

Example of a Personal Development Plan

General Guidance for Social Work Registrants

Identified training (development) needs	Plan to address training needs	How will this help the Registrant in their job?	Achievement timescale
<p>To participate in induction training</p> <p>Communication Skills</p>	<p>Attend all relevant training sessions both internal and external. Attend team meetings. Participate in supervision. Read and familiarize self with all relevant policies, procedures and legislation. Shadow team members, visit all relevant Trust facilities.</p> <p>Build on existing skills by attending relevant training courses. Revisit awareness of policies and legislation in this area. Seek training in record keeping and legal issues, presentation skills. Gain specialist skills in the field of Autism, sensory loss.</p>	<p>Gain and develop knowledge and skills in relation to a new client group whilst employing transferable skills and knowledge from previous jobs. Outcome: Ability to provide an effective quality based service within a legislative framework to service users, their families and respite carers.</p> <p>Creates effective, inclusive and quality based practice in a manner which is based on respect and confidentiality within a legislative framework. This helps to gain public confidence in the service, good partnerships with colleagues, service users and families.</p>	<p>September 2014</p> <p>October 2014 June 2015 December 2016 April 2017 Ongoing</p>
<p>Service Quality and Improvement</p>	<p>Participation in multi-disciplinary team meetings, supervision and appraisals. Maintaining standards set by RQIA by enhancing knowledge through gaining new skills and training taking part in both new courses and attending refresher courses e.g. Adult Safeguarding, Health and Safety and Fire Prevention, Infection Control. Ensure that I continue to update self on all policies, procedures and legislation.</p>	<p>Ensures that my practice is meeting the standards that are required by both the trust and RQIA by whom we are inspected on an annual basis. By meeting these standards through training, supervision, meetings and self-auditing and by my manager auditing files on a regular basis I am continually ensuring that care provided is carried out in a safe, effective and compassionate manner as laid down by DHSSPS and as expected by the public.</p>	<p>September 2014 – Ongoing</p>
<p>Equality and Diversity Issues</p>	<p>Refresh knowledge on policies, procedures, legislation e.g. Human Rights Act, article 8, Carers NI Act. Attend relevant training courses and make effective use of team meeting and supervisions</p>	<p>I am actively involved in recruitment of carers from a wide range of backgrounds. This provides placements from service users which meets their individual needs, respects their choices and preferences.</p>	<p>September 2014 – Ongoing</p>

Registrant Signed:..... Registration Number:.....
 Line Manager/Mentor (if available) Signed:.....

PRTL Submission Form

Full name:..

.....

Employer name (if in employment):

Registration Number:..

Total word count:...453

Summary of Work Role (maximum 500 words):

I am a part time Social Worker in The Share The Care Team within a Trust. Share The Care is a family based short break provision for adults with learning disabilities, physical disabilities and sensory impairments. I am part of a Trust wide multi-disciplinary team comprised of Social Workers, a nurse and Occupational Therapist. I also liaise with other disciplines such as Psychology, Dietetics, Speech and Language Therapy and Physiotherapy. My role enables service users to have a short break from their normal routine. It also benefits their families by giving them respite from their caring responsibilities. I am responsible for recruiting carers from a wide range of backgrounds in order to provide the best possible placement for every service user taking into account their individual needs and wishes. I am also responsible for rigorously assessing new applicants by gathering information and details such as:

Social History

Environmental assessment

References

Medical checks

Access NI Checks

On completion I am responsible for presenting my assessment to the Approval Panel which has core members such as a Psychologist, Locality and Nurse Manager. On approval, my role is to ensure that the carer participates in an induction process. Training is an integral part of this to ensure that they are suitably equipped to carry out their role. This is also a requirement of RQIA who inspect our Scheme on an annual basis. Examples of initial and ongoing training:

Cardiac Pulmonary Resuscitation

Health and Safety and Fire Prevention in the Home

Infection Control

Medication Training- this can also include Epilepsy Awareness training where applicable.

As part of the induction process I provide information on confidentiality, record keeping and relevant Trust policies and procedures.

Following induction, my role is to link service users with carers who can best meet their physical, emotional and social care needs. I coordinate this process which involves the named worker, service user and their family, respite carer and any other relevant discipline, for example Occupational Therapy if specialist equipment is required. I ensure that all relevant service user information such as care plans is disseminated to the respite carer. This process is vital as it ensures everyone's involvement. It provides the opportunity to discuss information and take everyone's views and wishes into account. This is done with the core aim of providing a safe, stimulating and successful placement. Part of my role is also to regularly monitor and review short break and permanent adult placements. Part of this process involves seeking feedback from all involved. This provides an opportunity to share updated information. This is carried out within the framework of **RQIA** regulations and also within the Adult Placement Regulations **(NI)** 2007.

PRTL Submission
(continued)

Appendix 3

Personal Statement (Maximum 1500 words) Page 1:

This should demonstrate that you have evaluated your learning and describe how you met standards 3 and 4. Additional space is provided on pages 20 and 21.

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count:..1473.....

I have been in the role of part time social worker with the Share the Care Team for three years. Joining the team in 2014 brought new challenges- being part of a new Directorate; Mental Health and Disability and engaging with a new client group. Given these new changes I was aware that I would be required to (a) draw on existing skills and knowledge from previous social work roles, (b) revise and refresh previous knowledge and learning and (c) undertake new learning and training from a wide and varied range of sources-documents, policies, legislation, internal and external training whilst making effective use of supervision, multi-disciplinary team meetings and support from colleagues.

During my induction period I had the opportunity to read policies, guidance and legislation both in relation to my role within the Trust (refreshing knowledge) and my role and responsibilities within The Share the Care Team (new learning.) The Scheme helps approved short break carers and permanent adult placement carers to share their home and time with someone in need. During my induction into this role, I came to realize that adult placements offer individuals with social care needs a very individualized and highly valued, flexible form of support in their own local community. I could see that it is a very innovative model of social care offering service users and their families a viable alternative to institutional care.

In reading the relevant documentation and shadowing colleagues I quickly learnt that with such provision comes much responsibility for professionals and respite carers to ensure safe, stimulating and compassionate care for the service user. To equip myself for this role I familiarized myself with Adult Placement Agencies-Minimum Standards and Adult Placement Agencies Regulations (Northern Ireland 2007).

For me this has underpinned and formed the benchmark of how I (a) carry out assessments of respite carers, (b) arrange placements and (c) monitor and review same to ensure that the service users' safety and wellbeing remains paramount all within a framework of respecting rights, choice and having dignity maintained. Adult Placement Agency Regulations Part iv 20(1)" The registered person shall make suitable arrangements to ensure that ... the care and support is provided (a)so as to ensure the safety of the service user and (f) in a manner which respects the privacy, dignity and wishes of the service users and the confidentiality of information relating to them... "

When I receive a new referral I always draw on my knowledge from the aforementioned documentation. This is complemented by my learning of the requirements set down by **RQIA**- the Scheme's regulatory body and by NISCC's Code of Standard of Conduct and Practice for Social Workers.

RQIA inspect and review the quality of our service on an annual basis, sampling our records, speaking to the team, seeking feedback from service users, their families and

respite carers. This yearly inspection provides me with an opportunity to evaluate my work, my knowledge and skills on an individual basis and on a wider basis as part of the team where we reflect and discuss the service we provide with the aim of striving to ensure quality based provision and ways we can improve. One such team discussion resulted in my manager and I developing new improved guidelines and forms for our permanent adult placement carers in terms of how financial records are maintained in respect of the adult placed with them. This helps to standardize the process, ensuring transparency and protection for all involved.

Also as part of my induction and following on from that on a regular basis regarding refreshing knowledge, I attended training programmes specific to the needs of our respite carers, one such example being Adult Safeguarding. The knowledge gained from training along with reading the Adult Safeguarding Operational Procedures has greatly assisted me in my role in the protection of service users. This enabled me to provide advice to respite carers as and when required in between their mandatory training sessions.

I have had a few instances when respite carers have expressed concerns regarding potential abuse. I in turn have liaised with the service user's named worker and on a couple of occasions safe guarding procedures were implemented. In relation to another incident, my learning from courses, reading and communication with the service user's named worker helped me reflect that " any safe guarding intervention is not about being risk averse, nor simply eliminating risk; adult safe guarding is about empowering and supporting people to make decisions that balance acceptable levels of risk in their livesthe exercise of professional judgement in determining the level of risk of harm and whether a referral for adult protection intervention is required is critical." Adult Safeguarding Operational Procedures. Appendix 7

Protecting Vulnerable Adults from abuse was also a theme explored in the training- Sexual and Personal Relationships for Adults with a Learning Disability. We looked at the issue of service users having greater access to support, education and training which facilitates their enjoyment of personal and sexual relationships whilst protecting them from exploitation and abuse.

In my work to date, I have reflected on and learnt that this is a very complex issue compounded by factors such as cultural, religious and family backgrounds. For me this learning has consolidated knowledge that I have in relation to The Disability and Discrimination Act (1998) and The Human Rights Act (1998) and NISCC's Standards For Social Workers - (1) "As a Social Worker you must promote the autonomy of the service user..."

As a Social Worker I believe that good communication forms the basis of our day to day work. I have been able to draw on existing skills but have also ensured that I seek training to build on my knowledge base. I have attended a number of courses relevant to this theme- Sensory Loss, The Fundamentals of Autism, Governance Training, Recording Skills within a Legal Framework and Managing Aggression.

The course in relation to Autism equipped me with some useful strategies in my communication with service users on the autistic spectrum. In partnership with their named worker I have been able to advise respite carers on communication strategies specific to the service user's own needs. Undoubtedly communication can be difficult at times if service users face challenges such as sensory loss, learning difficulties, autism etc however this should not deter us or others from engaging directly with them to gain their views, wishes and feedback. I have passed on, where appropriate to respite carers strategies for example employing active listening skills, taking account of environmental factors such as noise levels, heating and lighting. Such activity can foster an environment of mutual trust and respect. It can also help to diffuse the potential for aggressive behaviour. In one such case example through partnership

working and with the consent of the service user he was referred to The Positive Behaviour Team. This resulted in the service user being able to remain in his placement.

Other communication courses have helped me in my own day to day practice- how I record and store information. I routinely disseminate this learning to the respite carers who, as part of their role also record and store service users' information, this is in line with Data Protection and respecting the service users' and their family's right to privacy and confidentiality.

Another area which has provided me with the opportunity for self-evaluation and reflection has been through my role of mentoring/supporting students. NISCC, in their Standards documentation 6.18 and 8.4 refers to contributing to the learning and development of others.

Such activity provides a test of my values, knowledge and skills. It helps me focus on what, why and how I am doing something. This process of self-reflection provides me with opportunities to consider how I can improve and expand my skills and knowledge base.

Supervision and multi-disciplinary team meetings also form an important part of my continued learning. Input and experience from others helps me to perform to the best of my ability so that the provision the service user, their family and the respite carers receives is of a high standard, based on individual needs. This process also helps to highlight deficits in my learning thus prompting me to seek out relevant training.

On a personal note the Scheme inspired me to apply to be a respite carer. Going through the process myself and being subsequently matched with a service user has helped me see my role from a different perspective. It has given me a greater understanding of the wide, varied and often complex role of the respite carer. The direct one to one engagement with the service user and their family within my respite carer role has in turn aided me in my role as Social Worker within the team.

I have been qualified over 25 years and whilst those years in social work have given me much experience, knowledge and skills, I am very mindful that we must continually seek out new professional development opportunities to secure best outcomes for those to whom we provide a service.

NISCC Standard of Conduct-(6) "As a Social Worker you must be accountable for the quality of your work and take responsibility for maintaining and improving your knowledge and skills."

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References:

- Northern Ireland Safeguarding Partnership, Adult Safeguarding Operational Procedures-Adults at Risk of Harm and Adults in Need of Protection.
- Adult Placement Agency Regulations (Northern Ireland 2007)
- Standards of Conduct and Practice for Social Workers (NISCC, November2015)

PRTL Submission Summary of PRTL Activities

Appendix 3 (continued)

Date	Duration (Hours)	Brief description of activity
Sept 2017	38 Hours	Induction into new team and directorate. Familiarize self with all policies, procedures and legislation. Shadow colleagues. Identifying training needs.
16.09.14	2 hours	Safety in the home and fire training course (ROSPA) Guidance for respite carers and the Team's Social Workers. Mandatory training as per RQIA to ensure a safe environment for service users when on a short break or in permanent adult placement.
28.10.14	2 hours	Information Awareness Governance Awareness – an overview of relevant legislation and good practice in the areas of Data Protection, record management, confidentiality, security and data quality.
05.11.14	2 hours	Safeguarding Vulnerable Adults. Information session for respite carers and their Social Workers. Recognising signs, symptoms and circumstances of abuse. For respite carers – understanding their role in the identification and reporting of abuse.
27.11.14	2 hours	Safeguarding Vulnerable Adults – as above. Provide assistance to course leader in hosting training.
Jan 2015	12 hours	Preparatory work for RQIA Inspection. Self-audit for file and my practice. Team discussions regarding quality of service. Feedback questionnaires to service users, their families and respite/permanent adult placement carers.
09.03.15	2 hours	See entry on 27.11.14
12.03.15	2.5 hours	Sensory Loss Course. Presented by Sensory Support Team. Communication techniques, information on local resources, who they work with and how to refer. Presentation from service user and information on Sign Language.
01.04.15	4 hours	Managing Aggression. Understanding of why people get angry, identify verbal and nonverbal signs of aggression. Gain understanding of techniques to use in diffusing aggression.
18.05.15	1.5 hours	Infection Control. Course for all Trust employees.
19.05.15	1.5 hours	Direct Payment Training
23.06.15	3.5 hours	Record keeping and legal issues for social workers – legal and professional accountability of social work professionals in relation to record keeping.
06.10.15	2 hours	See entry under 16.09.14
12.11.15	2 hours	The Fundamentals of Autism. Understanding of the main features associated with autism, understanding of communication and support strategies.
Jan 2016	12 hours	See entry under January 2015 re RQIA
Feb 2016	10 hours	Supporting and mentoring of student on placement within our team
08.02.16	3 hours	Community Care Procedures – Care Management Training
20.07.16	1 hour	Infection Control Training
20.07.16	1.5 hours	Epilepsy Awareness Training
07.10.16	7 hours	Personal and Sexual Relationships and People with Learning Disability
Jan 2017	12 hours	See entry under January 2015 re RQIA
Jan 2017	3 hours	In house training in use of equipment and presentation skills in giving talks to community groups, Trust staff etc to increase interest in the Scheme with the aim of recruiting more respite carers
13.01.17	2 hours	Soscare Training
Feb 2017	12 hours	Mentoring/supporting social work student within the team

April 2017	5 hours	Preparation/compiling new finance recording guidelines for permanent adult placement carers. Carried out in conjunction with my manager
Sept 2014-17	42 hours	Formal Supervision
Sept 2014-17	70 hours	Multi-Disciplinary Team Meetings

Total training and learning for period of registration

Hours: 267.5 hours.

Registrant Declaration

I confirm that I have undertaken the activities recorded on this form and that the details I have provided are accurate. I understand that failure to meet Post Registration Training and Learning Requirements, or the provision of false information in relation to meeting these requirements, may be considered by the Northern Ireland Social Care Council as misconduct.

Signed:..... Registrant Number.....

Date:.....

Examples of PRTL activities

Work-based learning

- Discussions with colleagues
- Secondment to another team/department
- Mentoring and coaching from others
- In-house training related to job role
- Mandatory in-house training
- Work shadowing
- Learning from colleagues at team meetings/case discussions
- Journal club
- Project work
- Evidence from learning activities undertaken as part of progression on the NHS
- Knowledge and Skills Framework

Professional activities

- Involvement in a professional body
- Member of a special interest group
- Organising journal clubs or other specialist group
- Giving presentations at conferences
- Mentoring
- Supervising research
- Writing articles or papers

Formal learning

- Attending seminars/conferences
- Attending formal training programmes
- Distance learning

Self-directed learning

- Work related reading and research (books, journals, newspapers, television programmes)
- Internet research

**For further information about Post Registration Training and Learning Requirements
for Registered Social Workers**

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