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

PROGRAMME of STUDY HANDBOOK

Level 6

Graduate Certificate Consolidation of Social Work Practice
Module: BMPF6044 (Cohort 15 and onwards)

Academic Discipline: Wales Academy for Professional Practice and Applied Research

Institute of Management and Health / Porth Agored

2023-24

PERSONAL INFORMATION

Name:

Learner Number:

Moodle Password:

It is important to keep this password confidential. This will provide access to a range of learning materials. It is essential that you access the materials throughout your period of study.

Modules:

Cohort 15 onwards
BMPF6044: Consolidation of Social Work Practice

CONTENTS PAGE

Page No

UWTSD GENERIC STUDENT INFORMATION 1
INTRODUCTION.....1
FEEDBACK.....1
PROGRAMME MANAGER AND OTHER PROGRAMME STAFF 2
SUPPORT DURING YOUR STUDIES 2
EXTERNAL EXAMINERS 3
ACADEMIC YEAR 2023/24.....4
DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED.....5
MODULAR TERMINOLOGY 6
ASSESSMENT.....6
Extenuating Circumstances.....6
Additional needs in terms of assessment 6
Academic Appeals 7
Assessment Regulations.....7
Responsibilities of students in relation to the assessment process.....7
VIRTUAL LEARNING ENVIRONMENT (VLE).....7
ASSESSMENT FEEDBACK VIA TURNITIN (available for Cohorts 18-23).....9
PROGRAMME OF STUDY 10
(1) Graduate Certificate Consolidation of Social Work Practice.....10
UNIVERSITY ENGAGEMENT POLICY.....21
CODES OF CONDUCT.....21
ABOUT ACADEMIC INTEGRITY 22
LIBRARY AND LEARNING RESOURCES.....24
DIGITAL CREATIVITY AND LEARNING (DCL) 25
IT SERVICE DELIVERY.....25
STUDENT SERVICES 27
STUDY SKILLS.....27
COMPLAINTS.....27
ADDITIONAL INFORMATION FOR STUDENTS ON THE GRADUATE CERTIFICATE CONSOLIDATION OF SOCIAL WORK PRACTICE PROGRAMME 28
Structure of the Qualification 29
Timescales.....29
Learning Resource Centre 29
Local Authority Resources.....29
ASSESSMENT - Notes and Guidance 31
THE PORTFOLIO - Notes and Guidance 47
APPENDIX 1:.....52
APPENDIX 2:.....53
APPENDIX 3:.....54
APPENDIX 4 55
APPENDIX 5:.....63
THE MODULE DESCRIPTOR 68

UWTSD GENERIC STUDENT INFORMATION

INTRODUCTION

This handbook provides you with information about your Programme of Study for the academic year 2023/24. Module descriptors are presented in the accompanying Module Directory document.

The University has made every effort to make the information as full and as accurate as possible, but you should note that minor changes in the organisation of modules between the planning stage and the actual teaching are inevitable. We shall try to keep any such changes to a minimum, and you will receive advance warning in the event of any alteration.

FEEDBACK

Feedback on your programme of study and modules is welcome and important and will help us to improve and enhance your learning experience. You can give feedback in a number of ways: through the academic representatives for your programme of study, through module evaluation questionnaires, through informal meetings with your academic support tutor, teaching staff, or Programme Manager, through focus groups to gain feedback from students on particular issues, or through the Students' Union. If there are issues, then it is important that you share these with us so that we can address them. We would also be grateful if you would let us know about any changes that you think might be helpful if introduced into future handbooks. Your opinion is valued.

PROGRAMME MANAGER AND OTHER PROGRAMME STAFF

The following members of staff will be supporting your Programme of Study:

University of Wales Trinity Saint David

Sarah Loxdale: s.loxdale@uwtsd.ac.uk (Programme Manager and Senior Lecturer, Wales Academy of Professional Practice and Applied Research)

Ann Beaumont: a.beaumont@uwtsd.ac.uk (Institute office administrative lead for the programme of study).

Porth Agored

The Training Managers/Workforce Development Managers/Co-ordinator within each Local Authority are your first point of contact for the programme as shown in Appendix 3.

SUPPORT DURING YOUR STUDIES

The workplace mentor will be the personal tutor for the module. In addition, a member of UWTSD staff will be identified at the beginning of the academic year to act as a point of first contact for support issues. Further support can also be accessed through the Student Services department.

EXTERNAL EXAMINERS

All taught Programmes of Study which lead to an award of the University have at least one External Examiner. The principal purposes of the University's external examiner system are to ensure that:

- the standard of each award is maintained at the appropriate level;
- the standards of student performance are comparable with standards on similar programmes or subjects in other UK institutions with which they are familiar;
- the processes for assessment and the determination of awards are sound and fairly conducted.

Students may request a copy of the previous year's External Examiner's Report for their programme of study by contacting the Programme Manager.

The current External Examiners for the Programmes of Study are:

Programme of Study	**External Examiner for 2023/24 (forename/surname)**	**External Examiner for 2022/23 (if different to current)**
Grad Cert Consolidation of Social Work Practice	Mrs Wendy Roberts	n/a

Please note that students are not permitted to make direct contact with the External Examiners without permission and to do so may be considered a disciplinary offence.

ACADEMIC YEAR 2023/24

The academic year 2023/24 will be divided up as follows:

Cohort 22 Inductions: October 2023

Cohort 23 Inductions: February 2024

Semester 1 (Autumn) Exam Board: 31st January 2024

Semester 2 (Summer) Exam Board: 12th June 2024

INFORMATION ABOUT YOU AND YOUR PROGRAMME OF STUDY

Information about you and your programme of study is held by the University on a central Student Record System managed by the University Registry. It is essential that the University Registry has an accurate record of your personal details at all times. It is equally important to ensure that you are enrolled on the correct Programme of Study and on the correct modules and that you read and agree to the Enrolment Agreement.

My Student Record / MyTSD

You can view your personal details on MyTSD and make requests to amend data when your circumstances change. It is important to keep your personal details up to date. You can use MyTSD to:

- enrol for the new academic year
- generate a 'Confirmation of enrolment' letter
- generate a council tax exemption letter and/or bank letter
- view enrolment and module registration details
- amend your address
- check your financial information (e.g. fees due)
- submit a programme change request
- apply for 'Extenuating Circumstances'
- check your module results and examining board decision
- request to withdraw from your studies

Failure to keep your personal details up to date can result in a range of problems including:

- delays in obtaining your student loan;
- failure to contact you in an emergency;
- not being able to borrow materials from the Library and Learning Resources; and
- not being able to use the Information Technology services;
- potential non-compliance with visa regulations.

Please take time to check your enrolment details on MyTSD.

DISCLOSURE AND BARRING SERVICE (DBS) – ENHANCED

Although the programme involves direct contact with children and/or vulnerable adults, all the requirements in relation to a DBS check (Enhanced) are managed by your Local Authority and Social Care Wales.

As part of each programme's procedures relating to DBS, continuing students will normally be required to inform their Programme Manager immediately of any change to their criminal convictions' status.

You will also be asked to complete a formal self-declaration during the enrolment period at the beginning of the academic year, which confirms your criminal conviction status.

MODULAR TERMINOLOGY

Level (of Study):

A level is assigned to each module to define the standard of its academic demand in line with the National Qualifications Framework which incorporates both Further Education and Higher Education.

The level is not necessarily synonymous with a year, though very often Level 4 will be the first year of a Programme of Study, Level 5 will be the second year, and Level 6 will be the third year. The basic characteristics of the relevant levels of study are outlined by the Welsh Assembly government and available on their website:
https://gov.wales/sites/default/files/publications/2018-02/level-descriptors.pdf

ASSESSMENT

At the start of each module, tutors will provide on Moodle full details of the means by which you will be assessed in that module. This will include a full assessment brief and guidelines on the criteria that will be used for marking your work as well as clear information about when the assessments are due and the turn-around feedback time for the assessments. It will also detail how you will be able to discuss the feedback on your work and your performance and what to do if you have any questions.

All assessed written coursework needs to be submitted in electronic copy via Turnitin; alternative instructions will be provided by the Programme Manager for any forms of coursework that cannot be submitted via Turnitin.

The University offers programmes in both English and Welsh. The normal expectation is that you will be assessed in the same language in which the programme or modules are delivered. If you have been taught in English and wish to be assessed in Welsh, or vice versa, you should consult your Programme Manager about the options available to you.

You will receive confirmation of your assessment marks at the end of each year. Any marks released prior to formal approval by the Examining Board are provisional.

Extenuating Circumstances

If you believe that there are extenuating circumstances which may have adversely affected your ability to complete coursework or examinations, you should follow the University's procedures for Extenuating Circumstances for Taught Provision, which can be found on the University's website and forms part of the *Mitigating Circumstances Policy*:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

Additional needs in terms of assessment

If you have any additional needs in terms of assessment, it is your responsibility to liaise with Student Services regarding those needs at the start of the academic year, so that a Statement of Compensatory Measures can be drafted in line with the University's procedures for assessment of students with additional needs.
http://www.uwtsd.ac.uk/services-for-disabled-students/

Academic Appeals
Information about how to appeal is provided in the 'Academic Appeal Procedure' which forms part of the *Academic Appeal Policy* associated with Chapter 12 of the Academic Quality Handbook, and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

Additional advice is available from the Students' Union. It is very important that you note carefully the grounds on which appeals may be made and submit your appeal on the appropriate form because incomplete or ineligible appeals cannot be processed.

Assessment Regulations
The rules and regulations that govern the assessment of your Programme of Study are available in Chapters 6 and 7 of the University's Academic Quality Handbook, a copy of which is available on the Academic Office section of the website:
http://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/

Responsibilities of students in relation to the assessment process
You are responsible for ensuring that:

i) You are correctly enrolled on your programme of study (including re-enrolment for each academic year after initial enrolment).
ii) You read and understand the information provided about how you will be assessed, how your final award will be determined, and the action to take in the event that you experience difficulties relating to assessment.
iii) You attempt every assessment component of a module.
iv) You attend examinations and other assessment events, including re-examination and re-assessment events, as required; and that you are available to attend oral examinations if required to do so within the published dates of terms or semesters, or other date notified to you in advance.
v) You submit work for assessment as required and in accordance with the required format and deadline.
vi) You inform your Programme Manager or Student Services of any disability or long-term impairment which might require special provisions for assessment.
vii) You familiarise yourself with the University's definition of academic misconduct and undertake assessments in a manner that does not attempt to gain unfair advantage.
viii) You follow the prescribed procedures in the event that you experience extenuating circumstances or wish to appeal against the decision of an Examining Board.
ix) You keep a copy of work presented for assessment wherever feasible.
x) You make your work available for sampling for external examining purposes.

VIRTUAL LEARNING ENVIRONMENT (VLE)

Moodle is the University's Virtual Learning Environment (VLE). The VLE is used to support learning and teaching. It can be accessed by **enrolled** students from anywhere in the world using the internet and a web browser.

Some of Moodle's features allow students to:

- Access course materials
- Facilitate communication between students and tutors - this may also take place via Microsoft Teams
- Support group tasks
- Take online assessments with automatic marking and feedback facilities

Moodle can be used for administration tasks such as:

- Displaying announcements e.g. lecture venue changed
- Submission of assignments electronically
- Administration of online surveys, such as module questionnaires

How to Access:

You can access Moodle in 3 different ways:

1. From Hwb - Access your Hwb dashboard either by logging into a campus PC and opening Microsoft Edge browser, or accessing https://hwb.uwtsd.ac.uk from any browser on an internet-connected device. Click on the Moodle tile.
2. From the University Website - navigate to https://uwtsd.ac.uk/ and select Quick Links (top left side of screen) and then Moodle.
3. URL Input - Open any browser on an internet-connected device and navigate to https://moodle.uwtsd.ac.uk

If you are using a work laptop to access Moodle you will need to open an incognito web page or use a different web browser. Guidance notes were shared with you when you applied for the programme.

If you are missing any modules from your Moodle homepage, please contact your **lecturers** to ask if they use Moodle. Please note it can take 24hrs for enrolment data to feed into Moodle. If you have problems finding resources (timetables, lecture notes, assignment briefs etc.) please contact the **lecturer** that delivers the course/module.

For any technical issues or error messages contact the **IT Service Desk** via:
Web: https://webhelp.uwtsd.ac.uk
Tel: 0300 500 5055
Or email: ITServiceDesk@uwtsd.ac.uk
In any correspondence please include your name and username (your student number) together with details of your issue, and include screenshots of any error messages

Further information on using online and digital resources can be found at https://digitallearning.uwtsd.ac.uk/

ASSESSMENT FEEDBACK VIA TURNITIN (available for Cohorts 18-23)

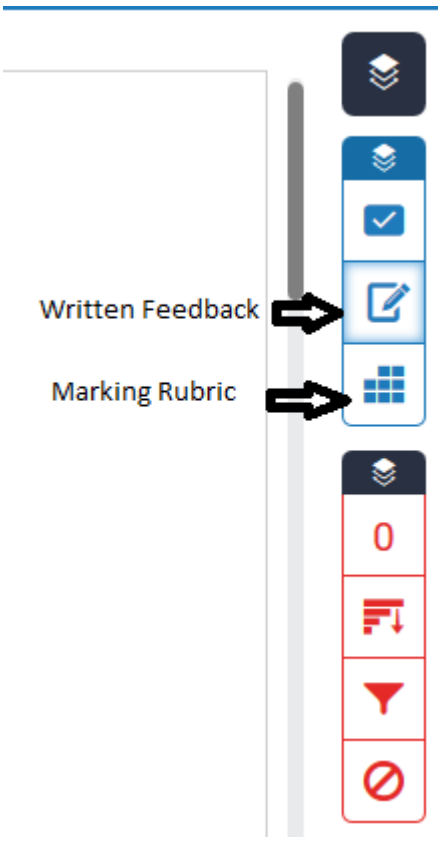
For feedback provided through Turnitin, there are two areas to get your feedback: written feedback, and the marking rubric.

Written feedback will comment on the overall work.

The marking rubric will focus on how the piece of work meets the criteria listed in the relevant rubric.

The marking rubric does not give a mathematically calculated result based on the sum of individual components, but is used holistically to help determine the mark.

Written Feedback and the Marking Rubric can be found by clicking the buttons as shown when you view your submitted assignment in Turnitin.



PROGRAMME OF STUDY

(1) Graduate Certificate Consolidation of Social Work Practice

Programme Learning Outcomes

The following level 6 learning outcomes conform to the expectations of the QAA FHEQ (2014) and were developed with reference to the QAA Social Work subject benchmark (2019) and the Requirements for the Consolidation Programme. The learning outcomes are categorised as follows: knowledge and understanding skills, cognitive/intellectual skills (CS), practical skills (PS) and key skills (KS).

Knowledge and understanding (KU)

Graduates of the programme will be able to:

KU1	Demonstrate a systematic understanding of key aspects of social work services including the acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of working with services users, carers and other professionals.

Each of the above PLOs is covered by the module at the appropriate level (taking into account individual patterns of study).

Cognitive (thinking) skills (CS)

Graduates of the programme will be able to:

CS1	Describe and comment upon particular aspects of current research and legislation within social care practice.
CS2	Devise and sustain arguments, and/or solve problems, using ideas and techniques, some of which are at the forefront of social care practice
CS3	Appreciate the uncertainty, ambiguity and limits of knowledge
CS4	Manage their own learning, and to make use of scholarly reviews and primary sources
CS5	Critically evaluate arguments, assumptions, abstract concepts and data, to make judgements, and to frame appropriate questions to achieve a solution – or identify a range of solutions to a problem

Each of the above PLOs is covered by the module at the appropriate level (taking into account individual patterns of study).

Practical skills (PS)

Social work awards are strongly related to practice and therefore provide a clear link between the development of relevant skills and employability of graduates. Graduates of the programme will be able to:

PS1	Deploy accurately established techniques of analysis and enquiry within social work practice.
PS2	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out their role as a Social Worker
PS3	Communicate information, ideas, problems and solutions to both specialist Social Care practitioners and non-specialist audiences

Each of the above PLOs is covered by the module at the appropriate level (taking into account individual patterns of study).

Key skills (KS)

Graduates of the programme will be able to demonstrate the qualities and transferable skills necessary for employment requiring:

KS1	The exercise of initiative and personal responsibility.
KS2	Decision-making in complex and unpredictable contexts.
KS3	The learning ability needed to undertake appropriate further training within the CPEL Framework for Social Workers.

Each of the above PLOs is covered by the module at the appropriate level (taking into account individual patterns of study).

Requirements for the Consolidation Programme (Social Care Wales, 2019)

Continuing Professional Education and Learning: A Framework for Social Workers in Wales (Requirements for the Consolidation Programme) (February 2019) Social Care Wales, provides the definitive requirements of Social Care Wales. The *Requirements for the Consolidation Programme* are as follows:

Title	**1. Applying analysis in assessment to inform interventions**
Learning outcomes You will:	Assessment criteria You can:
1.1 Understand how legislative frameworks, theoretical perspectives, standards and guidance are used to inform assessment practice	1.1.1. Outline the legislative frameworks, theoretical perspectives, standards and guidance that underpin assessment practice in social work 1.1.2. Evaluate the relationship between assessment practice and: • legislative frameworks • theoretical perspectives • standards • guidance and protocols 1.1.3. Analyse how citizen-centred approaches influence assessment practice and processes 1.1.4. Analyse how their assessment practice supports outcomes based social work
1.2 Be able to use a citizen centred, outcome focused approach to carry out a range of assessments to promote and support well-being	1.2.1. Work holistically and in partnership with people to enable them to identify, clarify and express their strengths, needs and desired outcomes 1.2.2. Whilst undertaking assessment, demonstrate the integration of social work values, the *Code of Professional Practice for Social Care* and Practice Guidance for social workers 1.2.3. Include cultural and language sensitivity into their practice including the active offer in relation to the Welsh language 1.2.4. Work in partnership with others to undertake a multi-disciplinary assessment using citizen-centred and outcome-focused approaches 1.2.5. Use a citizen-centred, outcome-focused approach to undertake an assessment of: • an individual's strengths; • an individual's needs; • a carer's needs; • their circumstances; • risk and its potential management. 1.2.6. Support people to participate in finding creative ways to: • identify outcomes; • build on strengths, abilities and achievements; • reach solutions;

	• achieve change; • promote well-being.
1.3 Be able to record assessment information to inform decision-making	1.3.1. Explain how recorded information is used to support analysis and decision- making 1.3.2. Maintain written and electronic records which comply with current legislation, policies and procedures 1.3.3. Demonstrate the completion of accurate, cogent, coherent and analytical assessment records 1.3.4. Analyse the potential consequences where recording is not accurate, cogent, coherent and analytical
1.4 Be able to make professional judgements based on assessment information	1.4.1. Analyse a range of assessment information to inform professional judgements 1.4.2. Exercise professional judgements about an individual's views and preferences, their needs, strengths, risks and protective factors 1.4.3. Explain how ethical considerations shape own judgements 1.4.4. Explain the rationale for own professional judgements 1.4.5. Justify own professional judgements, that take account of: • the views and preferences of an individual with care and support needs; • a citizen-centred approach; • an outcomes-focused approach. 1.4.6. Modify own professional judgement where new evidence is presented 1.4.7. Use research evidence in forming professional judgements.
1.5 Be able to use critical reflection to evaluate own analysis in social work assessments	1.5.1. Use critical reflection to evaluate personal practice of analysis in social work assessments to include: • making the voice of the individual central to assessment; • value-based practice; • a focus on impact and outcomes for the individual; • ethical practice including the management of ethical dilemmas; • promoting equality and diversity; • supporting language choice; • supporting communication; • the legislative framework, policies and procedures in social work; • knowledge contextualized to people with care and support needs in an area of work; • the use of relevant research evidence in the assessment; • use of Supervision and mentoring to identify further development needs; • risk assessment; • other skills used in assessment.

	1.5.2. Use evaluation of personal practice of analysis in social work assessments to identify own strengths and areas for learning and development 1.5.3. Produce own professional learning and development plan
National Operational Standards (NOS) reference	NOS Social Work 2011 standards 2 - Develop social work practice through supervision and reflection 4 - Exercise professional judgement in social work 5 - Manage ethical issues, dilemmas and conflicts 7 - Prepare professional reports and records relating to people 12- Assess needs, risks and circumstances in partnership with those involved 15- Agree risk management plans to promote independence and responsibility.
Definition of terms	- Legislative frameworks include the legislation and guidance that together define the responsibilities and accountabilities of social workers in relation to an area of practice - Standards should include the Codes of Professional Practice for Social Care (SCW,2017) - Guidance includes The Social Worker Practice Guidance for social workers registered with Social Care Wales (SCW, 2019) - Personal practice means the practice of the candidate

Title	2. Working collaboratively with people in need of care and support, their carers and other professionals
Learning outcomes You will:	Assessment criteria The learner can:
2.1 Be able to communicate effectively with people in need of care and support and their carers	2.1.1 Prepare fully for social work involvement 2.1.2 Establish co-production and partnership as the basis for effective communication in a range of different circumstances 2.1.3 Demonstrate use of verbal and non-verbal methods of communication to engage with people with care and support needs and their carers 2.1.4 Seek support where the preferred method of communication is outside the ability of the worker 2.1.5 Demonstrate communication skills that take account of language preference and culture 2.1.6 Demonstrate communication skills that shows due respect for age, ethnicity, culture, sexual orientation, gender identity, religion or belief, understanding and needs 2.1.7 Use communication skills to help manage situations of distress, hostility or resistance 2.1.8 Use communication skills to confirm that individuals' and carers' wishes and preferences have been understood 2.1.9 Reflect the well-being outcomes, views, preferences and feelings of individuals and carers in records, correspondence and plans 2.1.10 Describe how their communication practices have changed and developed since qualifying
2.2 Be able to work in partnership with individuals and other professionals	2.2.1 Explain the roles, responsibilities and professional accountabilities of other professionals 2.2.2 Communicate in a manner that supports and respects legal, ethical, organisational and professional boundaries in a multi-disciplinary context 2.2.3 Demonstrate the ability to work in partnership with people with care and support needs, their carers and communities 2.2.4 Demonstrate respect for the skills, expertise and contributions of colleagues within own organisation and with other professionals 2.2.5 Uphold the role and function of social work and exercise independent judgement 2.2.6 Apply the protocols that determine information sharing: • within own organisation; • between agencies in the context of multi-agency work.
2.3 Critically reflect on own collaborative working	2.3.1 Critically reflect on own performance in collaborative working, identifying areas of good practice and those to be developed, during work with: • people with care and support needs; • carers; • advocates;

	• colleagues and other professionals.
National Operational Standards (NOS) reference	NOS Social Work 2011 standards 6 - Practice social work in multi-disciplinary contexts 8 - Prepare for social work involvement 9 - Engage people in social work practice 10 - Support people to participate in decision-making processes 11 - Advocate on behalf of people 12 - Assess needs, risks and circumstances in partnership with those involved 15 - Agree risk management plans to promote independence and responsibility.
Definition of terms	Methods of communication include: • verbal; • non-verbal; • different languages; • use of symbols; • written communications. *Communities can include*: Community groups or organisations and others considered important by the person using social care services *Other professionals can include*: Medical, nursing and allied health professionals, police, teachers, lawyers, housing staff, advocates, other social care workers or social workers.

Title	3. Intervention and application of professional judgement in increasingly complex situations
Learning outcomes You will:	Assessment criteria The learner can:
3.1. Understand the relationship between social policy, legislative frameworks and guidance with social services provision in Wales	3.1.1 Evaluate how social policy, legislative frameworks and guidance underpin the provision of social services in Wales to include: • current legislation relevant to an area of social services; • safeguarding children, young people and adults; • data protection and information sharing; • consent and disclosure. 3.1.2 Outline the interface between social services provision in Wales with social services provision in: • other countries of the United Kingdom; • the European Union; • outside the EU.
3.2. Be able to manage your role as a social worker in increasingly complex situations	3.2.1 Identify the factors that may increase complexity in social work 3.2.2 Evaluate how legislative frameworks, theoretical perspectives, research evidence, models for intervention, standards and guidance are used to inform own practice when dealing with increasingly complex situations 3.2.3 Practice as a social worker within professional, legal and organisational boundaries in a complex situation 3.2.4 Demonstrate persistence and assertiveness in interventions in a complex situation 3.2.5 Negotiate with others to reach decisions in complex situations 3.2.6 Make recommendations and timely decisions in accordance with own level of responsibility in a complex situation 3.2.7 Make contingency plans to anticipate and respond to changing circumstances in complex situations 3.2.8 Use supervision and mentoring to consider and manage interventions and professional judgements in complex situations 3.2.9 Critically reflect on own performance within complex situations to: • identify areas of good practice • identify practice areas that need to be developed • develop and strengthen personal resilience.
3.3. Understand the professional social work role in relation to safeguarding adults at risk.	3.3.1 Explain national, local and organisational policies and procedures in relation to safeguarding adults 3.3.2 Understands the legal framework relating to the safeguarding of adults 3.3.3 Analyse the factors that might identify an adult as at risk of harm, neglect or abuse 3.3.4 Describe indicators of harm, neglect or abuse to adults

	3.3.5 Explain the importance of establishing the preferred outcomes of the safeguarding intervention for: • people with care and support needs; • carers.
3.4. Understand the professional social work role in relation to safeguarding children at risk	3.4.1. Explain national, local and organisational policies and procedures in relation to safeguarding children at risk 3.4.2. Understands the legal framework relating to safeguarding of children at risk 3.4.3. Analyse the factors that might identify a child as at risk of harm, neglect or abuse 3.4.4. Describe indicators of harm, neglect or abuse to children 3.4.5. Explain the importance of establishing the preferred outcomes of the safeguarding intervention for children, families and carers with support needs.
3.5. Be able to exercise the professional social work role in safeguarding interventions	3.5.1 Undertake, with others, an assessment concerning the safeguarding of either an adult or a child. In doing so they: • act within legal, organisational and professional requirements • maintain a focus on the person who is at risk • exercise professional assertiveness in making professional decisions 3.5.2 Contribute to a plan of support and intervention of an adult or a child 3.5.3 Contribute to the evaluation of safeguarding interventions.
3.6. Be able to contribute to legal processes within the remit of professional social work	3.6.1 Explain the role and remit of legal processes in social work with children and adults at risk 3.6.2 Analyse the role of the social worker within legal processes in relation to: • children; • adults. 3.6.3 Contribute a professional opinion to an assessment in a case where there may be legal processes 3.6.4 Contribute a professional opinion to a report prepared for legal processes.
3.7. Be able to exercise professional accountability in increasingly complex situations	3.7.1 Summarise the requirements of professional accountability for social workers 3.7.2 Apply the *Code of Professional Practice for Social Care* and Practice Guidance in increasingly complex situations 3.7.3 Use supervision and guidance to critically reflect on: • professional accountability; • professional development. 3.7.4 Complete accurate, cogent, coherent and analytical records and reports of social work interventions that comply with legal and organisational requirements 3.7.5 Follow organisational procedures to ensure personal safety in the professional role.

Definition of terms	Legislative frameworks must include: • Legislation regarding the provision of social services relating to mental capacity, adults, children and families; • Human Rights Act; • UN Convention on the Rights of the Child; • Equalities Legislation; • Health and Safety. Provision of social services to include: • a specific area of social work; • safeguarding children, young people and adults; • data protection and information sharing; • consent and disclosure. Standards should include • the Code of Professional Practice for Social Care and Practice Guidance for social workers National, local and organizational policies and procedures will include: • national guidance • safeguarding policies and procedures; • confidentiality; • multi agency working; • recording; • freedom of information and data protection. With Others means other professionals that would include social workers or others involved in assessments concerning safeguarding. Legal Processes include: • processes that may lead to court or other legal proceedings; • investigations or interventions that are conducted within a defined legal process e.g. safeguarding or mental health aftercare services). • Professional accountability is to: • the employer; • regulatory Body; • people with care and support needs and their carers • multi-disciplinary Team • social work as a profession

Level 6

All students on this Programme must pursue 60-credits at Level 6.

Programme Structure

The programme is delivered on a part-time basis only and will be delivered through a combination of workshops and through practical and professional work-based learning. It is structured in a modular format and the Graduate Certificate comprises one 60-credit module which includes a compulsory component of work-based learning. The module within this award is designated as “Component Pass” which means that all assessment components must be passed for a student to receive the Award.

Module details are correct on 1 September 2023, and will not normally be changed during the year. In the unlikely event of changes having to be made to these details during the year, you will be notified in writing. The relevant module descriptor is presented in the accompanying Module Directory document.

UNIVERSITY ENGAGEMENT POLICY

Attendance is an important indicator of your engagement with and success in your studies. All students are therefore required to attend all scheduled classes and tutorials and Institutes will record individual academic attendance. It is important that:

- you familiarise yourself with the engagement policy (see https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/);
- you are fully aware of procedures to follow in case of unexpected absences;
- you are aware that action will be taken for any sustained periods of unauthorised absence.

This is particularly important for **international students with a Student Visa.** Failure to adhere to the requirements and conditions of the Engagement Policy will lead to withdrawal from your programme and the University will also inform the UKVI to withdraw your student visa sponsorship.

Appeal against withdrawal due to lack of engagement– Information on how to appeal against withdrawal due to lack of engagement is provided within the Engagement Policy.

CODES OF CONDUCT

The University is committed to providing all students with a safe and inclusive learning environment where all students have the potential to succeed to the best of their ability.

The University expects all students to abide by the Student Code of Conduct (see https://www.uwtsd.ac.uk/studentcharter/).

The University also has Support for Study and Fitness to Practise Policies (see https://www.uwtsd.ac.uk/academic-office/academic-quality-handbook/).

In addition, many programmes have a professional code of conduct that you are expected to adhere to. Your Programme Manager will provide you with appropriate details.

ABOUT ACADEMIC INTEGRITY

Academic integrity is being honest in the work that you do in your studies. Honesty takes many forms; for example:

- writing your own answers in unseen exams without consulting with others or using online or printed materials;
- formally acknowledging the work and ideas of others, whether those of a friend, a lecturer, an article or book that you read, or a page on the internet that you accessed;
- ensuring that you get ethical approval for your research where necessary;
- and many other actions that you take during your studies.

Breaches of Academic Integrity are called Academic Misconduct.

The University defines academic misconduct as '– Any action by a student which gives or has the potential to give an unfair advantage in an examination or assessment, or might assist someone else to gain an unfair advantage, or any activity likely to undermine the integrity essential to scholarship and research'. Committing academic misconduct in assessment is one of the most serious offences in academic life, and its consequences can be severe. It undermines the integrity of scholarship, research, and of the examination and assessment process.

It is very important to understand that it is no defence to claim that academic misconduct has been committed unintentionally, accidentally, due to extenuating circumstances or a long-term impairment (irrespective of whether or not these circumstances or long-term impairment have been acknowledged by the University).

You can find out the full regulatory framework, including penalties, on Academic Misconduct in the UWTSD Academic Misconduct Policy.

There are several types of Academic Misconduct. Here are some examples and how to avoid them:

Plagiarism is presenting someone else's work or ideas as one's own. Plagiarism can include phrases, sentences, ideas, viewpoints, data, tables, pictures or indeed anything that someone else has created and is presented as your own work.

How to avoid plagiarism:

1. Never copy/paste from any source, unless you have clearly identified that you are doing this.
2. Always provide references to the sources of information you have used.

Referencing is essentially acknowledging the sources of information and ideas that you have used.

The University recognises four referencing styles: APA, Harvard, IEEE and MHRA and provides a handbook for each of these styles. For your programme of study, you should be using Harvard Referencing.

You can find all of the Referencing Handbooks here:
https://www.uwtsd.ac.uk/library/using-our-libraries/online-library/referencing-handbooks/

If you are uncertain which handbook is for your subject, do ask your Programme Manager or Academic Tutor.

Self-plagiarism is when you are reusing material that you have created yourself.
How to avoid self-plagiarism:

1. Never take a paragraph (or sentence or graph or image, etc.) from a previous piece of work and submit it as part of a new piece of work.

Remember Self-plagiarism is as bad as plagiarism and has the same penalties.

False authorship is a broad category of misconduct, which covers from buying an essay off an essay-mill to using paraphrasing software.

How to avoid false authorship:

1. Never ask someone else to create your work, whether that is a friend, a relative or someone you pay.
2. Never submit work that you have bought or solicited.
3. Do not use material repositories, where students store essays and notes, without full referencing.
4. Do not use paraphrasing software or Artificial Intelligence Generators, unless you have been allowed to do so by the module tutor.

Fundamentally, the work that you submit for any part of your degree **must be your own**.

Collusion is when two or more students submit work that is very similar and there is evidence to suggest that they worked together or one used the other's work. Collusion is only relevant when the assignment is to be completed by each student individually. Group work that is submitted on a group basis is not subject to allegations of collusion.

How to avoid collusion:

1. Keep your materials, such as notes from reading, essay drafts, etc. private.
2. Do not share them with others, whether in the same class or in another class.
3. Do not publish them online.
4. Do not leave them in shared computers without password protection.

There is no problem in discussing your work, your discoveries and knowledge with other students. On the contrary, you will often be asked to work with others informally whether in class or outside. Learning from others and teaching others is an essential avenue to deeper learning.

Cheating in examinations (or other formal assessment) includes the possession of unauthorised material or technology during an examination, and attempting to access unseen assessment materials in an advance of an examination.

When enrolling as a student at the University of Wales Trinity Saint David you have consented to your work being scrutinised both electronically and for academic misconduct. Normally, your work will be submitted electronically via Moodle.

For submissions outside of the Moodle platform, it is equally important that you reference your sources accurately. In some cases, you will be expected to submit both hard and electronic copies, which can be checked against the database of the UK Higher Education Plagiarism Detection Service. For handwritten, portfolio and process workbook submissions check with your module tutor if you are in any doubt about whether you have infringed the regulations. They are here to assist you; ensure that you take advantage of their expertise.

LIBRARY AND LEARNING RESOURCES

The Library and Learning Resources (LLR) aims to support and enhance the learning, teaching and research activities of staff and students across the University. There are libraries at Swansea, Carmarthen, Lampeter, London and Birmingham campuses, providing access to a variety of welcoming and flexible learning spaces. We provide on and off campus access to thousands of online journals and e-books, and subscribe to online databases relevant to each subject area; in addition to specialist digital and information literacy support, research support and special collections and archives.

The LLR is a full member of WHELF (Wales Higher Education Libraries Forum) and is also a member of the SCONUL Access (Society of College, National and University Libraries) scheme, which is a co-operative venture between most of the higher education libraries of the UK and Ireland. It enables staff, research students, full time postgraduates and part-time, distance learning and placement students to borrow material from other libraries. Librarians are welcomed to Staff / Student Committees and other relevant Institute meetings where invited, including Institute Boards.

Online Library

The LLR offers a wide range of printed and electronic resources for the programmes offered by the Institute of Science and Art. The LLR houses an extensive collection of online e-journals, e-books, and audio-visual material, with the electronic resources being available 24/7. Users may access a variety of e-resources, containing scholarly journals, newspapers, company reports and reference material.

Skills Development

Academic Liaison Librarians are the main point of contact for staff and students, and contribute to teaching and learning by helping students to develop the skills required to find, use and evaluate information sources within the subject areas taught by the Institute. All new students receive a basic skills session and a referencing session during the first term, followed by more in-depth sessions throughout their studies.

Academic Liaison Librarians also provide a wider InfoSkills programme focusing on transferable employability skills and academic skills. This includes advanced search skills, ethical use of information, referencing and managing your online identity. Support can be provided face-to-face or remotely; by email, over the phone or via Teams. Students can also book a one-to-one session directly with their librarian or digital skills advisor from the library website. Referencing guidance is also available from the LLR and can be accessed from the library website.

Digital Skills

Our Digital Services team are always on hand to assist students in identifying their own skills gaps and locate appropriate structured learning resources to develop digital confidence. You can access our full range of digital skills resources at any time. Many of our courses are from LinkedIn Learning, and as a member of staff or student, you have free access. Students can gain a range of digital badges to demonstrate their knowledge and digital capabilities.

Other Specialist Support

The LLR offers access to a wide range of information sources in varied and accessible formats, ensuring equality of provision and access to learning materials. A designated member of staff can help and advise students with disabilities or specific learning requirements. Specialist support on copyright, referencing, and research activities is also provided. This includes advice on Research Data Management, using referencing software, Open Access requirements, setting up your ORCID ID and measuring the

impact of research, advanced literature searching and accessing other academic and research libraries.

The Need More? Service
The LLR provides a Need More? service which takes an innovative approach to resource delivery, providing a one stop shop for all learning resource needs. If a book, journal or other resource is needed and is not in library stock, it may be purchased, borrowed from another library or rented as an e-book. The service also provides a referral mechanism so that students are introduced to their Academic Liaison Librarian to ensure they are getting the most out of existing resources or where they are working on a specialist project.

Learning Spaces
Students are welcome to use any UWTSD libraries, regardless of the subject of their study. As well as collections, the libraries provide a variety of flexible spaces, reflecting the way students work e.g. group study spaces and quiet areas, as well as IT facilities, wireless internet, photocopying and printing facilities, and excellent customer service.

Further Information
For recent service developments and updates please visit the LLR's website: http://www.uwtsd.ac.uk/library/. This also provides staff and library contact information for all the libraries of the University. The LLR can also be followed on Facebook, Twitter and Instagram (@UWTSDLib) and contacted by email: library@uwtsd.ac.uk.

DIGITAL CREATIVITY AND LEARNING (DCL)

Digital learning

Digital learning encompasses a wide variety of learning models and approaches, digital technologies, and services, therefore, playing a vital role in how content is delivered and how students learn. The current Covid situation has been a catalyst to elevating the significance of high-quality digital teaching and learning resources, and also the importance of ensuring parity for both face-to-face and remote learning experiences.

A well-developed package of digital learning materials can:
- Improve learning experience
- Widen participation and collaboration
- Improve accessibility
- Develop key employability skills

IT SERVICE DELIVERY

IT support is available through our IT Service Desk who are available to help and assist you over the phone, in person or via our online Web Help Desk system.

To request IT Support, visit our Web Help Desk service. Alternatively, we also provide telephone support 24 hours a day, 365 days a year so no matter when you may need assistance, we're here to help by calling us on 0300 500 5055.

Wi-Fi
All students can access our eduroam wireless network on their laptop, mobile phone or tablet.

Eduroam is the wireless network available to use across all campuses. Eduroam also provides you with Wi-Fi access at any other eduroam enabled institution across the world.

Open Access Computers & Booking Facilities
Students can access general IT facilities through our open access computer areas across our University campuses.

What do computer rooms offer?

- PCs connected to the University's data network
- Usually a multifunctional device (MFD) offering colour and black and white printing, copying and scanning or a colour laser printer
- May also contain wireless access and more specialised equipment such as plotters, Sports Analysis Equipment and audio visual equipment
- Long opening hours with many of them open 24/7
- Ability to pre-book a PC to use remotely to make sure you have access at the time you need to study.

Student IT Exclusives
We provide students with access to free or heavily discounted software and computer solutions through our Student IT Exclusives offers.

Free Microsoft Office 365
As a UWTSD student, you can download Microsoft Office 365 Pro Plus including Word, Excel and PowerPoint to use free for the duration of your studies at UWTSD.

Adobe Creative Cloud
Students studying on eligible courses are able to access Adobe Creative Cloud suite for free which can be installed on your personal device during your studies.

You can also purchase a copy of Adobe Creative Cloud directly from Adobe's Website and save over 65% discount paying on a monthly basis.

Free Windows 10 & 11
We are able to provide all students with a license to use Microsoft's latest operating system for free from our On the Hub store.

Software Discounts
We've created an online store where all students can download a huge range of free or heavily discounted software for use at home.

The EDU store
Discounts are available for students on a range of products including the Microsoft Surface, Apple devices, Phones & Smart Watches. Free 4 year warranty on all Apple products & free next day delivery on all orders.

Select Easy Upgrade
Get the Apple Product you want right now. Spread the cost with low monthly payments, upgrade to the latest device at the end of the plan or pay off the balance with the Easy Upgrade Store

Apple's Education store
You can get great Apple education pricing by visiting the Apple Education Store.

Free Autodesk
Download a range of Autodesk software including Fusion 360, Inventor Professional, Revit, AutoCAD, 3ds Max & Maya.

Print, Copy & Scan
Students have access to print, copy and scanning services which are available across all University Learning Resource Centres as well as specific computer rooms and open access areas.

UWTSD use Multi-Functional Devices (MFDs) which all have print, copy and scan functions available in full colour or black and white.

STUDENT SERVICES

A professional support service providing high quality information, advice, guidance, practical and emotional support to enable all students to reach their full potential. Support available includes the Careers Service, Financial Support, Learning Support, Well-being Support, Counselling Service and support for students from a care background. For further details see http://www.uwtsd.ac.uk/student-services/.

STUDY SKILLS

All students have access to study skills support to assist them in their studies. Details of provision are available from the Student Services offices on each campus and at http://www.uwtsd.ac.uk/study-skills/.

Topics covered include:
Developing effective study strategies
Planning and writing assignments
Preparing presentations
Planning for seminars
Preparing for exams

Drop-in study skills sessions and 1:1 appointments are available online (and in person where possible) – no appointment necessary. Please see the Student Services study skills webpages for further details: http://www.uwtsd.ac.uk/study-skills/.

COMPLAINTS

You have a right to make a complaint about any specific concern about the provision of your Programme of Study or a related academic service. Full details of the complaints process can be found in the *Student Complaint Policy* associated with Chapter 12 of the Academic Quality Handbook and in supporting documentation published on the Academic Office section on the University's website:
http://www.uwtsd.ac.uk/academic-office/procedures-for-academic-appeals-complaints-and-other-student-cases/

ADDITIONAL INFORMATION FOR STUDENTS ON THE GRADUATE CERTIFICATE CONSOLIDATION OF SOCIAL WORK PRACTICE PROGRAMME

The Programme consists of one level 6 module which you will undertake over the next 12-15 months.

This programme is a collaboration between a group of 12 Local Authorities (Appendix 4) and the University of Wales Trinity Saint David (UWTSD) (www.uwtsd.ac.uk) - this group is known as Porth Agored. The qualification is primarily aimed at newly qualified social workers, is regulated and approved by Social Care Wales (SCW), and is awarded by the University of Wales Trinity Saint David.

All Social Workers qualifying after 1 April 2016, working in positions undertaking social work tasks, are required to complete the Consolidation Programme during their first period of registration with SCW.

The Graduate Certificate in Consolidation of Social Work Practice is aimed at Newly Qualified Social Workers (NQSW) within Local Authorities and other social work employers. They will normally have completed or be nearing completing year one of the 'First Three Years in Practice' Framework. In all cases, the programme is aimed at social workers undertaking social work tasks and not those who although qualified, may be working in related fields rather than as a registered, practising social worker. The emphasis of the programme is to consolidate the learning from the degree and to further develop any skills or knowledge in their now specialist area of work.

The qualification is also available for registered social workers returning to work after a career break and have been identified by their employers as suitable candidates.

The University and Porth Agored have made every effort to make the information within the Handbook and Module as full and as accurate as possible, but you should note that minor changes in the organisation and delivery of the module may occur. We shall try to keep any such changes to a minimum, and you will receive plenty of advance warning in the event of any alterations.

Any changes/information will be published on Moodle.

Management and administration of the qualification

The qualification will be managed through each Local Authority's training/workforce development team.

A Programme Management Board meets at least three times a year to look at monitoring, delivery, development and standardisation of the programme. The 12 Local Authorities are represented on the Management Board, along with representatives from the UWTSD and people in need of care and support and/or their carers.

The Porth Agored Management Board has a Chair, Vice Chair, and at least one representative from each of the 12 Local Authorities and a representative of people in need of care and support and/or their carers.

Each Local Authority must ensure that they are able to provide a mentor, observer, and assessor for each registered learner from their Authority who must be a registered social worker with at least 3 years post qualification experience.

Structure of the Qualification

The qualification is based on the learning outcomes set by Social Care Wales for the Consolidation Programme within the wider Continuing Professional Education and Learning (CPEL) Framework for Social Workers in Wales and National Occupational Standards (Appendix 5) and the Code of Professional Practice (SCW, 2017).

For further information on CPEL, please refer to Social Care Wales website https://socialcare.wales/

The qualification will enable you to demonstrate, via a portfolio of evidence, that you have consolidated and extended your level of competence which you acquired at the point of qualification.

The portfolio is designed to enable you to demonstrate how you have developed your practice by making use of relevant experience, training and research since qualifying, in order to consolidate your learning to meet the requirements of Social Care Wales.

Timescales

You join the programme as part of a cohort - there are two opportunities to commence within one academic year. You will be expected to complete your programme by submitting a portfolio within a 12-month timescale, which is clearly outlined within a Date Schedule which you will be given during induction.

In exceptional circumstances, portfolios may, with agreement, be submitted early, for example due to maternity leave. However, irrespective of circumstances, no portfolio can be submitted sooner than 9 months from the date of enrolment on the programme. You must be able to evidence how you have extended your knowledge and skills through increasingly complex work. By definition, this “extension of knowledge and skills” cannot not be achieved if the consolidation year was shortened to less than 9 months, or if the portfolio was completed, for example, during a significant period of absence where you were not present in work undertaking social work tasks.

Learning Resource Centre

As a learner, you will be able to access all resources at the university. For full details see http://www.uwtsd.ac.uk/library/ which notes that free access is available to all staff and learners at the University, and visitors are welcome to use the LRC for reference purposes or apply to join.

Local Authority Resources

Each Local Authority has a library of resources including relevant publications. Further information can be provided by the Training/Workforce Development Teams for your Authority.

How the programme represents people in need of care and support and their carers

The programme is committed to the active and meaningful involvement of people in need of care and support and their carers in the development, management, delivery and review of the programme.

The programme has been and will remain committed to the involvement of people in need of care and support and their carers i.e. individuals using social care services. In addition to representation at all programme management meetings they are also part of, or can contribute to, the development meetings, which have particular responsibility for dealing with the review of the programme. A specific individual representing the views of people in need of care and support and their carers will comment on changes and developments to the portfolio or content. To underpin the value of people in need of care and support and their carers the partners also agree that the programme portfolio must include an observation of participants' contact with people in need of care and support and their carers within an assessment process of direct social work practice.

As an induction process for all new people in need of care and support and/or their carers becoming involved in the programme, a mentor will be allocated to them to give the necessary background information to put the meetings into context. The mentor will continue to give them ongoing support regarding any developments.

ASSESSMENT - Notes and Guidance

Module BMPF6044: Consolidation of Social Work Practice
Cohorts 15 onwards

At the start of the programme, you will be provided with full details of the means by which you will be assessed. This will include clear guidelines on the criteria that will be used for marking your work.

As much as possible of the programme will also be available through the medium of Welsh. All assessment materials may be submitted and assessed in Welsh, or a combination of Welsh and English. Your work will be marked by a suitably qualified assessor from another Authority.

You will receive a draft copy of your feedback and assessment marks after the moderation panel. Note that any marks released prior to formal approval by the Examination Board are provisional.

The specific assessment of the written tasks in your portfolio must be supported throughout by giving evidence of your own workplace practice and critical reflection, which must be commensurate with professional requirements and the Code of Professional Practice. Achievement of competence in practice is a compulsory component of this qualification, and in line with the requirements of the First Three Years in Practice Framework, must be verified by your manager. *This section must be completed and signed* by your line manager and/or senior practitioner in the Portfolio. 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 your work.

The Mentor's report together with the Line Manager's verification will provide evidence of Professional Practice, Professional supervision and observations of Professional Practice that have been undertaken over the duration of the Graduate Certificate in the Consolidation of Social Work practice pathway (work-based practice as specified in the accompanying Module Descriptor)

The assessment criteria for each of the Assessment Tasks is addressed in the following pages.

- the Specific marking criteria address the module outcomes and portfolio requirements.

In each Assessment Task of the programme you must separately achieve a minimum 40% mark in order to successfully pass the whole qualification.

IMPORTANT REMINDER:

- it is very important that you fully understand the information in this Handbook and the Portfolio in relation to confidentiality. The content of a portfolio is your responsibility. You must not rely on possible breaches of confidentiality being identified during any feedback of your work provided during workshops or other sessions. It is vital that before submission, you check your portfolio carefully to ensure you meet all the confidentiality requirements. **Any single or multiple breaches of confidentiality will result in a reduction of marks, which will be reflected in the assessment outcome.** You should note that if you breach the confidentiality guidance, a maximum penalty of 5 marks will be deducted

from each assessed task for a minor breach and for a more serious breach could lead to the whole portfolio being failed and a referral to the employer.

- each section of the portfolio gives clear guidance on the number of words you are expected to write and you are expected to include the actual word count at the end of each section (e.g. 3,000 words) so that the assessor can compare this to what was required. It is the learner's responsibility to ensure that the word count guidance for each section is met. You should note that if you breach the word count guidance, penalties apply as detailed in the Chapter 7.7 of the Academic Quality Handbook: "Work over the Word Limit".

- the University will regard any identified issue of plagiarism as a serious matter. Advice about this is contained in the Programme Handbook. You should also note that should such a charge be made against you; employers would almost certainly regard this as a breach of the Code of Professional Practice and deal with the situation accordingly.

SPECIFIC MARKING CRITERIA – BMPF6044

Task 1 - Developmental Review (part a and b).
DISTINCTION: 70+
Both part a and b of Task 1 are of an excellent standard. **Part a** A comprehensive analysis of learning needs in relation to professional practice since qualifying is presented and these are excellently justified having been discussed with the appropriate personnel in the work place. Reflection is undertaken following a model of reflective practice which is excellently integrated throughout. Developmental needs in relation to the 3 learning outcomes are clearly identified; working collaboratively with people in need of care and support, their carers and other professionals, the application of analysis in assessment to inform interventions and the application of professional judgement in increasingly complex situations. These have been critically reflected upon to an excellent standard and learning needs over the coming 12 months (since commencing the programme) and how they will be met are comprehensively identified. **Part b** An excellent critical reflection addressing professional development during this programme. This includes comprehensive reference to training undertaken, a wide range of learning achieved, additional contextual research and the use of supervision and training. Reflection is undertaken following a model of reflective practice. A thorough consideration of the achievement of learning needs, identified at the outset of the programme, have been discussed with relevant personnel. Additional learning needs required for an effective transition into an experienced practitioner have been identified and agreed. Feedback achieved from a range of people in need of care and support and/or their carers has been comprehensively reflected upon and linked to how this feedback has informed future professional development. **Academic Skills** Excellent academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice. The submission is meticulously structured and evidence of research is transparent Excellent use of grammar, spelling and language with all sources correctly referenced.
MERIT: 60+-69
Both part a and b of Task 1 are of a very good standard. **Part a** A very good analysis of learning needs in relation to professional practice since qualifying is presented and this is very well justified having been discussed with the appropriate personnel in the workplace. Reflection is undertaken following a model of reflective practice which is very well integrated throughout. Developmental needs in relation to the 3 learning outcomes are clearly identified; working collaboratively with people in need of care and support, their carers and other professionals, the application of analysis in assessment to inform interventions and the application of professional judgement in increasingly complex situations. These have also been reflected upon and learning needs over the coming 12 months (since commencing the programme) and how they will be meet are very well identified and reflected upon critically.

Part b
A very good critical reflection addressing professional development during this programme. This includes very good reference to training undertaken, a good range of learning achieved, additional contextual research and the use of supervision and training. Reflection is undertaken following a model of reflective practice. A very good consideration of the achievement of learning needs, identified at the outset of the programme, have been discussed with relevant personnel. Additional learning needs required for a transition into an experienced practitioner have been identified and agreed. Feedback achieved from people in need of care and support and/or their carers has been effectively reflected upon and linked to how this feedback has informed future professional development.

Academic Skills

Very good academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice.

The submission is very well structured and evidence of research is transparent.

Very good use of grammar, spelling and language with all sources referenced.

PASS: 50-59

Both part a and b of Task 1 are of a good standard.

Part a
A good analysis of learning needs in relation to professional practice since qualifying is presented and these are well justified having been discussed with the appropriate personnel. Reflection is generally undertaken with an attempt to follow a model of reflective practice. Developmental needs in relation to the 3 learning outcomes are clearly identified; working collaboratively with people in need of care and support, their carers and other professionals, the application of analysis in assessment to inform interventions and the application of professional judgement in complex situations. These have also been reflected upon and learning needs over the coming 12 months since commencing the programme and how they will be meet are well identified and reflected on.

Part b
A good critical reflection addressing professional development during this programme. This includes good reference to training undertaken, a good range of learning achieved, additional research and the use of supervision and training. Reflection is generally undertaken with an attempt to follow a model of reflective practice. A good consideration of the achievement of learning needs, identified at the outset of the programme, have been discussed with relevant personnel. Feedback achieved from people in need of care and support and/or their carers has been reflected upon and linked to how this feedback has informed future professional development.

Academic Skills
Good academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice

The submission is well structured and evidence of research is present.

Good use of grammar, spelling and language with all sources referenced.

PASS: 40-49
Both part a and b of task 1 are of a satisfactory standard. **Part a** A satisfactory review of learning needs in relation to professional practice since qualifying is presented these are identified having been discussed with the appropriate personnel in the workplace. Reflection is generally undertaken with consideration given to a reflective model. Developmental needs in relation to the three learning outcomes are identified; working collaboratively with people in need of care and support, their carers and other professionals, the application of analysis in assessment to inform interventions and the application of professional judgement in complex situations. These have also been addressed and learning needs over the coming 12 months since commencing the programme and how they will be meet are identified and discussed. **Part b** A satisfactory reflection addressing professional development during this programme. This includes reference to training undertaken, a range of learning achieved, some research and the use of supervision. There is evidence of reflection with consideration given to a reflective model. A consideration of the achievement of learning needs, identified at the outset of the programme, have been discussed with relevant personnel. Feedback achieved from people in need of care and support and/or their carers has been identified and is linked to how this feedback has informed future professional development. **Academic Skills** Satisfactory academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice. The submission has acceptable structure and evidence of some research. Satisfactory use of grammar, spelling and language with some sources referenced.
FAIL 0-39
All elements of the question are not addressed. **Academic Skills** Unsatisfactory academic and intellectual skills, with inadequate understanding of reflection and evaluation. Unable to discuss or solve problems in discipline. Mainly descriptive. General difficulty with structure and accuracy of expression with little or no evidence of research. No ability to direct own learning. Unsatisfactory use of grammar, spelling and language with none or very limited use of references. All references are not included in the reference list.

Task 2 - Observation of Social Work Practice
DISTINCTION: 70+
Context A comprehensive and succinct description of the context of the observation addressing all the requirements of social work objectives, geographical, legislative, cultural, ethnic and language needs to an excellent degree, and evidencing full relevance of all issues. This includes discussion of how consent was gained and the impact of the observation on the individual. **Reflection on Observation of Practice** An excellent critical reflection on the application of a range of communication methods and skills during an observation of practice. The learner has clearly identified the necessary communication skills to work with the person in need of care and support and/or their carers. The reflection evidences very effectively, a person-centred approach, the way the learner adhered to social work values and the Code of Professional Practice for Social Care Workers. Culturally sensitive practice, understanding of language needs including the principles of the "Active Offer", and ethical practice are explicitly evidenced. The clarification of the circumstances ensures that the session is excellently evidenced and that the learner critically reflects on their own practice in relation to all the above. The observer, who adheres to all ethical considerations, confirms the observation and the associated reflection. **Welsh Context** In depth reflection on personal experiences provides a very well-reasoned argument why language must be an integral part of assessment and service provision. This includes a range of examples of the way in which effective communication impacts on good social work practice in relation to language use, language needs and cultural sensitivity. **Academic Skills** Excellent academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice. The submission is meticulously structured and evidence of research is transparent Excellent use of grammar, spelling and language with all sources correctly referenced.
MERIT: 60+-69
Context A very good and concise description of the context of the observation addressing all the requirements of the geographical, legislative, cultural, ethnic and language needs and evidencing full relevance of all issues. This includes discussion of how consent was gained and the impact of the observation on the individual. **Reflection on Observation of Practice** A very good critical reflection on your application of a number of communication methods and skills during an observation of practice. The learner has identified the necessary communication skills to work with the person in need of care and support and/or their carers. The reflection evidences, an effective person-centred approach, the way the learner adhered to social work values, Code of Professional Practice for Social Care Workers. Culturally sensitive practice, language needs including the "Active Offer" principle, and ethical practice are very well evidenced. The clarification of circumstances ensure that the session is very well evidenced and that the learner critically reflect on their own practice in relation to the above.

The observer, who adheres to all ethical considerations, confirms the observation and the associated reflection.

Welsh Context
In depth reflection on personal experiences provide a very good argument why language must be an integral part of assessment and service provision. This includes, examples of the way in which communication affects social work practice in relation to language use, language needs and cultural sensitivity.

Academic Skills
Very good academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice.

The submission is very well structured and evidence of research is transparent.

Very good use of grammar, spelling and language with all sources referenced.

PASS: 50-59

Context
A good and clear discussion of the context of the observation addressing the requirements of the geographical, legislative, cultural, ethnic and language needs and evidencing relevance of all issues. This includes discussion of how consent was gained and the impact of the observation on the individual.

Reflection on Observation of Practice
A good reflection on the learner's application of communication methods and skills during an observation of practice. The learner has identified the necessary communication skills to work with the person in need of care and support and/or their carers. The reflection evidences, a person-centred approach, the way the learner followed social work values, Code of Professional Practice for Social Care Workers. Culturally sensitive practice, language needs including the “Active Offer” principle, and ethical practice are reasonable well evidenced. The clarification of the circumstances ensures that the session is well evidences and that the learner has critically reflected on their own practice in relation to the above.
The observer, who adheres to all ethical considerations, confirms the observation and the associated reflection.

Welsh Context
Reflection on personal experiences provide an argument why language must be an integral part of assessment. This includes some examples of the way in which communication affects social work practice.

Academic Skills
Good / satisfactory academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice.

The submission is well structured and evidence of research is present.

Good / satisfactory use of grammar, spelling and language with all sources referenced.

PASS: 40-49

Context
An outline of the context of the observation related to most of the requirements of the geographical, legislative, cultural, ethnic and language needs. This includes discussion of how consent was gained and the impact of the observation on the individual.

Reflection on Observation of Practice
A satisfactory refection on the learner's application of communication methods and skills during an observation of practice. The learner has included the necessary communication skills to work with the person in need of care and support and/or their carers. The discussion shows some evidences of a person-centred approach, the way the learner has adhered to social work values and the Code of Professional Practice for Social Care Workers. Culturally sensitive practice, language needs including the "Active Offer" principle, and ethical practice is evident. The clarification of the circumstances ensures that the session is evidenced and that the learner has reflected on their practice in relation to the above.
The observer, who adheres to all ethical considerations, confirms the observation and the associated refection.

Welsh Context
Reflection is provided on personal experiences and discusses the need for language to be an issue in assessment. Some examples of the way in which communication affects social work practice are included.

Academic Skills
Basic academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice.

The submission has acceptable structure and evidence of some research.

Basic use of grammar, spelling and language with some sources referenced.

FAIL: 0-39

All elements of the question are not addressed.

Academic Skills
Unsatisfactory academic and intellectual skills, with inadequate understanding of reflection, evaluation and problem solving in theory and practice. Unable to discuss theory or solve problems in discipline. Still mainly descriptive.

General difficulty with structure and accuracy of expression with little or no evidence of research. No ability to direct own learning.

Unsatisfactory use of grammar, spelling and language with none or very limited use of references. All references are not included in the reference list.

Task 3 - Safeguarding and working in complex situations
Case Study (Main area of work)

DISTINCTION: 70+

An excellent and comprehensive work-based case study, which is critically reflective and addresses all sections of the required assessment criteria and learning outcomes, which adheres to the National Occupation Standards. These are achieved to an equally high standard and the learner demonstrates clearly how the case relates to or could relate to safeguarding legislation, policies, strategies and procedures.

The professionally relevant case study clearly demonstrates a thorough and comprehensive knowledge and understanding of intervention and application of professional judgement in increasingly complex situations. It also ensures excellent evidence of working collaboratively 'with others'**,** (e.g. people in need of care and support, their carers and other professionals) on an assessment concerning the safeguarding of an **adult/child** (the learner's area of work). The learner has applied an outstanding methodologically sound and comprehensive consideration of the analysis in assessment to inform intervention effectively.

The critical reflection is firmly based on a wide range of appropriate theories and models, which are excellently evidenced and sourced. The wide range of sources referred to are current and pertinent. The case study evidences explicit an understands of safeguarding dilemmas, value and conflicts, which are thoroughly addressed and effectively managed. The presentation of the outcomes including resources used and reflection on the learning is excellent and appropriately styled and structured. An exceptional range of vocabulary utilised and applied at the correct level, providing an excellent case study at the appropriate level of study.

Legislative Context
The learner's particular area of practice is effectively represented, and they have a comprehensive understanding of the specific legislative requirements of safeguarding. This includes outlining an excellent understanding of the interface between social service provision in Wales within the United Kingdom, the European Union and outside the EU and specific elements of the Social Services and Well-being (Wales) Act, 2014, Well-being of Future Generations (Wales) Act, 2015, Human Rights Act,1998, the UNCRC,1989, Equalities legislation and Health and Safety including the Welsh Language Measures (Wales) 2011.

Welsh Context
Reflection on personal experience evidences the particular challenges, which are faced within the Care Sector in Wales. These are evidently based on the learner's perspective within the identified geographical area of practice and show an excellent understanding of the culture, institutions and languages spoken. This is excellently supported within the context of the case study and the wider researched context.

Academic Skills
Excellent academic and intellectual skills, including knowledge that supports critical reflection, evaluation and problem solving in theory and practice.

The submission is meticulously structured and evidence of research is transparent

Excellent use of grammar, spelling and language with all sources correctly referenced.

MERIT: 60+-69
A very good and comprehensive work-based case study which is critically reflective and addresses all sections of the required assessment criteria and learning outcomes, which adheres to the National Occupation Standards. These are achieved to a very good standard and the learner demonstrates clearly how the case relates to or could relate to safeguarding legislation, policies, strategies and procedures The professionally relevant case study demonstrates comprehensive knowledge and understanding of intervention and application of professional judgement in complex situations. It also shows evidence of the learner working collaboratively 'with others', (e.g. people in need of care and support, their carers and other professionals) on an assessment concerning the safeguarding of an **adult/child (the learner's area of work**). The learner has applied a very good methodologically sound consideration of analysis in assessment to inform the intervention effectively. The reflection is based on a range of theories, which are well evidenced and sourced. The range of sources referred to are current and pertinent. The case study evidences an explicit understanding of safeguarding dilemmas, value and conflicts, which are addressed and effectively managed. The presentation of the outcomes including resources used and reflection on the learning is very good and appropriately styled and structured. The range of vocabulary utilised and applied is at the correct level. A very good and effective case study at the appropriate level of study. **Legislative Context** The learner's particular area of practice is very well represented, and they have a good understanding of the legislative requirements of safeguarding. This includes outlining a very good understanding of the interface between social service provision in Wales with the United Kingdom, the European Union and outside the EU and specific elements of the Social Services and Well-being (Wales) Act 2014, Well-being of Future Generations (Wales) Act, 2015, Human Rights Act, 1998, the UNCRC,1989, Equalities legislation and Health and Safety, including the Welsh Language Measures (Wales) 2011. **Welsh Context** Reflection on examples from personal experience evidences the particular challenges, which are faced within the Care Sector in Wales. These are based on the learner's perspective within the identified geographical area of practice and show an understanding of the culture, institutions and languages spoken. This is very well supported within the context of the case study and the wider researched context. **Academic Skills** Very good academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice. The submission is very well structured and evidence of research is transparent. Very good use of grammar, spelling and language with all sources referenced.
PASS: 50-59
A good work-based case study which is reflective and addresses all sections of the required assessment criteria and learning outcomes, which adheres to the National Occupation Standards. These are achieved to a good standard and demonstrates clearly how the case relates to or could relate to safeguarding legislation, policies, strategies and procedures

The professionally relevant case study demonstrates good knowledge and understanding of intervention and application of professional judgement in complex situations. It also shows evidence of the learner working collaboratively 'with others', (e.g. people in need of care and support, their carers and other professionals) on an assessment concerning the safeguarding of an **adult/child (the learner's area of work**). The learner has applied a sound consideration to the analysis in assessment to inform intervention effectively.

The reflection is based on a number of theories, which are evidenced and sourced. The sources referred to are current. The case study evidences an understanding of safeguarding dilemmas, values and conflicts, which are addressed managed. The presentation of the outcomes including resources used and reflection on the learning is well styled and structured. The vocabulary is at the correct level. A good and effective case study at the appropriate level of study.

Legislative Context
The learner's particular area of practice is addressed in the discussion and they have an understanding of the legislative requirements of safeguarding. This included outlining a good understanding of the interface between social service provision in Wales with the United Kingdom, the European Union and outside of the UK e.g. Specific area of the Social Services and Well-being (Wales Act 2014, Well-being of Future Generations (Wales) Act, 2015, Human Rights Act, 1998, the UNCRC,1989, Equalities legislation and Health and Safety including the Welsh Language Measures (Wales) 2011.

Welsh Context
Reflection on examples from personal experience evidence challenges, which are faced within the Care Sector in Wales. These are based on the learner's perspective within the identified geographical area of practice and show an understanding of the context. This is well supported within the context of the case study and the wider context.

Academic Skills
Good / satisfactory academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice.

The submission is well structured and evidence of research is present.

Good / satisfactory use of grammar, spelling and language with all sources referenced.

PASS: 40-49

A satisfactory work-based case study, which shows some evidence of refection and addresses all sections of the required assessment criteria and learning outcomes, which adheres to the National Occupation Standards. These are achieved to a satisfactory standard and demonstrates clearly how the case relates to or could relate to safeguarding legislation, policies, strategies and procedures.

The case study shows some knowledge and understanding of intervention and professional judgement, illustrated by effective application in a range of increasingly complex situations. It shows evidence of the learner working 'with others', (e.g. people in need of care and support, their carers and other professionals) on an assessment concerning the safeguarding of an **adult/child (the learner's area of work**). The learner has applied consideration in the discussion to analysis in assessment which informed the intervention.

The reflection is based on a limited number of theories, which are evidenced and sourced. The sources referred to are mostly current. The case study shows an

understanding of safeguarding dilemmas, values and conflicts. The presentation is appropriate in style and structure. Vocabulary is generally appropriate and at the correct level. A suitable case study at the appropriate level of study.

Legislative Context
The learner's particular area of practice is addressed in the discussion and they have some understanding of the legislative requirements. This includes demonstrating a satisfactory understanding of the interface between social service provision in Wales with the United Kingdom, the European Union and outside of the EU e.g. Social Services and Well-being (Wales) Act 2014, Well-being of Future Generations (Wales) Act, 2015, Human Rights Act,1998, the UNCRC, 1989, Equalities legislation and Health and Safety including the Welsh Language Measures (Wales) 2011.

Welsh Context
Some reflection on examples from personal experience refer to challenges, which are faced within the Care Sector in Wales. These are given some consideration from the learner's perspective within the identified geographical area of practice, which shows an understanding of the context.

Academic Skills
Basic academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice.

The submission has acceptable structure and evidence of some research.

Basic use of grammar, spelling and language with some sources referenced.

FAIL: 0-39

All elements of the question are not addressed.

Academic Skills
Unsatisfactory academic and intellectual skills, with inadequate understanding of reflection, evaluation and problem solving in theory and practice. Unable to discuss theory or solve problems in discipline. It is mainly descriptive.

General difficulty with structure and accuracy of expression with little or no evidence of research. No ability to direct own learning.

Unsatisfactory use of grammar, spelling and language with none or very limited use of references. All references are not included in the reference list.

Task 4 - Safeguarding and working in complex situations – (Not the main area of work)
DISTINCTION: 70+
Part a An excellent written explanation which evidences the learners understanding of safeguarding **adult/child** (**NOT the learner's area of work**). Relevant national, local and organisational policies, procedures and legislation are comprehensively explained. The account, which is professionally relevant, includes an excellent identification of the interrelationships between wider systems associated with safeguarding in the area of practice. **Part b** An excellent reflection and analysis of the differences between safeguarding in adult and children work is thoroughly explored. **Academic Skills** Excellent academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice. The submission is meticulously structured and evidence of research is transparent Excellent use of grammar, spelling and language with all sources correctly referenced.
MERIT: 60+-69
Part a A very well written explanation which evidences the learners understanding of safeguarding work with **adult/child** (**NOT the learner's area of work**). National, local and organisational policies, procedures and legislation are well explained. The account, which is professionally relevant, includes a very good identification of the interrelationships between safeguarding systems associated to the area of practice. **Part b** A very good reflection and analysis of the differences between safeguarding in adult and children work which is clearly explored. **Academic Skills** Very good academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice. The submission is very well structured and evidence of research is transparent. Very good use of grammar, spelling and language with all sources referenced.
PASS: 50-59
Part a A well-written explanation demonstrating evidence of the learners understanding of safeguarding work with **adult/child** (**NOT the learner's area of work**). Most of the relevant national, local and organisational policies, procedures and legislation are explained. The account, which is professionally relevant, includes the associations between wider safeguarding systems associated to the area of practice. **Part b** A good analysis of the differences between safeguarding in adult and children work which is explored. **Academic Skills** Good / satisfactory academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice.

The submission is well structured, and evidence of research is present. Good / satisfactory use of grammar, spelling and language with all sources referenced.
PASS: 40-49
Part a The written assessment demonstrates a satisfactory explanation of the learners understanding of safeguarding work with **adult/child** (**NOT the learner's area of work**). Some national policies, procedures and legislation are explained. The account, which is professionally relevant, includes an attempt to consider the associations between wider systems associated to the area of practice. **Part b** A satisfactory discussion is included showing some understanding of the difference between safeguarding in adult and children work. **Academic Skills** Basic academic and intellectual skills, including knowledge that supports reflection evaluation and problem solving in theory and practice. The submission has acceptable structure and evidence of some research. Basic use of grammar, spelling and language with some sources referenced.
FAIL: 0-39
All elements of the question are not addressed. **Academic Skills** Unsatisfactory academic and intellectual skills, with inadequate understanding and knowledge of the subject area. General difficulty with structure and accuracy of expression with little or no evidence of research. No ability to direct own learning. Unsatisfactory use of grammar, spelling and language with none or very limited use of references. All references are not included in the reference list.

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

Graduate Certificate Consolidation of Social Work Practice

ASSESSMENT FEEDBACK SHEET

Name of learner:	Module – BMPF6044 **(60 credits - Level 6)** Consolidation of Social Work Practice **Module Tutor: Sarah Loxdale**				
First marker: **Second marker:**	Module Specific - [100%]				**Agreed Mark: [%]**
	Task1 20%	Task 2 20%	Task 3 50%	Task 4 10%	
% Agreed marks:					

Module Specific Criteria

	81 +	76 - 80	70 -75	67 - 69	64 - 66	60 - 63	57 - 59	54 - 56	50 - 53	47 - 49	44 - 46	40 - 43	30-39	20-29	1- 19	0
Task 1 – Developmental Review and Developmental Reflection																
Task 2 – Observation of Social Work Practice																
Task 3 – Safeguarding (own area of work) Case Study																
Task 4 – Safeguarding																

Evidence of work-based practice	Completed	Yes	*	No	

Summary of tasks	**Pass / Fail**
Task 1	
Task 2	
Task 3	
Task 4	

First Marker's comments (1):
Task 1:
Task 2:
Task 3:
Task 4:

Academic skills and general comments:

Name: Signature:

Dated:

Second Marker

Name: Signature:

Dated:

Moderation:
After professional discussion at which the overall work was considered, final marks agreed between first and second marker at a moderation discussion.

THE PORTFOLIO - Notes and Guidance

Module BMPF6044: Consolidation of Social Work Practice
Cohorts 15 onwards

GLOSSARY OF TERMS AND CRITERIA

Mentor - The mentor is a registered social worker with at least 3 years post qualifying social work experience (ideally the line manager or other suitably experienced practitioner from within their team or area of work). Their role is to offer support and guidance to the learner when required, as they gather evidence to complete the portfolio. Mentors cannot be expected to anticipate or predict what guidance or support is needed, so the learner must ensure they are clear about this with their mentor. Mentors are not expected to be experts on each area of portfolio content, but should encourage learners to use research, training and learning to inform their practice and collect evidence for the portfolio.

Observer - The portfolio includes at Task 2, the need for an observation of practice. The Observer will accompany the learner to a meeting with people in need of care and support and/or their carers. The Observer must be a registered social worker with at least 3 years post qualifying experience and would ideally be the mentor or line manager. If this is not possible, another individual meeting the same criteria can be used. The pro forma in Task 2 of the portfolio may be used to record the observation although an alternative version could be used if this was seen as being more appropriate to gather in-depth feedback taking into account age, ability and needs of people in need of care and support and/or their carers.

The people in need of care and support and/or their carers should have received an explanation of the process, given their permission in advance and at the time of the observation taking place. They should be informed in advance that an Observer will be present and will be asking for their views after the observation has taken place. It is the learner's responsibility to have arranged this. The Observer is not expected to participate in the meeting.

Assessor - The Assessor is the individual who marks the submitted portfolio. This means that he/she will, ideally, be from another Local Authority. The portfolio is submitted to the university via Moodle as a word document without signatures on the provided pro-forma and a second copy with all original signatures must be submitted to the training/workforce development team as a PDF.

Assessors must be registered social workers with a minimum of 3 years post qualifying experience in social work and either:
- someone whose role includes supporting the learning and development of other professional staff; or
- someone who holds an appropriate qualification in assessment.

Moodle – The University's online web pages that provide learners with a virtual learning environment with information about their programme, learning materials, e-books and information about the University's rules and procedures.

GUIDANCE ON PORTFOLIO

Confidentiality

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

- adhere to guidance in the Programme Handbook about confidentiality;
- not identify your Local Authority 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 people in need of care and support and/or their carers by name, instead you must use **numbers e.g. 1, 2, 3 etc. and not letters;**
- not write information that enables people 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 were high profile and could be identified 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 consolidation workshops and formal assessor feedback will provide guidance and feedback on confidentiality, it is your responsibility to ensure the portfolio adheres to the confidentiality requirements stated in the handbook and above.

NOTE

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

Portfolio language

Portfolios can be submitted in both Welsh and English or a combination of both languages. All written work where elements of or all are submitted in Welsh will be assessed by a Welsh speaker and no work will be translated.

Task 1 - Developmental Review - Part a

This section is to be completed before the portfolio build begins. You need to work with your mentor/line manager to identify areas where you may need to identify relevant experiences and learning to ensure you are able to complete the portfolio. This section should be completed by taking into account the work that you will have done since qualifying, and discussions with your mentor and supervisor/line manager as part of any individual development plan you already have in place or will be agreeing with your manager and should 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 the 3 learning outcomes.

In considering training needs, you will be expected to have attended training to an appropriate level on safeguarding adults or children according to your work setting, and to have attended an awareness level training event on the other. A learner working

with children will be expected to have attended full safeguarding training for that setting, and an awareness level event for safeguarding adults – and vice versa for those working with adults. In addition, you will be expected to have attended suitable training on assessment.

In addition to any training organised by employers, you must:

- attend 5 mandatory contact days (induction and four separate days held regionally as consolidation workshops.
- undertake personal reading and research around the cases you are dealing with as part of the job, and with the guidance and support of an experienced mentor. Ideally this would be your line manager or person with whom you have supervision.
- contact your local training/workforce development teams for any additional guidance or support they might need.
- take part in end of programme evaluation that includes completing and returning survey forms, and/or attending focus groups.

Consolidation Workshops:
These workshops will be run on a regional basis to support you with portfolio Completion and to provide support and guidance on progress as well as some formative feedback about your portfolios. Attendance at workshops is mandatory. Information around workshops will be available through the local training/workforce development units and will also appear on Moodle.

Task 2 - Observation

The observation must be of direct work with people in need of care and support and/or their carers. The observation cannot be giving evidence in court, strategy group meetings, case conferences/tribunals or any other indirect activity. You must seek permission before-hand from the people in need of care and support and/or their carers for the observation to take place and confirm this again at the time of the observation.

Criteria for Observer: The observer must be a registered social worker with at least 3 years post qualifying experience and would ideally be your mentor/line manager.

The observation must be a minimum of 30 minutes long.

You may provide the Observer with either the pro forma provided within the portfolio for Task 2 to record the views of the individual after the observation of the people in need of care and support and/or their carers. Alternatively, you may design your own method/form for obtaining feedback from the individual if you feel that more in-depth feedback could be obtained depending on age, ability and need.

Guidance for Observer: The person in need of care and support and/or their carers should have been informed before-hand that you are to be present with the learner and their agreement to this is confirmed at the beginning of the observation. You are not expected to participate in the meeting. You will be expected to sign to clarify that the learners written comments on the observation are an accurate version of what took place.

When the learner and individual (person in need of care and support and/or their carers) meeting is complete, the observer will need to request a short meeting with the individual/s without the learner present to gain their views. The observer must explain

that their comments will be shared with the learner and used for their professional development. They should also be told that a copy of their anonymised feedback will be included in the learner's portfolio. Learner must not be present during the completion of feedback. There is a set of questions in Task 2 of the portfolio which can be used as a framework for your discussion with the people in need of care and support and/or their carers. The observer can change or rephrase the questions as they feel appropriate and record the responses on the pro-forma provided in Task 2. The learner can design an alternative method of gaining feedback for the observer to use to suit the needs of the individual depending on the age, ability and language/communication needs of the person in need of care and supported/or their carers that are involved in the observation.

Task 3 - Safeguarding and working in complex situations - case study

The Social Care Wales requires that you must undertake with others (meaning other professionals) that would include social workers and others involved in the assessment concerning the safeguarding of either an adult or a child.

The case study in Task 3 must be related to your own area of this work i.e. if you work in Children's safeguarding, then you write about that, or vice versa if you work in adult services. Note that this section will cover a wide range of learning outcomes and you are advised to be clear on what needs to be evidenced in this case study. Appendix 6 shows what learning outcomes need to be evidenced in each section of the portfolio.

Task 4 - Safeguarding in an area that is not your main area of work

The Social Care Wales requires that learners must have an understanding of both adult and children's safeguarding. In Task 4 therefore, you must show that you have knowledge and understanding of both. If you have written about adult safeguarding in Task 3 of the portfolio, then in Task 4 you must write about children's safeguarding and vice versa. Task 4 does not have to be based on actual work undertaken, it needs only to show understanding and knowledge. Note again that this section covers a range of learning outcomes. Appendix 6 shows what learning outcomes need to be evidenced in each section of the portfolio

Task 1 - Developmental review - part b

This Task is to be completed when all other portfolio sections are complete. The purpose of this task is to;

- Allows you to critically reflect on your development during since writing Task 1-part a.
- critically evaluate outcomes against the original plan in Task 1, part a.
- consider feedback obtained during the observation element of the portfolio or other feedback from people in need of care and support and/or their carers and reflect on how this feedback may have informed your future professional development.
- identify any additional learning needs to support your development in the transition to becoming an experienced practitioner in your future career.
- record the dates you attended the mandatory workshops.

Mentor's Report
Mentors are asked to contribute here by commenting on the learner's professional development, reflecting on how the developmental needs identified in Task 1 part a may have changed over the course of the programme, and a current perspective. The Mentor's report will provide evidence of Professional Practice that has been undertaken whilst following the Graduate Certificate in the Consolidation of Social Work practice pathway which is equivalent to 7,000 words.

Reference List
Learner to provide a reference list of all source materials used within the portfolio. This should follow the Harvard guidelines for UWTSD.

Learners details
Learner details, signatures and line manager verification (and verification of a qualified social worker where the line manager is not a qualified social worker).

Guidance for line manager's verification signature

This would usually be the line manager or senior practitioner who is a registered social worker who is at least 3 years post qualified and is:

- familiar with your role in safeguarding work.
- can verify that you have been involved with the case evidenced in task 3 of the portfolio.
- can verify that you have met all the criteria listed.
- where the line manager is not a qualified social worker then a social worker who is at least 3 years post qualified (preferably the mentor) or another senior social worker must also sign.

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 observation of Professional Practice that has been undertaken whilst following the Graduate Certificate in the Consolidation of Social Work practice pathway which is equivalent to 7,000 words.

Learner and employer learning agreement

Learner and employer learning agreement**.** Once complete the learning agreement should be included in the correct place in the portfolio and submitted as part of the completed portfolio to the training unit.

APPENDIX 1:

Wales Academy for Professional Practice and Applied Research:
Professional Practice Ethical Statement on Research and work-based learning

'Research' is defined as any form of disciplined inquiry that aims to contribute to a body of knowledge or theory.
'Research ethics' refers to the moral principles guiding research, from its inception through to completion and publication of results and beyond – for example, the duration of data and physical samples after the research has been published. (ESRC, *Research Ethics Framework* p.7 n.d.)

All staff and candidates are required to conform to the requirements and guidelines of the University's Research Ethics Code of Practice. This applies to all research work for any individual project, thesis or assignment that involves an element of research, whether for undergraduate or postgraduate degrees, for a journal article or other publication. The Programme Coordinator or the Research Ethics Officer will be able to advise staff and candidates on the relevant guidelines. If necessary, the advice of the College Research Ethics Committee will be sought.

The following basic principles must be addressed whilst undertaking any work-based research activity:

- Compliance with protocol including professional Codes of Practice and Ethics.*
- Acting with integrity and treating people fairly whilst respecting the autonomy of individuals.
- Ascertaining the validity of all research by ensuring adequate identification, monitoring, reviewing and approval.
- Adherence to correct protocol in cases of insider or practitioner research where the researcher
- has a direct involvement or connection with the research setting.

Every learner and member of staff must obtain permission (initially, through its Research Ethics Officer/Programme Coordinator) in regard to these ethical aspects, before undertaking any research work, whether it involves the collection of personal data or makes use of other sources.

*** Work-based Research**

In addition to adhering to the University's Code of Practice on Research Ethics it is essential that the research also adheres to all workplace Codes of Professional Practice and Ethical Protocols.

APPENDIX 2:

AWARDS, CREDIT TRANSFER AND PROGRESSION

Transfer to University of Wales Trinity Saint David

Individual learners who have undertaken learning at other institutions may be able to make a claim for prior experiential learning and thus be exempt from parts of the programme. This will be limited. Certificated learning will have a credit tariff, which is transferable to other Higher Education institutions.

Progression

Learners who successfully complete the programme will achieve a Graduate Certificate: Consolidation in Social Work Practice endorsed by the Social Care Wales. The HE credit for this award is 60 credits at Level 6.

For learners who wish to progress beyond the Graduate Certificate, it is possible to study for a Postgraduate Certificate (60 credits at Level 7), a Postgraduate Diploma (120 credits at Level 7) or MA in Professional Practice as part of the Professional Practice Framework validated by Trinity University College (as it was then) in December 2008. Accreditation of Prior Experiential Learning (APEL) and Prior Certificated Learning (APCL) is available as part of the Professional Practice Framework. *It should however be noted by learners that none of the progression awards described above currently form part of the Social Care Wales Continuing Professional Education and Learning (CPEL) Framework. Learners are advised to consider their future development choices carefully to ensure consistency with the social worker career pathway.*

The following table shows the Statement of Achievement and full award available. It should be noted that progression opportunities exist beyond the Postgraduate Certificate to Postgraduate Diploma and Master's Degree:

Level	**Statement of Achievement/Awards**		**Progression Points**
7	Statement of Achievement (Academic Transcript stating modules and volume of credit)	level 7 <60 credits	
7	Postgraduate Certificate	60 credits	Maximum of 20 credits at level 6 and minimum of 40 credits at level 7
7	Postgraduate Diploma	120 credits	Maximum of 30 credits at level 6 and minimum of 90 credits at level 7
7	MA	180 credits	Maximum of 30 credits at level 6 and minimum of 150 credits at level 7

APPENDIX 3:

The Porth Agored Partnership

'Porth Agored' is a partnership of 12 Local Authorities in North and West Wales, and is made up of the Local Authorities in the table below. Also shown is the current contact for each Authority.

Authority	Contact Name	Telephone	Email
Swansea	Nia Walters	01792 636111	nia.walters@swansea.gov.uk
Ceredigion	Lisa Horton	01545 572091	Lisa.Horton2@ceredigion.gov.uk
Powys	Claire Williams	01686 614043	claire.turner@powys.gov.uk
Gwynedd	Awen Williams	01286 679070	awenwilliams@gwynedd.gov.uk
Ynys Môn	Maria Jones	01248 752935	Maria.Jones@ynysmon.gov.uk
Conwy	Nia O'Marah	01492 575011	nia.omarah@conwy.gov.uk
Denbighshire	Kevin Jarvis	01824 706605	Kevin.Jarvis@denbighshire.gov.uk
Flintshire	Carol Armstrong	01352 702661 07342 088532	carol_armstrong@flintshire.gov.uk
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The 12 Local Authorities are working in collaboration with the University of Wales Trinity Saint David to provide a qualification for newly qualified social workers to achieve 60 credits at level 6. The qualification will be awarded by the University of Wales Trinity Saint David.

APPENDIX 4

LEARNING OUTCOMES TO BE EVIDENCED IN EACH PORTFOLIO TASKS

Portfolio Task 1- part a and b – Development Reviews	
1. Applying analysis in assessment to inform interventions	
Learning Outcomes	***Assessment criteria*** The learner can:
1.5. Be able to use critical reflection to evaluate own analysis in social work assessments	1.5.1. Use critical reflection to evaluate personal practice of analysis in social work assessments 1.5.2. Use evaluation of personal practice of analysis in social work assessments to identify own strengths and areas for learning and development 1.5.3. Produce own professional learning and development Plan.
2. Working collaboratively with people in need of care and support, their carers and other professionals	
2.3. Critically reflect on own collaborative working	2.3.1 Critically reflect on own performance in collaborative working, identifying areas of good practice and those to be developed, during work with: • people with care and support needs; • carers; • advocates; • colleagues and other professionals.
3.2. Be able to manage your role as a social worker in increasingly complex situations	3.2.8. Use supervision and mentoring to consider and manage interventions and professional judgements in complex situations 3.2.9. Critically reflect on own performance within complex situations to: • identify areas of good practice • identify practice areas that need to be developed • develop and strengthen personal resilience.
3. Intervention and application of professional judgement in increasingly complex situations	
3.7. Be able to exercise professional accountability in increasingly complex situations	3.7.3. Use supervision and guidance to critically reflect on: • professional accountability; • professional development.

Portfolio Task 2 - Observation and feedback	
1. Applying analysis in assessment to inform interventions	
Learning Outcomes	***Assessment criteria-*** The learner can:
1.2. Be able to use a citizen centred, outcome focused approach to carry out a range of assessments to promote and support well-being	1.2.1 Work holistically and in partnership with people to enable them to identify, clarify and express their strengths, needs and desired outcomes 1.2.2 Whilst undertaking assessment, demonstrate the integration of social work values, the *Code of Professional Practice for Social Care* and Practice Guidance for social workers 1.2.3 Include cultural and language sensitivity into their practice including the active offer in relation to the Welsh language1.2. 1.2.3. Work in partnership with others to undertake a multi-disciplinary assessment using citizen centred and outcome focused approaches 1.2.4. Use a citizen centred, outcome focused approach to undertake an assessment of: • an individual's strengths; • a individual's needs; • a carer's needs; • their circumstances; • risk and its potential management. 1.2.5. Support people to participate in finding creative ways to: • identify outcomes; • build on strengths, abilities and achievements; • reach solutions; • achieve change; • promote well-being.
2. Working collaboratively with Service Users, Carers and Other Professionals	
Learning Outcomes	***Assessment criteria -*** The learner can:
2.1. Be able to communicate effectively with people in need of care and support and their carers	2.1.1 Prepare fully for social work involvement 2.1.2 Establish co-production and partnership as the basis for effective communication in a range of different circumstances 2.1.3 Demonstrate use of verbal and non-verbal methods of communication to engage with people with care and support needs and their carers 2.1.4 Seek support where the preferred method of communication is outside the ability of the worker 2.1.5 Demonstrate communication skills that take account of language preference and culture 2.1.6 Demonstrate communication skills that shows due respect for age, ethnicity, culture, sexual orientation, gender identity, religion or belief, understanding and needs 2.1.7 Use communication skills to help manage situations of distress, hostility or resistance 2.1.8 Use communication skills to confirm that individuals' and carers' wishes and preferences have been understood 2.1.9 Reflect the well-being outcomes, views, preferences and feelings of individuals and carers in records, correspondence and plans 2.1.10 Describe how their communication practices have changed and developed since qualifying.

Portfolio Task 3 – Safeguarding Case Study	
1. Applying analysis in assessment to inform interventions	
Learning Outcomes	***Assessment criteria*** The learner can:
1.1. Understand how legislative frameworks, theoretical perspectives, standards and guidance are used to inform assessment practice	1.1.1. Outline the legislative frameworks, theoretical perspectives, standards and guidance that underpin assessment practice in social work 1.1.2. Evaluate the relationship between assessment practice and: • legislative frameworks • theoretical perspectives • standards • guidance and protocols 1.1.3. Analyse how citizen centred approaches influence assessment practice and processes 1.1.4. Analyse how their assessment practice supports outcomes based social work.
1.2. Be able to use a citizen centred, outcome focused approach to carry out a range of assessments to promote and support well-being	1.2.1. Work holistically and in partnership with people to enable them to identify, clarify and express their strengths, needs and desired outcomes 1.2.2. Whilst undertaking assessment, demonstrate the integration of social work values, the *Code of Professional Practice for Social Care* and Practice Guidance for social workers 1.2.3. Include cultural and language sensitivity into their practice including the active offer in relation to the Welsh language 1.2.4. Work in partnership with others to undertake a multi-disciplinary assessment using citizen centred and outcome focused approaches 1.2.6. Use a citizen centred, outcome focused approach to undertake an assessment of: • an individual's strengths; • an individual's needs; • a carer's needs; • their circumstances; • risk and its potential management. 1.2.7. Support people to participate in fining creative ways to: • identify outcomes; • build on strengths, abilities and achievements; • reach solutions; • achieve change; • promote well-being.
1.3. Be able to record assessment information to inform decision making.	1.3.1. Explain how recorded information is used to support analysis and decision making 1.3.2. Maintain written and electronic records which comply with current legislation, policies and procedures 1.3.3. Demonstrate the completion of accurate, cogent, coherent and analytical assessment records 1.3.4. Analyse the potential consequences where recording is not accurate, cogent, coherent and analytical.

1.4. Be able to make professional judgements based on assessment information	1.4.1. Analyse a range of assessment information to inform professional judgements 1.4.2. Exercise professional judgements about an individual's views and preferences, their needs, strengths, risks and protective factors 1.4.3. Explain how ethical considerations shape own judgements 1.4.4. Explain the rationale for own professional judgements 1.4.5. Justify own professional judgements, that take account of: • the views and preferences of an individual with care and support needs; • a citizen centred approach; • an outcomes focused approach. 1.4.6. Modify own professional judgement where new evidence is presented 1.4.7. Use research evidence in forming professional judgements.
2. Working collaboratively with people in need of care and support, their carers other professionals	
Learning Outcomes	***Assessment criteria -*** The learner can:
2.1. Be able to communicate effectively with people in need of care and support and their carers	2.1.1 Prepare fully for social work involvement 2.1.2 Establish co-production and partnership as the basis for effective communication in a range of different circumstances 2.1.3.Demonstrate use of verbal and non verbal methods of communication to engage with people with care and support needs and their carers 2.1.4 Seek support where the preferred method of communication is outside the ability of the worker 2.1.5. Demonstrate communication skills that take account of language preference and culture 2.1.6 Demonstrate communication skills that shows due respect for age, ethnicity, culture, sexual orientation, gender identity, religion or belief, understanding and needs 2.1.7 Use communication skills to help manage situations of distress, hostility or resistance 2.1.8 Use communication skills to confirm that individuals' and carers' wishes and preferences have been understood 2.1.9 Reflect the well-being outcomes, views, preferences and feelings of individuals and carers in records, correspondence and plans 2.1.10 Describe how their communication practices have changed and developed since qualifying.
2.2. Be able to work in partnership with individuals and other professionals	2.2.1 Explain the roles, responsibilities and professional accountabilities of other professionals 2.2.2 Communicate in a manner that supports and respects legal, ethical, organisational and professional boundaries in a multi-disciplinary context 2.2.3 Demonstrate the ability to work in partnership with people with care and support needs, their carers and communities

	2.2.4 Demonstrate respect for the skills, expertise and contributions of colleagues within own organisation and with other professionals 2.2.5 Uphold the role and function of social work and exercise independent judgement. 2.2.6 Apply the protocols that determine information sharing: • within own organisation; • between agencies in the context of multi-agency work.
2.3. Critically reflect on own collaborative working	2.3.1 Critically reflect on own performance in collaborative working, identifying areas of good practice and those to be developed, during work with: • people with care and support needs; • carers; • advocates; • colleagues and other professionals.
3. Intervention and application of professional judgement in increasingly complex situations	
Learning Outcomes	***Assessment criteria -*** The learner can:
3.1. Understand the relationship between social policy, legislative frameworks and guidance with social services provision in Wales	3.1.1 Evaluate how social policy, legislative frameworks and guidance underpin the provision of social services in Wales to include: • current legislation relevant to an area of social services; • safeguarding children, young people and adults; • data protection and information sharing; • consent and disclosure. 3.1.2 Outline the interface between social services provision in Wales with social services provision in: • other countries of the United Kingdom; • the European Union; • outside the EU.
3.2. Be able to manage your role as a social worker in increasingly complex situations	3.2.1. Identify the factors that may increase complexity in social work 3.2.2. Evaluate how legislative frameworks, theoretical perspectives, research evidence, models for intervention, standards and guidance are used to

	inform own practice when dealing with increasingly complex situations 3.2.3. Practise as a social worker within professional, legal and organisational boundaries in a complex situation 3.2.4. Demonstrate persistence and assertiveness in interventions in a complex situation 3.2.5. Negotiate with others to reach decisions in complex situations 3.2.6. Make recommendations and timely decisions in accordance with own level of responsibility in a complex situation 3.2.7. Make contingency plans to anticipate and respond to changing circumstances in complex situations 3.2.8. Use supervision and mentoring to consider and manage interventions and professional judgements in complex situations 3.2.9. Critically reflect on own performance within complex situations to: • identify areas of good practice • identify practice areas that need to be developed • develop and strengthen personal resilience.
EITHER, IF YOUR CASE STUDY IS ABOUT ADULT SAFEGUARDING 3.3. Understand the professional social work role in relation to safeguarding adults at risk.	3.3.1 Explain national, local and organisational policies and procedures in relation to safeguarding adults 3.3.2 Understands the legal framework relating to the safeguarding of adults 3.3.3 Analyse the factors that might identify an adult as at risk of harm, neglect or abuse 3.3.4 Describe indicators of harm, neglect or abuse to adults 3.3.5 Explain the importance of establishing the preferred outcomes of the safeguarding intervention for: • people with care and support needs; • carers.
OR, IF THE CASE STUDY IS ABOUT SAFEGUARDING CHILDREN 3.4. Understand the professional social work role in relation to safeguarding children at risk	3.4.1. Explain national, local and organisational policies and procedures in relation to safeguarding children at risk 3.4.2. Understands the legal framework relating to safeguarding of children at risk 3.4.3. Analyse the factors that might identify a child as at risk of harm, neglect or abuse 3.4.4. Describe indicators of harm, neglect or abuse to children 3.4.5. Explain the importance of establishing the preferred outcomes of the safeguarding intervention for children, families and carers with support needs.
3.5. Be able to exercise the professional social work role in safeguarding interventions	3.5.1. Undertake, with others, an assessment concerning the safeguarding of either an adult or a child. In doing so they: • act within legal, organisational and professional requirements • maintain a focus on the person who is at risk • exercise professional assertiveness in making professional decisions

	3.5.2. Contribute to a plan of support and intervention of an adult or a child 3.5.3. Contribute to the evaluation of safeguarding interventions
3.6. Be able to contribute to legal processes within the remit of professional social work	3.6.1. Explain the role and remit of legal processes in social work with children and adults at risk 3.6.2. Analyse the role of the social worker within legal processes in relation to: • children; • adults. 3.6.3. Contribute a professional opinion to an assessment in a case where there may be legal processes 3.6.4. Contribute a professional opinion to a report prepared for legal processes
3.7. Be able to exercise professional accountability in increasingly complex situations	3.7.1. Summarise the requirements of professional accountability for social workers 3.7.2. Apply the *Code of Professional Practice for Social Care* and Practice Guidance in increasingly complex situations 3.7.3. Use supervision and guidance to critically reflect on: • professional accountability; • professional development. 3.7.4. Complete accurate, cogent, coherent and analytical records and reports of social work interventions that comply with legal and organisational requirements 3.7.5. Follow organisational procedures to ensure personal safety in the professional role

Portfolio Task 4 – Safeguarding	
3. Intervention and application of professional judgement in increasingly complex situations	
Learning Outcomes	***Assessment criteria -*** The learner can:
OR - If your case study Task 3) is about safeguarding CHILDREN 3.3. Understand the professional social work role in relation to safeguarding adults at risk.	3.3.1 Explain national, local and organisational policies and procedures in relation to safeguarding adults 3.3.2 Understands the legal framework relating to the safeguarding of adults 3.3.3 Analyse the factors that might identify an adult as at risk of harm, neglect or abuse 3.3.4 Describe indicators of harm, neglect or abuse to adults 3.3.5 Explain the importance of establishing the preferred outcomes of the safeguarding intervention for: • people with care and support needs; • carers.
EITHER - If your case study (Task 3) is about ADULT safeguarding 3.4. Understand the professional social work role in relation to safeguarding children at risk	3.4.1. Explain national, local and organisational policies and procedures in relation to safeguarding children at risk 3.4.2. Understands the legal framework relating to safeguarding of children at risk 3.4.3. Analyse the factors that might identify a child as at risk of harm, neglect or abuse 3.4.4. Describe indicators of harm, neglect or abuse to children 3.4.5. Explain the importance of establishing the preferred outcomes of the safeguarding intervention for children, families and carers with support needs.

APPENDIX 5:

Consolidation Programme
Porth Agored - Graduate Certificate Workshops

Background
The programme runs an induction plus 4 mandatory workshops over the period of the Graduate Certificate Consolidation programme. Workshops are designed to run alongside the programme and consist of a mixture of PowerPoint presentations, individual and group work exercises.

A clear structure for each workshop has been designed to ensure a consistency of approach of the key information that is given and explored in each session. This allows learners to join a session in any of the partnership areas.
Workshops are designed to follow each section of the portfolio and provide the opportunity for learners to build up a portfolio of work and explore themes, as well as providing room for peer support and reflection on practice.

Format
PowerPoint presentation covering main themes.
Workbooks with a range of individual and group work exercise.
Self-learning tasks are given at the end of each workshop to be completed by the next session e.g. research, reading, watching videos etc.

Structure of Workshops - Brief Overview

- **Workshop 1** – Introduction, reflection including revisiting models of refection, critical reflection, critically reflective writing and emotional intelligence in social work practice. Introduction to the Developmental Review (Task 1), part a. A brief introduction to the Observation (Task 2).
- **Workshop 2** – Safeguarding (Task 3 and 4) including an exploration of relevant legislation, policy and procedure, analysis in assessment, professional decision making in increasingly complex situations and how this task should meet the learning outcomes and National Occupational Standards. Safeguarding in an area that is not the learner's main area of work.
- **Workshop 3** – Working collaboratively with people in need of care and support, their carers and other professionals including values, ethics and evidencing the Code of Professional Practice. Exploration of communication methods and skills. Welsh context and discussion of how the portfolios links to social service provision in Wales. Observation in practice (Task 2).
- **Workshop 4** - Developmental Review (part b). Marking criteria, NOS and learning outcomes, submission process. One to one session with trainer/facilitator for advice. support and guidance.

Workshop 1:
Introduction and Developmental Review – Task 1 **Aims:** • Introduction to the structure of workshops, the handbook/portfolio requirements and the role of the mentor. Introduction to the 3 SCW Learning Outcomes: - Analysis in assessment, collaboration and professional decision making in increasing complex situations. These are linked to the Development Review Task 1-part a and the portfolio requirements. **Critical Reflection in Practice** • Including: Reflection in practice, emotional intelligence, using reflective models, how to use reflection in critically reflective writing, including the DEAL model and some exploration of more complex ideas regarding reflective practice. **Task 1 - Developmental Review – part a** **Aims:** Introduction to the development review part a Learners work in groups to explore and reflect on their professional development to date and their developmental aims for the course of the programme and to produce a professional learning and development plan which considers: • What is important to support learning in relation to collaborative work, assessment and professional accountability and decision making in increasingly complex situations (3 learning outcomes). • Supervision, research, training and any other developmental need to relate to this. **Task 2 - Brief introduction to the Observation in Practice** **Self-study task for Workshop 2** • Research on the SSWBA and safeguarding legislation/policy. • Discuss with mentor possible appropriate case for safeguarding assignment.

Workshop 2:
Task 3 - Safeguarding - Case study in the learners main area of work **Aims:** • Explore the legislative framework in relation to safeguarding of adults/children. • Clarify requirements relating to the safeguarding assignment. • Critically reflect upon some of the potential tensions and conflicts social workers may encounter in engaging in safeguarding work. • Safeguarding and legislation linking to the SSWBA and other key legislation. • Links of assessments/safeguarding to the learning outcomes (including; Mental Health, Children Act, SSWBA, Welsh Language Measures etc.). • Reference to social service provision in Wales and its interface with the UK, the European Union and outside of the EU. • Safeguarding boards. • Social work theories and how to evidence this within the portfolio. **Task 4 - Safeguarding – in an area that is not the learners main area of work** **Aims:** • Explore understanding of legislation/policy at a national/local/organisational level in safeguarding adult/children. • Identify and reflect upon some of the similarities and differences between safeguarding social work with children, young people and adults at risk. **Self-study task for next workshop** • Research – on MOODLE watch the SCW videos “More Than Just Words”. • Consider with their mentor an appropriate case for the observation.

Workshop 3:
Collaboration and Co-production **Aims:** • Develop knowledge of the context for collaborative working/co-production. Including; relevant legislation, ethical considerations, social change, recognising inequality and power dynamics, ADP/AOP. • Develop skills, knowledge and strategies for effective collaborative/co-productive working. • Understanding how to evidence the learning outcome: Working collaboratively with people in need of care and support, their carers other professionals • Explore what research tell us about how individuals see social workers and what they want/expect from services. **Welsh context** • Critically reflect on the 4 video clips “More than just words”. • Consider: a range of examples in relation to language needs and culturally sensitive practice. • Reflection on personal experience as to why language must be an integral part of assessment and service provision, the principles of the “Active offer”. • Critically reflect on the specific dimension of working in Wales, including challenges faced within the Social Care Sector in Wales. • Demonstrate an understanding of geographical location, culture, institutions, and languages spoken. **Task 2 - Observation in Practice** **Aims:** • Clarify requirements relating to the observation. • Critically reflect on the skills, knowledge and understanding of values and ethics in relation to direct work with people in need of care and support and/or their carers including the Code of Professional Practice. • Consider the role and impact of social workers’ communication approaches on others and models of communication. • Consider methods of obtaining meaningful feedback from individuals. **Self-study task for next workshop** Complete sections of the portfolio and email in advance to trainer for discussion in Workshop 4

Workshop 4:
Task 1 – part b - Developmental Review **Aims:** • Links to Professional development planning. • Reflection on professional development since completing task 1-part a, including reference to; training, learning, research and use of supervision. Identify emerging learning needs for future professional development. • Revisit models of reflection. • Consider professional development in relation to the feedback from people in need of care and support and/or their carers. **Completing the Portfolio** • Marking Criteria and links to learning outcomes and NOS. • Hints and tips for a successful submission. • Confidentiality and Plagiarism. • Submission Process. • Outstanding issues and concerns. **Individual sessions with trainer/facilitator for guidance and advice on portfolio work.**

THE MODULE DESCRIPTOR

Module Code	BMPF6044
Title	Consolidation of Social Work Practice
Date	08/12/2021
Level	6
Credits	60
Pre-Requisites	None

AIM(S)

- To support the transition from newly qualified social worker to experienced practitioner and build on learning undertaken during the social work degree and post qualification.
- To provide opportunities to practise and evidence key skills, including those where there will have been limited opportunity to evidence them in the work-based learning setting.

LEARNING OUTCOMES

Upon the successful completion of this module, the student should be able to demonstrate competency in:

- 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.

INDICATIVE CONTENT

- The module is a customised programme of study based on the Continuing Professional Education Learning (CPEL) framework and includes outcomes of individually defined and justified professional relevance.
- Content will include an analytic overview of current thinking relating to legislative frameworks, theoretical perspectives, standards and guidance, which are used to inform assessment practice. Learners will undertake a range of learning opportunities in order to be able to use a person centred, outcome focused approach to carrying out a range of assessments and be able to record assessment information to inform decision-making. They will be able to make professional judgements based on assessment information and to be able to use critical reflection to evaluate their own analysis in social work assessments in increasingly complex situations.
- A comprehensive evaluation of methods of communication will ensure learners are able to communicate effectively with individuals who use services and establish co-production and partnership as the basis for effective communication in a range of different circumstances. Critical reflection on their collaborative working, will be an essential component of communication.
- The relationship between social policy, legislative frameworks and guidance with social services provision in Wales will be discussed and analysed. An examination of the ethics of social work, with particular focus on specific underpinning values, that ensures a high-quality provision, and which promotes and safeguards the rights of the individual, will be researched and

demonstrated at the appropriate level. Learners will be expected to demonstrate a critical appreciation of the professional social work role in relation to safeguarding adults and children, whilst managing their role as a social worker in increasingly complex situations. The ability to exercise the professional social work role in safeguarding interventions and their contribution to legal processes, within the remit of professional social work and the Code of Professional Practice for Social Care will be evidenced in line with Continuing Professional Education and Learning: A Framework for Social Workers in Wales (Requirements for the Consolidation Programme) © (February 2019) Social Care Wales.

The portfolio must demonstrate a learner's ability to:

- Understand how legislative frameworks, theoretical perspectives, standards and guidance are used to inform assessment practice
- Use a citizen centred, outcome focused approach to carry out a range of assessments to promote and support wellbeing
- Record assessment information to inform decision making
- Make professional judgements based on assessment information
- Use critical reflection to evaluate own analysis in social work assessments
- Communicate effectively with people in need of care and support and their carers
- Work in partnership with individuals and other professionals
- Critically reflect on own collaborative working
- Understand the relationship between social policy, legislative frameworks and guidance with social services provision in Wales
- Manage their role as a social worker in increasingly complex situations
- Understand the professional social work role in relation to safeguarding adults at risk
- Understand the professional social work role in relation to safeguarding children at risk
- Exercise the professional social work role in safeguarding interventions
- Contribute to legal processes within the remit of professional social work
- Exercise professional accountability in increasingly complex situations

Study Time Allocation

The study time for the module is divided as follows:

Activity type	Hours	Percentage
Scheduled learning	120	20%
Independent learning	120	20%
Placement learning	360	60%
TOTAL	**600**	**100%**

ASSESSMENT

100% of the final assessment mark will be allocated to Module Specific Portfolio – 8,000 words incorporating evidence of Professional Practice and professional supervision and observation

- Task numbers equate to the specific details provided in the Porth Agored Consolidation Programme Learner Portfolio.
- All components are compulsory and must be passed.
- The activities/actions/areas/sections not expressly identified here form part of the compulsory Professional Supervision element.

Assessment Component 1
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Developmental Review and Developmental Reflection	1500 words (Portfolio Task 1, part A (750 words) and B (750 words))	20%

Assessment Component 2
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Critical reflection	1600 words (Portfolio Task 2)	20%

Assessment Component 3
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Safeguarding, assessment and working in complex situations Case Study	4000 words (Portfolio Task 3)	50%

Assessment Component 4
(Tick one)

☐ **Written exam** ☒ **Coursework** ☐ **Practical**

Mode of assessment	Volume	Weighting
Safeguarding	900 words (Portfolio Task 4)	10%

Note:

1. Assessment Component 3 must be based on your own area of work whereas Assessment Component 4 must be about an area that is not your main focus i.e. if your main area of work (Task 3) is about Children's' safeguarding, then Component 4 must be about adult safeguarding, and vice versa, if 3 is about adults. Assessment Component 4 also includes a need to compare arrangements between adults' and children's' safeguarding.

2. In writing Assessment Components 3 and 4, ensure that you make appropriate reference to the characteristics and needs of Wales, its languages, culture, geography and institutions and legislation. Appendix 5 gives you information about what learning outcomes need to be evidenced in the portfolio.

3. 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 observation that has been undertaken whilst following the Graduate Certificate in the Consolidation of Social Work practice pathway, which is equivalent to 7,000 words. Observations will usually be carried out in person, but where there are health and safety restrictions in place, observations can be carried out remotely (e.g. Zoom/MS Teams or telephone). This component does not carry any marks but is a requirement of the PSRB (Professional and Statutory Regulatory bodies).

Assessment Summary

Activity type	**Percentage**
Written exam	0%
Coursework	100%
Practical	0%
TOTAL	**100%**

This module conforms to the learning outcomes specified in *Continuing Professional Education and Learning: A Framework for Social Workers in Wales (Requirements for the Consolidation Programme)* (February 2019) Social Care Wales, the definitive requirements of Social Care Wales.

INDICATIVE READING LIST

Module Code	**BMPF6044**	
Module Title	**Consolidation of Social Work Practice**	
Classification	**Reading List entry**	**Electronic***
Essential	As appropriate to the subject specialism	☐
Further	Adams, R., Dominelli L. and Payne, M. (2017) *Social Work: Themes, Issues and Critical Debates*, Basingstoke: Palgrave McMillan.	☐
Further	Brammer, A. (2009) *Social Work Law (Fourth edition)*, London: Longman.	☒
Further	Cocker, C. and Allain, L. (eds.) (2011) *Advanced social work with children and families*, Exeter: Learning Matters.	☐

Module Code	BMPF6044	
Module Title	**Consolidation of Social Work Practice**	
Classification	**Reading List entry**	**Electronic***
Further	Crawford, K. (2012) *Interprofessional Collaboration in Social Work Practice*, London: Sage.	☐
Further	Davies, L. and Nora, D. (2016) *Proactive child protection and social work*, Exeter: Learning Matters.	☒
Further	Hothersall, S. and Maas-Lowit, M. (2010) *Need, Risk and Protection in Social Work Practice*, Exeter: Learning Matters.	☒
Further	Howe, L, Gray, I (2013) *Effective Supervision in Social Work*. Exeter: Learning Matters	☐
Further	Knott, C. and Scragg, T. (2007) *Reflective Practice in Social Work* (Third Edition), Exeter: Learning Matters.	☒
Further	Koprowska, J. (2010) *Communication and Interpersonal Skills in Social Work* (Fourth Edition), Exeter: Learning Matters. (2nd edition available online 2008)	☐
Further	Lawrence, S., Lyons, K., Simpson, G. and Huegler, N. (2009) *Introducing International Social Work*, Exeter: Learning Matters.	☒
Further	Lindsay, T (2013) *Social Work Intervention*. Exeter: Learning Matters	☐
Further	Mantell, A. (ed.) (2014) *Social Work Skills with Adults*, Exeter: Learning Matters.	☒
Further	Mantell, A. (2013) *Skills for Social Work Practice.* Exeter: Learning Matters	☐
Further	Marting, R (2011) *Social Work Assessments*. Exeter: Learning Matters	☐
Further	Mathews, I. and Crawford, K. (2011) *Evidence-based Practice in Social Work.* Exeter: Learning Matters.	☐
Further	Morris, K (ed.) (2008) *Social Work and Multi-Agency Working – Making a difference*, Bristol: The Policy Press.	☐
Further	O'Loughlin, M. and O'Loughlin S. (2008) *Social work with children and families (Second edition)*, Exeter: Learning Matters.	☐
Further	Parker, J., Bradley, J. and Bradley, G. (2017) *Social Work Practice – Assessment, Planning, Intervention and Review (Fifth Edition)*, Exeter: Learning Matters.	☐
Further	Rutter, L. and Brown, K. (2015) *Critical thinking and professional judgement for social work, (Fourth Edition)*, Exeter: Learning Matters.	☐
Further	Schön, D., (2017) *The Reflective Practitioner: How Professionals Think in Action*, New York: Basic Books.	☒
Further	Scragg, T. and Mantell, A. (eds.). (2011) *Safeguarding adults in social work,* Exeter: Learning Matters. (2nd Edition)	☐
Further	Teater, B. (2014) *An Introduction to Applying Social Work Theories and Methods*, *(Second Edition),* Maidenhead: Open University Press.	☒
Further	Warren, J. (2003) *Service User and Carer Participation in Social Work,* Buckingham: Open University Press.	☐

Module Code	BMPF6044	
Module Title	Consolidation of Social Work Practice	
Classification	Reading List entry	Electronic*
Further	Whittaker, A. (2012) *Research Skills for Social Work*, Exeter: Learning Matters. 2009 Ed available online 2012 is 2nd Ed.	☐
Further	**Journals** SCIE (Social Care Institute for Excellence): http://www.scie.org.uk/ British Journal of Social Work: http://bjsw.oxfordjournals.org/ Gofal Cymdeithasol Cymru / Social Care Wales: https://socialcare.wales/ **Social Care Wales Resources** https://socialcare.wales/resources/ Davies E. Different Words Different Worlds? https://socialcare.wales/cms_assets/file-uploads/Different-Words-Different-Worlds.pdf 'They all speak English anyway'. CD available from learner's training unit or directly through Social Care Wales website: https://socialcare.wales/ (Getting in on the act hub) *Raising Standards: The Qualification Framework for the Social Care Sector in Wales* (CCfW, 2005). Social Service and Well-being (Wales) Act 2014	☒
Further	Legislation and Policy LLC (2012) Ddeddf Cynulliad Cenedlaethol Cymru (Ieithoedd Swyddogol, Caerdydd: CLI. WG (2012) National Assembly for Wales (Official Languages) Act, Cardiff: WG. Government of Wales Act 2006. *Making the Connections: Delivering Better Services for Wales* (WAG, 2004) https://socialcare.wales/research-and-data/research-on-care-finder/making-the-connections-delivering-better-public-services-for-wales *Fulfilled Lives, Supportive Communities* (WAG, 2007). https://socialcare.wales/research-and-data/research-on-care-finder/fulfilled-lives-supportive-communities-a-strategy-for-social-services-in-wales-over-the-next-decade WG (2012) *Mwy na Geiriau / More than Just Words*, Cardiff: WG. Social services and Well-being (Wales) 2014 Well-being of Future Generations (Wales) Act (2015) Welsh Language Measure (Wales) 2011	☒

Additional material may be available on Moodle and further reading will be recommended in relation to specific areas to be studied.