1</p> <p>CT1</p> <p>SM3</p>