



**GRADUATE CERTIFICATE in Consolidation
of Social Work Practice
LEVEL 6 - 60 Credits
BMPPF6044**

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

Learner's name: Clare Haslam

Email address: 2423019@uwtsd.ac.uk

Learner's University Registration Number: 2423019

Cohort: 21 onwards

Reference List

Information about referencing in written assignments and how to avoid plagiarism can be found on Moodle. It is important that you are aware of the importance of ensuring that the work submitted is your original work.

Adams, R., Dominelli, L. and Payne, M. (2009) *Social Work Futures*. Basingstoke: Palgrave Macmillan.

Banks, S. (2012) *Ethics and Values in Social Work*. 4th edn. Basingstoke: Palgrave Macmillan.

Beddoe, L. and Davys, A. (2016) *Challenges in Professional Supervision: Current Themes and Models for Practice*. London: Jessica Kingsley Publishers.

Bradley, G., Parker, J., Scragg, T. and Knott, C. (2010) *Reflective Practice in Social Work*. 2nd edn. Exeter: Learning Matters.

Brammer, A. (2020) *Social Work Law*. 5th edn. Harlow: Pearson.

Children Act 1989 (c. 41). Available at: <https://www.legislation.gov.uk/ukpga/1989/41/contents> (Accessed: 4 October 2026).

Dominelli, L. (2017) *Social Work: Themes, Issues and Critical Debates*. 3rd edn. Basingstoke: Palgrave Macmillan.

Equality Act 2010 (c. 15). Available at: <https://www.legislation.gov.uk/ukpga/2010/15/contents/wales> (Accessed: 4 October 2026).

Equality and Human Rights Commission (2018) *The Human Rights Act*. Available at: <https://www.equalityhumanrights.com/human-rights/human-rights-act> (Accessed: 4 October 2026).

Howe, D. (2008) *The Emotionally Intelligent Social Worker*. Basingstoke: Palgrave Macmillan.

Johns, R. (2005) *Using the Law in Social Work*. Exeter: Learning Matters.

Kahneman, D. (2011) *Thinking, Fast and Slow*. London: Penguin Books.

Kershall, H. and Pritchard, J. (2007) *Good Practice in Risk Assessment and Risk Management*. London: Jessica Kingsley Publishers.

Koubel, G. and Koubel, R. (2016) *Safeguarding Adults and Children: Dilemmas and Complex Practice*. London: Palgrave.

Laming, H. (2003) *The Victoria Climbié Inquiry: Report of an Inquiry by Lord Laming*. London: The Stationery Office.

Laming, H. (2009) The Protection of Children in England: A Progress Report. London: The Stationery Office.

Lawrence, S. (2009) Introducing International Social Work. Exeter: Learning Matters.

Lindsay, T. (2013) Social Work Intervention. 2nd edn. London: SAGE Publications.

Llewellyn, M., Verity, F., Wallace, S., Calder, G., Garthwaite, T., Lyttleton-Smith, J. and Read, S. (2022) From Act to Impact? Final Report of the Evaluation of the Social Services and Well being (Wales) Act 2014: Summary Report. Cardiff: Welsh Government. Available at: <https://www.gov.wales/final-report-evaluation-social-services-and-well-being-wales-act-2014> (Accessed: 4 October 2026).

Mackenzie, C. and Stoljar, N. (eds.) (2000) Relational Autonomy: Feminist Perspectives on Autonomy, Agency and the Social Self. New York: Oxford University Press.

Mantell, A. (2009) Social Work Skills with Adults. Exeter: Learning Matters. Mantell, A. and Scragg, T. (2008) Safeguarding Adults in Social Work. Exeter: Learning Matters.

Martin, R. (2010) Social Work Assessment. Exeter: Learning Matters. McManus, M., Ball, E. and Almond, L. (2023) Risk, Response and Review: Multi-Agency Safeguarding. A Thematic Analysis of Child Practice Reviews in Wales 2023. Cardiff: National Independent Safeguarding Board.

McManus, M., Ball, E. and Monaghan, P. (2025) Thematic Review of Adult Practice Reviews (APRs) Wales 2025. Cardiff: National Independent Safeguarding Board.

Mental Capacity Act 2005 (c. 9). Available at: <https://www.legislation.gov.uk/ukpga/2005/9/contents> (Accessed: 4 October 2026).

Milner, J., O'Byrne, P. and Myers, S. (2015) Assessment in Social Work. 4th edn. London: Palgrave Macmillan.

Mind (2023) Mental Capacity Act 2005 Overview. Available at: <https://www.mind.org.uk/information-support/legal-rights/mental-capacity-act-2005/overview/> (Accessed: 4 October 2026).

Morris, K. (ed.) (2008) Social Work and Multi-Agency Working: Making a Difference. Bristol: Policy Press.

O'Hagan, K. (2019) The Challenge of Co-production: How Equal Partnerships Between Professionals and the Public are Crucial to Improving Public Services. Bristol: Policy Press.

Oliver, M. (1983) Social Work with Disabled People. London: Macmillan in association with the British Association of Social Workers. 3
Version 1_Cohort 15 and above_updated September 2024

Payne, M. (2014) Modern Social Work Theory. 4th edn. Basingstoke: Palgrave Macmillan.

Preston-Shoot, M. and Braye, S. (2024) Second National Analysis of Safeguarding Adult Reviews: Final Report, Stage 2 Analysis of Learning. London: Local Government Association. Regulation and Inspection of Social Care (Wales) Act 2016 (anaw 2). Available at: <https://www.legislation.gov.uk/anaw/2016/2/contents> (Accessed: 4 October 2026).

Rights of Children and Young Persons (Wales) Measure 2011 (nawm 2). Available at: <https://www.legislation.gov.uk/mwa/2011/2/contents> (Accessed: 4 October 2026).

Ruch, G., Turney, D. and Ward, A. (2018) Relationship-Based Social Work: Getting to the Heart of Practice. 2nd edn. London: Jessica Kingsley Publishers.

Rutter, L. and Brown, K. (2019) Critical Thinking and Professional Judgement for Social Work. 5th edn. London: Learning Matters. Social Care Wales (2022) Knowing What Really Matters to People by Lucy Warren, Social Worker. Available at: <https://youtu.be/hh57sJ4it7I> (Accessed: 4 October 2026).

Social Care Wales (2022) What Really Mattered to Me by Mr David Britton. Available at: <https://youtu.be/dgRpfZ2WyD8> (Accessed: 4 October 2026).

Social Care Wales (2025) Information and Learning Hub. Available at: <https://socialcare.wales/resources-guidance/information-and-learning-hub> (Accessed: 4 October 2026).

Social Care Wales (2026) Practice Guidance for the Code of Professional Practice for Social Care Workers. Available at: <https://socialcare.wales/cms-assets/documents/Codes-of-Professional-Practice/Social-Care-Practice-Guidance-EN.pdf> (Accessed: 4 October 2026).

Social Care Wales (n.d.) More Than Just Words - Gwenan Prysor. Available at: https://youtu.be/qS-9F_qqOXo (Accessed: 4 October 2026).

Social Care Wales (n.d.) More Than Just Words - Hywel Jones. Available at: <https://youtu.be/YTzMZ4Hqo7Y> (Accessed: 4 October 2026).

Social Care Wales (n.d.) More Than Just Words - Iola Gruffydd. Available at: <https://youtu.be/2iF41nNoM5M> (Accessed: 4 October 2026).

Social Care Wales (n.d.) More Than Just Words - Wyn Gruffydd. Available at: <https://youtu.be/IOOs62dzOE4> (Accessed: 4 October 2026).

Social Services and Well-being (Wales) Act 2014 (anaw 4). Available at: <https://www.legislation.gov.uk/anaw/2014/4/contents> (Accessed: 4 October 2026).

Teater, B. (2014) Introduction to Social Work Theory and Practice. 2nd edn. Maidenhead: Open University Press.

Tedam, P. (2021) Anti-Oppressive Social Work Practice. London: Learning Matters.

UNICEF UK (n.d.) UN Convention on the Rights of the Child (UNCRC). Available at: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> (Accessed: 4 October 2026).

United Nations Department of Economic and Social Affairs (n.d.) Convention on the Rights of Persons with Disabilities (CRPD). Available at: <https://social.desa.un.org/issues/disability/crpd/convention-on-the-rights-of-persons-with-disabilities-crpd> (Accessed: 4 October 2026).

Wales Safeguarding Procedures (2019) Wales Safeguarding Procedures. Cardiff: Wales Safeguarding Procedures Project Board. Available at: <https://www.safeguarding.wales/> (Accessed: 4 October 2026).

Watson, D. and West, J. (2006) Social Work Process and Practice. Basingstoke: Palgrave Macmillan.

Well-being of Future Generations (Wales) Act 2015 (anaw 2). Available at: <https://www.legislation.gov.uk/anaw/2015/2/contents> (Accessed: 4 October 2026). Welsh Government (2022)

Working Together to Safeguard People. Available at: <https://www.gov.wales/working-together-safeguard-people> (Accessed: 4 October 2026).

Welsh Language (Wales) Measure 2011 (nawm 1). Available at: <https://www.legislation.gov.uk/mwa/2011/1/contents> (Accessed: 4 October 2026).

Detail of Workshops Attended

Please record in the table below the dates of each consolidation programme workshop you attended.

Consolidation workshop	Date Attended
1 Workshop One	26/11/2025
2 Workshop Two	16/02/2026
3 Workshop Three	25/03/2026
4 Workshop Four	11/08/2026

Notes

Mentor's report

With reference to the 3 learning outcomes please comment fully on the learner's development over the duration of the whole programme. Reflect on information provided by the learner at the outset of the programme in Task 1 (Part a) and the later perspective given in Task 1 (Part b). Where you have seen or discussed feedback from individuals in need of care and support and/or their carers with whom the learner has worked, you are encouraged to comment on this with regard to the learner's development and their future development.

Over the course of her CPEL Clare has been able to demonstrate a clear recognition of the different values working alongside her colleagues and other professionals. This was achieved by Clare having the opportunity to discuss and analyse assessments, in group discussion, which helped to inform interventions. Clare aim was to work towards becoming autonomous and confident in her ability to work alongside other professionals and deal with a variety of complex situations.

In the last six months Clare has significantly developed her practice whilst undertaking the consolidation award, improving areas such as communication, person centred practice, capacity work, continuing health care, whilst working alongside citizens and carers and this is a great strength of hers.

Clare has dealt with extremely challenging cases and has had the opportunity to complete complex capacity assessments, which has produced positive outcomes for the citizens she is working with. Clare can work alongside providers, and challenge appropriately. It is evident in Clare's work that she continues to develop, and I believe she is a confident practitioner.

Through supervision and case discussions it is evident that Clare recognises the importance of building positive with the individuals she works with, along with their families and other professionals to ensure she achieves the best outcomes for individuals. This was evidenced in her observation which was overseen by David Brackenbury, feedback was positive from the ATM and the person. Clare attends the reflective sessions every Monday and is able to contribute and share experience with other colleagues, and has supported students from the local college, which has been a positive experience for Clare the students.

Clare started this program whilst being supervised by another assistant team manager however since moving she has become more confident and moving through her work more effectively. Clare works well with a small case load with clear guidance; there are currently no concerns around her practice.

Clare will continue to access ongoing training, including reading and research to ensure my knowledge of current practice and available resources and services are up to date which will support me to work collaboratively in a confident way. I therefore support her submission of her CPEL.

Note for Mentor – Please ensure that you provide a signature of verification of this report in the section titled 'Signatures and Line Manager Verification'

Learner Details

Learner details, Signatures and Line manager verification.

It is the learner's responsibility to ensure that their university learner number is correctly inserted wherever requested within the portfolio.

Learner Details

(NB it is essential that you inform your Workforce Development/Training Unit **and** the University of Wales Trinity Saint David if your name or your address for correspondence changes).

1. Name of Learner: Clare Haslam

2. Learner's University Number: 2423019

Address for Correspondence: 1 Penryn Close Penketh Warrington Cheshire WA5 2NE

Telephone Number: 07741 374197

E-mail address: Clare.Haslam@wrexham.gov.uk

Date of Professional Qualification: July 2019

Date of registration with Social Care Wales: May 2025

3. Name of Learner's Agency Wrexham Country Borough Council

Agency Contact details: All Age Disability Team

Name: Carys West Team Manager

Address: Crown Buildings Chester Street Wrexham LL13 8BG

Telephone Number: 01978 298511

E-Mail address: Carys.West@wrexham.gov.uk

4. The evidence I have provided within this portfolio is in:

English only X

Mentor's details

5. Mentor's details

Name: Angela Edwards

Address: Crown Buildings Chester Street Wrexham LL13 8BG

Telephone Number: 01978 298515

E-Mail address: Anglea.Edwards@wrexham.gov.uk

6. Observer details

Name: David Brackenbury

Work Address: Crown Buildings Chester Street Wrexham LL13 8BG

Professional Qualification and date of qualification: BA Hons Social Work

Telephone number: 01978 298484

Email address: David2Brackenbury@wrexham.gov.uk

Signatures and Line Manager Verification

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner.

All information provided in this portfolio complies with guidance on confidentiality. I confirm that all work apart from comments by others (e.g. mentor, individuals in need of care and support and/or their carers) is all my original work and has not been copied. I understand that plagiarism is taken very seriously by the University and the programme.

Signed: __

Clare Haslam

Date: 02/10/26

Feedback and comments from an individual using services, their family and/or carers (Task 2) - to be completed by the Observer.

I confirm that I am a registered social worker with knowledge of the learner's area of practice and that the observation summary and the comments above from the individual in need of care and support and/or their carers are about the same piece of practice that I observed on the date given.

Signed: David Brackenbury (Observer)

Date: 11th June 2026_____

Mentors Report (to be completed by the mentor)

I can confirm that I am a registered social worker and that in my role as mentor I have provided a written report of the learner's progress over the duration of the programme.

Signed *Angela Edwards* (Mentor)

Date: 5/10/2026

Line manager verification.

Guidance: This section must be completed and signed by the learner's line manager and/or senior practitioner. Where the line manager is not a registered social worker, verification must

also be provided by a social work practitioner in a senior position (this could be the mentor) who is familiar with the learner's work and can verify that the learner has been involved with the safeguarding case evidenced in Task 3 of the portfolio and that the learner has met all the required criteria listed below.

In this section, please confirm that you have seen sufficient evidence of the learner's work during the period they have been undertaking the Consolidation programme. If necessary, please consult with other managers who the learner has worked with. In signing this section, you are confirming that you are content with the:

- level of supervision and mentoring support received by the learner;
- learning and development undertaken;
- reading and personal research undertaken;
- level of knowledge and skills demonstrated;
- understanding shown of the Code of Professional Practice and National Occupational Standards;
- core values of the learner;
- work and commentary referred to within the portfolio, that it is the learner's own work and based on current practice;
- completion of accurate, cogent, coherent and analytical recording skills;
- Line manager to verify the learner has been involved with safeguarding.
- Mentor's report, and that it provides evidence of observations of Professional Practice that has been undertaken over the duration of the Graduate Certificate in the Consolidation of Social Work practice pathway (work-based practice which is equivalent to 7,000 words).

I confirm that this learner has achieved an appropriate level of professional practice.

LINE MANAGER VERIFICATION:

NAME OF LINE MANAGER: ANGELA EDWARDS _____

SIGNATURE OF LINE MANAGER: *Angela Edwards*

DATE:05/10/26

REGISTERED SOCIAL WORKER'S VERIFICATION (WHERE THE LINE MANAGER IS NOT A REGISTERED SOCIAL WORKER, THIS CAN BE THE MENTOR).

NAME OF SOCIAL WORKER: _____

SIGNATURE OF SOCIAL WORKER: _____

POSITION: _____

DATE: _____

Learning Agreement

PORTH AGORED AND UNIVERSITY OF WALES TRINITY SAINT DAVID

GRADUATE CERTIFICATE IN CONSOLIDATION OF SOCIAL WORK PRACTICE

LEARNER AND EMPLOYER'S LEARNING AGREEMENT

Name of Learner	Clare Haslam
Name of Team/Agency	All Age disability Team
Name of Mentor	Angela Edwards
Name of Line Manager	Angela Edwards

Study Duty

The learner will undertake all elements of the Graduate Certificate programme diligently, including mandatory attendance at induction, four Consolidation Workshops, and participation in an evaluation survey or focus group on completion of the programme.

The learner's full and effective participation on the Graduate Certificate is mandatory given that Social Care Wales has made completion of the programme a requirement within the first (three-year) period of registration as a Social Worker. This applies to social workers who qualified after April 2016.

Study Leave

The employer undertakes to support the learner by providing time within their normal contract of employment to attend all agreed mandatory elements of the programme which include; induction day and four Consolidation Workshops. Additional time may be provided for programme evaluation meetings and any training agreed as a requirement of the programme.

Three further study days will be provided by the employer as a contribution towards the time involved in personal research and developing the portfolio for submission. The study days can be taken on any week-day (or combination of days) as long this is (i) appropriate to the stage of portfolio preparation at the time, and (ii) agreed with the Team Manager who will take into account team and service needs. Where the learner works less than 37 hours a week, mandatory days and study leave will be approved in accordance with the employer's local policies.

Resources

Learners are able to access learning and library materials from their employer's existing resources or as described in the Programme Handbook, from the University. The employer understands that the Graduate Certificate is to be completed by newly qualified Social Workers in their first period of registration and will support this timescale. There is also an expectation that as it is a professional development programme, learners will take responsibility for their own learning and will also use their own time for personal study and portfolio preparation.

The employer's training department agrees to:

- Collect, process, store, analyse or disclose personal data in accordance with its obligations under the UK GDPR and Data Protection Act 2018.
- arrange for eligible staff to join the programme;
- pay course fees directly to the University;
- pay Porth Agored partnership fees for each learner;
- provide additional guidance and support by:
 - a) facilitating access to existing learning materials or library resources;
 - b) providing appropriate training opportunities from existing internal training programmes as agreed with the learner and mentor;
 - c) providing programme induction and Consolidation Workshops;
 - d) providing learners with guidance and support about programme requirements and portfolio completion;
 - e) helping to resolve any programme difficulties encountered by the learner, mentor or service managers.

The learner agrees to:

- work actively towards completing the qualification within the agreed timescale of 12 months from the date of registration on the programme;
- identify with manager/mentor appropriate internal training and arrange to attend these courses;
- seek support from UWTSD Student Services when appropriate in relation to matters of learning support.
- attend induction and four Consolidation Workshops. These are mandatory components of the programme;
- produce work and evidence appropriate to the portfolio and learning outcomes within agreed timescales;
- make and keep agreed appointments with mentor/line manager;
- ensure they are prepared adequately and obtain all necessary consent for observed practice;
- inform mentor/line manager and training department immediately of any problems or changes in circumstances while undertaking the programme, especially where this may

affect completion of the programme by the agreed deadline or ability to attend a mandatory workshop;

- liaise with their line manager/mentor to confirm study days and use their own time in addition for self-directed study, research and portfolio preparation;
- take personal responsibility for preparing and completing all work necessary to submit their portfolio;
- act at all times in accordance with the Code of Professional Practice and the employer's and University's policies, procedures and processes;
- ensure that they understand the need to complete the programme within the first (three year) period of registration with Social Care Wales. (Qualifying after April 2016).
- allow their employer and Porth Agored (or any of their commissioned providers), the University of Wales, Trinity St David and Social Care Wales (or any of their commissioned providers) to share with each other, any and all information that comprises the application form or any other data provided as and when appropriate, including, but not limited to, information about progress on the programme, results or comments about the portfolio. Such data may be processed, stored, shared, analysed and reported for administration, monitoring, review and quality assurance of the Graduate Certificate programme or ongoing professional registration purposes.

NB. Data Protection: We need to process your personal data because gaining this qualification is a mandatory part of maintaining your registration with Social Care Wales. Employers have linked this to your contract of employment. Using and sharing your data between your employer, Porth Agored and the University of Wales Trinity Saint David is therefore necessary for performance of the contract between you and your employer. We will not disclose your data to any other organisation other than those mentioned above without your permission, unless we are required by law, or Social Care Wales regulations to do so. We will tell you if this happens, unless we are legally prevented from doing so. We will ensure that our collection, processing and storage of data is as transparent as possible and in accordance with Data Protection principles. We produce a comprehensive Privacy Statement which will be made available to all learners on Moodle.

Line Manager/Mentor agrees to:

Line-manager/mentor can be one in the same person or the role can be undertaken by two separate people. The mentor must be a registered SW with a minimum of 3 years post qualifying experience.

- attend an induction meeting to become familiar with the requirements of the programme;
- provide or arrange to provide sufficient assessment opportunities in order for the learner to evidence competency and undertake required observations. Where opportunities may not be immediately available within the team arrange to provide these elsewhere within the Service;

- guide and support the learner for the duration of the programme;
- release the learner for the programme induction and the four Consolidation Workshops, and any internal training courses agreed as being appropriate to meet agreed learning needs;
- agree with the learner, use of up to 3 additional study days over the whole duration of the programme, as an employer contribution towards time needed for personal study, research or portfolio development;
- ensure that regular formal supervision is provided to the learner by their line manager in line with organisational policy (line-manager);
- ensure that mentoring sessions are provided in line with Social Care Wales First 3 Three Years in Practice guidelines. Mentoring sessions, where possible, should be arranged as a separate event from supervision. A full record of when mentoring sessions are undertaken must be kept.

Completion and submission of portfolio

Learners are expected to complete the Graduate Certificate and will normally submit their portfolio within 12 months of attending induction to the programme. Any learner anticipating any difficulty in meeting this requirement should immediately discuss the matter with their Training Manager/Co-ordinator. It is the learner's responsibility to inform the university if they are not going to meet the submission deadlines.

The portfolio submission process and dates for each programme cohort will be published on Moodle. Once registered on a programme, **learners CANNOT change the due submission date without gaining agreement from the employer and University.**

Pressure of work is not regarded as a reason for non-attendance at any Consolidation Workshop.

I understand and accept the terms and conditions of this learning agreement as stated above.

Signed

... *Clare Haslam*

.....

Print Name:.....

Clare Haslam.....

Date:...

11/11/25.....

(Learner)

Signed:.....

Angela Edwards

Angela Edwards

.Date:...11/11/25.....

(Line Manager/Mentor)

Signed:..... Print Name:.....Date:.....

(Mentor, if different to above)

**PLEASE FORWARD A SIGNED COPY OF THIS LEARNING AGREEMENT TO YOUR
TRAINING COORDINATOR WITHIN ONE MONTH OF YOUR INDUCTION.**