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Acknowledgement of AI use: *I confirm that I have not used AI to complete my work.*

INTRODUCTION

A portfolio is a structured collection of documents and evidence that demonstrates an individual's knowledge, skills, achievements, experience and professional development. In this assignment, the portfolio brings together the student's CV, personal statement, SWOT analysis, Personal Development Plan (PDP), and reflective account to demonstrate their readiness for a career as a Support Worker in the health and social care sector.

Table of Contents

INTRODUCTION	2
CURRICULUM VITAE	4
Personal Statement for a Support Worker Position	6
SWOT ANALYSIS AND PERSONAL DEVELOPMENT PLAN.....	7
CONCLUSION.....	13
REFERENCES	14

CURRICULUM VITAE

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PROFESSIONAL PROFILE

I am a compassionate, reliable and motivated individual seeking to develop a career as a Support Worker within the health and social care sector. I am committed to supporting individuals to maintain their dignity, independence, wellbeing and quality of life while providing respectful, person-centered care. My academic experience has developed my ability to communicate effectively, work independently and as part of a team, manage responsibilities and reflect critically on my own performance.

KEY SKILLS

- Person-centered approach to care and support
- Effective communication, active listening and interpersonal skills
- Compassion, empathy and patience
- Respect for dignity, privacy and individual choice
- Ability to remain calm in challenging situations
- Confidentiality and professional boundaries
- Reflective practice and willingness to learn
- Food preparation and kitchen hygiene
- Teamwork and leadership (supervisory experience)
- Time management and organization
- **Languages:** English & Portuguese

EDUCATION AND QUALIFICATIONS

Health Care NVQ Level 3	-	<i>Relevant Skills: Patient care, hygiene standards, teamwork</i>
English Entry Level 3	-	<i>Relevant Skills: Effective communication, reading, writing</i>
Food Hygiene Certification	-	<i>Relevant Skills: Safe food handling, kitchen sanitation</i>

WORK EXPERIENCE

Chef Assistant – London

- Assisted in food preparation, ensuring quality and adherence to hygiene standards.
- Supported kitchen team in maintaining a clean and efficient workspace.
- Collaborated with staff to meet customer orders in a timely manner.

Kitchen Porter – London

- Maintained cleanliness of kitchen equipment and work areas.
- Ensured stock levels were monitored and organized.
- Worked efficiently under pressure to support kitchen operations.

Front of House Staff – London

- Provided excellent customer service, greeting and assisting guests.
- Managed orders and payments accurately and efficiently.
- Ensured a welcoming and tidy environment for customers.

Cleaner Supervisor – Portugal

- Oversaw cleaning staff to ensure high standards of hygiene and presentation.
- Organized schedules and delegated tasks effectively.
- Conducted inspections to maintain quality control.

Shop Seller – Sao Tome

- Assisted customers with product inquiries and sales.
 - Managed stock displays and restocking shelves.
 - Processed transactions and maintained a clean shop environment.
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INTERESTS AND HOBBIES

I enjoy trying out new recipes for cooking. I particularly value activities that support personal development, wellbeing and interaction with others as well as helping them.

REFERENCES

References available upon request.

Personal Statement for a Support Worker Position

I am seeking to develop a long-term career as a Support Worker within the health and social care sector because I want to contribute positively to people's wellbeing, independence and quality of life. I understand that effective support is not simply about completing tasks for another person; it involves recognizing individual needs, respecting choices, maintaining dignity and encouraging people to remain as independent as possible.

My academic studies have provided me with a foundation for entering the health and social care sector. I have also gained an understanding of important issues including person-centered care, equality and diversity, safeguarding, professional behaviour and communication. These areas are particularly relevant to support work because the current Care Certificate standards identify person-centered working, communication, privacy and dignity, safeguarding, handling information, health and safety and infection prevention and control among the core areas of knowledge and practice expected within health and social care (Skills for Care, NHS England and Skills for Health, 2025).

I understand that communication in health and social care involves much more than speaking clearly. It includes listening carefully, paying attention to non-verbal communication, respecting individual preferences and ensuring that information is communicated appropriately.

Effective communication is essential. The Skills for Care Code of Conduct identifies open and effective communication as an important responsibility of healthcare support workers and adult social care workers because it contributes to the health, safety and wellbeing of people receiving care and support (Skills for Care, 2026). Professionalism is equally important because a Support Worker may have access to sensitive personal information and may become involved in situations where an individual is vulnerable. I would therefore take confidentiality, safeguarding and professional boundaries seriously. The Code of Conduct requires support workers to respect confidentiality, uphold the privacy and dignity of people using health and care services, work collaboratively and promote equality, diversity and inclusion (Skills for Care, 2026).

Support Workers rarely work in isolation, thus make a teamwork essential. They may communicate with colleagues, senior staff, healthcare professionals, relatives, carers and other organizations. The Code of Conduct specifically identifies collaboration with colleagues as an important element of delivering safe, effective and compassionate care and support (Skills for Care, 2026).

My career aim is to establish myself within the health and social care sector, gain practical experience and progressively develop my professional knowledge and responsibilities.

Over the following two years, I intend to develop greater confidence in supporting individuals with different needs and to identify an area of health and social care in which I may wish to specialize. The Care Workforce Pathway provides a framework for developing the knowledge, skills, values and behaviours required for careers in adult social care and can therefore support longer-term career development (Skills for Care, 2026).

I would bring a professional attitude and a commitment to treating service users with dignity and respect together with my academic knowledge which is valuable to employer. These values are also consistent with the NHS Constitution, which identifies respect and dignity, working together for patients, compassion and commitment to quality of care among the values that underpin NHS services (Department of Health and Social Care, 2023).

SWOT ANALYSIS AND PERSONAL DEVELOPMENT PLAN

3.1 Personal SWOT Analysis

A SWOT analysis provides a useful framework for assessing my current readiness for a Support Worker role by considering internal strengths and weaknesses alongside external opportunities and threats. The analysis is particularly relevant to health and social care because professional competence requires ongoing development rather than relying solely on existing qualifications.

Strengths

My first strength is my motivation to establish a career in health and social care. Genuine motivation is important because support work involves responsibility for individuals who may be vulnerable or dependent on assistance. My interest in the sector provides a foundation for developing the knowledge and practical skills required for the role.

Communication is another significant strength. Support Workers need to communicate with service users and work collaboratively with colleagues. The Skills for Care Code of Conduct identifies open and effective communication as an important professional requirement (Skills for Care, 2026). My ability to listen and communicate respectfully should therefore help me develop appropriate professional relationships.

Empathy and patience are also important strengths. Supporting individuals requires an understanding that people have different needs, preferences and abilities. Person-centered

working is explicitly included within the Care Certificate standards (Skills for Care, NHS England and Skills for Health, 2025).

My academic experience provides another strength. It has developed my ability to research information, organize ideas, meet deadlines and reflect on my own performance. These skills can support continuing professional development throughout my career.

Finally, I am willing to learn and accept feedback. This is important because the Code of Conduct expects workers to strive to improve the quality of care and support through continuing professional development (Skills for Care, 2026).

Weaknesses

A key weakness is that academic preparation does not automatically provide the same level of confidence as extensive practical experience. If I have limited experience in a formal care environment, I will initially need to develop confidence in applying theoretical knowledge to real situations.

Another development area is knowledge of specific workplace procedures. Areas such as medication support, moving and handling, safeguarding, infection prevention and documentation require appropriate training and competent practice. The Care Certificate's 16 standards demonstrate the breadth of knowledge and skills expected of people entering the sector (Skills for Care, NHS England and Skills for Health, 2025).

Opportunities

The health and social care sector offer significant opportunities for training and professional development. The Care Certificate provides a recognized foundation for people new to health and social care and can inform induction and development (Skills for Care, 2026).

There are also opportunities to undertake specialist development in areas such as dementia, mental health, learning disabilities, autism, safeguarding and other areas relevant to particular services. The updated Care Certificate itself now includes awareness of learning disability and autism as one of its 16 standards (Skills for Care, NHS England and Skills for Health, 2025).

Career progression is another opportunity. With experience, training and appropriate competence, I can explore progression into senior support or other specialist roles. The Care Workforce Pathway provides a framework for career and development progression in adult social care (Skills for Care, 2026).

Threats

One threat is competition for employment. Candidates with previous professional care experience may have an advantage when applying for entry-level roles. I can respond to this by developing relevant training, demonstrating transferable skills and obtaining practical experience.

The emotional demands of care work are another potential threat. Continually supporting people experiencing difficult circumstances may affect personal wellbeing if appropriate boundaries and self-care are not maintained.

Changes in training requirements, workplace policies and professional expectations may also create challenges. Skills for Care provides guidance on statutory and mandatory training, which is updated in response to legislation, guidance, standards and recommendations (Skills for Care, 2025). Continuous learning will therefore be necessary.

Finally, balancing employment, education and personal responsibilities may create time pressures. Effective organization and prioritization will be important if I am to maintain progress towards my career objectives.

3.2 Personal Development Plan

My Personal Development Plan focuses on four achievable goals over the next two years. The objectives are designed to address the weaknesses identified in my SWOT analysis while making use of opportunities available within health and social care.

Goal	Development Activities	Timescale	Success Measure	Monitoring / Evaluation
1. Gain relevant practical experience	Apply for Support Worker, healthcare assistant or care-related roles; participate fully in induction; learn from experienced colleagues and supervision.	Months 1–12	Obtain relevant employment/place ment and demonstrate increasing confidence in practical support.	Maintain an application and learning record; review progress monthly and during supervision.

2. Complete relevant training	Undertake Care Certificate-related learning and employer-required training in areas such as safeguarding, communication, health and safety, infection control and moving and handling.	Months 1–18	Complete relevant training and maintain evidence of achievement.	Review training records every six months and identify further learning requirements.
3. Improve professional communication and confidence	Practice active listening, seek feedback, observe experienced workers and reflect on challenging interactions.	Months 1–24	Demonstrate improved confidence and appropriate communication with service users and colleagues.	Seek feedback during supervision and maintain reflective notes.
4. Prepare for career progression	Identify an area of specialist interest and complete relevant development activities; investigate progression routes.	Months 12–24	Complete at least one specialist development activity and identify a realistic career progression route.	Review career goals every six months and update the PDP.

Goal 1: Gain Practical Experience

My immediate priority is to obtain practical experience. Academic learning provides a foundation, but workplace experience will enable me to develop practical competence and confidence. I will apply for suitable Support Worker and care-related roles and use interview feedback to improve future applications.

Once employed, I will actively participate in induction and supervision. I will observe experienced colleagues and ask questions when I am uncertain. This is particularly important because the

Care Certificate standards require workers to demonstrate both knowledge and practical competence rather than simply possessing theoretical understanding (Skills for Care, 2026).

Goal 2: Develop Relevant Training

I will build a professional development portfolio containing certificates, training records and evidence of learning. Priority areas will include safeguarding, communication, privacy and dignity, infection prevention and control, health and safety, and handling information. These areas correspond closely with the current Care Certificate standards (Skills for Care, NHS England and Skills for Health, 2025).

Goal 4: Prepare for Progression

During the second year, I will consider whether I want to specialize in areas such as dementia, mental health, learning disabilities, autism or another area relevant to my employment. I will research training opportunities and discuss career development with my manager or supervisor.

The Care Workforce Pathway provides a useful framework for understanding development and progression within adult social care (Skills for Care, 2026).

Monitoring and Evaluation

I will formally review my PDP every six months. Evidence of progress will include qualifications completed, training records, employment experience, supervisor feedback, reflective entries and applications for progression opportunities.

CRITICAL REFLECTION

Gibbs' Reflective Cycle

Gibbs' (1988) reflective cycle provides a structured approach to learning from experience. The model moves through six stages: description, feelings, evaluation, analysis, conclusion and action plan. Gibbs' original publication, *Learning by Doing: A Guide to Teaching and Learning Methods*, was published by the Further Education Unit at Oxford Polytechnic in 1988.

For this reflection, I apply the model to my LCHS4009 Component 1 presentation assessment.

Description

I prepared by researching the subject and organizing the information into a logical sequence. I created presentation slides and practiced the material before the assessment. Although I

understood the content, I recognized that delivering information effectively required additional preparation because presenting to an audience is different from writing an assignment.

Lecturer's actual feedback: *"Although you were informative and detailed, you could have been more interactive. That is being extemporaneous. Rather than being too immersed in your note"*

Feelings

Before the presentation, I felt nervous because I knew that my performance would be assessed. I was concerned about forgetting information, making mistakes or failing to communicate my ideas effectively. These feelings affected my confidence at the beginning of the presentation.

After receiving feedback, I felt encouraged because the assessment demonstrated that I could complete a formal presentation despite feeling anxious. At the same time, the constructive feedback made me recognize that there were aspects of my communication that required further development. Rather than viewing this feedback negatively, I recognized that it could provide a basis for improving future academic and professional performance.

Evaluation

One positive aspect of my performance was my preparation. I had researched the subject and understood the main issues I intended to communicate. This helped me remain focused on the topic despite feeling nervous.

The lecturer's positive feedback regarding *"thorough research on the subject and understanding of it"* was particularly useful because it confirmed that some aspects of my preparation and delivery were effective. However, there were also weaknesses. My lecturer identified *"lack of enough preparation"*. In retrospect, I recognized that I focused more heavily on preparing the content than on practicing the delivery.

Analysis

The main lesson from the presentation is that effective communication requires more than knowledge of a subject. A person can understand information but still struggle to communicate it effectively. The lecturer's feedback provided an external perspective on my performance. The feedback therefore provides a practical basis for future development.

This experience is also relevant to my intended career as a Support Worker. Communication is central to health and social care, and the Code of Conduct explicitly requires support workers to communicate openly and effectively in order to promote the health, safety and wellbeing of people

using services (Skills for Care, 2026). Therefore, improving my presentation communication is not simply an academic requirement; it is also relevant to my future professional practice.

Action Plan

I will apply these lessons including the feedback from my lecturer especially to my development as a future Support Worker. I will continue to seek feedback, reflect on my experiences and identify specific areas for improvement. This approach is consistent with the expectation of continuing professional development within the health and social care Code of Conduct (Skills for Care, 2026).

CONCLUSION

This portfolio has enabled me to assess my suitability for a career as a Support Worker and identify the knowledge, skills and professional behaviours that I need to develop. My personal statement demonstrates my motivation for entering health and social care, while the SWOT analysis identifies the internal and external factors that may influence my career development.

The PDP provides measurable actions for the next two years, including gaining practical experience, completing relevant training, developing communication skills and preparing for career progression. These objectives reflect the expectations established by the Care Certificate and the Skills for Care Code of Conduct.

The reflection on the LCHS4009 presentation has also demonstrated the value of structured reflection. Using Gibbs' (1988) model enabled me to move beyond simply describing what happened and consider my feelings, performance, reasons for difficulties and specific actions for improvement.

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