

**GRADUATE CERTIFICATE in
Consolidation of Social Work Practice
LEVEL 6 - 60 Credits
BMPF6044**

**LEARNER PORTFOLIO
(PORTH AGORED and UNIVERSITY OF
WALES TRINITY SAINT DAVID)**

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Task 1

Part a

Developmental review

Guidance:

Task 1 part a asks you to use a model of reflection to reflect on your past practice and future developmental needs. It should be completed by taking into account the work you have undertaken since qualifying. In discussions with your mentor and/or supervisor/line manager identify your future developmental needs as part of your First Three Years of Practice Individual Plan under each of the 3 learning outcomes below.

You must meet the Learning Outcomes for this task (see appendix 4 of the handbook).

Please answer all elements of the question below.

Question:

Using a reflective model critically reflect on your professional development since qualifying as a social worker. Based on this and in discussion with your mentor/supervisor/line manager go on to identify and justify your future developmental needs over the coming 12 months under **each** of the 3 Social Care Wales (SCW) learning outcomes listed below providing at least one developmental need for each of the learning outcome below:

1. Applying analysis in assessment to inform interventions.
2. Working collaboratively with people in need of care and support, their carers and other professionals.
3. Intervention and application of professional judgement in increasingly complex situations.

This task must make reference to how the supervision, training, learning and research has and will inform your practice.

750 words (+/- 10%: include your actual word count at the end of each section).

For this task, I will use Driscoll's (1994) model of reflection, based on Terry Borton's (1970) framework, which includes three questions: What? So What? and Now What? I will reflect on my first year in practice to identify and justify development needs for the three Social Care Wales (SCW) learning outcomes, providing a need for each.

During my first year of practice as part of the Borton (1970) Model of What? I recognised I needed to enhance my understanding and confidence in assessing an individual's Mental Capacity. The legal framework of the Mental Capacity Act 2005 (MCA2005) underpins my knowledge base; however, I lacked confidence in this valuable intervention, which empowers and promotes the rights of vulnerable individuals as part of the decision-making process.

In the second stage of So What?, I have taken time to reflect on my lack of confidence and the role my personal beliefs play in this feeling. As a representative of the local authority, it is crucial to be aware of potential power imbalances and to prioritise the empowerment of individuals. This emphasis can sometimes conflict with my personal values, as I believe that power should ultimately rest with the individual. As I continue to develop my practice, I will dedicate time to exploring this issue and finding effective ways to address it.

My goal for the upcoming year as part of Now What? is to enhance my understanding and confidence regarding MCA2005. I intend to arrange shadowing opportunities with colleagues and health professionals specialising in this area, which will allow me to conduct capacity assessments initially with my supervisor's guidance and later independently. Additionally, I will research real cases of capacity assessments to enhance my confidence and navigate conflicting values, acknowledging that 'it's okay' for values to conflict, as noted in the Code of Ethics for social work. (BASW, Code of Ethics 2022). Furthermore, I have reflected on fluctuating capacity, particularly in light of the Cheshire West and Chester Council v PWK [2019] case, which emphasises the need to consider the MCA2005 Code of Practice (2007) (Mental Capacity Act 2005 Code of Practice, 2007).

To enhance my collaborative working skills, part of What? I aim to engage with a Decision Support Tool (DST) that evaluates eligibility for Continuing Health Care (CHC). The Social Services and Well-being (Wales) Act 2014 (SSWBA 14), particularly in Part 9, advocates for cooperation among agencies to achieve the best outcomes for individuals and their carers with care and support needs.

Engaging in a Decision Support Team (DST) can be a complex process, especially when disagreements arise within the multidisciplinary team (MDT) (SCIE2018). Recognising this, I am actively working to enhance my conflict resolution skills. In the past, I tended to avoid conflict due to concerns about how others might react. However, I have come to appreciate the significance of addressing issues respectfully, in accordance with social work ethics and the

Code of Professional Practice for Social Care 2017 (SCW, 2017), which highlights the importance of respect and dignity for both colleagues and those receiving care.

I've reflected on this during supervision and believe it would be helpful to seek shadowing opportunities with team members during DSTs. This will enable me to gain experience in resolving conflicts and develop emotional resilience. I also plan to explore training sessions on DST and CHCS to enhance my confidence and professional judgment.

During my first year of practice on the Intake and Assessment Team, What? I collaborated with a multidisciplinary team to triage referrals entering the social services system. This role involved using my professional judgment to determine the best course of action for each case, aiming for a person-centred approach to ensure the 'right support at the right time' (Howe, D., 2009).

Initially, this role felt overwhelming due to my reliance on professional judgment as a newly qualified professional. I questioned my experience and skills, but I soon realised that my background in social care and my social work qualification provided a strong foundation. This allowed me to uphold individual well-being and achieve positive outcomes for my clients and the organisation. Applying theory to practice further enhances my understanding, justifies my decision-making, and informs my future practice.

Crisis intervention was a key part of day-to-day triaging, and I gained confidence through open and honest conversations with those involved in the referrals and other professionals. Given the sensitivity of the cases, this approach not only helped me demonstrate empathy but also built my emotional resilience.

So what? I plan to apply the skills I've developed to enhance my practice, focusing on integrating theory more consciously. I've realised that while I often use theories, I don't always acknowledge them. My studies have increased my awareness. Now? Given the fast-paced nature of my work, I recognise the need for effective reflective supervision to prevent burnout. A supportive team for reflection and discussion is essential, and I must also prioritise my own well-being.

Word count 817

Task 1

Part b

Developmental Review

Guidance:

Task 1 part b is a 2-part question and a continuation of task 1 part a and you **must** refer to a reflective model in this task.

Please ensure that you meet the required learning outcomes for this task (See appendix 4 of the handbook) and that you answer both parts of the question.

Please answer all elements of the question below.

Question

Use a reflective model to critically reflect on the learning needs you identified in task 1 part a under each of the 3 SCW learning outcomes.

This must include reference to training, learning, research and supervision and reflection with your mentor/supervisor/line manager on the extent to which your learning outcomes has been achieved.

Identify your learning needs to support your development in the transition to becoming an experienced practitioner in your future career following the completion of this programme.

650 words (+/- 10%: include your actual word count at the end of each section).

As in Task 1, I continued to use Driscoll's (2007) model of reflection, based on Terry Borton's (1970) "What? So What? Now What?" framework, as I'm familiar with its structure and find it effective for guiding my reflections. Using the same model ensures consistency across reflective tasks and allows me to build on previous learning experiences.

During the 'What?' stage, I recognised early in my practice that I lacked confidence in undertaking mental capacity assessments (MCAs) and needed further experience to develop it. I also recognised that building confidence in undertaking MCAs supports my analysis of assessment skills. This realisation emerged through reflective supervision sessions with my manager, where I explored my emotions, values, and professional responsibilities. These sessions provided a safe environment to analyse my actions, identify challenges, and plan strategies for improvement. Supervision is widely recognised as a key element of professional development and ethical practice, providing opportunities to reflect on the emotional and professional impact of work (Falender and Shafranske, 2004). I found sessions

invaluable for building self-awareness, resilience, and professionalism when managing complex cases.

Reflecting on the 'So What?' stage, I realised that my personal values sometimes clashed with my professional responsibilities, particularly when balancing an individual's autonomy with their safety. Over time, I learned that promoting independence is fundamental to social work, but there are occasions when individuals require additional support to ensure that decisions are in their best interests (Borton, 1970; Driscoll, 2007). This understanding aligns with the Social Services and Well-being (Wales) Act 2014, which emphasizes protection from harm along with voice and control (Welsh Government, 2014). It has bolstered my confidence in advocating for individuals and challenging professionals when autonomy or rights are compromised, while also enhancing my collaborative skills. Additionally, I have gained insight into the ethical tensions between empowerment and safeguarding, which I explore through supervision and reflective practice. My approach is guided by COPP17 and the Mental Capacity Act 2005 Code of Practice for Wales (Welsh Government, 2016), ensuring my interventions are lawful, ethical, and person-centred.

In relation to 'Now what?', I intend to continue building my confidence in conducting mental capacity assessments, a critical aspect of effective and accountable practice. I aim to achieve this through targeted training, reviewing relevant case law, and observing experienced colleagues conducting complex assessments. These actions will consolidate my learning and ensure that my assessments are consistent with legal and ethical standards, upholding the principles of empowerment and protection set out in Welsh legislation (Social Care Wales, 2020).

At the start of my practice, I recognised that I lacked confidence and experience in contributing to Decision Support Tool (DST) meetings, an essential part of the Continuing NHS Healthcare (CHC) process in Wales. I initially felt uncertain about how to represent the social work perspective effectively within a multidisciplinary team. Through mentoring, I was supported to reflect on these challenges and develop a clearer understanding of my professional role within the CHC process, as outlined in the National Framework for Continuing NHS Healthcare in Wales (Welsh

Government, 2022). Mentorship provided a valuable space to explore my practice, strengthen my communication skills, and develop strategies for presenting evidence clearly and confidently (Falender and Shafranske, 2004; Health Education and Improvement Wales, n.d.).

Experiences reinforced the importance of effective communication, collaboration, and professional confidence in multidisciplinary settings. I learned that my role involves advocating for an individual's rights while ensuring their best interests are prioritised. These skills demonstrate my professional judgement in increasingly complex situations. Mentorship and supervision enabled me to balance empathy with professional judgement and to contribute meaningfully to evidence-based, person-centred decision-making. These principles reflect the values of the SSWB(W)A14 and the COPP17. I also recognise, as Wilkins (2019) highlights, that reflective supervision enhances critical thinking, confidence, and decision-making in social work.

Using Borton's model, now what? I plan to continue strengthening my confidence and competence in contributing to DST meetings by attending CHC training, reviewing case examples, and maintaining ongoing supervision and mentoring to support reflection and growth. In my third year of practice, I aim to complete Practice Educator training, enabling me to support students and newly qualified social workers. Sharing my experiences and learning with others will further consolidate my own development.

Word count 700

Question

Reflect on feedback that you have received from individuals in need of care and support and/or their carers and explain how this information has helped shape your practice and future professional development.

100 words (+/- 10%: include your actual word count at the end of each section).

Total task 1 part b 750 words (+/- 10%: include your actual word count at the end of each section).

Receiving positive feedback was both affirming and motivating. It reinforced the value of a holistic, person-centred approach to discharge planning, addressing not only clinical needs but also the emotional support families require during difficult transitions.

The positive comments about the assessment emphasised the importance of clear, comprehensive documentation as a tool to support understanding and continuity of care for both families and professionals. It also reflected the benefits of interdisciplinary collaboration, which strengthened the accuracy and depth of the discharge planning.

Going forward, I am committed to maintaining high standards in written communication, fostering collaborative working, and continuing to engage families with empathy and clarity to ensure safe, person-centred outcomes.

Words 110