

LCHS4009

[Professional Development within Health and Social Care]

Component 1 Portfolio: Employability Skills for Health and Social Care

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Chosen Job Vacancy

Role chosen for this portfolio is the one of Full-Time Support Worker at Ivetsey Bank Hospital, which is affiliated to the Active Care Group and situated in Wheaton Aston, Staffordshire. It is a Tier 4 CAMHS (Children and Adolescent Mental Health Services) hospital that serves children ranging from age 12 to 18 years having issues regarding mental well-being and other special needs. According to the advert posted, the role entails helping youngsters in doing activities of their daily lives as well as engaging them in various productive activities and working as a member of the multidisciplinary team including nurses, psychologists, and social workers.

Full job description

About The Role

About our Children's Homes

At Bedspace, our singular mission is clear: to profoundly impact the lives of the people we care for and support. Our unwavering commitment extends to children and young people, driving the expansion of our children's home network. Our homes are designed to provide a secure and nurturing environment, fostering a family-style atmosphere that promotes positive relationships and establishes strong bonds between children and our dedicated staff.

Task 1: Professional Curriculum Vitae

Lor Landu

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Personal Profile

Health and Social Care first year student who is currently studying at the University of Wales Trinity Saint David with two years of working experience in part-time capacity as Support Worker at Ivetsey Bank Hospital which is a care center that caters to young people suffering from mental issues. Known for my patience and good communication skills along with the ability to build a rapport with vulnerable young people. Interested in getting an opportunity to work as a Support Worker on a full-time basis.

Key Skills

- Patient and calm approach when supporting young people in distress
- Strong verbal and written communication skills
- Effective team player within multidisciplinary settings

- Sound understanding of safeguarding principles and person-centred care
- Actively developing professional boundaries alongside empathetic practice
- Reliable, punctual, and committed to continued professional development

Education

University of Wales Trinity Saint David

BSc (Hons) Health and Social Care — Year 1 (in progress)

Expected completion: 2028

Work Experience

Support Worker (Part-Time)

Ivetsey Bank Hospital, Active Care Group, Wheaton Aston, Stafford

[Insert start date] – Present (approx. 2 years)

- Provided day-to-day support to young people aged 12–18 with complex mental health conditions and additional needs within a Tier 4 CAMHS inpatient setting
- Supported young people with activities of daily living, emotional regulation, and engagement in structured recreational activities
- Worked collaboratively with nurses, psychologists, and wider multidisciplinary teams to deliver person-centred, individualised care
- Maintained accurate records in line with organisational policy and safeguarding procedures
- Built trusting, professional relationships with young people to support their recovery journey

Achievements

- Consistently recognised by senior staff for reliability and a calm approach under pressure
- Successfully supported young people through periods of distress and crisis using appropriate de-escalation approaches

References

Available upon request.

Task 2: Personal Statement

Since early childhood, I have always felt passionate about helping others, especially those who are weaker or struggling with any extra difficulties. That passion was behind me enrolling onto the BSc (Hons) Health and Social Care course at the University of Wales Trinity Saint David, which I am currently pursuing in my first year, along with two years of part-time work experience as a Support Worker at Ivetsey Bank Hospital that specialises in providing in-patient care to children and young people with mental health problems and additional needs. Now I am going to apply for the position of Full-Time Support Worker at Ivetsey Bank Hospital as I want to develop my existing experience further and devote myself to a career in this field.

One of the major goals of my career is that of developing as a practitioner who is competent and knowledgeable in the field of health and social care, especially with regard to working with children and young people with special and additional needs. The course of my studies in relation to my degree course has provided me with better knowledge of the theories of safeguarding, person-centred care and communication skills, which can be used in practice in my present job situation.

In the last two years, working at Ivetsey Bank Hospital, I have helped young people in the age group of 12-18 with complicated cases of mental well-being issues by providing help with performing daily tasks, emotional stabilization, and participation in activities. All this has taken a lot of patience and resilience from my side because there were times when some crisis situations arose. However, I had an opportunity to learn how to communicate properly with the young patients, their families, and other members of the multidisciplinary team such as nurses, psychologists, and others.

Among my strengths are patience, good communication abilities, and capacity to establish a positive relationship built on trust between me and those I serve. In addition, I have high self-awareness since I know that sometimes I get emotionally attached to those individuals whom I take care of and I tend to follow rules without being flexible to particular situations. I don't consider such traits to be weaknesses but areas which I try to improve.

Such attributes, combined with my continuous learning process, would truly benefit your organization. I can bring you firsthand knowledge of the environment and the youths, well-developed knowledge of your procedures, and clear determination for future development and training. Providing me with a full-time job will enable me to strengthen the connections that I have already developed with the youths under my care, become a more active part of the team, and develop into a competent practitioner.

I would welcome the opportunity to bring my experience, dedication, and continuing academic development to a full-time Support Worker role at Ivetsey Bank Hospital.

Task 3: SWOT Analysis and Personal Development Plan

a) SWOT Analysis

The SWOT analysis below identifies my personal strengths, weaknesses, opportunities, and threats in relation to my chosen role as a Support Worker within a specialist mental health and additional needs setting (Johnson, Whittington and Scholes, 2017).

Strengths ● Patience when supporting young people, including during periods of distress or crisis ● Strong interpersonal and communication skills, developed through two years' frontline experience ● Genuine compassion and commitment to the wellbeing of the young people I support ● Practical, hands-on experience in a specialist mental health and complex needs setting	Weaknesses ● Tendency to become emotionally attached to the young people I support, which can affect professional boundaries ● Tendency to follow procedures rigidly ("by the book"), sometimes at the expense of flexible, situational judgement ● Currently only in the first year of my degree, so theoretical knowledge is still developing ● Limited experience presenting or communicating confidently in formal academic settings
Opportunities ● Progression onto a full-time contract at Ivetsey Bank Hospital, deepening existing relationships and experience ● Continued academic development through my BSc (Hons) Health and Social Care ● Access to Active Care Group's internal training and CPD opportunities (e.g. safeguarding, positive behaviour support) ● Growing demand for skilled support workers within specialist CAMHS and complex needs settings	Threats ● Risk of emotional burnout or compassion fatigue given the emotionally demanding nature of the role ● High staff turnover within the health and social care sector, which can affect team stability ● Sector-wide pressures such as funding constraints and staffing shortages ● Balancing full-time work commitments with ongoing degree study

b) Personal Development Plan (PDP)

Building on the weaknesses identified above, the following Personal Development Plan outlines three clear and achievable goals to support my preparation for, and progression within, a full-time Support Worker role over the next two years (CIPD, 2023).

Goal	Actions	Timeframe	Monitoring & Evaluation
1. Strengthen professional boundaries while maintaining compassionate care	Engage actively in supervision sessions to discuss cases where attachment feels strong; read around professional boundaries in health and social care; keep a reflective journal after shifts	Ongoing over 2 years; reviewed every 6 months	Supervisor feedback in supervision sessions; self-review of reflective journal entries
2. Develop flexible, situational judgement alongside procedural knowledge	Discuss specific case examples with senior colleagues to understand when and why flexibility is applied; complete CPD training on professional judgement and decision-making in care settings	Within Year 1–2 of the degree	Feedback from line manager during appraisals; comparing own decisions against team discussions
3. Progress academically and gain additional practice-based qualifications	Complete each level of the BSc Health and Social Care; undertake additional training such as Safeguarding Level 3 and Positive Behaviour Support / Team Teach	Ongoing to course completion in 2028; certificates within the next 12 months	Module grades and progression; certificates achieved; annual personal skills audit

Task 4: Reflective Account (Gibbs' Reflective Cycle)

Description

As part of Component 1 of the LCHS4009 unit, I gave a presentation that included a discussion about the health and social care role that I have chosen, including a SWOT analysis, a Personal Development Plan, and thoughts on employability within the industry. I created a PowerPoint presentation that highlighted my main points, which I then presented to my lecturer and other students. After my presentation, I was given feedback by my

lecturer; the main point made was that I had to project my voice more during my presentation because sometimes my voice wasn't clear to hear.

Feelings

Before giving the presentation, I was feeling excited as well as nervous since I have always been uncomfortable with public speaking. During the presentation, I was very worried about my content and timing and hence, I didn't pay much attention to the projection of my voice. Upon hearing about my soft voice, I felt very disappointed in myself since I had invested a great deal in preparing my content and this issue hadn't even crossed my mind. On the other hand, I felt pretty relieved since the feedback was constructive and very specific.

Evaluation

Some of the strengths of the presentation include the assurance and correctness of my content, which was well researched and relevant to the chosen role by means of the SWOT analysis and Personal Development Plan. However, criticism regarding the volume level has shown me that even though the quality content is needed for a good presentation, it is not sufficient. Communication is required to be assured and clear in many cases for health and social care roles such as when comforting the service user, informing the family member or discussing in a multi-disciplinary team. When I talk too low, my excellent prepared information does not reach anyone.

Analysis

Analyzing the reason for this occurrence, I would say that I spoke softly as a result of being nervous about the presentation, and I paid much attention to recalling the content that I needed to present and had little time for thinking about how I delivered the message. This ties back to Gibbs' (1988) point that we should distinguish between what actually happened and our feelings and reasons for it so as to analyze the situation objectively. This also relates to an employability skill discussed in the module guide and essential to health and social care practice (Bolton, 2010).

Conclusion

In conclusion, while the underlying content of my presentation was strong, my delivery, specifically the volume and projection of my voice, let down the overall performance. I could

have done things differently by practising the presentation aloud beforehand, ideally in a larger room, and by deliberately pacing my breathing to support stronger vocal projection rather than rushing through content due to nervousness.

Action Plan

In the future, I will prepare my presentations by practicing speaking them out loud in an increased space, and if possible, recording my voice so as to see whether my volume and clarity is adequate before delivering in front of others. I will also get early feedback from peers in case of practice, especially whether I am audible to them at a distance. In addition, I will make use of basic skills like pausing, breathing before important points, so as to increase my control of the presentation. It is certain that through practice, this is an area that I can improve upon (Rolfe, Freshwater and Jasper, 2001).

Reference List

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

Johnson, G., Whittington, R. and Scholes, K. (2017) *Exploring Strategy: Text and Cases*. 11th edn. Harlow: Pearson.

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