Unit 308 Manage personal and professional development

UAN:	**T/506/2952**
Level:	3
Credit value:	3
GLH:	12
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: • CFAM&LFA5 Manage projects
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage personal and professional development. Upon completion of this unit, learners will be able to identify personal and professional development requirements and fulfil a personal and professional development plan. Learners will also be able to maintain a personal and professional development plan ensuring its relevance.

Learning outcome
The learner will: 1. be able to identify personal and professional development requirements
Assessment criteria
The learner can: 1.1 compare sources of information on professional development trends and their validity 1.2 identify trends and developments that influence the need for professional development 1.3 evaluate their own current and future personal and professional development needs relating to the role, the team and the organisation.

Assessment guidance
1.1 Sources of information on professional development trends in their own profession/industry. Such sources could include publications and other information from: • professional bodies • professional networks • trade associations • organisation's employee development department • training organisations • internet Any comparison would look at strengths/ weaknesses, advantages/disadvantages of each source. In this criterion the learner is required to compare sources of information on professional development trends, and their validity, using at least two sources of information.
1.2 Information on trends and developments in their own profession, industry or organisation that could influence the need for professional development. These could include changes in: • systems or technology • market changes • competition • legislation In this criterion the learner is required to identify at least two trends and/or developments that could influence the need for professional development. These should be described.
1.3 Information gathered in ACs 1.1 and 1.2 can be used to identify current and future knowledge, skills and experience needs relating to their role, team and organisation. Information sources on current and future needs could also include performance appraisals, job description, business plans, and team objectives. An evaluation would look at current knowledge, skills and experience levels and the extent to which they satisfy current and potential future needs. This will form the basis for the skills gap analysis in AC2.3 In this criterion the learner is required to provide evidence of evaluating their own current and future personal and professional development needs relating to their role, the team and organisation.

Learning outcome
The learner will: 2. be able to fulfil a personal and professional development plan
Assessment criteria
The learner can: 2.1 evaluate the benefits of personal and professional development 2.2 explain the basis on which types of development actions are selected 2.3 identify current and future likely skills, knowledge and experience needs using skills gap analysis 2.4 agree a personal and professional development plan that is consistent with business needs and personal objectives 2.5 execute the plan within the agreed budget and timescale 2.6 take advantage of development opportunities made available by professional networks or professional bodies.

Assessment guidance
2.1 Information gathered in the previous ACs can be used to identify the benefits of the personal and professional development required. An evaluation should include both the benefits **and** potential costs – financial, personal etc. In this criterion the learner is required to provide evidence of evaluating the benefits of personal and professional development.
2.2 Identify the different types of development methods available to address the needs identified in section 1.3 including: • training courses – including different providers and different learning methods and technologies • coaching • mentoring Use those learning needs, learning and development opportunities and preferred learner styles to select the most appropriate training and development actions for the needs identified. In this criterion the learner is required to select the type of development action(s) required and explain the basis on which the selection was made.
2.3 Use information gathered on future and current skills, knowledge and experience to prepare a skills gap analysis. This will form the basis of a development plan (AC 2.4). In this criterion the learner is required to provide a skills gap analysis that will form the basis of their development plan.

2.4

Agree with relevant parties such as line manager, training and development department and budget holder, a personal development plan which contains SMART objectives(see AC3.1), resources, timescales, and review mechanisms.

In this criterion the learner is required to prepare and agree a correct and appropriate development plan and present this as evidence

2.5

Executing the personal development requires personal commitment to completing the personal development plan within agreed budget and timescales.

In this criterion the learner is required to execute the development plan within the agreed budget and timescales.

2.6

Professional networks and other sources of support for development needs can be identified and used to support the development plan.

In this criterion the learner is required to provide evidence of how they have used professional networks and other sources of support when completing their development plan.

Learning outcome
The learner will: 3. be able to maintain the relevance of a personal and professional development plan
Assessment criteria
The learner can: 3.1 explain how to set specific, measurable, achievable, realistic and time-bound (SMART) objectives 3.2 obtain feedback on performance from a range of valid sources 3.3 review progress toward personal and professional objectives 3.4 amend the personal and professional development plan in the light of feedback received from others.

Assessment guidance

3.1

Development objectives set should follow the SMART model

- Specific: Clear, unambiguous, straightforward, understandable
- Measurable: Related to quantified or qualitative performance measures
- Achievable: With known resources
- Realistic: Linked to business needs
- Time-bound: Building-in completion date and review dates

In this criterion the learner is required to explain how objectives set in 2.4 satisfy the SMART model.

3.2 Feedback from others is important to assess performance improvements achieved as a result of personal and professional development. This feedback could come from a number of sources including line manager, customers and team members. This feedback can be formal, as in a performance review, or informal, as in observations or comments made. Organisational performance indicators, customer/ employee surveys etc., could also be used. In this criterion the learner is required to provide evidence of feedback from at least two valid sources to demonstrate whether or not the training development plan that is being implemented is effective in improving performance.
3.3 Review mechanisms in the development plan prepared and implemented in ACs 2.4 and 2.5 can be used to review progress towards personal and professional objectives. In this criterion the learner is required to provide evidence that progress against the development plan has been reviewed and the outcome of that review.
3.4 The personal professional development plan being implemented will need to be amended in light of feedback received or learner's own observations from the review. In this criterion the learner is required to provide evidence that they have amended their development plan in light of feedback received from others (See ACs 3.2. and 3.3).