



**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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Learner's University Registration Number:2243850

Cohort: 16

**WALES ACADEMY OF PROFESSIONAL PRACTICE
AND APPLIED RESEARCH**

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 Social Care Wales for the Consolidation programme, including:

- applying analysis in assessment to inform interventions;
- working collaboratively with people in need of care and support, their carers and other professionals;
- intervention and application of professional judgement in increasingly complex situations.

Learner and employer learning agreement

At the end of the Portfolio, you will find a blank copy of a learning agreement that you need to read, discuss and agree with your mentor/line-manager. Once the agreement has been signed, replace it in the correct section 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 using the portfolio proforma provided on Moodle. Portfolios must be complete at the point of submission.

How to Submit your Portfolio

The portfolio is submitted electronically by sending a Word document **only** through the University's Moodle system (PDFs will not be accepted by Moodle). **A second copy** as a PDF document that includes all the required signatures must be submitted to the Local Authority Training Coordinator/Manager. Please see '*FAQ How to submit your portfolio*' on Moodle for further details.

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. Guidance on all aspects of the work you are undertaking to develop the portfolio will be provided as part of these workshops. Wherever possible the programme will try to ensure that staff who may have delivered training to you during the Consolidation workshops will not be involved in marking of

your portfolio after submission. Portfolios are marked by appropriately qualified staff who are usually from outside of your own employing organisation.

Submission of a Mentor's report together with Line Manager's verification is a compulsory requirement of the submission. Failure to include a signed Mentor's report together with Line Manager's verification will result in failure of the programme. The Mentor's report together with the Line Manager's verification will provide evidence of Professional Practice and professional supervision and observations that has been undertaken whilst following the Graduate Certificate in the Consolidation of Social Work practice pathway, which is equivalent to 7,000 words.

Dates of portfolio submission will normally be made available at induction, at consolidation workshops 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 by name e.g. people in need of care and support and their carers. Instead you must use numbers e.g. 1, 2, 3 etc. and **not letters**;
- not write information that enables any individuals in need of care and support and/or their 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 specific medical or other conditions;
- take personal responsibility for adhering to confidentiality rules. Although guidance will be provided at consolidation workshops about your portfolio, it is the learner's responsibility to ensure the portfolio adheres to the confidentiality requirements stated in the handbook and as detailed 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 and you must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important and 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 additional learning support needs 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.***

Contents Page

Graduate Certificate in Consolidation of Social Work Practice - Learner Portfolio

Guidance:

- *your portfolio must contain all the items below (in the order given);*
- *you must use this pro-forma to insert your text within each section;*
- *please make sure the Signatures page is fully completed before submission in the PDF version that is submitted to your local authority training co-ordinator/manager.*

Contents:

Topic	Task no.
Contents page	
Developmental Review	1 (a)
Observation and feedback	2
Safeguarding and working in complex situations – Case Study	3
Safeguarding in an area that is not your main area of work	4
Developmental Review	1 (b)
Reference List	
Details of Workshops Attended	
Mentor's Report	
Learner details	
Signatures and Line manager verification	
Learner and Employer Learning Agreement	

Task 1

Developmental review – Part a

Guidance:

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

Task one (part a and b) should incorporate the use of a model of reflection.

You must meet the Learning Outcomes for this task (see appendix 5 of the handbook).

Please answer the question below.

Question:

Using a reflective model critically reflect on your professional development since qualifying as a Social Worker. Make reference to the supervision, training, learning and research that has impacted on your work. Based on this and continuing to use a reflective model outline what you have identified and agreed with your manager and/or mentor for your development over the coming 12 months. You must demonstrate how you intend to meet all of the following learning outcomes:-

- applying analysis in assessment to inform interventions;
- working collaboratively with people in need of care and support, their carers and other professionals;
- intervention and application of professional judgement in increasingly complex situations.

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

This task aims to discuss and critically reflect how I have developed in my first year of practice as a social worker and will consider how I can further develop in future. I will use the, 'What? So what? Now what?' model of reflection (Rolfe et al, 2001) to critically reflect on my development.

This model focuses on three questions which aim to outline an event (descriptive response), analyse what happened (theoretical response) and identify the implications for practice (Action-orientated response) (Moon, 1999).

Throughout my social work training, it was clear to me from a very early stage that I wanted to work in a role that focused on supporting children, young people and their families. Upon qualifying as a social worker, I secured a post as a Personal Advisor in the Denbighshire Leaving Care Service.

My role included working with care leavers aged between 16 -25, supporting them with housing and education, advocating on their behalf, working collaboratively with other professionals and working directly with the young people to create their own pathway plan which would outline their future goals, aspirations and support needs, consistent with Part 2 of The Care Leavers (Wales) Regulations (2015) and The Social Services and Well-being (Wales) Act 2014 (Welsh Government 2014).

Although this was not graded as a social work position, I believe the role provided me with relevant experiences and opportunities to develop my skills in working with children and families.

After 8 years in the Leaving Care Services, I found myself lacking stimulation and ultimately becoming bored through lack of challenge. In April 2021, I accepted a social worker role within the Denbighshire Look After Children Team (14+)

So What?

The transition from Personal Advisor to Social Worker role was brief. The pace of work within the 14+ team was significantly faster and often in response to crises situations. For me to successfully succeed within the role, I had to adjust to a quicker pace and increased demands. This was not helped by the fact I started my social work position during the Covid-19 Pandemic, and everyone was remote working.

Initially, I found that I had little knowledge of the complex child protection processes and little knowledge around the legal process with unaccompanied Asylum Seekers. Because of remote working, there were times when I felt isolated without the face-to-face support of my colleagues.

BASW (2021) conducted a survey relating to the implications of the Covid-19 Pandemic and of the 1119 social workers interviewed, 58.8% of participants agreed or strongly agreed that working during the Covid-19 crisis had negatively impacted upon their own mental health.

Because I didn't have the opportunity to observe office conversations that I would have done prior to remote working, I knew that I needed to further enhance my emotional resilience in order to succeed within my new role, and ultimately provide a robust service to each child on my caseload. I also needed to think about my own mental health and well-being. Kinman and Grant (2017) highlight that social workers are vulnerable to stress and experience higher levels of burnout compared to other professionals.

I recognised the importance of utilising supervision with my line manager very early on in my role, albeit it was remotely over Teams. My manager was good at allowing ad hoc supervisions as and when needed. I would often ask for supervision with very little notice, and this was

because complex cases could very quickly change, and I would often feel overwhelmed being sat at home alone.

Social Care Wales (2021) discuss the importance of regular, formal supervision for social workers in their first three years in practice to access support, and develop their professional knowledge, skills and understanding.

Now what?

Upon achieving my first year of practice within the 14+ Team came as a great achievement to me. There were additional challenges I faced throughout my first year due to the Pandemic, and although the role has been complex and significantly challenging in many ways, it has also been rewarding in regard to the outcomes and successful rapport I have achieved for children and young people.

I have been in the role for two and half years, and I now feel like a competent practitioner within the team. There is continually changing dynamics in my caseload that often dictate areas for development, the work I do with unaccompanied Asylum Seekers which has increased significantly in the past 12 months has been something that has been an interesting area of development.

I have familiarised myself with the legislative policies that are relevant to my new role, such as The Children's Act 1989, The Social Services and Well-being (Wales) I continue to utilise supervision with my line manager, and this has now moved to face to face as there are no longer Covid 19 restrictions. This has been hugely beneficial for me as it feels much more personal.

I am aware of areas whereby I need to improve and enhance my knowledge. I will continue to attend training and learning opportunities.

Word count – 816

Task 2

Observation of Practice

Guidance:

*A learner must choose an observation of **direct social work practice** with people in need of care and support and/or their carers. The observation cannot be from giving evidence in court, contributing to strategy group meetings, case conferences or tribunals or any other indirect activity. The consent of the individual/s in need of care and support 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 for a minimum of 30 minutes. The observer will gain feedback from the individual/s in need of care and support and/or their carers using either the pro forma below or one of the learner's own design at the end of the visit.*

The learner is responsible for providing a method of gathering feedback for the observer to use. This can be of their own design, and/or adapted to meet the needs of the individual. The provided pro forma can be used where appropriate. The method used will depend on age, ability and language/communication needs of the individuals in need of care and support and/or their carers.

This section will include examples of the ways in which effective communication impacts on practice in relation to language use, language needs and cultural sensitivity. You must demonstrate the principles of the "Active Offer" and make reference to "More than Just Words" (Welsh Government, 2012).

Please ensure you meet the Learning Outcomes for this task (See appendix 5 of the handbook).

Please answer the questions below.

Observation Summary

Please include name of the expert witness observing in learner's details section of the portfolio.

Date of observation: __ __ 28/09/2023 __ __ __ __ __ __ __ __

To be completed by learner.

Question: Context

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, including how consent was gained and how you have considered the impact of the observation on the individual in need of care and support and/or their carers.

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

The observation will take place at the home of a 17-year-old old white male, the young person is subject to a full care order to the Local Authority. I am the allocated social worker and have been for 2 years.

The young person will be referred to as A throughout this case study in order to protect their identity.

A resides in a rural area of Wales in a Residential Children's Home. He has lived there for 3 years after several foster placements broke down.

Consent was obtained verbally by A during a statutory visit 2 weeks prior to the observation. A had met the observer several times prior and had a positive working relationship with her. A said he was comfortable to talk openly and freely in front of the observer regarding his hopes and wishes for the future.

The meeting with A is known as a Pathway Planning Meeting Review.

When a child is Look After, the Local Authority must prepare a pathway plan to assist that young person with transition to adulthood and leaving care. The pathway plan will build upon the child's existing part 6 care and support plan, which will be subsumed with the pathway plan. The Care Leavers (Wales) Regulations (2015) and The Social Services and Well-being (Wales) Act 2014 (Welsh Government 2014).

It is vital during Pathway Planning Meetings that the social workers communication is clear and concise so that A fully understands. Cashmore (2002) believes that clear communication is crucial for engagement with clients in order to establish positive relationships and ensure the individual understands the expectations of them and the process involved.

Although A was born and raised in Wales, I was aware that his first language was English, therefore, I was aware that A's first provision had been made for the meeting to be conducted through the medium of English.

Word count 309

Question:

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 in need of care and support and/or their carers.

You must use a person-centred approach to demonstrate the integration of social work ethics, values and the Code of Professional Practice. This must include culturally and linguistically sensitive practice and the principles of the “Active Offer” and make reference to “More than Just Words” (Welsh Government, 2012).

Prior to the observation taking place I contacted ‘A’ to seek his consent and approval. I explained the purpose of the observation, and how it would contribute towards my professional development. Hardy (2018) highlights the importance of ensuring clarity around what is being observed, and why, prior to any observation taking place.

‘A’ informed me in his words that he was ‘sound’ with the observation had no issues with the observer attending his Pathway Plan Review.

The pathway plan for a Looked After Child is a crucial tool that outlines their care and development. Effective communication is a vital in crafting and executing these plans. Regular and open communication channels between social workers, caregivers and the young person to ensure that everyone is informed and involved in the decision-making progresses. Clear communication also helps establish trust, empowering the young person to express their views and actively participate in shaping their pathway plan.

‘A’ has had several social workers prior to me, some of which he had a very poor relationship with. It had taken me time to build up a positive working relationship with ‘A’ because he had such little trust in social workers and the local authority. Briheim-Crookall (2021) suggests that regular changes in social workers make it harder for trusting relationships to develop.

By the time the observation took place, I had been working with ‘A’ for over a year. We had a good rapport and communicated well and using various methods. I have found that young peoples preferred method of communication is WhatsApp however, ‘A’ would often phone me as well. Hepworth et al (2010) identify that achieving rapport with clients fosters open and free communication, which is imperative for effective interactions within Social Work.

The Welsh language Act (1993), and the Welsh Language Measure (2011) declare that the Welsh language has official status in Wales, and place duties on organisations to ensure that the Welsh language is not treated less favourably than the English language. In addition, the Welsh Government have implemented the ‘More than Just Words,’ Welsh language policy,

which takes the responsibility from people who were previously having to request services in the Welsh language (Welsh Government, 2016). Instead it places the responsibility on the agency who should make an 'Active offer' by asking Welsh speakers what their preferred language is, which therefore allows for person-centred outcomes, collaborative working, personal choice, respect and dignity (Social Care Wales, 2021).

As 'A's Welsh is very limited despite being Welsh, he chose for the meeting to be convened in his preferred language choice of English.

On the day of the observation, I arrived on time and well prepared.

I ensured the room I booked was quiet and the seating was appropriately laid out so that we could see other directly.

I utilised the rapport I had previously built with 'A' to communicate this clearly, without using complex terminology that may misconstrue their understanding, whilst attempting to remain sensitive to the anxiety's 'A' had about Leaving Care. I believe I showed active listening skills when 'A' was talking. My non-verbal communication was equally important throughout the meeting. I ensured my body language and facial expressions were showing that I was respectfully listening.

I felt 'A' was able to express his hopes for the future, and he appeared engaged with the plan.

I often find that young people can become anxious about their leaving care plans because it is a scary time transitioning from care to adulthood, this can often leave young people feeling overwhelmed and anxious, an although 'A' did not come across as anxious its not to say he was not feeling it inside.

When we talked about barriers to post 18 plans, one of area that was highlighted was accommodation. Because there is a national shortage of accommodation, 'A' said he had heard about other young people going into temporary accommodation, and naturally this worried him.

Although 'A' would be placed on the housing register when he turns 18, it would be unlikely he would have his own flat anytime soon after his 18th birthday. Private rental is extremely difficult for anyone now let alone an 18-year-old. Therefore, we could not rely on this option. Although 'A' had registered with local estate agents, he was told that it was unlikely he would be considered for any properties because he is a student. I had to have the difficult conversation about registering with our Homeless Team. This was a conversation I had hoped to avoid however, It was only fair that I was honest and upfront with 'A'

Recent studies have found that 25% of all homeless young people were once in the care system, and that 33% of care leavers become homeless within the first two years of leaving care. (Step by Step)

'A' expressed he plans to move in with his girlfriend who has a single person's tenancy and claims single persons housing benefit. 'A' said that he and his girlfriend had already discussed it, and they would move in together but not inform the benefits department. I totally understood why 'A' would want to consider this option, but I wanted 'A' and his girlfriend to follow the correct procedures, and not see either of them get into trouble.

This was particularly challenging for me and how I responded was important. Ultimately, any fraudulent claims go against my ethical values and beliefs. I believe in fairness and not dishonesty. I asked 'A' to think about the consequences of any false claim and the implication it could have on both him and his girlfriend. We sensitively explored other housing options that were in keeping with the law. 'A' calmly engaged in discussing the options and reflecting hopefully this will help him make a better, and more informed decision.

To conclude, overall, I was pleased with how the Pathway Planning Meeting went.

'A' was fully engaged and participated. I recognised the benefits to already having a rapport with 'A' which helped because Pathway Plans are very personal to the young person. I also recognised the importance of having an established rapport when having difficult and challenging conversations. I have been able to reflect on the importance of the plan remaining person centred. For the plan to be successful, the young person must be at the heart of it. Looking back, 'A' appeared confident in sharing information that was important to him, and I used active listening skills (Thompson, 1996) by allowing 'A' to talk freely without interruption, and by reiterating the information that had been relayed to me, for clarity, and when appropriate. I was able to empathize when we discussed the housing situation, and I adopted my communication style based on the conversation/topic.

Words 1160

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

Feedback and comments from individual in need of care and support and/or their carers

Information for the observer

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

No formal written feedback is required from the observer on the learner's practice. However verbal feedback should be provided to the learner as soon as possible after the observation. If the observer is not the mentor, then feedback should also be provided to the mentor.

Some or all of the questions below may be used by the observer who can rephrase and add explanations and prompts as required. The observer should record responses from the individual in need of care and support and/or their carers below, or by using an alternative method if required/provided.

Before asking the questions, the observer must explain to the individual 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?	A - Yes – she was here on time.
Did the social worker get your permission in advance for the observer to be present? Did they explain why they were being observed?	A - Yes – Adele asked me permission and explained the purpose of the observation. Said she is doing a portfolio or something like that. I'm sound with it.
Were you clear why the social worker met with you today?	Yeah – to update my pathway plan. We've done it before so I know all about it.
How well prepared do you think the social worker was for his or her meeting with you?	Adele had her laptop, she showed me my old pathway plan before we started to update it.
How has the social worker listened to you and respected your views and wishes?	Adele is sound, and is the first social worker I've had that I feel listens and cares about me

Did the social worker talk to you in a way that you understood? Did the social worker consider your language needs?	Yeah, I understood it all. Adele knows I speak English first; I only know the basics in Welsh but there's no way I would be able to have a convo
How has the social worker's involvement met your expectations for this visit?	I knew why she wanted to meet, and I was sound with that
Are there any other comments or suggestions that you would like to make?	Not really

Task 3

Safeguarding and working in complex situations – Case Study

Guidance;

Please ensure that you meet the National Occupational Standards and assigned Learning Outcomes for this task (see appendix 5 and 6 of the handbook).

Question:

Complete a critically reflective case study based on an assessment that you have undertaken with others, in your own area of work, concerning the safeguarding of either an adult or a child. You must demonstrate how the case relates to or could relate to safeguarding legislation, policies, strategies and procedures (including demonstrating an understanding of the interface between social services provision in Wales with the United Kingdom, the European Union (EU) and outside the EU). You must demonstrate your understanding of the integration of analysis in assessment, collaborative working and professional judgements in increasingly complex situations and the use of social work theories. You must refer to the specific dimensions of working in Wales.

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

The following case study will explore the process of a child making a disclosure of sexual abuse and the steps I took once the disclosure was made.

Safeguarding children is a moral and legal imperative that demands a comprehensive framework to ensure their protection and well-being.

Safeguarding should be understood to mean the process of protecting children and vulnerable adults from abuse, harm or neglect, preventing impairment of their health, well-being and development, and ensuring they are growing up and living in circumstances consistent with the provision of safe and effective care.

While the UK has now left the EU, there might still be implications for safeguarding strategies due to shared principles and collaborative efforts. International cooperation, especially with neighbouring countries is essential for addressing issues like human trafficking and cross boarder child protection.

The Social Services and Well-Being (Wales) Act 2014 emphasizes person centred care, integration of health and social care and promoting well-being. Safeguarding strategies in Wales align with these principles, aiming for a holistic approach to support and protection of individuals.

Understanding the interface between social services provision in Wales, the UK, and broader international contexts ensures that safeguarding practices remain effective, adaptable, and responsive to evolving challenges. It also emphasizes the importance of collaborative efforts,

information sharing, and a shared commitment to protecting vulnerable individuals across boarder.

The Government recently announced on March 11th 2016 the new Safeguarding Statutory Guidance 'Safeguarding means protecting and adults right to live safely, free from abuse and neglect. Koubel, R., & Koubel, Georgina. (2016)

Legislations, polices, strategies, and procedures form the bedrock of this framework, collectively shaping the landscape in which children grow and develop.

The legislation foundation often varies across jurisdictions, but a common thread emerges, which is the commitment to shielding children from harm.

Where there are regional variations in the definition of abuse, 'In Safe Hands' 2000 identifies five main categories of abuse:

Physical Abuse: Physical assault includes hitting, slapping or punching, over use or misuse of medication and undue restraint.

Sexual Abuse: Includes rape and sexual assault or sexual acts to which the adult at risk has not or could not consent and/or was pressurised into consenting.

Emotional Abuse: Includes threats of harm or abandonment, deprivation of contact, humiliation, blaming, controlling, coercion, harassment, isolation or withdrawal from services or supporting networks.

Financial Abuse: Theft, fraud, pressure around wills property or inheritance.

Neglect: includes ignoring medical or physical care needs, failure to provide access to appropriate health, social care or educational service, withholding of the necessities of life, such as medication, adequate nutrition and heating.

Under Section 28 of the Children Act (2004) duties are placed on local authorities and other agencies to; "*ensure that their functions are discharged having regard to the need to safeguard and promote the welfare of children.*" Under Part 7 of the Social Services and Well-being (Wales) Act 2014 local authorities must establish local Safeguarding Children Boards, which are comprised of various representatives from the local authority and other agencies, such as the police, health, education and youth services (Welsh Government 2021).

In terms of safeguarding children worldwide, The United Nations Convention on the Rights of the Child (UNCRC, as cited in Unicef, 2021) is a convention of 54 articles relating to children's rights which explain how adults and governments should work together to ensure the safety and well-being of children across the world. The convention was set up in 1992 and is "*the most widely ratified human rights treaty in the world.*" Article 19 relates to the safeguarding of children and highlights that children should be protected from all forms of violence, abuse,

neglect and ill treatment. Article 20 relates specifically to 'children unable to live with their family' and specifies that the government must provide assistance and protection to ensure that a child is afforded with an alternative care arrangement that meets their individual needs.

In social work, the integrated of analysis in assessment, collaborative working, and professional judgment is essential, especially in the face of complex situations. This process draws on social work theories in inform decision making and intervention strategies.

Analysis of assessment:

Effective assessment involves thorough analysis of a services users situation, considering various situations such as cultural, and individual strengths and challenges.

Utilising system theory, for example, helps in understanding the interconnectedness of various elements impacting on a young person's life.

Professional Judgment is informed by evidence-based-practice, ethical considerations, and and understanding of the unique circumstances of each case. Drawing on theories like cognitive behavioural theory or psychodynamic theory helps in interpreting service users behaviour and formulating appropriate interventions.

Throughout my practice and in particular this case study, it was vital I implicated social work theories. Theories such as attachment theory, ecological systems theory, or trauma informed care provide frameworks for understanding children and young people and guiding their interventions. Applying social work theories helps In addressing structural inequalities and advocating for social justice.

I believe The Covid 19 Pandemic introduced unprecedented challenges for social workers, which exacerbated their already demanding role in safeguarding vulnerable children.

I believe additional barriers emerged which hindered many professionals' ability to provide effective support, this was due to the lack of face-to-face work and support with children and families. Remote working restraints, limited access to children and their families which created a complex landscape. Colleagues and I highlighted strains on social workers adopting to virtual platforms, with technology related issues and the quality of interactions. For example, many statutory visits took place via the online platform Teams. This limits the social workers capacity to access the home environment comprehensively.

This case study will focus around a 16-year-old female, who is living out of area in a Children's Residential Home. I am the allocated social worker and have been for just over a year. Throughout the case study, I will refer to the young person as 'A' in order to protect their identity.

'A' is on a full care order to the local authority. Section 31 of The Children's Act 1989 – describes a full order as, *placing a child in the care of a designated local authority, with parental responsibility being shared between the parents and the local authority.*

The case study focuses on a disclosure that was made to me by 'A'.

The NSPCC describes a disclosure as a process by which children and young people start to share their experience of abuse with others. Children may disclose directly or indirectly and sometimes they may start sharing details of abuse before they are ready to put their thoughts and feelings in order.

When children do speak out it is often many years after the abuse has taken place. (McElvaney, 2015)

'A' had previously lived with her mother, 3 sisters and an older brother before being permanently removed due to neglect and emotional harm by mum.

It was when I was completing a statutory face to face visit with 'A' when she asked if we could go for a walk away from the home as she wanted to share something important with.

'A' and I left the premises and went for a walk around the local area. 'A' stated that she felt ready to share something with me.

'A' began to talk about her younger years and when she still lived at her family home with her mother and siblings.

'A' stated that she remembers being sexual abused by her brother when she still lived at home. 'A' stated that she had never told anyone about this abuse because it was embarrassing to her. 'A' said she felt ashamed that it had happened and that she wished she could erase it out of her head.

It was vital throughout this disclosure that I listened carefully and was patient when the information was being shared with me.

'A' appeared nervous throughout the disclosure so it was important that I reassured her. Because 'A' had kept the abuse to herself for many years, sharing it would have a big impact on her.

I felt it was important that 'A' knew I had listened to her and taken what she said seriously. I explained to 'A' that I would need to share this information with the Police and explained the process of what would happen next.

I didn't want 'A' to feel scared or fearful after making the disclosure, so I reassured her that she had done the right thing by telling me. I wanted 'A' to feel safe and asked her if there was anything I could do in that moment to help her. A replied, 'No, just make sure he doesn't do it to anyone else'.

The child's welfare overrides professional confidentiality, and therefore agencies are expected to co-operate and share information during such meetings (Local Authority, 2019), consistent

with Section 164 of The Social Services and Well-being (Wales) Act 2014 (Welsh Government 2021).

Shortly after the disclosure had been made, we returned to the residential home where 'A' lives. I asked her if she would be happy for me to share some limited information with the residential manager as I was conscious 'A' would need support that evening and potentially going forward. 'A' agreed and I went and met with the manager.

An estimated 1 in 20 children have experienced sexual abuse. (NSPCC)

Although 'A' is a Looked After Child from Wales, she is living out of county in England. Since April 2016 legislation in Wales has differed from that in England, following the introduction of The Social Services and Well-being (Wales) Act 2014. Part 3 of the Children's Act (1989) has been replaced with part 6 of The Social Services and Well-Being (Wales) Act (2014, as cited in Welsh Government 2015). This means that social workers in Wales are expected to work under the Social Services and Well-Being (Wales) Act (2014) when working with looked after, and accommodated children. Child protection legislation remains the same as that in England, and continues to be underpinned by the Children Act (1989 and 2004).

A had been known to self-harm on a regular basis and she had previously made attempts to take her own life. Having made such a serious disclosure, I felt it was important to ensure 'A' had the right support in place going forward from the residential home.

For many young people, self-harm can feel like a way to cope with difficult feelings or to release tension. The physical pain of hurting themselves can feel like a distraction from the emotional pain they're struggling with. (NSPCC)

Some difficult experiences or emotions can make self-harm more likely in children if they have been subject to abuse.

The information was immediately shared with my line manager. When I arrived home later that evening, I put all the information on a Child Protection Referral and submitted it to the Local Authority Duty and Assessment Team.

One of the actions from the telephone call to my manager was to initiate a strategy meeting for the following day which was to include the area police where 'A' was now living and the Police force where brother was living.

A strategy meeting was convened which involved collaborative working between the police, social services, health and education (Wales Safeguarding Procedures, 2021).

A strategy meeting allows for information to be shared between agencies and determines whether a Section 47 enquiry is necessary, and if so, then how this will be undertaken (Wales Safeguarding Procedures, 2021).

Actions were set from the strategy meeting. One of those actions was for me to consult with other agencies involved who had worked with the child and her family, this was to obtain a bigger picture and identify any risk factors.

I contacted health professionals involved with 'A' in her earlier years including GP.

It was decided from the strategy meeting that the Section 47 would be a Joint Agency Enquiry as there was a need for criminal investigations.

A multi-agency assessment (assessment procedure) is the means by which Section 47 Enquiries are carried out. The assessment will have commenced at the point of referral and must continue whenever the criteria for Section 47 Enquiries are satisfied. Whilst the timescale within which the assessment must be completed is 45 working days the outcome of enquiries under Section 47 must be available in time for an Initial Child Protection Conference which (if required) must be held within 15 days working days of the Strategy Meeting/Meeting where the enquiries were initiated. (Local Authority 2019)

Following the strategy meeting, a joint Section 47 enquiry was conducted by the police and social services at the children's home. I was the social worker who conducted the Section 47 alongside a female officer.

It was important that I was clear with 'A' regarding the purpose of the Section 47 interview. I wanted her to know the clear purpose of the section 47 enquiry and that it would decide whether and what type of action is required to safeguard and promote her welfare. By sharing the purpose of the interview, she could prepare and know exactly what to expect from the assessment process, consistent with Code 2.2, "*Communicating in an appropriate, open, accurate and straightforward way*" of the Codes of Professional Practice for Social Care (Welsh Government 2017). NSPCC (2021) highlight the important role that health professionals play in safeguarding children and young people, as they are able to identify the physical signs of abuse and report any concerns.

Although A was of Welsh heritage, and the offer of Welsh language was offered to her for the interview. A requested the interview be conducted in English.

It is important as a social worker that the Local Authority is promoting the use of Welsh Language in order to encourage an individual's own choice and identity.

I arranged for the Section 47 interview to take place at A's residential home in a quiet room.

It was decided beforehand that I would ask the questions and the Police officer would take the notes. This was decided because 'A' already has a rapport with me and had expressed that she felt comfortable with me conducting the interview.

I conducted the Section 47 Interview in such a way that minimised distress for A as much as possible, but it was also vital to gather as much detail as possible. Gather as much detailed information as possible would be helpful with moving forward with a prosecution.

There were parts throughout the interview whereby A became visibly upset, at which point we stopped the interview and A had a break.

A did really well in communicating the past experience of the alleged abuse.

Cashmore (2002) believes that clear communication is crucial for engagement with involuntary clients in order to establish positive relationships and ensure the individual understands the expectations of them and the process involved.

Hepworth et al (2010) identify that achieving rapport with clients fosters open and free communication, which is imperative for effective interactions within Social Work.

I utilised the rapport I had previously built with 'A' to communicate clearly, without using complex terminology that may misconstrue their understanding, whilst attempting to remain sensitive to the anxieties they were expressing.

Achieving Best Evidence was originally drafted and published in January 2002 on behalf of The Home Office by a writing team leader led by Professor Graham Davies from the University Leicester and Professor Ray Bull from the University of Portsmouth.

The Children Act (1989) provides the legislative framework that underpins statutory social work practice. Section 47 of the Children Act (1989) directs that Local Authorities have a duty to investigate where they have reasonable cause to suspect that a child in their area is likely to suffer significant harm.

A asked that we do not share this information with her mother because she feels her mum would not believe her, and would give her verbal abuse and possibly share the information on social media.

Safeguarding children is a responsibility shared by everybody who is in contact with children and young people, including family members and members of the public (Wales Safeguarding Procedures, 2021, Local Authority, 2019).

Coulshed and Orme (2006) cite that effective safeguarding systems are child centred and do not prioritise the needs of parents in the event that this compromises the welfare of a child.

A's mother lived a very chaotic lifestyle, she suffered from very poor mental health, there was known use of illicit substances and she would often present with a volatile presentation towards her children; therefore, it was felt appropriate not to share the information at this time.

As 'A' was living out of area and not in the same county as her brother, it was felt the 'A' was safeguarded from any further abuse. 'A' was not having any contact with her brother. However, there were concerns raised that once the brother was arrested, there is the possibility he will contact 'A' as he has her telephone number. The brother was not aware where in the country 'A' was living.

A conversation was had between me and 'A' about the possibility of her being contacted after he was arrested. 'A' felt like it was highly possible as she feels he will be very angry with her. I asked 'A' would she feel comfortable blocking his telephone number. 'A' said she wouldn't want to do that but would let me know if he made contact.

The police carried out their own process's when it came to arresting brother and ensuring any other children were safeguarded.

It wasn't long after the brother was arrested and released that 'A' received an abusive phone call from her brother and her mother. The abusive phone call was reported to the police and recorded.

There were several other phone calls after that, therefore, I requested 'A' block the family members phone numbers to prevent any further abusive phone calls. The Children's home where 'A' was living verified that the abusive phone calls were happening on a frequent basis.

This type of behaviour was only going to have a negative effect on A's emotional and mental well-being which could lead to further self-harm.

After the Section 47 was completed, a further professionals meeting was held. It was agreed that 'A' would be referred the Local Authorities Therapeutic Team for support.

The Therapeutic Service is a multi-disciplinary team that works across all tiers within Children's Services from Early help to Children Looked After and Care Leavers. The team offers a wider range on interventions and programmes using a Trauma-informed DBT approach. Practitioners are offered an enhanced training package within therapeutic interventions including, Thearplay, VIG, CAT, PACE and 'bespoke assessment' family support interventions and group work where children and families have been identified as at risk of poor outcomes. (Local Authority, 2021)

After an initial assessment with the team, it was agreed that 'A' would be best suited to a 12-week intervention of 1-2-1 trauma informed support. 'A' had previously worked with CAMHS but refused to attend sessions due to not feeling any benefits.

Ultimately, the integration of analysis, collaborative working, professional judgment, and social work theories enables me and other social workers to approach complex situations with a comprehensive and informed perspective. This holistic approach is essential for providing effective, culturally competent, and ethical social work services.

Word count 3612

Task 4

Safeguarding in an area which is not your main area of work

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 demonstrate this. **N.B.** if your usual area of work is with children please write about adult safeguarding. If you usually work with adults, then write about child safeguarding. Ensure you meet the learning outcomes for this task (see appendix 5 of the handbook).*

Question a:

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.

Everyone has the right to live in safety, free from abuse and neglect (NHS, Wales)

The key distinction between child abuse and adult abuse lies in the age of the victim. Adult abuse refers to the mistreatment, harm, or neglect directed towards individuals who are 18 years of age or older. This can occur in various settings, including domestic situations, care facilities, or community environments. Adult abuse can manifest in physical abuse, emotional or psychological abuse, financial exploitation, neglect, or sexual abuse.

While there are similarities in the forms of abuse, the age of the victim determines whether it falls under the category of child abuse or adult abuse. Both child and adult abuse are serious concerns that require intervention and support to ensure the safety and well-being of the individuals involved.

Mandelstam (2009) highlights that there is no current legislation in England or Wales which explicitly relates to the investigation of abuse in adults. This differs to Scotland, which passed an Adult Support and Protection Act, 2007 which provides statutory definitions and powers of intervention in relation to safeguarding adults. Within England and Wales, investigations into the abuse of adults tend to draw upon several pieces of legislation as follows:

Section 47 of the NHS and Community Care Act 1990, allows for assessment to be implemented in assessing a person's needs for services, providing the opportunity for an assessment of risk factors present at that time.

Section 29 of the National Assistance Act 1948, applies to the welfare of adults with disabilities and gives the power to provide services arising from an assessment completed through the NHS and Community Care Act, 1990.

Section 47 of the National Assistance Act 1948, empowers a Local Authority to apply to the Magistrate's Court for an order for the compulsory removal of a person from their home to a hospital or residential care.

However, The Social Services and Well-being (Wales) Act (2014) (SSWBA) came into force in April 2016. The Act provides a single legal framework surrounding the well-being of people, and carers' who have care and support needs (Welsh Government 2014). The Act's primary principles focus on; listening to people's voices and giving them control to make decisions for themselves; encouraging co-production; promoting well-being and encouraging people to identify and meet their own personal outcomes; and increasing preventative services within the community to minimise the risk of situations escalating to crisis point (Social Care Wales 2017).

Word count 455

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

Question b:

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

Reflecting on the difference between safeguarding in adults and children's work is crucial for understanding the unique challenges and responsibilities associated with each.

In adult safeguarding, the focus often includes protecting vulnerable adults from abuse, neglect, or exploitation. This population may include older adults, individuals with disabilities, or those facing mental health challenges. Adult safeguarding involves assessing risk, promoting independence, and coordinating support services to maintain the well being of adults who may be at risk of harm.

In contrast, child safeguarding centres around ensuring the safety and well-being of children under the age of 18. It encompasses protection from abuse, neglect, and exploitation. Child safeguarding involves early intervention, mandatory reporting, and working collaboratively with various agencies to create a protective environment for children.

One key difference is the legal frameworks: child safeguarding often involves statutory obligations, with specific legalisation in place, while adult safeguarding may vary more in terms of legal mandates. The communication strategies and intervention methods also differ, considering the age-specific needs, capacities, and vulnerabilities of each group.

Reflecting on these differences allows for a nuanced approach, recognising the unique challenges and ethical considerations involved in safeguarding both adults and children.

Whether you work with adult or children, social workers aims to improve and facilitate the working society, the environment of relationships and social institutions developed from relationships, in which human beings live. In its most general aspects, this is about improving human cooperation because this helps human beings to survive and develop. This means

improving social relationships, such as those with families, which develop from relationship, and those such as residential home, which aim to improve people's lives. (Payne 2006)

In summary, while social work principles underpin both adults and children's social work, the nuanced difference lie in the focus areas, legal frameworks, and approaches tailored to the unique needs and development stages of the individuals involved.

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

Task 1 (Part b) Developmental Review

Guidance:

Please ensure you refer to a reflective model and that you met the require learning outcomes for this task (See appendix 5 of the handbook).

Question:

Using a reflective model critically reflect on your development including reference to training, learning, research and use of supervision since completing Task 1 (part a) (when you began the programme).

Consider in discussion with your mentor/supervisor/line manager the extent to which your learning needs has been achieved. Identify any additional learning needs to support your development in the transition to becoming an experienced practitioner in your future career. You must include a reflection on feedback that you have received from individuals in need of care and support and/or their carers and how this feedback has informed your future professional development.

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

I have opted to use the same reflective model as seen in Task 1. I will utilise the, 'What? So what? Now what?' model of reflection (Rolfe et al, 2001) to critically reflect on my development now, in comparison to when I started on the programme.

What?

I have confidentiality been able to identify learning opportunities that require further development in my practice from when I first started my portfolio. I stated earlier on that I recognised the need to increase my knowledge around the work I do with unoccupied asylum seekers. I also highlighted the difficulties of working throughout the Covid 19 Pandemic and the daily challenges this brought du to the lack of face-to-face support.

My first year in post, I struggled with feeling isolated with the 'Working from Home' element which I think reflecting back, it may have affected my confidence.

SO WHAT?

Children Services have now returned to the office with no Covid 19 restrictions. There is still the offer of hybrid working for those who chose to not return to the office 5 days a week. As it stands, 14+ Team is in the office two days a week which works well for me as I am part time.

Supervision and team meetings are now face to face which feels much more informative and personally.

I have noticed a significant improvement in my work with unaccompanied Asylum Seeker children. I have developed a deeper understanding of their unique challenges and needs, allowing me to provide more effective and empathetic support. My ability to navigate complex cultural and legal process has improved, allowing me to foster stranger connections with children under my care. I have a much better understanding of the legal process and the processes with the Home Office.

I believe my emotional resilience to everyday challenges in the 14+ has increased massively. The nature of 14+ means we as social workers respond to a lot of crisis work and therefore, this will always require a certain level of resilience. I feel confident going into work, knowing that I am doing my best for each child on my caseload. I continue to progress, but I feel well supported by my manager now that we have returned to office. I am sure through regular supervision, and the team support, that I will continue to develop within my social work role.

NOW WHAT?

I endeavour to keep up to date with the ever-changing legislation, policies and procedures that relate to my practice.

I am always open to new learning opportunities and one of my goals to start learning PASTU, this is because I have 4 UCAS children on my caseload whose first language is Pastu.

I am always looking for new tools and resources that can further enhance my practice.

I have realised throughout my reflection that dealing with complexity involves facing set backs and uncertainties. This has cultivated resilience and a habit of self-reflection, allowing me to learn from challenges, adopt strategies, and maintain a strong commitment to the well-being of every child and young person on my case load.

In essence, navigating complex work has been a catalyst for my growth as a social worker, pushing me beyond my comfort zone and fostering the skills and qualities necessary for effective and impactful practice.

Reference List

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

All Wales Child Protection Procedures (2008): <http://www.awcpp.org.uk/>

Adams, R., & Dominelli, (2009). *Social Work: Themes, Issues and Critical Debates*.

Beckett, C. (2007) *Essential theory for social work practice*. London: SAGE Publications Limited.

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Hepworth, D., Rooney, R. Dewberry, G. Srom-Gottfried, K. and Larsen, J. (2010) *Direct Social Work Practice*. Belmont: Brookes / Cole Cengage Learning.

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The Children Act, 1989: <http://www.legislation.gov.uk/ukpga/1989/41/>

Framework for the Assessment of need in Children and their Families (2000): <http://webarchive.nationalarchives.gov.uk/20130401151715/https://www.education.gov.uk/publications/eOrderingDownload/Framework%20for%20the%20assessment%20of%20children%20in%20need%20and%20their%20families.pdf/>

Coulshed, V., & Orme, J. (2006). *Social work practice*. Basingstoke: Palgrave Macmillan.

Local Authority (2019) 'Safeguarding.' [Online, accessed 17/10/23].

NSPCC (2021) 'Looked After Children.' [Online, accessed 30/12/23].

Social Care Wales (2017) *The Social Services and Well-being (Wales) Act (2014)*. [Online, accessed 18/10/23].

Welsh Government (2021) 'Children looked after by local authorities: April 2020 to March 2021.' [Online, accessed 30/12/23].

Wales Safeguarding Procedures (2020) 'The Wales Safeguarding Procedures for children and adults at risk of abuse and neglect'. [Online, accessed 18/12/23].

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Welsh Government, (2014) *Social Services and Well-Being (Wales) Act*: <http://wales.gov.uk/topics/health/socialcare/act/?lang=en/>

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Detail of Workshops Attended

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

Consolidation workshop	Date Attended
Attended	
Attended	
Attended	
Attended	

Notes

Mentor's report

With reference to the 3 learning outcomes please comment fully on the learner's development over the duration of the whole programme. Reflect on information provided by the learner at

the outset of the programme in Task 1 (Part a) and the later perspective given in Task 1 (Part b). Where you have seen or discussed feedback from individuals in need of care and support and/or their carers with whom the learner has worked, you are encouraged to comment on this with regard to the learner's development and their future development.

Adele has progressed in confidence since joining the Looked After Children (14+) Team in April 2021, she has fitted in well within the team and I believe she is valued member within Children's Services.

Adele has worked a large number of complex cases whereby she has been successful in achieving positive outcomes for children and young people on her case load.

Adele is a supportive team member who is always willing to help out when she can. Equally she is able to say "no" when she is genuinely at capacity.

Adele has completed her s47 training and has completed several successful joint interviews / investigations as part of her role. One of Adele's observations included me observing her during a Section 47 Interview in relation to a disclosure of sexual abuse. Adele was calm throughout and she conducted herself professionally.

Adele states in Task 1 that she started her social work role during the Covid 19 Pandemic, and I was aware of the challenges Adele faced starting a new role during a Global Pandemic. But Adele showed great resilience.

Adele has shown her ability to work successful with a diverse client group. Part of Adele's case load is made up of unaccompanied Asylum Seekers. Adele is always willing to learn in order to achieve better outcomes for her children and young people.

I can confirm that task 3 is a true reflection of a safeguarding account within our team. Adele's involvement is accurate, and she supported the young person well.

Adele has always worked in a child centred manner to obtain the child's voice. This is evident throughout her care plans and pathway plans.

I have every confidence Adele will continue to grow and development as a social worker.

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

Learner Details

Learner details, Signatures and Line manager verification.

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

Learner Details

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

1. Name of Learner: Adele Williams

2. Learner's University Number:

Address for Correspondence: 34 Ffordd Porthdy, Rhuddlan LL18 6HZ

Telephone Number:07772843700

E-mail address: adele.will@hotmail.com

Date of Professional Qualification:

Date of registration with Social Care Wales:

3. Name of Learner's Agency

Agency Contact details:

Name: Denbighshire Local Authority

Address: Russell House, Churton Road, Rhyl

Telephone Number:

E-Mail address:

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: Julie Lavin

Address: Denbighshire Children's Services. Russell House, Rhyl

Telephone Number: 01824 712278

E-Mail address: Julie.lavin@denbighshire.gov.uk

6. Observer details

Name: Julie Lavin

Work Address: Denbighshire Children's Services
Russell House, Churton Road, Rhyl

Professional Qualification and date of qualification: Social Work -

Telephone number: 01824 712278

Email address: Julie.lavin@denbighshire.org.uk

Signatures and Line Manager Verification

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner.

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

Signed: Adele Williams (Learner)

Date: 12/01/2024

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

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

Signed:  (Observer)

Date: 15/01/24

Mentors Report (to be completed by the mentor)

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

Signed  (Mentor)

Date 15/01/24_____

Line manager verification.

Guidance: This section must be completed and signed by the learner's line manager and/or senior practitioner. Where the line manager is not a registered social worker, verification must also be provided by a social work practitioner in a senior position (this could be the mentor) who is familiar with the learner's work and can verify that the learner has been involved with the safeguarding case evidenced in Task 3 of the portfolio and that the learner has met all the required criteria listed below.

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

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

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

LINE MANAGER VERIFICATION:

NAME OF LINE MANAGER: _ JULIE LAVIN

SIGNATURE OF LINE MANAGER:



DATE: __15/01/2024

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

NAME OF SOCIAL WORKER: _ADELE WILLIAMS _

SIGNATURE OF SOCIAL WORKER: _A Williams _

POSITION: _Social Worker _

DATE: _ 15/01/2024 _

Learning Agreement

PORTH AGORED AND UNIVERSITY OF WALES TRINITY SAINT DAVID

GRADUATE CERTIFICATE IN CONSOLIDATION OF SOCIAL WORK PRACTICE

LEARNER AND EMPLOYER'S LEARNING AGREEMENT

Name of Learner	Adele Williams
Name of Team/Agency	Denbighshire Local Authority
Name of Mentor	Julie Lavin
Name of Line Manager	Julie Lavin

Study Duty

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

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

Study Leave

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

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

Resources

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

The employer's training department agrees to:

- arrange for eligible staff to join the programme;
- pay course fees directly to the University;
- pay Porth Agored partnership fees for each learner;
- provide additional guidance and support by:
 - a) facilitating access to existing learning materials or library resources;
 - b) providing appropriate training opportunities from existing internal training programmes as agreed with the learner and mentor;
 - c) providing programme induction and Consolidation Workshops;
 - d) providing learners with guidance and support about programme requirements and portfolio completion;
 - e) helping to resolve any programme difficulties encountered by the learner, mentor or service managers.

The learner agrees to:

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

- liaise with their line manager/mentor to confirm study days and use their own time in addition for self-directed study, research and portfolio preparation;
- take personal responsibility for preparing and completing all work necessary to submit their portfolio;
- act at all times in accordance with the Code of Professional Practice and the employer's and University's policies, procedures and processes;
- ensure that they understand the need to complete the programme within the first (three year) period of registration with Social Care Wales. (Qualifying after April 2016).

Line Manager/Mentor agrees to:

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

- attend an induction meeting to become familiar with the requirements of the programme;
- provide or arrange to provide sufficient assessment opportunities in order for the learner to evidence competency and undertake required observations. Where opportunities may not be immediately available within the team arrange to provide these elsewhere within the Service;
- guide and support the learner for the duration of the programme;
- release the learner for the programme induction and the four Consolidation Workshops, and any internal training courses agreed as being appropriate to meet agreed learning needs;
- agree with the learner, use of up to 3 additional study days over the whole duration of the programme, as an employer contribution towards time needed for personal study, research or portfolio development;
- ensure that regular formal supervision is provided to the learner by their line manager in line with organisational policy (line-manager);
- ensure that mentoring sessions are provided in line with Social Care Wales First 3 Three Years in Practice guidelines. Mentoring sessions, where possible, should be arranged as a separate event from supervision. A full record of when mentoring sessions are undertaken must be kept.

Completion and submission of portfolio

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

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

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

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

Signed:.....A.Williams.. Print Name: ADELE WILLIAMS Date:...15/01/2024.....
(Learner)

Signed  Print Name Julie Lavin Date 15/01/24

(Line Manager/Mentor)

Signed:..... Print Name:.....Date:.....
(Mentor, if different to above)

PLEASE PLACE THE SIGNED COPY OF THIS LEARNING AGREEMENT IN THE PORTFOLIO.