



University of Wales
Trinity Saint David

Professional Career Development in Health and Social Care ASSIGNMENT 2: Personal Development Portfolio

Module title: Professional Career Development within H&SC

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Acknowledgement of AI use:

I confirm that I have used AI solely as a tool for checking grammatical errors and refining language .

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Professional Profile

This Personal Development Portfolio represents a structured compilation of professional and academic documentation designed to transition my extensive clinical background into the UK health and social care sector, specifically targeting the role of a Mental Health Nurse (Band 5). This portfolio integrates a targeted curriculum vitae, a tailored personal statement, a strategic SWOT analysis alongside a two-year Personal Development Plan (PDP), and a critical reflection evaluated through Gibbs' reflective cycle based on prior presentation performance. By bridging my prior clinical experience as a medical doctor and dermatologist with modern UK health policies and person-centred frameworks, this portfolio highlights my commitment to continuous professional development (CPD) and holistic, compassionate patient care.

Task 1: Professional CV

Inna Valier

Medical Professional

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Dedicated, highly resilient, and compassionate aspiring Mental Health Nurse currently advancing education in Health and Social Care at the University of Wales Trinity Saint David (UWTSD). Bringing extensive clinical background as a Medical Doctor, Dermatologist, and Cosmetology Practitioner (2008–2022) with a deep understanding of psychological well-being, body image distress, and emotional vulnerability. Proven ability to work autonomously, use own initiative, and maintain a calm, mature response in high-pressure or difficult situations. Successfully integrated into the UK professional environment following relocation from Ukraine in 2022, combining robust clinical observation, excellent interpersonal communication, and adherence to NHS values to support vulnerable individuals.

Core Skills & NHS Competencies:

- **Autonomous Practice & Initiative:** Proven ability to work regularly unsupervised, manage professional responsibilities independently, and make sound decisions under pressure.
- **Effective Communication:** Excellent interpersonal, verbal, and written communication skills; active listening and building trust with individuals experiencing psychological distress or anxiety.
- **Observation & Reporting:** Keen clinical observation skills, accurately noting behavioral and emotional changes, and maintaining precise documentation.
- **Emotional Resilience & Maturity:** Displaying a calm, mature, and professional response to challenging, highly emotional, or sensitive situations.
- **Psychological Insight:** Comprehensive understanding of mental health needs, self-awareness, and the psychological impact of physical and chronic conditions on self-esteem.
- **Multidisciplinary Collaboration:** Working effectively and collaboratively within teams to ensure safe, person-centered support environments.

Career Summary & Professional Experience 2023- Present 2026

Cosmetologist & Client Support Specialist — VB Company

- Key Responsibilities & Achievements:
- Delivered professional, client-focused aesthetic and supportive care within a UK environment, combining technical skin care expertise with advanced interpersonal communication and empathy.
- Exercised autonomy and initiative in managing daily client sessions, addressing individual concerns, and providing a reassuring, safe space for individuals experiencing vulnerability or appearance-related distress.
- Maintained accurate client records, documentation, and operational standards independently while demonstrating high problem-solving skills and a calm, professional approach.
- 2022 (Forced Relocation & Adaptation)

Relocated from Ukraine to the United Kingdom under the Ukraine Scheme due to the war, demonstrating high personal resilience, mature adaptation, and successful integration into British professional standards.

2008 – 2022 (14 Years of Clinical Practice)

Dermatologist & Cosmetology Practitioner — Private Clinic (Dnipro, Ukraine)

- Key Responsibilities & Achievements:
- Managed patient consultations, diagnostics, and treatments, directly addressing the psychological components of chronic conditions, including depression and social anxiety.
- Utilized exceptional observation and interpersonal skills to support clients experiencing severe body image distress and emotional vulnerability, fostering psychological acceptance.
- Maintained strict medical confidentiality, safety compliance, and meticulous clinical reporting of patient histories.
- Developed robust emotional resilience and the ability to handle sensitive, high-pressure clinical scenarios with a calm and mature response.

Education & Academic Background:

- Certificate of Higher Education Skills for the Workplace (Health & Social Care) — In Progress (2025 – 2026)
- Institution: University of Wales Trinity Saint David (UWTSD)
- Focus: Professional Development, health policies, and person-centered care frameworks.

- Higher Education Degree in Medicine (Medical University) (2001 – 2008)
- Institution: Medical University
- Qualification: Comprehensive medical training providing an in-depth foundation in human anatomy, clinical diagnostics, patient safety, and ethics.
- Secondary School Education (High School) (1991 – 2001)
- Standard: Foundational secondary education completed with high academic standing.
- Professional Development, Congresses & Training (CPD)
- Phlebotomy & PRP Training: Practical clinical training in blood sampling, venipuncture, and clinical safety. (2023)
- NCFE Level 2 Functional Skills Qualification in English (Awarded: 02/03/2023): Advanced certification in written and verbal English communication.
- CPD Certificate Level 3 in Anatomy and Physiology (64 hours): Advanced study of human body systems. (2022)
- Active participation in specialized medical congresses focusing on Dermatological Medicine and Advanced Aesthetics. (2017)
- Attendance and participation in international and regional congresses on Aesthetic Medicine and patient management. (2016)
- Interests & Professional Development
- Continuous reading and research into mental health awareness, psychodermatology, and emotional resilience in healthcare.
- Participating in workshops focused on holistic patient recovery and advanced communication strategies.

Task 2: Personal Statement

My primary career objective is to qualify and register as a Band 5 Mental Health Nurse (RMN) within the NHS, specializing in adult mental health services. Having practiced for over 14 years in specialized aesthetic and dermatological care, I have developed a profound understanding of human psychology, emotional vulnerability, and patient communication. Transitioning into Mental Health Nursing through the Level 4 Certificate of Higher Education Skills for the Workplace at the University of Wales Trinity Saint David represents a natural evolution of my clinical career, driven by a desire to address the root mental health struggles that affect patient well-being. Throughout my 14 years of clinical practice, I realized that aesthetic and dermatological issues are rarely just physical. Clients presenting with skin damage, scarring, or age-related alterations frequently experience intense psychological distress, low self-esteem, social anxiety, and feelings of worthlessness. Managing these cases required far more than physical treatments; it demanded a deep psychological approach. I routinely utilized active listening, empathy, and emotional de-escalation to help patients navigate their feelings of insecurity. This extensive experience illuminated the power of the mind-body connection, inspiring me to dedicate my professional life fully to mental health care. The NHS Person Specification for a Band 5 Mental Health Nurse demands an ability to work regularly unsupervised, communicate effectively across verbal and written channels, maintain precise observation records, and exhibit a calm, mature response to difficult situations. My background aligns directly with these requirements. Operating my own clinical practice for over a decade required total autonomy, mature clinical decision-making, and strict adherence to documentation protocols. In situations where clients experienced acute distress or dissatisfaction, I maintained an unwavering, calm, and reassuring composure, ensuring patient safety and emotional stabilization. My current academic studies at the University of Wales Trinity Saint David have strengthened my theoretical knowledge of mental health frameworks, safeguarding legislation, and person-centred care. I have integrated academic reflective models, such as Gibbs' Reflective Cycle, into my daily practice to critically evaluate my interpersonal interactions and identify areas for growth. Furthermore, my voluntary experience supporting mental health support groups has refined my ability to observe subtle shifts in service user behavior and report these accurately to multidisciplinary teams. I am fully prepared to undertake the necessary mentorship training and specialist clinical modules required by the NHS Trust. I bring a rare combination of 14 years of clinical experience, emotional resilience, mature judgment, and an unyielding commitment to upholding the NHS Core Values. I am eager to contribute to the Trust by delivering compassionate, dignified, and evidence-based mental health nursing care.

Task 3: Personal SWOT Analysis and Personal Development Plan

Internal Strengths	Internal Weaknesses
14 Years of Clinical Experience (2008–2022): Extensive professional background as a Dermatologist and Cosmetology Practitioner, operating autonomously, ensuring patient safety, and performing clinical procedures.	Formal Registration Gap: Need to complete formal nursing qualifications to secure full NMC registration in the UK
Psychological & Psychodermatological Expertise: Deep practical understanding of the mind-skin connection, emotional vulnerability, body dysmorphia, and anxiety management gained through clinical consultations.	NHS System Familiarity: Limited direct experience with NHS-specific electronic patient record software (e.g., Lorenzo/RIO)
Crisis Composure & Maturity: Proven ability to remain exceptionally calm, empathetic, and professional in high-stress or emotionally charged clinical situations.	Formal Staff Supervision: Need more practical experience in supervising multidisciplinary care teams within large NHS ward environments.
Autonomy & UK Adaptation: Highly experienced in working independently, exercising clinical initiative, and successfully integrating into the UK professional environment following relocation.	Specialized Psychiatry Experience: Transitioning from dermatology requires focused exposure to acute mental health settings.
External Opportunities	External Threats
NHS Preceptorship Pathways: Access to Band 5 structured preceptorship programmes and clinical mentorship qualifications.	High Ward Pressure: Increased risk of occupational burnout due to demanding environments in acute psychiatric care.

Emerging Field of Psychodermatology: Ability to contribute unique interdisciplinary expertise to specialized mental health and dermatology clinics.	Evolving Legislation: Rapid changes in Mental Health Act regulations requiring continuous professional updating.
Higher Education Progression: Opportunities to complete Level 5 and Level 6 nursing and health modules supported by academic frameworks.	Workforce Challenges: Staffing pressures within the healthcare sector impacting training timelines.

Personal Development Plan (PDP)

Goal 1: Academic Progression and Excellence in UK Higher Education (Level 4 to Level 6 Pathway)

- Specific Action: Successfully complete the Certificate of Higher Education Skills for the Workplace (Health & Social Care) at UWTSD with First-Class academic performance (70%+), and establish a strategic foundation for progression into a pre-registration BSc (Hons) Mental Health Nursing degree.
- Development Activities & Resources: Master advanced UK academic writing conventions, critical analysis, and rigorous Harvard referencing; utilize the UWTSD Academic Success Centre, library databases, and feedback from module tutors (Odette Jack).
- Target Completion Date: End of Academic Year 2027 (Progression through higher education levels).
- Monitoring & Evaluation: Formally tracked via module grade transcripts, assignment feedback sheets, and regular self-audits of academic writing quality before submission.

Goal 2: Clinical Integration of Mental Health Frameworks and Regulatory Standards

- Specific Action: Bridge my 14-year international medical background (Dermatologist/Cosmetologist, 2008–2022) with contemporary UK healthcare policies, mastering the Mental Health Act (1983/2007), safeguarding legislation, and Care Quality Commission (CQC) compliance standards.
- Development Activities & Resources: Undertake specialized CPD modules in mental health awareness, psychodermatology, and clinical governance; study NHS Trust operational policies and electronic patient record systems (e.g., RIO/Lorenzo).
- Target Completion Date: August 2027 (Within 12–18 months).

- Monitoring & Evaluation: Measured through successful attainment of UK CPD certifications, reflective practice logs based on Gibbs' cycle, and clinical governance compliance audits.

Goal 3: Advanced Person-Centred Leadership and Multidisciplinary Collaboration

- Specific Action: Develop advanced competencies in therapeutic communication, emotional de-escalation, and risk assessment for individuals experiencing acute psychological distress, preparing for Band 5 NHS roles and future clinical leadership.
- Development Activities & Resources: Participate in advanced communication workshops utilizing the Calgary-Cambridge framework; engage in peer-led clinical case reviews and multidisciplinary team (MDT) shadowing opportunities.
- Target Completion Date: August 2028 (Within 24 months / Post-graduation progression).
- Monitoring & Evaluation: Evaluated via annual workplace appraisals, structured clinical supervision feedback, and service-user satisfaction metrics documented in my professional portfolio.

Task 4: Critical Reflection on Presentation Assessment (Gibbs' Model)

Introduction

This critical reflection evaluates my performance during the LCHS4009 Component 1 Presentation Assessment, which focused on a Self-Awareness Presentation. The analysis is structured using Gibbs' Reflective Cycle (1988), incorporating the six sequential stages: Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan. The formal instructor feedback received following the presentation is directly integrated to support critical self-evaluation.

1. Description

For the Component 1 assessment, I was required to deliver a 5-minute oral presentation followed by 1 minute of questions using Microsoft PowerPoint slides, focusing on self-awareness within health and social care. My presentation analyzed communication frameworks, non-verbal cues, and personal strengths—drawing directly upon my background and transitioning into the UK care system. I structured the presentation logically, utilized visual aids, and concluded with the mandatory Q&A session with the lecturer and peers.

2. Feelings

Prior to the presentation, I experienced anxiety regarding my spoken academic English delivery and time management under formal examination conditions. Presenting within a UK higher education context at UWTSD felt intimidating. Because English is not my first, second, or third language, and I wanted to ensure high precision in academic terminology, I relied heavily on my notes, which initially created internal tension and made me feel less connected to the audience.

3. Evaluation

Reflecting on the overall presentation, the lecturer noted that it was "well structured and relevant". On a positive note, my slide design and clinical content were sound. However, the evaluation highlighted clear areas for improvement. Specifically, the instructor feedback emphasized that the main improvement needed was "reducing reliance on notes," noting that "more rehearsal would support better confidence, eye contact, fluency and audience engagement".

4. Analysis

Analyzing the performance in light of the instructor's comments reveals critical insights into academic presentation delivery. While my content and structure were strong, heavy reliance on physical notes hindered my eye contact and fluency. According to presentation skills literature, over-scripting or depending on notes often creates a psychological barrier between the speaker and the audience, reducing natural engagement and expression of confidence (e.g., Duarte, 2008). In my case, anxiety about academic language in a second language prompted this reliance on notes, inadvertently impacting audience interaction.

5. Conclusion

In conclusion, the presentation was a valuable developmental milestone in my UK higher education journey. While my material was well-structured and relevant, my delivery was limited by my reliance on notes, which affected my eye contact and fluency. I have learned that building genuine audience engagement requires moving away from reading notes and committing to deeper, structured rehearsals.

6. Action Plan

To ensure continuous improvement in future academic assessments and directly act on the instructor's feedback, I will implement the following structured steps:

- 1. Reduced Reliance on Notes:** Transition from full written scripts to keyword-based cue cards during practice to encourage natural speaking and eliminate reading habits.
- 2. Enhanced Rehearsal Schedule:** Allocate a structured multi-day rehearsal schedule to build higher confidence, fluid delivery, and stable eye contact.
- 3. Audience Engagement Focus:** Practice active audience interaction techniques (such as scanning the room and using open body language) during pre-assessment rehearsals.

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- Gibbs, G. (1988) Learning by Doing: A Guide to Teaching and Learning Methods. Oxford:

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Silverman, J., Kurtz, S. and Draper, J. (2013) *Skills for Communicating with Patients*. 3rd edn. Banbury: Radcliffe Publishing.

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