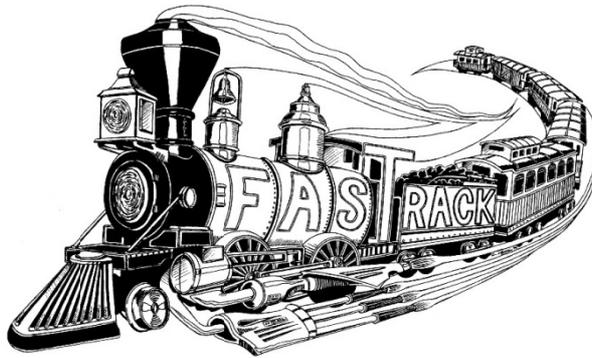




**LEVEL 2 DIPLOMA**  
**IN**  
**HEALTH AND SOCIAL**

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**Candidate Name.....**



## **The Name of the Game is to Train**

### **FOREWARD**

*The Jet Qualification and Credit Framework Modules are designed to Inform, Educate and Probe the Candidates Knowledge and Understanding of the subject matter to confirm their competence on the subject*

This programme module is designed to help the candidate in several ways.

- To aid the understanding of what the criteria is asking for
- To give advice and guidance as to what is required
- To gain definitions to help the candidate understand the wording that underpins the criteria
- To give relevant answers to the specific questioning
- Information has been collected from previous NVQ training which still has validity as specific training needs and is specific to the subject matter.

I wish you well with your training.

John Eaton RMN, RGN, RN (New York) DipRSA D32/33/34/36



## QUALIFICATIONS AND CREDIT FRAMEWORK

### QCF Health and Social

#### *Level 2 Diploma in HSC (adults) Mandatory Group A*

### SHC 22 INTRODUCTION TO PERSONAL DEVELOPMENT IN HEALTH, SOCIAL CARE

Level 2

Credit value 3

Learning outcomes are the black on white overview statements that *'The learner will:'* The Assessment criteria (1.1 et al) is what after the assessment *'The learner can:'*

## 1 UNDERSTAND WHAT IS REQUIRED FOR COMPETENCE IN OWN WORK ROLE

### 1.1 *Describe the duties and responsibilities of own role*

#### CARE WORKER JOB DESCRIPTION

Care-worker reports to: care manager summary of post the role of care worker has many aspects and this document sets out the principal functions of the job. It is not an exhaustive list of the tasks involved, they will vary from one customer to another, but instead it is intended to be a guide to the type of work involved. Job description

It is important that all employees of the company follow the rules and policies and procedures as laid out in the staff handbook and in the 'policies and procedures' book which kept in the office and available for any care worker to use.

The role of the care worker is to perform duties and tasks to facilitate our customers to live at home in a safe secure and comfortable way.

#### **Duties**

It is sometimes difficult to generalise about what the role of a care worker is. The best way of summing it up is that we might perform the tasks carried out by a close friend or relative but in a trained, professional and knowledgeable way.

In order to do this successfully the care worker must be aware of the needs and requirements of the customer and must communicate successfully not only with the customer but also with other stakeholders such as family, friends and other healthcare professionals. The care worker also has a responsibility to alert the supervisor (or their representative) of any changes or causes for concern in the customer's condition.

There will be specific tasks identified for a particular customer. These may include cooking and/or preparing meals and possibly assistance with feeding. Housekeeping and laundry as well as personal care may also be part of the role.

The care worker will be briefed before undertaking any assignment with the specific tasks involved but in every case it is incumbent upon the care worker to carry out the work in a safe and professional way and to adhere to the specific instructions as well as the policies and procedures of the company.

Care workers are frequently the only people that a customer may see on a daily basis and clearly there is a responsibility to report any relevant information back to the supervisor. It is not the role of the care worker to become involved in notifying family, friends or relatives of changes. This will be carried out by the bluebird care admin team, based on the advice received from the care worker. The care worker does not have responsibility for staff. It should be clearly understood that the role requires a great deal, sometimes both in physical and emotional ways, and also carries a weight of responsibility.

Anyone who does not genuinely care about the welfare of other people will not be suitable for this job.

The permanent equipment provided by bluebird care such as uniform, identity badge and any other equipment required to carry out the role, are the responsibility of the care worker as is making sure that consumables such as disposable gloves and aprons are available and not in short supply.

Whilst the supply and upkeep of any equipment such as wheelchairs and hoists are not the responsibility of bluebird care or its employees, it is expected that causes for concern with any of such items would be passed by the care worker to the supervisor.

By its nature domiciliary care requires care workers to travel from place to place. Care workers must therefore have the ability to do this, either by public transport or by their own means.

A thorough training programme is applicable to every member of the bluebird care team. This constitutes both initial and ongoing training and is a requirement of all staff. Every member of staff will be required to apply for, and achieve, a satisfactory criminal records bureau check.

### **Job specification essential**

1. Genuine care for others
2. Good communication skills
3. Ability to understand what the role entails
4. Ability to follow instructions

### **Desirable**

1. Experience in care provision
2. Own transport
3. Flexible availability

### **Key competencies**

1. To be able to attend all customer calls
2. To understand the importance of such calls
3. To be able to cope with emergency and difficult situations
4. To be able to communicate with other people
5. To be able to maintain high standards of care provision

### **Tasks**

(the role may involve some or all of the following. This is not intended as a complete list and is supplied for information only)

- Assist customers to get up, dressing and preparing them for their day
- Washing, bathing, showering, oral care, grooming.

- Toileting, assisting with use of commode, emptying commode.
- Continence management
- Using manual handling equipment as specified.
- Working with other care professionals such as district nurses, gps, etc.
- Assisting with prescribed medication
- Assist customers to go to bed, including undressing and washing
- Preparation of meals and assistance with feeding
- General household duties
- Bed making and laundry
- Shopping and supplies management
- To keep accurate records of care visits.

## 1.2 *Identify standards that influence the way the role is carried out*

### GENERAL SOCIAL CARE COUNCIL - *Code of Practice*

Code of Practice for Social Care Workers and Code of Practice for Employers of Social Care Workers

**September 2004**

Employers of social care workers

#### **Introduction**

This document contains agreed codes of practice for social care workers and employers of social care workers describing the standards of conduct and practice within which they should work. This introduction, which is also reproduced in the Code of Practice for Social Care Workers, is intended to help you understand what the codes are for and what they will mean to you as a social care worker, employer, service user or member of the public.

The General Social Care Council began its work on 1 October 2001, at the same time as the Northern Ireland Social Care Council, the Scottish Social Services Council, and the Care Council for Wales. The Councils have a duty to develop codes of practice and have worked together in developing these codes as part of their contribution to raising standards in social care services.

The two codes for workers and employers are presented together in this document because they are complementary and mirror the joint responsibilities of employers and workers in ensuring high standards.

#### **What are the codes?**

The Code of Practice for Employers of Social Care Workers sets down the responsibilities of employers in the regulation of social care workers. This is the first time that such standards have been set out at national level. The code requires that employers adhere to the standards set out in their code, support social care workers in meeting their code and take appropriate action when workers do not meet expected standards of conduct.

The Code of Practice for Social Care Workers is a list of statements that describe the standards of professional conduct and practice required of social care workers as they go about their daily work. Again, this is the first time that standards have been set in this way at national level, although many employers have similar standards in place at local level. The intention is to confirm the standards required in social care and ensure that workers know what standards of conduct employers, colleagues, service users, carers and the public expect of them.

The codes are intended to reflect existing good practice and it is anticipated that workers and employers will recognise in the codes the shared standards to which they already aspire. The Councils will promote these standards through making the codes widely available.

### **How will the codes be used?**

The codes are a key step in the introduction of a system of regulation for social care in the four countries of the UK. The Councils are responsible for the registration of those working in social care. The register will be a public record that those registered have met the requirements for entry onto the register and have agreed to abide by the standards set out in the Code of Practice for Social Care Workers.

The Councils will take account of the standards set in the Code of Practice for Social Care Workers in considering issues of misconduct and decisions as to whether a registered worker should remain on the register.

### **What will the codes mean to you?**

As a social care worker you will have criteria to guide your practice and be clear about what standards of conduct you are expected to meet. You are encouraged to use the codes to examine your own practice and to look for areas in which you can improve.

As a social care employer you will know what part you are expected to play in the regulation of the workforce and the support of high quality social care. You are encouraged to review your own standards of practice and policies in the light of the standards set in the code.

As a user of services or member of the public the codes will help you understand how a social care worker should behave towards you and how employers should support social care workers to do their jobs well.

## **NATIONAL MINIMUM STANDARDS FOR CARE HOMES FOR OLDER PEOPLE**

This regulation contains a statement of national minimum standards published by the Secretary of State under section 23(1) of the **Care Standards Act 2000** (as amended). The statement is applicable to care homes (as defined by section 3 of that Act) which provide accommodation, together with nursing or personal care, for older people.

This document sets out National Minimum Standards for Care Homes for Older People, which form the basis on which the new Care Quality Commission will determine whether such care homes meet the needs, and secure the welfare and social inclusion, of the people who live there.

The national minimum standards set out in this document are core standards which apply to all care homes providing accommodation and nursing or personal care for older people. The standards apply to homes for which registration as care homes is required.

While broad in scope, these standards acknowledge the unique and complex needs of individuals, and the additional specific knowledge, skills and facilities needed in order for a care home to deliver an individually tailored and comprehensive service. Certain of the standards do not apply to pre-existing homes including local authority homes, "Royal Charter" homes and other homes not previously required to register. The standards do not apply to independent hospitals, hospices, clinics or establishments registered to take patients detained under the Mental Health Act 1983.

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

#### **Article on aging to help formulate a carers view on attitudes to the elderly**

Attitudes to old people in Great Britain, that they are regarded as "stupid, decrepit, feeble, or unusually eccentric, wise or sweet natured, and in any event to be patronised." Such attitudes (as above) pervade the health service and mean that services are based on deep seated stereotypes of what old people are like, rather than what they need or want." The article went on to note that often the elderly are "fobbed off" by health professionals because age alone is responsible for their ills, and that caring for the elderly is low-status work.

Care of the elderly is an unpopular field in most clinical careers, including clinical psychology, medicine and social work. This unpopularity is no less so amongst nurses, and although the elderly were recognised as the most needy, disadvantaged group of patients, there was not a willingness to work in the area.

Generally held negative stereotypes and prejudices reinforce discriminatory practices. Previous Government's and employers' use of discriminatory age limits (now illegal) confirm the stereotypes" and "in effect, age discrimination is the denial of equal opportunity on the basis of incorrect assumptions about abilities and needs. Incorrect assumptions for generalisations about chronological age groups. Any age group can be affected in this way."

Unfortunately our society still tends to hold negative attitudes about ageing and the aged Many care workers think that patients are too old to learn or to understand. Too old to make decisions about care and too old to be responsive to the environment: just too old for care

Others see all elderly people as an increasing burden on society because they are unproductive, increasingly frail, and vulnerable with their decreasing ability to perform activities of daily living, and frequently poor mobility. The health care system has a great emphasis on cure of disease rather than care of the individual.

Cure refers to diagnosis and treatment of disease whereas care refers to the assessments and interventions used to make judgements about the well being of the person." Cure is often implemented by doing things to a patient. Care is fundamentally offered by doing things with the patient. Health workers, and nurses in particular, must ask "what are the basic needs for care that individuals have when the goal of cure can no longer be met?"

Ageism refers to a systematic discrimination toward a group of people based on chronological age (Matteson & McConnell, 1988: 1). Ageism is "a process of systematic stereotyping of and discrimination against people because they are old... Ageism allows the younger generations to see older people as different from themselves, thus they subtly cease to identify with their elders as human beings." (Butler, 1975, cited in Matteson & McConnell, 1988: 482). Matteson and McConnell (1988: 482) point out that ageism decreases social status, and diminishes contact with younger people. It affects the health care of older

people by influencing the attitudes of health care professionals and policy-makers towards the aggressiveness of diagnosis and treatment of the elderly. These attitudes are often based on erroneous assumptions regarding the utility of chronological age as a marker of function or ability to contribute to society. The tragedy of ageism is that it robs society of the fullest contributions of its older members, and it denies people's fulfilment of their potential as human beings throughout the life course.

Elderly people are considered unsuitable for treatment due to their age, or that they suffer from the "normal" problems of ageing. Apparently some of these attitudes and beliefs are reinforced by poor education and poor understanding of the elderly. All health care workers caring for the elderly have a responsibility to confirm their own biases, perceptions, values and beliefs relating to the work that they do.

Cook (1992: 292) asks whether ageism is the devaluation of older persons and the holding of discriminatory attitudes, or whether it is lack of knowledge about older people and the ways in which the elderly population is changing demographically. Stereotyping is an easy trap to fall into, and anyone who has anything to do with the elderly knows that they are a heterogeneous group encompassing every facet of life in a span of about 40 years.

Negative myths and stereotypes are at the heart of age discrimination. Older people are often portrayed as frail, tired, self-pitying, dull, unhappy, intolerant and unproductive, and yet many have been most useful in society and capable of much more but not allowed to develop or contribute their skills and potential.

The media have a great influence on beliefs and attitudes. The media present positive and negative attitudes. They may educate the elderly and community in general, but they may sensationalise a story or present information out of context that may create confusion. "Some information about ageing-related events may be accurate but discouraging: stories that dwell on the burdens associated with ageing and reinforce the myth that all elderly people are dependent. The way elderly people are represented in the media can greatly affect the public's perception of ageing, for example, the specific choice of words used to refer to an older person can convey a strong negative connotation." (WHO, 1989: 77).

Williams (1989: 8) in an address said that "old age is not an ideal state, only the best of possible choices." The role of the older person as seen by the media, may be very demeaning. Williams (1989: 8) asserts that Australians, as a whole, believe that the elderly should live in a limited way, often stripped of possessions, bereft of status symbols, and have no say in the community.

The elderly are the greatest users of the health system, so it is an advantage to provide care, support and assistance in the best possible way, with proper positive attitudes. It is quite normal for many people to live for 20 to 40 years after retirement, so it is essential that they are assisted to have a rich quality of life in the best health possible. This means independence, or near independence will be maintained, and if they are hospitalised, their good health possibly ensures a speedier, stronger recovery. Many elderly people hold distinguished, high profile positions all over the world; many retire and commence a new career, and others certainly develop new interests. They must be encouraged and allowed to develop and contribute their skills and potential, not be squeezed "out of sight, out of mind."

As people age they adjust to their disabilities when necessary, they omit or compromise on some activities, go slower but still participate mentally and physically when they want to or are required to. The elderly have developed, over a lifetime, characteristics that are particular to them. There are some well documented medical and nursing texts describing normal changes with ageing affecting physical appearance, stature, senses (vision, hearing, teeth and smell), appetite and digestion, tactile sensation and skin, sexual activity, and sleep. Most people could tell you some or all the changes, but they may not be right - there are normal changes, but the broad community also assumes some changes are normal when that is not so, there are myths as well.

The elderly are quite capable of absorbing new information and increasingly are participating in further study. Jones (1989: 12) wrote that learning differences are not appreciable until 70 years and over. Some people do not have mental agility, because they do not need it following retirement. Their reaction times are decreased which leads to the assumption of mental slowness. Henderson and Jorm (1986, cited in Jones, 1989: 12) found that Alzheimer's Disease and other dementias affected less than 1.9% of people 65-69 years old and 29% of 85 years and over. Therefore the majority of older people are not affected. Most of the elderly are fit, and mentally and physically healthy. For many it is a time of advantages: to enjoy doing new things, spending time with family and friends, developing new interests, many doing volunteer work. They are not a homogeneous group, as some would like to think, they span 40-50 years, and are from a great variety of backgrounds, cultures and religions.

It is essential for everyone to understand that the elderly are worthwhile; that they are worth treating; that they are people. Treatment may not be as aggressive as for a younger person, and it must be recognised that the elderly are slower, so they need more time and consideration. This is practised in specialist gerontology areas, but the elderly are the majority of patients in many hospitals, so they are in other wards or units as well. Staff in these areas are known to suggest that they be handed to the geriatric team or ward as soon as possible, sometimes for good reasons, but sometimes because they are seen to be "difficult", or not worth any more consideration.

The persistence of negative attitudes perpetuate the myths, which is a tragedy when the majority of elderly people live at home, lead purposeful lives, and often see their contemporaries as old, but not themselves. With the aged population increasing, and the government's financial "cake" decreasing, it means that there will be less money for pensions and other assistance. The negative view of the elderly which has developed probably due to the image of youth and vitality promoted particularly by the media, must change. Old people should feel valued, be respected for their knowledge and experience, and be given opportunities to make choices. Possession of good health is probably the most important element for a meaningful old age, because it induces activity. The elderly must not be seen as a decrepit, debilitated lot, draining the country's resources, but as useful, contributing members of our society.

## **2 BE ABLE TO REFLECT ON OWN WORK ACTIVITIES**

### *2.1 Explain why reflecting on practice is an important way to develop knowledge, skills and practice*

#### **Article on Reflective Practice to enable carers to formulate their answer**

Carers are constantly being encouraged to be reflective practitioners. There are areas which identifies particular areas of reflective practice:

- Describing an experience significant to the learner;
- Identifying personal issues arising from the experience;
- Pinpointing personal intentions;
- Empathising with others in the experience;
- Recognising one's own values and beliefs;
- Linking this experience with previous experiences;
- Creating new options for future behaviour;
- Looking at ways to improve working with patients, families, and staff in order to meet patients' needs.

## **What is reflection?**

Reflection is the examination of personal thoughts and actions. For practitioners this means focusing on how they interact with their colleagues and with the environment to obtain a clearer picture of their own behaviour.

There are two fundamental forms of reflection: reflection-on-action and reflection-in-action. Understanding the differences between these forms of reflection is important. It will assist practitioners in discovering a range of techniques they can use to develop their personal and professional competences.

### **Reflection-on-action**

Reflection-on-action is perhaps the most common form of reflection. It involves carefully re-running in your mind events that have occurred in the past. The aim is to value your strengths and to develop different, more effective ways of acting in the future.

In some of the literature on reflection (Grant and Greene 2001; Revans 1998), there is a focus on identifying negative aspects of personal behaviour with a view to improving professional competence. This would involve making such observations as: 'I could have been more effective if I had acted differently' or 'I realise that I acted in such a way that there was a conflict between my actions and my values'.

While this is an extremely valuable way of approaching professional development, it does, however, ignore the many positive facets of our actions. We argue that people should spend more time celebrating their valuable contributions to the workplace and that they should work towards developing these strengths to become even better professionals. We are not advocating, of course, that they should neglect to work on areas of behaviour that require attention.

### **Reflection-in-action**

Reflection-in-action is the hallmark of the experienced professional. It means examining your own behaviour and that of others while in a situation (Schon, 1995; Schon, 1987). The following skills are involved:

- Being a participant observer in situations that offer learning opportunities;
- Attending to what you see and feel in your current situation, focusing on your responses and making connections with previous experiences;
- Being 'in the experience' and, at the same time, adopting a 'witness' stance as if you were outside it.

For example, you may be attending a ward meeting and contributing fully to what is going on. At the same time, a 'fly-on-the-wall' part of your consciousness is able to observe accurately what is going on in the meeting. Reflection-in-action is something that can be developed with practice. Some techniques are described later.

### **Critical reflection**

Critical reflection is another concept commonly mentioned. It refers to the capacity to uncover our assumptions about ourselves, other people, and the workplace.

We all have personal 'maps' of our world. These develop across our lifetime and our early experience plays a vital role in their development. Like geographical maps, our personal maps help us make sense of our environment but are representations only. Personal experience determines how much of our environment we actually 'see'.

It can be surprising to hear two people's descriptions of the same event. Each may be astonished to hear how the other experienced the situation. Critical reflection involves uncovering some of the assumptions, beliefs and values that underlie the construction of our maps.

### **Why is reflective practice so important?**

Reflective practice is important for everyone - and Carers in particular - for a number of reasons. First, Carers are responsible for providing care to the best of their ability to patients and their families (NMC, 2002; UKCC, 1992). They need to focus on their knowledge, skills and behaviour to ensure that they are able to meet the demands made on them by this commitment.

Second, reflective practice is part of the requirement for Carers constantly to update professional skills. Keeping a portfolio offers considerable opportunity for reflection on ongoing development. Annual reviews enable Carers to identify strengths and areas of opportunity for future development.

Third, Carers should consider the ways in which they interact and communicate with their colleagues. The profession depends on a culture of mutual support. Carers should aim to become self-aware, self-directing and in touch with their environment.

They can only achieve this goal if they make full use of opportunities to gain feedback on their impact on patients, patients' families, their colleagues and the organisation as a whole.

Gaining this feedback involves using complex skills in detecting patterns, making connections, and making appropriate choices.

### **How to be reflective**

You may at times think that you do not have enough time to live your life, let alone reflect on it. Among the many tools that can assist you in the vital skill of reflection, here are a few ideas, tips and activities that will enrich your experience of reflection and will take only a few minutes of your time.

### **Feedback**

Feedback comes from other people in many different forms, both verbal and non-verbal. We receive feedback from others about our behaviour, our skills, our values, the way we relate to others, and about our very identity. It can be argued that we are who we are because of the feedback we receive from others. For this reason, feedback is central to the process of reflection.

One of the key questions in reflection is: 'How do I know that I have accurately perceived what I have seen and what I have heard?' This is a very important issue.

As we all carry our own unique 'map' of the world, we can develop richer maps by directly asking other people how they perceive a particular incident. In other words, we should develop the habit of asking relevant people how they see us. Asking the simple question: 'Can you give me some feedback on what I did?' will provide extremely valuable information. Of course, the person you ask must be someone who can be trusted to give an honest answer and whose opinion you value.

At work, that person may be someone who is more experienced than you, such as a clinical facilitator, and who is able to assist you in reflecting on a particular experience. The clinical supervisor may challenge your thoughts in a supportive and non-threatening manner in order to maximise the learning that can occur. Remember, though, that you do not have to accept the feedback as the 'truth'. But do give it your consideration.

We encourage people to take responsibility for gathering feedback about themselves. Keep asking people - when and where appropriate - how they saw your behaviour. Be as specific as possible. For example, you could say: 'Can you give me some feedback as to how I spoke to that patient?'

When you begin to ask others for feedback do not be surprised if they are slightly hesitant at first. They may give rather bland comments along the lines of: 'I thought you did well, given the circumstances.' When they realise that you are likely to ask them for feedback at appropriate times they will be more able and prepared to give richer information. Requests for feedback can have interesting ramifications. For example, other people may begin to ask you for feedback.

You may wish to ask for feedback from more than one person who has participated in the same experience. In this way, you obtain a variety of perspectives on your behaviour. These perspectives may differ and may occasionally contradict each other. This is not really problematic because, as we said above, each of us carries our own map of the world and we may be aware of different issues arising from the same situation.

### **What have I learnt?**

Another invaluable approach to reflection is to ask yourself regularly: 'What have I learnt today?' This is a positive approach to processing information, and can be a constructive way of dealing with an event that may have been upsetting. Incidentally, you can also say to other people whom you know well: 'What have you learnt today?' This should be done sensitively and at the right time and in the right circumstances. It is particularly useful if the other person is in the process of developing new skills and knowledge. As with asking a person for the first time to give you some feedback, the other person may be taken aback by being asked this question. We rely on each other to tell us what we have learnt and how well - it is part of our culture and education system. It is another way in which we can work together with others to develop our reflective skills.

### **Valuing personal strengths**

The literature on reflection often focuses on an individual or group identifying weaknesses and using reflection to address 'areas of opportunity', as managers sometimes call them (Grant and Greene, 2001; Revans, 1998). While we do not deny that it is important to look at ways of improving our effectiveness, we should never overlook our many positive accomplishments (Buckingham and Clifton, 2001). Take time regularly therefore to review the many satisfying things that you have achieved in the recent past. This is not a question of wallowing in self-congratulation but a way of celebrating the positive contributions you make to the workplace. When you identify something that you wish to change for the better, at the same time think of five positive things you have achieved in the past 24 hours.

### **Viewing experiences objectively**

To obtain as objective a picture as possible of yourself, your actions and your colleagues, try the following exercise. Recall an incident from the recent past, one which involved you and another person or other people. Now imagine yourself at the theatre. On the stage are the players in the scene in which you were involved. Look as carefully as you can at what you are doing and saying and at what the other person is doing and saying. Watch the interaction between you and the other person, and watch the role you are playing. Do you notice anything different from this perspective and, if so, what? How does this affect you now?

Practising this way of looking back on an experience can help you develop reflection-in-action skills. Being a participant observer of your own experience is a sophisticated skill and can enable you to process the underlying elements of a personal experience.

## **Empathy**

A useful way of reflecting on an interaction, possibly one that has involved you in conflict of some kind, is to adopt an empathic position to try to see, hear and feel what the other person may have experienced. Try another exercise. You are Anna and you have had a disagreement with a colleague, Rachael. Mentally step into the shoes of the other person and say out loud or in your head something along the lines of: 'I am Rachael. I don't like the way Anna treats me. My feelings are... My thoughts are... I think Anna's feelings are... I think Anna's thoughts are...'. This can be a rather strange but potentially enlightening exercise. It can add new perspectives to the analysis of your experience.

## **Keeping a journal**

Keep a private journal to log your reflections. You may wish to choose a book with unlined pages so that you can record your thoughts in a variety of forms - drawings, notes, pictures that connect with your thoughts and feelings. Use a variety of writing instruments - coloured pens, pencils, crayons, and highlighter pens.

There are many ways to record your thoughts, feelings and future plans. For example, after work you could write in your journal one adjective describing your day (remember to record the date). Then, underneath it, write one adjective describing how you want the next day to be. The following day, compare what happened in the light of what you wanted to happen. If things happened in the way in which you wanted, how did you achieve your wish? If not, why not?

Another way of recording your thoughts is to give a brief description of the best things and the worst things that happened during the day. Write a 'win' list of everything that went right. This will give you a fascinating record of your high and low points across time. You could also try writing a few words in response to stimulus questions, some examples of which are shown in Box 1.

Look at what you write immediately after putting pen to paper, and a few days later review what you wrote. Ask yourself the following questions: What comes over me when I do this review? What can I learn from this? Do I see any patterns in my day-to-day experience? Do I see patterns across time? Write spontaneously, and write quickly so that you are not planning what comes next. Write honestly. This will allow you to be open about what you really think and what you really believe. Do not worry about being logical and orderly in your reflections. It can be very enlightening to write down your thoughts in an uncensored manner - after all, no one else is going to read your journal unless you want them to.

The very act of writing things down is important. Writing can be cathartic and can help you to put your thoughts in some order of priority. It can, however, be frightening at times. Do not censor yourself. You are reflecting for yourself, not for a teacher who might criticise your writing (our past experiences of the education system can have a negative effect on writing in this way. We may feel that we have to write in sentences, that we must spell correctly, and that our thoughts must be organised in a logical way).

You can also use drawings and cut out pictures that represent your experience. You might find it easier to speak your thoughts aloud and record them. It can be very enlightening to listen to these spoken thoughts some time in the future.

## **Exploring the images**

If you write freely you are very likely to contradict yourself. This is natural. Value contradictions. What you may uncover is that you sometimes act in a way that differs from the way you think you 'ought' to behave. Diary entries reflect the complexity of our personalities.

But where exactly do you begin? There is a range of possibilities to choose from. You may want to begin with an expression of the present moment. This may be in the form of an image, a description of events, or a feeling. Your image may take the form of a simile, for example: 'I feel as though I'm in the middle of a battle'. Exploring this image can help you to understand how you came to be where you are at the present moment.

Diary entries can be very enlightening when re-read at a later date. You can see how you have developed since you wrote the words. By looking back at how you viewed your world you may see that your interpretation of events limited the options you had at the time. You may be able to identify how limiting beliefs served you poorly. This element of critical reflection is regarded as a vital component of being a reflective practitioner.

### **What do you do with all this material?**

Your next task is to make connections. Having written, drawn or tape-recorded your thoughts and feelings over a period of time, which could be a few days, a few weeks or even months, try and see if there are any emerging patterns. Give a name to the patterns and see if there is a connection between any of them. What do the patterns and connections mean to you? Which ones are you proud of? Do any of them worry you? If they do, how can you manage these concerns? What can you do to build on the positive patterns and connections?

### **Planning for the future**

Planning future actions is part of the learning and reflective process. Having made connections, identified patterns and made sense of reflections, you are likely to be able to plan and implement changes for the future. However, do not be over-ambitious.

Planning and carrying out a small change in your behaviour can be extremely effective in several ways. First, making small changes may take less effort and courage than making big changes.

Second, if your change in behaviour does not have the desired effect, you have a further choice - you can abandon the plan or increase the amount of time and effort you are prepared to invest.

If you finally decide to abandon your plan, you will not have wasted time or energy. On the other hand, it is often the case that a small change can have a huge impact. Persevere with your plans until you see whether or not they are having an effect.

### **Creating your own future**

A vital part of the reflective process is to plan for changes in your behaviour. One way to tackle this is to adopt the creative thinking strategy devised by Walt Disney. He had three stages to his strategy, based on different characters, each of which surfaced at appropriate points in the process of creating new projects. These three characters were:

- The Dreamer. This character looks towards ideas for the future. The main focus is on how the imagined future feels and looks. In this phase, people say: 'I wish... What if...? Just imagine if...'

- The Realist. This character is action-oriented, looking at how the dream can be turned into a practical, workable plan or project given the existing constraints and realities. The realist weighs up all the possibilities, asking: 'How can I...? Have I enough time to...?'

- The Critic. This character is very logical and looks for the whys and why nots to a given situation. The critic evaluates the plan, looking for potential problems and missing links, and says: 'That's not going to work because... What happens when...?'

Effective planning of personal learning requires a synthesis of these different processes. The dreamer is needed in order to form new ideas and goals. The realist is necessary as a means of transforming these ideas into concrete expressions. The critic is necessary as a filter for refining ideas and avoiding possible problems

## Conclusion

The few practical approaches and techniques for reflective practice that have been discussed are far from being a complete guide to the process of reflection. Much depends on factors such as motivation, time, career commitment and commitment to patients and their families.

When you have identified the goals of your development, you will have a focus for reflection and subsequent actions. Working on personal and professional development need not be a chore if you have access to varied and informative techniques

## 2.2 *Assess how well own knowledge, skills and understanding meet standards*

*My knowledge, skills and understanding are developed for the standards in my work by understanding the following:*

### Personal Skills

- **Personal Organisation & Time Management** involves managing several tasks at once, being able to set priorities and to allocate time efficiently in order to meet deadlines. This skill area involves formulating personal choices and goals based on self-assessment and career research. Self-assessment also entails accurately presenting skills, knowledge, experience and other factors that affect employability.
- **Responsibility** is the ability to recognize and anticipate the impact of self-confidence, self-direction, and self-management on effectiveness in the workplace. It includes behaving appropriately within prescribed standards and conditions; accepting personal responsibility for actions, decisions, and progress; and evaluating and acting upon constructive feedback.
- **Adaptability & Learning** is the ability to respond to change and uncertainty (e.g., labour market trends, economic cycles, global competition, emerging technologies, environmental issues, shifting demographics, personal transitions) in a positive and productive manner. This skill involves adapting to new situations and demands by applying and updating knowledge and skills plus the ability to gain knowledge from every-day experiences and to keep up-to-date on new developments. Adaptability also pertains to the ability to develop a plan for work searches that may include researching organizations, establishing employment networks, and identifying community contacts.
- **Problem-Solving** consists of identifying and defining problems, gathering data related to the problem, generating and prioritizing a set of alternative solutions, and selecting and implementing the best alternative. Problem-Solving involves the ability to ask the right questions, sort out the many facets of a problem, and contribute ideas as well as answers regarding the problem.
- **Resource Management** is the ability to identify and use resources effectively in order to plan for, and to attain, personal and work-related goals. This involves working within time constraints to meet deadlines, employing appropriate learning strategies, utilizing the expertise of others when appropriate, utilizing budgeting skills that meet day-to-day requirements, and identifying signs of stress and applying strategies to manage stressors.

## Communicating

- **Reading** is a fundamental skill; a key aspect of literacy, along with Writing and Speaking. Reading effectively involves comprehending and summarizing text by distinguishing between main and subordinate points; analyzing subtleties and nuances of written and graphic texts; and restating accurately what has been read, while maintaining the original meaning and emphasis. **Writing** is the ability to produce clear, concise, correct, and coherent written text to suit the intended audience and purpose. Writing involves organizing the message according to the purpose; selecting only that content necessary to convey the message; employing style, tone, and vocabulary appropriate to the message; and controlling conventions of grammar, spelling, and punctuation. Professional writing requires the effective transfer of written information, either formally (e.g. reports, business correspondence) or informally (e.g. memos, notes). **Speaking** proficiently means presenting information verbally to others, either one-to-one or in groups. It is the ability to deliver clear, concise, correct, and coherent spoken messages to suit the audience and purpose. Speaking effectively involves using vocabulary, style, and delivery strategies, including non-verbal cues; controlling conventions of standard spoken English, and recognizing appropriate prompts to determine how the message is being received. **listening** complements speaking. Listening is the ability to interpret and restate accurately, or summarize spoken messages by; following instructions, asking appropriate questions to clarify meaning, controlling internal and external elements that may cause interference, and recognizing and responding to non-verbal cues. This skill involves being attentive when others are speaking, and responding effectively to others' comments during a conversation.
- **Communicating through Evolving Media** is the ability to research and/or communicate ideas by selecting from available media (e.g., formal letter, memo, e-mail, fax, and voice message) the most suitable for the message, audience, and purpose. It also involves manipulating non-linear (i.e., multi-layered) aspects of the media to create messages. The key to communicating is delivering the message clearly and accurately.

## Mathematics & Computing

- **Mathematical** generic skills are those with the immediate and important applications that enable us to deal with everyday situations, understand public issues, and solve quantitative problems. At a minimum this will include using arithmetic to perform financial calculations, comprehend arithmetic operations used in news items and documents, and understand the use of ratios, rates, proportions, and percentages. Mathematical skills also include applying geometry through the understanding of two- and three- dimensional space and calculating the areas and volumes of common geometric shapes. Basic algebra to quantify simple problems is also an asset. Basic statistical principles to interpret data, create tables and graphs, and calculate descriptive statistics, such as the mean and standard deviation, are also important. .
- **Computer Applications** skills enable us to use computers comfortably and productively. Computers are evolving tools that can be used for a variety of purposes. Computing is changing rapidly and students need to know how to use the latest applications. Students must be familiar with the role of computers in technology, business, and everyday life plus the use of computerized instructional programs that are used in education and training. An important aspect of this skill is the ability to discriminate among various types of electronic resources for research, analysis, graphics, and process control.

## Teamwork & Leadership

- **Teamwork & Interpersonal** incorporates the ability to work effectively in groups or teams to achieve desired goals and outcomes by recognizing people's diversity and individual differences. This skill area incorporates accepting responsibility for individual behaviour during group work, planning and making decisions with others and supporting the outcomes, and leading when appropriate. Interpersonal skills involve working well with others (superiors, subordinates and peers), understanding their needs, and being sympathetic with them.
- **Leadership & Assertiveness** involves the ability to give direction and guidance to others and to delegate work tasks to peers and subordinates in a manner which proves to be effective, and motivates others to do their best. Assertiveness focuses on individual self-expression conducted in a confident, non-threatening manner in order to advance personal or group goals. Included in this area is the ability to evaluate the behaviour of others and to provide constructive feedback.
- **Conflict Management** is the ability to resolve differing and/or opposing ideas and points of view among people by identifying the different types of conflict, the sources of the conflict, and how the conflict affects interpersonal relationships. It also involves initiating conflict appropriately as well as managing conflict using effective listening, negotiating, collaborating, and problem-solving skills to overcome disharmony.
- **Decision-Making** involves making timely decisions on the basis of a thorough assessment of the short- and long-term effects of decisions, recognizing the political and ethical implications, and being able to identify those who will be affected by the decisions made.

## Thinking Skills

- **Research** is the ability to understand and perform research by identifying the nature of the information required; investigating sources of information, including people, texts, databases, and the Internet; organizing the information by employing a variety of techniques such as, spreadsheets, graphs, tables, and charts; and examining the information to select the most relevant, important, and useful.
- **Critical Thinking** involves identifying the premises, conclusions, and reasoning used to justify claims and evaluating the validity and soundness of arguments, based on qualitative and quantitative information, in order to accept, challenge, or defend claims or findings.
- **Responsible Risk-Taking** involves taking reasonable job-related risks by recognizing alternative or different ways of meeting objectives, while at the same time recognizing the potential negative outcomes and monitoring the progress toward the set objectives.
- **Creative Thinking & Visioning** encompasses using idea-generating strategies to create new ideas, concepts, products, and systems and the ability to adapt to situations of change, at times it involves the ability to initiate change, and provide "novel" solutions to problems. Creativity also involves the ability to reconceptualize roles in response to changing demands related to an organization's success. Visioning is the ability to conceptualize the future of an organization and to provide innovative paths for the organization to follow.
- Attainment of this objective is probably best realized by appropriate consideration of moral issues in context, as they arise in the course of study. In this way, a moral perspective may be shown to be inherently important to study of a body of material, and not merely something supplementary to it (guidelines for conducting ethical discussion in the classroom have been written by the Ethics Research Group in the Department of Philosophy, at the University of Guelph).

- Scope for demonstration of moral maturity can be provided in seminars and other assignments, if problems in the moral issues associated with a subject are set for consideration alongside problems in content and process.
- **Aesthetic Maturity** may be described as a quality of the critical response to some object, natural or artificial, external to the self. Or it may be a process of creation and development of the self. In the former case, aesthetic maturity may be attained by a sufficient exposure, not necessarily in courses alone, to works of art (inclusive of music, literature, and drama) and to the critical traditions concerning them. Such maturity may also be directed at aesthetic valuing of features of the natural environment.
- In the latter case, attainment of the quality will require an active involvement in the work of creation itself. A different order of aesthetic maturity may be attained by practice of that form of manipulation and recreation of the original object known as criticism (as distinct from appreciation).
- Viewed this way, aesthetic maturity has a certain resemblance to both independence of thought and depth of understanding, in requiring an active creativity.
- Aesthetic maturity need not be divorced from the specific character of individual disciplines. By possession and exercise of aesthetic maturity, students may be brought to appreciate the order, elegance, and harmony not only of the subject matter, but also of the procedures, of the discipline

### *2.3 Demonstrate the ability to reflect on work activities*

In a profession as challenging as caring, honest self-reflection is key. That means that we must regularly examine what has worked and what hasn't in the home, despite how painful it can sometimes be to look in the mirror.

Then take your answers and turn them into positive, resolute statements that give you concrete goals on which to focus immediately. Be honest, work hard, and watch your caring transform for the better!

#### **Ask Yourself These Tough Questions - And Be Honest!**

- Where did I fail as a carer in the past? Where did I succeed?
- What is my top caring goal for the coming year?
- What can I do to make my caring more fun while adding to my learning and enjoyment?
- What can I do to be more proactive in my professional development?
- What resentments do I need to resolve in order to move forward more optimistically and with a fresh mind?
- What types of issues do I tend to ignore or do I need to spend more time serving?
- Which work routines am I only continuing to perform out of habit or laziness?
- Am I being a cooperative member of my team?
- Are there any aspects of the profession that I am ignoring out of fear of change or lack of knowledge? (i.e. technology)
- How can I increase valuable colleague involvement?
- Have I done enough to foster a productive relationship with my manager?
- Do I still enjoy caring? If not, what can I do to increase my enjoyment in my chosen profession?
- Do I bring additional stress upon myself? If so, how can I decrease or eliminate it.
- How have my beliefs about the caring profession changed over the years?
- What minor and/or major changes can I make to my personal development in order to directly increase my skills and learning?

## What Happens If You Refuse To Self-Reflect

Put earnest effort and pure intention into self-reflection. You don't want to be one of those stagnant carers that drably presents the same ineffective and outdated lessons year after year.

The unexamined caring career can lead to becoming just a glorified babysitter, stuck in a rut and no longer enjoying your job! Times change, perspectives change, and you must change in order to adapt and remain relevant in the ever-changing world of education.

Often it's difficult to get motivated to change when you have tenure and "can't be fired" but that's precisely why you must undertake this effort on your own. Think about it while you're driving or doing the dishes. It doesn't matter where you self-reflect, only that you do it earnestly and energetically.

### 3 BE ABLE TO AGREE A PERSONAL DEVELOPMENT PLAN

#### 3.1 Identify sources of support for own learning and development

The support for my learning and development includes:

- Legal requirements
- CQC Inspectors
- Assessor
- Trainers
- Manager
- Team
- Mentor
- Colleagues
- Senior staff
- Other Professionals
- Books
- DVDs
- Magazines
- Internet#
- Courses
- Training Sessions
- Supervision and Appraisal

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

The manager with direct responsibility for the member of staff must refer to this advice in relation to discussions with the employee in question, and draw on advice from the appropriate adviser

This advice is intended to provide a **framework** for those discussions, and a template has been provided for the PDP. This can be adapted to suit particular circumstances, as long as the purpose of drawing up the PDP is adhered to.

##### 1. Purpose of the PDP

The Personal Development Plan should help the employee, where necessary, to enhance existing skills or knowledge, and/or develop new skills or areas of expertise, so that the employee can effectively fulfil

a) an existing role but where the responsibilities increased to a level that merits regrading to a higher grade or b) an alternative role at a grade equivalent to the employee's previous grade.

The PDP provides a framework for:

- prioritising development support in relation to a) and/or b)
- planning the related activities in an appropriate sequence and within appropriate timescales
- monitoring progress within those timescales
- evaluating outcomes in terms of skills, knowledge or expertise.

## 2. Process of developing and agreeing the PDP

- Once the new grade for the job is known, then, the job should be reviewed and where appropriate to the needs of the School/Support Department and the abilities of the member of staff, all reasonable efforts should be made to increase the responsibilities of the job to a level that merits regrading to a higher grade.
- This review should be completed within six months of notification of the new grade (or, by mutual agreement, after the outcome of the appeal process) including, where appropriate, the identification of the timescale for any changes to the job. More detailed guidance on the timetable is included in Annex 1.
- If the review concludes that the job cannot be grown to match a higher grade, all reasonable efforts should be made to seek an alternative job for the employee at a grade equivalent to the previous grade
- In each case – extending the job or identifying an alternative job – the manager and employee will take part discussions as necessary to agree a PDP that meets any training and development needs.
- In discussing the PDP the manager and employee should seek advice from their HR adviser as appropriate, for example to look at the range of development options available to address a specific need.
- Where the employee is a member of a recognised trade union, the trade union will be available to offer him/her additional advice and development support.
- The outcome of the various discussions will be an agreed PDP, usually for an initial 12 month period, signed off by the line manager and employee, and lodged in the employee's HR file within the School or Support Department.
- The employee will also retain a copy of the signed off PDP.
- The PDP will include agreed timescales for the various development activities, and for regular reviews of progress e.g. at six monthly intervals, and a note of progress should be lodged in the HR file and a copy retained by the employee and the line manager.

## 3. Responsibilities in this process

- The **manager** is responsible for identifying the options available, discussing these with the employee, progressing the discussions with the employee on the content of the PDP, and for ensuring that the PDP and later progress notes are maintained in the HR file.
- The **employee** is responsible for contributing to those discussions, and progressing the agreed actions.
- The **HR adviser** is responsible for ensuring that both parties are aware of the process involved, and their various responsibilities, and for providing professional guidance.

- **Both the manager and the employee** are responsible for identifying any need for additional advice that may be useful to the discussions, from the appropriate HR adviser or, in the case of employees who are trade union members, also from their trade union representative.

#### 4. **Signing off the PDP**

- The PDP must be signed off by the **manager** and the **employee**, on the basis that both parties are prepared to support the agreed actions, and to review progress regularly.
- A relevant **HR adviser** must also be involved in the signing off of the PDP.

#### 5. **Review of progress**

- The PDP must be regularly reviewed, and this should be done at roughly **6 monthly intervals** in the first instance, although more regular reviews may be helpful in some situations.
- A brief note of progress should be made when a review discussion takes place.

#### 6. **Seeking additional advice**

There may be occasions when additional advice needs to be sought, for example if a particular development activity does not take place as planned, or it does not match the skill level specified in the PDP, or where specialist input is needed. The regular reviews may also highlight the need for a revision of the PDP in the light of ongoing experience. In these cases the manager should seek advice from the appropriate HR adviser.

### **Support and Development**

- Where appropriate to the needs of the School/Support Department and the abilities of the employee, all reasonable efforts will be made to increase the responsibilities of the job to a level that merits regrading to a higher grade. This solution may end the need for pay protection. A decision will be taken on whether the job is likely to be able to be grown or not within six months of the employee knowing the new grade. (This may be deferred until up to six months after the outcome of any appeal is known, by mutual agreement.)
- If a) is not likely to be possible, the University will make all reasonable efforts to seek an appropriate alternative job for the employee at a grade equivalent to the previous grade. Likewise, the employee is expected to make all reasonable efforts to find such a job from those advertised by the University, to apply for and to accept the job, if offered. This may end the need for pay protection. If, however, an employee is offered a suitable, higher graded, job and declines it, pay protection will normally end.

In order to help find an alternative job, such employees will be guaranteed consideration if they apply for and meet the essential criteria for an internal

- In addition, both the employee and his/her manager will make every effort to meet the criteria for a contribution point(s) and will apply, where eligible. Where successful, the award of one or more contribution points may reduce or end the need for pay protection.
- In support of a), b) and c) above, the manager and the employee will seek to agree a personal development plan to meet any training and development needs, with advice from their HR adviser as appropriate. This will be organised as follows:
  - The manager and the employee will meet to discuss personal development normally within one month and no later than three months after the new grade is known. This may be deferred until the

outcome of any appeal is known by mutual agreement. The employee may be accompanied at this meeting by a work colleague or trade union representative for advice and support if they wish. On request of either manager or employee, an HR adviser may also be involved in the discussion.

- An initial personal development plan should be in place normally within three months and no later than six months from knowing the new grade. This plan should be written by the relevant manager, with HR support where required, and signed-off by the manager, employee and relevant HR Adviser. In the first instance, the plan should be set for a period of 12 months, during which time it should be possible to achieve significant progress towards a), b) and/or c) above. Where necessary, the plan should be revised annually. The plan should include a statement of learning, training and/or development needs as appropriate, a programme of activity designed to meet these needs, measurable targets, a statement of resources required to enable the plan to be achieved and details regarding the provision of such resources e.g. time to attend training)
- The personal development plan and progress should be reviewed. approximately every six months, until the end of the protection period. Where it is agreed that the plan's objectives have been achieved, a new job description should be created and submitted for grading, reflecting the new role.

**Q What is a Personal Development Plan (a PDP)?**

A It is a flexible plan (a so-called 'living document') which links the employee's professional and personal development with the development of the organisation.

**Q Do I need one?**

A Ideally, every employee should have one. For *new starts* a PDP enables them to become an effective member of staff: for *junior staff* a PDP helps them to develop their roles and plan for the future: for more *senior staff* a PDP helps to keep them up-to-date and encourages further development. PDPs are used for some specific purposes. In the University of Edinburgh, PDPs are formally used primarily to help provide support to staff under the Protection Policy.

**Q What should a PDP contain?**

A It should contain agreed, written development objectives for (at least) the next 12 months. It should have short-term achievable goals. There should be a section where the recognised of achievements are recorded. There should be detailed recording of formal and self-directed/managed learning. There should be a mutually agreed date set for the next meeting, usually at an interval of no more than 6 months.

**Q What a PDP is not?**

A It is **not** simply a list of pre-determined training courses and not something which should be presented to a member of staff as a 'fait accompli' – a **range** of forms of development and support should be considered.

**Q How long should the life of a PDP be?**

A Ideally a PDP should remain in place for a 12 month period, usually linked with an annual appraisal/review, but it is a 'living document' which means it is flexible and open to change within its lifetime, especially given that there is an interim review at 6 months.

**Q Who has an input?**

A Usually the member of staff and his/her line manager have the main input. Advice will normally be provided on PDPs in relation to the Protection Policy by the relevant HR adviser and the member of staff may also seek advice from their trade union representative, as appropriate.

**Q What should having a PDP achieve?**

A A PDP should state agreed development needs, providing a balance between the needs of the member of staff and the needs of the organisation. It should also be a written agreement between the member of staff and the line manager and a clarification of mutually set and agreed expectations. A PDP review discussion also allows a member of staff to reflect on any learning processes they have taken part in and how these will benefit the member of staff and the organisation.

**Q What are the benefits of having a PDP?**

A It empowers the member of staff, provides motivation and encouragement, engages the member of staff and increases the level of trust between the member of staff and the organisation. A PDP also provides recognition of the member of staff as a valued employee whose opinions and development count to the organisation. A PDP helps to promote a continuous development culture within the organisation and allows a member of staff to understand what their needs are and to plan for the best method of achieving them.

**Sample PDP**

PERSONAL DEVELOPMENT PLAN (PROTECTION POLICY)		
Employee -		
Manager -		
School/Support Department -		
Period that this PDP applies to -		
<b>Section 1: LEARNING AND DEVELOPMENT NEEDS</b>		
1.		
2.		
3.		
<b>Section 2: TARGETS TO BE USED IN MONITORING PROGRESS</b>		
<b>Target</b>	<b>By when</b>	
1.		
2.		
3.		
<b>Section 3: ACTIVITIES THAT WILL ADDRESS THOSE NEEDS</b>		
<b>What</b>	<b>Where</b>	<b>When</b>

<b>Section 4: RESOURCES TO BE MADE AVAILABLE TO SUPPORT THE PDP</b>		
<b>Section 5: REVIEW DATES</b>		
Signed off by .....		
(Manager, employee and HR Adviser)		
Date.....		

**3.3 Contribute to drawing up own personal development plan**

See 3.2 above

**4 BE ABLE TO DEVELOP KNOWLEDGE, SKILLS AND UNDERSTANDING**

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

I have learned a lot about communication, verbal, non verbal and listening techniques, so I have learnt the following knowledge and understanding from my learning.

Listening can be hard - especially if you and your elder have always tried to talk over each other over the years. When people are able to take a step back and actually listen to another person when they are talking, the pathway to closeness and understanding is very clear. But for this to happen, you've got to practice it, especially when it's not been one of my strong points. These are seven points that I have learnt:

- 1. Refrain from thinking of a response before the individual has finished talking**
- 2. Don't interrupt the individual**

If you do - apologise

- 3. Nod when the individual is speaking**

This will show you are listening and are engaged in the conversation.

#### 4. Ask for additional details about what the individual is speaking about

#### 5. Summarise the conversation on occasion

This demonstrates you've been paying attention

#### 6. Repeat the last few words on occasion

Again, this shows you are engaged in the conversation

#### 7. Ask plenty of questions

If you run into a situation where the discussion is a complaint, find something in the complaint to agree with. You'll find that even when **the individual** has a wild and exaggerated complaint, there will always be something you find to agree with. Hearing for the 5th time that a label that you cut out of your dad's shirt 3 weeks ago is still chafing his neck can be challenging. Simply let him know that you agree, fabric chafing your neck is aggravating too. By agreeing with him, the issue will likely be put to rest, at least for the short term. Elders want to be understood more than they want to be agreed with, just as most people do.

Put a limit on listening - perhaps 20 or 30 minutes tops. Listening can be tough work to be sure. But overdoing it can easily backfire on the relationship because you're only going to be able to take so much.

#### 4.2 *Show how reflecting on a situation has improved own knowledge, skills and understanding*

##### **An article on reflection**

Why reflection is important

*We want to encourage teachers, as reflective practitioners, to think about what they do well, to reflect on what they could share with colleagues, as well as identifying their own learning needs.*

##### **Continuing Professional Development**

'Reflection' is the way in which we examine our experiences and draw lessons from them.

There are several reasons why reflection is crucial to learning:

- **Reflection can help to bridge the gap between theory and practice**, and between off-job learning and on-job application. Reflecting on the real work problems can help to identify how best to apply what we know in practice.
- **Reflection can help deal with ambiguity, stress and change.** In our work, we often have to cope with new, unique problems we have not met before. The ability to reflect is essential to recognising and confronting the uncertainty we feel as we try to deal with these problems.
- **Reflection leads to critical awareness.** Reflection enables us to look critically at our own behaviour, the behaviour of other people, and at the organisational and social context within which we operate.

All this means that reflection is not a bland or innocuous process – it is central to becoming a powerful, critical professional who is prepared to challenge the way things are done.

Reflection is now recognised as an essential aspect of continuing professional development and is seen as a fundamental process in improving the quality of learning.

## Keeping a diary

There is a great value in keeping a reflective journal or diary as part of professional development. As a practitioner you are encouraged to use a diary to:

- recognise that an experience is in some way significant;
- take time after the experience to reflect on what happened and what you have learnt from it. During the module, we ask you to keep a reflective diary in which you reflect on your most important experiences. The two crucial parts of any diary entry are a description of what happened and a reflection on how you felt about the event and what you have learnt from it.
- Reflective diaries are very personal things, and it is important to adopt a format and approach which suits your personal style and which helps you to learn.
- Choose a format that suits you – a book, a file with individual sheets or a word processor or similar.
- Decide how often to make entries. During the programme it will probably make sense to make at least one entry a week
- Plan how you will describe the experiences
- Decide how you will distinguish description from reflection. You could use two columns, facing pages or two halves of a page.
- Decide when and where will be the best time to complete the diary.

## The importance of feelings

Some argue that, when reflecting on any experience, it is crucial to 'attend to feelings'. This involves:

- Making the most of any positive feelings about the experience.
- Discharging' negative feelings, either by writing them down or discussing them with a trusted person.

Recognising and exploring feelings like this makes it possible to evaluate the experience as an opportunity for learning.

## Reflecting together

While reflection is a valuable individual activity, it can also be useful to reflect with other people.

During the programme we have created opportunities for:

- Reflection in pairs, where two people take turns to share their experiences with a partner.
- Reflection in small groups, where people describe their experiences and ask for feedback from the other members of the group.

The principle benefit of reflecting with a partner or a group is the scope it provides for personal support and feedback.

## Reflection and professional practice

A number of researchers have shown that for many experienced and effective professionals reflection becomes virtually a way of life, helping them to improve and refine their practice as they go along.

## Reflection 'in action'

Some professionals use reflection to help them tackle the often very complex problems they encounter in their work. It can be called a reflective approach to problem solving 'reflection in action'. He went on to describe some of the main things that professionals seem to do when they tackle problems in this way:

- They allow themselves to experience 'surprise, puzzlement or confusion'. This may simply be a feeling or anxiety that something is wrong, or an awareness that they have not encountered or read about this before.
- They reflect critically on the problem before them. They reflect on the facts as they know them, the relationships involved, their own feelings. They are prepared to look critically at their own assumptions and at accepted ways of tackling this kind of problem.
- They may come up with a new theory or hypothesis about the problem, and test this out through an experiment – It is sometimes called 'reframing' the situation.

## The importance of intuition

People learn as they become more experienced in any role. A newcomer who has just started work in a new role will tend to rely on the rules they have learnt, and seek to apply these to their new experiences in a relatively inflexible way. As they gain greater experience of the work, they are able to progress towards becoming expert in their field. In the process they become less dependent on the rules and more able to reflect on their own experience.

## Critical reflection

There are said to be our different sources of information and feedback that are available and can help carers to build on good practice. There is a term 'critically reflective lenses' through which professionals can 'view their learning':

- **'Autobiographies' as carers and learners.** Personal reflections – typically carried out through a reflective diary.
- **'Through other learners eyes'.** seeing ourselves as our peers see us'.
- **Our colleagues' experiences.** We can draw on this source of information when we exchange ideas with the people we work with or, more formally, when we ask them to observe and comment on our performance.
- **Theoretical literature.** Theories of care and learning can help us to look at things in new ways and to see how our individual insights relate to more general trends.

Reflection is an active process. It involves the examination of past experiences and gaining some conclusions that can inform future activities. Some professions, notably nursing and teaching, often build reflective practices into initial training in order to help establish them as a key component of professional activities.

Most of us, however, are rarely introduced to the concept as part of our personal or professional development. However, where there are business drivers to support new ways of working, it may be possible to introduce reflective practices that have long-term benefits to the organisation.

## Active Action Reviews

An AAR is a slight misnomer as they can be applied during ongoing learning as well as after key activities.

They involve asking a short series of questions that enable participants to reflect on their experiences. The questions are:

- What should have happened?
- What actually happened?
- What were the differences?
- What did we learn?

AARs are simple and do not take too much time although in their initial uptake it make sense to facilitate the process ensuring participants do not jump naturally to the final stage before establishing the foundations for the lessons learned.

Undertaken by a team involved in an activity, they create a collective set of lessons learned that will enable the team to enhance the future performance of similar or related activities. However, if they are to help other teams, in other locations, or parts of the business then knowledge

#### *4.3 Show how feedback from others has developed own knowledge, skills and understanding*

Feedback is a type of communication that we give or get. Sometimes, feedback is called "criticism," but this seriously limits its meaning.

Feedback is a way to let people know how effective they are in what they are trying to accomplish, or how they affect you. It provides a way for people to learn how they affect the world around them, and it helps us to become more effective. If we know how other people see us, we can overcome problems in how we communicate and interact with them. Of course, there are two sides to it: giving feedback, and receiving it.

#### **Getting Feedback**

Some people experience feedback as pure criticism and don't want to hear it. Others see it as spiritually crushing; a confirmation of their worthlessness. Still others only want to hear praise, but nothing that might suggest imperfection.

That's not the case for everyone, of course. Some people are willing to accept feedback and seek it out, even if it is sometimes disturbing, because they believe they can grow from it. It comes down to whether you believe feedback will harm you or benefit you.

This is not to say that we should always have to accept feedback or the manner in which it is sometimes given. We all have the right to refuse feedback, and we can expect feedback to be given in a respectful and supportive manner. But for every positive and open way of accepting feedback, there's an opposite; a negative and closed manner which pushes feedback away and keeps it at bay.

#### **Negative/Closed Style**

- **Defensive:** **defends personal actions, frequently objects to feedback given.**
- **Attacking:** verbally attacks the feedback giver, and turns the table.
- **Denies:** refutes the accuracy or fairness of the feedback.
- **Disrespectful:** devalues the speaker, what the speaker is saying, or the speaker's right to give feedback.
- **Closed:** ignores the feedback, listening blankly without interest.
- **Inactive listening:** makes no attempt to "hear" or understand the meaning of the feedback.
- **Rationalizing:** finds explanations for the feedback that dissolve any personal responsibility.

- **Patronising:** listens, but shows little interest.
- **Superficial:** listens and agrees, but gives the impression that the feedback will have little actual effect.
- **Positive/Open Style**
- **Open:** listens without frequent interruption or objections.
- **Responsive:** willing to hear what's being said without turning the table.
- **Accepting:** accepts the feedback, without denial.
- **Respectful:** recognizes the value of what is being said and the speaker's right to say it.
- **Engaged:** interacts appropriately with the speaker, asking for clarification when needed.
- **Active listening:** listens carefully and tries to understand the meaning of the feedback.
- **Thoughtful:** tries to understand the personal behaviour that has led to the feedback.
- **Interested:** is genuinely interested in getting feedback.
- **Sincere:** genuinely wants to make personal changes if appropriate.

## Giving Feedback

The other end of feedback is giving it. Some people deliver feedback with relish; after all, it's easier to give advice than take it. Some use feedback as a weapon, or offer it as tit-for-tat. For others, feedback is a great way to be critical.

How you deliver feedback is as important as how you accept it, because it can be experienced in a very negative way. To be effective you must be tuned in, sensitive, and honest when giving feedback. Just as there are positive and negative approaches to accepting feedback, so too are there ineffective and effective ways to give it.

## Ineffective/Negative Delivery

- **Attacking:** hard hitting and aggressive, focusing on the weaknesses of the other person.
- **Indirect:** feedback is vague and issues hinted at rather than addressed directly.
- **Insensitive:** little concern for the needs of the other person.
- **Disrespectful:** feedback is demeaning, bordering on insulting.
- **Judgmental:** feedback is evaluative, judging personality rather than behaviour.
- **General:** aimed at broad issues which cannot be easily defined.
- **Poor timing:** given long after the prompting event, or at the worst possible time.
- **Impulsive:** given thoughtlessly, with little regard for the consequences.
- **Selfish:** feedback meets the giver's needs, rather than the needs of the other person.

## Effective/Positive Delivery

- Supportive: **delivered in a non-threatening and encouraging manner.**
- **Direct:** the focus of the feedback is clearly stated.
- **Sensitive:** delivered with sensitivity to the needs of the other person.
- **Considerate:** feedback is intended to not insult or demean.
- **Descriptive:** focuses on behaviour that can be changed, rather than personality.
- **Specific:** feedback is focused on specific behaviours or events.
- **Healthy timing:** given as close to the prompting event as possible and at an opportune time.
- **Thoughtful:** well considered rather than impulsive.
- **Helpful:** feedback is intended to be of value to the other person.
- **The Importance of Feedback**
- Feedback is a must for people who want to have honest relationships. A powerful and important means for communication, giving feedback connects us, and our behaviour, to the world around us

#### 4.4 Show how to record progress in relation to personal development

##### Recording your personal development

You may want to record your progress as part of your staff development record.

Develop a strategy for including aspects of inclusive learning into your development planning. You could include brief notes on

- background and context – what you do currently
- the changes you want to make
- why those changes are needed
- a plan of action for making the changes, including a timescale or deadlines.

Monitor the progress you make, including

- the targets you have met
- how you managed your time in order to meet those targets
- comments on the process, the other people you worked with and any training you used
- examples of how the changes have affected particular students
- other changes you wish to make, prioritised.



##### Recording Methods

Various tools are available for your to use. Some people prefer to keep a word document on their computer that they can update from time to time whereas others prefer to keep a paper record. You could also use your diary to note down any developmental activities as you complete them

You may want to consider the following factors.

- The time you have available to keep records
- Your goals – what you want or need to achieve
- The need to satisfy requirements – perhaps those from a professional body.
- Accessibility – being able to update records regularly, but also being able to take them with you if you move employer.
- Who will read your records- do you need and/or want to share your record with your manager?

Whatever method you choose to record your CPD, here are a few things you might like to consider before you start:

Remember it is useful to keep records of what you have done, but it is even more useful to record what you have learnt. Remember not to limit yourself to recording formal learning such as courses and qualifications- try to capture all your experiences that have contributed to the development of your skills. When reflecting on your learning it may help to talk it through with a mentor, colleague or your boss. The questions they ask will prompt you to see your learning objectively.

Don't forget to keep a list of the people who have helped you with your development. Many people benefit from someone's help, such as a mentor or colleague, but subsequently lose contact, only to find that they need to call on them for a reference or further advice in the future. This is particularly relevant if you wish to apply for professional registration.

Regular maintenance is important to keep your records or portfolio fit for purpose. Replace old evidence and activities with up-to-date items regularly, and try to keep a filing order.

If you need evidence of competence, but don't have something appropriate for inclusion in your portfolio, consider using reference statements. Write up the project or learning, and ask an appropriate person to sign it

### **Being a reflective practitioner**

Reflecting on what you are doing is a vital part of the learning process.

The key to reflection is learning how to take perspective on one's own actions and experience—in other words, to examine that experience rather than just living it. By developing the ability to explore and be curious about our own activities and experience, we can open up the possibilities of purposeful learning—derived not from books or experts, but from our everyday work and our lives. This is the purpose of reflection: to allow the possibility of learning through experience, whether that is the experience of a meeting, a project, a disaster, a success, a relationship, or any other internal or external event.

Both example CPD records include a column whereby you can think about the value of what you are learning to your work place and/or to your career goals. In a climate where time and money are limited, it is increasingly important to ensure that the value of your developmental activities is recognised and harnessed in your current role.

Your continuing professional development is "continuing". To reassess your development needs in light of your new skills or a changing environment in your work place, regularly go back to the beginning of the CPD cycle to assess your skill level against the requirements of your role or job field.