Prifysgol Cymru
Y Drindod Dewi Sant
University of Wales
Trinity Saint David

# 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: Anest James**

**Email address: anest.j@hotmail.co.uk**

**Learner's University Registration Number: 1004304**
**Cohort: 18 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.


*Age UK (2019) Deprivation of Liberty Safeguards. Available at: https://www.ageuk.org.uk/globalassets/age-uk/documents/factsheets/fs62_deprivation_of_liberty_safeguards_fcs.pdf.*

*Bentovim, 1998, p.57 White, R. and Adcock, M. (1998) Significant harm: Its management and outcome. Croydon: Significant Publications.*

*Best interest assessor role - manchester city council*. Available at: https://www.manchester.gov.uk/download/downloads/id/15379/best_interest_assessor_role_-_supplementary_information.pdf (Accessed: 14 July 2023).

*Brief guide: capacity and competence to consent in under 18s. Available at:* https://www.cqc.org.uk/sites/default/files/Brief_guide_Capacity_and_consent_in_under_18s%20v3.pdf (Accessed: 14 July 2023),

*Children act 1989*, *Legislation.gov.uk*. Available at: https://www.legislation.gov.uk/ukpga/1989/41/contents (Accessed: 10 October 2023).

*CYP Now. (2019). CYP Now. [online] Available at:* https://www.cypnow.co.uk/.

*Code of professional practice for social care* (2017) *Social Care Wales* . Available at: https://socialcare.wales/cms-assets/documents/Code-of-Professional-Practice-for-Social-Care-web-version.pdf (Accessed: 14 July 2023).

*Cysur. 2019. Mid & West Wales Safeguarding Board Safeguarding children & adults. [online] Available at: https://www.cysur.wales/.*

*Deprivation of liberty safeguards - age UK* (no date) *Factsheet 62* . Available at: https://www.ageuk.org.uk/globalassets/age-uk/documents/factsheets/fs62_deprivation_of_liberty_safeguards_fcs.pdf (Accessed: 14 July 2023).

*Equality and Human Rights Comission, Article 8: Respect for your private and Family Life* (2021) *Article 8: Respect for your private and family life | Equality and Human Rights Commission*. Available at: https://www.equalityhumanrights.com/en/human-rights-act/article-8-respect-your-private-and-family-life#:~:text=Article%208%20protects%20your%20right,and%20emails%2C%20for%20example (Accessed: 15 July 2023).

*Equality and Human Rights Comission, Article 8: Respect for your private and Family Life* (2021) *Article 8: Respect for your private and family life | Equality and Human Rights Commission*. Available at: https://www.equalityhumanrights.com/en/human-rights-act/article-8-respect-your-private-and-family-life#:~:text=Article%208%20protects%20your%20right,and%20emails%2C%20for%20example (Accessed: 15 July 2023).

*GOV.UK Why do we have it? 2023. Available at: https://assets.publishing.service.gov.uk/media/5c38cc6ce5274a70ca3c3cef/DevolutionFactsheet.pdf.*

*GOV.UK (2005) Mental Capacity Act 2005, Legislation.gov.uk. GOV.UK. Available at: https://www.legislation.gov.uk/ukpga/2005/9/contents.*

*Janse, B. (2020) What is Johns model of reflection? Explanantion, steps & more, Toolshero. Available at: https://www.toolshero.com/personal-development/johns-model-of-reflection/*

*Mid & West Wales Safeguarding Board Safeguarding Children & Adults* (2019) *Cysur*. Available at: https://www.cysur.wales/ (Accessed: 15 July 2023).

*Model of reflection: The Rolfe et al. model (2023) L&T Hub. Available at: https://ltc.uow.edu.au/hub/article/rolfe-et-al-model#:~:text=reflective%20practice%20collection.-*.

*More than just words* (2013) *More than just words | Care Inspectorate Wales*. Available at: https://www.careinspectorate.wales/more-just-words (Accessed: 15 July 2023).

*NHS (2022) Mental health act, nhs.uk. NHS. Available at: https://www.nhs.uk/mental-health/social-care-and-your-rights/mental-health-and-the-law/mental-health-act/.*

*NSPCC (2022) Gillick competence and Fraser guidelines, NSPCC Learning. Available at: https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines#skip-to-content.*

*POLICY BRIEF (2020). Available at: https://www.wearehourglass.org/sites/default/files/inline-files/A%20UK-Wide%20Approach%20to%20Adult%20Protection-%20National%20policy%20on%20powers_Layout%201.pdf (Accessed: 16 October 2023)*.

*Safeguarding Board Wales (2017)*. Available at: https://safeguardingboard.wales/ (Accessed: 15 July 2023).

*Social Care Wales (2017). Code of Professional Practice for Social Care. [online] Social Care Wales. Available at: https://socialcare.wales/cms-assets/documents/Code-of-Professional-Practice-for-Social-Care-web-version.pdf. (Accessed on 15 July 2023)*

*Social Care Wales (2022) National Occupational Standards (NOS), Social Care Wales. Available at: https://socialcare.wales/resources-guidance/early-years-and-childcare/national-occupational-standards-nos.*

*Social Services and well-being (wales) act 2014*, *Legislation.gov.uk*. Available at: https://www.legislation.gov.uk/anaw/2014/4/contents (Accessed: 15 July 2023).

*The Wales safeguarding procedures for children and adults at risk of abuse and neglect* (2019) *Safeguarding Wales*. Available at: https://www.safeguarding.wales/en/int-i/int-i-i1/i1-p1 (Accessed: 14 July 2023).

*UN Convention on the rights of the child*, *Together Scotland*. Available at: https://www.togetherscotland.org.uk/about-childrens-rights/un-convention-on-the-rights-of-the-child/ (Accessed: 15 July 2023).

*Well-being of Future generations (wales) act 2015* (2015) *The Future Generations Commissioner for Wales*. Available at: https://www.futuregenerations.wales/about-us/future-generations-act/ (Accessed: 15 July 2023).

*Welsh Government (2014) Social Services and Well-being (Wales) Act 2014 Part 3 Code of Practice (assessing the needs of individuals). Available at: https://www.gov.wales/sites/default/files/publications/2019-05/part-3-code-of-practice-assessing-the-needs-of-individuals.pdf.*

*What is systems theory? – social work theories* (2023) *Research.com*. Available at: https://research.com/education/what-is-systems-theory (Accessed: 10 October 2023).

*Who is an adult at risk? - People First 2021 www.peoplefirstinfo.org.uk. Available at: https://www.peoplefirstinfo.org.uk/staying-safe/abuse-and-neglect-safeguarding-adults/who-is-an-adult-at-risk/.*

*Why language matters: How 'toxic trio' is unhelpful and inaccurate NSPCC Learning*. Available at: https://learning.nspcc.org.uk/news/why-language-matters/how-toxic-trio-is-unhelpful-and-inaccurate (Accessed: 10 October 2023).

## Detail of Workshops Attended

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

| Consolidation workshop | Date Attended |
|---|---|
| 1 | 9/11/22 |
| 2 | 9/1/23 &10/1/23 |
| 3 | 13/3/23 & 14/3/23 |
| 4 | 9/6/23 |

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. |
| Anest joined the Triage and Assessment Team in August 2022 and the team was only established fully in July 2022. When Anest joined the team there were only two other team members and no established processes or protocols in how the team was going to receive cases and how they were going to be managed and then passed on. The team was developed due to a restructure across children's services where all children's departments were either amalgamated and/or separated into specific functions. Triage and Assessment team was modelled off the Adults social care team that was well established within Ceredigion but what became rapidly clear was that children's services and adult services are very different and what worked for adults did not necessarily work for children. Anest was able to join the team and get started with allocated cases and was able to apply knowledge from her previous role |

as a way of supporting her to work in the new team. Her ability to adapt and be flexible was clear and she was able to adapt with very little evidence of visible stress. Anest's strength is her ability to sit back and observe a situation before getting involved which supports a tempered and considered approach to her work with the families she was working with and her colleauges.

Anest was also required to triage cases that were assigned to the team. She was instrumental in engaging with families at the "front door" which required rapid processing and identifying needs and services. Anest's extensive knowledge of the Local Authority and local community were extremely valuable, and she was able to apply her local knowledge.

During discussions with Anest she was able to apply and model anti-oppressive practice. In Triage, we would often discuss plans of engagement with families that minimized oppressive practice and how it would support families in crisis. This would often have to be done "on the fly" as the work required urgent responses.

Most notably this year, Anest had a complaint made about her by a family that she was assessing. It was taken to Stage 2 and I was interviewed as part of the process due to having been involved with the family briefly; the complaints officer noted that he's never dealt with a complaint that was so personal and focused on getting Anest fired, rather than her practice. While Anest and I would discuss the complaint and how it was impacting on her, it was never apparent that it was impacting on her day-to-day work. She was able to maintain a rational approach to the situation which came across as "levelheaded". She accepted that the process needed to happen and never once made an excuse for things that didn't go right with the family but also was able to see what she did well. This approach supported her confidence levels to accept the process—even when it felt stressful and unfair. I believe that Anest modelled a very high level of resiliency in coping while the complaint process was taking place. There was also a long wait for the outcome of the complaint to be finalized which would have also added to her stress levels. She maintained professional standards by ensuring that her case notes were accurate and up to date and she reflected with me on the impact the complaint was having on her.

In Anest's direct observation with a service user needing care and support, she again, modelled anti oppressive practice and engagement in ensuring that the mother was included in information sharing by sharing a conference report, supporting the mother to attend meetings, empowered the mother to make decisions and to act as needed in order to protect her child (actions to create change). It's my view that Anest modelled partnership working with this service user and ensured that the process was the least oppressive it could be. For many practitioners, this process would have knocked their confidence, and while I do know that it increased Anest's stress levels, there is no evidence to say that Anest's professional capability was decreased.

Anest has also become a valued team member where others have turned to her for guidance and mentoring. She was supportive of a student social worker that joined our team for placement, and she would take the student out on shadowing visits. In my supervision sessions with the student, it was clear that the student sought out Anest for informal support and mentoring.

One of the challenges within the Triage team is the busyness and the impact on our ability to attend face to face training. While training and education is mandatory to registration, Anest has expressed a desire to attend more training and she will be supported to do this.

In reflection of the past year of Anest's work she transitioned from a team (Planned Care) where cases were held long term, to a newly created team where the pace of work was faster; there were no clear protocols and procedures for the functioning of the Triage team and Anest navigated that ambiguity extremely well and then she had a complaint made about her. He skills and knowledge were applied in times that were unclear and she was always sought out guidance and consultation when situations were not clear or obvious. Towards the end of Anest's CPEL year, she also became a person on the team that others sought out for her knowledge and skill. Anest has shown a strong ability to breakdown and process scenarios well and has a strong understanding of risk in the work with do with children and families. She's demonstrated person centred working and plans and an openness to acknowledge when she does not get something right and reflect on how she can change or adapt. It's been a pleasure to work with and to mentor Anest for the last year.

**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: Anest James** |
| **2. Learner's University Number: 1004304** |
| **Address for Correspondence:** |

**Bron y Glyn, Glynarthen, Llandysul, Ceredigion, SA44 6PS**

**Telephone Number: 07807131996**

**E-mail address: anest.j@hotmail.co.uk**

**Date of Professional Qualification: 2/11/2021**

**Date of registration with Social Care Wales: 26/11/2021**

**3. Name of Learner's Agency Ceredigion County Council**

**Agency Contact details: Ceredigion County Council**

**Name: Debbie Ayriss**

**Address: Penmorfa, Aberaeron, SA46 0PA**

**Telephone Number: 01545 574000**

**E-Mail address: Debbie.Ayriss@ceredigion.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: Sarah Melady**

**Address: Penmorfa, Aberaeron, SA46 0PA**

**Telephone Number: 01545 574000**

**E-Mail address:** **sarah.melady@ceredigion.gov.uk**

**6. Observer details**

**Name:** **Sarah Melady**

**Work Address:** **Penmorfa, Aberaeron, SA46 0PA**

**Professional Qualification and date of qualification:** **Masters of Social Work, 2009**

**Telephone number:** **07583 118308**

**Email address:** **sarah.melady@ceredigion.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: (Learner)

Date: 06/10/23

**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: _ _ _ _ _14.09.2023 _ _ _ _ _ _ _ _ _ _ _

**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 ___14.09.2023_____

**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: AMANDA BOYLE |

| |
|---|
| SIGNATURE OF LINE MANAGER: |

| |
|---|
| DATE: 17/10/2023 |

**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 | Anest James |
| Name of Team/Agency | Porth Gofal Ceredigion Social Services |
| Name of Mentor | Sarah Melady |
| Name of Line Manager | Amanda Boyle |

### 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:  Print Name: Anest James  Date: 06/10/2023
(Learner)

Signed:  Print Name: Amanda Boyle Date: 17/10/23
(Line Manager/Mentor)

Signed: Print Name: Sarah Melady .Date: 14/9/23
(Mentor, if different to above)

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