**Guidance on**

**Preparing for Placement in Health and Social Care Settings**

**Module 3**

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**Hello and welcome back!**

“Your plan should be taking shape now as you have completed 7 topics – well done! You may have found some of the topics easier than others, but I promise that all of your hard work will be invaluable to you both on placement and when completing coursework.

In this final module we will explore reflective practice, progression pathways and continuing professional development.”

**Topic 8: Becoming a reflective practitioner**

You may have heard the term ‘reflective practitioner’ before or it may be a term that is new to you. Being a reflective practitioner means being able to learn from your experiences, build from your knowledge and make changes to the way you work in order to improve your practice. A reflective practitioner will enhance individuals’ experiences, improve outcomes for individuals, motivate and inspire colleagues. All of these rich qualities contribute to high quality health and social care provision.

As we have already considered, a reflective practitioner will need to take time to think about the changes they need to make in order to improve practice as well as extend own professional development. There are two theoretical models identified below. The models are often used to help provide a sequential or cyclic approach to reflection, enabling a process for reflection to be established.

* Schon
* Gibbs

Research the models introduced by both Schon and Gibbs and summarise any new learning in the box below:

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Throughout your placement you will be required to actively reflect on key areas of your practice through completing a Professional Skills Profile (PSP). This learning will set you in good stead.

**Topic 9: Exploring your career options**

So what options are open to you once you have achieved your qualification?

Try the career diagnostic tool we have on the CACHE website. It may give you some insight or direction in relation to your future goals.

[www.cache.org.uk/for-learners/careers-help](http://www.cache.org.uk/for-learners/careers-help)

How did you find the diagnostic tool? Was it useful? Record your thoughts below.

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You may wish to continue and progress your learning to the next level. Have a look through our progression maps where you will see some suggested learning routes. This will give you some ideas as to where undertaking a further qualification could lead.

[www.ncfe.org.uk/media/2451/health-and-science.pdf](http://www.ncfe.org.uk/media/2451/health-and-science.pdf)

[www.ncfe.org.uk/media/2452/health-and-social-care.pdf](http://www.ncfe.org.uk/media/2452/health-and-social-care.pdf)

You may be interested in pursuing employment in a specific role within health or care, alternatively you may be undecided at this time. Have a look at the career maps below to consider further the range of opportunities both short and long term available to you.

[www.cache.org.uk/media/1631/career-map-health.pdf](http://www.cache.org.uk/media/1631/career-map-health.pdf)

[www.cache.org.uk/media/1638/career-map-health-and-social-care.pdf](http://www.cache.org.uk/media/1638/career-map-health-and-social-care.pdf)

It is likely that whichever pathway you decide to follow it will be dependent upon your own career aspirations. Therefore it may be useful to spend some time exploring a range of practitioner roles in more detail. To do this access the links below:

[www.healthcareers.nhs.uk/](http://www.healthcareers.nhs.uk/)

[www.skillsforcare.org.uk/Careers-in-care/Think-Care-Careers.aspx](http://www.skillsforcare.org.uk/Careers-in-care/Think-Care-Careers.aspx)

**Topic 10: Planning for your own development**

Do you have a clear career goal or are you undecided? What actions will help you reach your goal or alternatively define your ambition?

From the research you have undertaken, choose a practitioner role of interest to you. Identify the qualifications and attributes required for your selected role and review these in relation to your own personal and professional development needs.

Completing a strengths, weaknesses, opportunities and threats (SWOT) analysis will support you to do this. It will enable you to assess your existing knowledge, understanding and skills in relation to your chosen role. Use the template below:

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| --- | --- |
| **Strengths** | **Weaknesses** |
|  |  |
| **Opportunities** | **Threats** |
|  |  |

Now examine your weaknesses and identify opportunities available in order to transfer these to strengths. Also consider your identified threats and problem solve as to how they could be overcome.

Try to identify 3 development objectives which will support your own progression. Ensure that your objectives are SMART; meaning that they are specific, measurable, achievable, realistic and time-bound.

This is the start of a professional development plan. Remember, you must review and update your goals to check progress and amend as appropriate. Of course once you have started placement you will be able to further reflect on knowledge, skills, values and behaviours you have acquired. Remember learning never stops.

1.

2.

3.

**Topic 11: Continuing Professional Development (CPD)**

An important aspect of any practitioner’s role is undertaking CPD. This ensures practice is current and up to date. CPD can be used to meet identified learning needs and skills gap of health and social care practitioners, essentially supporting lifelong learning and in turn sustaining a competent workforce.

It will be helpful to explore different organisations that represent the health and social care sector and see what development activities they offer for CPD. Access the links below:

[www.cachealumni.org.uk/?gclid=EAIaIQobChMI6cD79raa6gIVVuDtCh1YGgExEAAYASAAEgJay\_D\_BwE](http://www.cachealumni.org.uk/?gclid=EAIaIQobChMI6cD79raa6gIVVuDtCh1YGgExEAAYASAAEgJay_D_BwE)

[www.skillsforcare.org.uk/](http://www.skillsforcare.org.uk/)

[www.skillsforhealth.org.uk/](http://www.skillsforhealth.org.uk/)

[www.gov.uk/government/publications/all-our-health-about-the-framework/all-our-health-about-the-framework](http://www.gov.uk/government/publications/all-our-health-about-the-framework/all-our-health-about-the-framework)

[www.nmc.org.uk/](http://www.nmc.org.uk/)

[www.hcpc-uk.org/](http://www.hcpc-uk.org/)

What did you find out? Summarise the CPD opportunities and options available to you now as a student and as a health and social care practitioner in the future.

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So you can see that achieving your qualification does not mean the end of your learning journey! In fact as your learning journey progresses the knowledge, understanding and skills you gain will evolve and translate into your everyday practice reinforcing professional principles and values.

To finish let us see how health and social care practitioners describe their role in one word: [www.youtube.com/watch?v=PKlNwKFWciU](http://www.youtube.com/watch?v=PKlNwKFWciU)



“We hope you have found this programme enjoyable and helpful. Well done on completing it.”



“Yes well done! We all wish you good luck in your placement. When you do manage to get out into a setting enjoy your time and stay safe. Goodbye for now and good luck.”

## **Wider reading**

The following organisations may be helpful for research and accessing relevant information:

Age UK: [www.ageuk.org.uk](http://www.ageuk.org.uk)

Alzheimer’s Society: [www.alzheimers.org.uk](http://www.alzheimers.org.uk)

British Sign Language: [www.britishsignlanguage.com](http://www.britishsignlanguage.com)

Care Knowledge: [www.careknowledge.com](http://www.careknowledge.com)

Care Quality Commission: [www.cqc.org.uk](http://www.cqc.org.uk)

Children and Young People Now: [www.cypnow.co.uk](http://www.cypnow.co.uk)

Community Care: [www.communitycare.co.uk](http://www.communitycare.co.uk)

Cruse Bereavement Care: [www.cruse.org.uk](http://www.cruse.org.uk)

Dementia UK: [www.dementiauk.org](http://www.dementiauk.org)

Department of Health and Social Care: [www.gov.uk/government/organisations/department-of-health-and-social-care](http://www.gov.uk/government/organisations/department-of-health-and-social-care)

Equality and Human Rights Commission: [www.equalityhumanrights.com](http://www.equalityhumanrights.com)

Health Education England: [www.hee.nhs.uk](http://www.hee.nhs.uk)

Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

Mind: [www.mind.org.uk](http://www.mind.org.uk)

National Children’s Bureau: [www.ncb.org.uk](http://www.ncb.org.uk)

National Health Service: [www.nhs.uk](http://www.nhs.uk)

National Institute for Health and Care Excellence: [www.nice.org.uk](http://www.nice.org.uk)

National Society for the Prevention of Cruelty to Children: [www.nspcc.org.uk](http://www.nspcc.org.uk)

Nursing and Midwifery Council: [www.nmc-uk.org](http://www.nmc-uk.org)

Public Health England: [www.gov.uk/government/organisations/public-health-england](http://www.gov.uk/government/organisations/public-health-england)

Royal College of Nursing: [www.rcn.org.uk](http://www.rcn.org.uk)

Skills for Care: [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

Skills for Health: [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk)

Social Care Institute for Excellence: [www.scie.org.uk](http://www.scie.org.uk)

The Royal Society for Public Health: [www.rsph.org.uk](http://www.rsph.org.uk)

World Health Organization: [www.who.int](http://www.who.int)