

Name: Sophia Hinds

Module: Professional Development within Health and Social care

Module code: LCHS400

Lecturer name: Aishat Bakre



Sophia Hinds

Support Worker

0700 0000000

sophia.hinds@outlook.com

Birmingham, UK

Personal Profile

A compassionate and dedicated individual currently studying for a Certificate of Higher Education in Skills for the Workplace (Health and Social Care) at the University of Wales Trinity Saint David, Birmingham campus. Committed to providing quality care and support to vulnerable patients, with a genuine passion and willingness for improving people's quality of life. Reliable, empathetic, and an effective communicator with a growing knowledge of professional practice within a health and social care setting.

Work Experience

Care Assistant (Voluntary) | Edgbaston Manor Care Home, Birmingham | June 2024

- Assisted the residents with their daily living activities including personal care, meal preparation, and mobility support
- Maintained accurate and confidential care records in accordance with organisational policies
- Communicated effectively with residents, families, and colleagues to ensure quality care for all parties involved
- Supported social and recreational activities to promote wellbeing and independence for residents

Retail Assistant | Tesco, Birmingham | September 2022 – May 2024

- Delivered excellent customer service in a busy environment, developing strong interpersonal, and customer service skills
- Worked collaboratively with colleagues to meet employee targets and ensure customer satisfaction
- Managed the cash handling and stock replenishment with efficiency and attention to detail

Education

CertHE Skills for the Workplace: Health & Social Care

January 2025 – Present

University of Wales Trinity Saint David,
Birmingham

Modules include Academic and Employability Skills | Introduction to Health and Social Care | Psychology in Health and Social Care | Introduction to Public Health | Digital Skills and Research Methods | Professional Development within Health and Social Care

Achievements & Training

- Emergency First Aid at Work – 1-day accredited course (2024)
- Level 2 Award in Health and Safety in the Workplace (2024)
- Mental Health Awareness – Online certification via Mind (2024)
- Safeguarding Adults and Children – Online training certificate (2023)

Key Skills

- | | |
|--|--|
| – Quality care and active listening | – Time management and organisation skills |
| – Safeguarding awareness | – Resilience and adaptability under pressure |
| – Effective written and verbal communication | – Basic IT skills (Microsoft Office) |
| – Teamwork and collaborative working | |

Interests & Hobbies

Reading | Taking Walks | Playing puzzle games | Cooking

Personal Statement

I am an empathetic and compassionate individual currently studying for a Certificate of Higher Education in Skills for the Workplace (Health and Social Care) at the University of Wales Trinity Saint David, Birmingham. I am applying for the position of a Support Worker as it aligns directly with my career aspirations and my genuine commitment to making a positive difference in the lives of vulnerable individuals and improving their wellbeing. This role is necessary for an important step in my journey towards becoming a proficient and knowledgeable health and social care professional.

My academic studies have equipped me with a strong foundation in key areas relevant to this role. Through modules such as Introduction to Health and Social Care, Psychology in Health and Social Care, and Professional Development within Health and Social Care, I have developed a solid understanding of person-centred practice and what that looks like, safeguarding for residents, and the ethical responsibilities I will have working within the sector. I have also gained knowledge of the relevant legislation and policy frameworks that ensure quality care delivery. These studies have widened my awareness of the different needs of individuals who access support services and the importance of treating every person within this environment with care, dignity and respect.

Alongside my academic development, I have gained practical experience through voluntary work as a Care Assistant at the Edgbaston Manor Care Home, where I supported residents with their daily living activities including personal care, mobility, and social engagement with other residents and staff members. This experience has allowed me to apply my learning in a practical way and has reinforced my passion and longing for working directly with people and providing adequate care for them. Through this experience, I understand the importance of maintaining professional boundaries, following care plans accurately and diligently, and communicating effectively with colleagues, service users, and their families. I have witnessed what it means to care for people that are vulnerable and maintaining a level of professionalism while ensuring that their needs are consistently being met.

Regarding my personal strengths, I am a dedicated and patient individual who builds trust with others rather quickly. I am reliable and committed to taking my responsibilities seriously, understanding that the individuals that I support depend on my ability to provide consistent and quality care. I have learned to work well both independently and as part of a team, and I am committed to continuous professional development. I have also completed relevant training including Emergency First Aid at Work, Mental Health Awareness, Safeguarding Adults and Children, and the Care Certificate, all of which demonstrate my proactive approach to building the skills needed for this role and showing initiative to continuously grow in this field.

I have the awareness to know that I fall short in some key areas, particularly around building confidence in more professional settings, and I am actively working on this through my studies and constant exposure to placement experiences, over time building my familiarity with these environments. I am excited by the opportunity to contribute to a work environment that shares my values of compassion, inclusion, and quality care for residents. I am confident that my education, voluntary experience, and personal commitment to this career makes me a strong and suitable candidate for this position, and I look forward to further developing my skills within this role.

SWOT Analysis

Strengths

Currently studying for CertHE Health and Social Care, providing relevant theoretical knowledge for future roles

Practical experience gained through voluntary care work

Empathetic, patient and focused on providing quality care for patients

Ability to form strong individual bonds and communicating with individuals

Opportunities

There is a growing demand for support workers across the UK in the health and social care sector

Universities provide access to placements, networking and professional development

Weaknesses

Lack of confidence in public speaking and professional settings

Limited paid professional experience in health and social care

Still developing academic writing and referencing skills

Can feel overwhelmed in high-pressure or unfamiliar situations that make me uncomfortable

Threats

Competitive job market for support worker roles, particularly in Birmingham

Risk of burnout if work-life balance is not carefully managed and prioritised

Progressing to a senior support worker or specialist role (e.g. mental health)

Changes to government funding or policy could affect job availability in key areas

Further studies for qualifications (NVQ Level 3, degree-level progression)

Personal limitations like confidence barriers may limit performance in interviews or professional settings

Many mentorship and supervision opportunities available within care settings to build experience

Personal Development Plan

Goal	Actions to Achieve It	Timescale	How I Will Monitor Progress
1. Improve confidence in public speaking and formal communication in professional environments	Actively participate in presentations and group discussions during university sessions to create familiarity with talking to a group. Watch recordings of my own presentations to self-evaluate. Seek regular verbal feedback from my lecturer to improve.	0–6 months	Review confidence levels before and after each university presentation. Keep a reflective journal noting improvements. Aiming for a higher mark any future presentations.
2. Gain paid experience in a related health and social care role	Apply for part-time or bank positions in Birmingham. Use the university careers service to support my job applications and CV.	6–18 months	Track job applications made and interviews I have attended. Aim to secure a paid position within 12 months. Email employers for potential feedback on interviews to improve.
3. Complete NVQ Level 3 in Health and Social Care	Research further education after university completion. Discuss options with my university tutor.	12–24 months	Monitor my enrolment progress and the completion of modules. Discuss milestones with tutors and reviewing feedback given.

Gibbs Model: Reflective Cycle

Description

For LCHS4009 Component 1, I was tasked with creating a presentation for a chosen key skill relevant to the health and social care setting. I chose communication as my key skill as I feel it is one of the most important skills to learn and develop for a health and social care role, but also in life too. We were given feedback across 4 criteria: Knowledge and understanding, cognitive and intellectual skills, practical skills, and transferrable skills for life and professional practice. In total I achieved a score of 62 out of 100, which I think is reasonably well for my current skill level, however there are clear areas for improvement moving forward.

Feelings

For the presentation itself I felt a little nervous, but I was confident in the slides I created and felt prepared to deliver the contents of my presentation. Upon completion of the presentation I felt relief, now that the hard part was over, and somewhat pleased with myself for getting through the presentation. However, when receiving feedback about the presentation I was a kind of disappointed with the outcomes, particularly the lack of an applied model that was relevant to my chosen skill. I am just frustrated with myself for missing that key piece of the presentation, costing me easy marks that could've given me a better overall mark. For the public speaking aspect, I expected to score poorly in that criterion, but having more than half marks in a criterion I was never confident in to begin with felt like an achievement, so somewhat proud of that.

Evaluation

Overall, these were some of the key things I took away from my feedback, obviously this could've been much better, but most of my feedback generally describes my produced work as "good", which for now I am satisfied with. Some of my strongest marks came from criterion 3 and 2, for criterion 3

(Cognitive and intellectual skills) showing sound evaluation of concepts and principles, interpreting data accurately, and devising arguments using evidence. For criterion 2 (Knowledge and understanding skills), I demonstrated a good understanding of the principles presented in the assessment questions and including relevant information. The weaker marks came from criterions 4 and 1, (Transferable skills for life and professional practice & Practical skills). Criterion 1 was focused on me improving my confidence levels when it comes to presenting at a higher level, and criterion 4 was about the lack of a relevant model being applied to my presentation. Although minor, there was a few typographical, spelling, and grammatical errors, and my formatting wasn't in line with the assessments formatting requirement.

Analysis

A major success in my presentation I believe was the information presented and my ability to interpret information from the evidence I gathered. I was able to understand the assessment tasks overall well and provided good presentation slides that demonstrated the research that I put in to create it. Where I failed again was the full requirements of the assessment, the application of a relevant model for my chosen skill, I now understand this is due to a lack of reflection on the brief and what was truly required. Not referring to the assessment as I went along with my presentation means that I risk missing key aspects of the tasks and what is required to succeed.

Conclusion

In conclusion, I believe I demonstrated a good foundation when it comes to presenting and responding to a brief and researching and interpreting information from various sources. However, in the future I now understand reviewing my brief and fully understanding what is being asked of me, another thing is proofreading my own work to ensure that I don't have easily avoidable issues like spelling/grammatical errors.

Action Plan

For my action plan, moving forward I will ensure that as I progress through my assignments I will always go back to the brief and the specific tasks to make sure that I don't miss any key aspects of the task description and I include everything that is expected from me. I will then make sure that I proofread my work when I am done and lastly continue to build my confidence in public speaking not just for professional reasons but in life too.