

**Claiming a PiP Requirement from Credit Accumulation -  
You are asked to provide a summary connecting your learning to the  
requirement selected. This example illustrates how you might structure this**

**Explain what you intend to do .....**

*“For the purposes of this submission I am going to reflect on the influence of previously identified learning and development opportunities in relation to Requirement XXXX*

**Restate the context of your role .....**

*“Taking up a post as a XXXXXX in June 2015 required a transition from work as a practitioner in a Children’s Charity to working as a first line manager in line with the XXXX Health and Social Care Trust’s statutory duties, within a broad multi-disciplinary forum. While working with XXXX for 4 years I worked closely with statutory social workers who referred into our services, however did not have extensive experience of working within a multi-disciplinary team. My arrival into the Community Learning Disability Team coincided with a time of considerable structural changes .....I also joined the Programme at a time when there was an increased focus on the implementation of the personalisation agenda and in particular an emphasis on the role Self Directed Support can play in promoting increased choice and independence for clients and families.*

**What were the identified knowledge and skill areas you wanted to address? .....**

*Being new to post I was very aware of my responsibilities under the NISCC Standards of Conduct and Practice for Social Workers (2015) to develop my knowledge, values and skills, necessary for the new role which required the identification of gaps in these areas. My Personal Development Plan focused on development needs, specifically in relation to increasing my confidence in a management role, including the identification of strategies to address challenges and complexities presenting within a strong multi-disciplinary arena, while focusing on the delivery of person-centred services. The previously referenced training and development opportunities have all been attended in this context.*

**Summarise key learning .....**

*“Attendance at the learning development opportunities identified has had a significant impact on my professional development and has developed my knowledge and skills base, my professional judgement and attitudes. In particular training has been very valuable in challenging myths and stereotypes associated with practice in Learning Disability and has reinforced the valuable role social work has to play within this programme of care” ..... This has had a direct influence on how I support my social work staff, including some of the approaches I have adopted, such as a renewed emphasis on team meetings, circulation of relevant research and the introduction of a Professional in Practice (PIP) clinic that focuses on the staff responsibilities for their professional practice, all of which are concerned with the development and promotion of a social work identity.*

### **Provide some specific examples .....**

*Training on Self Directed Support has been particularly influential on my own management practice and in turn the practice of staff in my team. Through supervision and service-user related meetings, staff are encouraged to think differently and become more creative in working in partnership with service users, families and the professionals involved, ensuring support provided is in line with individualised needs, as opposed to being determined by the resources and services available.*

### **Consider reference to theory...**

*As outlined by SCIE (2010) and reinforced through my attendance at Self Directed Support training, risk enablement should be a core feature of practice in Adult Services. Service users with a diagnosed learning disability should be supported to engage in positive risk taking, in line with their wishes and abilities. The transition from a risk adverse culture to one where service users and carers are encouraged to have more control over their support packages, has generated many anxieties for staff. However, I am more in tune with the need to explore and challenge such issues and professional views within supervision to ensure the centrality of service users to all decision-making, while also supporting staff to move away from a more paternalistic approach to practice. Very mindful that as a first line manager I have a key role in determining the quality of services people receive (Gallop and Harford-Letchfield; 2010). With increasing confidence in my own abilities, I, as far as possible, act as a role model for the more person-centred approach.*

### **Providing an example of how this learning meets the specified PiP Requirement Specialist Requirement 9 - Develop and implement effective ways of working in networks across organisational and professional boundaries, having confidence in own professional role .....**

*A distinct practice example of the positive influence of these training and development opportunities is in my chairing/management of monthly multi-disciplinary meetings. Conscious that inquiries and reviews have frequently identified the failure of professionals to work together, to communicate and share information appropriately and to acknowledge joint agency responsibility for shared decision-making (Rose and Barnes, 2008), this has been a priority area in my first year in post. Moving from a place where attendance by interagency/inter-professional colleagues was sporadic and having invested in building relationships with the staff involved, we now have meetings with full attendance and participation at a multi-disciplinary level.*

### **Specialist Requirement 9 cont: .... and taking responsibility for identifying , analysing and resolving complex issues, promoting partnership and collaboration, thus ensuring the delivery of integrated and person-centred services**

*Another change I have been working on, is to ensure these meetings are outcomes focussed and time is spent each month identifying the key people who can help work towards resolutions for challenges/complexities within cases. This is in direct response to my increased appreciation of the need for person-centred approaches, for which attention to such detail is very important. Increased reflection and debate is evident within the meetings, with discussions based on ways of working and lessons from other case examples which may help move these cases forward and support service users and families at a time of need.*

*You are encouraged to reflect on the difference that your learning has had on your practice, illustrated with anonymised examples from practice. In doing so you should ensure that you maintain confidentiality and seek consent from the service users that you work with. If using direct evidence, a statement must be included in the submission indicating that informed consent has been obtained and that confidentiality was explained to the service user. The full guidance on this policy should be read; please [click here](#) to access.*