

Unit title: **Personal and Professional Development**

Unit code: **T/601/0943**

QCF level: **5**

Credit value: **15**

Aim

This unit aims to help learners become effective and confident self-directed employees. This helps learners become confident in managing their personal and professional skills to achieve personal and career goals.

Unit abstract

This unit is designed to enable learners to assess and develop a range of professional and personal skills in order to promote future personal and career development. It also aims to develop learners' ability to organise, manage and practise a range of approaches to improve their performance as self-directed learners in preparation for work or further career development.

The unit emphasises the needs of the individual but within the context of how the development of self-management corresponds with effective team management in meeting objectives.

Learners will be able to improve their own learning, be involved in teamwork and be more capable of problem solving through the use of case studies, role play and real-life activities.

Learning outcomes

On successful completion of this unit a learner will:

- 1 Understand how self-managed learning can enhance lifelong development
- 2 Be able to take responsibility for own personal and professional development
- 3 Be able to implement and continually review own personal and professional development plan
- 4 Be able to demonstrate acquired interpersonal and transferable skills.

Unit content

1 **Understand how self-managed learning can enhance lifelong development**

Self-managed learning: self-initiation of learning processes; clear goal setting eg aims and requirements, personal orientation achievement goals, dates for achievement, self-reflection

Learning styles: personal preferences; activist; pragmatist; theorist; reflector eg reflexive modernisation theory; Kolb's learning cycle

Approaches: learning through research; learning from others eg mentoring/coaching, seminars, conferences, secondments, interviews, use of the internet, social networks, use of bulletin boards, news groups

Effective learning: skills of personal assessment; planning, organisation and evaluation

Lifelong learning: self-directed learning; continuing professional development; linking higher education with industry, further education, Recognition of Prior Learning, Apprenticeships, Credit Accumulation and Transfer Schemes

Assessment of learning: improved ability range with personal learning; evidence of improved levels of skill; feedback from others; learning achievements and disappointments

2 **Be able to take responsibility for own personal and professional development**

Self - appraisal: skills audit (personal profile using appropriate self-assessment tools); evaluating self-management; personal and interpersonal skills; leadership skills

Development plan: current performance; future needs; opportunities and threats to career progression; aims and objectives; achievement dates; review dates; learning programme/activities; action plans; personal development plan

Portfolio building: developing and maintaining a personal portfolio

Transcripts: maintaining and presenting transcripts including curriculum vitae

3 **Be able to implement and continually review own personal and professional development plan**

Learning styles and strategies: types of styles; awareness of own personal style; impact of personal style and interactions with others

Learning from others: formal learning and training; observation; mentoring; supervision; tutorials; informal networks; team members; line managers; other professionals

Evaluation of progress: setting and recording of aims and objectives; setting targets; responding to feedback; re-setting aims and targets; establishing and recognising strengths and areas for improvement; directions for change; cycles of activity (monitoring, reflecting and planning)

4 Be able to demonstrate acquired interpersonal and transferable skills

Transferable skills: personal effectiveness (ability to communicate effectively at all levels, initiative, self-discipline, reliability, creativity, problem solving)

Verbal and non-verbal communication: effective listening, respect for others' opinions; negotiation; persuasion; presentation skills; assertiveness; use of ICT

Delivery formats: ability to deliver transferable skills using a variety of formats

Working with others: team player; flexibility/adaptability; social skills

Time management: prioritising workloads; setting work objectives; using time effectively; making and keeping appointments; reliable estimates of task time

Learning outcomes and assessment criteria

Learning outcomes On successful completion of this unit a learner will:	Assessment criteria for pass The learner can:
LO1 Understand how self-managed learning can enhance lifelong development	1.1 evaluate approaches to self-managed learning 1.2 propose ways in which lifelong learning in personal and professional contexts could be encouraged 1.3 evaluate the benefits of self-managed learning to the individual and organisation
LO2 Be able to take responsibility for own personal and professional development	2.1 evaluate own current skills and competencies against professional standards and organisational objectives 2.2 identify own development needs and the activities required to meet them 2.3 identify development opportunities to meet current and future defined needs 2.4 devise a personal and professional development plan based on identified needs
LO3 Be able to implement and continually review own personal and professional development plan	3.1 discuss the processes and activities required to implement the development plan 3.2 undertake and document development activities as planned 3.3 reflect critically on own learning against original aims and objectives set in the development plan 3.4 update the development plan based on feedback and evaluation
LO4 Be able to demonstrate acquired interpersonal and transferable skills	4.1 select solutions to work-based problems 4.2 communicate in a variety of styles and appropriate manner at various levels 4.3 evaluate and use effective time management strategies

Guidance

Links

This unit has particular links with the following unit within this qualification:

- *Unit reference number A/601/0992: Employability Skills.*

This unit also links with the following NOS:

- *NVQ L4 Laboratory and Associated Technical Activities (LATA).*

Essential requirements

Delivery

This unit must be delivered in the context of a science-based industry or service, for example the pharmaceutical industry, health sciences. Learners should carry out technical work that would be undertaken by a person employed in the science field. The unit could be delivered using visiting speakers, visits to appropriate sites (eg to a laboratory, a pharmaceutical production line, a hospital) and case studies. Learners' experiences of working in a science-based industry or service can also be used for delivery.

Activities carried out in this unit could be part of the mainstream academic activity and could be integrated into the whole programme of study. Learners would benefit from regular review meetings, and where appropriate, linking the delivery of learning outcomes from this unit to other units.

Assessment

Evidence for achieving this unit must be in a scientific context. Scientific terminology, protocols and documentation (such as report writing and logbooks) should be used where appropriate.

A personal development portfolio or progress file must be put together for all information and personal records 'owned' by the learner, including the planning and monitoring of progress towards the achievement of personal objectives. The method for this could be web based, paper based or other. Potentially this could form the basis of an extended record of a lifelong record of learning and achievement.

Resources

There are no special resource requirements for this unit.

Employer engagement and vocational contexts

In developing material for this unit, learners should consider any applied science industrial placements or work experience that they may have undertaken in the course of their studies.