

***Engage in personal  
development in health,  
social care or children's  
and young people's  
settings***

**KNOWLEDGE**  

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**IS**  

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**POWER**

**Level 3 Diploma in Health and Social Care**

**Unit SHC32**

**Author note: Although I finished the SHC22 unit, I decided to answer to all the SHC32 questions, according to my senior care assistant position.**



## **Assignment task – SHC 32 - Engage in personal development in health, social care or children's and young people's settings**



### **Unit purpose and aim**

*This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit introduces the concepts of personal development and reflective practice which are fundamental to such roles, and ways to implement these.*



### **Unit summary**

*This unit is aimed at those who work in health or social care settings or with children or young people in a wide range of settings. The unit considers personal development and reflective practice, which are both fundamental to such roles.*

**BELIEVE  
IN  
YOURSELF**





## 1 Understand what is required for competence in own work role



1.1 Explain the function and importance of a job description. Describe the main role and responsibilities you have as detailed in your job description



1.2 Explain your wider understanding of the relevant standards expected of social care workers and identify which standards guide your practice. Exemplification: Standards may include; codes of practice; regulations; minimum standards; national occupational standards; competence

## 2 Be able to reflect on practice



2.1 Explain why it is important to use reflective practice to help improve your understanding and the quality of your practice



2.2 Explain the process of reflection as part of the Kolb Learning cycle



2.3 Explain why your own personal values, experience and belief systems can affect your approach, attitudes and working practice and how to address issues

## 3 Be able to evaluate own performance



3.1 Explain how you evaluate your own knowledge, understanding and performance in your work setting against the national standards expected of your role



3.2 Explain the importance of using feedback to inform and improve your practice and the benefits gained from feedback. What are the sources of your feedback?

## 4 Be able to agree a personal development plan. A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.



4.1 What sources of support are available to you for the planning and reviewing of your own knowledge and development? Exemplification: Sources of support may include; formal support; informal support; supervision; appraisal; within the organisation; beyond the organisation.



4.2, 4.3 Explain own process used at work to identify your development needs and develop a personal development plan. Exemplification: Others may include; the individual, carers, advocates, supervisor, line manager or employer, other professionals.



## 5 Be able to use learning opportunities and reflective practice to contribute to personal development



5.1, 5.2 Provide 2 examples of recent learning and development activities you have participated in and discuss your preferred learning style and how the learning experience helped improve your knowledge and practice.



5.3 Explain the methods used to record information and your progress towards your personal and professional development.

## *What is personal development?*

Personal development is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential.





## Assignment task – SHC32 Answers

### 1 Understand what is required for competence in own work role



1.1 Explain the function and importance of a job description. Describe the main role and responsibilities you have as detailed in your job description



I am working for Bupa. The function and importance of my job description working as a senior care assistant tell me what I need to do, but it does not tell me how I need to do it. To find out, I need to look at the Standards (work description that contains all information I need to do my job) that apply to my senior care assistant role.

National Occupational Standards explain what I need to know to work effectively in a social care sector as a senior care assistant.

The National Occupational Standards form the basis for all the qualifications in the social care sector, and are divided into units of competence. Some of these are mandatory (SHC31; SHC32; SHC33; SHC34; HSC024; HSC025; HSC036; HSC037; HSC038), and everyone should be able to demonstrate competence in these areas. Other units are optional and I should be able to demonstrate competence in those units according to my senior care assistant role working with individuals living with early dementia.

Also, in performing my job, I have to show competences, which mean to show that I am able to provide evidences to demonstrate my skills and my knowledge contained in the National Occupational Standards. It is important to understand that competences are not only about doing my job; it is also about to understand why I do what I do in relation to the basis that are the foundation of my senior care assistant role.



### Senior Care Assistant: Job Purpose

*At Bupa we expect employees to give their personal best and strive for continuous improvement to ensure the highest standards of care and service and delivered to all customers.*

*The post holder is responsible and accountable for the well-being of residents within the care home ensuring that their physical, emotional and social needs are met, whilst helping to achieve their full capabilities.*

*Provide leadership to the team to ensure safe, smooth and efficient running of the care home in accordance with the policies of the company and the registering authority guidelines.*



→ In my health and social care workplace for individuals living with early dementia, my job description regarding the main role and responsibilities working as a senior care assistant are the following:

## **Accountabilities:**

### → **Clinical Practice:**

To manage communication with all residents, relatives, staff, other professionals and involved in the care of the residents; to assess, develop, implement and evaluate individualised resident care, ensuring consultation with and involvement from residents, GP's, relatives and carers; to participate fully in the overall care of the residents as per the personal plan, ensuring all records are accurate and thorough in accordance with registration and legal requirements; monitor work areas and practices to ensure they are safe and free from hazards and conform to health, safety and security legislation, policies, procedures and guidelines; to be responsible for the safe administration of drugs in accordance with company policy.

### → **Infection Prevention and Control:**

To be accountable and responsible for adhering to Standard Infection Prevention and Control precautions ensuring the Home Manager is informed of any infections as per policy and procedure.

### → **Leadership:**

To be an effective team leader, providing clinical guidance and training to staff within the Care Home; delegate clearly and appropriately, adopting the principles of safe practice and assessment of competence of those taking on delegated duties; to assist in ensuring effective communication and professional liaison is established with all staff, residents, relatives and community services.

### → **Professional:**

Adhere to NMC Codes of Conduct and Bupa policies in seeking to maintain and justify public trust and confidence; accept personal responsibility for maintaining and enhancing professional development and competence, in accordance with PREP and scope of professional practice. All Bupa employees are required to familiarise themselves with the company's HR policy and professional supervision policy.



### → Learning and Development:

To be committed to expanding professional development by actively seeking new knowledge of nursing and health by reading, enquiring and participating in continuing education programmes; seek to improve practice through the acquisition of new skills and competencies; research and participate in programmes to inform and guide practice within the Care Home.

### → Coaching:

Act as a mentor to student nurses and carers; act as a preceptor to newly qualified nurses, assisting, coaching, guiding and supporting them in their role and professional development; participate and provide formal and informal programmes of teaching by preparing and delivering sessions to colleagues and other care professionals such as clinical supervision.

**Bupa**







1.2 Explain your wider understanding of the relevant standards expected of social care workers and identify which standards guide your practice. Exemplification: Standards may include; codes of practice; regulations; minimum standards; national occupational standards; competence

→ Working as a senior care assistant, expectations as expressed in relevant standards including codes of practice (a set of guidelines and regulations to be followed by members of an occupation or organisation); regulations (a rule or directive made and maintained by an authority); minimum standards (these are used by the Care Quality Commission (CQC) to inspect the quality of care in services); national occupational standards (UK standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively); competence (demonstrating the skills and knowledge required by the National Occupational Standards).

Before I start working for Bupa, I had a period of two weeks of induction (a formal briefing and familiarisation for someone starting at an organisation) where I learned about; the policies and procedures of the organisation; how the structures work; the people who are my managers and supervisors. That gave me an idea of the duties and responsibilities of my job and what my employer expects of me, and what I can expect in return. The duties and responsibilities required by my employer are not the only requirements of working in a social care setting. The regulator (someone who ensures compliance with laws, regulations and established rules) in the UK will require that I follow the Code of Practice (a set of guidelines and regulations to be followed by members of an occupation or organisation) that lays out the duties and expectations for everyone who works in a social care setting.

Having Codes of Practice is important in my health and social care setting working with individuals living with early dementia because working in this sector means working with the most vulnerable people in society. Individuals living with early dementia have a right to expect a certain standard of work and a certain standard of moral and ethical behaviour. This means having, or working towards, a certain minimum level of qualification and agreeing to work within the Code of Practice that sets out the required behaviour.





## 2 Be able to reflect on practice



### 2.1 Explain why it is important to use reflective practice to help improve your understanding and the quality of your practice

→ The importance of reflective practice in continuously improving own understanding and the quality of service provided, when working as a senior care assistant for individual living with early dementia means to not be afraid of the new Standards that includes: codes of practice; regulations; minimum standards; national occupational standards; competence; training. The health and social care sector is on which constantly changes and moves on. Although the basic of caring for vulnerable individuals do not change and remain the same; treating them with dignity and respect; ensuring they have choice and control over their care (according to their mental capacity); promoting effective communication from staff.

The importance of reflective practice in continuously improving own understanding and the quality of service provided aims to continually review progress to improve or change approaches, strategies, actions; benefits to children, young people, setting and individual of improved performance e.g. enables learning to take place and practice to improve, enables all relevant factors to be taken into account, provides clarity; identification of learning needs of individual undertaking reflection: **Kolb's Experiential Learning Cycle**.

Relevant to know that most of the Health and social care's legislation, guidelines, policies and procedures result from enquiries and investigations that followed tragedies, errors, neglect and abuse. It is important to update policies and procedures because the world is permanently changing due of new technologies that led to new ways of working within the health and social care sectors. This is particularly true regarding the manual handling and use of hazardous substances. I keep myself up to date with any changes by participating to the training that my employer provides; by searching for information using the internet; by asking my line manager for one-on-one supervision.

## About Kolb's Experiential Learning Cycle

In 1984, David A. Kolb, published a ground breaking book entitled *Experiential Learning: experience as the source of learning and development*. This book essentially exposed the principle that a person would learn through discovery and experience. Kolb's Experiential Learning Cycle focuses on the learning process for the individual. One example of Kolb's Experiential Learning Cycle is learning how to ride a bike. A process which can illustrate the four steps experiential learning model as set by David A. Kolb.

Following this example, the learner physically experiences the bike in the here and now (concrete experience). This experience forms the basis for observation and reflection and the learner has the opportunity to consider what is working or failing (reflective observation), and to think about ways to improve on the next attempt made at riding (abstract conceptualisation). Every new attempt to ride is informed by a cyclical pattern of previous experience, thought and reflection (active experimentation).



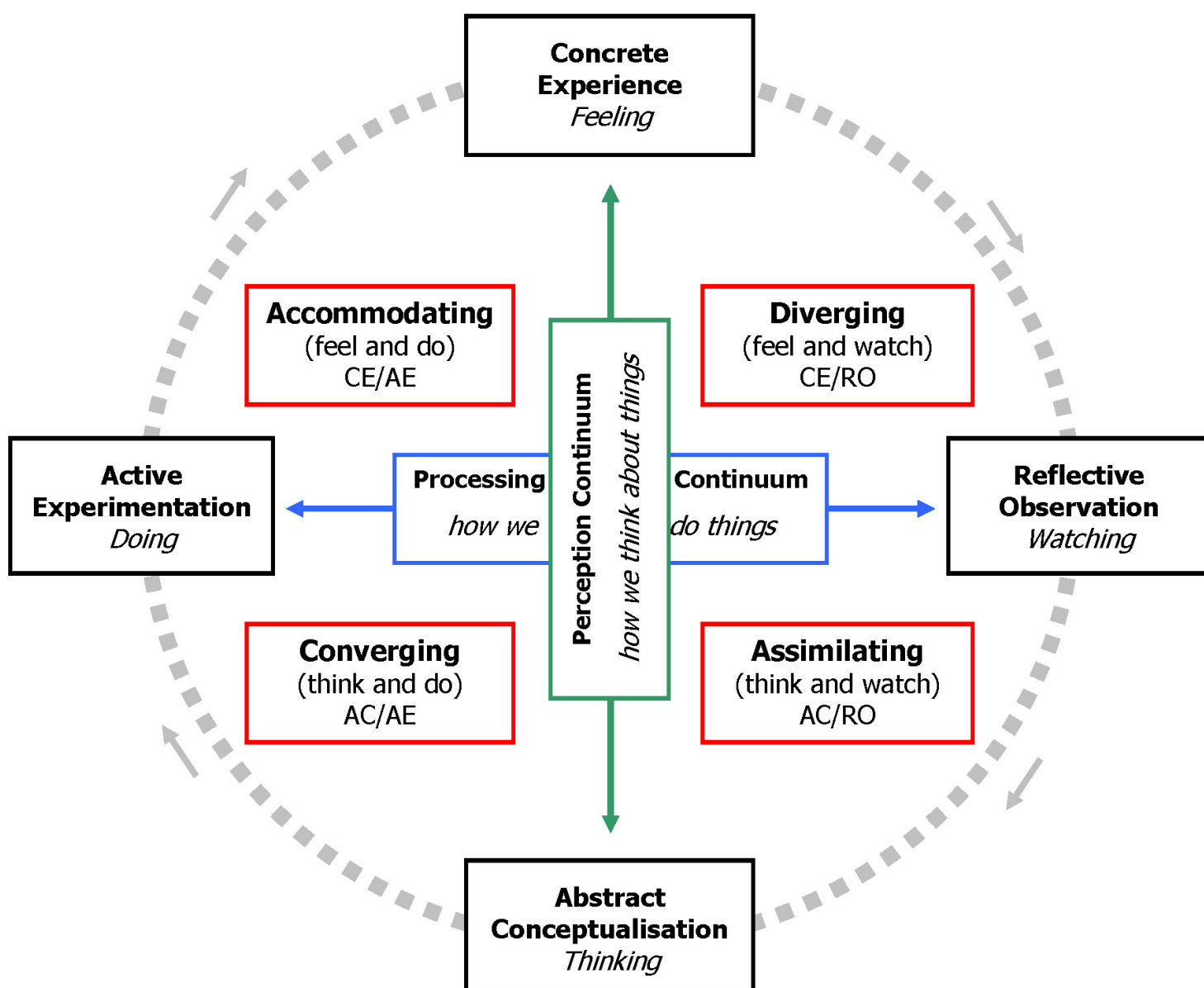
## The Kolb's Experiential Learning Cycle

1: The learner is feeling the bike. (Concrete Experience) This experience forms the basis for observation and reflection.

2: The learner has the opportunity to consider by mentally watching himself, what is working or failing (Reflective Observation)

3: The learner is thinking how to improve on the next attempt made at riding the bike. (Abstract Conceptualisation)

4: Every time the learner is doing a new attempt to ride the bike is informed by a cyclical pattern of previous experience, thought and reflection (Active Experimentation)

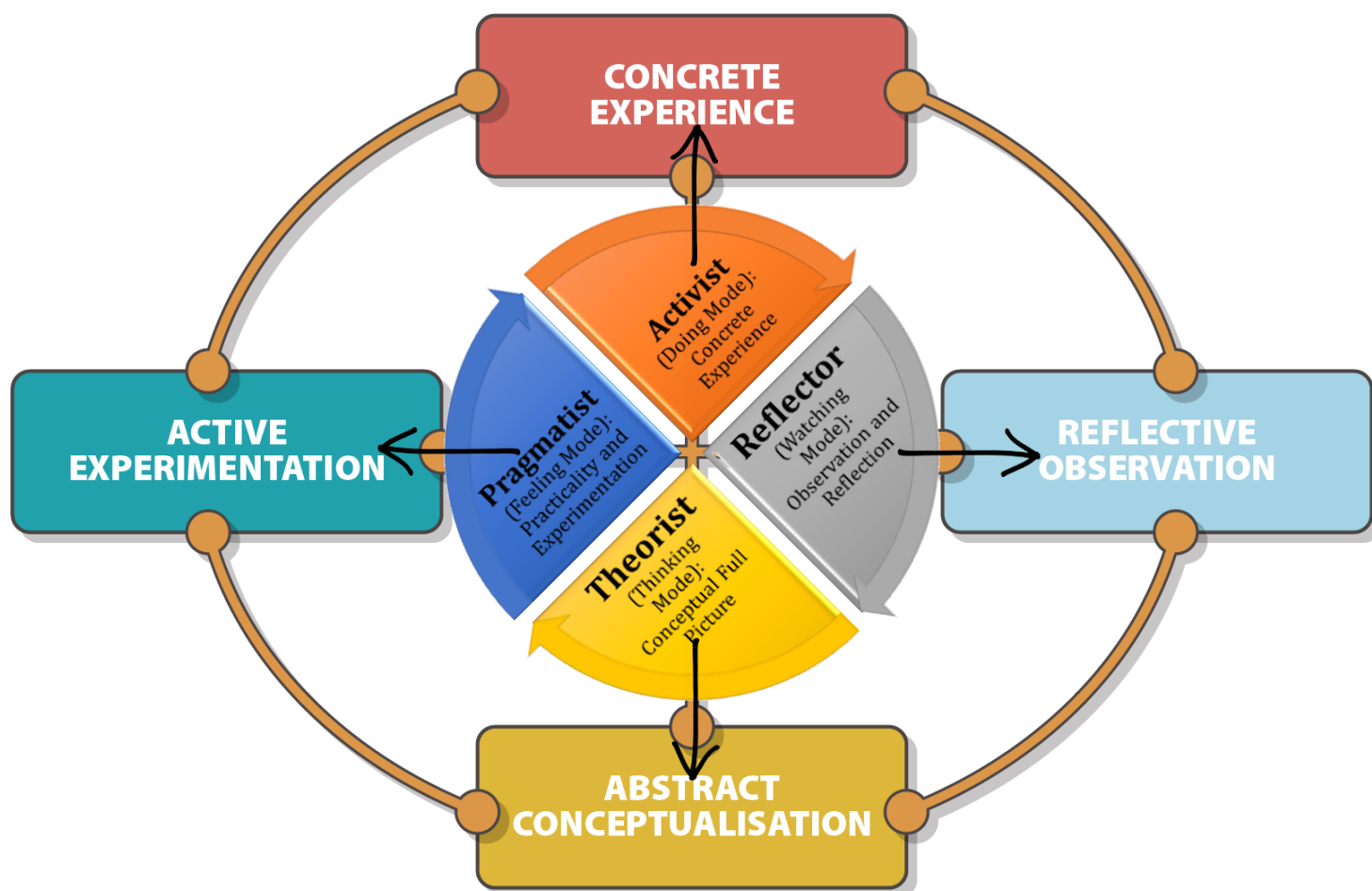




→ To resume, the importance of reflective practice in continuously improving the quality of service provided when working as a senior care assistant for individual living with early dementia, in rapport of The Kolb's Experiential Learning Cycle means to feel the concrete experience of caring. This concrete experience forms the basis for observation and reflection, and opens the opportunity to consider by mentally watching the way I am caring for my residents, what is working and what is not working. This is the reflective observation. This allows me to think how to improve the way I provide cares on the next attempt of a resident. This is the abstract conceptualisation. Finally, every time I am doing a new attempt by providing cares to a resident is informed by a cyclical pattern of previous experience, thought and reflection. This is the active experimentation.

To resume The Kolb's Experiential Learning Cycle, the more you try, the less you make mistakes because every time you try, you are learning how to make fewer mistakes. This is like History; the purpose of History is to not repeat the mistakes that our ancestors made. We have a saying in French that can resume well The Kolb's Experiential Learning Cycle. The saying is: "On apprend de ses erreurs." which means you learn from your own mistakes.

Below: Honey and Mumford Learning Styles according with Kolb Learning cycle.





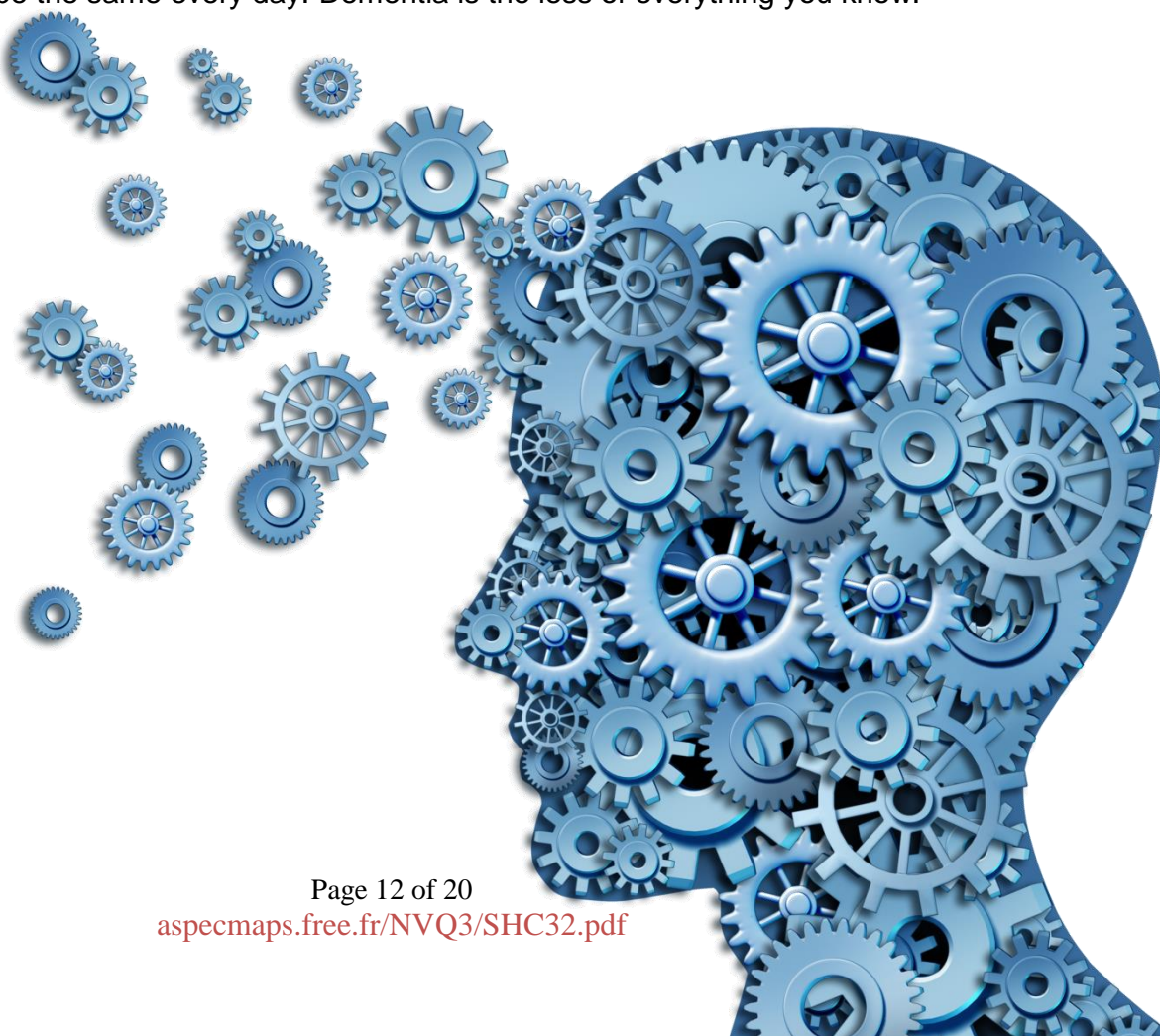


## 2.2 Explain the process of reflection as part of the Kolb Learning cycle

→ The process of reflection as part of the Kolb Learning cycle means the ability to reflect on practice, working as a senior care assistant for individual living with early dementia means taking notes, observing what is new in the behaviour of the residents. To have regular reflexion; focused; use a structured approach; appropriate way of recording e.g. a reflective journal, learning log, diary, critical incident journal; reflective questions e.g. description (what happened, what was the context); analysis (what went well, why, what did not go well, why, how do I feel about it, why did I do what I did?); theory (what needs to be done differently, why); action (what needs to be done next, how?); seeking alternatives; keeping an open mind; viewing from different perspectives; thinking about consequences; testing ideas through comparing and contrasting; ask what if?; synthesising ideas; seeking, identifying and resolving questions.

To learn from your own mistakes is one of the best ways of learning. You cannot learn everything from books, a very large amount of your learning will take place while you are working.

Everything you do during your time of working is part of learning. There is never two time the same day, the routine is always different because you are working with individual that will change with time; this is especially true when working with individuals living with dementia or learning disabilities. For example, one resident may ask on Monday a cup of tea with porridge, and will say on Tuesday that he don't like porridge and wants cornflakes. This is part of dementia. Individuals with dementia will change your view of life; they will make you learn valuable lessons, such as to not make assumptions that everything will be the same every day. Dementia is the less of everything you know.







### 2.3 Explain why your own personal values, experience and belief systems can affect your approach, attitudes and working practice and how to address issues

→ My own values, experience and belief systems may affect own approach, attitudes and working practice in a health and social care setting working as a senior care assistant for individual living with early dementia because in such health care environment everybody has different values, experiences and belief systems. My **circle of influence**, what I believe, what is important for me and what is acceptable from my point of view will be different than everybody else. The way I grow up, which method of communication is use within my family members and what is into my heart will forge differences. Everybody think differently, that means working in a health and social care setting stress the point to understand that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. This is what diversity is about.

If I allow my own preferences to dominate my work with other people; colleagues, individuals living with dementia, I will fail to perform to the standards of the Codes of Practice for senior care assistant that has been set out by the UK regulating bodies. All the codes require health care workers in general, have a duty to promote inclusion; to respect diversity; to ensure people's individual views and wishes are meet. How own values, belief systems and experiences may affect working practice means self-awareness of values, beliefs, experiences affecting approach to working practices e.g. motivation, conformity, cooperation, consistency, respect, fairness, creativity, previous experiences of learning; ways own values affect practice positively and negatively e.g. conflict between own values, beliefs and standards.

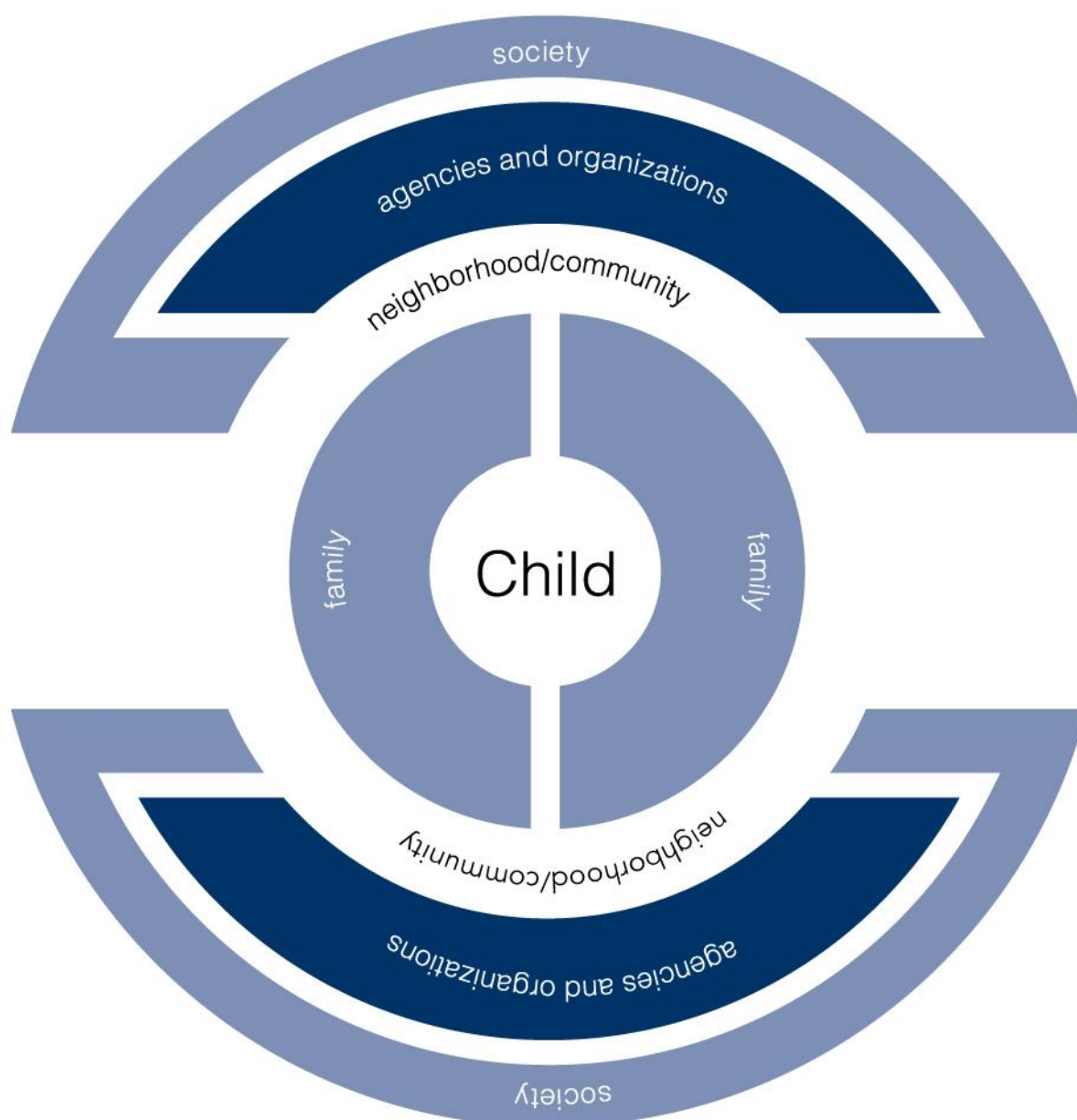
Working as a senior care assistant, I need to identify and understand my own values, experiences and belief systems may affect working practice in a health and social care setting working with individual living with early dementia. How my own values, experiences and belief systems are influencing my reactions according to the factors that have influenced the development of my personality. Knowing who I am is not the same as understanding how my own values, experiences and belief systems are influencing my reactions. In general, I keep remembering this quote, to treat others the way I would like to be treated. Example to address issues; I remember one male resident who was living with bipolar and looking a bit like my dad. I was emotionally feeling close to this male resident but my duty of care was here to remind me to not treat this male resident in a better way as I treat the other residents, as this would be a direct discrimination and opposite to everything I believe in.



## Circle of Influence

Circle of influence encompasses how the family, neighbourhood/community, agencies and organizations, and the wider society, feed the character, development, behaviour of an individual starting from the period of a child.

This has a direct impact on personal values, belief systems and experiences.





### 3 Be able to evaluate own performance



3.1 Explain how you evaluate your own knowledge, understanding and performance in your work setting against the relevant standards expected of your role

→ Working as a senior care assistant for individual living with early dementia means working as expressed in relevant standards including codes of practice (a set of guidelines and regulations to be followed by members of an occupation or organisation); regulations (a rule or directive made and maintained by an authority); minimum standards (these are used by the Care Quality Commission (CQC) to inspect the quality of care in services); national occupational standards (UK standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively); competence (demonstrating the skills and knowledge required by the National Occupational Standards).

→ My own knowledge, understanding and performance against relevant standards will stress the point regarding **personal development** and **reflective practice**.

**Personal development** is a lifelong process. It's a way for people to assess their skills and qualities, consider their aims in life and set goals in order to realise and maximise their potential. Personal development means developing personal qualities and skills that everyone need in order to live and work in the wider society. Showing empathy, being patient, maintaining good communication and relationship. Working with dignity in care will lead to the development of self-confidence, self-esteem and self-respect.

As I wrote before, the importance of **reflective practice** in continuously improving the quality of service provided when working as a senior care assistant for individual living with early dementia, in rapport of The Kolb's Experiential Learning Cycle means to feel the concrete experience of caring. This concrete experience forms the basis for observation and reflection, and opens the opportunity to consider by mentally watching the way I am caring for my residents, what is working and what is not working. This is the reflective observation. This allows me to think how to improve the way I provide cares on the next attempt of a resident. This is the abstract conceptualisation. Finally, every time I am doing a new attempt by providing cares to a resident is informed by a cyclical pattern of previous experience, thought and reflection. This is the active experimentation. Taking into consideration my own values, belief systems and experiences are influencing my reactions according to the factors that have influenced the development of my personality. Knowing who I am is not the same as understanding how my own values, belief systems and experiences are influencing my reactions. In general, I keep remembering this quote, to treat others the way I would like to be treated.



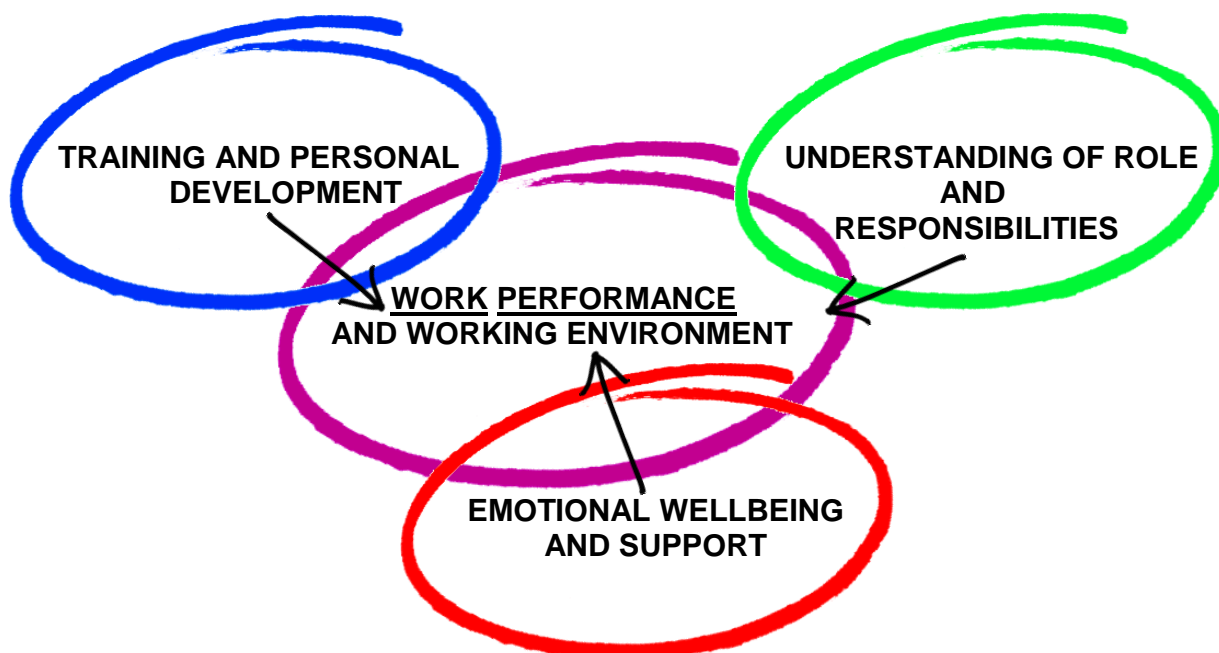
→ To resume, my own knowledge, understanding and performance against relevant standards will stress the point regarding personal development and reflective practice that will help to identify my strengths and weakness to provide better professional development such as qualities and skills needed when working in a health and social care environment known as teamwork; the ability to communicate with different types of people; time management; organisation; problem solving; decision making; the skills specific to the job; making good use of training and development opportunities; to approach my duty of care in a positive manner; to take into consideration how the way I work will affect the service users and my colleagues; showing compassion, respect and dignity in care.



3.2 Explain the importance of using feedback to inform and improve your practice and the benefits gained from feedback. What are the sources of your feedback?

→ The importance of using feedback to inform and improve own practice and the benefits gained from feedback are the following: To raise awareness of strengths and weakness; to identify areas for which I need improvement; to know which actions have to be taken to improve my performance; to understand effective feedback will develops my self-confidence, my self-esteem and my self-respect; will develops my competence and my motivation; mean having a self-thinking regarding own way of working according to others feedback. The sources of own feedback are the following: Training; from one on one supervision; from team members; colleagues; line managers; from my workplace policies and guidelines; from the internet; from other professionals involved in the resident's life, such as district nurses, social workers, advocates, general practitioners, dietitians, speech and language therapists, literally every persons that are involved in the resident's care planning process; from the individuals who require care or support, families, friends; from NVQ3 Trainers.

Below: Model of supervision that supports and drives the performance and development.





4 Be able to agree a personal development plan. A personal development plan may have a different name but will record information such as agreed objectives for development, proposed activities to meet objectives, timescales for review, etc.



4.1 What sources of support are available to you for the planning and reviewing of your own knowledge and development? Exemplification: Sources of support may include; formal support; informal support; supervision; appraisal; within the organisation; beyond the organisation.

➤ Sources of support available for planning and reviewing own knowledge and development may include; formal support; informal support; supervision (every six months); appraisal; within the organisation; beyond the organisation. Sources of support from mentor, supervisor, NVQ3 teacher, manager, local authority, training providers, awarding organisations, further and higher education institutions, Learn Direct, Teachers Development Agency (TDA), Children's Workforce Development Council (CWDC), Sector Skills Councils (SSCs), Action Learning Set (a group of between about four and seven people, who meet regularly to support one another in their learning in order to take purposeful action on work issues).

*Reflect on outcomes, evaluate achievements and progress. Review and re-establish future plans/goals*

*Self-assess skills and identify strengths and weaknesses*







4.2, 4.3 Explain own process used at work to identify your development needs and develop a personal development plan. Exemplification: Others may include; the individual, carers, advocates, supervisor, line manager or employer, other professionals.

→ My process used at work to identify my development needs and to develop a personal development plan (PDP) mean the following: To work with others e.g. the individual, carers, advocates, supervisor, line manager or employer, other professionals, mentor, NVQ3 teacher; mean performance review through appraisal, reflective journal, learning needs in relation to job role, progression; through children and young people's workforce needs; through individuals living with early dementia workforce needs; mean development opportunities e.g. training, qualifications, shadowing a more experienced colleague, on-the-job project work, coaching and mentoring less experienced colleagues, to review and prioritise own learning needs, professional interests and development opportunities can be demonstrate during training and development sessions. Training is a formal way of reflecting on my own practice to identify my own strengths, weakness and areas that I need to develop. This is part of my personal development and reflective practice. Accessing trainings that are provided in my workplace are good opportunities to ask questions; to discuss about new aspects of my senior care assistant job. My working company Bupa is taking care of staff by providing training such as moving and handling, basic health and safety, medication awareness, basic infection control, basic food hygiene, mental capacity awareness, COSHH, fire safety, pressure ulcer, thick and easy, dementia awareness and stress awareness. To work with others e.g. mentor, NVQ3 teacher, manager, multi-agency professionals; personal development plan to manage development using reflection and structured planning on how to meet my goals; personal development plan templates, to agree my personal development plan mean to think about what I want to achieve, and discuss with my supervisor the best ways of achieving my goal (to be a unit manager in the south of France working with individual living with dementia by providing very high quality of care that include the individual in the centre of the care planning process). My personal development plan include different working areas, such as practical medication skills and communication skills; my senior care assistant duty such as managing a team of care assistants and providing care for individuals living with early dementia. My personal development plan include a long and realistic timescale for achieving my goal, being a unit manager in the south of France working with individual living with dementia by providing very high quality of care that includes the individual in the centre of the care planning process.

<i><b>My personal development plan</b></i>		
My working areas:	My senior care assistant duty:	My timescale (The next 3 years)
Medication skills	Manage a team of care assistants	Unit manager in the south of France
Communication skills	Providing care for individuals living with early dementia	Working with individual living with dementia by providing very high quality of care that includes the individual in the centre of the care planning process.



## 5 Be able to use learning opportunities and reflective practice to contribute to personal development



5.1, 5.2 Provide 2 examples of recent learning and development activities you have participated in and discuss your preferred learning style and how the learning experience helped improve your knowledge and practice.

→ Examples of learning activities e.g. formal lessons, training programmes/sessions, research activities, observing practice, practical activities; practice affected e.g. by applying newly learnt theories, using different approaches; being shown by more experienced colleagues; working and discussing issues as a team or group; reading books, journals and articles; following up information on the Internet; making use of local library facilities or learning resource centres; asking questions and holding professional discussions with colleagues and managers; Experiential Learning Cycle (Kolb).

As I wrote on page 9, Kolb's Experiential Learning Cycle focuses on the learning process for the individual.

Example 1 on page 11: The importance of reflective practice in continuously improving the quality of service provided when working as a senior care assistant for individual living with early dementia, in rapport of The Kolb's Experiential Learning Cycle means to feel the concrete experience of caring. This concrete experience forms the basis for observation and reflection, and opens the opportunity to consider by mentally watching the way I am caring for my residents, what is working and what is not working. This is the reflective observation. This allows me to think how to improve the way I provide cares on the next attempt of a resident. This is the abstract conceptualisation. Finally, every time I am doing a new attempt by providing cares to a resident is informed by a cyclical pattern of previous experience, thought and reflection. This is the active experimentation.

To resume The Kolb's Experiential Learning Cycle, the more you try, the less you make mistakes because every time you try, you are learning how to make fewer mistakes.

→ In a health and social care setting, working as a senior care assistant for individual living with early dementia, learning activities have affected practice by duty to follow working ways as expressed in relevant standards including codes of practice (a set of guidelines and regulations to be followed by members of an occupation or organisation); regulations (a rule or directive made and maintained by an authority); minimum standards (these are used by the Care Quality Commission (CQC) to inspect the quality of care in services); national occupational standards (UK standards of performance that people are expected to achieve in their work, and the knowledge and skills they need to perform effectively); competence (demonstrating the skills and knowledge required by the National Occupational Standards).



→ Example 2: Reflective practice has led to improved ways of working by continuously improving the quality of service provided when working as a senior care assistant for individual living with early dementia, in rapport of The Kolb's Experiential Learning Cycle means to feel the concrete experience of caring. This concrete experience forms the basis for observation and reflection, and opens the opportunity to consider by mentally watching the way I am caring for my residents, what is working and what is not working. This is the reflective observation. This allows me to think how to improve the way I provide cares on the next attempt of a resident. This is the abstract conceptualisation. Finally, every time I am doing a new attempt by providing cares to a resident is informed by a cyclical pattern of previous experience, thought and reflection. This is the active experimentation. Reflective practice helps me to improve and develop the way I am working by making me thinking about how I am doing things at work.



5.3 Explain the methods used to record information and your progress towards your personal and professional development.

→ To record information and own progress towards my personal and professional development mean to follow my personal development plan (see page 17). My goal is to be in the next three years a unit manager in the south of France working with individual living with dementia by providing very high quality of care that includes the individual in the centre of the care planning process. My personal development plan reflects my personal ambitions and aspirations. I update on my computer my personal development plan that keeps a record of my progress through the years. Four years ago, I started working as a care assistant in a nursing home for individual living with late dementia and end of life. I am now a senior care assistant able to manage on my own a 12 hours shift, doing all medications, managing four care assistants caring for 30 individuals living with early dementia in a residential care home. To keep my personal and professional development plan effective, I included from the start a long and realistic timescale for achieving my goal (many years). Keeping records of progression in relation to my personal and professional development mean regular review of my personal and professional development plan and use of reflective update to consider the progress I made. I also keep evidence of achievements such as my NVQ2 certificates; workplace congratulation sheets (Bupa hero that I been nominated two times); other letters from highly specialist physiotherapist to thank me for being extremely helpful during the visit; individual's family gifts. Little things mean a lot!

