

Unit 302: Personal and professional development in health and care

Sample scheme of learning

Unit 302 is slightly different to other units as it includes preparing the learner for their work placement. It is strongly advised that the unit is delivered prior to the start of any placement so that learners can be properly prepared. Parts of this unit's sessions would benefit from input from specialist employability-trained staff and employers. This has been suggested in this scheme of learning.

This sample scheme of learning covers both classroom and workshop based learning for Unit 302. It is based on three hours per session for 12 sessions, plus additional hours for independent learning. Some suggestions of independent learning are made in the session plans. *It is also suggested that some parts of this unit could be delivered as part of the qualification induction.*

This is only an example of a possible scheme of learning. You can use it as it is, adjust it or extract content to suit your delivery needs, or the needs of individual learners. We have endeavoured to make the schemes of learning as flexible as possible. Where sessions may be taught out of order, this has been signposted. You may find it useful to use our lesson plan template to translate and adapt the sessions.

The schemes of learning are intended to be learner-focused, and they embrace current pedagogical methodology such as flipped and blended learning. They include the following types of learning tasks:

- **Pre-learning** – tasks for the learner to complete in advance of the session to allow for flipped learning

- **Active learning** – active, experiential and discovery learning approaches
- **Challenge focus** – stretching tasks to challenge more able learners
- **Independent learning** – tasks that learners can complete individually or collaboratively without tutor supervision. These tasks may be given as homework.

Reference is made within the scheme of learning to learning materials and other resources required for each session. A version of this scheme of learning with **full supporting materials** is also available to purchase on **SmartScreen.co.uk**. Resources consist of physical equipment required, as well as any technologies needed. Where possible we have included blended learning activities that make good use of technology so as to help centres fulfil the minimum amount of digital teaching recommended by government.

The scheme of learning also signposts opportunities within the unit content to introduce the following wider skills and government initiatives:

- English, mathematics and ICT
- employability skills and behaviours
- British values (including the Prevent strategy).

Centres should also incorporate the following themes, where appropriate. Although they are not specifically referred to in the scheme of learning, City & Guilds regards these as essential in the teaching of the qualification:

- spiritual, moral, social and cultural issues
- health and safety considerations, in particular the need to impress upon learners the fact that they must preserve the health and safety of others as well as themselves
- environmental education and related European issues.

Unit 302: Personal and professional development in health and care

Sample scheme of learning

Course/qualification: _____ Tutor's name: _____

Number of sessions: 12 Delivery hours: 36 Venue: _____ Group: _____

By the end of this unit, learners will need to:

- understand current legislative requirements in health and care practice
- understand values, principles and behaviours in health and care practice
- prepare for work practice placement
- reflect on and review practice
- plan and review for personal and professional development.

To enable learners to:

- describe how relevant current legislation impacts on care
- explain why they must comply with organisational policies and procedures and codes of practice
- define terms of reference relating to principles and care values
- define terms of reference relating to core care behaviours
- describe different care settings and types of services provided to inform a choice of placement
- undertake preparation to start a work placement
- complete a work placement induction with an employer (or agreed representative)
- research and explain three current models of reflective practice
- engage in reflection and review to summarise key learning within work placement
- consider and agree an ongoing personal development plan.

Unit 302 Sample scheme of learning

Session 1: Unit overview: the importance of legislation in health and care work, and the role of regulation

Suggested Teaching Time: 3 hours

Learning Outcome: 1 – Understand current legislative requirements in health and care practice

Topic 1.1 Legislation impacting on care practice

Topic 1.2 Implications of organisational policies and procedures

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to read Skills for Care, Care Certificate workbook standard 3, Duty of Care, pages 1–6 (see link in Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to discuss the following questions in small groups and set their own plans for independent learning to ensure they understand: <ul style="list-style-type: none"> Why are laws important? Why are rules important in a school/college? What happens when rules are ignored? What is a Code of Practice; a policy and a procedure? What is a 'duty of care', and why is it important to understand one's own responsibility when working in a health and care setting? What is a regulatory body? Learners to review their learner handbook (provided by the Centre) and identify whether the information provided on issues relating to health and safety, emergency procedures (incidents and accidents), confidentiality and safeguarding is communicated effectively. (These terms may need to be explained.) Learners to find out from their tutor how a learner would be encouraged to record or report a problem or issue with one of the above. 	<p>Resources:</p> <ul style="list-style-type: none"> Links to HSC legislation for tutor to compile worksheets via SCIE: http://www.scie.org.uk/publications/guides/guide15/legislation/otherlegislation/healthandsafetylegislation.asp Skills for Care workbook on Duty of Care: http://www.skillsforcare.org.uk/Documents/Learning-and-development/Care-Certificate/Standard-3.pdf Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

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Key learning activity/approach	Suggested materials and resources	Skills check
<p>4. Learners to discuss what is meant by the term 'duty of care', referring to the pre-learning activity. In small groups, learners will complete Activity 3.1 (page 8) and Skills for Care, Care Certificate workbook standard 3 – Duty of Care.</p> <p>5. Learners to complete worksheets on legislation issues, to be compiled by the tutor.</p> <p>Challenge focus: Learners could complete further activities from the Skills for Care workbook on Duty of Care.</p> <p>Independent learning: Learners to find out about different settings where health and care services are provided</p>		

Opportunities to develop Maths, English, ICT and wider skills:

<p>English: Learners can read information and extract relevant material in order to complete their worksheets. Learners can read and select information for relevance; write coherently and accurately; speak and listen in group discussions.</p> <p>Maths: Learners will be able to quantify different regulatory requirements</p> <p>ICT: Learners will be able to practice their skills in resourcing information from relevant websites. Learners may use computers to bring together information Plan solutions, search and select information as needed.</p>	<p>British values: Learners will understand the importance of adhering to British laws and customs which ultimately protect the interests of its citizens when they are vulnerable. Learners respect public institutions and services</p> <p>Employability: Learners will be knowledgeable about the Care certificate and how it is used to introduce workers to their responsibilities in Health and Care work</p>
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Session 2: Preparing for work placement practice 1 (session should be provided before learners attend their placement interview)

Suggested Teaching Time: 3 hours

Learning Outcome: 3 – Prepare for work practice placement

Topic 3.1 Opportunities for work practice placement – the suggestions provided below assume that the learner will be provided with a work placement that has already been checked to be suitable as a learning environment by the Centre

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to find out about different settings where health and care services are provided. They should reflect on how a placement in these services will develop their own interests and career aspirations.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to discuss/review pre-learning activity and using information provided by the tutor, complete a worksheet by finding information about their allocated work setting and how they are going to make travel arrangements. In pairs, learners to formulate questions they will want to ask the workplace setting manager/mentor when they attend an interview prior to starting their placement. Use of computers would help in this task. Learners to take part in whole group discussion to confirm the list of questions to ask the workplace setting manager/mentor. Learners to take part in discussion on how find information to complete the rest of the worksheet so that it can be checked at the next session. Learners to take part in group discussions on feelings about working with people in a real-life setting and preparing for an interview (preparation for organising mock interviews). <p>Challenge focus: Learners could check the CQC website to read the latest report relating to their placement setting.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Worksheet asking questions about placement setting for learners to research (tutor to compile) <p>Resources:</p> <ul style="list-style-type: none"> Paper, digital or interactive resources https://nationalcareersservice.direct.gov.uk/advice/getajob/interviews/Pages/default.aspx NCS link: www.nationalcareersservice.direct.gov.uk 	<p>Tutor to facilitate activity of choice and check learning.</p>

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Key learning activity/approach	Suggested materials and resources	Skills check
<p>Independent learning: Learners to call the setting and make their own appointments for interview, and complete any Centre documents relating to understanding their responsibilities as a learner when attending a placement. Learners will understand that they are required to attend a placement interview – they can prepare for this by accessing the information on the National Careers Service link provided (see Resources column).</p>		

Opportunities to develop maths, English, ICT and wider skills:

<p>English: Learners can read and select information for relevance; use verbal skills to arrange appointments; write coherently and accurately; speak and listen in group discussions.</p> <p>Maths: Learners can calculate journey times.</p> <p>ICT: Learners can use computers to search for information about their placement. Learners may use computers to bring together information and plan solutions, search and select information as needed.</p>	<p>British values: Learners respect that they are entering a work setting providing services for people who require health or care support.</p> <p>Employability: Learners understand the importance of making arrangements to get to their placement on time and attend an interview and induction. They can take responsibility, problem-solve where needed and complete work-related documents.</p>
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Session 3: Preparing for work placement practice 2 – deliver before work placement starts

Suggested Teaching Time: 3 hours

Learning Outcome: 3 – Prepare for work practice placement

Topic 3.2 Preparing for work practice placement – this session could be delivered by staff specialising in employability skills, or by an employer familiar with recruiting staff into a care or health setting. It is recognised that part of this session may need to be supported by tutorial work.

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to complete and print out a CV to bring to their mock interview, and watch 'preparing for interview' videos online (see links in Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to attend a ten-minute mock interview to prepare them for their placement interview. (Interviews could be conducted by various staff members and/or employers so that all learners can be given this opportunity.) 2. Learners to reflect on the feedback they have received from their mock interviews and pair and share comments. 3. Learners to meet as a whole group at the end of the session to reflect on key learning from the mock interviews.. 4. Learners to discuss in small groups the importance of timekeeping; dress code; ability to present themselves and answer interview questions. <p>Challenge focus: Learners could form part of the interview panel and contribute to feedback on each other's performance.</p> <p>Independent learning: Learners will attend the placement interview, and amend their CVs following tutorial support.</p>	<p>Resources:</p> <ul style="list-style-type: none"> • Paper, digital or interactive resources • Interviews may be filmed on smartphones/iPads • https://www.barclayslifeskills.com/key-skills/writing-your-cv/lifeskills-cv-builder/ • http://career-advice.monster.co.uk/job-interview/preparing-for-job 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners are able to express themselves verbally at interview and create a comprehensive CV. Learners can read and select information for relevance; write coherently and accurately; speak and listen in group discussions

Maths: Learners can quantify their qualifications and experience and present them in numerical order.

ICT: Learners can use computers to complete an online CV and to search and select information as needed.

British values: Learners understand how to present themselves in a formal interview (include addressing professional staff from a work setting). Learners develop confidence and self-esteem.

Employability: Learners have experience of completing a CV and attending an interview. Learners can communicate confidently, listen and accept feedback.

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Session 4: What to expect when starting a work practice placement. (This session could be delivered by an employer familiar with recruiting staff into a Care or Health setting and supporting new staff with the Care Certificate).

Suggested Teaching Time: 3 hours (deliver before placement starts)

Learning Outcome: 3 – Prepare for work practice placement

Topic 3.3 Starting work practice placement

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to complete an induction in the work setting.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to discuss work placement inductions in small groups, followed by whole group discussion to address any issues raised. Learners to take part in small group discussion on how to be an effective part of a team. Learners will share information on the types of roles in their placement team. Learners to take part in whole group discussion on what skills learners will need to develop to contribute to team working, and make notes on their own personal skills to discuss with their mentors. Learners to role-play scenarios in small groups to explore how to manage difficult situations when working in a team (tutor to devise scenarios). <p>Challenge focus: Learners could research Belbin team roles (see link in Resources column).</p> <p>Independent learning: Learners will have the opportunity to reflect on their career aspirations and mind-map the way to achieving these. Learners will confirm arrangements with their supervisor/mentor for regular supervision meetings. Learners will confirm any mandatory training they will be required to attend in their placements by discussing with their mentor and recording it in their placement worksheet as an objective.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Handouts (student teams to devise) <p>Resources:</p> <ul style="list-style-type: none"> www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx http://www.belbin.com/about/belbin-team-roles/ Paper, digital or interactive resources For mind mapping: www.mindtools.com 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners can read and use information to complete a worksheet. Learners can read and select information for relevance; write coherently and accurately; speak and listen in group discussions.

Maths: Learners can represent information on a chart.

ICT: Learners can use computers to find out about the Care Certificate from the Skills for Care website. Learners can use computers to bring together information and plan solutions, search and select information as needed.

British values: Learners understand how teams work effectively and their own responsibilities toward a duty of care. Learners show respect for institutions and services.

Employability: Learners understand their role within a team and know how to seek advice, problem-solve and think creatively, listening to employers to gain information.

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Session 5: Introducing personal and professional development. This session could be delivered by employers familiar with supervising new staff in a care or health setting.

Suggested Teaching Time: 3 hours

Learning Outcome: 5 – Plan and review for personal and professional development

Topic 5.1 Personal development plan

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning Learners to reflect on their career aspirations and mind-map the way to achieving these (see link in Resources column). Learners to find out what is meant by the terms ‘continuous professional development’ and ‘personal development planning’.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to discuss their pre-learning activity and confirm understanding of continuous professional development and personal development planning. Learners to discuss the requirements for care and health organisations to provide their staff with opportunities for supervision. Learners to complete a simple SWOT analysis on their current strengths and weaknesses in relation to their role in the placement. Learners to understand the terminology used for setting SMART objectives to extend understanding of terms and provide own examples – these could then be transferred into the placement workbook at a suitable time agreed with the tutor. Learners to work in small groups to discuss their short- and long-term goals and transfer these into their workbook (pages 6 and 7). These should include both personal and professional goals. Learners to identify different types of opportunities for formal and informal training during their placement. 	<p>Materials:</p> <ul style="list-style-type: none"> Placement workbook (page 31 on personal development plan) <p>Resources:</p> <ul style="list-style-type: none"> https://www.mindtools.com/pages/article/newISS_01.htm Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

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Key learning activity/approach	Suggested materials and resources	Skills check
<p>Challenge focus: Learners can identify their long-term career goals and research job roles and expected salary.</p> <p>Independent learning: Learners to share their SMART objectives at their first meeting with their mentor/supervisor, and agree any informal or informal learning opportunities to achieve these targets and complete worksheets not completed in the session.</p>		

Opportunities to develop maths, English, ICT and wider skills:

<p>English: Learners can formulate SMART targets and critically analyse each other's work to enable refinement of these for their PDP. Learners can read and select information for relevance; write coherently and accurately; speak and listen in group discussions.</p> <p>Maths: Learners can review plans in a linear way.</p> <p>ICT: Learners can research requirements for their chosen career path and associated monetary salaries. Learners can use computers to bring together information and plan solutions, search and select information as needed.</p>	<p>British values: Learners can provide feedback to others in a manner that respects their choices. Learners can take responsibility for their own behaviour.</p> <p>Employability: Learners are informed about career choices, and can negotiate and explain. They can communicate confidently with their mentor, and plan and organise their own work.</p>
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Unit 302 Sample scheme of learning

Session 6: Understanding core care values – this session could be delivered by employers familiar with implementing the care certificate and/or inducting and supervising new staff in a care or health setting.

Suggested Teaching Time: 3 hours

Learning Outcome: 2 – Understand values, principles and behaviours in health and care practice

Topic 2.1 Values and ethics underpinning excellence in health and care practice

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research the definition of ‘ethical codes and values’. Learners should consider influences on the development of their own values and ethical codes.</p> <p>Active learning:</p> <ol style="list-style-type: none"> In groups, learners to discuss the information on care values (6Cs) from Skills for Care (see link in Resources column). Learners to discuss the core care behaviours from placement workbook (page 5) accepted as best practice for health and care work. In two groups, learners to watch one of the video clips (see links in Resources column) and identify values and behaviours not being demonstrated. Each group will use the videos to illustrate the above to the other group. <p>Challenge focus: Learners could read the Skills for Care code of conduct and make their own notes.</p> <p>Independent learning: Learners to research and write their own notes on the code of conduct for HC support workers and adult social care workers in England 2013.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Placement workbook <p>Resources:</p> <ul style="list-style-type: none"> http://www.skillsforcare.org.uk/Documents/Standards-legislation/6Cs/6Cs-in-social-care-guide.pdf https://www.youtube.com/watch?v=N5hHBT0-yY and https://www.youtube.com/watch?v=Uh-vJXX53_Y https://www.youtube.com/watch?v=kpSmOOvnBA4 http://www.skillsforcare.org.uk/Documents/Standards-legislation/Code-of-Conduct/Code-of-Conduct.pdf Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners can discuss and formulate their own values and can critically analyse their own thinking. Learners can read and select information for relevance; write coherently and accurately; speak and listen in group discussions.

ICT: Learners can use computers to understand the importance of PREVENT. Learners can use computers to bring together information, plan solutions, search and select information as needed.

British values: Learners understand key British values and the components of citizenship. Learners can take responsibility for their own behaviour and understand how they contribute to the wellbeing of others.

Employability: Learners understand the importance of developing professional values for health and care work. They understand the impact of pressures at work; they have experience of situations in which they have to make decisions.

Unit 302 Sample scheme of learning

Session 7: Legislation and its impact on health and care settings**Suggested Teaching Time:** 3 hours**Learning Outcome:** 1 – Understand current legislative requirements in health and care practice**Topic 1.1** Legislation impacting on care practice**Topic 1.2** Implications of organisational policies and procedures

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to research and write their own notes on the code of conduct for HC support workers and adult social care workers in England 2013.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to using the resource on the Care Act 2014, and work in small groups to complete a worksheet on legislation to be devised by the tutor (see links in Resources column for ideas). Learners to research the Care Certificate standards from the Skills For Care website (see link in Resources column). Learners to work in four groups, with each group researching and presenting feedback to the wider group on one of the following: Children and Families Act 2014; Early Years Foundation Stage 2014; Every Child Matters 2003; Ofsted. Learners to work in three groups to research and present feedback to the wider group on one of the following: the Nurses Act 2011; NMC; principles of residential social care. <p>Challenge focus: Learners could research Ofsted's responsibilities as a regulatory body.</p> <p>Independent learning: Learners to find out about good practice guides relating to their work placement.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Paper, digital or interactive resources http://www.scie.or.uk/Care Act2014 www.skillsforcare.org.uk/Standards/Care-Certificate/Care-Certificate.aspx 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners can discuss and formulate their own understanding of core behaviours. Learners can read and select information for relevance; write coherently and accurately; speak and listen in group discussions.

ICT: Learners can use computers to understand the importance of PREVENT. Learners can use computers to bring together information, plan solutions, search and select information as needed.

British values: Learners understand key core behaviours which support British values in health and care work. Learners can take responsibility for their own behaviour and understand how they contribute to the wellbeing of others.

Employability: Learners understand the importance of developing behaviours for health and care work as part of the expected job role. They understand the impact of pressures at work; they have experience of situations in which they have to make decisions.

Session 8: The reflective practitioner 1

Suggested Teaching Time: 3 hours

Learning Outcome: 4 – Reflect on and review practice

Topic 4.1 Understanding reflective practice

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to read 'Reflective practice in nursing' article (see link in Resources column).</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to confirm understanding of the terms 'reflection', the reflective cycle and 'reflective practitioner'. In pairs, learners to discuss how they use reflection in their normal day-to-day lives (ie in relationships, decisions made). In groups, learners to discuss how reflective models can be used to structure reflective practice (see 'Gibbs' reflective cycle' link in Resources column). In two groups, learners to look at two other models for reflection, Johns (2000) and Schon (2000), and the differences between them (see links in Resources column). <p>Challenge focus: Learners could review different levels of reflective practice and incorporate into their account:</p> <ul style="list-style-type: none"> simple reflection (contemplation without necessarily having a purpose) critical reflection (contemplation with evaluation) critical thinking or critical reasoning (a balance of reasoning and reflection to assess and develop options and plans). <p>Independent learning: Learners to research the term 'critical thinking' and consider how this can impact on reflection. Learners to write a short reflective account in freehand about an activity or event from their personal lives, using learning from the session.</p>	<p>Resources:</p> <ul style="list-style-type: none"> Article: 'Reflective practice in nursing': http://www.nursingtimes.net/home/courses/using-reflective-practice-in-frontline-nursing/5045779.fullarticle Gibbs' reflective cycle: https://www.mindtools.com/pages/article/newstool/reflective-cycle.htm www.afpp.org.uk/filegrab/johnsmodelofreflection.doc?ref=45 http://mycourse.solent.ac.uk/mod/book/view.php?id=2732&chapterid=1113 Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners can use writing skills and show aspects of reflection. Learners can read and select information for relevance and write coherently and accurately. Learners can speak and listen in group discussions.

Maths: Learners understand diagrammatic representation of three theories of reflection.

ICT: Learners can use computers to bring together information and complete the required forms online; plan solutions; search and select information as needed.

British values: Learners appreciate how values are embedded within models of reflection. Learners take responsibility for their own behaviour and understand how they contribute to the wellbeing of others.

Employability: Learners understand the importance of the reflective practitioner.

Session 9: The reflective practitioner 2

Suggested Teaching Time: 3 hours

Learning Outcome: 4 – reflect on and review practice

Topic 4.2 Identifying where improvements can be made

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to identify one activity or an event during their placement days prior to this session which they can use for a structured account. This will be a practice account, and will not form part of the required six accounts for the workbook.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to participate in group discussion on the depth of reflection required for the placement workbook and the process of developing the use of simple reflection into critical reflection, and then into critical thinking or critical reasoning; and how the impact of reflection can be measured in practice. Learners to practise writing an account (tutor could devise handout or worksheet to guide this), and then discuss in small groups whether the requirements have been met. Learners to participate in group discussion to clarify requirements for completing placement workbook. Learners to agree target dates for the completion of these with their tutor. <p>Challenge focus: Learners may wish to extend their reading about reflective practice to include M. Jasper, <i>Beginning Reflective Practice</i> (see Resources column).</p> <p>Independent learning: Learners to complete one of their reflective accounts in the placement workbook and discuss its contents with their mentor.</p>	<p>Materials:</p> <ul style="list-style-type: none"> Placement workbook Handout or worksheet (tutor to devise) <p>Resources:</p> <ul style="list-style-type: none"> Paper, digital or interactive resources Jasper, M., <i>Beginning reflective practice</i> (Nelson Thorne, 2003) 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English: Learners can use writing skills to demonstrate their reflection on practice. Learners can read and select information for relevance; write coherently and accurately; speak and listen in group discussions.

ICT: Learners can use computers to bring together information and complete the required forms online; plan solutions; search and select information as needed.

British values: Learners can extend their understanding of the context of reflection in improving values and behaviours in Health and Care practice. Learners can take responsibility for their own behaviour and understand how they contribute to the wellbeing of others.

Employability: Learners understand the importance of the reflective practitioner.

Session 10: Planning personal and professional development

Suggested Teaching Time: 3 hours. This session could be delivered later in the course and by employers familiar with supervising/appraising staff in a care or health setting and supporting their training and development. This would provide support for learners preparing for their synoptic assessment task of professional discussion. Learners need to be in a position to evaluate their learning from the placement.

Learning Outcome: 5 – Plan and review for personal and professional development

Topic 5.1 Personal development planning 2

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to review work completed in Session 5 and redo the SWOT analysis to see if there are changes to the original document.</p> <p>Active learning:</p> <ol style="list-style-type: none"> Learners to discuss their initial objectives and see what objectives have been met and which are still ongoing. Learners to work in small groups to exchange ideas on how to complete the final questions on page 28 of the placement workbook, with special reference to core values and behaviours. Learners to discuss short- and long-term objectives and career goals to complete the personal development plan on page 31 of the placement workbook. Learners to work in pairs to identify further resources to be able to meet the revised/new goals so that all the sub-topics from Topic 5.1 have been covered. Learners to review their CV and update with any training received from the workplace. <p>Challenge focus: Learners could extend their reading on Personal Development Planning (see link to the Guardian website in Resources column).</p>	<p>Materials:</p> <ul style="list-style-type: none"> Placement workbook <p>Resources:</p> <ul style="list-style-type: none"> Paper, digital or interactive resources www.theguardian.com › Education › Students 	<p>Tutor to facilitate activity of choice and check learning.</p>

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Key learning activity/approach	Suggested materials and resources	Skills check
Independent learning: Learners should ask their mentor to complete a testimony on their overall practice.		

Opportunities to develop maths, English, ICT and wider skills:

<p>English Learners can read and select information for relevance; write coherently and accurately; speak and listen in group discussions,</p> <p>ICT: Learners can use ICT to complete the online SWOT analysis and bring together different types of information.</p>	<p>British values: Learners understand the power of practice underpinning core values and behaviours Learners can take responsibility for their own behaviour.</p> <p>Employability: Learners understand the links between the above and a career in health or care.</p>
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Session 11: Placement workbook completion

Suggested Teaching Time: 3 hours. This session could be delivered later in the course. This would provide support for learners preparing for their synoptic assessment task of professional discussion. Learners need to be in a position to evaluate their learning from the placement.

Learning Outcome: 5 – Plan and review for personal and professional development

Key learning activity/approach	Suggested materials and resources	Skills check
<p>Pre-learning: Learners to ensure their workbook is completed and signed by their mentor.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. Learners to meet with their tutor for an individual appointment to check the completion and sufficiency of the placement workbook. 2. Where needed, learners to agree actions to complete outstanding work. 3. Learners to work in small groups to critically analyse the effectiveness and impact of the placement workbook on their learning and self-development. 4. During time given at the end of this session, learners to reflect on and evaluate what they have learned from this unit and ask any outstanding questions. It is acknowledged that some of the topics covered can have a significant impact on the learner that may need to be addressed outside of the sessions. <p>Challenge focus: More able learners can support their peers with completion of the task.</p> <p>Independent learning: Learners will complete any final work for the placement workbook.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Placement workbook <p>Resources:</p> <ul style="list-style-type: none"> • Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

Opportunities to develop maths, English, ICT and wider skills:

English Learners can read and select information for relevance; write coherently and accurately; speak and listen in group discussions.

ICT: Learners can use ICT to complete the online SWOT analysis and bring together different types of information.

British values: Learners understand the power of practice underpinning core values and behaviours. Learners take responsibility for their own behaviour.

Employability: Learners understand the links between the above and a career in health or care.

Session 12: Preparing for professional discussion

Suggested Teaching Time: 3 hours. This session could be delivered later in the course. This would provide support for learners preparing for their synoptic assessment task of professional discussion. Learners need to be in a position to evaluate their learning from the placement.

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<p>Pre-learning: Learners to complete any final work for the placement workbook, and watch a Smart Screen resource on professional discussion.</p> <p>Active learning:</p> <ol style="list-style-type: none"> 1. In small groups, using the placement workbook, learners to design questions that could be used in the professional discussion assessment. 2. Each group member to ask and also respond to these questions. 3. Group members to experience a taped discussion. 4. Learners to give feedback to each group member on their responses and provide peer support and guidance. <p>Challenge focus: Learners can prepare for their assessment.</p> <p>Independent learning: Learners should have been guided sufficiently so that they can prepare for the professional discussion assessment.</p>	<p>Materials:</p> <ul style="list-style-type: none"> • Placement workbook <p>Resources:</p> <ul style="list-style-type: none"> • Paper, digital or interactive resources 	<p>Tutor to facilitate activity of choice and check learning.</p>

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