

PRTL declaration example – newly qualified social workers

This example of a post registration training and learning (PRTL) submission shows a range of training and learning activities you can use to reflect your learning. It demonstrates how you could reflect on the nature of the learning you have achieved and how this has consolidated your knowledge, skills and values. The example is longer than you might submit, but intends to illustrate the key elements that should be included in a PRTL submission and the level of reflection that is expected of a social worker who is newly qualified.

It is designed to illustrate the development of an NQSW over their first year in a professional role. The PRTL declaration should include evidence of how you have referred to literature and research to inform practice (all literature should be accurately referenced). As a social worker you are expected to inform your practice, demonstrate that your judgements are supported by evidence and practise in an ethically aware manner that is consistent with the SSSC Code of Practice for Social Service Workers. You should reflect this in each PRTL claim.

You can only claim PRTL for training and learning completed in the appropriate registration period. If you are registered as a newly qualified social worker (full time) this is the first 12 months of registration. If you are registered as a newly qualified social worker (part time) this is the first 18 months of registration. Any submissions for dates out with this period will not be counted.

PRTL declaration

I confirm that the information I have provided on this form is 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 Scottish Social Services Council as misconduct.

Signature	
Date	

If for any reason you have failed to meet PRTL requirements, you must provide an explanation for this failure, in writing, to the SSSC and submit it with this form.

PRTL details

Ref No	Submission	Due Date	Received Date	PRTL Hours required	PRTL Total Hours	C&A Hours required	C&A Total Hours
PRTL-00002573	1	21 Jun 2017		144.00	135.50	30.00	52.50

PRTL claims for PRTL-00002573

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
21 Apr 2016	6.00	0.00	
Details (To include references to literature where appropriate)	<p>Induction Sessions Agency induction covering: - introduction to key legislation, policies and procedures appropriate to the agency, including opportunities to examine the legislation and policies pertinent to context specific work. - through care and Aftercare guidance and procedures and the Pathways Assessment - introduction to the Council's website incorporating the key information relevant to each sector - presentations by Council, voluntary sector and independent sector workers re local services - Newly Qualified Workers' Forum-to offer peer support over the initial year in practice - information about Employee Review and Development and the importance of supervision.</p>		
Consolidation of knowledge, skills and values	<p>These sessions enabled me to orientate to the wider organisation. It consolidated my knowledge of legislation and introduced me to the legislation specific to the role I will be undertaking. The sessions assisted me to understand my statutory duties, professional responsibilities and personal accountability and helped me reflect on some of the tensions inherent within meeting statutory requirements, alongside supporting young people to make the transition to adulthood. I reflected on the learning achieved within my final placement when I had to reconcile the tension between care and control in child care practice. I am aware that I found this to be challenging and that I need to continue to reflect on the complexities around care and protection and develop skills in managing this aspect of the role. Hearing about local services helped me to contextualise my role in relation to wider services. The NQSW Forum was helpful and reinforced the importance of continuous learning and the use of PRTL in remaining accountable for my practice, professional learning and improving my knowledge and skills. One particular element of the sessions that I have been thinking about is related to human rights and ethical practice in fulfilling my role and responsibilities. I have been mindful in recording sessions with young people to be careful about what I am recording to ensure that it is consistent with The Human Rights Act and Agency protocols. I was introduced to the Continuous Learning Framework on my university course. These sessions have helped me to develop greater 'organisational awareness' and this will be one of the personal capabilities I focus on during induction. The induction sessions also reiterated the importance of critically reflecting on my practice. In working with a young person who has alcohol issues I adopted a task centred approach, but reflecting on the lack of progress enabled me to recognise that a more effective approach may be motivational interviewing.</p>		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
22 Apr 2016	5.00	0.00	
Details (To include references to literature where appropriate)	<p>Self -directed study - Reading: Scottish Executive (2006) Getting it right for every child: Proposals for action. Edinburgh: Scottish Executive. (GIRFEC) - updating knowledge of the application of the Integrated Assessment Framework (IAF) as it is applied within my new role. United Nations (1998) Human Rights Act. Geneva: United Nations. Scottish Executive (1995) The Children (Scotland) Act 1995. Edinburgh: Scottish Executive, (sections 17, 29 and 30, related to Throughcare and Aftercare). Scottish Executive (2004) Throughcare and Aftercare Regulations and guidance. Edinburgh: Scottish Executive. Throughcare and Aftercare Forum. Available from: www.scottishthroughcare.org.uk (accessed date) O'Connor, I., Hughes, M., Turney, D., Wilson, J. and Setterlund, D. (2006) Social Work and Social Care Practice. London: Sage. Transition Policy of the Agency Following the</p>		

	<p>induction session I revisited some of my texts and materials from university to build on learning around child and adult development and consider the implications of this transition for young adults and the support that they will need to manage their special needs.</p>
<p>Consolidation of knowledge, skills and values</p>	<p>In preparation for carrying out my role I read a range of materials in relation to through care and aftercare. This reading was invaluable in supporting the learning achieved in induction and gave me a clearer sense of my role and the expectations that would be placed on me. It helped me understand the legal processes and assessment frameworks that I would be using. It gave me an understanding of the process from leaving care through pathways assessment and care planning to the review process. This consolidated my understanding gained from working in child care settings and contextualised the knowledge to a new setting. I reflected on my responsibilities to ensure that young people leaving care are equipped with the skills for the transition to adult living. The reading on assessment reminded me of the core principles of assessment, and I reflected on the centrality of the values of doing assessment with service users rather than to them. This was helpful in thinking about the Pathways Assessment and needing to manage the process in a manner that incorporates good information gathering, but that also assumes a holistic approach, taking account of the views and experiences of the young person. I also reflected on the research evidence that suggests social workers often use new information to support initial judgements rather than analyse new information to create new understandings. This is important to be mindful of when I am completing assessments and to ensure that I develop skills in analysing data appropriately. This resonated with teaching on evidence based practice on the course. I thought about previous teaching on developing resilience and could make links with the initial work that I have been undertaking with young people leaving care experiencing complex problems. Many of the young people are required to make this transition before they have achieved a strong sense of identity and have not had the buffer of developing prior resilience.</p>

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
24 Apr 2016	4.00	0.00	
<p>Details (To include references to literature where appropriate)</p>	<p>Shadowing Experience - Shadowing a colleague undertaking a care planning meeting with a young person and his foster carer. The young person had been involved in a number of incidents involving drug use and harassment of young women in the community. My colleague explained fully to the young person and carer the purpose of the assessment and the need to consider risk as part of the assessment. The young person became very angry and I had the opportunity of observing my colleague use calming techniques and skills to engage with the young person. Following the shadowing experience I revisited reading that I had used whilst at university on the Skills Module: Koprowska, J. (2008) Communication and Interpersonal Skills in Social Work, 2nd edn. Exeter: Learning Matters.</p>		
<p>Consolidation of knowledge, skills and values</p>	<p>This experience was useful as I was able to observe a colleague use an assessment and planning tool, whilst also challenge the young person re his behaviour. This particular colleague was a good role model for me as she approached the interview in a calm and relaxed manner, yet also being clear that the behaviour needed to be challenged and changed. She was clear about the consequences of continuing the behaviour and drug use, without presenting as being threatening or punitive. This was a really challenging interview and I found it helpful to be able to observe and reflect on my colleague's skills of balancing promoting independence whilst assessing risk to the public. This is one of the key aspects of the 'professional autonomy' personal capability of the CLF and I was able to</p>		

reflect on how I could adopt and integrate these skills within my own practice. I have been working with a young person who exhibits angry behaviour, and I was able to reflect on how I could balance the skills of listening effectively, conveying understanding and yet also using effective challenging to support him to change his behaviour. Reading Koprowska (2008) again reminded me of the skills that we had practised whilst preparing for placement, particularly 'emotional communication' - it did feel more daunting when implementing these in practice with challenging behaviour, but the observation and reading were very useful in supporting my practice development. It also reminded me of the importance of recognising that anger, whilst unacceptable may be an understandable response to difficult life situations, and it is important not to judge the person, but challenge the behaviour.

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
26 Apr 2016	4.00	0.00	
Details (To include references to literature where appropriate)	Observation of Review Meeting - This meeting was convened to review a young person prior to leaving care. The meeting comprised all the workers who had been involved with the young person, including education, housing and health professionals. I followed this with reading: "Joint Futures" Guidelines; Quinney, A (2006) Collaborative Social Work Practice. Exeter: Learning Matters.		
Consolidation of knowledge, skills and values	This meeting enabled me to observe interagency working and collaborative decision making (as promoted by GIRFEC). The young person was clearly central to the decision making process and his views were listened to. He presented as being idealistic about having an individual tenancy, but the professionals encouraged him to consider how he could meet his needs within a more protected setting without undermining his own views. This consolidated my knowledge about the importance of listening to young people and the legal requirement to consider their views. It reminded me of the importance of using accurate empathy, whilst also sensitively challenging unrealistic aspirations-skills that I had been developing on placement in working with parents. I was able to observe professionals working collaboratively to achieve good outcomes for the young person, and this reinforced the importance of inter-agency working in sharing information and planning outcomes. By reading the guidelines, I gained greater understanding of joint working protocols and procedures and how joint working provides more joined up services, by developing a co-ordinated and integrated approach. Reading about collaborative practices (Quinney, 2006) enabled me to consider the structural impediments to good collaborative practice such as cultural, professional, budgetary and policy differences. I will try to be vigilant that I remain cognisant of these issues and ensure that I remain committed to develop partnerships beyond this. I will discuss with my manager whether 'working in partnership' should be one of the personal capabilities of the CLF that I focus on developing at the moment.		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
28 Apr 2016	15.00	0.00	28 Apr 2016 - 30 Apr 2016
Details (To include references to literature where appropriate)	Practice Experience - I was asked to complete a Social Enquiry Report (SER) for a young adult who had been charged with assault and breach of the peace. I consulted with the National Standards and Objectives in CJSW in order to clarify the purpose of the report and researched the risk assessment tools that are used in these situations. Reading: Bradford, B. and MacQueen, S. (2011) 'Diversion from Prosecution to Social Work in Scotland: Current Patterns and an Examination of Practice in 3 CJAs'.		

	Edinburgh: The Scottish Centre for Crime and Justice Research. Available from: http://ssks.org.uk/topics and resources (accessed date).
Consolidation of knowledge, skills and values	<p>This is the first time that I had undertaken a statutory report in a criminal justice context and I felt apprehensive. I ensured that I explained clearly to the client what the purpose of the report was and why we were undertaking a risk assessment. Although he initially appeared to be resistant to talk with me, I felt that by listening to his issues he began to open up. We considered the impact on his current offending behaviour and he recognised that he was struggling to manage life after care. He disclosed that he had been previously abused, and how this has affected his later life. We talked about whether he would consider disclosing this to the police, but he felt that this would cause further problems and he could not cope with the consequences. Although I responded to the disclosure, I was aware of the need to assess the risks inherent for the report. On reflection afterwards, I realised that I needed to slow down a bit more and achieve a more effective balance covering all the key risk questions, whilst also being able to convey empathy and explore issues in more depth. I learned more about assessing protective factors and weighing up sentencing options. I recommended a probation outcome, based on the judgement that this would offer more support to manage alcohol issues and support to deal with his feelings of anxiety. In future, I will be more aware of managing my own anxiety about unexpected disclosure and try to be aware of not focusing on the current circumstances rather than responding more empathetically to information. I will also develop a checklist to use at stages of the interview, rather than creating more anxiety for the client by referring to notes and detracting from the process of the interview. Further reading supported my reflections that this situation required understanding and support related to loss and isolation of a young adult in transition.</p>

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
1 May 2016	6.00	0.00	
Details (To include references to literature where appropriate)	<p>Drug Awareness Training - Drug use is a prominent feature in the lives of the young adults with whom I work and there was only minimal input on drug use within my course. I thought that it would be helpful to be reminded of prior knowledge and develop more applied knowledge to enable me to support young people more effectively. References: Prochaska, J. And Di'Clemente, C. (1994) The transtheoretical approach. Crossing traditional boundaries of therapy. Malabar.FL: Krieger Publishing Miller, W. And Rollnick, S. (2002) Motivational interviewing: preparing people for change, 2nd edn. New York: Guilford.</p>		
Consolidation of knowledge, skills and values	<p>This training provided me with a basic knowledge of the effects of drug use on individuals and communities. Gaining knowledge of the psychological and physical dependency has helped me gain an understanding of young people's experiences and consolidate my knowledge of theories and practice interventions such as Motivational Interviewing (Miller and Rollnick, 2002) and the Cycle of Change (Prochaska and Di'Clemente, 1994). Previously I have thought mainly about the impact on individuals and families, but the training helped me to reflect on the wider community, which has enabled me to appreciate issues such as noise disturbance, health and safety risks associated with poor injecting practices, higher levels of crime and the impact of fear and intimidation. In working with a life skills group recently I was able to help the group members to reflect on the impact of their drug use on others. Gaining knowledge of the effect of drug use has been very helpful in making assessments and in recognising the 'signs' of drug use when interviewing young people e.g. dilation of pupils and aggressive and exaggerated behaviour.</p>		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
2 May 2016	3.00	0.00	
Details (To include references to literature where appropriate)	Information Literacy Workshop - Information about the Learning Exchange and how IRISS is working to develop the capacity and capability of the workforce in social services. I followed up this session by spending some time looking at the IRISS website: Munday, S. (2009) Getting it Right: assessments for black and minority ethnic carers and service users. The Learning Exchange. Available from: www.iriss.org.uk/BME (accessed date).		
Consolidation of knowledge, skills and values	During the course the importance of evidence based practice was promoted, and I have been mindful of this as a NQSW. However there are times when this seems overwhelming as it can be challenging to access evidence that is up to date and relevant to the practice being undertaken. This training has introduced me to a range of resources available to support my practice. In preparing for working with a black service user, I used the learning object to reflect on diversity and cultural difference to ensure that I was able to introduce culturally sensitive practice and to listen to the young person to understand what his cultural and religious beliefs meant for him and for his Pathways Assessment. I had to reflect on the most appropriate context to interview to take account of the norms around male-female interaction and to consider how to include interpreter services (his English is known to be limited). The learning was helpful and enabled me to think about issues that I may not have considered previously. I felt more prepared to meet with the service user and to communicate via an interpreter. I also realised that I was demonstrating some of the indicators at the established stage of progression for the personal capability of 'professional autonomy' and this helped to boost my confidence.		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
5 May 2016	12.00	0.00	5 May 2016 - 6 May 2016
Details (To include references to literature where appropriate)	Practice Experience – Duty - The Through-care and Aftercare Team undertake a shared duty system with Adult Care Services. This was planned to enable workers who had been more involved in child care services to gain a good level of understanding of Adult Care. I was consequently apprehensive that I would be sufficiently knowledgeable to assume a lead worker role.		
Consolidation of knowledge, skills and values	It was my role to undertake an initial assessment and to pass the work onto the appropriate staff member. This experience enabled me to clarify the role of social work duty and the responsibilities of the duty worker. I have been able to learn about different processes and policies of other teams. This also reinforced the importance of implementing crisis intervention skills when working on duty to deal with emergency situations as efficiently and competently as possible. I also learnt to use my judgement quickly and to gather information to direct the referral to the most appropriate worker. One of the most challenging situations involved a woman who presented in a very distressed state, threatening to commit suicide as a result of domestic violence. I was able to remain calm, convey understanding and reassure the woman that there are services to support her. She agreed to accept help from Women's Aid, and in working together with the woman and the services we were able to support her to move from her home that night. I was initially reluctant to speak with adult care workers, but with the support of the Duty Manager I recognised that I had to fulfil my role, assume accountability and ensure that service users were receiving the appropriate services and that their rights were observed. The experience enabled me to consolidate my knowledge, skills and experience relating to assuming new responsibilities, especially to developing Personal Capabilities. I reflected		

	on my ability to manage relationships and recognised that although I am initially reticent to assume leadership roles, I am becoming more confident with experience. Working as the duty social worker consolidated my social work values as it was important to promote the dignity, rights and respect of service users. I felt that I had been able to understand the individual within their own context and to access solutions that affected the best outcome, whilst being the least restrictive to independence.
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Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
6 May 2016	6.00	0.00	
Details (To include references to literature where appropriate)	Team Development Day - The purpose of the day was to discuss team functioning and the skills and experience of team members. It was facilitated by a member of the Staff Development Team. We engaged in a variety of exercises designed to explore the effectiveness of current team functioning and to consider the range of skills and expertise held by the team.		
Consolidation of knowledge, skills and values	I was able to learn about the different perspectives of other team members and share my own thoughts about being part of the team. We were able to identify our strengths and the beliefs and values that we shared in relation to our work. This was a very reflective day and it helped me to further develop my self-awareness and understand how I manage relationships with others. We also undertook problem solving tasks that brought the team together to develop a shared vision of how to progress our work in future. I felt that we all achieved valuable learning about how we perceive each other, what we contribute to the team and our strengths as workers. It led to a greater appreciation of the team's goals. This has continued to build and develop, and I have participated more fully in team meetings and offering active support to colleagues.		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
8 May 2016	6.00	0.00	
Details (To include references to literature where appropriate)	Motivational Interviewing Workshop - This workshop provided knowledge of the theory underpinning motivational interviewing and opportunities to practice through simulation exercises. Reading: Saleeby, D. (ed.) (1997) The Strengths Perspective in Social Work Practice. New York: Longman. De Jong, P. and Berg, I.K. (2001) 'Co-constructing cooperation with mandated clients', Social work 46, (4): 361-74. Prochaska, J. and DiClemente, C (1994) 'Cycle of change' in J. Prochaska, c., DiClemente and J. Norcross (eds) Changing For Good. New York: Avon Books.		
Consolidation of knowledge, skills and values	This training was very helpful in building on learning from previous training as above re intervening with alcohol and drug use and provided a framework for intervention, particularly in understanding and challenging service users who are resistant to change behaviours. This is an area of work that I find challenging and feel that I lack confidence in. Saleeby (1997) promoted the strengths based perspective in working with service users whereby workers have to negotiate between attempting to empower and cooperate with individuals, whilst being obliged to use positions of authority to ensure safety of individuals and communities. The opportunity to 'practice' using empowering and solution focused techniques and discussing the common pitfalls was instrumental in increasing my confidence to use this approach in practice. It helped me to recognise when a service user was exhibiting behavioural traits associated with 'resistance' and to gain a clearer understanding of the behaviour presentations and what it accomplishes; and to enable service user to identify what they would like to achieve by 'inviting them into the role of expert' (De Jong and Berg, 2001: 364), and begin to develop solutions. I have been working with		

	a young adult who is at the 'contemplation' stage (Prochaska and Di'Clemente, 1994), and I have been able to adopt solution focused techniques to encourage him to address his drug use.
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Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
20 May 2016	5.00	0.00	
Details (To include references to literature where appropriate)	Supervision - Supervision takes place 3 weekly for NQSWs, and this is a useful forum to reflect on ongoing work and discuss future work. Supervision covers a review of individual work and group work; professional development needs; any issues of concern and feedback from my senior re my performance. Reading related to loss: Weinstein, J. (2008) Working with Loss, Death and Bereavement: A Guide for Social Workers, London: Sage. Stroebe, M.S. and Schut, H. (1999) 'The Dual Process Model of Coping with Bereavement. Death Studies 23, 197-224. References: Marris, P. (1974) Loss and Change. London: Routledge Kegan Paul. Worden, W. J. (1991) Grief Counselling and Grief Therapy: A Handbook for the Mental Health Practitioner 2nd edn. London: Routledge. Kubler-Ross, E. (1969) On Death and Dying. New York: Macmillan.		
Consolidation of knowledge, skills and values	I value supervision as an important learning forum as it encourages me to develop as a reflective practitioner. My supervisor has always encouraged me to prepare in advance for supervision and to be involved in identifying key areas for discussion. This way I am taking responsibility for my own learning and development. My manager will often provide a different perspective on the work,. She encourages me to be creative in how I approach interventions. This session began with a review of the work that I currently carry, and I had signalled one case that I wanted to discuss as I was finding it to be challenging. This involves my work with a young man who has been drinking heavily following the death of his mother with whom he had an ambivalent relationship. He related to the death of his father 5 years ago and said that he had never come to terms with this. He is struggling to acknowledge that he has a drinking problem and could be in pre-contemplation stage. I did not feel that we had been making any progress towards contemplation although we had implemented some of the techniques acquired from ABI Training. My supervisor asked that work we had done around loss and I realised that following his acknowledgement of his grief we had not come back to this issue I became aware that I had been avoiding this issue and that I had been affected by my own sadness following the death of my mother. This had resulted in me not acknowledging the importance of the issue for the service user. I reflected about why this had happened. I was able to recognise that I was blocking out loss issues as it reminded me of my own loss. I felt upset and my manager was very supportive in helping me to explore the impact on my practice. We agreed that it would be helpful for me to reflect a bit more to develop my self-awareness and do some further reading in relation to loss. This helped me to think of ways to support the service user to express his grief		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
21 May 2016	4.00	0.00	
Details (To include references to literature where appropriate)	Self-directed study - This reading related to preparing to undertake group work with young people to prepare for independence-Life Skills Group. Dwivedi, K.N. (ed.) (1993) Group Work with Children and Adolescents: A Handbook. London: Jessica Kingsley. Benson, J (1993) Working More Creatively With Groups. London: Routledge.		
Consolidation of knowledge, skills and values	I had undertaken a module on group work during my course, but felt that it would be useful to supplement reading on theoretical approaches with		

values	<p>some reading around group work processes and techniques. It was particularly helpful to read about the three key aspects that require maintenance by the workers-task (identification, realism and commitment), the group (identity, roles and atmosphere) and the individual (participation, relationships and behaviour). This enabled me to gain greater understanding of the processes and, in collaboration with the co-facilitator was able to draw in these ideas into the planning. We were able to identify tasks to promote life skills, whilst be aware of the needs of the individual alongside group processes. Within the planning stage we had tended to become very task centred and this reading was a good reminder of the need to be more creative. Ideas for exercises were implemented and particularly the introductory 'getting to know you' exercises engendered good initial bonding and a strong sense of fun in the learning process.</p>
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Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
28 May 2016	2.00	0.00	
Details (To include references to literature where appropriate)	<p>Shadowing experience - Many of the young adults with whom I work experience mental health issues and research has identified suicide as a particular concern in relation to young men. I was given the opportunity to shadow a colleague (MHO) carrying out functions under the Mental health Care and Treatment (Scotland) Act 2003. The situation involved a request to detain a young man who was threatening suicide.</p>		
Consolidation of knowledge, skills and values	<p>I was able to observe my colleague carry out the assessment under the guidance and procedures as set down in legislation. She engaged well with the young man and explained his rights carefully and clearly. He responded well to her and the outcome was that he agreed to be assessed by the psychiatrist. I was able to observe how the principles of the Act were put into practice and gain an understanding of the legal requirements. It made me reflect again on the tensions around safety, protection and control. Following the interview my colleague went through the paperwork required to issue a detention certificate and what the next steps would be. This experience allowed me to consolidate my understanding of legislation as applied within practice and to develop my understanding of the skills required to practice within this sensitive area.</p>		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
29 May 2016	6.00	0.00	
Details (To include references to literature where appropriate)	<p>Offered shadowing experience to a social work student. This involved spending a day with the student, informing him of social work role and task and organisational responsibilities. Reference: Beverley, A. And Worsley, A. (2007) Learning and Teaching in Social Work Practice. Basingstoke: Palgrave Macmillan.</p>		
Consolidation of knowledge, skills and values	<p>This experience was valuable in introducing me to the mentoring role and contributing to the learning of others. In reflecting on practice issues with the student, I further developed my confidence in being aware of how far I had developed my knowledge and understanding since commencing employment last year. The student's questions created an opportunity for further reflection on the values inherent in the work that the team undertakes and some of the tensions and challenges that we experience. I was very conscious of my practice in being observed by the student and particularly in responding to a young adult who has been resistant to engage in the support work. The student's feedback was useful, and he shared information about texts and resources - this felt like a reciprocal learning experience and reiterated the value of collaborative approaches to learning (Beverley and Worsley, 2007). Being observed and reflecting on practice brought back the importance of not becoming 'routine' or</p>		

mechanistic in practice, but being open to reflection and review as an integral part of being contemporary and creative. This is an important part of maintaining focus on understanding the individual in their own life context and not universalising experiences or making judgemental assessment decisions, rather than defensible well evidenced decisions. This learning has helped me develop leadership skills and has engendered interest in undertaking the link working training in my second year of qualification to begin to offer social work placements. I find this to be an exciting plan, as I recognise that in supporting a student during a practice learning opportunity I will be able to further develop my own knowledge, skills and values and that the team will receive great benefit from being able to reflect on practice with the student.

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
30 May 2016	3.00	0.00	
Details (To include references to literature where appropriate)	Presentation to student group - Following the shadowing experience the student contacted me on behalf of the student group to ask if I would attend one of their student group meetings to provide input about the role of a Throughcare and Aftercare Social Worker.		
Consolidation of knowledge, skills and values	Initially I felt a bit daunted by this and discussed with my manager as to whether a more experienced worker should do this. However she encouraged me to follow this through and felt that I now had sufficient knowledge and understanding to do a presentation. I prepared a power point presentation to cover legislation, policies and key procedures and added some more visual slides re the referral process and tasks undertaken by the team to create a more interesting and easy to assimilate presentation. I spoke with the students about the knowledge, skills and value base that informs the work and some of the approaches to intervention that I use in practice. The students were very engaged and interested and posed some challenging questions that created further reflection for me, such as why we give food vouchers to young people in need rather than dignify them with money. I struggled to answer this and recognised that I had assimilated some agency practices without question. This was a critical moment for me and I recognised the importance of continuing to reflect, question and challenge practices that potentially discriminate against the individual's rights.		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
21 Jun 2016	0.00	6.00	
Details (To include references to literature where appropriate)	Induction - Public Protection Training - This part of the induction process was aimed at introducing new staff to the Council's policies and procedures related to the protection of vulnerable groups. This was particularly helpful as my area of work covers both adult and child protection. Legislation Scottish Government (2007) Adult Support and Protection Act 2007. Edinburgh: Scottish Government. Scottish Executive (1995) Children (Scotland) Act 1995. Edinburgh: Scottish Executive. Scottish Executive (2000). Adults with Incapacity Act 2000. Edinburgh: Scottish Executive. Following the training I read: Scottish Executive (2004) Investigations into Scottish Borders Council and NHS Borders Services for people with learning disabilities: joint statement from the Mental Welfare Commission and the Social Work Inspectorate, Edinburgh: Scottish Executive.		
Consolidation of knowledge, skills and values	The emphasis of the day was that it is everybody's responsibility to protect adults and children from risk or harm, regardless of the context in which you work. There was a basic introduction to the key legislation-Adult Support and Protection (Scotland) Act 2007, Adults with Incapacity (2000) Act and Children (Scotland) Act 1995. We were guided to the Council's		

electronic system and how to access policies, procedures and documentation. The training enabled me to think about who is considered to be at risk of harm and the duties it places on me. Having had a child care placement I was familiar with child care legislation and policies, but examining GIRFEC again helped consolidate prior knowledge and think about my responsibilities in relation to working with young people in transition. I had not worked with vulnerable adults previously, and it was helpful to reflect on some of the differences in the assessment of risk. I reflected on the challenges of assessing risk and determining the level of incapacity that renders individuals to be vulnerable. The training consolidated my knowledge about the importance of multi agency assessment and collaborative working and the need to communicate clearly. We thought about the messages from key inquiries such as Victoria Climbié and The Borders Inquiry that highlighted the need for improved communication, and the need to keep information up to date. This was an important reminder to ensure that I maintain regular recording. I felt that it would have been useful learning to have had other professionals at the training as their absence could reinforce that the responsibility lies with social workers. I found reading the SWI Report of interest, despite being difficult to accept, in reminding me of the particular vulnerabilities of individuals with special needs and the importance of professionals being vigilant and ready to disclose abuse by responsible professionals.

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
22 Jun 2016	0.00	6.00	
Details (To include references to literature where appropriate)	<p>Risk Assessment and Risk Management Training - Multi-agency - This training was provided for a range of professionals working with young adults experiencing complex problems. It provided information on risk assessment frameworks, collaborative approaches to assessment and the importance of risk management within care planning. Developing care plans with care leavers is one of my key roles and I thought that it would be helpful to have an opportunity to learn more about assessing and managing risk. Reading: Hothersall, S. J. And Mass-Lowit, M. (Eds.) (2010) Need, Risk and Protection in Social Work Practice. Exeter: Learning Matters. Crisp, B.R., Anderson, M., Orme, J. And Green Lister, P. (2006) 'Assessment Frameworks: A critical Reflection'. British Journal of Social Work 37 (6), 1059.</p>		
Consolidation of knowledge, skills and values	<p>This training refreshed my knowledge on risk and how to assess risk, specifically considering risk factors, vulnerability, adversity and protective factors. It also provided information about risk assessment frameworks and risk management strategies. We were asked to work with current examples in small groups, and I offered to share my experience of working with a young adult who was regularly self-harming. I have been very anxious about him and concerned that he will seriously harm himself and have been undertaking a risk assessment to determine what supports are needed. It was really useful to 'practice' applying the risk assessment framework and use the ideas and experience within the group to consider strategies to promote his resilience and reduce his vulnerability and risk. This provided a very helpful experience of working with other professionals and focussing more widely on key issues, for example I hadn't given sufficient thought previously to the service user's health and was able to begin to address this with him, including some practical issues of encouraging him to attend a dentist and to improve his oral hygiene. The reading that followed assisted me to reflect a bit more about the relationship between vulnerability, need and susceptibility. Hothersall (2010) proposed that assessing vulnerability and the level of susceptibility that individuals have beyond the normative hinges on the use of professional judgement, moral character and professional assessment skills - I reflected on this in relation</p>		

	to the critique of professionals' ongoing reliance on assessment frameworks, with the consequent danger of "systematising' practice. This reinforced for me the importance of continuing to develop knowledge and understanding as key to acquiring the appropriate skills in complex areas of assessment and not relying on frameworks only as a source of analysis and judgement.
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Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
28 Jun 2016	3.50	0.00	
Details (To include references to literature where appropriate)	Working with Hostile, Uncooperative and Evasive Families - Managing hostility was one of the areas that I had identified as requiring development within my PDP, and I thought that this training would assist me to consolidate and develop my skills in effectively responding to and engaging with resistance in service users. Reading: Trotter, C. (2006) Working with Involuntary Clients. London: Sage.		
Consolidation of knowledge, skills and values	The training provided useful advice and guidance and highlighted the dangers of not dealing effectively with these types of situations and the consequent risks that this may pose to individuals, families and also to the professionals involved. It led me to reflect on the importance of continuing to develop skills when working with hostility and resistance, in order to be able to obtain the necessary information to protect vulnerable individuals- the training had highlighted previous investigations when workers had felt too intimidated in challenging uncooperative situations and this had led to a failure to protect vulnerable adults and children. This was a multi-agency training and it was good to hear how other professionals respond and how their procedures are used to ensure safety of self. As professionals from different disciplines we were encouraged to reflect on our commonalities and differences. This has been helpful in developing my understanding of how different professionals are influenced by their professional value base and work context. It made me more determined to improve my communication skills with other professionals and use my understanding to enhance communications. Having attended the training and practiced techniques within the small group experiential exercises, I have been able to develop my knowledge and skills when working with more aggressive service users. Since the training I have been more confident in using the workplace protocols and health and safety procedures. Reading the text (Trotter, 2006) introduced me to the pro-social practice model, an evidenced based model of working with resistance that focuses on role clarification, reinforcement and problem solving, which will be useful to adopt in future practice.		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
29 Jun 2016	0.00	12.00	29 Jun 2016 - 30 Jun 2016
Details (To include references to literature where appropriate)	Child Protection Training Level 1 - This training aimed to familiarise new practitioners with the child protection protocols and procedures. It also focused on how to recognise and respond to child protection issues.		
Consolidation of knowledge, skills and values	This training built on the knowledge gained from university related to the theories of child abuse and the experience I had gained from having a child care placement. It provided me with a working knowledge of child protection procedures, assessment, referrals and interventions. It has helped me to differentiate between types of abuse and the impact of this for children. Key messages from research and inquiries were provided, which was a good reminder of the inputs within university. The case study orientation of the training was particularly helpful in being able to apply the concepts, legislation and assessment frameworks to situations and decide		

	<p>on an appropriate course of action. The training also refreshed my knowledge of handling disclosures or incidents. I have been able to use this training in my work with a 16-year-old woman who has a two-year-old child, to explore the impact of the abuse she experienced as a child on her responses to her own child. I feel more confident in sensitively challenging her about her parenting practices and being clear about what may happen if the child is harmed. We have developed a good working relationship where she values the balance of empathy, support and honesty about the implications of the neglect.</p>
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Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
21 Jul 2016	30.00	0.00	21 Jul 2016 - 26 Jul 2016

<p>Details (To include references to literature where appropriate)</p>	<p>Practice Experience - Life Skills Group - I co-facilitated a group for eight young people who were previously accommodated by the Council and who were being supported by the Throughcare and Aftercare Team to make the transition to adulthood. The group experience was planned alongside the young people with their issues and concerns being central to the content and process. There were specialist contributions for housing, health and welfare rights. This group has proved very effective in encouraging the participation of young people in preparing for independence and has provided a useful forum for consideration of pertinent issues such as budgeting, social responsibilities, self-management, bullying and substance use.</p>
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<p>Consolidation of knowledge, skills and values</p>	<p>This was my first experience of facilitating a series of sessions. By being open to hearing anxieties and supporting young people to engage at their own pace, they were all able to participate in the experiential element of the group work. It was vital to underpin the group work practice with professional values and to ensure that the young people experienced us as reliable, honest, dependable workers, who responded to them with respect and valued their individuality. Throughout this practice my communication skills have been consolidated and enhanced. Two of the participants in particular were in regular conflict and threatened violence. This required the facilitators to respond calmly, but firmly to ensure the protection of others. We reflected a great deal on whether our initial risk assessment should incorporate selecting personalities that could get on well together, but concluded that this would not be consistent with the values of an inclusive approach that we were committed to. Much learning was achieved from being a co-facilitator. I was aware of my colleague being considerably more experienced than me. This led me to being reticent in putting forward ideas and in being assertive. In reflecting on our planning at an early stage my colleague shared with me that she felt I could be contributing more effectively. I took this feedback on board and became more actively involved. As a reflective learner, I am aware that I can be less responsive than is helpful when having to respond to challenging situations. I used our reflections and observing her skills in responding to develop my own skills, and increasingly I felt more confident. This learning experience has been highly beneficial in consolidating and further developing my group work skills, and in preparing me to move forward to the next group work sequence. I have gained new skills in relation to effective planning, working productively with other colleagues and evaluating the outcomes of practice.</p>
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Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
20 Aug 2016	0.00	3.00	

<p>Details (To include references to literature where appropriate)</p>	<p>Developing Telecare in Assessment and Care Management - When undertaking duty I had received several referrals expressing concern re the safety and vulnerability of older adults due to risk of fire hazards and I</p>
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appropriate)	thought that it would be helpful to be informed about available resources to reduce risk.
Consolidation of knowledge, skills and values	This training provided excellent information about the telecare service and how it could be utilised to increase safety, particularly with adults experiencing dementia or forgetfulness. Resources such as smoke detectors and heat detectors can be installed fairly easily, which can promote independence and enable people to remain in their own homes for longer. This was helpful for me in future duty sessions as I was able to inform service users and carers regarding how to access suitable equipment to reduce risk and promote independence.

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
25 Aug 2016	2.00	0.00	
Details (To include references to literature where appropriate)	Visit to Blarmore Project - This is a community resource that offers work experiences to young adults to enable them to get into a work routine and understand some of the expectations that they will have to meet in a work setting. It offers services to the community such as clearing up parks, developing play areas etc. Reference: Marris, P. (1974) Loss and Change. London: Routledge Kegan Paul.		
Consolidation of knowledge, skills and values	This visit enabled me to gain knowledge and information about the project, how to refer and what support young adults would require from their social workers to sustain attendance. I am working with an individual who may be eligible for the service and it was useful to consider whether she would benefit from the resource, and reflect on how I can best help her to make effective use of the experience. During our support sessions she demonstrated resistance to engage with the project, and I was able to use the knowledge I had gained to inform her of the outcomes for other young people who had 'graduated' from the project and offer her information about the routines and range of activity that she could be aligned with-this enabled her to agree to visit and subsequently accept a place. When working with the service user I thought of the challenges of change to all of us; the 'conservative impulse' (Marris, 1974), but how much more difficult this can be in prior experiences of change have been negative.		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
7 Sep 2016	6.00	0.00	
Details (To include references to literature where appropriate)	Alcohol Brief Intervention Training - Many of the young adults with whom I work have issues with drinking and the consequent influence on their behaviour. When undertaking my degree course there was some input on alcohol use, but little on how to intervene with service users. ABI is short evidence based, structured approach to talking with service users about alcohol consumption.		
Consolidation of knowledge, skills and values	This training built on my prior knowledge and helped to equip me with the skills and resources to competently and sensitively carry out ABI interventions. It was particularly helpful in preparing to challenge service users re their drinking behaviours. I have used this approach with several service users and was able to draw on my communication and engagement skills to encourage them to participate in completing an ABI and to gain a deeper awareness of the impact of alcohol misuse on their physical and mental health.		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
13 Sep 2016	0.00	3.00	
Details	Shadowing Experience - I was given the opportunity of shadowing a		

(To include references to literature where appropriate)	colleague from Adult Services attending an Adult Support and Protection Case Conference.
Consolidation of knowledge, skills and values	<p>This shadowing experience allowed me to observe the role of a qualified social worker within a multidisciplinary case conference. This opportunity allowed me to reflect what information would be shared and how to prepare for presenting at a conference. It provided an opportunity to reflect on how I reach a professional judgement and how this can be influenced by other professionals. It was good to observe the way in which professionals worked together without professional prejudice and how they were able to challenge each other to develop new perspectives on the situation. The discussion ended with the formulation of a care plan and it was useful to observe how the professionals allocated roles and tasks. I was able to reflect on how I would use my prior knowledge and skills within a similar setting and be open to assimilating new ways of understanding the situation. One aspect that I found to be very difficult was that neither the service user nor carer was present. I posed a question about their absence and the response related to the difficulty that the service user may experience in entering a daunting situation. I felt that the lack of service user's view could undermine a care plan and would not be consistent with the principles and values of personalisation. At university we had been encouraged to challenge discriminatory practices, so with much trepidation I pursued the point that the service user's view could be incorporated. There followed a discussion, and it was agreed to continue to consider the inclusion of service users at the next meeting. I was informed that the ASPC has agreed to pilot inclusion of service users at meetings this in the coming months. I had not felt confident in the past in posing challenges to experienced professionals, but feel that I used my communication skills to pose thoughtful questions rather than criticise practices, and I feel that this has had a positive result.</p>

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
25 Oct 2016	0.00	7.00	25 Oct 2016 - 26 Oct 2016
Details (To include references to literature where appropriate)	<p>Domestic Abuse Training - As a result of my experience on duty I thought that it would be helpful to gain greater understanding of the impact of domestic violence. I had been asked to undertake an awareness raising session in relation to domestic violence within our ongoing Life Skills Group and this would be good preparation. I followed the session by reading the recommended texts: Mullender, A. (1996) Rethinking domestic violence: The social work and probation response. Abingdon: Routledge. Hanmer, J. and Itzin, C. (eds.) (2000) Home truths about domestic violence: Feminist influences on policy and practice. Abingdon: Routledge. Abrahams, H. (2007) Supporting women after domestic violence. London: Jessica Kingsley.</p>		
Consolidation of knowledge, skills and values	<p>This training allowed me to explore issues related to the impact of domestic violence on women and children. It was good to share perspectives and gain wider perspectives about how domestic abuse can destroy self esteem and affect an individual's sense of self efficacy. I have greater appreciation of the difficulty women experience in moving away from relationships, and the need for professionals to work at the individual woman's pace to create opportunities and support when the time is right. We were able to examine risk to children of seeing their mothers being abused and consider how this affects them. The training also consolidated my knowledge of relevant policy and legislation such as GIRFEC 'Protecting Children and Young People: Framework for Standards. I reflected on the inherent tensions for me in supporting women effectively and ensuring that children are protected. This session was particularly</p>		

useful for me in developing ideas for my Life Skills session and to include the awareness developing exercises to support young adults to recognise the impact of domestic violence. The reading led me to question again the social work response to women and that the portrayal of women as victims reinforces their vulnerability rather than challenging it. I reflected on whether some approaches can pathologise the problem as the women themselves, and this raises some issues for me in that my own feminist values would support the view of women as survivors. I realised I needed to address this possible area of conflict between my own values and the demands of my role (Continuous Learning Framework, SSSC, 2008). The text helped me to think of strategies to support women from this perspective for example helping women to access social networks to reduce isolation and advocacy support to empower women to make the transition.

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
27 Nov 2016	0.00	12.00	27 Nov 2016 - 28 Nov 2016
Details (To include references to literature where appropriate)	Adult Protection - Level 1 - This training was aimed at providing information for new practitioners from a range of disciplines about collaborative working, legislation and identifying and responding to adult protection issues.		
Consolidation of knowledge, skills and values	I had very limited prior knowledge of adult protection before commencing this job and this training was particularly useful in developing my awareness of the types of abuse, vulnerability and risk in relation to vulnerable adults. There was a lot of new information to take in as 3 major pieces of legislation were considered - Adult Support and Protection (Scotland) Act 2007 (which I had been introduced to in previous training). Adults with Incapacity Act (2000) and Mental Health (Care and Treatment) (Scotland) Act 2003. Initially the legislative provision seemed to be clear, but when working with case studies the complexity of the legislation and issues of rights and protection became evident. I was able to reflect on the principles underpinning the legislation, the duties and powers that are contained within the legislation and the different orders that can be invoked. The training also reinforced the importance of ensuring that individuals are properly informed of their rights and have proper access to advocates. This has alerted me to the importance of being proactive in accessing support for vulnerable adults with whom I work by making referrals to appropriate resources. I had not thought to access advocacy previously and have since done so on behalf of a young man who has learning disabilities. The advocate was instrumental in effectively challenging the Council to provide further resources. This training was very helpful when working on duty with a referral from a carer who claimed that his sister was financially abusing her mother - the knowledge gained from the training enabled me to initiate an investigation into the claims.		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
27 Dec 2016	2.00	0.00	
Details (To include references to literature where appropriate)	Supervision with Team Manager - We had met several times over the initial induction period, but this session was arranged to reflect on my experience to date and consider my developmental needs. Reference: Trevithick, P (2005) Social Work Skills: A practice handbook, 2nd edn. Buckingham: Open University Press.		
Consolidation of knowledge, skills and values	I found this session to be very helpful in supporting my reflections and being able to share my initial impressions of the job. I was encouraged to be open about my experience and reflect on the highs and the challenges. I was able to share some of the apprehension that I was feeling about the		

challenging nature of some of the interventions with the young people, and it was reassuring to hear that most workers still feel some apprehension within the work. I felt that I was developing skills in these areas and using helpful techniques such as changing body language, tone and recognising and anticipating challenging situations (Trevithick, 2005). There was a strong sense of being encouraged to seek support from the Team Manager and colleagues and to reflect on situations that were causing concern-this was viewed as a helpful way of processing learning. We reviewed the PDP that I had completed prior to finishing my course, and we reflected together on my strengths and areas for development. I had brought the CLF and had reflected on where I think I am in relation to the personal capabilities. In relation to 'Managing Self', we identified that I was already making progress in developing my organisational awareness, however I expressed my concern about lacking confidence. My Team Manager felt that I was not doing myself justice and that she had evidenced me being able to apply knowledge, skills, values and understanding in practice and that I am able to seek support whilst assuming responsibility for my practice. Her suggestion that I have achieved the 'established stage' was encouraging, and I realised that I do not find it easy to accord myself positives. We considered where I could focus my development over the first year in employment, and I agreed to reflect further on this before our next meeting. This would then enable us to identify the priorities for training and learning during the year.

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
23 Feb 2017	3.00	0.00	
Details (To include references to literature where appropriate)	Visit to Ardmore Centre - This Centre provides temporary accommodation for young people leaving care. It accommodates 12 young adults and provides support to access employment. The centre provides weekly life skills sessions. I was able to meet a range of professionals based at the centre and hear different perspectives and approaches to intervention.		
Consolidation of knowledge, skills and values	I was able to gain knowledge and information re the referral process, aims of the Centre and to gain an understanding of the interventions being offered to young people. The service promotes independence and resilience to enable young people to make the transition from residential child care to independent living. It afforded me an opportunity to think about some of the strategies used to promote life skills. I will be able to transfer this to my work with young people to develop skills in supporting young people with budgeting, interviews and managing challenging behaviours, in order to support them to become more independent and to promote the values of empowerment and self efficacy. It was important to consider the quality of care provided and be mindful of previous abuse inquiries such as Utting (1997), which highlighted the unsafe and serious consequences that can result from unplanned admissions and overcrowded conditions, and it made me reflect on the importance of good assessment, selection and induction phases for new residents.		

Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
13 Mar 2017	0.00	3.50	
Details (To include references to literature where appropriate)	Pre-Birth Liaison Training - To increase awareness of the resources that are available to women who may be at risk in ante or post natal care. Working with young adults in transition from care to independent living involved supporting young women who become pregnant at a young age who are often at risk due to their vulnerability and lack of support. I thought that this training would provide useful knowledge to enhance the support that I can offer.		

Consolidation of knowledge, skills and values	<p>The importance of early years development in children was reinforced and the centrality of good connections with carers in influencing development. This consolidated my prior knowledge about child development and the impact of poor parenting experiences. The vulnerability of some women in the ante natal stage was explored and information was provided re the kind of supports available. Again there was an emphasis on the need for professionals to work together to identify who might be at risk and to access the women to early interventions. The presentations made me think of the mental health needs of the mother and the impact on parenting. I reflected on the ethics of protecting unborn children, whilst ensuring that the mother's rights to confidentiality and choice are respected. It is a difficult tension, but clearly the protection of children is of paramount significance (as defined by the Children (Scotland) Act 2005). I believe that this is strongly linked with the protection of mothers from risk and that early intervention is fundamental to ensuring the welfare of both parent and child. The training has made me think about my skills in supporting women and the importance of including preparing for parenting in the Life Skills Group Work. I will be able to use the learning and training materials towards awareness raising sessions for both male and female service users.</p>
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Claim Date	PRTL Hours	C&A Hours	From/To (if over 6 hours)
15 Apr 2017	2.00	0.00	
Details (To include references to literature where appropriate)	Supervision - Regular supervision but this session was planned as a review of my first year in employment.		
Consolidation of knowledge, skills and values	<p>In preparation for the supervision I evaluated the consolidation of my knowledge, skills and values. I was able to share with my manager how I had built on my university learning and demonstrate how much development had taken place throughout the year. I was able to recognise how much learning had been gained from working with others and through individual and joint reflection on practice. I have been open to feedback from my manager and from colleagues and have used this to help me focus on my strengths and areas for development and to improve my practice. I found feedback from my manager to be affirming and to emphasise the extent of knowledge and skill development that she had observed and evidenced. She felt that my contribution to joint case discussions and spontaneous discussion within the team was more informed and presented in a professional and well considered manner. At the beginning of the year, I had suggested that I wanted to work on the Personal Capability 'dealing with conflict' as this was an area of practice that I had felt apprehensive about. I felt that there was evidence of having consolidated and developed my skills in this area and I have become more competent at engaging with 'resistant' service users. I felt that I am more able to identify possible conflict and consider solutions - the opportunity to undertake the group work assisted with this development. I felt that the review of my development over the year has demonstrated the level of consolidation of my knowledge, skills and values over the year. I have moved significantly in enhancing my self-awareness and understanding of the way in which I impact practice and the way in which practice impacts on me. I think that there remains a long way to go in becoming more skilled in use of self and in managing relationships, but I am committed to the challenges ahead and feel that my engagement with continuous learning is both productive and inspiring.</p>		

To be completed by your line manager

- **If you are on the part of the Register for a Newly Qualified Social Worker you must have the following section completed before you submit this form to the SSSC.**
- **If you are on any other part of the Register it is not mandatory to have this completed.**

I confirm that all of the information that the Registrant has provided about completion of their Post Registration Training and Learning is correct to the best of my knowledge and belief.

Signature	
Date	
Name	
Designation	
Work Address	