

**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).

In this task I will be using the Jasper (2013) ERA Cycle of Reflection model to critically reflect and analyse my professional development in my first year of practice as a qualified Social Worker. Jasper's (2013) reflection model focuses on three stage's: Experience, reflection and action. By using the model it has enabled me to reflect on my first year in practice since being qualified, and reflect on what progress I have made and what practice learning needs that requires improvement. It was identified that I needed to improve my academic writing in assessments and improving the way I gain information from the service users, improve communication with wider people involved with the services user such as family and carers, having more confidence in challenging other professionals and developing my knowledge and confidence of working in adult services. As my two placements were affected by covid 19 restriction (Coronavirus, 2019) my experiences and opportunities were limited. In the first year of

practice I worked in the adult services so I used the learning outcomes from my previous placements as a basis of our discussion in my first supervision. I discussed relevant theories and was able to discuss the learning outcomes that needed to be improved in how I was supporting the services users on my case load.

The supervisions with my line manager were used to identify what my learning style was, so that we could plan my learning during the next 12 months. It was evident that I was a pragmatist and activist as I wanted to apply my learning straight into practice. I would rather face new challenges and new experiences by working with others which is based on the Honey and Mumford (1986) learning style. An area that has been identified in supervision as a key learning outcome was my assessment writing and making sure the assessment was written academically with all the key information showing empathy and included and most importantly their wants and wishes (Baldwin and Walker, 2009). I will endeavour to meet this need by discussing the assessments in supervision, and with colleagues and shadowing other social workers.

One learning outcome that I wanted to improve was working collaborative with people involved with the service user and with other professionals involved. Sidebotham et.al, 2016 said that multi-agency working was vital when safeguarding the individual but supports the assessment and having the appropriate professionals involved in the case. By working collaborative with the service user and involving family members and carers it will ensure that the assessment is a clear reflection of the current situation and what support is needed by having the information given from more than just the service user (Parker, 2013). I need to gain a greater knowledge of what other professionals offer to ensure that the service user is getting the right support. This is achievable by researching and speaking with different professionals and agencies. By ensuring all the right professionals were collaborating it would be possible to work in a strength based manner with the service user. I have identified I need to gain more confidence in knowing what roles other professionals do. This will allow me to improve my learning outcome of having confidence to challenge other professionals when needed in Multi-Disciplinary Team meetings. Having the confidence to challenge other professionals will make me a more confident, diverse practitioner and ensure that I'm always advocating for the service user.

Building my confidence in making professional judgment in complex situations is important in my current role and because within my first two years of practice more complex cases will be added to my caseload. By improving my professional judgment it will give me more confidence in my decision making and the reasoning behind it which will use my knowledge, reasoning and assessment skills (Taylor, 2013). Having regular supervisions and reflecting on the decisions that I'm making and discussing the rationale behind every decision will support me in my development of making the most calculated decisions in difficult situations. In my role there is always a discussion around the capacity of the service users and if they lack capacity or are just making unwise decisions. I need to develop my confidence when I do capacity assessments and ensure I follow guidance from legislations and policies but also ensure that assessments are carried out in a person centred way allowing them to have a voice and control in the process (Rogers and Murphy, 2017), which will then entail confidence in my professional judgement if I'm being questioned about my decision. I will do private research and access relevant training regarding legislation and undertaking capacity assessments.

When working with a lot of complex cases it is important to consider our wellbeing and what stress we are under, and managing our own emotional wellbeing will ensure that our professional judgement will be done in the best interest of the service user.

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).

I will be using the Jasper (2013) ERA Cycle of Reflection model to critically reflect on my development over the past year in practice. I will be discussing the learning needs that was identified and discussed in part 1a and if they have been achieved in the past year in practice.

I have aimed to develop and improve my academic writing in assessment by enhancing my knowledge and skills in social work practice by continuing to learn and gaining advice from my peers and manager. By discussing my academic writing regularly with my manager in monthly supervision she has been able to identify strengths and improvement in my writing and suggestions on how to improve. A suggestion was made to read other assessments completed by senior practitioners in the team to broaden my writing skills and adopt different ways of writing. By doing this it gave me an opportunity to see different ways of writing information down in a more concise way and make me reflect on the way I have been writing. I reflected on the importance of using their words and avoiding jargon as it is the service user's assessment (Dyke, 2023).

To further progress and improve my academic writing I attended a couple of training days arranged by the local authority the first being working in an outcome focused way and capturing the right information, and second training in report writing. This supported my improvement and way of thinking. Continuing with my professional and personal development is key in knowing what new models and theories are available (Lishman, 2009). I had to undertake a few capacity assessments over the past year so I completed private research and attended a few training sessions on completing one which certainly supported my confidence in undertaking the assessments and my professional judgement of what intervention is needed. Having the opportunity to discuss the assessment, preparation and legislation in supervision was invaluable to make sure that I was asking the right questions and having a different perspective on things (Kadushin and Harkness, 2014).

I wanted to improve the method I gathered information from individuals in assessments and make sure that they have an opportunity to share their views wishes and feeling.

Being reflective and applying analysis in practice has improved my communication with service users by improving skills such as active listening and being open and honest with service users. Reflecting on how I have gathered information in assessment over the past year I have learned that no single model or theory works with everyone so being flexible and using a range of different models intertwined can produce better results (Parker, 2013). I have found that using more creative ways of engaging and getting information by using drawings, simple flow diagrams has been successful and a good way of reducing their anxiety and gaining more information (Parker, 2013). I have tried to use the most person-centred approach as I'm able to ensure that the individual had a voice throughout the process (Beesly, et. Al., 2017). I have ensured that with the consent of the individual that I have improved my communication with other professionals involved and family and friends so I'm able to get a better picture of their situation.

During the last year and attending different training it has increased my knowledge and I have felt more confident in challenging professionals in meetings if needed and could articulate my response clearer. This has resulted in better collaborative working between different professionals and me taking more time to understand their roles and expertise and what support can be offered to the individual. Working collaboratively has supported me to develop my professional communication skills (Whittington et al., 2003). By ensuring all the right professionals were collaborating it would be possible to work in a strength based manner with the service user.

In my future practice and becoming an experienced social worker there are many aspects that I would like to improve. I would certainly like to keep improving my knowledge of theories and reflecting tools to ensure that my practice is keeping up with modern practice, to support me with this I have agreed to be an onsite supervisor for social work students and hopefully moving on to be a practice educator.

Word Count: 709

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).

The feedback I have had from most individuals over the past year and from 1 in task 2 is that I am approachable and that they can ask me anything and I will try and find the answers for them. I've received feedback that I can give an individual too much information so reflecting on the feedback I have made sure that I try and break information down and give it to an individual on different visits or try and simplify my language and avoid jargon. I believe by always listening to feedback from the service users I can continue to learn and improve my practice.

Word Count: 106

Total Word Count: 815

