



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

LEARNER PORTFOLIO (PORTH AGORED and UWTSD)

Learner's name: Emma Sian Williams

**Learner's University Registration Number:
1811119**

Learner's email address: 1811119@student.uwtsd.ac.uk

**WALES ACADEMY for PROFESSIONAL PRACTICE and
APPLIED RESEARCH
2019-2020**

Portfolio Guidance

Please read these notes carefully. They provide essential information. The documents you will use in developing your portfolio are on the following pages.

What is the portfolio for?

The purpose of this portfolio is to enable learners to demonstrate and provide evidence of how they meet the learning outcomes set by the Social Care Wales, for the Consolidation programme, including:

- Applying analysis in assessment to inform intervention;
- Intervention and application of professional judgement in increasingly complex situations;
- Working collaboratively with service users, carers and other professionals.

Learner and employer learning agreement

At Section 9 of the Portfolio, you will find a blank copy of a learning agreement that you need to read, discuss and agree with your mentor, manager and training manager/coordinator. Once the agreement has been signed replace it in Section 9 of the portfolio.

How should the Portfolio be presented?

The material you write to include in the portfolio must be typed. Information about this can be found in the Programme Handbook. The whole portfolio must be submitted electronically. Portfolios must be complete at the point of submission.

All assessment materials may be submitted and assessed in English, Welsh, or a combination of Welsh and English. Your work will be marked by a suitably qualified assessor from another Authority. Submissions through the medium of Welsh will be treated no less favourably than written work submitted in English.

How is the Portfolio assessed?

During the programme, advice and support about the development of your portfolio will be provided as part of four, mandatory Consolidation workshops, and by your mentor. Feedback on all aspects of the work you are undertaking to develop the portfolio will be provided as part of these workshops. Neither your mentor nor training staff you may have seen as part of the Consolidation workshops will be involved in marking your portfolio after submission. Portfolios are marked by appropriately qualified staff outside of your own employing organisation.

Dates of portfolio submission will normally be made available at induction, at consolidation workshop meetings and posted on Moodle.

Confidentiality

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

- adhere to guidance in the Programme Handbook about confidentiality;
- not identify your Local Authority/employer by name or by associating any geographical, physical or other feature which might enable it to be identified. This includes reference in the bibliography to policies e.g. please use 'xxx authority policy';
- not identify any individual using services, their family or carers by name. Instead you must use numbers e.g. 1, 2, 3 etc. and **not** letters;
- not write information that enables any individual using services, their family or carers to be identified indirectly through the description you provide. This includes references to names, colleagues, places (including hospitals, schools, town, villages, streets) specific incidents which might enable identification due to past publicity, other professionals or any other personal information including medical or other conditions;
- take personal responsibility for adhering to confidentiality rules. Although consolidation workshops and feedback about your portfolio will provide guidance and feedback, it is the learner's responsibility to ensure the portfolio adheres to the confidentiality requirements stated in the handbook and above.

Remember that the Portfolio is YOUR responsibility you must not rely on anyone else to pick up any confidentiality breaches as this is your work. 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.

Dyslexia and other special circumstances

If you have any condition that you feel may affect your ability to deal with any part of the programme, please contact your training department immediately to discuss any additional support that may be needed. The University has a Student Services Unit that may be able to help but ***it is the learner's individual responsibility to contact them.***

Section 1

Graduate Certificate in Consolidation of Social Work Practice - Learner Portfolio

Guidance:

- *Your portfolio must contain items 1 - 9 below (in the order given);*
- *You should use this pro-forma to insert your text within each section;*
- *Please make sure the Signatures page at Section 8 is fully completed before submission*

Contents

Portfolio Section	Topic	Task no.
1	Contents page	
2	Developmental Review	1
3	Observation and feedback	2
4	Safeguarding and working in complex situations – Case Study	3
5	Safeguarding	4
6	Developmental Review	1
7	Bibliography	
8	Learner details, Signatures and Line manager verification	
9	Learner and Employer Learning Agreement	

Section 2

Developmental review (a)

Guidance: 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 your First Three Years of Practice Individual Plan.

Based on your experience in practice identify and justify your agreed learning needs for the following outcomes:

- Working Collaboratively with service users & carers
Working Collaboratively with Other Professionals
- Applying analysis in assessment to inform interventions
- Intervention and application of professional judgement in increasingly complex situations

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

I am a social worker in a statutory children's team, working with children and their families. In this piece of work I will aim to identify and justify my learning needs in relation to the programme's outcomes. This has been an area for discussion and reflection with my mentor.

In my current role, I work collaboratively with service users, carers and other professionals on a daily basis. My experiences include working as a part of a multidisciplinary team with the police, health visitors, school nurses, educational welfare officers and other social workers to support individuals to meet their well-being needs. The importance of working collaboratively with individuals and professionals is reinforced in the Social Services and Well-being (Wales) Act 2014 [SSWBWA]. Working in a multidisciplinary team can be challenging, this can be due to the blurring of roles and responsibilities between professionals. Koprowska (2020) says that good communication skills are key to building positive relationships with individuals and their carers and professionals. Furthermore, good relationships with individuals aids collaboration and partnership working (Koprowska, 2020). During the last year I have had training in the 'Collaborative Communication' training which emphasised on working collaboratively with individuals and the importance of having good communication skills to aid this relationship. I have identified that I need to develop my confidence skills in relation to my understanding of

child protection procedures and legislation, whilst working collaboratively with individuals and professionals. I aim to do this by gaining more experience of working with children, their families and professionals.

I assess on a daily basis in my current role. I work with children who are on the child protection register, children who are looked after, and children who are in need of care and support. This includes using analysis within my assessments along with completing risk assessments, case conference reports, care support plans and child protection plans. I aim to develop my critical analysis skills further through using reflection and supervision effectively. Munro (2011) highlights the importance of using reflection to support social work interventions. It is important to assess effectively in order to deliver the most appropriate intervention for the family to achieve change to meet the needs of the child. I aim to use supervision effectively to support and guide my assessment to best meet the needs of the child (Howe & Gray, 2013).

In my role as a social worker I exercise professional judgement on a daily basis. I have also attended training on 'Effective Child Protection' to enhance my knowledge to support my decision making process. My experience is in a form of making a decision to register or de-register a child from the child protection register, this requires balancing and analysing information, and the probability of the child suffering from significant harm. I aim to develop my skills to applying professional judgement within complex situations such as cases that meet the threshold criteria for a court order under section 31 of the Children Act 1989. I aim to attend further training in relation to children and families to develop my knowledge within the children safeguarding procedures. Thus shadowing experienced social workers on court cases to enhance my understanding and knowledge on assessments within the legal processes.

Word Count: - 533 words

Section 3

Observation from an individual using services, their family and carers

*Guidance: A learner must choose an observation of **direct social work practice** with an individual using services, families and carers, and record it on the following pro-forma. The observation cannot be from giving evidence in court, contributing to strategy group meetings, case conferences or tribunals or any other indirect activity. The permission of the individual using services, their families and/or their carers must be sought before the observation is undertaken. The observation must be undertaken by an observer who is social work qualified and has at least 3 years experience (criteria set out in the Programme Handbook). The observation must be a minimum of 30 minutes long. The observer will gain feedback from the individual using services, their families and/or their carers using the pro forma below at the end of the visit.*

Although the learner can choose to use the proforma provided for gathering feedback, they are encouraged to make this as in-depth as possible, and to use a range of ways to gather it, depending on age, ability, and the needs of the individuals using services, their families or carers.

In completing this section, you should watch the 4 video clips of 'More than just words' on Moodle as these should help you think about your own experiences and to reflect on why language should be an integral part of assessment and service provision.

Observation Summary

Please include name of the expert witness observing in section 8.

Date of observation: 30/01/2020

To be completed by learner

Set out the social work objectives and give a brief description of the situation including geographical and legislative contexts and any relevant cultural, ethnicity and language issues.

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

Adult 1 is a white British female in her late 30's. 1 is a Foster Carer for the local authority in a rural area of Wales, and lives' in a predominantly Welsh speaking area in Wales. 1 moved to the area a couple of years ago from an urban area in England. 1's preferred language of communication is English. I was able to offer 1 a service in her preferred choice of language.

The Welsh Language (Wales) Measure 2011 established the official status of Wales having two official languages, Welsh and English. The Social Services and Well-being (Wales) Act 2014 embeds the Follow-on Strategic Framework Mwy na geiriau (Welsh Government, 2016) for professionals to apply the active offer principle. Providing an 'Active Offer' means that an individual can receive a service in their preferred language without having to ask for it. Offering individuals a choice of language empowers individuals without assuming "they all speak English anyway" (Davies 2009). Enabling individuals to have a service in their preferred choice of language promotes anti-oppressive working. Davies (2011) illustrates the importance of language sensitivity within practice in Wales, which includes professionals to be empowering and to promote anti-discriminatory practice.

My role in the intervention with 1 was to complete and update a home safety check in accordance with foster carer's reviews under the Local Authority Fostering Services (Wales) Regulations 2018. Standard 10 of the fostering minimum national standards state that "children who live in foster homes which provide adequate space, to a suitable standard. The child enjoys access to a range of activities which promote his or her development". There is a duty placed on the Local Authority to review and ensure that foster carer's homes are a safe environment for children within their care and are supporting them to achieve their outcomes.

Words: 301

Critically reflect on your communication methods and skills during the observation including how you identified whether you had the necessary communication skills to work with the individual using services, their family or carers. Show how you adhered to social work values using a person-centred approach, Code of Professional Practice for Social Care Workers, culturally sensitive practice, language needs including the “Active Offer” principle, and ethical practice.

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

In this assignment I will critically reflect and explore my communication methods and skills during my observation. I will demonstrate how this applies to social work values and using a person-centred approach. Language needs of the individuals involved will be explored along with exploring culturally sensitive practice and ethical practice.

Working with the family, and building positive trusting relationship with individuals is essential in social work practice. One of the Social Services and Well-being (Wales) Act (2014) main principle is co-production, as a means of collaborative working with individuals to enhance their well-being and is embedded in practice and national outcomes framework. As I am a foster carer for the local authority, it is essential that partnership working is achieved.

Thompson (2016) considers effective communication to be a central role within partnership working. I respected I's choice of language, and delivered the intervention in I's preferred language. The Welsh Language Commissioner (2014) says that individuals are able to express themselves effectively in their preferred language and is key to effective assessment. However, Davies (2011) states that being sensitive towards an individual's language needs is more than just asking them their preferred language choice. Furthermore, Davies (2011) explains that professionals should not only reflect on their practice, but also on their values and beliefs, both personally and professionally. Being culturally sensitive is important within social work practice. Being self-aware of personal values and being able to recognise this and not pre-judge individuals who share different values is key to respecting the rights of individuals and adhere to the code of practice for social workers (Social Care Wales, 2017).

In preparation for the observation I gained permission from adult 1 before the observation in advance, and explained the reasons for observation and the opportunity to give feedback and this was agreed. Fisher et al (2000) concluded their research study by stating that foster carers who were involved within the planning and intervention with their social worker felt respected and valued. Before the intervention observation started, I introduced the observer to 1, and explained what their role would entail and the feedback process at the end. Being clear, open and honest regarding the intervention was key, as 1 was made a part of the planning process. Engaging and involving individuals within planning and intervention is compliant with the professional code of professional practice, by showing respect to develop and ensure the individuals trust and confidence (Social Care Wales, 2017).

Thompson (2016) highlights that within partnership working with individuals, social workers must be aware of the impact of power within these relationships. Similarly Crawford (2012) and Glasby (2012) state that social workers must be aware of the powers that comes with the role of the social workers and how these could possibly lead to oppression, discrimination and prejudice. Focusing on the purpose of the interaction with 1, the questionnaire on the home condition's tool was used. I must note that the questions on the home condition's tool are mainly closed questions, there were often occasions where conversations would divert away from the initial task. At this stage within the observation, I reflected on action and made the decision to listen to what 1 had to say and did not revert 1 back to the home conditions questionnaire. My decision making was formed what I could observe from 1's behaviour. It was evident through 1's enthusiastic tone of voice, open posture and body language that this was something important to her, and something she wanted to share with myself. I listened to 1, took an interest in what she was saying with an open posture, non-verbal body language, of eye contact and occasional nodding of my head. Building a good relationship with 1 was essential to effective interaction, and being aware of both non-verbal communication methods (Sanderson, 2013). Being self-aware of how communication, body language, and non-verbal methods of communication is a key element to be aware of, and how this can shape a conversation with an individual. The Social Services and Well-being (Wales) Act 2014 establishes to promote the well-being of others, thus to support and promote the individual to participate in decisions. During the interaction I used

my reflective listening skills to ensure that I understood, and then being able to empathise with 1. In this instance I assured that 1's wishes and feelings through listening to 1, and ensuring that their wishes and feelings were heard, which corresponds with the Code of Professional Practice (Social Care Wales, 2017). Looking back, if I was to direct 1 back into completing the home conditions questions, I would have become a barrier to building a positive and trusting relationship with 1 and could feel that disempowered her and would not comply with my own social work values and beliefs. As Thompson (2016) suggests that empowering is giving individuals voice and control and through giving 1 time and listening to her, enabled her to feel respected, heard, and empowered.

The Social Services and Well-being (Wales) Act 2014 is committed to having a person centred approach. Person Centred Planning (PCP) is a process about understanding what is important to an individual through listening and learning to them (Innes, Macpherson and McCaCabe, 2006). Person Centred Planning places individuals at the centre of intervention, thus being able to focus on 1's strengths. Rogers (1961) explains that individuals are experts on their own life through a person-centred approach, and there are three core elements to work in a person-centred approach to achieve effective working relationships with individuals (Rogers, 1961). Empathy, unconditional positive regards and genuineness were set to be essential to build positive relationships with individuals as described by Rogers (1961). In cooperating this approach to my practice as described by Saeki and Powel (2008) enabled me to get to get to know the individual through working in partnership with them.

Empowerment was key to my interaction and intervention with 1. I asked open ended questions that correlated with the health and safety checklist that is underpinned by fostering regulations. Trevithick (2011) explains that open ended questions are useful in conversations with individuals as it gives them the freedom and choice to express themselves in their own words. Throughout my interaction with 1, I used my reflective listening skills to check weather 1 had understood and to be able to participate to her potential.

During my interactions with 1, I was continuously aware of my own emotional intelligence, which plays a key part in developing effective communication with individuals. Domenelli (1996)

suggests that building effective relationships is key to empower individuals and to overcome oppression. Recognising power and the role of power within social work interaction is key to reflective social work. Thompson (2006) suggests that a social worker can be oppressive towards individuals in relation to power, this related to their social status. Being aware of the potential impact of this within practice is essential to building an effective relationship with an individual. For example, reflecting on the intervention with 1, I was completing a home safety checklist on her home, thus, weather the outcome of this was positive or negative, it can have an impact on her registration to foster children who are looked after. Therefore, power did play a role within our interactions. Being aware of this is crucial to working with others, whilst being open and honest to make the individual feel at ease.

To conclude, there was a range of verbal and non-verbal communication methods and skills used during the observation. The Social Services and Well-being (Wales) Act 2014 establishes to promote individuals well-being through coproduction. Working with others and respecting their choices, wishes and feelings is essential to building positive working relationship with others. Furthermore, it support social work values, code of professional practice. Being self-aware, and having the knowledge and skills to be of other's language needs and sensitive to their culture is key to effective communication within social work practice.

Words: 1319

Feedback and comments from an individual using services, their family or carers

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

Some or all of these questions may be used by the observer (who should re-phrase and add explanations and prompts as required). Alternatively, the learner is able to design their own method of obtaining information for the Observer to use if this is more suited to the needs of the individual. The observer should record responses below or by using the alternative method from the individual using services, their family or carers.

Before asking the questions, the observer must explain to the individual using services that their comments will be shared with the learner. It may be useful to explain that it is used as a learning tool for the learner to develop their own practice.

If the observer is unable to gain feedback, they should briefly say why.

Was the social worker on time? Or if delayed did he or she contact you?	Yes, promptly on time
Did the social worker get your permission in advance for the observer to be present? Did they explain why they were being observed?	Yes, 24hours notice via the telephone and was apologetic for the short notice. Yes, explained in detail and was grateful for my help.
Were you clear why the social worker met with you today?	Yes it was a very pleasant visit
How well prepared do you think, the social worker was for his or her meeting with you?	Very well and checked everything including water running clear
How has the social worker listened to you and respected your views and wishes?	Very well and listened to all my needs and wishes for the future of the child in my care

Did the social worker talk to you in a way that you understood? Did you understand the language they used?	She was very clear in the way she spoke, very easy going and polite and respectful.
How has the social worker's involvement met your expectations for this visit?	Very much so, welcome anytime involvement and interaction with myself and the child relevant to the case was positive.
Are there any other comments or suggestions that you would like to make?	Carry on with the fantastic job you are doing.

Section 4

Safeguarding and working in complex situations – Case Study

Complete a critically reflective case study based on an assessment, undertaken with others **(in your own area of work)** concerning the safeguarding of either an adult or a child. Demonstrate how the case relates to safeguarding legislation and your Safeguarding Boards safeguarding policies, strategies and procedures. Ensure that you cover the learning outcomes, National Occupational Standards, legislation (domestic and international), the specific dimensions of working in Wales and relevant social work theories. Please find list of learning outcomes in the handbook

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

In this part of my portfolio I will be completing a critically reflective case study based on an assessment undertaken within the children's team that is concerning safeguarding of children. I will evaluate how my case relates to safeguarding legislation and the safeguarding boards' policies, strategies and procedures. Throughout my case study I will also be referring to the national occupational standards, learning outcomes and the specific dimensions of working in Wales and relevant social work theories.

Within the children's team the main legislation and procedures is the Social Services and Well-being (Wales) act (2014). At the time of this case study I followed the All Wales Child Protection Procedures [AWCPP] 2008, whilst to date they have been updated by the Wales Safeguarding Procedures 2019. In addition to the Children's Act 1989, United Nations Convention for the Rights of the Child.

Throughout my case study I will be referring to my chosen model of reflection which is a model of critical reflection by Jan Fook (2002). I have chosen this model of reflection because it aids critical reflection in day to day practice whilst emphasising on the importance of power dynamics within social work practice. Fook (2002) describes the model in a three stage processes which are; Telling the Narrative, this means to describe the situation; Deconstruction, this means to examine a situation in detail and to examine the issues of power which supports critical reflective thinking; Reconstruction, means to make practitioners think about how they see the situation differently.

My case study is based on a family who I work with where there are concerns around safeguarding of children. The family live in a predominately Welsh, rural area and are White British. Mother, Child 1 and 2's preferred chosen language is through Welsh. Child 1's Father's choice of communication is English, he is from an urban town in England, and he has moved to the area a couple of years ago. Child 1 is an 8 month old baby who currently lives with his mother, father and child 2. Child 2 is male who is in his mid-teens. Child 2's father is involved in his life, through regular contact via telephone and occasional visits throughout the school holidays, however has little or no contact with child 2.

I was able to respect the family's language choices and provide a service in their preferred language. Davies (2009) suggests that the principles of anti-oppressive practice in Wales includes that an individual has a right to have a choice of which language to use and that language is very important to an individual's identity and are more able to express themselves in their preferred method of communication. Research from Altarribe and Morniner (2004) (Cited in Davies, 2009) found that individuals express their thoughts, wishes and experiences better in their preferred language of choice. 'More than Just Words' is a Strategic Framework for the Welsh Language in Health and Social Care by the Welsh Government, and aims to ensure that individuals are offered a service in their preferred choice of communication (Welsh Government, 2016). During my initial visit with the family in the case study, I asked the family what were their preferred choice of communication. The mother spoke English with her partner and son, however preferred to speak Welsh with myself and to receive written information in English. I respected and valued both parents, and child 1 and 2's choice of language and worked in an anti-oppressive way through offering a choice of language they would prefer to communicate. I am able to communicate both verbally in writing in both English and Welsh. The Welsh Language (Wales) Measure 2011 makes the English and Welsh language of equal status, and the main principle of respecting an individual's choice and needs.

In this case, the concerns arise from the mother and father's ability to protect the children from significant harm. Both child 1 and 2's names are on the child protection register. In this case study, I will be focusing on the assessment relating to the review case conference within this

piece of work, along with exploring and evaluating the safeguarding policies and procedures which led to the review case conference to take place. The family were open to social services and work was completed prior to my involvement. I was allocated the case after the initial case conference. This relates to the 'narrative stage' in the model by Fook (2002) which focuses on the story, this involved looking into the background of the family and their involvement with social services. I looked into the chronology of the case, and read previous assessments on file to get an understanding of the situation.

Safeguarding Children: Working Together under the Children Act 2004 has been replaced by Section 7 of the SSWBWA 2014. Section 7 of the SSWBWA 2014 covers guidance for practitioners to safeguard and protect children who are at risk. Relating to my case study, child 1 and 2 were referred to social services by the police due to a domestic incident involving substance misuse within the home. Following the AWCPP 2008 at the time, the Police made a referral to the local authority's duty team as they suspected that the children were at risk. The local authority's duty team made an assessment through following the guidance set under part 3 in section 7 of the SSWBWA 2014 and they had to consider, on the basis of evidence, how to respond. The duty team made a decision that there was reasonable cause to suspect that the children were experiencing and at risk of significant harm and that further enquiries should be made under section 47 of the Children's Act 1989. Therefore following the procedures a strategy meeting took place to discuss the concerns and the evidence presented. A strategy meeting is a multidisciplinary meeting which takes place involving the relevant agencies, Health, Education, Social Services Team Manager, Police and extended agencies if involved with the family. Decisions within Strategy meeting are recoded on file. Within the case study the decision following procedures from the Children's Act 1989, a decision was made to proceed to a single agency 47 investigation. There was reasonable cause to suspect that the children were suffering from significant harm. The Section 47 investigation is to determine what action is required to safeguard the children. In accordance with the AWCPP 2008, information is gathered from all agencies and the local authority social service takes lead on the assessment and is responsible for determining what action to take regarding the safeguarding and well-being of a child. There are three options to consider; Concerns are not substantiated; Concerns are substantiated but the child is not judged to be at continuing risk of significant harm; Concerns are substantiated,

and the child is judged to be at continuing risk of significant harm (AWCCP, 2008). In my case study, the conclusion was that child 1 and 2 were assessed to be at risk of continuing risk of significant harm, due to the parent's capacity to ensure safety. In any outcome of a section 47 investigation the family is involved and be kept informed throughout the process along with the agencies involved. Relating to the case study, it was assessed that the children may be at continuing risk of significant harm and a child protection case conference was convened within 15 working days (AWCCP, 2008).

The initial conference will bring together all information and evidence from agencies and analyse the information regarding the children's developmental needs and the parent's capacity relating to the child's safety and wellbeing. The conference will make judgements weather the likelihood of the children suffering significant harm and conclude weather there should be actions to safeguard and meet the needs of the child. In this case study, there was evidence to determine that the children were suffering from significant harm and their names were placed on the child protection register and for intervention through a formal child protection plan. Following the AWCCP 2008, a decision is made to register a child name on the child protection register if the child is shown to have *"suffered ill-treatment or impairment of health or development as a result of physical, emotional, psychological, financial or sexual abuse or neglect, and practitioners' judgement is that further ill-treatment or impairment is likely; or practitioners' judgement, substantiated by the findings of enquiries in this individual case or by research evidence, is that the child is likely to suffer ill-treatment or the impairment of well-being or development as a result of physical, emotional, psychological, financial or sexual abuse or neglect"* (AWCCP, 2008).

In the case study the category of harm was emotional and physical abuse. Within the initial case conference an outline of the child protection plan is drawn and agreed with relevant agencies. Thereafter a detail child protection plan was drawn up in the initial core group which took place within 10 working days of the initial case conference. Minutes of the case conference meeting is also distributed to all relevant professionals and family members and act as a working document.

In regards to the reflective model, the next stage of the reflective process in the deconstruction. Deconstruction involves using reflective questioning, and reflection on action (Fook, 2016). My

assessment focuses on the review case conference report which takes place within the first three months of the children's names being placed on the child protection register. The purpose of a review case conference is to determine and consider whether the children are at continuing risk of significant harm, and to review the child protection plan relating to the safety and wellbeing of the children (AWCCP, 2008).

To support the understanding of the processes, the Social Work Process Model is used as a structure to intervention. It is a sequential process which follows a circular cycle in four categories. The cycle begins with assessment, then shifts to 'deciding outcomes' followed by 'planning' then to intervention and lastly 'evaluation'. The model can be associated with short or long tasks by the social worker and will often overlap and are revisited over a period with individuals (Sutton, 2000). Within this case study, it was clear that my role and responsibility with my intervention was guided by the social work process (Sutton, 2000). Both child 1 and 2's names were placed on the child protection register and a child protection plan in place. I had worked with the family for three months prior to the review case conference.

In relation to the 'planning stage' of the social work process, this included reading all relevant case notes and previous assessment of the case. Within the AWCCP (2008), my role involved initiating the core group and agreeing a detailed child protection plan with all relevant agencies and family.

In this part of the assessment I will focus on gathering the child's wishes and feelings. Wales was the first country in the United Kingdom to make the United Nations Convention on the Rights of the Child (1989) through the Rights of Children and Young Persons (Wales) Measure (2011). This means that all children's rights are included in all policy making in Wales. I met up with child 2 within 10 working days in multiple settings and seen alone within the initial 6 months. Munro (2011) review of child protection: the final report explored serious case reviews and ways to enhance social work practice. Munro (2011) emphasises the importance of children's participation in the child protection process through the failings of children not being seen by social workers or spoken to gather their wishes and feelings. In relation to the case study, child 2 was 8 months old, therefore seeing the child and listening to the voice of the child was carried

out through observation, and analysing the child's behaviour. Within the review case conference report there is a section on the child's wishes and feelings, child 1 was of sufficient age and was able to voice their thoughts, wishes and feelings. I met with child 2 within the home, and outside of the family home alone. Whilst working with child 2, I was aware of my communication skills, and I used the PACE model to enhance communication (Golding and Hughes, 2012). The PACE (playfulness, acceptance, curiosity, and empathy) is a way of working with an individual which supports and maintains emotional engagement with the child. With child 2 I used playful as a tool to develop an effective relationship, and to use a calming tone of voice. Child 2 responded well to this, and their body language was observed to be relaxed and calm. By applying playfulness to my communications with child 2, it allowed for the interaction to become less defensive and more reflective. I used curiosity and acceptance with child 2 as they expressed and explained their feelings towards social services involvement with the family. In Lynch, Newlands, and Forrester (2019) research study they conclude that within interviews with social worker who used curiosity with individuals, it was closely linked with the worker demonstrating a better understanding of their thoughts, feelings and situation. Within the interactions, I actively showed empathy through body language, and my non-verbal behaviour. Show this actively so you demonstrate with your words and your non-verbal behaviour that he has an impact on you, and there is no ambiguity as to how he has an impact on you. Looking back at my work with Child 2, and during the deconstruction stage of Fook (2016) reflection, gaining child 2's wishes and feelings was important to me and did not anticipate for child 2 to fully engage within conversations. Playfulness was an important part of the communication used with child 2, as it supported child 2 to relax and be able to be open with me, through the development of the working relationship. Within de-construction (Fook, 2016), I held an assumption that child 2 would not want to engage with myself, for being a social worker, within social services. Through reflection, I believe that this view has formed through my own culture, values and life experiences. I came to realise that not only because I held an assumption, it would be true for others within a situation. As a result of my reflection I am able to reconstruct my assumptions into reformulated concept of my own. For future practice, I aim to challenge my own assumptions as to my worn culture, beliefs and values on others perspectives.

Another part of the review case conference report is to collect and analyse information from all the agencies involved during the assessment process. In relation to the Social Work Process, 'intervention' included working collaboratively with agencies and family (Sutton, 2000). Before the case conference took place, I was in regular contact with the family and all agencies that were working with the family, such as the substance misuse service, school, police and health. Collaboration with all agencies involved were key within the case to ensure the safety of the children. In relation to Fook's (2016) deconstructing of this situation, there were many professionals involved in the case, and I believe their collaboration was imperative to the case and my assessment. Looking back, my decision making within the case was influenced by their perspectives and working relationship with the family. For example, the father was reluctant to work with agencies, and there was evidence that he was hostile and resistant towards workers from the police and probation services. However, to note, the father was always polite and respectful towards myself and I have not experienced this behaviour. The perspective of others did have an influence on my assessment, and that in itself holds power to a situation. There were many conflicting information, and in supervision, I discussed the father's reluctance to work with professionals and completed a risk assessment regarding the situation. Maxwell et al (2012) suggests that it is widely recognised that engaging fathers within child protection processes can be problematic. Furthermore, Baldwin and Walker (2009) that to avoid and manage any impact of any possible risks it is important to manage the risks involved and identify any potential issues that may arise before the occurrence. Within supervision with my manager discussion took place regarding the strength based approach, I worked with the father through being honest and non-judgemental. This included of emphasising the strengths of the father to enhance communication and build relationships. Similarly to the PACE model, using acceptance, curiosity and empathy to gain better sense of the father's difficulties and led to a good working relationship. As there was evidence that there were risks with the father's behaviour towards other professionals, a decision was made to implement the lone working policy. This means that father would not be seen alone by a professional, and that meeting with father would take place at social services offices or joint working visits with other professionals only. This information was shared with family and all professionals involved. In regards to Fook's (2016) deconstruction of the situation, and looking back on my practice, I became aware of how I could have interpreted this situation differently if I had taken a different approach. The importance of other's professional's

involvement and sharing of information is pivotal to a case, and this reflects the seriousness in relation to child protection work.

The Framework for Assessment of Children and Families is used within the review case conference report. This assessment supports a holistic assessment the children's needs (Department of Health, 2000). The common assessment framework covers three domains; development of the child or young person; parents and carers; family and environment. This involved working closely with both mother and father to gather information. I met up with the mother and father once a week separately to discuss the child protection plan and to gather information regarding their current circumstance, thoughts, feelings, level of risks and their strengths and needs as a family. Information regarding the developmental needs of the child are gathered through observations and interactions with the children along with information from family and from agencies such as health and education. Information regarding parents' capacity is gathered and protective and or risk factors are obtained. Bronfenbrenner (1979) ecological systems theory focuses on the child and explains how the environment can affect the development of the child and become complex within development. It is important to recognise and understand that a child's system and interrelate and one system can affect another (Bronfenbrenner, 1979). The systems theory breaks this down into smaller system which represents different levels. A worthy element of the model is that it can identify attachments figures between parents and young people, and who are of significant value to them (McGoldrick, Gerson & Petry, 2008). Information from all three domains are analysed long with the protective and risk factors involved in safeguarding the child. In regards to the case study whilst using the Bronfenbrenner's (1979) theory, it became apparent that the family had a strong support network and identified the attachments of the children with parents and the significant people in involved.

Following the AWCPP (2008) a chronology of significant events should be included within the case conference report. This was completed using the computer system and going through case notes and significant events since the children's names were placed on the register up until the initial case conference within the first three months. Regarding the case study, information that was obtained indicated that the risk factors outweighed the protective factors to safeguard the children, which indicates that the children were continuing to suffer from significant harm. I used

supervision with my manager to discuss my decision making and professional judgement regarding the case study (Winnacott, 2012). Through gathering and analysing all the information presented to me, I concluded that there were no significant changes made within the family to safeguard the children from significant harm, and discussed on ways to work forward with the family. Also, an assessment of risk and recommendations and action plan for future intervention with the family is added to the report.

Following the AWCPP (2008) my written report for the review case conference was sent to the chair before 48 hours of the review case conference taking place. I also ensured that I shared the report with the parents before the case conference took place. Relating to the case study, I met up with mother on a one to one basis so she could read the conference report, she was then given the opportunity to share any concerns or issues regarding the report. However, on reflection, during my previous conversations with the mother, she was able to acknowledge and understand the reason for social services involvement with the family and was actively working with agencies to change to better safeguard the children. Being open and honest with the mother throughout the process, made her read the case conference report more at ease, as there was not any information within the report that was of a shock to her. I also shared the case conference report with father, with another professional present as agreed within supervision.

During the Review Child Protection Case Conference, as the social worker I provided and prepared a summary of the case and my analysis of safeguarding the children. All agencies involved attended the conference along with their written reports submitted to the chair. Within the review case conference, the decision was made that the children's names should remain on the child protection register due to the children continuing to suffer from significant harm. As this was the first review after the initial case conference, the next review will take place within the next 6 months. It was made clear within the Child Protection Case Conference that if there is no change within parental capacity that further enquiries will be made and a recommendation for the case to be discussed within the court arena. Within the case study, issues were regarding father's alcohol misuse and domestic abuse towards the mother, and mother's inability to pro-actively protect the children from harm.

If at any time there were further incidents of domestic abuse or alcohol misuse within the home or no evidence of change, the case would be discussed at a Public Law Outline (PLO) panel with the local authority (Department of Education, 2014). If there were enough concerns that arise, there would be a clear process to follow. PLO outlines the duties that local authorities have when thinking about taking a case to court to make a care or a supervision order. It sets out that local authorities need to ensure that they identify the concerns as early as possible to provide support for the family and address concerns. Mason et al., (2017) suggests that pre-proceedings can at times encourage parents to engage in the process to avoid proceedings, or it can support to gather more evidence to take to court. Social workers apply for a legal planning meeting, which would include the social worker, social workers manager, local authority solicitor, manager or representative from the local authority's fostering team and service manager (Department of Education, 2014).

To conclude, having undertaken reflective case study through focusing on assessment in the review case conference has supported my reflective thinking in which ways influence my practice. Through using Fook (2002) model, it aided my understanding and through applying it to identify how being critically reflective can change our thinking to develop practice and to support empowerment. Working in a Welsh context and having knowledge to the relevant child safeguarding procedures is essential, thus using research to enhance practice and it is forever evolving. New practice guidelines and legislation have come into force in Wales over the last couple of years, and has a direct impact on ways social worker practice on a day to day basis. I have learned from this intervention that challenging others and keeping the focus on the child is important. Within this intervention, I looked back on the situation of how I presented myself and how my presence effected the situation. My social identity of being a young, white, female, social worker can always have an effect on a situation. Being aware and being able to recognise and understand others perceptions and interpretations of situations is important, and most importantly to work anti-oppressively. I acknowledge that others will disagree with my opinions, and I aim to ensure that I use evidence based approached and be open to others challenging my professional opinion and to question professional judgement. Reflexivity means understanding and recognising our own influence on our practice and accepting that what we see is influenced by what we are looking for, including being aware of the context, framework

and our own knowledge as we analyse and interpret our experiences, interactions and responses (Fook, 2002; Fook & Askeland, 2006).

Words: 4120

Section 5

Safeguarding

*Guidance: Social Care Wales require newly qualified social workers to provide evidence of their understanding of safeguarding work with adults **and** children. The assignment below will enable you to show this. **N.B.** if your normal area of work is with children please write about adult safeguarding. If you normally work with adults then write about child safeguarding.*

In an area **that is not your main focus of work** (see guidance above), explain the relevant legislation, and the national, local and organisational policies and procedures for safeguarding.

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

In this section I will explain the relevant legislation, policies and procedures for safeguarding adults both locally and nationally.

In Wales, safeguarding legislation in relation to adults is covered with the Social Services and Well-being (Wales) Act [SSWBWA] 2014. Prior to the SSWBEA 2014, adult safeguarding in Wales had no legal framework and followed the “In Safe Hands” guidance under the Local Authority and Social Services Act 1970 (National Assembly for Wales, 2000) and the Wales Interim Policy and Procedures for the Protection of Vulnerable Adults from Abuse 2010 (Updated 2013). SSWBWA (2014) defines an ‘adult at risk’ as an adult who is ‘experiencing or is at risk of abuse or neglect’ ‘has need for care and support (whether or not the authority is meeting any of these needs); and as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it’. Similar to England’s definition of adult at risk under the Care Act 2014. Part 7 of the SSWBWA is on safeguarding and Statutory Guidance has been established done as six separate ‘Working Together to Safeguard People’ volumes (Social Care Wales, 2017) The Human Rights Act 1988 is paramount throughout the SSWBWA (2014) and underpins its principles. The SSWBWA also recognises legislation such as the Domestic Abuse (Violence against Women, Domestic Abuse and Sexual Violence) Wales Act 2015.

The SSWBWA (2014) produces a National Independent Safeguarding Board for both adults and children. The Safeguarding Boards (Functions and Procedures) (Wales) Regulations 2015 introduced the child and adult practice reviews in Wales. Their purpose is to learn lessons and identify areas for development in future practice.

The Mental Capacity Act [MCA] 2005 applies to Wales and England and been in force since 2007. The MCA (2005) purpose is to empower individuals to make decisions for themselves where possible, and to allow people to pre-plan to the future about their decision where they may lack the capacity.

When a person lacks capacity, or when someone's human rights are restricted, or to be safeguarded from harm, the MCA (2005) conveys the Deprivation of Liberty Safeguards [DoLS]. This allows individuals to make a decision within the person's best interest. Recent changes have occurred as the The Mental Capacity (Amendment) Bill was introduced to the House of Lords in 2018 to enable the change to replace DoLS as Liberty Protection Safeguards (LiPS). Some of the main changes are that LiPS can apply to anyone from 16 years of age, rather than previously 18, also includes a two tier system of protection for individuals, and LiPS can apply in any health and social care setting. This amendment became law on the 16th May 2019 in England and Wales, and is updates by the Mental Capacity (Amendment) Act 2019 and will come into force in April 2022.

To conclude, it is evident that the SSWBWA 2014 is the main domain of adult safeguarding in Wales with many recent changes in legislation, policies and guidance. There are explicit differences between both national and local legislation and policies, in particular between England and Wales.

Words: 516

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

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

In this part I will reflect on the difference between adult and children's safeguarding.

Both adult and child safeguarding are now together under the Social Services and Well-being (Wales) Act 2014. The new Wales Safeguarding Procedures (2019) cover both adult and child safeguarding in one document, and replace both the All Wales Child Protection Procedures 2008 and the Wales Interim Policy and Procedures for the Protection of Vulnerable Adults (2013). Under the Wales Safeguarding procedures (2019) definitions and procedures are in place for adults and children which differ. The definition for children applies to children and young people under 18 years old, definition applies for adults over the age of 18. The type of harm that children and adults are also different.

The main differences in both adult and child safeguarding is that there are different policies and legislation which underpins their safeguarding procedures. Children's legislation is underpinned by the Children Act (1989) and the United Nation Convention on the Right of The Child. Adult safeguarding is underpinned by the Mental Capacity Act (2005), United Nations Principles for Older People.

Adult safeguarding is underpinned by the Mental Capacity Act (2005) and procedures follow the Deprivation of Liberty Safeguards to protect individuals. However new legislation to replace this with the Liberty Protection Safeguards will differ and they would apply to individuals age 16 and over. The MCA (2015) applies to individuals over the age of 16, and individuals aged 16 or over are entitled to give consent, however can be overruled in exceptional circumstances. Consent and capacity to make decisions differ in legality's for individual's ages 16 to 17 years. Individuals who are aged 16 and under requires a person with parental responsibility to give consent on their behalf. However, an example that if an individual with parental responsibility refuses to give

consent for hospital treatment, then the matter could go to the courts and be overruled within the child's best interests.

Furthermore, under the MCA (2005) all adults are to be presumed to have capacity to make a decision, even if this decision is unwise. This is different for children, as the MCA (2005) does not apply for children under the age of 16. However, to assess individuals under 16's capacity to consent or make a decision comes under Gillick Competence (Care Quality Commission 2019). Its concept is based on the child's understanding and this can vary in different situations.

To conclude, it is evident that there are clear differences within both child and adult safeguarding. It is important to have this understanding within children and family social work, and both areas can intertwine with one another.

Words: 435

Section 6

Developmental Review (b)

Critically reflect on your development including reference to the training, learning, research and use of supervision since completing section 2. Consider in discussion with your mentor/supervisor/line manager the extent to which those learning needs have been achieved. Identify additional learning needs to support your development in the transition to becoming an experienced practitioner. You will consider here, the feedback you have received from individuals using services, their families and carers, and how this has impacted on your practice.

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

In this section I will critically reflect on my development since completing section 2. This will include my reflection on training, learning, research and use of supervision. I will evaluate how my learning needs have been achieved through a discussion with my mentor along with identifying additional learning needs for the future. Furthermore, I will consider how the feedback I have received has impacted on my practice.

I will use Borton's (1970) model of reflection to complete this section of my portfolio. Borton's (1970) model uses a 'What? So What? Now What?' questions to aid practitioners to use reflection and develop future actions.

Since completing section 2, I feel that I have developed my knowledge and understanding has improved, thus having a positive impact on my confidence. Recently I have attended the Social Services and Wellbeing (Wales) Act 2014 [SSWBWA] training on part 6; Social Work Theory; Joint Investigation Training; Recording and Reporting Information. This supported me to gain more knowledge and skills relating to the Care and Support Plans and procedures that are applied to Wales. As I feel more confident with my knowledge on the SSWBWA 2014, I am therefore able to better engage children and families, and use my communication skills to ensure that individuals' wishes and feelings have been listened to. Attending the 'Collaborative Communication' training reinforced my understanding, and therefore being able to communicate information both using verbal and non-verbal communication skills. I have learned that using various communication methods is essential to working with children and families, as it aids

understanding, and builds relationships with individuals to be open regarding their wishes and feelings.

I feel that I have developed as a practitioner through the use of supervision to guide my assessment to best meet the needs of the child. I have attended various training on the following: PAMS (Parent Assessment Manual Software); AIM'S under 12 assessment and intervention; assessing the risk of significant harm; Achieving Best Evidence. This training has supported me to understand how to use legislative frameworks and guidance to inform assessment and practice. For example assessing a child at risk is underpinned by the Children Act 1989, thus attending training on assessing significant harm to inform my practice. Within supervision, I reflected on the training I attended, which informed my assessments and to apply critical analysis. I used a significant harm checklist, and through discussion, aided my understanding and reasoning for my professional judgement.

I have attended training that support my development and skills to apply professional judgement within complex situations, such as; Public Law Outline; Working with difficult, dangerous and evasive families; Brain Development and the Effects of Poverty, Neglect and Poor Parenting; Court Skills. I have had the opportunity to work with cases that were subject to the public law outline pre-proceedings. This has enabled me to develop as a practitioner and has helped me to better evaluate situations to make decisions. Being involved in cases that were subject to care proceedings has enabled me to gain better understanding of the legal processes within social work with children and families. Observing court work supported my understanding of the legal process, and the role and responsibilities of each professional involved, and learnt about multiagency working within the court arena.

To support my development within the transition to becoming an experienced social worker. I am to continue to keep updated on recent research and practice developments within social work. I have access to the "The British Journal of Social Work" which will enable me to update my knowledge regarding current practice issues and debates.

I have received feedback from children and families regarding my practice. One in particular was from a mother of two children who were de-registered from the child protection register. Her comments were to a colleague within the team *“I would like to thank Emma for the support over the last 6 months. She specifically wanted to thank Emma for working with the children sensitively; not allowing them to feel worried or anxious or different about Social Services involvement. Emma formed a lovely relationship with the girls”*. Receiving this feedback did have an impact on my practice, and made me feel self-aware of the impact I as an individual have on other’s lives. The feedback reiterated my personal values of being non-judgemental to people’s situations and to ensure that the children are centre to any intervention. Through listening and building positive relationships with the children, I felt that I had made a difference to the children positively.

I aim to better my understanding within social work practice through gathering experiences in various settings. I am now working in the Fostering Team, where I will have the opportunity to undertake intense assessment with foster carers and other professionals. I will also be pro-active in attending training relating to fostering regulations and practice within Wales.

Work Count: 806

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

Consolidation workshop	Date Attended
1	12/03/2019
2	04/04/2019
3	11/07/2019
4	07/01/2020

Notes

Mentor's comments
Please comment fully on the learner's development over the duration of the whole programme. Reflect on information provided by the learner in section 2 at the outset of the programme and the later perspective given at section 6. Where you have seen or discussed feedback from individuals using services, families or carers, you are encouraged to comment on this with regard to the learner's development.

Mentors Comments

Emma Williams commenced her post as a Social worker within the Fostering Team in November 2019. At this time she had returned to work following a period of leave. Emma was enthusiastic and very positive about her new role and was very keen to observe other social workers within the team, carrying out viability assessments as well as being allocated Full Connected Person assessments to undertake.

There was a period of shadowing other workers for a couple of weeks and Emma made significant positive progress in being able to undertake these assessments alone; jointly with our colleagues in the Children's Teams.

Between November 2019 and June 2020, Emma was supervised by the Fostering Team Manager, Melvin Panther.

I took up my current role as Practice Lead for the Connected Team within the Fostering Service at the end of March 2020; at the time that the split within the team took place, to meet the demands of the increasing referrals to assess friends & family carers (Connected / Kinship carers).

At this time, social workers within the fostering service vocalised their preferences as to which team they would like to be based and their specialism.

Emma is a social worker within the Connected Team and I took on the role as her supervisor from June 2020.

I was made aware that Emma needed to complete the First Three years in Practice Portfolio of the CPEL, whilst also being aware that most of this work had been undertaken during her time as a social worker within the children's team.

I have read her portfolio, Sections 2 & 6 and I have also ensured that her line manager at the time, Delyth Davies, has also had sight of them. I have liaised with Delyth to ensure that this is a true reflection of what has been evidenced within the portfolio.

Email –

From: Davies Delyth (PLANT) <DelythDavies@XXXXX.llyw.cymru>

Sent: 11 January 2021 12:14

To: Hughes Shelley Louise (PLANT) <shelleylouisehughes@XXXXX.llyw.cymru>

Subject: ATB/RE: Portfolio.docx

Hia,

I have read the description of practice and this accurately reflects Emma's role when she was a social worker in the children and families team. I can confirm that the skills and interventions were exercised within her role.

Diolch

Delyth

Emma's practice within the Connected Team of the Fostering Service is of a high standard and she takes considerable care and pride in the assessments that she undertakes and prepares. She has made significant positive, effective working relationships with a number of connected carers, including some of our general foster carers.

She always contributes proactively to all elements of the work that we undertake and is a keen and enthusiastic worker.

Although this feedback does relate specifically to the information included in Section 2 and Section 6, foster carers have reported very positive comments about Emma's supervision and support to them, especially during very difficult times of the COVID-19 pandemic. Foster carers have shared how they miss seeing Emma on a monthly basis for visits as the local authority identify safe and practical guidance for undertaking visits and ensuring that all statutory duties are undertaken.

Regular phone contact and FaceTime contact has been positively actioned.

I hope this information is satisfactory for the purpose of the portfolio.

Many Thanks

Shelley Hughes 11.01.2021.



Section 7

Bibliography

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

Altarriba, J., Morier, R. (2004). *Bilingualism: Language, Emotion and Mental Health*. The Handbook of Bilingualism. Oxford, Blackwell.

Baldwin, N. and Walker, L. (2009) *Assessment*. In Adams, R., Dominelli, L., and Payne. 3rd ed, *Social Work Themes, Issues, and Critical Debates*. Palgrave Macmillan pp. 209-220

Borton, T. (1970) *Reach, Touch and Teach*. New York: McGraw-Hill Paperbacks.

Bronfenbrenner, U. (1979). *The ecology of human development*. Cambridge, MA Leicester, BPS.

Care Quality Commission (2019). *Brief guide: capacity and competence to consent in under 18s (PDF)*. Care Quality Commission.

Children's Act 1989. Available from <https://www.legislation.gov.uk/ukpga/1989/41/contents> (Accessed 24 November 2020)

Davies, E. (2009) *Dwy iaith dau ddewis? Cysyniad o ddewis iaith ym maes gwaith gofal cymdeithasol = Different Words different worlds, the concept of language choice in social work and social care*. Care Council for Wales, Cardiff.

Davies, E. (2011) *From the margins to the centre: language-sensitive practice and social welfare* in Williams, C. (2011) *Social Policy for Social Welfare Practice in Wales*, Venture Press, Birmingham.

Department for Education (2014) *Children Act 1989 Guidance: Court orders and pre-proceedings for local authorities*. London: Department for Education.

Department of Health (2000) *Framework for the Assessment of Children in Need and Domestic Abuse (Violence against Women, Domestic Abuse and Sexual Violence) Wales Act 2015*. Available at: <https://www.legislation.gov.uk/anaw/2015/3/contents> (Accessed 19 November 2020)

- Dominelli, L., 1996. Deprofessionalizing Social Work: Anti-Oppressive Practice, Competencies and Postmodernism. *British Journal of Social Work*, 26(2), pp.153-175.
- Fook, J. (2016) *Social Work A Critical Approach To Practice*. 3rd ed. London: SAGE Publications Inc.
- Fook, J., (2002) *Social work : critical theory and practice*, London: SAGE.
- Golding, K. and Hughes, D., 2012. *Creating Loving Attachments with PACE to Nurture Confidence and Security in the Troubled Child*. London: Jessica Kingsley Publishers.
- Howe, K., & Gray, I. (2013). *Effective supervision in social work*. SAGE Learning Matters.
- Human Rights Act 1988. Available at: <https://www.legislation.gov.uk/ukpga/1998/42/contents> (Accessed 8 November 2020)
- Innes, A., Macpherson, A., and McCaCabe, L. 2006. Promoting Person Centered Care at The Frontline. Available at: <https://www.jrf.org.uk/report/promoting-person-centred-care-front-line> (Access Date 6th December 2020)
- Koprowska, J., 2020. *Communication & Interpersonal Skills In Social Work*. 5th ed. London: SAGE Publications.
- Local Authority and Social Services Act 1970 Available at: <https://www.legislation.gov.uk/ukpga/1970/42> (Accessed 8 November 2020)
- Local Authority Fostering Services (Wales) Regulations 2018. Available at: <https://www.legislation.gov.uk/wsi/2018/1339/contents> (Accessed 8th December 2020)
- Lynch, A., Newlands, F. and Forrester, D. (2018) What does empathy sound like in social work communication? A mixed-methods study of empathy in child protection social work practice. *Child & Family Social Work*, 24(1), pp.139-147.
- Masson, J., Dickens, J., Bader, K., Garside, L., and Young, J., (2017). Achieving positive change for children? Reducing the length of child protection proceedings: lessons from England and Wales. *Adoption & Fostering*, 41(4), pp.401-413.
- Maxwell, N., Scourfield, J., Holland, S., Featherstone, B. and Lee, J., 2012. The Benefits and Challenges of Training Child Protection Social Workers in Father Engagement. *Child Abuse Review*, 21(4), pp.299-310.
- McGoldrick, M., Gerson, R., & Petry, S. (2008). *Genograms: Assessment and intervention* (3rd ed.). W W Norton & Co

- Mental Capacity Act 2015. Available at: <https://www.legislation.gov.uk/ukpga/2005/9/contents> (Accessed 20th November 2020)
- Murphy, D., Duggan, M. and Joseph, S. (2012) Relationship-Based Social Work and Its Compatibility with the Person-Centred Approach: Principled versus Instrumental Perspectives. *British Journal of Social Work*, 43(4), pp.703-719.
- Munro, E., (2011). *Munro Review Of Child Protection: Final Report - A Child-Centred System - Publications* -. Available at: <<https://www.gov.uk/government/publications/munro-review-of-child-protection-final-report-a-child-centred-system>> [Accessed 28 March 2020].
- Robers, C, R. (1961) *On Becoming a Person: A therapist view of psychotherapy*. (Boston) Houghton Mifflin.
- Social Care Wales (2017) *The social worker: Practice guidance for social workers registered with Social Care Wales*. Available at: https://socialcare.wales/cms_assets/file-uploads/The-social-worker-April-2017. (Accessed 2 November 2020)
- Social Care Wales (2017) Statutory Guidance. Available at: <https://socialcare.wales/hub/statutory-guidance> (Accessed 10 November 2020)
- Social Care Wales, (2019). The Mental Capacity Act and Deprivation of Liberty Safeguards (DoLS). Available at: <https://socialcare.wales/service-improvement/the-mental-capacity-act-and-deprivation-of-liberty-safeguards-dols> (Accessed 22 November 2020)
- Social Services and Well-being (Wales) Act 2014. Available at: <https://www.legislation.gov.uk/anaw/2014/4/contents/enacted> (Accessed 20th November 2020)
- Sutton (2000). *Child and adolescent behaviour problems: a multidisciplinary approach to assessment and intervention*. Leicester. British Psychological Society.
- The Safeguarding Boards (Functions and Procedures) (Wales) Regulations 2015. Available at: <https://www.legislation.gov.uk/wsi/2015/1466/contents/made> (Accessed 22 November 2020)
- Their Families, London, The Stationery Office.
- Thompson, N. (2006) *Power and Empowerment*. Russell House Publishing Ltd

- United Nations Children's Fund UK. (1989). *The United Nations convention on the rights of the child*. Available at: <https://www.unicef.org.uk/what-we-do/un-convention-child-rights/> (Accessed 19 November 2020)
- United Nations Human Rights (1996). United Nations Principles for Older Persons. Available at: <https://www.ohchr.org/EN/ProfessionalInterest/Pages/OlderPersons.aspx> (Accessed 22 November 2020)
- Wales Interim Police & Procedures for the Protection of Vulnerable Adults (2010). Available at: <http://www.cardiffandvaleuhb.wales.nhs.uk/sitesplus/documents/1143/Safegaurding%20Adults.pdf> (Accessed 21 November 2020)
- Wales Safeguarding Procedures Project Board (2019) *Wales safeguarding procedures*. [Cardiff]: Wales Safeguarding Procedures Project Board
- Welsh Government. (2016) Follow-on strategic framework for Welsh language services in health, social services and social care. Available at: <https://gov.wales/sites/default/files/publications/2019-04/follow-on-strategic-framework-for-welsh-language-services-in-health-social-services-and-social-care-2016-2019.pdf>
- Welsh Language (Wales) Measure 2011. Available at: Welsh Language (Wales) Measure 2011 (legislation.gov.uk) (Accessed 20th November 2020)
- Winnacott, J., 2012. *Mastering social work supervision*, London: Jessica Kingsley Publishers.

Section 8

Learner details, Signatures and Line manager verification

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

Learner Details

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

1. Name of Learner Emma Sian Williams

2. Learner's University Number: 1811119

Address for Correspondence: Bryn Difyr, Bethel, Caernarfon, Gwynedd. LL551YD

Telephone:

E-mail: emmasianwilliams@gwynedd.llyw.cymru

Date of Professional Qualification: 14th November 2017

Date of registration with Social Care Wales: 20th December 2017

3. Name of Learner's Agency: Gwynedd Council

Agency Contact details: Gwynedd Fostering Team

Name:

Address: Gwynedd Fostering, Council Offices, Penrallt, Caernarfon, Gwynedd. LL551BN

Telephone Number:

E-Mail address: shelleyhughes@gwynedd.llyw.cymru

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

Welsh only ☐

Welsh and English ☐

English only /

Mentor's details

5. Mentor's details:

Name: Shelley Hughes

Address: Gwynedd Fostering, Council Offices, Penrallt, Caernarfon, Gwynedd. LL551BN

Telephone Number: 01286862660

E-Mail address: shelleylouisehughes@gwynedd.llyw.cymru

6. Observer details

Name: Sarah Owen

Work Address: Gwynedd Fostering, Council Offices, Penrallt, Caernarfon, Gwynedd. LL551BN

Professional Qualification and date of qualification: DiPSW, 2006

Email and telephone number: sarahmichellebradnick@gwynedd.llyw.cymru
01286862660

Signatures and Line Manager Verification

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

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

Signed:  (Learner)

Date: 11/01/2021

Feedback and comments from an individual using services, their family or carers (Section 3} - to be completed by the Observer

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

Signed: 

Date: 11/01/2021

Line manager verification

Guidance: This section must be completed and signed by the learner's line manager or senior practitioner. He/she should be a registered social worker who is familiar with safeguarding work, can verify that the learner has been involved with the case evidenced in section 4 of the portfolio, and has also met all other required criteria listed.

In this section, please confirm that you have seen sufficient of the learner's work during the period they have been undertaking the Consolidation programme. If necessary, please consult

with other managers that the learner has worked for. 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 Practice and National Occupational Standards
- core values of the learner
- content of the development plan within the portfolio
- work and commentary referred to within the portfolio, that it is the learner's own work and based on current practice

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

LINE MANAGER VERIFICATION:

NAME OF LINE MANAGER: MELVIN PANTHER

SIGNATURE OF LINE MANAGER.:

A handwritten signature in black ink, appearing to read 'M. Panther', is written over the signature line.

DATE: 12/01/21

Section 9

PORTH AGORED and UNIVERSITY OF WALES, TRINITY SAINT DAVID

GRADUATE CERTIFICATE IN CONSOLIDATION OF SOCIAL WORK PRACTICE

LEARNER AND EMPLOYER'S LEARNING AGREEMENT

Name of Learner	Emma Williams
Name of Team/Agency	Gwynedd Fostering
Name of Mentor	Shelley Hughes
Name of Line Manager	Melvin Panther

Study Duty

The learner will undertake all elements of the Graduate Certificate programme diligently, including mandatory attendance at induction, 4 Consolidation workshops, and participation in an evaluation survey or focus group on completion of the programme.

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

Study Leave

The employer undertakes to support the learner by providing paid leave in full to attend all agreed induction, Consolidation Workshops, programme evaluation meetings or training agreed as required during the programme. In addition, three additional paid days can be approved by managers as a contribution towards the time involved in personal research and developing the portfolio for submission. It is for learners to open a discussion with their manager about when they want to take this leave. The study days can be taken on any week-day (or combination of days) as long this is (i) appropriate to the stage of portfolio preparation at the time, and (ii) agreed with the Team Manager who will take into account team and service needs. The level of paid leave described here assumes that the learner works full-time hours. Where the learner works less than 37 hours a week, paid time will be approved in accordance with the employer's local policies.

Resources

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

The employer's training department agrees to:

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

The learner agrees to:

- work actively towards completing the qualification within the agreed timescale of 12 months from the date of registration on the programme
- Identify with manager/mentor appropriate internal training and arrange to attend these courses
- Identify with manager/mentor and Training Manager any special requirements e.g. dyslexia and contact the University's Student Services office directly about additional support that may be required
- attend induction and 4 Consolidation Workshops. These are mandatory components of the programme
- produce work and evidence appropriate to the portfolio and learning outcomes within agreed timescales
- make and keep agreed appointments with mentor/line manager
- ensure they are prepared adequately and obtain all necessary consent for observed practice
- inform mentor/line manager and training department immediately of any problems or changes in circumstances while undertaking the programme, especially where this may affect completion of the programme by the agreed deadline or ability to attend a mandatory workshop.
- liaise with their line manager/mentor to confirm study days and use their own time for self study, research and portfolio preparation
- take personal responsibility for preparing and completing all work necessary to submit their portfolio
- act at all times in accordance with the Code of Practice, the employer's and University's policies, procedures and processes
- ensure they understand the need to complete the programme within the first (three year) period of registration with Social Care Wales.(Qualifying after April 2016)

Line Manager/Mentor agrees to:

- attend an induction meeting to become familiar with the requirements of the programme
- provide or arrange to provide sufficient assessment opportunities in order for the learner to evidence competency and undertake required observations. Where opportunities may not be immediately available within the team, arrange to provide these elsewhere within the Service,
- guide and support the learner for the duration of the programme
- release the learner for programme induction and Consolidation Workshops, and any internal training courses agreed as being appropriate to meeting agreed learning needs.
- agree with the learner, use of up to 3 additional paid leave days over the whole duration of the programme, as a contribution towards time needed for personal study, research or portfolio development
- Hold supervision with the learner, ideally monthly, and ensure this incorporates mentoring support and monitoring of the work undertaken and still outstanding. Maintain a full record of supervision dates and record discussions and agreements.

Completion and submission of portfolio

Learners are expected to complete the Graduate Certificate and will normally submit their portfolio within 12 months of attending induction to the programme. Any Learner anticipating any difficulty in meeting this requirement should immediately discuss the matter with their Training Manager/Co-Ordinator

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

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

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

Signed:...  .. Print Name: Emma Sian Williams Date: 11/01/2021
(Learner)

Signed:...  Print Name: Melvin Panther Date: 12/01/2021
(Line Manager/Mentor)

Signed:.....  Print Name: ...Shelley Hughes..... Date: 11/01/2021
(Mentor, if different to above)

**PLEASE PLACE THE SIGNED COPY OF THIS LEARNING AGREEMENT IN SECTION 9
OF THE PORTFOLIO**