

Key questions to support Reflection on Learning

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Within the PiP Framework, credit accumulation involves line manager verification of reflection on learning and reflection on impact (if you are choosing to claim impact).

This guidance has been designed to assist the learner and line manager in understanding the process of reflection. It is not a prescriptive list of questions that have to be covered but can be used as a prompt when you are claiming credits

What is reflective learning?

Reflective learning involves reflecting on subjective knowledge rather than objective knowledge. Only the person doing the reflection can assess whether learning has occurred that is significant to them. The role of the line manager/professional supervisor is to consider the generic processes of critical thinking and reflective learning.

Surface learners are those who can describe their experience but do not ask searching questions of it; they simply take it at face value.

Deep learners, by contrast, engage with their experience in a questioning way. In the domain of reflective learning deep learners, like reflective thinkers, find more from their experience because they ask searching questions of it.

When reflecting on learning it may help to consider the NISCC Standards of Conduct and Practice. These describe the values, attitudes, behaviours and competences required of social workers. The standards provide the basis for safe and effective practice.

PiP uses the Standards of Practice to recognise learning and development.

NISCC Standards of Practice

- 1. Manage your role as a professional social worker**
- 2. Maintain an up to date knowledge and evidence base for social work**
- 3. Develop social work practice through supervision, consultation, reflection and analysis**
- 4. Practise competently within your area of practice**
- 5. Engage and participate with service users and carers**
- 6. Assess needs, circumstances, rights, strengths and risks in partnership with those involved and respond appropriately**
- 7. Use social work interventions to manage risk and improve outcomes for service users**
- 8. Develop yourself and others**
- 9. Practise in multi-disciplinary and inter-agency contexts**

When assessing what you have gained from your learning the following questions may be useful as a prompt:

How has the activity contributed to the development of your knowledge, skills or attitudes?

How have your knowledge, skills and attitudes changed?

Have you identified any skills, attitude and knowledge gaps?

How will your current practice change as a consequence of your learning from this activity?

What aspects of your current practice were reinforced by this activity?

Can you outline any further learning or development needs highlighted by the activity?

How many credits can I claim? What's the formula?

How do you intend to address these?

1 hour of learning activity accompanied by a brief reflective analysis is 2 learning credits. There are no credits for simply attending an event.

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We have designed a simple formula to help determine the number of credits

Credit Accumulation Formula 2 + 1

Example: attendance and reflection on a 6hr training event could give you 12 credits (based on a 6 hour training day).

If you can demonstrate the outcome (impact) of the professional development you can claim an addition of 1 learning credit for each hour of such learning activity.

This would mean that you could claim an additional 6 credits

Total potential claim = 18 credits

To find out more about PiP visit the PiP section of the NISCC website:

www.niscc.info

