



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

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

Learner's name: Bethan Stubley

Email address: Bethan.Stubley2@wales.nhs.uk

Learner's University Registration Number: 2239441

Cohort: 21 onwards

Reference List

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

Arnstein, S. (1969.) A ladder of citizen participation. *Journal of the American Planning Association*, 35(4), 216–224.

Bussey, S.R. Identifying Biases in the Practice of Social Work Supervisees: Findings from a Grounded Theory Exploratory Study. *Clin Soc Work J* 51, 415–426 (2023). <https://doi.org/10.1007/s10615-023-00901-2>

Davies, L. and Nora, D. (2016) *Proactive child protection and social work*, Exeter: Learning Matters.

Dominelli, L. (2002) *Anti-Oppressive Social Work Theory and Practice*, Houndmills, Palgrave Macmillan.

Engeström, Y. (1999). Activity theory and individual and social transformation. In Y. Engeström, R. Miettinen, & R.-L. Punamäki (Eds.), *Perspectives on activity theory* (pp. 19–38). Cambridge University Press.

European Convention on Human Rights. (1948) Found at: https://www.echr.coe.int/documents/convention_eng.pdf.

Gibbons et al (2006) *Self-Neglect: A proposed new NANDA diagnosis*, *International Journal of Nursing Terminologies and Classifications*, 17 (1), pp 10-18.

Gillick v West Norfolk and Wisbech Area Health Authority (1986) AC 112.

Gillian Tober, Motivational Interviewing: Helping People Change, *Alcohol and Alcoholism*, Volume 48, Issue 3, May/June 2013, Pages 376–377

Harm Reduction. (2022). Harm Reduction Principles. Found at: <https://harmreduction.org/about-us/principles-of-harm-reduction/>

International federation of Social Workers. (2014) Global Definition of Social Work. Found at: [Global Definition of Social Work – International Federation of Social Workers \(ifsw.org\)](https://www.ifsw.org/global-definition-of-social-work/).

Kirkman and Melrose, (2014) Clinical judgement and decision-making in children's social work: An analysis of the 'front door' system: Department for Education.

Koprowska, J. (2008) *Communication and Interpersonal Skills in Social Work*. Learning Matters. Exeter.

Lang, P. J., & Bradley, M. M. (2010). Emotion and the motivational brain. *Biological Psychology*, 84(3), 437–450.

Law Wales. (2023) Safeguarding. Found at <https://law.gov.wales/safeguarding>.

Maclean, S. (2015) *Reflective Practice Cards: Prompt Cards for Social Workers*, Staffordshire: Kirwin Maclean Associates.

Miller WR, Rollnick S., *Motivational Interviewing: Preparing People to Change Addictive Behavior*, 1991 New York Guilford Press.

McKenna, S.P., Doughty, N., Meads, D.M. *et al.* The Cambridge Pulmonary Hypertension Outcome Review (CAMPHOR): A Measure of Health-Related Quality of Life and Quality of Life for Patients with Pulmonary Hypertension. *Qual Life Res* 15, 103–115 (2006). <https://doi.org/10.1007/s11136-005-3513-4>

NSPCC. (2022) Gillick Competency and Fraser Guidelines. Found at: <https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines> .

Parrott, L. (2006) *Values and Ethics in Social Work Practice*. Learning Matters Ltd. Exeter.

Pipaş, M.D., Jaradat, M., 2010. Assertive Communication Skills. *Annales Universitatis Apulensis Series Oeconomica* 2, 649–656.

Prochaska, James O. and Diclemente, C. (1983) *Stages and Processes of Self-Change of Smoking: Toward an Integrative Model of Change*. *Journal of Consulting and Clinical Psychology*, 51(3) 390.

Public Health Wales. (2023). Adverse Childhood Experiences. Found at: United Nations. (1992). United Nations Convention on the Rights of the Child. Found at: <https://phw.nhs.wales/topics/adverse-childhood-experiences/> .

Social Care Wales. (2017) Code of Professional Practice for Social Workers. Found at: <https://socialcare.wales/resources/code-of-professional-practice-for-social-care> .

Social Care Wales. (2019) *Wales Safeguarding Procedures*. Found at: <https://www.safeguarding.wales/en/> .

Social Care Wales. (2022) National Occupational Standards. Found at: <https://socialcare.wales/resources-guidance/early-years-and-childcare/national-occupational-standards-nos/social-work> .

Social Care Wales. (2023). Found at: <https://socialcare.wales/resources-guidance/improving-care-and-support/people-with-dementia/understanding-language-needs#:~:text=The%20'active%20offer'%20means%20that,through%20the%20medium%20of%20Welsh>.

Thompson, N. (2006) *anti-discriminatory practice*, Houndmills, Palgrave Macmillan.

Tversky, A., & Kahneman, D. (1973). Availability: A heuristic for judging frequency and probability. *Cognitive Psychology*, 5(2), 207–23

The British Journal of Social Work, Volume 48, Issue 8, December 2018, Pages 2406–2407,

UK Government. (1989). The Children Act. Found at: <https://www.legislation.gov.uk/ukpga/1989/41/contents> .

UK Government. (1992) United Nations Convention on the Rights of the Child. Found at: <https://www.gov.uk/government/publications/united-nations-convention-on-the-rights-of-the-child-uncrc-how-legislation-underpins-implementation-in-england#:~:text=The%20United%20Nations%20Convention%20on,a%20comprehensive%20set%20of%20rights>.

UK Government. (1998) Human Rights Act. Found at: <https://www.legislation.gov.uk/ukpga/1998/42/contents> .

UK Government. (2004) The Children Act. Found at: <https://www.legislation.gov.uk/ukpga/2004/31/contents> .

UK Government. (2005) Mental Capacity Act. Found at: <https://www.legislation.gov.uk/ukpga/2005/9/contents> .

United Nations. (1992). United Nations Convention on the Rights of the Child. Found at:

<https://www.unicef.org.uk/what-we-do/un-convention-child-rights/>

Welsh Government. (2008) The All Wales Child Protection Procedures. Found at:

https://www.cardiffandvalersb.co.uk/wp-content/uploads/all_wales_child_protection_procedures_2008_1.pdf.

Welsh Government. (2008) *Working Together to Reduce Harm*. Found at:

<https://phw.nhs.wales/topics/substance-misuse-drugs-alcohol/evidence/alcohol/alcohol-documents/working-together-to-reduce-harm-sm-strategy-2008-2018/>.

Welsh Government. (2012) More than Just Words: A strategic Framework. Found at:

http://www.wales.nhs.uk/sites3/documents/415/web%20-%2016184_narrative_e_web.pdf

Welsh Government. (2014) *The Social Services and Well-being (Wales) Act*. Found at:

<http://www.legislation.gov.uk/anaw/2014/4/contents>.

Welsh Government. (2015) *Service framework for the treatment of people with a co-occurring mental health and substance misuse problem*. Found at: <https://www.gov.wales/sites/default/files/publications/2019-02/service-framework-for-the-treatment-of-people-with-a-co-occurring-mental-health-and-substance-misuse-problem.pdf>

Welsh Government. (2021) Welsh Language Census. Found at: <https://www.gov.wales/welsh-language-wales-census-2021-html#111201>

Welsh Government. (2022) More than Just words Action plan 2022-2027. Found at:

<https://www.gov.wales/sites/default/files/publications/2022-07/more-than-just-words-action-plan-2022-2027.pdf>

Welsh Government. (2022) Working Together to keep people safe. Found at: [Working together to keep people safe \(gov.wales\)](#).

Xxx Safeguarding board. (2016) Found at: [Wales Policy & Procedures for the Protection of Vulnerable Adults from Abuse](#).

Detail of Workshops Attended

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

Consolidation workshop	Date Attended
1	12/02/2024
2	10/05/2023
3	10/07/2023
4	11/10/2023

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.

Although I am not Bethan's line manager, as an experienced Social Worker within the team I have offered her informal peer support as well as formal Mentorship throughout her time within the Substance Misuse Service. I am very pleased to observe and support her progress from a newly qualified worker to an experienced practitioner, developing her clinical and interpersonal skills as well as gaining confidence in identifying areas for learning and seeking support with these. Her recent promotion from a Band 5 worker to Band 6 further demonstrates Bethan's personal development and ability to take on new challenges and responsibilities.

With reference to Bethan's learning outcomes I am in agreement with her reflections in Task 1. Bethan has shown insight and understanding of the often complex and sometimes conflicting legislation and policy which governs our work, especially complex in the context of a Social Worker practicing in an NHS environment. Bethan has effectively utilised the knowledge and experience of her colleagues which, given the nature of the team, include professions such as Psychiatry, General Practice Doctors and specialist clinical staff; this has allowed her to develop her own knowledge as well as sharing her own professional understanding to colleagues in return. She has correctly recognised the limitations of her own position and when to refer to colleagues for support (eg interpreting test results) which she understands is a positive as it ensures patient safety and the most appropriate response. Mandatory and optional training has been further utilised to equip Bethan with the skills required to deal with unexpected situations, such as emergency resuscitation or recognising key indicators of health conditions. Further, Bethan recognises that ongoing professional development is a responsibility which follows a worker throughout their career.

Bethan has further developed her assertiveness in managing complex situations and relationships with service users, other agencies and carers. I am pleased to see that Bethan took up the suggestion of Professional Coaching, which was delivered through the service Training department. This has allowed Bethan the opportunity to explore her own difficulties in managing situations and to gain skills in having difficult conversations and balancing the sometimes conflicting demands of advocating for the service user against the resistance from involved services. Task 3 clearly demonstrates Bethan's skills not just in managing the everyday discussions and negotiations involved with this complex case, but also her developing analytical skills in understanding the various positions of individuals and agencies involved, centred around an empathic and non-judgemental acceptance of the service user, whose views and wishes took priority. Having observed Bethan discussing cases in team meetings and also through informal case discussion, I can confirm that her empathic and person centred approach to her work is present throughout her everyday practice.

Bethan has also effectively used Professional Coaching to consider her recognition of power imbalances in Social work, which inevitably tip in favour of the organisation. I am pleased to see Bethan's recognition of her own role and actions which can positively or negatively affect this power, and further encouraged that Bethan recognises that her interpersonal skills are an area which can be developed throughout her career and not just in the context of this award. Having supported Bethan informally through her time in the service I can confirm that her approach with Service Users has always been kind, compassionate and empathic. However through this award she has developed further to demonstrate her knowledge base and analytical skills which inform this approach and her work with Service Users. Feedback obtained through Task 2 evidences her caring and helpful nature in face to face work. I can further confirm that, from my contact with individuals open to the service (including cases I co-work) that she is valued as a Professional Social Worker by those whom she supports.

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: Bethan Stublely

2. Learner's University Number: 2239441

Address for Correspondence:

**The Dawn Centre,
Colwyn Bay,
Conwy
LL29 8PD**

Telephone Number: 01492 523 681

E-mail address: Bethan.Stublely2@wales.nhs.uk

Date of Professional Qualification: 01/04/2021

Date of registration with Social Care Wales: 26/04/2021

3. Name of Learner's Agency

Agency Contact details:

Name: Conwy Substance Misuse Service

Address:

**Substance misuse service
The Dawn Centre,
Colwyn Bay
Conwy
LL29 8PD**

Telephone Number: 01492 523 681

E-Mail address: bcu.smsconwy@wales.nhs.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: Adam Pearson

Address:

**The Dawn Centre,
Colwyn Bay,
Conwy
LL29 8PD**

Telephone Number: 01492 523681

E-Mail address: adam.pearson@wales.nhs.uk

6. Observer details

Name: Adam Pearson

Work Address:

**The Dawn Centre
Colwyn Bay
Conwy
LL29 8PD**

Professional Qualification and date of qualification:

Postgraduate Diploma in Social Work, 25/01/2008.
Post-Qualifying Award in Social Work, 31/10/13.
Social Care Wales Registration no W/2011491

Telephone number: 01492 523681

Email address: adam.pearson@wales.nhs.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: *Bay* (Learner)

Date: 7/10/24

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:  Adam Pearson
SW W/2011491 (Observer)

Date: 07/10/24

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 07/10/24

Adam Pearson
SW W/2011491

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:	Jackie Wilton
SIGNATURE OF LINE MANAGER:	J. Wilton
DATE:	7/10/24

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

NAME OF SOCIAL WORKER:	ADAM PEARSON	Adam Pearson SW W/2011491
SIGNATURE OF SOCIAL WORKER:	[Signature]	
POSITION:	Social Worker (Band 6), Substance Misuse Service	
DATE:	07/10/24	

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	Bethan Stubley
Name of Team/Agency	Conwy Substance Misuse Service
Name of Mentor	Adam Pearson
Name of Line Manager	Jackie Williams

Study Duty

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

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

Study Leave

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

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

Resources

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

The employer's training department agrees to:

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

The learner agrees to:

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

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

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

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

Line Manager/Mentor agrees to:

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

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

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

Completion and submission of portfolio

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

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

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

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

Signed:  Print Name: Bethan Shidey Date:
(Learner)

Signed:  Print Name: JACKIE Williams Date:
(Line Manager/Mentor)

Signed:  Print Name: Adam Pearson Date:
(Mentor, if different to above) SW W/2011491

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