

Student number: 1708384

Social Care Wales



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Y Drindod Dewi Sant

UNIVERSITY OF WALES

Trinity Saint David

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

LEARNER PORTFOLIO (PORTH AGORED and UWTSD)

Learner's name:

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**Learner's University Registration Number:
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**WALES INSTITUTE for WORK-BASED LEARNING
2017-2018**

Portfolio Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your portfolio are on the following pages.

What is the portfolio for?

The purpose of this portfolio is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the Social Care Wales, for the Consolidation programme, including:

- Applying analysis in assessment to inform intervention;
- Intervention and application of professional judgement in increasingly complex situations;
- Working collaboratively with service users, carers and other professionals.

Learner and employer learning agreement

At Section 9 of the Portfolio, you will find a blank copy of a learning agreement that you need to read, discuss and agree with your mentor, manager and training manager/coordinator. Once the agreement has been signed replace it in Section 9 of the portfolio.

How should the Portfolio be presented?

The material you write to include in the portfolio must be typed. Information about this can be found in the Programme Handbook. The whole portfolio must be submitted electronically. Portfolios must be complete at the point of submission.

How is the Portfolio assessed?

During the programme, advice and support about the development of your portfolio will be provided as part of four, mandatory Consolidation workshops, and by your mentor. Feedback on all aspects of the work you are undertaking to develop the portfolio will be provided as part of these workshops. Neither your mentor nor training staff you may have seen as part of the Consolidation workshops will be involved in marking your portfolio after submission. Portfolios are marked by appropriately qualified staff outside of your own employing organisation.

Dates of portfolio submission will normally be made available at induction, at consolidation workshop meetings and posted on Moodle.

Confidentiality

It is important that no individual can be identified either directly or indirectly from the information in the portfolio. You must:

- adhere to guidance in the Programme Handbook about confidentiality;
- not identify your Local Authority/employer by name or by associating any geographical, physical or other feature which might enable it to be identified. This includes reference in the bibliography to policies e.g. please use 'xxx authority policy';
- not identify any individual using services, their family or carers by name. Instead you must use numbers e.g. 1, 2, 3 etc. and **not** letters;
- not write information that enables any individual using services, their family or carers to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which might enable identification due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules. Although consolidation workshops and feedback about your portfolio will provide guidance and feedback, it is the learner's responsibility to ensure the portfolio adheres to the confidentiality requirements stated in the handbook and above.

Remember that the Portfolio is YOUR responsibility you must not rely on anyone else to pick up any confidentiality breaches as this is your work. You must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important. Breaches of the confidentiality rules may incur a penalty including a deduction of marks or a fail, please see handbook for details.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please contact your training department immediately to discuss any additional support that may be needed. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Graduate Certificate in Consolidation of Social Work Practice Learner Portfolio

Section 1

Guidance:

- *Your portfolio must contain items 1 - 9 below (in the order given);*
- *You should use this pro-forma to insert your text within each section;*
- *Please make sure the Signatures page at Section 8 is fully completed before submission*

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Section 2

Task 1: Developmental review (a)

Guidance: This section should be completed by taking into account the work that you will have done since qualifying, and discussions with your mentor and supervisor/line manager as part of your First Three Years of Practice Individual Plan.

Based on your experience in practice identify and justify your agreed learning needs for the following outcomes:

- Working Collaboratively with service users & carers
Working Collaboratively with Other Professionals
- Applying analysis in assessment to inform interventions
- Intervention and application of professional judgement in increasingly complex situations

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

- **Working collaboratively with service users & carers**

Although the Court process is very strict, and the safety of children is constantly being assessed during this time, there is scope for families to have an input in the planning phase. Added complications of only having known the family a short time and holding a full caseload as well as Court cases, means that there is less time and opportunity for me to build rapport and supportive relationships with families to be able to effectively collaborate with them. Once Care Proceedings are the only way forward with a family, I like to identify their strengths and weaknesses, support networks and what changes they would like to make, using solution-focused methods. The outcome will be measured and monitored when writing the Final Care Plans at the end of the Court process.

- **Working Collaboratively with Other Professionals**

Working in a multi-agency way is championed as the best way to support families and to positively affect sustainable change and as such has become 'deeply engrained in practice' (Walker, 2018. p.1) since the launch and implementation of the 'Every Child Matters' programme in 2004 (DfES, 2004). However, the multi-agency ideal is often social-work led and directed, with nearly all actions from meetings and conferences falling upon social care to implement or facilitate. Whilst other professionals may attend the arranged meetings, provide reports and be willing to take their place in the multi-agency group; they are often less willing to be open and honest with families and to take on 'extra work' by way of providing the identified support best suited to the 'child's needs' (McCormack in The Blackwell Companion to Social Work,

p.239). Tapping in to the knowledge and expertise of other professionals is also particularly important to ensure that areas for development do not fall solely upon social care.

- **Applying analysis in assessment to inform interventions**

Being better organised in gathering all relevant information about a family and their challenges to analyse and ascertain which areas they need immediate support in and which areas they will need ongoing support in. Working in a long-term team, the initial assessment has already been done and a programme of outcomes needing to be reached has already been identified by the previous social worker, hopefully in conjunction with the family themselves. However, since many of the cases being transferred to the team are already quite high-end in terms of safeguarding, risk and needs, these plans are quite often not fit for purpose and it comes to me to undertake a new assessment of what the family's needs are, after having got to know them by attempting to work with their previous plan.

- **Intervention and application of professional judgement in increasingly complex situations**

Whilst working as a social worker I have come to realise the importance of having a 'back-up plan'. People and situations cannot be relied upon to stay the same and I have learnt not to expect the worst but certainly to be prepared for it. Safeguarding children provides the background for all the work that I do with families. By using the All Wales Child Protection Procedures, 2008, the safety bar is effectively set. It is my job to ascertain which practices and behaviours would place the child's welfare above or below that bar, as it is often a matter of opinion as to what constitutes 'good enough' parenting, to use the phrase coined by Donald Winnicott in 1960.

(543 words)

Section 3

Task 2: Observation and feedback

Observation from an individual using services, their family and carers

*Guidance: A learner must choose an observation of **direct social work practice** with an individual using services, families and carers, and record it on the following pro-forma. The observation cannot be from giving evidence in court, contributing to strategy group meetings, case conferences or tribunals or any other indirect activity. The permission of the individual using services, their families and/or their carers must be sought before the observation is undertaken. The observation must be undertaken by an observer who is social work qualified and has at least 3 years' experience (criteria set out in the Programme Handbook). The observation must be a minimum of 30 minutes long. The observer will gain feedback from the individual using services, their families and/or their carers using the pro forma below at the end of the visit.*

Although the learner can choose to use the proforma provided for gathering feedback, they are encouraged to make this as in-depth as possible, and to use a range of ways to gather it, depending on age, ability, and the needs of the individuals using services, their families or carers.

In completing this section, you should watch the 4 video clips of 'More than just words' on Moodle as these should help you think about your own experiences and to reflect on why language should be an integral part of assessment and service provision.

Observation Summary

Please include name of the expert witness observing in section 8.

Date of observation: 8th May 2018.

To be completed by learner

Set out the social work objectives and give a brief description of the situation including geographical and legislative contexts and any relevant cultural, ethnicity and language issues.

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

The observation is a Looked After Child visit to an Adopter wanting to adopt a boy (1), nearly four years old, who had been living with his prospective Adopter for eleven months at the time of the observation. He is preverbal due to neglect and lack of stimulation suffered prior to his removal from his birth family; he also has difficulties with anxiety and new situations. Communication with him is non-verbal and needs to be carefully gauged to be at his own pace. Though his Adopter is European, 1 has stayed within Wales, continuing to follow a Welsh Curriculum and have the language be part of his nursery and schooling as it was before he was taken into care to respect his cultural identity. At the early stages of the Adoption process an assurance from the Adopter that Wales would continue to be her home was given. Several services were required upon 1's move to his adopter's house due to his delay in speech and other areas of development and I supported the adopter to access these services.

1's Adopter has made an application to the Court for an Adoption Order under Section 46 of The Adoption and Children Act, 2002. 1's mother has contested this and has also applied to have 1's sibling's Placement Order revoked so the Court will not make a decision, regarding the Adoption Order, without knowing the Local Authority's plan for the sibling, as it thinks the proceedings should run concurrently.

I will carry out a statutory visit, which is necessary at six-weekly intervals. I need to establish if there are any concerns from 1 in the placement and understand if any new needs have been identified. His demeanour and presentation will be very important for me to observe as due to his lack of speech I am forced to be quite intuitive regarding any problems or difficulties he may be experiencing.

The visit will also allow me to explain the developments which have occurred as part of the Court process, so that the Adopter feels informed and to reduce any anxieties caused by the Court process taking such a long time.

(357 words)

Observation

Critically reflect on your communication methods and skills during the observation including how you identified whether you had the necessary communication skills to work with the individual using services, their family or carers. Show how you adhered to social work values using a person centred approach, Code of Professional Practice for Social Care Workers, cultural sensitive practice, language preference including the "Active Offer" principle, and ethical practice..

1300 (+/- 10%: include your actual word count at the end of each section)

I have worked with the family for over a year. Therefore, when considering the Active Offer, I will discuss how I used it when first beginning my work with both the child and the adopter in this case.

For this visit I was expecting the Adopter to have questions for me regarding the Court process and the delay that she was currently experiencing, so I made sure to speak to the instructing Solicitor in this case to have as much information as possible to give her. When using critical reflection to discuss this observation, I was pleased to see that I had done a great deal of preparation prior to the visit when thinking about what I needed to gain from the visit and how I would communicate with 1. These techniques I had honed over the year in which I had worked with 1 and are a form of 'practice-based knowledge' (Rutter & Brown, 2012, p.27). I have always worked, as encouraged by Social Care Wales, in an open and honest way, with service users; and so, I was prepared to say that I did not know the answer to some questions and that I would need to find out. This meant that I was in effect carrying out two pieces of work with the family; firstly, a welfare check with a preverbal child and secondly an information-sharing session with an adopter.

Over the year that I have worked with the Adopter and 1, I have had to learn to combine more than one role, job or task to my visits, due to the highly emotional nature of the adoption process and the supportive role that a social worker needs to provide in this process. I have used the Counselling training that I undertook prior to my role as a social worker to support this placement through some difficult times, and I feel that without having this knowledge and being able to employ these skills, I would not have been able to fulfil my role competently. The Counselling skills that I have learnt prior to my social work role were for working with children, so these have also aided me greatly in my work with 1, who was a very anxious and avoidant child prior to his move into Local Authority foster care. He would hum constantly, avoid eye contact and there was a total lack of engagement with other people. I have always used Unconditional Positive Regard with him to make him feel at ease and appreciated by myself as well as being very aware of my non-verbal communication - always being positive; as a pre-verbal child would obviously quite often rely on these to communicate with others. I also constantly use empathy to try to understand 1's feelings in a situation, although this is obviously very difficult. I have used a consistent, cautious and an unthreatening manner to allow 1 to feel reassured that I am not a scary person to be around and that I am predictable. Here an understanding of the different styles of 'attachment' (Baras, 2015) and the theory of an 'avoidant attachment' (Howe et al., 1999, p.27) due to the neglect that 1 had suffered when at home. Whilst it is impossible for me to undo the damage that 1 has suffered due to neglect, I feel that behaving in a predictable and constantly positive way toward him, has enabled me to build a secure relationship with him. 1 now understands that I come to visit, talk to his Adopter, play with his toys with him, if he wants me to' and I will sometimes see his room. The visits tend to last the same amount of time, so that there is predictability to them and he usually eats his dinner when I am there, so we can have some close eye-contact time, even if he is feeling shy on that day. I do not pressure him to talk/communicate with me and as a result, his communicating with me is done on his terms, 'empower[ing]' (Fraser & Matthews, 2008, p.19) him to make decisions which he was previously unable to do due to his intense fear of others.

During this observation, I felt that things went as well as could be expected, due to the timing of the visit which was after school and at dinner time, the addition of an observer, and the nature of the visit which was also to share information regarding the Court timetable, which had been lengthened quite considerably. I had prepared

for this dual-purpose visit by putting aside an amount of time just for communication with 1, where he had my full attention. I would also then have a section of the visit that was solely dedicated to my communication with the Adopter. I discussed this with my observer on the journey to the visit and she was happy to concentrate on these two aspects of the visit in order that she was able to support me to reflect on my practice following the observation, so that I may critically reflect on it for this essay.

1 and I were able to show the observer how we communicate through play and that during the visit the relationship changes from a warily trusting one on behalf of 1, to his coming to give me a cuddle towards the end of the visit. This evidenced the way that I do not put pressure on him to communicate with me, I then use curiosity to build up his confidence in me when we play together, and after a time of play and using Unconditional Positive Regard and positive non-verbal communication the trust is built and he will trust me enough to become tactile and often cuddle me. Using this time to talk with his Adopter also allows him to see that I am unthreatening and that his Adopter trusts me.

What I can see when reflecting on this observation, is that I am aware of how many aspects there are to my effective communication with the children and families that I work with. In this case, I had carefully thought out the need to take the observation at the child's pace, so as not to be overbearing and intimidating. I had considered the addition of an observer, and the way that this may have affected 1's thoughts and feelings and behaviours. I had considered whether this visit was an appropriate visit to use as an observation due to the difficult Court situation and the emotive subject of Adoption.

I use reflection to consider how my communication and reactions to children will be interpreted by them and how this will make them feel. I understand that any negative non-verbal communications, such as seeming disinterested or that an answer a child has given is wrong, would cause barriers to communicating with 1 and the relationship that I have so carefully built with 1 to be damaged, meaning that I would not be working in a person-centred way and going against my own 'values' (Warren, 2007, p.73).

Another way in which I feel that I am good at communicating in an open and honest way with families is by always remaining 'curious' (National multi-agency child neglect strategic work group, 2015, p.1) which is an underlying value of effective child protection social work as championed by Social Care Wales' Code of Practice. I feel that this way of practising works in all areas of social work with children and families. Being curious is a way of questioning and finding out additional information without being too intrusive and making people feel uncomfortable. I always have a curious manner with children as I feel that it makes them feel important, listened to and regarded. This allows me to build rapport quickly and build more trusting and stable relationships. As an 'advocate' for the best interests of the 'children and families that [I am] assigned to', I feel that this is very important (The Children's Society, 2014, p.2).

Overall, I am pleased with how much preparation I put into visits and how hard I work to communicate effectively with the families and children that I work with. It is very important to me to be honest, capable and consistent to the service users with whom

I work. I believe that this causes me to constantly 'reflect on' and 'reflect in' my practice to achieve these core values (Schön in Bassot, 2013, p.36).

(1405 words)

Feedback and comments from an individual using services, their family or carers

This section of the Observation should not be done in the presence of the learner.

Some or all of these questions may be used by the observer (who should re-phrase and add explanations and prompts as required). Alternatively, the learner is able to design their own method of obtaining information for the Observer to use if this is more suited to the needs of the individual. The observer should record responses below or by using the alternative method from the individual using services, their family or carers.

Before asking the questions, the observer must explain to the individual using services that their comments will be shared with the learner. It may be useful to explain that it is used as a learning tool for the learner to develop their own practice.

If the observer is unable to gain feedback, they should briefly say why.

Was the social worker on time? Or if delayed did he or she contact you?	Yes, she was on time and is usually on time. If she is going to be late she will message but I understand that she is travelling quite some distance to come and see us and so traffic and the time of day she arrives can affect her getting to us. She will usually let me know when she is leaving which helps.
Did the social worker get your permission in advance for the observer to be present? Did they explain why they were being observed?	Yes, I am aware that the social worker is doing this course and so needed to be observed. She asked me in plenty of time whether she could bring another social worker to observe her and I said yes, as I know what it is like to do training while you are working.
Were you clear why the social worker met with you today?	Yes, it was the visit that we have every six weeks but also to talk me through the Court developments as I have been waiting for some.
How well prepared do you think, the social worker was for his or her meeting with you?	She seemed as well prepared as she could be. The Court has taken a long time to deal with our case and so we have been waiting since March for a date. I have been worried that the delay might mean something (that it will not go in my favour), but the social worker has been able to talk me

	through the information that she has gathered and explain the process to me today.
How has the social worker listened to you and respected your views and wishes?	Yes, she has always done this.
Did the social worker talk to you in a way that you understood? Did you understand the language they used?	Yes, if she ever doesn't know the answer to something, she will find out for me.
How has the social worker's involvement met your expectations for this visit?	Yes, there were no problems.
Are there any other comments or suggestions that you would like to make?	The social worker has worked well with me and my son and always tried to get the things we need and to support us.

Section 4

Task 3: Safeguarding and working in complex situations – Case Study

Complete a critically reflective case study based on an assessment, undertaken with others (**in your own area of work**) concerning the safeguarding of either an adult or a child. Demonstrate how the case relates to safeguarding legislation and your Safeguarding Boards safeguarding policies, strategies and procedures. Ensure that you cover the learning outcomes, National Occupational Standards, legislation (domestic and international), the specific dimensions of working in Wales and relevant social work theories. Please find list of learning outcomes in the handbook

4000 words (+/- 10%: include your actual word count at the end of each section)

My role is as a front-line child protection social worker in a rural Welsh Local Authority. The Local Authority has three of the most deprived areas in Wales within it (Western Telegraph, 2011), with one area the worst in Wales for access to services. The aim of my role is to work in conjunction with families long-term to achieve sustainable change to safeguard children whilst keeping them within their family unit. The balance between managing risk and working in a family and child-centred way can be tense and is something which needs constant monitoring. The overarching tools used for this is a raft of childcare legislation such as The Children Act, 1989, The All Wales Child Protection Procedures, 2008, the Human Rights Act, 1998, The United Nations Convention on the Rights of the Child, 1989, and the Social Services and Well-Being (Wales) Act, 2014.

The case study that I have chosen to use is regarding my work with a family with which I had to engage the court process to safeguard the children. I had tried over several months to engage with the father to avoid applying to Court to intrude on family life as little as possible.

In order to work in a family-centred way, using families as experts in their own situation and drawing upon their social and community resources, as championed in the SSWBA, 2014, a number of different theories are drawn upon in my work, such as Strength Approach, Solution-focused work, Task-centred approach and Resolutions Approach (Turnell and Essex, 2006) all the while monitoring and risk-assessing so that one does not become so wrapped up in working with a family that one loses sight of the risks, therefore putting the child in danger.

It became obvious after only two months of trying to work with this family in this very difficult and fraught situation that the Local Authority would need to become party to the family's Private Law proceedings and apply immediately for an Interim Care Order, subject to Section 38 of the Children Act, 1989. This followed several continued accusations made by both parents, leading to several Section 47 Joint Enquiries which involved the children being questioned numerous times and continuing to be caught in the middle of their parent's ongoing difficult relationship.

I am bound by a professional Code of Practice (Social Care Wales, 2017) and National Occupational Standards (Social Care Wales, 2013) to assure that I work to a certain moral and ethical standard at all in times to fulfil my role. These, of course, shape my work with families and are a good tool for self-reflection and aid me to constantly monitor the direction and suitability of the work that I am doing with families when out in the field.

When reflecting on the following scenario, I have used 'Gibbs' Reflective Cycle' (Bassot, 2013, p.58) to describe the situation and 'what happened' (University of Cumbria, 2016) and to undertake the following critical reflection of how I analysed the situation, made decisions and managed dilemmas.

The following is a description of the situation, as described by Gibbs, 1988. The children, who are a six-year-old girl, a four-year-old boy and a three-year-old boy had been brought to the attention of Social Services when their mother was pregnant, and the eldest child was two years old. This was due to the increasingly violent domestic abuse which she was suffering at the hands of the children's father and her isolation due to years of control by him. She eventually left the father in 2015 and left the children in his care. At this time, she went into a refuge and informed both the Police and Social Services that the children were in the care of a perpetrator of domestic violence. She tells me that she received no support and no apparent concern from services over the following two years despite numerous reports of controlling and violent behaviour by him toward her, sexual control by him and his withholding of the children despite there being a Court Order regarding her contact with the children which she had to apply for through the private law courts.

As described by Luke Clements in 2015, during the phased introduction of the SSWBA, navigation of the new legislation and the complexity of the eligibility criteria to receive services is very difficult and puts those most in need at a disadvantage from the outset, due to this failing. Whilst this criticism is directed more toward adult services in Wales, I feel that this weakness of the Act directly affected the family upon which I base this case study and in fact allowed the children to not be adequately safeguarded by the Local Authority for several years, despite having been in receipt of services since the oldest child was born (2011). Increasing thresholds and reductions in funding compounded this issue further alongside an amount of compliance from a manipulative, domestic-violence perpetrator, which made the situation seem safer than it was. I use the word 'manipulative' here due to the father having used coercion, physical, sexual and emotional abuse to control the mother for many years during and following her leaving their relationship. He was also able to play the role of a caring father who wanted to work with professionals, only to refuse services once investigations had ceased. The limitations of the current assessment process, funding and the use of family-centred, 'strengths-based approach[es]' (Coleman in *The Blackwell Companion to Social Work*, 2013, p.106) combined to leave three children at the mercy of a controlling individual who neglected and emotionally, physically and, I believe sexually, abused his children. There are systems in place to prevent such patterns being missed by the multi-agency group tasked with safeguarding children and to allow authorities to work in line with the all the important UNCRC's values and particularly in this case, Article 34 – to protect children from 'sexual abuse' (UNCRC, 1989). Another aspect of the SSWBA set out to best support families and Local Authorities to care for the most

vulnerable members of society – our children. However, as will be explained, the father with whom the children were residing, was particularly manipulative and the children did not present with any specific 'tell-tale signs' of abuse (PA Family Support Alliance, 2012), leading to further action not being taken on a number of opportunities. I feel that Box 7 (p.58) of the All Wales Child Protection Procedures, 2008, listing some of the pitfalls related to assessing families; can go some way to explain why this family was not considered by the Local Authority to reach the threshold for services for the two years after the children's mother left them with their abusive father.

The children's mother was left at the mercy of the system for two years and continued to be controlled by her ex-partner, despite having taken the incredibly brave step to leave him. Action was finally taken last year when an allegation was made by the mother that the father was administering non-prescribed medication, bought from the internet to one of the children. This necessitated a child protection joint Section 47 enquiry between the Police and Social Services and due to the findings inside the home, emergency action to remove the children was taken. This was due partly to locks being found on the outside of the boys' bedroom door and a homemade gate being found inside. The room was very sparsely furnished, with only two bare mattresses on the floor.

As covered in 3.6.2 of the AWCPP, 2008, a family-centred approach was used to 'make safe arrangements for the child[ren] to be cared for within the extended family' (p.70), by allowing the children's father to suggest a suitable caregiver. The intended outcome of using a family-centred approach by discussing with the children's father who would be best to care for the children in his absence was to make the situation less distressing for the children, therefore working in their best interests and minimising the negative effects of the Section 47 Investigation on the children. This was also a chance for the father to begin to evidence his 'engagement' with the Local Authority by 'consulting [him] on [his] opinion' (Oliver and Pitt, 2013, p.21). The ability of a service user to engage with the Local Authority and other professionals, as advocated by the SSWBA, makes up a proportion of the assessment process and informs the analysis section on how best to work with service users.

An Initial Child Protection Conference was arranged, and the children's names were placed on the Child Protection Register to safeguard them in the light of the suspected neglect that they had been suffering prior to the Local Authority becoming involved. Father had bail conditions that he could not spend time alone with the children until the Police investigation had reached its outcome, therefore dictating that the Local Authority needed to provide a worker to allow the children time with the person who had been their primary caregiver for at least the last two years. This supervised contact was decided to best meet the children's needs by being supervised in the family home, to not cause too much upset to the children, who had until that point, not had any previous involvement with Social Care. At this early point in my work with the family, there were a lot of questions, unknown factors and aspects of the children's lives to consider in order to work in a child-centred way with very young children who were unable to make decisions regarding their safe care. All three children seemed to have very strong attachments to their father – the daughter was distraught at not being able to live with her father. The boys would regularly ask for their father and did not seem worried or scared to spend time with him when it

was their contact time. Mother was reporting very challenging behaviours from all three children who would ask for their father and cry and tell her that they hated her. I would have up to twenty calls a day from the father who did not like to deal with women and would often ask to speak to a male manager. He would then try to manipulate the contact situation by protesting his innocence about medicating his son and coming up with 'solutions' to the current safe arrangement, by offering family members to supervise him to increase the amount of time with the children. When working with this family, it was essential that I understood the different presentations of 'attachment behaviour' (Howe et al., 1999, p.81) as a presenting strong attachment, does not mean that the carer with whom the child has this attachment was not 'abusing' (Howe et al., 1999, p.160) or mistreating the child. Understanding the nuances and being able to take behaviours not just at face value was vital for the Court process in this case and something which I made sure to do to inform my work and work in an 'evidence' based way (Rutter & Brown, 2012, p.12).

I will now discuss how I was 'feeling' during this work and my 'evaluation' (Bassot, 2013, p.58) of these feelings, as described by Gibbs, 1988. I feel that this was a difficult situation for me as I found the father very hard to like and would sometimes find the statements and threats to complain intimidating. However, at the same time, I understood that he had been the children's primary caregiver and that continued contact with their father was in their best interests and should really be for more hours a week than was currently arranged to support their relationship. It was highly likely that the Police would drop father's bail conditions at the next review and give the investigation no further action. Additionally, Mother was struggling with caring for the children due to being heavily pregnant and the little girl would regularly make 'disclosures' to both parents, which they would then report on and another Section 47 Investigation would be undertaken. This, I felt, illustrated the girl's attempts to keep both parents happy due to the years of difficulties which she had witnessed between the parents.

I will now 'analyse' this case study using Gibbs' reflective cycle (Lia, 2016). All aspects of the family's safeguarding plan that was developed by the multi-agency group (SSWBA) at the Child Protection Conference were monitored by the separate professionals, who would report back to me. This added an extra layer of pressure, as these other professionals also did not like father and were sometimes unable to see the benefit of the continued contact. This meant that as well as regularly clashing with both parents over the supervised contact arrangements, I was also clashing with professionals. Despite this being a contentious subject, I still stand firm on my belief that the children needed regular supervised contact with their father, and that this was in their best interests and was working in line with Article 12 of the United Nations Convention on the Rights of the Child, in which it states that the child's views should be 'taken seriously' (UNCRC, 1989). This arrangement made the best of a bad situation by allowing a risky adult to have safe contact with the children. I coupled this with never backing down or being coerced into changing arrangements to suit him unless there was a legitimate reason for the changes, so that he did not feel in control of the situation and there was no confusion about who was in control: The Local Authority.

The tools I used to inform my assessment of the children's needs about seeing their father were from several sources, namely the AWCPP, 2008, UNCRC, 1989 and the Human Rights Act, 1998. I was able to use the co-production principle of the

SSWBA, 2014 to 'build a positive relationship' (Kirby et al., 2003a, p.86) and 'provide positive opportunities' (Warren, 2007, p.82) to promote positive change for all members of the family which would improve the children's situation which was unstable at this time at the very least. I was able to use tools such as the Welfare Checklist to provide the basis of my decision making and make sure that my practice, as always, was evidence based. This allowed me to explain the arrangements that the family were not happy with, in the firm knowledge that I was making them in the best interests of the children and within my remit, professionally and ethically.

I have come to expect and understand that a large part of my social work role is mediation. In this situation mediation was required not only between the parents, something that I quite quickly realised was not possible in any way due to the long and convoluted history between the two; but also, an amount of persuasion and continued explanation of my rationale to the different members of the multi-disciplinary group, such as school, contact workers, health professionals and even my own managers. This is a role that I have been able to manage since I find myself to be quite a critical and reflective worker. If I ever doubt my decisions or professional ability in my work, I will always look for evidence of best practice and research to inform my practice, as is advocated by Social Care Wales, 2015 in the Code of Practice for Social Workers. When looking at Child Practice Reviews such as that published in 2016 of "'Sophie" killed by her father in 2014' (NSPCC, 2018) highlights the need to understand the importance of factors such as a 'father's violence towards partners and his mental health problems' (NSPCC, 2018), and what the ultimate cost could be of not truly understanding what the risk posed by these family members is, when under the stress of a custody battle. Reviews such as this allow social workers to 'learn lessons' (Lord Laming, 2003, p.18) after the tragic deaths of children and allows one to sometimes see a bigger picture of what may happen, should you allow a manipulative abuser to persuade you to break with the agreed safety plan.

In 'conclusion', there were several factors in this case that made it a difficult case to manage, not least compounded by the constant phone calls and allegations coming from father, mother and grandparents. It became apparent very quickly that this could not be managed under a Child Protection plan and that I would need to apply to become party to proceedings. Despite this, I still needed to be led by models of good practice to understand how best to support the children, and using the SSWBSA, 2014 and UNCRC, 1989 was vital for achieving the best outcome for the children whilst still safeguarding them from an unknown threat (their father).

I am a firm believer in the need for constant monitoring of one's work with a family and use reflection and the unofficial 'supervision' (Cocker & Allain, 2011, p.137) that I am afforded within my team to do this. As a result, I was checking in regularly with my manager and our service manager regarding the steps that I was taking and the Local Authority's legal department to check that I was working within my remit and that nothing was being missed. It was because of this constant monitoring and the addition of other, more experienced points of view and opinions that I was able to make the decision to request to become party to proceedings. This was the safeguarding decision that I was forced to make in this situation. This required a delicate balance of consideration of several factors, such as: what was in the

children's best interests, respecting their rights and needs whilst safeguarding them, continuing to work with the family and ensuring their engagement, supporting the children's attachment and obviously adhering to all aspects of the legal process.

As an Authority, we use the Signs of Safety Model to risk assess situations whilst working on a level that allows families to contribute and gain a deeper understanding of the Local Authority's concerns (Turnell and Edwards, 1999). Although I feel that there are a number of drawbacks of working with this tool and in this way, I feel that I have been able to enmesh the principles of this work in my practice, and therefore, the family and other professionals were not only very aware of my concerns with regard to the supervised contact but also of the needs and rights of the children and their father also. I have realised during my first year in practice that I work very closely with and incorporate Social Care Wales' Code of Practice and National Occupational Standards for Social Care workers and that these are second nature in my practice and work with families (Social Care Wales, 2015). As a result, I am open and honest with families and in this case study, this caused me to have to have many difficult and uncomfortable conversations with family members regarding the negative impact of their behaviour on the children and what this in turn was going to cause, about my making the decision to apply to Court to become party to proceedings.

When considering the action plan phase of 'Gibbs' Reflective Cycle (Timmins, 2015, p.61), I have been lucky with this case, in that I have been able to learn a lot from it. I have not only learnt from mistakes I may have made, but also learnt a lot about my style of working with families and been able to see my strengths in this area, as well as some weaknesses. I have not allowed the mistakes to overshadow the learning, as at this stage in my career, when I am still relatively new to my role and have held fewer high end cases; I feel that as long as I am not putting children in danger, I am able to learn valuable lessons for my future practice which will in turn shape the way in which I work with families in order to improve outcomes for families whilst safeguarding more proficiently and ultimately, making quicker, better-informed decisions. This 'Abstract Conceptualization' as discussed by Kolb, 1984 allows for a 'new idea' to come from my reflection on this particularly difficult situation (McLeod, 2017).

I have learnt from one mistake made right at the beginning of this case, in which an assumption was made about the outcome of the Police investigation, meaning that supervised contact was arranged to be in the family home. This allowed the father to influence workers and the children and behave in a way that would not have been accepted at the contact centre. The Police did drop the charges against the father, but by this time it had become apparent that his contact with the children would need to remain supervised. Because of the contact originally being arranged to be in the home, I was then in a position whereby I had to apply to the Court to have the contact moved to the contact centre. This was a difficult phase in my work with this family as the father could not understand why there were still concerns for his safety with the children if the Police had taken no further action and he did not understand the need for the heightened supervision at the contact centre.

When considering this case study through the lens of a reflective model, I can see that my reaction to this problem was to fall back on supervision via my manager and

service manager to check that I was not getting caught up in the situation, as is so easy to do when you have two people opposing your plan. I also never backed down on any decisions and was always open and honest with my reasons for decisions. This could be uncomfortable, and I had many phone calls with the father where he would shout at me and tell me that he did not like my attitude; he also made complaints to my manager, which was somewhat unnerving. I also used the Code of Practice and National Occupational Standards as well as my own ethics and values to shape the direction of what I was asking for from the court and used the Welfare Checklist, found in Section 1 of the Children Act, 1989 to formulate and direct this.

Eventually I got the result that I wanted from the Court, with no arguments from anyone other than the father and without having to give evidence. My report was also commended in Court for having laid out well the facts of the case and the reasons for contact to be moved. This has made me realise that I understand and am good at working in an evidence-based way, as one should when making such important decisions about families' lives. The safeguarding of not only the children but also the contact workers was kept at the centre of my work in this case study and this meant that I had to make decisions that went against the human rights of the father and the rights of the children; however, their safety overrode these issues. This sits comfortably with me.

Although I would not ever agree again to contact being in the community in a case where there is a known domestic-violence perpetrator and there is a risk to the children; I am glad to have had this experience as I have learnt to be able to balance up the importance of safeguarding over all other factors (such as the right to family life). This decision was guided by the fact that at the beginning of my involvement, a Court Order in father's favour existed; so, making the unnatural situation for the children, of being removed from their family home and only having supervised contact with their primary caregiver more normal, was placed as of high importance and seen to be manageable at that time. I now have the hindsight gained in this situation to inform me in my future practice: that I should start as I mean to go on with families in that it is much easier to reduce restrictions later than to heighten them.

A positive that I learnt about my practice is that I am not easily persuaded to change my view unless there is a real reason in the best interests of the children to do so. I now know that I do not back down to people who use being difficult and relentless as a way of getting what they want and influencing a situation. I already knew that this was a trait of mine, but I am glad to have seen it play out in my professional role.

I feel that in this case, I was able to be true to my own value base and worked ethically. I worked with the Codes of Practice (Social Care Wales, 2015) and feel that these became imbedded in my practice as a student. Reflecting upon this situation has allowed me to see that I continue to work in a 'best practice' way (Jones et al, 2008, p.24) even when immersed in the work that I do with families. I constantly reflect on my practice even whilst engaging with people and although this adds another layer of pressure, it has allowed me to work in an even and consistent way with this family, meaning that there have been no unexpected outcomes or consequences. This makes me a trustworthy worker, which is very important to me

and again echoes the Codes of Practice and National Occupational Standards (Social Care Wales, 2015).

In this case I had to mediate with other professionals and for the first time, really stand out on a limb and own the work that I was doing with the family, as other professionals could not see the benefits of regular and consistent contact with the children's father. When I was a student and newly qualified, I may have found this aspect of my work hard and been less likely to confront other professionals' view of what was best for the children over what I knew via my experience, the evidence gathered and the requirements of the law and local policies which I was working with to be in the best interests of the children. I am glad to have gained this experience and to be able to reflect upon this and see that I worked in the way I hoped to when I was undertaking my training to become a social worker.

(4413)

Section 5

Task 4: Safeguarding

*Guidance: Social Care Wales require newly qualified social workers to provide evidence of their understanding of safeguarding work with adults **and** children. The assignment below will enable you to show this. **N.B.** if your normal area of work is with children please write about adult safeguarding. If you normally work with adults then write about child safeguarding.*

In an area **that is not your main focus of work** (see guidance above), explain the relevant legislation, and the national, local and organisational policies and procedures for safeguarding.

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

Social work with adults is largely governed by the same piece of legislation as children's social work in Wales – the Social Services and Well-being (Wales) Act, 2014. It is Section 7 of the Act that covers the duties and responsibilities of Social Services with regard to adults needing care and support, vulnerable adults and carers.

Whilst Local Authorities have several statutory duties to uphold within this legislation, the requirements placed upon Local Authorities with regard to caring for adults are much fewer and less stringent. While children's social care may impose restrictions upon families and take a directive approach with regard to their care in order to safeguard children; adult's social care is very much restricted to whether the adult in question has the capacity to make informed decisions, this is governed by Section 1 of The Mental Capacity Act, 2005, which explains that 'a person must be assumed to have capacity unless established otherwise'. The Mental Capacity Act, 2005 (Bartlett & Sandland, 2007, p.21) and the 'Mental Health Act, 1983' (Bartlett & Sandland, 2007, p.34) are the two most influential pieces of legislation used within adult social care to not have been repealed by the introduction of the SSWBA. Once this assessment has been made, an adult would either be free to make their choices, hopefully still being supported by social care or to have a Deprivation of Liberty imposed upon them (DOLS). This would mean that Social Services would be able to action Safeguarding and Protection of Vulnerable Adults (formerly POVA) procedures in order to protect them.

Safeguarding of adults can include Police investigations, work investigations or support services being provided to an adult at risk. This will be done by Local Safeguarding Boards as defined by the SSWBA, 2014. Referrals are expected to come from all professionals encountering vulnerable adults such as health and social care. In these ways, safeguarding of adults has been advocated by the Act to come more into line with the safeguarding of children, in that an 'adult at risk' (SSWBA, 2014, Section 7) is defined as 'abuse' and 'neglect' of these adults at risk (SSWBA, 2014, Section 197(1)). As explained by Anglesey County Council (2018), 'the Act places a new duty on relevant partners to report to a Local Authority if it is suspected that an adult is an adult at risk' – which is the same for children's safeguarding across Wales. The employment of the multi-disciplinary team to provide a safety net of services coming into contact with vulnerable people, advocates the prevention aspect of the Act and as with children's care, practitioners are expected to draw upon people's resources, by way of their support network to effect positive change without service users needing to rely on statutory services – again, this is the guiding principle of the Signs of Safety model and the model of practice promoted in the Local Authority within which I work.

(483 words)

Reflect on the difference between safeguarding in adult and children's work

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

In children's social work, there are several duties which the social worker carries out to safeguard children which puts the responsibility very much upon Local Authorities and the multi-disciplinary team of health and education to monitor and provide an 'important role' (Hogg, 2013, p.3) in referring any concerns about children. The Local Authority then has a 'duty' to provide care and support to families who have a recognised need and 'to safeguard and promote the welfare of children' (AWCPP, 2008, p.26).

The same cannot be said for adult services. Although under Section 19 of Part 3 of the Social Services and Well-being (Wales) Act, 2014 there are duties to assess the needs of adults requiring services and support, the Local Authority does not then need to provide the care that they assess service users as needing. Most services available to adults requiring support are means tested and assessments for the package of care that an individual requires are also undertaken. Usually, whether an individual has savings and/or the area in which they live will affect what type of benefits they are entitled to and this in turn will influence whether the care they can access will be funded or not. Thus, some adults will go without to save money after having lost 'their state-funded care (Butler in The Guardian, 2014).

One piece of legislation, the SSWBA, 2014, exists now to cover both adult and children's services in Wales. Its ethos is that it 'introduces a strengthened, robust and effective partnership approach to safeguarding' (WAG, 2017) and this means that the direction of services for children and adults is theoretically the same: to safeguard vulnerable adults and children whilst championing prevention of a need for services, relying less on social care and utilising community resources and signposting to services supplied by other statutory and third sector agencies and across other disciplines. In adult services, adults should be allowed to take risks and to make their own decisions as long as they are fully informed. Only if an individual lacks capacity would the Local Authority step in to safeguard a vulnerable adult. This means, should a vulnerable adult decide to make bad decisions that may negatively affect their lives and make them more vulnerable, they are free to do so, as without a negative capacity assessment, the Local Authority is powerless to intervene and action any safeguarding of a vulnerable adult protocols (formerly POVA). However, social care is required to still provide a great deal of care for children and families, safeguarding is always paramount and can be imposed upon those who do not wish for outside interventions. Herein lies the ultimate difference between children's and adult's safeguarding.

(446)

Section 6

Task 1: Developmental Review (b)

Critically reflect on your development including reference to the training, learning, research and use of supervision since completing section 2. Consider in discussion with your mentor/ supervisor/line manager the extent to which those learning needs have been achieved. Identify additional learning needs to support your development in the transition to becoming an experienced practitioner. You will consider here, the feedback you have received from individuals using services, their families and carers, and how this has impacted on your practice.

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

Working collaboratively with service users and carers: Whilst I felt at the time of writing that I managed to achieve aspects of truly involving families in care-planning, I felt that this was an area on which I could work. I have been able to identify and address this as part of the Consolidation of Social Work Practice course and this has allowed me to build better working relationships with families. This has allowed me to ensure the safety of the children whilst working better with family's own identified strengths, as is advocated by the 'Signs of Safety' to achieve 'family' centred outcomes (Smeeton in The Blackwell Companion to Social Work, 2013, pp. 466 - 467). I have also become more comfortable to work with an amount of risk, as discussed by Kemshall et. al in their 2013 book: Working with Risk: Skills for Contemporary Social Work.

Working collaboratively with other professionals: As I have gained more experience and confidence in my role, I have found myself more willing and able to delegate out identified work. I have also been more comfortable to contact professionals and ask for advice and support in care and support planning. However, this is an area in which I felt at the beginning of this course, I could improve upon. This would in turn improve the quality of the service which I am able to provide to the families with whom I work. The situation discussed in Section 4 gave me plenty of opportunities to develop my confidence and skills in this identified area of deficit and I feel that I have been able to improve in this area quite substantially. I am more confident of my judgements and decisions and I use reflection regularly as part of my practice. I feel that I use a model close to that of Bassot's model of the 'integrated reflective cycle' (Bassot, 2013, p.94), which incorporates 'several ... approaches' (Bassot, 2013, p.95) to integrate reflection into practice and the 'reflection on action' and 'reflection in action' (Schön, 1983) principles are the building blocks of this style of reflection. Reflection on and in action allows for the constant monitoring of a safeguarding situation so that changes can always be made if necessary to ensure the safety of the children.

Applying analysis in assessment to inform interventions: I was aware that finding interventions to support every day family problems was still a daunting task to me. As I have been working within my team for two and a half years, I am now much more familiar with the services available to families in my geographical area and usually able to signpost quite competently. However, I felt that there are still times when I feel 'stuck' and unable to see a new way to address a family's issues and be 'creative' (Jackson and Burgess, 2005, p.5). This is something which frontline social workers are having to do increasingly, due to 'local government spending on social care hav(ing) declined' causing there to be a loss of services and facilities in the community (Wales Public Services 2025, 2017, p.4). Whilst I have added to my 'toolkit' (Shemmings et al, accessed at CommunityCare.co.uk) somewhat and have made efforts to investigate and familiarise myself with services and resources available outside of what the Local Authority can offer; as there is so little funding for services in my local area, interventions available to refer to are still very limited. A way to counteract this is to access training to deliver more niche interventions myself. I have done this and asked my Local Authority to consider funding my place on a Play Therapy course, which I have been accepted on. Whilst this may not happen, I am always open to learning new skills and broadening my abilities and direct work with families.

Intervention and application of professional judgement in increasingly complex situations: I think that my development can be seen in Section 4. Whilst working with families I have realised that one cannot expect overnight miracles from families and I must be able to pre-plan for progress to be slow and allow for plans to stall or even to go backwards. However, parents may regress so spectacularly that putting into action a back-up plan is the only option to ensure safety for the children. It was the pre-planning by use of a back-up plan that I recognised as a learning need for myself, so that it may be actioned immediately, therefore allowing the safety and care of children to remain at the forefront of family-centred work. I have been able to use reflection during supervision on situations that I have come across during my work with families to inform my practice in this regard. Therefore now, when beginning work with risky families, I make sure that when a safety plan is made, that there is a back-up plan should the safety plan not work or become inappropriate. This will be done in conjunction with families, allowing them to self-direct the work somewhat still. However, when working with Child Protection or Court cases I can impose the safety and back-up plans upon families by way of a Contract of Expectations. This will only be done with explanation and I will always ensure that parents understand what is written in this contract and the reasons for it, so that they fully understand what they are signing up to. This again, falls in line with the principles of the Codes of Practice and National Occupational Standards (Social Care Wales, 2015).

(890 words)

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

Consolidation workshop	Date Attended
1: Workshop 1	09/10/2017 – individual session provided by Annie Easton
2: Workshop 2	16/11/2017
3: Workshop 3	07/02/2018
4: Workshop 4	17/05/2018 – individual session provided by Paul McCreary

Notes

Mentor's comments

Please comment fully on the learner's development over the duration of the whole programme. Reflect on information provided by the learner in section 2 at the outset of the programme and the later perspective given at section 6. Where you have seen or discussed feedback from individuals using services, families or carers, you are encouraged to comment on this with regard to the learner's development.

Kathryn has been fully committed in developing her work practice as a social worker within the Child In Need Team. Over the duration of time her confidence and knowledge has increased where she has become a valued member of our team who shares her knowledge and experiences with her colleagues, newly qualified social workers and students.

Kathryn takes the time to think and reflect on her practice she uses informal and formal supervision and team meetings to do this. She is open to being challenged and receives constructive criticism positively. Kathryn has identified during supervision session areas in which she needs to improve.

Kathryn realised very quickly that it can be difficult to manage a case load and work within timescales especially for court. Her work ethic is naturally to look for the strengths in families and then looking at ways to support the family by using these strengths whilst balancing the risk and remembering that the child/rens safety is paramount. This has been a challenge to Kathryn as it is to any social worker. Kathryn has embraced the Sign of Safety model that Pembrokeshire has adopted which supports her work ethic in looking at the strengths and identifying what needs to happen to reduce the risk and who is best person/s to support with this.

Kathryn has experienced that on some occasions children cannot stay living with their parents or with family members.

Kathryn has stayed child focused throughout these proceedings whilst offering appropriate support or sign posting the parents to other agencies.

Part of the role of a social worker is to work in partnership with our multi agency partners and of course the family. This again is a skill which has developed over

time, Kathryn has reflected and understands the importance of everyone's role in supporting families to make sustainable change. Also that when social workers withdraw from working with families the other agencies usually stay involved and if new concerns are raised it is these professionals that alert the childcare department. This has made Kathryn more aware that open and honest communication is vital in working with our partners and that we should always share and gather information in the best interest of the families/children who we work with. Also Kathryn is aware that the information we receive/gather feeds into the assessments that she has to complete.

From first starting the role as a social worker to now, Kathryn is definitely more aware that being prepared is really important, she reads necessary information and speak to relevant professionals to try to be up to speed with the information. Kathryn has reflected on this during supervision sessions and I have also observed her passing this advice on to newly qualified and student social workers.

All in all Kathryn has progressed/developed in all aspects of her social work role, she is aware that our role continues to change/develop and that she needs to attend all relevant training. Being reflective, good communication skills and good time management are important skills that a social worker needs have and maintain.

Section 7

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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.

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Student number: 1708384

Section 8

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: Kathryn Ashton

2. Learner's University Number: 1708384

Address for Correspondence:

47 Castle View,
Simpson Cross,
Haverfordwest,
Pembrokeshire,
SA62 6EN.

Telephone: 07825 215410

E-mail: katty.21@hotmail.co.uk

Date of Professional Qualification: 16/09/2016

Date of registration with Social Care Wales: 06/10/2016

3. Name of Learner's Agency: Pembrokeshire County Council

Agency Contact details:

Name: Annie Easton

Address:

Pembrokeshire Archives,
Haverfordwest,
Pembrokeshire,
SA61 2PE

Telephone Number: 01437 776086

E-Mail address: Anne-Louise.Easton@pembrokeshire.gov.uk

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

Welsh only ☐

Welsh and English ☐

English only ☒

Mentor's details

5. Mentor's details:

Name: Tracey Walsh

Address:

County Hall,
Haverfordwest,
Pembrokeshire,
SA61 1TP.

Telephone Number: 01437 775427

E-Mail address: tracey.walsh@pembrokeshire.gov.uk

6. Observer details

Name: Rhian Yeldham

Work Address:

County Hall,
Haverfordwest,
Pembrokeshire,
SA61 1TP.

Professional Qualification and date of qualification:

Diploma in Social Work IN September 1999.

Email and telephone number:

Rhian.yeldham@pembrokeshire.gov.uk
01437 775427

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, an individual using services, their family or 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: _____ (Learner)

Date: 09/10/18

Feedback and comments from an individual using services, their family or carers (Section 3) - 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 from the individual using services, their family or carers and/or carers above are about the same piece of practice that I observed on the date given.

Signed: _____ (Observer) Rhian Yeldham

Date: 09/10/18

Line manager verification

Guidance: This section must be completed and signed by the learner's line manager or senior practitioner. He/she should be a registered social worker who is familiar with safeguarding work, can verify that the learner has been involved with the case evidenced in section 4 of the portfolio, and has also met all other required criteria listed.

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

Student number: 1708384

- level of knowledge and skills demonstrated
- understanding shown of the Code of Practice and National Occupational Standards
- core values of the learner
- content of the development plan within the portfolio
- work and commentary referred to within the portfolio, that it is the learner's own work and based on current practice

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

LINE MANAGER VERIFICATION:

NAME OF LINE MANAGER: EMMA CLARKE

SIGNATURE OF LINE MANAGER.: EC Clarke -----

DATE: 9/10/18 -----

Section 9

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	Kathryn Ashton
Name of Team/Agency	Child In Need team, Pembrokeshire County Council
Name of Mentor	Tracey Walsh
Name of Line Manager	Emma Clarke

Study Duty

The learner will undertake all elements of the Graduate Certificate programme diligently, including mandatory attendance at induction, 4 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. .(Qualifying after April 2016)

Study Leave

The employer undertakes to support the learner by providing paid leave in full to attend all agreed induction, Consolidation Workshops, programme evaluation meetings or training agreed as required during the programme. In addition, three additional paid days can be approved by managers as a contribution towards the time involved in personal research and developing the portfolio for submission. It is for learners to open a discussion with their manager about when they want to take this leave. 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. The level of paid leave described here assumes that the learner works full-time hours. Where the learner works less than 37 hours a week, paid time 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. But there is also an expectation that as a professional development programme, Learners 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:

- Arrange for eligible staff to join the programme
- pay course fees directly to the University
- 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
- Identify with manager/mentor and Training Manager any special requirements e.g. dyslexia and contact the University's Student Services office directly about additional support that may be required
- attend induction and 4 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 for self 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 Practice, the employer's and University's policies, procedures and processes
- ensure they understand the need to complete the programme within the first (three year) period of registration with Social Care Wales.(Qualifying after April 2016)

Line Manager/Mentor agrees to:

- 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 programme induction and Consolidation Workshops, and any internal training courses agreed as being appropriate to meeting agreed learning needs.
- agree with the learner, use of up to 3 additional paid leave days over the whole duration of the programme, as a contribution towards time needed for personal study, research or portfolio development

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- Hold supervision with the learner, ideally monthly, and ensure this incorporates mentoring support and monitoring of the work undertaken and still outstanding. Maintain a full record of supervision dates and record discussions and agreements.

Completion and submission of portfolio

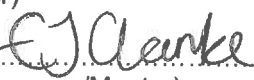
Learners are expected to complete the Graduate Certificate and will normally submit their portfolio within 12 months of attending induction to the programme. Any Learner anticipating any difficulty in meeting this requirement should immediately discuss the matter with their Training Manager/Co-Ordinator

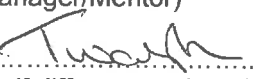
The portfolio submission process and dates for each programme cohort will be published on Moodle. Once registered on a programme, learners **CANNOT change the due submission date without gaining agreement from the employer and University.**

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:  Print Name: Kathryn Ashton Date: 9/10/18
(Learner)

Signed:  Print Name: Emma Clarke Date: 9/10/18
(Line Manager/Mentor)

Signed:  Print Name: Tracey Walsh Date: 9/10/18
(Mentor, if different to above)

PLEASE PLACE THE SIGNED COPY OF THIS LEARNING AGREEMENT IN SECTION 9 OF THE PORTFOLIO