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Module Code: BMHP5015

Module Name: Changemakers: Building your Personal Brand for Sustainable Employment

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Introduction

This online portfolio reflects on my learning from the online activities and forum discussions completed during Units 1–4 of the module. It explores how the topics developed my understanding of personal branding, motivation, employability, networking, resilience and professional development within health and social care. I have used a reflective approach by explaining what I learned, how the activities influenced my thinking and how I can apply this knowledge to my future career.

Reflective practice is important in health and social care because it enables students and professionals to examine their experiences, recognise strengths and identify areas for improvement. NHS England (2021) explains that critical reflection involves considering the context of an experience, understanding its impact and identifying future development needs. Throughout this portfolio, I have connected my learning to my long-term ambition of becoming a compassionate, skilled and evidence-based doctor.

The portfolio is organised according to the four units. It includes reflections on my Moodle forum answers and other online activities. Screenshots of my completed activities should be inserted in the marked locations. Overall, my learning demonstrates that professional development involves more than gaining qualifications. It also requires self-awareness, motivation, effective communication, resilience, professional relationships and a commitment to lifelong learning.

Unit 1: Brand You

Unit 1 introduced me to personal branding and encouraged me to reflect on my identity, values, goals and professional behaviour. Before completing this unit, I mainly associated personal branding with businesses, advertising and social media. However, the activities helped me understand that a personal brand is also formed through the way a person communicates, behaves, develops skills and presents themselves to others. In health and social care, my personal brand will influence how patients, colleagues and employers perceive my professionalism, reliability and commitment to care.

One of the most important concepts I explored was **self-determination**. Ryan and Deci (2000) explain that self-determination theory is based on three psychological needs: autonomy, competence and relatedness. Autonomy refers to having a sense of choice and

control over decisions. Competence relates to feeling capable of developing skills, while relatedness involves feeling connected to and supported by others. These concepts helped me reflect on my own motivation to pursue medicine.

In my forum answer, I explained that self-determination refers to a person's ability to make choices and act according to their own values and motivations rather than external pressure. I connected this idea to my long-term goal of becoming a compassionate and highly skilled doctor. Although medicine is a challenging career, my motivation is not based only on status or employment. I am motivated by the opportunity to combine science, compassion and lifelong learning to improve patients' lives.

The three elements of self-determination are relevant to my future career. I need to develop competence through education, clinical experience and continuous learning. I also need autonomy because healthcare professionals must take responsibility for their decisions while working within their competence. Finally, relatedness is important because healthcare depends on supportive relationships with patients, families, colleagues and multidisciplinary teams. If these needs are supported, I am more likely to remain motivated when I experience academic or professional difficulties.

Self-Determination

Autonomy

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Self-Determination

by Faith-Monica Lhamour Gaman - Wednesday, 8 July 2026, 9:04 PM

According to Edward Deci and Richard Ryan, self-determination is the experience of acting with a sense of volition, choice, and willingness rather than pressure or control. In their theory, it is closely tied to autonomous motivation, where a person does something because it feels meaningful, interesting, or personally valued.

In self-determination theory, CAR can be rewritten as a simple way to remember what supports a person's motivation and sense of self-directed action:

- C — Competence: feeling capable and able to succeed.
- A — Autonomy: feeling free to make your own choices.
- R — Relatedness: feeling connected, supported, and valued by others.

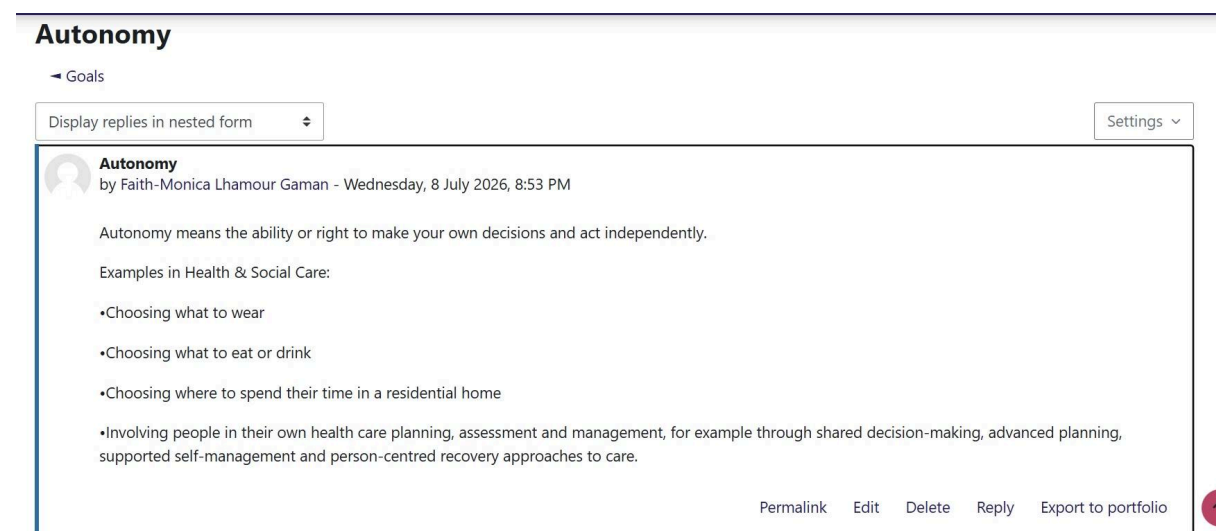
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Figure 1: Moodle forum response explaining self-determination.

I also reflected on the meaning of **autonomy** in health and social care. In my forum answer, I stated that autonomy is the ability to make informed decisions independently. Examples include choosing what to eat, participating in care planning, selecting between suitable treatment options and deciding how support should be provided. I recognised that respecting autonomy is essential for preserving dignity, independence and patient choice.

As a future doctor, I will need to provide patients with clear and understandable information without pressuring them into a particular decision. This will require effective communication and an understanding that patients have different beliefs, priorities and experiences. The

Nursing and Midwifery Council (2018) states that professionals should communicate clearly, consider people's communication needs and check their understanding. Although the Code applies specifically to nurses, midwives and nursing associates, these principles are also relevant to the wider health and social care context.



The screenshot shows a forum interface with a header titled "Autonomy". Below the header is a navigation bar with a "Goals" link and a "Display replies in nested form" dropdown menu. A "Settings" button is visible in the top right corner. The main content area displays a post by Faith-Monica Lhamour Gaman, dated Wednesday, 8 July 2026, 8:53 PM. The post text defines autonomy and provides examples in health and social care. At the bottom right of the post, there are links for "Permalink", "Edit", "Delete", "Reply", and "Export to portfolio".

Autonomy
by Faith-Monica Lhamour Gaman - Wednesday, 8 July 2026, 8:53 PM

Autonomy means the ability or right to make your own decisions and act independently.

Examples in Health & Social Care:

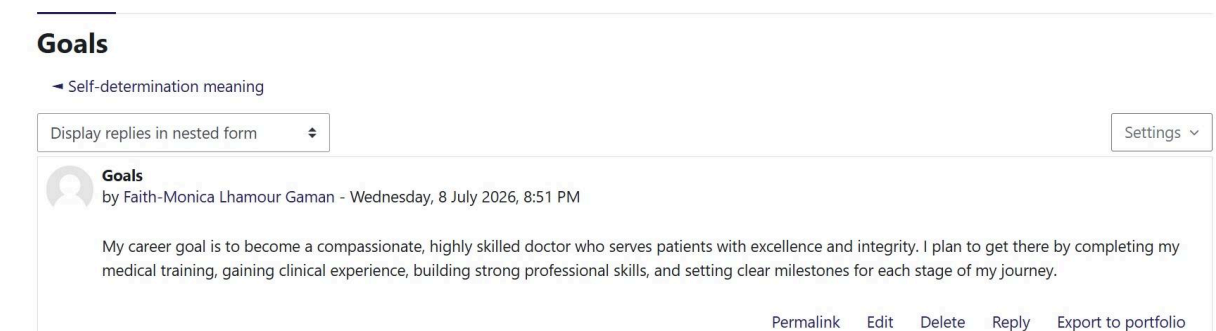
- Choosing what to wear
- Choosing what to eat or drink
- Choosing where to spend their time in a residential home
- Involving people in their own health care planning, assessment and management, for example through shared decision-making, advanced planning, supported self-management and person-centred recovery approaches to care.

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Figure 2: Forum response about autonomy and person-centred care.

The activity also helped me distinguish between my personal and professional goals. My long-term goal is to become a doctor, but I need short-term goals to make this ambition achievable. These include completing my current degree, strengthening my scientific knowledge, gaining relevant experience, preparing for medical admissions tests and improving my communication skills.

I learned that goals are more effective when they are specific and connected to an action plan. The National Careers Service (2025) recommends setting SMART goals, which should be specific, measurable, achievable, relevant and time-bound. I can apply this advice by setting a weekly revision target, recording my progress and reviewing whether my study plan is realistic alongside my other responsibilities.



The screenshot shows a forum interface with a header titled "Goals". Below the header is a navigation bar with a "Self-determination meaning" link and a "Display replies in nested form" dropdown menu. A "Settings" button is visible in the top right corner. The main content area displays a post by Faith-Monica Lhamour Gaman, dated Wednesday, 8 July 2026, 8:51 PM. The post text describes the author's career goal and their plan to achieve it. At the bottom right of the post, there are links for "Permalink", "Edit", "Delete", "Reply", and "Export to portfolio".

Goals
by Faith-Monica Lhamour Gaman - Wednesday, 8 July 2026, 8:51 PM

My career goal is to become a compassionate, highly skilled doctor who serves patients with excellence and integrity. I plan to get there by completing my medical training, gaining clinical experience, building strong professional skills, and setting clear milestones for each stage of my journey.

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Figure 3: Personal goals, strengths or personal-brand activity.

This unit changed my understanding of personal branding because I now see it as an ongoing process rather than a fixed image. My personal brand should reflect compassion, professionalism, reliability, commitment and continuous learning. I also need to ensure that my online presence is consistent with these values by communicating respectfully on professional platforms, checking the information I share publicly and using platforms such as LinkedIn to demonstrate my interests and achievements.

Unit 2: It's a Small World

Unit 2 focused on wider connections and employability in health and social care. The activities introduced topics including the gig economy, soft skills, emotional intelligence and self-awareness. These discussions helped me recognise that health and social care is influenced by changing employment patterns, workforce demands, professional relationships and the skills required to work effectively with different people.

In my forum response about the **gig economy**, I explained that it involves flexible employment where people complete temporary or short-term jobs instead of working under permanent contracts. I applied this to health and social care by considering a self-employed care worker who accepts shifts through an agency or online platform to support people in their own homes. This arrangement may provide flexibility for workers and help organisations respond to staffing shortages. However, it may also create challenges, including uncertainty about working hours, reduced job security and the responsibility of managing professional requirements independently.

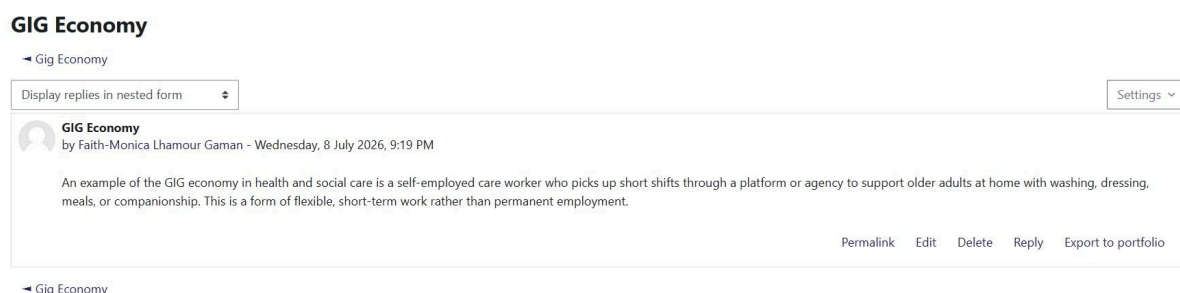


Figure 4: Forum answer explaining the gig economy in health and social care.

Reflecting on this topic helped me understand how employment structures can influence the delivery of care. Flexibility may be beneficial for some workers, but the quality and continuity of care must remain a priority. People receiving care may feel more secure when they see familiar professionals who understand their needs. Organisations should therefore ensure

that flexible employment arrangements do not negatively affect communication, safeguarding or person-centred care.

This topic also encouraged me to think about the importance of adaptability in my own career. Healthcare is constantly changing because of workforce pressures, new technologies and changing patient needs. I will need to remain open to new systems and ways of working while maintaining professional standards and patient safety.

I also reflected on **soft skills**. In my forum answer, I identified communication, teamwork, empathy, adaptability, leadership, time management and problem-solving as important skills. I learned that technical knowledge alone is not sufficient for a successful career in healthcare. Doctors and other professionals work with patients, families, colleagues and multidisciplinary teams, often in emotionally difficult situations. They therefore need to communicate clearly, listen carefully and respond with professionalism.

The activity on **emotional intelligence** was particularly relevant to my future career. I described emotional intelligence as the ability to recognise, understand and manage my own emotions while also recognising and responding appropriately to the emotions of others. For example, a doctor may need to reassure an anxious patient before treatment by listening empathetically and explaining what will happen. Emotional intelligence can support communication, teamwork, leadership and professional relationships in healthcare. Studies of healthcare education also identify emotional intelligence as an important factor in professional performance and patient communication (Al-Ali et al., 2025).

Soft Skills

← GIG Economy

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Soft Skills

by Faith-Monica Lhamour Gaman - Wednesday, 8 July 2026, 9:20 PM

Soft skills are the personal and interpersonal abilities that affect how you work with other people and handle tasks. They include communication, teamwork, emotional intelligence, adaptability, problem-solving, time management, and leadership.

They are crucial in today's workplace because most jobs require people to collaborate, solve problems, and adapt to change, not just do technical tasks. Strong soft skills help you build trust, work well in teams, handle pressure, and grow into more responsible roles.

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Emotional Intelligence

← Soft Skills

Display replies in nested form

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Emotional Intelligence

by Faith-Monica Lhamour Gaman - Wednesday, 8 July 2026, 9:20 PM

Emotional intelligence is important in health and social care because it helps workers understand feelings, communicate clearly, and respond with empathy. For example, a nurse may reassure a nervous patient before treatment, or a care worker may comfort someone who seems upset or withdrawn.

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← Soft Skills

Figure 5: Forum answer about soft skills and emotional intelligence.

The topic of **self-awareness** helped me reflect on my own strengths and weaknesses. I explained that self-awareness involves understanding my emotions, behaviours, strengths and areas requiring improvement. This is important because stress or anxiety can affect the way a professional communicates and makes decisions.

If I recognise that I am tired, overwhelmed or lacking confidence, I can take appropriate action by seeking advice, organising my workload or reflecting on the situation. In the future, this could help me recognise when I need support from a tutor, mentor or colleague instead of allowing difficulties to affect the quality of my work.

The National Careers Service (2025) recommends reflecting on previous education, employment and everyday experiences when identifying skills. I found this useful because it encouraged me to recognise strengths such as empathy, organisation and persistence, while also identifying the need to improve my confidence, public speaking and professional communication.

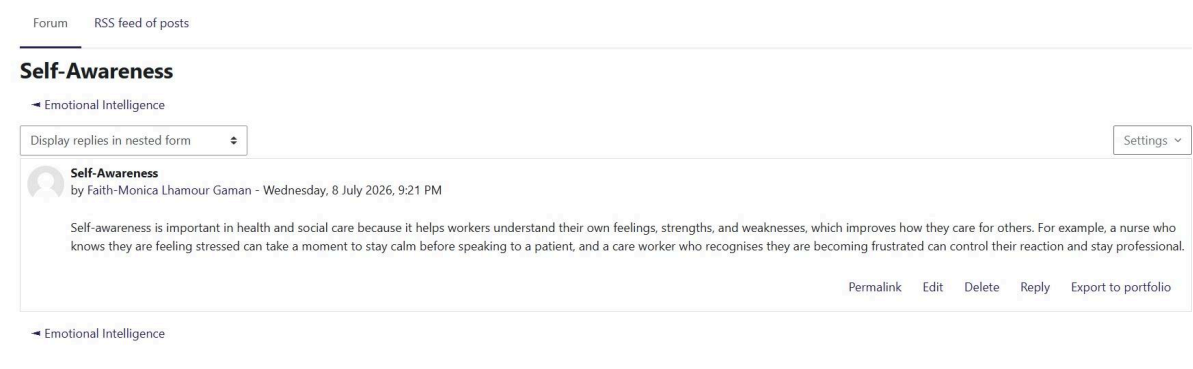


Figure 6: Self-awareness, employability or skills-development activity.

Overall, Unit 2 helped me understand that successful healthcare professionals must combine knowledge with emotional and interpersonal skills. It also made me more aware that employment in health and social care is changing and that adaptability will be important for my future.

Unit 3: Opportunity Knocks

Unit 3 focused on networking, external connections and recognising opportunities for personal and professional development. I learned that opportunities do not always appear automatically. They are more likely to develop when a person is proactive, prepared and willing to communicate with others. This was relevant to me because I am preparing for a future career in medicine and need to build experience, confidence and professional relationships.

In my forum response, I explained that **networking** involves building and maintaining professional relationships to exchange knowledge, advice, opportunities and support. I identified the people I mainly communicate with as healthcare professionals, lecturers, university staff and fellow students. I communicate with them through university activities, work experience, LinkedIn, email and face-to-face conversations. Reflecting on this made me realise that some of my existing interactions already form the beginning of a professional network.

Importance of Networking

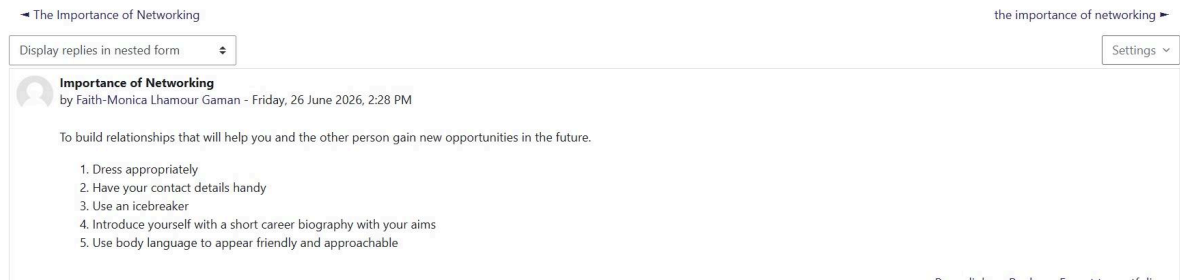


Figure 7: Forum answer explaining the importance of networking.

Networking is valuable in health and social care because professionals need to share knowledge and collaborate effectively. The Nursing and Midwifery Council (2018) emphasises the importance of working cooperatively with colleagues and sharing information to promote safety. A strong network can provide mentorship, career advice, learning opportunities and encouragement. It may also help professionals discover volunteering, work experience or employment opportunities.

However, I learned that effective networking should be based on genuine professional relationships rather than simply trying to obtain personal advantages. This means listening to others, showing respect, maintaining contact and being willing to contribute as well as receive support.

I also explored **external connections**. In my forum response, I explained that I could use existing contacts to introduce me to people working in other organisations or professional areas. I could also attend conferences, volunteer, join professional organisations and use LinkedIn to expand my network. This helped me recognise that building a career requires active participation.

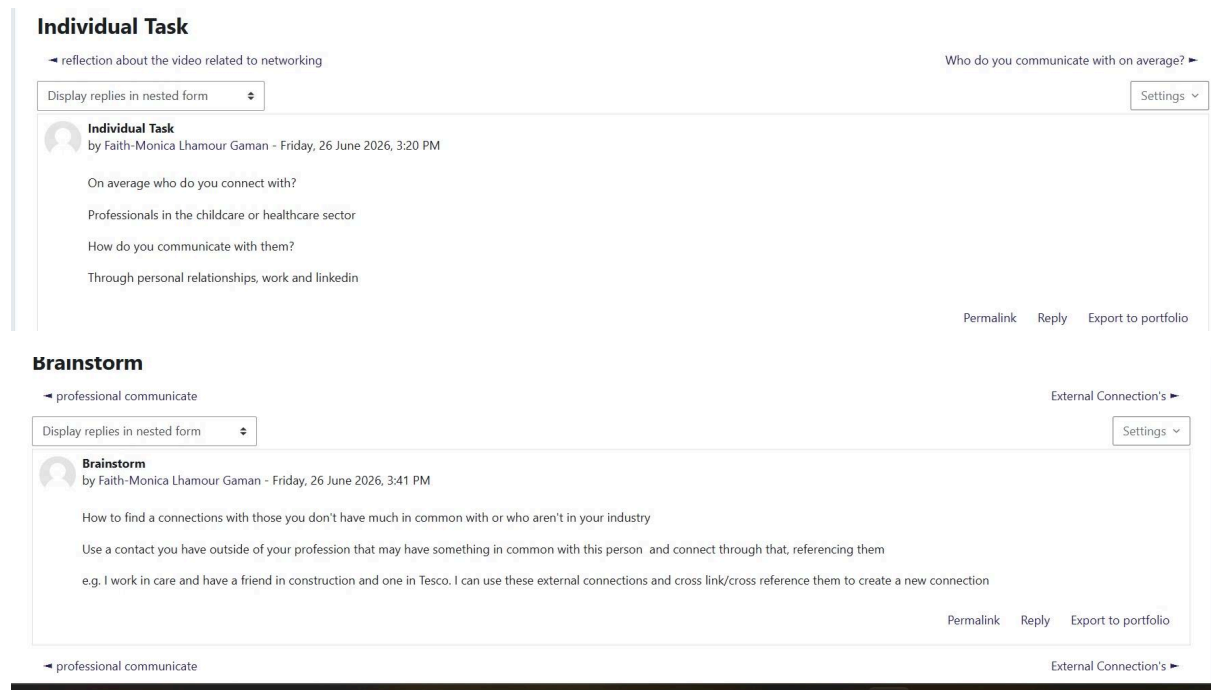


Figure 8: Individual activity identifying current professional contacts and external connections.

The case study about **Sheela** helped me apply networking and research skills to a health and social care situation. I explained that Sheela should collaborate with midwives, maternity nurses, paediatricians, health visitors, breastfeeding specialists and doctors. She could also interview mothers, distribute questionnaires and review current research about breastfeeding.

This would allow her to consider both professional and patient perspectives before making recommendations about why some mothers choose formula feeding. I found this activity valuable because it demonstrated the importance of avoiding assumptions. If Sheela only spoke to one professional group, she might receive a narrow view of the issue. By consulting different professionals and mothers, she could develop a more balanced and evidence-based understanding.

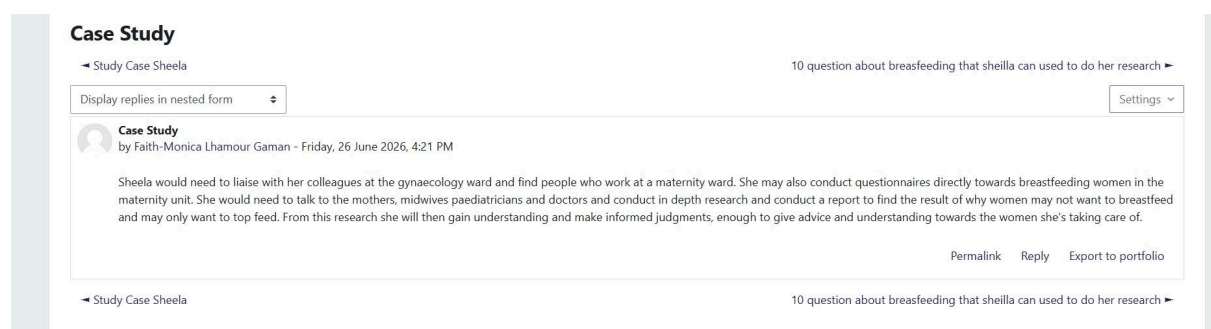


Figure 9: Written response to the Sheela case study.

This approach is relevant to medicine because clinical decisions should be informed by research, professional expertise and the patient's individual circumstances. It also shows why multidisciplinary working is important. Different professionals may identify different factors affecting a person's health, and collaboration can lead to more appropriate recommendations.

Unit 3 helped me recognise the importance of communication, confidence and professionalism when developing connections. I need to be able to introduce myself appropriately, ask thoughtful questions, listen actively and follow up respectfully. My main learning from this unit is that opportunity is connected to preparation. Updating my CV, developing skills, attending events and communicating with professionals can increase the possibility of future opportunities.

Unit 4: The Pursuit of Happiness

Unit 4 encouraged me to reflect on happiness, success, work values, resilience, technology and mentoring. It helped me understand that professional fulfilment is not based only on obtaining a job or qualification. It is also influenced by purpose, relationships, personal values, wellbeing and the ability to cope with challenges.

One important topic was **changing perspective**. In my forum response, I explained that changing perspective in health and social care helps professionals understand patients' different experiences, beliefs and needs. This can reduce assumptions and support person-centred care. For example, a patient's decision about treatment may be influenced by their culture, family circumstances, financial situation or previous experiences of healthcare. A professional who listens carefully and considers these factors is more likely to build trust and provide appropriate support.

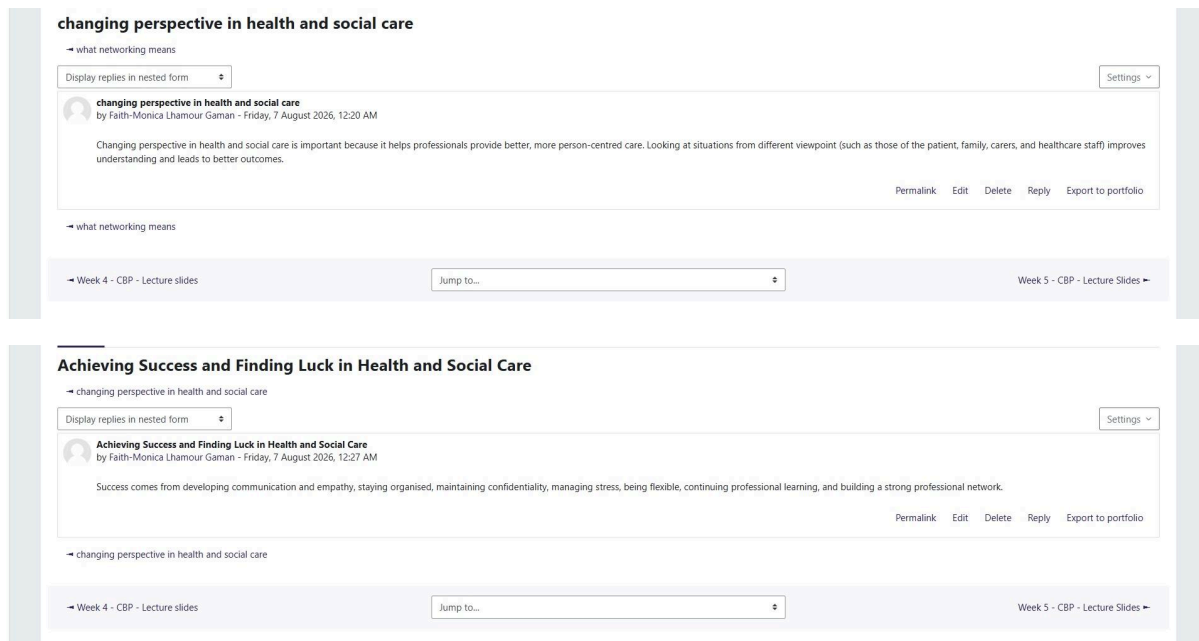


Figure 10: Forum answer about changing perspective, success or luck.

I also reflected on **success and luck**. My forum response stated that success in health and social care comes from communication, organisation, professionalism, stress management, continuing education and positive relationships. I recognised that people may describe an unexpected opportunity as luck, but preparation often makes it possible to benefit from that opportunity. This idea encouraged me to continue developing my skills even when there is no immediate reward.

The concept of a **serendipity mindset** also influenced me. I described this as being open to unexpected opportunities and recognising valuable possibilities when they arise. In healthcare, this could involve noticing a new learning opportunity, listening to an alternative professional opinion or discovering an innovative way to improve patient care. I want to develop this mindset while remaining evidence-based and professionally responsible.

I also considered **stretch goals**, which are ambitious goals that encourage people to work beyond their comfort zone. My ambition to enter medicine is a stretch goal because it requires sustained academic effort, resilience and preparation. However, I learned that an ambitious goal needs to be divided into realistic steps. If I only focus on the final outcome, I may feel overwhelmed. Breaking the goal into smaller targets can help me monitor progress and maintain motivation.

The activity on **work values** helped me identify what I want from a future career. I value helping others, continuous learning, making a positive difference, fair pay, career progression, teamwork, work-life balance and a supportive working environment. These

values confirm why medicine appeals to me, but they also remind me that I need to consider my wellbeing. A meaningful career should not require me to ignore rest, relationships or personal health.

I reflected on **limiting beliefs** and the fear of failure. In my forum response, I explained that limiting beliefs are negative thoughts or assumptions that prevent individuals from reaching their potential. I recognised that self-doubt can sometimes reduce my confidence, particularly when working towards a demanding career. The activity encouraged me to challenge thoughts such as “I am not capable” and replace them with a more realistic perspective: I may have areas to improve, but I can develop through effort, feedback and support.

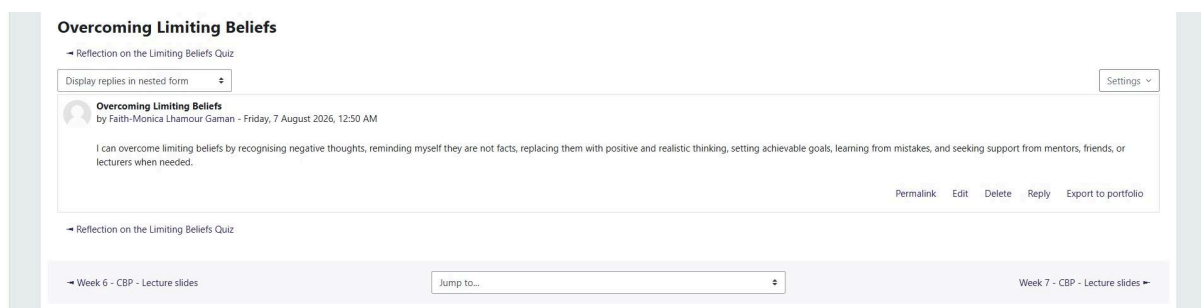


Figure 11: Activity or forum response about limiting beliefs, resilience or dealing with failure.

The discussion about **failure** was also significant. I learned that failure can provide an opportunity to identify weaknesses, accept feedback and change my approach. In healthcare, professionals must learn from mistakes while maintaining patient safety and accountability. NHS England (2021) explains that critical reflection involves considering the context of an experience, its impact and future development needs. As a future doctor, I will need resilience, honesty and a willingness to learn from difficult experiences.

Another important topic was **technology in health and social care**. I recognised that technology can improve communication, access to information and efficiency, but it can also create problems such as digital inequality, limited digital skills and data-security concerns. My forum response stated that technology should support rather than replace healthcare professionals. This reflects my belief that compassion, empathy and human judgement remain essential to care.

Finally, I reflected on **mentoring**. I explained that experienced professionals can provide guidance, encouragement, feedback and advice about career decisions. As an aspiring doctor, a mentor could help me develop clinical communication, overcome challenges and

understand the realities of medical education and practice. Mentoring could also increase my confidence and help me build a wider professional network.

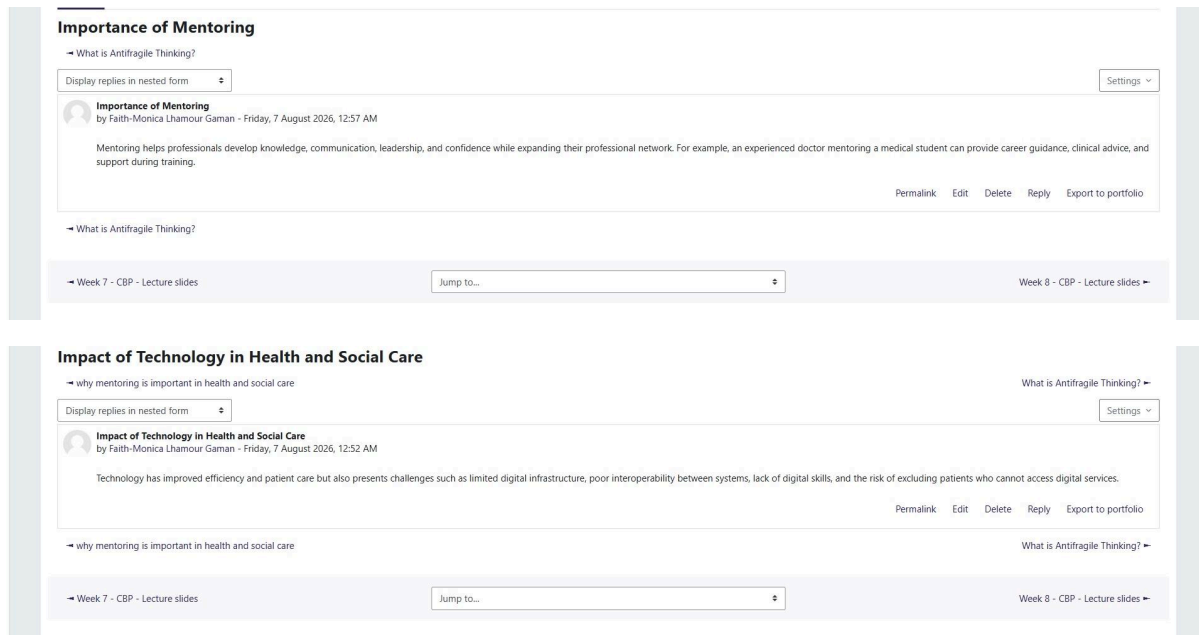


Figure 12: Mentoring & Technology in Health and Social Care activity.

Conclusion

This portfolio demonstrates how the four units developed my understanding of personal and professional development in health and social care. Unit 1 helped me recognise the importance of self-determination, autonomy, competence, relatedness, personal values and goal-setting. Unit 2 developed my awareness of changing employment patterns, soft skills, emotional intelligence and self-awareness. Unit 3 showed me how networking and external connections can support professional development, while Unit 4 strengthened my understanding of resilience, work values, technology, mentoring and lifelong learning.

The activities helped me connect my learning to my ambition to become a doctor. I now understand that medicine requires more than academic knowledge. It requires empathy, communication, self-awareness, adaptability, professionalism and the ability to learn from feedback. I have identified strengths that I can continue developing, including compassion, commitment and organisation, while also recognising the need to improve my confidence and professional communication.

Overall, the module encouraged me to take greater responsibility for my career development. I intend to continue setting SMART goals, building professional relationships,

maintaining a positive online presence and seeking opportunities for learning and mentoring. The portfolio has confirmed that becoming a competent and compassionate doctor will be an ongoing process of reflection, development and lifelong learning.

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