

Personal Development Plan (PDP)

Name: Mariama Ceesay

Student number: 2325619

Module: BMNS4015 – Personal, Academic and Professional Development

Role: Band 5 Adult Staff Nurse

Introduction

My aim is to become a confident and caring Adult Staff Nurse within the NHS. I have worked in healthcare for over ten years in roles including housekeeping, ward catering and healthcare assistant. These experiences have given me a clear understanding of hospital routines, infection control and teamwork. I have also learned the importance of involving patients, families and carers in decisions about care. This plan outlines the steps I will take to become a qualified nurse and how I will overcome any barriers along the way.

1. Gain Qualifications and Registration

To become a registered nurse, I will complete my CertHE in Healthcare Practice and progress to a nursing degree, which will allow me to register with the Nursing and Midwifery Council (NMC). My focus is to develop the knowledge and skills needed to deliver safe, effective care to professional standards.

Barriers: Balancing study, work and personal life may be challenging, and financial pressure could make full-time study difficult.

Overcoming Barriers: I will plan my time effectively, seek support from tutors, family and peers, and explore bursaries or flexible working options.

2. Build on Clinical Skills and Knowledge

As a healthcare assistant, I already support patients, families and carers with daily care. I plan to enhance my clinical knowledge in areas such as taking observations, wound care and medication safety. I will stay up to date with mandatory training, including infection control, manual handling and Basic Life Support, to maintain safe and high-quality care.

Barriers: Limited time during shifts may make learning new skills difficult.

Overcoming Barriers: I will use quieter moments to ask questions, observe procedures and record learning in a reflective journal to build confidence and competence.

3. Develop Leadership and Teamwork Skills

In a Band 5 role, I will be expected to support and guide others. To prepare, I will take opportunities to help new staff and shadow senior nurses to learn how they lead teams and manage busy shifts. I also plan to attend leadership or communication workshops offered through work or university.

Barriers: A lack of confidence or fear of mistakes may stop me from stepping forward.

Overcoming Barriers: I will start with small leadership tasks, seek feedback from mentors and learn from experienced nurses to build confidence gradually.

4. Improve Communication and Record Keeping

Clear communication is vital in nursing. I will practise writing accurate notes and handovers to ensure patients, families and carers receive consistent, safe care. I will continue to listen carefully, show empathy and maintain professionalism in all interactions.

Barriers: Time pressure and language differences can affect communication.

Overcoming Barriers: I will focus on concise documentation, use interpreters or communication aids when needed, and apply active listening to ensure understanding.

5. Reflect and Grow in Confidence

Balancing work, study and home life has made me more organised and resilient. I will continue to reflect after shifts to identify what went well and what could improve. Using Gibbs' Reflective Cycle (1988) will help me analyse experiences and apply learning to future practice.

Barriers: It may be difficult to find time or be fully honest when reflecting.

Overcoming Barriers: I will set aside time weekly for reflection and ask mentors for feedback to support open and constructive self-assessment.

Conclusion

This plan focuses on my key goals: gaining my nursing qualification, improving clinical skills, developing leadership and communication, and building confidence through reflection. I am proud of my progress and determined to keep learning so I can deliver safe, compassionate care to patients, families and carers.

Reference:

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

