

PERSONAL DEVELOPMENT PORTFOLIO

Module Code: LCHS4009

Title: Professional Development within Health and Social Care

Assignment Title: Personal Development Portfolio

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Chosen Job Role

Job Title: Healthcare Support Worker (Band 2)

Organisation: Royal Wolverhampton NHS Trust, New Cross Hospital, Wolverhampton

Salary: £23,615 per annum (NHS Band 2)

Contract: Full-time, Permanent

Job Summary:

The post holder will operate within a multi-disciplinary team and provide high-quality, compassionate care to patients. Distribution of duties will include helping with patient care, observing patient welfare, reinforcing other clinical workers, record keeping, and upholding stringent measures to prevent infection transmission. The position presupposes excellent interactions with patients, their relatives, and peers, along with the eagerness to make constant professional growth.

Key Requirements:

- GCSE or equivalent qualifications (or willingness to achieve NVQ Level 2 in Health and Social Care)
- Experience of collaborating with people in a care or customer-facing setting
- Effective communication and interpersonal skills
- Ability to work as part of a team and under supervision.
- Understanding of confidentiality, dignity, and respect in a healthcare setting
- Commitment to the NHS Constitution values and behaviors

TASK 1: CURRICULUM VITAE

MAVIS BOAHEMAA

Healthcare Support Worker Candidate

Wolverhampton WV2 3HS | mavis.boahemaa@gmail.com | +44 7450 131382 | Eligible to
Work in the UK

PROFESSIONAL PROFILE

A caring and committed medical practitioner who has more than three years of practical knowledge and work experience in the NHS hospital setting. Documented skills to provide patient-centered care, high level of hygiene and decency, and to work as a member of multi-disciplinary teams. Dedicated to lifelong learning, as well as to offering high-quality care as per NHS values.

WORK EXPERIENCE

Catering Assistant | New Cross Hospital, Wolverhampton NHS Trust | *March 2022 – Present*

- Served and hand-delivered meals to the patients and ensured the complete fulfilment of all dietary and nutritional needs based on clinical advice.
- Had highly followed the hygiene and infection control procedures, which led to a greater patient safety outcome.
- Kindly expressed and polite with the patients, responding to special food needs and answering the questions in a timely and professional manner.
- Determined levels of inventory, finished daily cleaning checklists, and adherence to the NHS standards on food safety.
- Ward managers have recognised him as having consistently high levels of patient satisfaction and cleanliness.
- Worked alongside nursing personnel to assist the patients with low mobility levels when eating.

Warehouse Operative | YODEL, Wolverhampton | *April 2019 – February 2022*

- Managed the accurate sorting, organising, and dispatch of parcels within a high-volume, fast-paced logistics environment.
- Maintained detailed inventory records and operated warehouse management systems to track stock levels.
- Adhered to health and safety protocols, including manual handling procedures.

- Recognised for reliability, punctuality, and consistent attention to detail in a performance-driven environment.

EDUCATION AND PROFESSIONAL DEVELOPMENT

Certificate of Higher Education — Skills for the Workplace (Health and Social Care)	UWTSD 2025 – Present
Food Hygiene and Safety Certificate (Level 2)	Chartered Institute of Environmental Health 2022
GCSE English, Mathematics, and Sciences	Secondary School, Ghana Completed 2012

KEY SKILLS

✓ Patient-centered communication	✓ Team collaboration and multi-disciplinary working
✓ Infection prevention and hygiene control	✓ Record-keeping and documentation
✓ Dietary and nutritional support	✓ Time management and prioritisation
✓ Empathy and compassionate care	✓ Adherence to confidentiality and dignity principles

INTERESTS AND HOBBIES

I am enthusiastic about community wellbeing and volunteering at a local food bank, which has strengthened my commitment to supporting vulnerable individuals. I enjoy reading health and social care journals to keep my knowledge current, and I participate in community fitness activities that promote both physical and mental well-being.

Task 2: Personal Statement

I am seeking a position of Healthcare Support Worker (Band 2) at the Royal Wolverhampton NHS Trust because I have a sense of purpose and desire to do more than just perform worthless tasks for the patient. I have been a Catering Assistant at New Cross Hospital since March 2022 and, therefore, have gained firsthand experience of the operational pressure and gratification of the healthcare delivery process, which is why I am now committed to developing my professional career in the context of the mentioned industry.

My ultimate career goal is to become a holistic healthcare support practitioner who is competent in providing compassionate and dignified care to all patients, irrespective of their background. I would like to become a qualified nurse in a more long-term view, and I would consider this position a stepping stone to that path. The completion of a Certificate of Higher Education in Skills of the Workplace (Health and social care) at the University of Wales Trinity Saint David will be a significant milestone in the process of accomplishing the theoretical learning that will supplement my practical knowledge acquisition.

In my present position at the New Cross Hospital, I have developed an all-inclusive perception of NHS values, patient dignity, and the importance of effective communication in multidisciplinary teams. The day-to-day experience with anxious, painful, or vulnerable patients has helped me to react with sympathy and calmness. According to the Skills for Care (2023), compassionate communication is one of the most crucial competencies that support workers should possess in the situations of health and social care, and this competence I have been continuously developing throughout my career.

Although my formal education is not clinical-oriented, it has provided me with critical thinking and critical thinking skills which are directly related to this position. My Level 2 Certificate in Food Hygiene and Safety serves as a direct indication of my understanding of infection prevention, which is an essential requirement in any medical facility. I have been involved in keeping up with the current knowledge by checking NHS guidelines and health and social care scholarships.

I particularly qualify well for this position because of my own personal qualities. I am dependable, meticulous, and hold a high regard for patient confidentiality and privacy. I also use cultural sensitivity and inclusiveness when communicating, which is especially relevant in the case of the multicultural community of Wolverhampton. The organisational skills, strength, and ability to work under pressure, which I obtained having worked in the

warehouse before, can easily be applied to the dynamic environment of a busy hospital ward.

It is a known fact that support workers are essential to safe and person-centered healthcare delivery (NHS England, 2022). I want to take on more clinical responsibility, which would lead to more positive patient outcomes and improve my professional growth in an organisation where I am well-known and admired. I am a committed collaborator who embraces feedback and is truly driven by the idea of making a positive change in patients and their families.

I am eager for the opportunity of professional development in the Royal Wolverhampton NHS Trust, and I believe that my experience, personal values, and the desire to constantly improve myself make me an attractive candidate for this job.

Task 3a: SWOT Analysis

A SWOT analysis is a structured self-evaluation tool that identifies Strengths, Weaknesses, Opportunities, and Threats in relation to a specific goal or context (Cottrell, 2019). A SWOT analysis has been completed in relation to the Healthcare Support Worker role at the Royal Wolverhampton NHS Trust, which is described below.

STRENGTHS • 3+ years of NHS hospital experience (New Cross Hospital) • Strong patient communication and empathy skills • Good understanding of hygiene, food safety, and infection control • Resolute, punctual, and recognised for high standards • Current CertHE study demonstrating academic commitment. • Cultural competence and inclusive communication skills	WEAKNESSES • Limited clinical or direct care experience beyond catering • No formal health and social care qualification yet • Limited knowledge of clinical terminology and procedures • Confidence in academic writing at Level 4 is still developing. • No experience with electronic patient record systems
OPPORTUNITIES • Current CertHE programme provides relevant theory. • Access to mandatory NHS training and CPD programmes • NHS Band 2 role offers a structured career progression pathway. • Growing demand for healthcare support workers in the UK (NHS England, 2023) • Opportunity to shadow registered nurses and clinical staff. • Possibility to complete NVQ Level 2/3 in Health and Social Care	THREATS • Competitive job market with many experienced applicants • Potential stress and emotional demands of the healthcare environment • Physical demands of the role may require fitness maintenance. • Changes to NHS staffing policies and funding may affect opportunities. • Balancing academic study with full-time employment commitments

Task 3b: Personal Development Plan (PDP)

A Personal Development Plan (PDP) is a structured framework that enables individuals to identify professional goals, outline the strategies needed to achieve them, and determine how progress will be monitored (Moon, 2004). The following PDP sets out three clear and achievable goals aligned with the requirements of the Healthcare Support Worker role.

Goal	Actions Required	Resources Needed	Timeline	How I Will Monitor Progress	Review Date
Goal 1: Obtain NVQ Level 2 in Health and Social Care	Enroll in an NVQ Level 2 programme; complete all mandatory units; seek workplace assessor support at the hospital; gather an evidence portfolio from the current NHS role.	NHS employer support; UWTSD academic tutor; approved awarding body (e.g., NCFE or Pearson); workplace mentor.	Enroll within 3 months; complete within 12–18 months.	Regular review with workplace assessor; track unit completion; submit evidence portfolio on schedule.	Every 3 months
Goal 2: Develop Clinical Knowledge and Patient Care Skills	Complete NHS mandatory training modules (e.g., Moving & Handling, Basic Life Support, Safeguarding); attend ward observations; read clinical	NHS e-Learning for Healthcare; ward supervisor; NHS Foundation Trust training programme; RCN	Ongoing; aim to complete all core modules within 6 months.	Maintain a CPD log; record training certificates; seek feedback from ward supervisors after each observation.	Every 6 months

	guidelines regularly.	student resources.			
Goal 3: Improve Academic Writing and Critical Reflection at Level 4	Attend UWTSD writing skills workshops; use the study skills center; practice reflective writing using Gibbs (1988) model; read peer-reviewed health and social care journals regularly.	UWTSD Learning Support Centre; UWTSD library databases (CINAHL, MEDLINE); Gibbs (1988) reflective model; academic writing guides.	Continuous; assessed at the end of each semester over 2 years.	Review assignment feedback from lecturers; set grade improvement targets each semester; maintain a reflective journal.	End of each semester

Task 4: Critical Reflection - LCHS4009 Component 1

Presentation Assessment

This reflection adheres to Gibbs Reflective Cycle (1988), an extremely popular model in health and social care education that organises the reflection of practitioners into six steps, namely Description, Feelings, Evaluation, Analysis, Conclusion, and Action Plan. The model by Gibbs is particularly useful in the sense that it not only encourages description of the events but also the inquiry of knowledge acquisition at a deeper level (Jasper, 2013).

Description

In the Component 1 test of LCHS4009, I was expected to create one presentation, to my lecturer and classmates, on a topic pertaining to professional development in health and social care. The assignment was to ensure that the content I deliver should be coherent, support my argument with proper scholarly sources and prove my points with confidence within a given time limit. This is why I prepared a slide deck and had a trial run on the presentation beforehand to fulfil these requirements.

Feelings

My major concern before the presentation was great anxiety, fear of speaking before the audience, the fear that I could forget some important points and questioning the strength of my academic knowledge. At the beginning of the session, I felt nervous, which is evidenced by my inability to speak slowly, but the more I spoke, the more relaxed I became. After the incident, I felt both relief and an actual eagerness to find ways of doing things better. My lecturer's feedback was also very motivating, although initially of an intimidating nature.

Evaluation

My presentation had a number of successes. It was well-structured, meaning that there was a good understanding of the topic under consideration. I also used the visuals appropriately, and eye contact was present most of the time, during most of the delivery. However, there were shortcomings that were evident. As the oral feedback provided by the lecturer revealed, I often spoke too fast, which negatively affected clarity. Moreover, I was rebuked to critically engage with the reference academic sources and not to summarise them.

Analysis

Looking back at the episode, I realise that it was the anxiety that impacted the speed of my delivery. According to Thompson and Thompson (2018), the anxiety of professional communication is high among the early-career students of health and social care, and this can be alleviated with the help of structured preparation, rehearsal, and progressive exposure to speaking in front of an audience. The criticism of critical literature engagement touched me on a personal scale as it helped me understand the difference between the reportage of the statements of an author and the critical assessment of their meaning. Cottrell (2019) argues that critical analysis, the ability to question, compare, and evaluate academic materials, is a graduate competency that requires regular practice.

Conclusion

I can conclude that the presentation was a rich learning experience. Although I demonstrated the level of basic knowledge and proper preparation, I realise that I still lack confidence in academic communication and critical-thinking skills, which still must be further developed. The feedback provided by the lecturer consisted of specific, practical goals that can be utilised in my future practice. I have now gained increased sensitivity to the need to pace, critically review the literature and how rehearsal can help build confidence in the presentation.

Action Plan

The immediate effect of this reflection is that I will include the following measures to improve my performance. First, I shall conduct timed presentations regularly, and I will use recordings to keep track of my velocity as well as articulation. Second, I will attend the workshops of the UWTSD in the field of academic skills, which revolve around critical analysis and academic writing. Thirdly, I would also relate the reflective model of Gibbs (1988) to my current practice to ensure that I keep a reflective journal to trace my path of development as a health-care student. When taking such actions, I believe that my academic and professional communication abilities will increase significantly by the time I undergo my next assessment.

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