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Module: Professional Development within Health and Social Care

Module code: LCHS4009

Assignment Title: Personal Development Portfolio

Task 1: CV

Selected Job: Safeguarding Adults Officer (North Somerset Council, 2026)

Name

Email

City

LinkedIn

Professional Profile

Thoughtful and responsive health and social care provider who has experience in the protection of adults, interagency coordination, and risk assessment. Experienced in the use of The Care Act 2014, Mental Capacity Act and Deprivation of Liberty Safeguards to safeguard vulnerable adults. Knowledgeable in multi-disciplinary work with statutory, independent and voluntary sector partners. Effective communicator, systematic, and dedicated to the achievement of better safety and wellbeing of adults at risk.

Education

Master of Social Work (MSW) – Jamia Millia Islamia, New Delhi, India (2022–2024)

- Focus: Adult safeguarding, mental health, and community care
- Dissertation: “Safeguarding Vulnerable Adults in Residential Care: Challenges and Best Practices”

Bachelor of Science in Nursing (B.Sc Nursing) – Manipal Academy of Higher Education, Manipal, India (2018–2021)

- Achieved First Class with Distinction
- Practical placements in adult care, geriatric wards, and community health

Professional Experience

Safeguarding Intern – Apollo Hospitals, Hyderabad, India (Jan 2024 – Dec 2024)

- Liaised safeguarding team in reporting and identifying concerns on adults at risk.
- Helped with risk evaluations and reports in accordance with the hospital protection guidelines.
- Worked in multidisciplinary teams with nurses, social workers and legal advisors.

Healthcare Assistant – Fortis Healthcare, Delhi, India (Jul 2021 – Dec 2023)

- Provided direct care to elderly patients in hospital and community settings
- Monitored patients' physical and emotional wellbeing and reported safeguarding concerns
- Supported care plans under the supervision of registered nurses

Key Skills

Skill Area
Safeguarding adults and risk assessment
Knowledge of The Care Act 2014 & Mental Capacity Act
Interagency & multidisciplinary collaboration
Case management & S.42(1)/S.42(2) procedures
Communication, empathy & crisis decision-making
Microsoft Office & digital record-keeping

Voluntary Experience

Volunteer – HelpAge India, Delhi (2022–2024)

- Assisted in community outreach and awareness programs for older adults
- Supported vulnerable adults in accessing healthcare and social services

Interests & Hobbies

- Mental health advocacy, yoga, community volunteering
- Reading research on adult safeguarding and eldercare

References

- **Dr. Priya Sharma**, Professor, Jamia Millia Islamia, New Delhi – priyasharma@jmi.ac.in
- **Mr. Rajiv Kumar**, Safeguarding Lead, Apollo Hospitals, Hyderabad – rajiv.kumar@apollohospitals.com

Task 2: Personal Statement

I am a committed and caring health and social care practitioner who is keen on protecting vulnerable adults and enhancing their wellbeing. My long-term career goal is to be employed in a position that allows me to have a tangible impact on the lives of adults at risk, so that they can be protected, empowered and supported in a safe and respectful setting. The Safeguarding Adults Officer position at North Somerset Council perfectly fits my career objectives, as I can use my knowledge and experience in the area of adult safety, risk assessment, and multi-agency cooperation to enhance the results of adults in the community.

I have a good education background, which has led to this position. My MSW is in adult safeguarding, mental health, and community care at Jamia Millia Islamia, New Delhi (202224). I explored the implementation of protective models in residential care in my courses and how I gained a critical interpretation of risk assessment, intervention planning, and the value of a person-centred approach. Prior to that, I completed a Bachelor of Science in Nursing (B.Sc Nursing) at Manipal Academy of Higher Education, Manipal (20182021) and received experience working with vulnerable and elderly patients, the concept of physical and mental health needs, and a clinical skill set.

Practically, my education has been applied in my professional life. As a Healthcare Assistant in Fortis Healthcare, Delhi, I would help adults with intricate requirements, such as day-to-day living, overall wellbeing, and reporting safeguarding-related matters to senior management. Working as A Safeguarding Intern in Apollo Hospitals, Hyderabad, I worked with social workers, nurses, and multidisciplinary teams and I was able to learn how to arrange answers to concerns and act based on statutory advice, which is used in risk assessment and helping the safeguarding responses. In addition, volunteering with the HelpAge India allowed me to work with elderly people in community programs enhancing my interpersonal skills and my empathy, alongside the knowledge of adult at-risk issues.

I possess both personal and professional qualities that will add value to the North Somerset Council. I am highly organised and able to prioritize complex tasks and make good decisions with little information and pressurised. I also have good communication and interpersonal skills, which enable me to build trust and working relations with adults, families, and professionals in the field. I am also committed to lifelong learning and personal development,

and I will constantly update the knowledge on The Care Act 2014, Mental Capacity Act, and safeguarding policies to offer the best practice.

Finally, my mission is to preserve the vulnerable adults and help them live independently, honorably, and exercise their rights. I believe that my educational background, work experience and commitment to safeguarding will enable me to be beneficial to the Safeguarding Adults Team in the North Somerset Council. I am also willing to apply my skills, professionalism, and passion to this position and assist in ensuring that adults at risk get the best care and protection in their community.

Task 3: SWOT and PDP

Swot Analysis

Strengths • Professional qualifications in Health and Social Care (MSW, B.Sc Nursing) • Experience in adult safeguarding, risk assessment, and multi-agency collaboration • Strong knowledge of The Care Act 2014, Mental Capacity Act, and Deprivation of Liberty Safeguards • Excellent communication, empathy, and decision-making skills in complex situations • Practical experience working with vulnerable adults in hospitals and community settings	Weaknesses • Limited UK-based professional experience in adult social care • Developing familiarity with local safeguarding policies and multi-agency networks • Managing complex caseloads under high-pressure situations is an area for growth • Limited experience with S.42(1) decision-making and S.42(2) enquiries
Opportunities • Professional development through North Somerset Council's training and workshops • Gaining UK-based safeguarding experience and interagency collaboration • Networking with multi-disciplinary teams, including police, CQC, and voluntary sector providers • Potential to contribute to policy development and best practice initiatives	Threats • High responsibility in decision-making could lead to professional stress • Evolving legislation and policy updates require continual learning • Workforce shortages or high caseloads may impact ability to deliver optimal care • Risk of burnout if work-life balance is not effectively managed

Personal Development Plan (PDP)

A Personal Development Plan (PDP) is a systematic model regarded to assist individuals in specifying their career objectives, examining the abilities they have, and devising specific steps to achieve professional growth. It is applied in health and social care as a way of making sure that staff constantly advances their knowledge, skills, and competencies and

also considers areas of strength and weaknesses (Bintani, 2020). The PDP enables goal-setting, action planning, tracking progress, and evaluating the results, enabling professionals to stay on a high level of practice and meet the evolving needs of service users (Beausaert et al., 2023).

In the position of Safeguarding Adults Officer, the PDP is critical since it establishes how I will improve my ability to practice safeguarding, interagency participation and professional resilience. Every objective of my plan revolves around the aspects that are essential to effective protection, such as legal understanding, practical decision-making, policy input, and wellbeing (Beausaert et al., 2011).

Goal 1 is acquiring knowledge of S.42(1) decision making and S.42(2) inquiries which are core roles of the position. Through shadow and in-house training, I will gain confidence and competence in handling intricate safeguarding interviews.

Goal 2 is aimed at enhancing the understanding of UK safeguarding policies and multi-agency cooperation. This objective will make me well acquainted with the local laws, rules, and professional connections as most of my previous experience was in India. This will be facilitated by attending workshops and participating in professional forums.

Goal 3 is concerned with resilience and stress management, which is crucial in addressing vulnerable adults in stress situations. Wellbeing programmes, mindfulness and time management will help in maintaining performance and personal health.

The fourth objective will be to facilitate my ability to contribute to policy and practice and this will help me to influence safeguarding gains at the organisational level. The deliberations of groups and drawing of procedural guidelines will also ease my learning and building of the organisation.

This PDP illustrates a clear and viable professional development trajectory in the next two years. Not only does it help me prepare to be a Safeguarding Adults Officer, but it also provides ongoing progress, self-reflection, and accountability in the provision of high-quality care to at-risk adults. Supervision, training feedback, and reflective practice will be used to check the effectiveness of the plan and inform future development (Beausaert, Segers and Gijsselaers, 2018).

Table 1: PDP

Goal	Development Actions	Timeline	Monitoring & Evaluation
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1. Gain expertise in S.42(1) decision-making and S.42(2) safeguarding enquiries	Attend in-house training sessions and shadow senior safeguarding officers; review statutory guidance and case studies	Year 1	Progress assessed through completion of training modules and supervisor feedback on shadowed cases
2. Enhance knowledge of UK safeguarding policies and interagency collaboration	Participate in workshops, seminars, and online courses; join professional networks in adult social care	Year 1–2	Evaluate understanding via reflective journals, team meetings, and feedback from mentors
3. Improve stress management and resilience in high-pressure situations	Develop coping strategies (mindfulness, time management); seek guidance from wellbeing programs and supervision	Year 1–2	Self-assessment through stress logs, supervision discussions, and evaluation of work performance under pressure
4. Develop policy and practice contribution skills	Assist in drafting local safeguarding procedures and participate in team meetings to provide input	Year 2	Supervisor assessment of contributions and involvement in policy discussions

Task 4: Reflection Using Gibbs Model

Reflective Cycle (Gibbs 1988) is a methodical way of reflection that encourages one to critically evaluate experiences by integrating six steps: description, feelings, evaluation, analysis, conclusion and an action plan. It is the widely used method of health and social care education to support practice-based learning and improve future performance (Markkanen et al., 2020). In the Gibbs model, I will revisit my Component 1 presentation on Cognitive Development and Support Planning with Jenny (16) and address my preparation, presentation and learning outcomes.

Description

During the presentation, I discussed Jenny and her cognitive development in the theory by Piaget and how being a young carer influenced formal operational thinking, problem-solving, and planning skills. I suggested feasible interventions, including structured planning, CBT-style interventions, time management coaching, academic flexibility, and support to her mother, to help lower cognitive load and enhance wellbeing. It was intended to demonstrate how theories of cognitive development can be applied to planning support of adolescents in complicated caregiving situations.

Feelings

First, I felt secure due to my prior experience in understanding the theory of Piaget, and was anxious about presenting complicated concepts to the audience in a coherent manner. On the delivery day, I was both satisfied and nervous; I was proud that my slides and examples made logical sense, but worried about my speed and clarity when describing abstract thought and formal operational ideas. My lecturer reaction indicated that the content was excellent, yet some of the slides could have included shorter descriptions and practical examples to hold the reader interested.

Evaluation

The presentation has succeeded in portraying my knowledge of cognitive development and in my application of theory to a real-life situation. The strengths were a clear connection of Piagetian ideas to practical interventions, systematic recommendations, and evidence-based references. Limitations were also apparent during my delivery; sometimes I explained theoretical aspects overly, and this might have diluted the attention of the audience. Also, I might have incorporated the emotional and bereavement experiences of Jenny on a more explicit level, since the theory of Piaget does not exhaust the psychosocial aspects.

Analysis

The feedback highlighted the importance of balancing theory and relatable examples. Piaget theory provided an excellent insight into mental capabilities but, it did not encompass the emotional and social impact of care giving. In light of this, I understood that different viewpoints like the attachment and resilience theories need to be incorporated to offer a full picture of the case of Jenny. Time management and slide design also affected audience engagement showing that presentation skills are as important as content knowledge.

Conclusion

I found that I was well-prepared and researched, and the presentation brought important theoretical and practical arguments across. Nonetheless, one can still work on communication, integration of emotional factors, and integration of interactive elements to improve learning. The reflection supported the idea that to deliver health and social care topics, one needs not only theoretical knowledge but also the capacity to connect with the audience.

Action Plan

To make future presentations effective, I will train on timing and brief explanations, use case study stories to explain theory and use visual aids to explain complicated theory. I will also consult peers to get feedback to be clear and relevant. I will also work on complementary theories, including attachment and stress-coping models, to offer a more comprehensive evaluation of similar situations in future (Stonehouse, 2018).

References

Beausaert, S. *et al.* (2011) 'The Use of Personal Development Plans (PDPs) in the Workplace: A Literature Review', *Building Learning Experiences in a Changing World*, 3, pp. 235–265. Available at: https://doi.org/10.1007/978-94-007-0802-0_14.

Beausaert, S. *et al.* (2023) 'Effect of Using a Personal Development Plan on Learning and Development', *Journal of Workplace Learning*, 25(3), pp. 145–158.

Beausaert, S., Segers, M. and Gijssels, W. (2018) 'The use of a personal development plan and the undertaking of learning activities, expertise-growth, flexibility and performance: the role of supporting assessment conditions', *Human Resource Development International*, 14(5), pp. 527–543. Available at: <https://doi.org/10.1080/13678868.2011.620782>.

Bintani, K. (2020) 'Personal Development Plan as a Guidance and Counseling Strategy in Higher Education', *Proceedings of the 2nd International Seminar on Guidance and Counseling 2019 (ISGC 2019)*, 462(1).

Markkanen, P. *et al.* (2020) 'A Reflective cycle: Understanding Challenging Situations in a School Setting', *Educational Research*, 62(1), pp. 46–62.

North Somerset Council (2026) *Safeguarding Adults Officer Weston-super-Mare*, [N-somerset.gov.uk](https://jobs.n-somerset.gov.uk/ce0985li_webrecruitment/wrd/run/etrec179gf.open?wvid=385762Qh12). Available at: https://jobs.n-somerset.gov.uk/ce0985li_webrecruitment/wrd/run/etrec179gf.open?wvid=385762Qh12 (Accessed: 22 March 2026).

Stonehouse, D. (2018) 'How to prepare and deliver a good presentation: general principles for success', *British Journal of Healthcare Assistants*, 12(8), pp. 394–397. Available at: <https://doi.org/10.12968/bjha.2018.12.8.394>.

Job Description

Safeguarding Adults Officer

 Weston-super-Mare

Apply by 27/03/2026

Apply online



The job requirements are detailed below. Where applicable the skills, qualifications and memberships required for this job have also been included.

Job details

Salary

Career Grade Level 7-8 £35,412 - £41,771

Contractual hours

30

Basis

Part time

Package

Permanent 27 days annual leave per annum, rising to 32 days per annum after 5 years' service - Field Worker

Job category/type

Adult Social Care and Housing

Date posted

19/03/2026

Job reference

ASHA0446

Job description

About Us

North Somerset Council is committed to providing high-quality services to our community. We are committed to creating a fair, green, and more inclusive environment for all our residents. Join us and contribute to making a positive impact on our community.

The Role

We are pleased to offer a permanent 30 hours per week opportunity for a Safeguarding Adults Officer. The post is open to registered health or social care professionals with experience of safeguarding adults work.

You will work in a supportive team that leads the local authority response to safeguarding adults concerns. The successful applicant will, under the supervision of the safeguarding adults manager and senior safeguarding adults officers, coordinate the local authority response to safeguarding adults concerns through making S.42(1) decisions and undertaking S.42(2) safeguarding adults enquiries.

Key Responsibilities:

- Ensure that the adult at risk remains central to any safeguarding response
- Assess and manage risk including complex situations
- Make decisions according to the relevant legislation (The Care Act 2014)
- Work in partnership with multiple agencies
- Undertake work in the community with adults at risk and also with health and social care providers in the context of organisational abuse

This position is exempt under the provisions of the Rehabilitation of Offenders Act (Exceptions) Order 1975 and is subject to an enhanced Disclosure and Barring Service check.

Valid driving licence and own transport, or be able to provide alternative, suitable method of travel is an essential condition for this role.

Work Style

At North Somerset Council, we offer a hybrid working environment based on four distinct work styles. Depending on the role and personal circumstances, you will fall into one of these categories. However, please note that during the induction period, it may be necessary to spend more time in the office to support your learning and development. We are flexible and open to discussions about your preferred working style, and if you wish to be in the office more frequently, this can be negotiated.

This role falls into the category of **Mobile/Field Worker** which means you can expect to work in the following way:

- 0-1 day in the office
- Includes field workers who primarily work remotely.
- Comes into the office for meetings or focused work. Virtual connections with the team are essential, with portable technology supporting work on the go.