



**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: Natalie Smith

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**Learner's University Registration Number:
1202330**

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.

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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
1	14/11/2026
2	28/01/2026
3	22/04/2026
4	24/06/2026

Notes

None.

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.

SCW Learning Outcome 1: Applying analysis in assessment to inform interventions

Evidence of achievement

The learner demonstrates developing ability to apply analysis within assessment to inform intervention. Early in the programme (Task 1 Part a), Natalie identified that mapping local resources early improves outcomes, and that effective safeguarding practice requires both immediate action and timely support planning. This indicates she understands assessment as analysis that informs interventions rather than as a purely descriptive record.

Later in the programme (Task 1 Part b), Natalie becomes more specific and evidence-focused: she reports that inconsistent use of assessment/research tools could weaken the evidence base, particularly during urgent CP/LAC timeframes. She has strengthened her practice by adding a structured evidence framework within assessments, resulting in increased accuracy, confidence and defensibility. Her reflection also shows she links her assessment approach to training and research learning, including the rationale for systematic use of research tools and evidence comparison.

Development still required

Natalie recognises she still needs to utilise assessment tools more consistently—especially when urgency increases and time pressures influence her workflow. She also needs to continue ensuring that evidence gathered is translated into robust, defensible assessment reasoning and intervention planning, maintaining transparency and consistency in risk/threshold rationale.

SCW Learning Outcome 2: Working collaboratively with people in need of care and support, their carers and other professionals

Evidence of achievement

Natalie's collaborative practice shows clear strengths and development over the programme. She has demonstrated that she can build meaningful engagement with children in complex safeguarding contexts, and use this relationship to support assessments of the child's lived experience.

****Service user/carers feedback provided:****

The child was unable to provide complex answers; however, it was evident that Natalie's relationship with the child had strengthened over the year. The child was comfortable with Natalie, and Natalie knew the case well and understood the child's likes and dislikes. Natalie used this knowledge to steer conversations around the child's lived experiences within the home. Importantly, Natalie gave the child time to process questions and allowed him to answer when he was ready. This feedback demonstrates effective communication, trust-building, and child-centred engagement—consistent with collaborative working principles. It also indicates that Natalie's assessment approach is not only procedural, but relationship-informed, enabling the child's voice to be heard in a developmentally appropriate way.

In addition, Natalie's reflections show growth in collaboration through chairing multi-agency meetings and recognising the need for local, up-to-date resource mapping across a large/rural/border area. She also identifies fairness issues (ensuring families have equivalent information/access), which supports effective collaboration and equitable care planning.

Development still required

Natalie should continue developing confidence in explaining decision boundaries where services cannot be offered, or where professional disagreement occurs. Her reflection indicates that conflicts may arise between different practice models (medical model vs social model). Future development should focus on communicating rationale clearly, managing conflict constructively, and ensuring collaboration remains consistent, transparent, and focused on the child and family's needs.

SCW Learning Outcome 3: Intervention and application of professional judgement in increasingly complex situations

Evidence of achievement

Natalie demonstrates improved professional judgement in complex safeguarding situations. Early reflection (Task 1 Part a) highlighted a key judgement tension: while safeguarding responsibilities require decisive action, she sometimes unintentionally reduced time for broader network-building. This shows she actively evaluates the impact of her judgement choices.

In later reflection (Task 1 Part b), Natalie links her professional judgement development to evidence and threshold consistency. She reports that training on safeguarding broadened her understanding of thresholds and that research tools support systematic comparison of risk and protective factors in child disability safeguarding cases. She also identifies improved risk management and reasoning over time.

Her service-user feedback further supports this outcome: Natalie's ability to build rapport and guide conversation appropriately allowed her to interpret the child's experiences and needs effectively, evidencing professional judgement applied in a way that supports the child's participation and meaningful engagement.

Development still required

Natalie needs to consolidate consistent application of professional judgement under pressure—particularly ensuring tool-led evidence use and threshold reasoning remain robust when urgency affects timescales. She also needs to further embed transparent, defensible reasoning when decisions are challenged or when multi-agency disagreement occurs.

Programme-level comment (overall development and transition readiness)

Across the duration of the programme, Natalie has progressed from early reflective awareness (resource mapping and balancing immediate safeguarding with longer-term planning) to more structured, defensible assessment practice through implementation of evidence frameworks and stronger links to research-informed reasoning.

Collaboration has been a clear area of development, evidenced both in her reflective account (resource mapping, chairing multi-agency meetings) and through direct service user feedback demonstrating improved relationship-building, child-centred communication, and the ability to gather meaningful information even when complex verbal responses were not possible.

The remaining development needs are consistency and confidence: Natalie must continue using assessment/research tools reliably—particularly in urgent CP/LAC situations—and further strengthen her ability to communicate and defend decisions, including when service provision is limited or when professional perspectives conflict.

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:	Natalie Smith
2. Learner's University Number:	1202330
Address for Correspondence:	8 Bathesda Road, Tumble, Llanelli, SA14 6HY
Telephone Number:	07852 583171
E-mail address:	8tyrhos@gmail.com
Date of Professional Qualification:	16/10/2026
Date of registration with Social Care Wales:	16/10/2023

3. Name of Learner's Agency	
Agency Contact details:	Neath Port Talbot County Borough Council, Social Services, Health and Housing
Name:	Child Care Disability Team
Address:	2 nd Floor Neath Civic, Neath, SA11 3QZ
Telephone Number:	07583 092609
E-Mail address:	n.smith3@npt.gov.uk

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

Welsh only ☐ **Welsh and English** ☐ **English only** ☒

Mentor's details

5. Mentor's details

Name: Adam Davies

Address: Childcare Disability Team, 2nd Floor, Neath Civic Centre, Neath, SA11 3QZ

Telephone Number: 07772 399707

E-Mail address: a.davies2@npt.gov.uk

6. Observer details

Name: Adam Davies

Work Address: Childcare Disability Team, 2nd Floor, Neath Civic Centre, Neath, SA11 3QZ

Professional Qualification and date of qualification: BA(Hons) in Social Work (Wales)
Date Achieved – 01/NOV/2017

Telephone number: 07772 399707

Email address: a.davies2@npt.gov.uk

Signatures and Line Manager Verification

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner.

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

Signed: ___ *N Smith* ___ (Learner)

Date: ___ 04/10/2026 ___

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: ___ *[Signature]* ___ (Observer)

Date: 17/09/2026

Mentors Report (to be completed by the mentor)

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

Signed: ___ *[Signature]* ___ (Mentor)

Date: 05/10/2026

Line manager verification.

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

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

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

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

LINE MANAGER VERIFICATION:

NAME OF LINE MANAGER: Adam Davies

SIGNATURE OF LINE MANAGER: 

DATE: 05/10/2026

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

NAME OF SOCIAL WORKER: _____

SIGNATURE OF SOCIAL WORKER: _____

POSITION: _____

DATE: _____

Learning Agreement

PORTH AGORED AND UNIVERSITY OF WALES TRINITY SAINT DAVID
GRADUATE CERTIFICATE IN CONSOLIDATION OF SOCIAL WORK PRACTICE
LEARNER AND EMPLOYER'S LEARNING AGREEMENT

Name of Learner	Natalie Smith
Name of Team/Agency	Child Disability Team NPT
Name of Mentor	Adam Davies
Name of Line Manager	Adam Davies

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:.....*N Smith*..... Print Name:...N Smith..... Date:...04/10/2016.....
(Learner)

Signed:.....*Adam Davies*..... Print Name:...Adam Davies....Date:...05/10/2026.....
(Line Manager/Mentor)

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

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