

Social Care Wales



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Y Drindod Dewi Sant

UNIVERSITY OF WALES
Trinity Saint David

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

LEARNER PORTFOLIO (PORTH AGORED and UWTSD)

Learner's name: Kimberley Stewart

**Learner's University Registration Number:
1603173**

**WALES INSTITUTE for WORK-BASED LEARNING
2016-2017**

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.

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

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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)

The team works with some of the most complex families within the local area and aims to safeguard and promote the welfare of those children we work with. It is important to acknowledge that this does not come without its challenges. For example, the care and control element of working within this context is a particular difficulty I find when there were issues of domestic violence. Literature identifies the failure of social work practitioners to provide effective services to abused women and their children (Cavanagh, 2003). This may be due to the reluctance of practitioners to intervene in private family matters unless the concern for a child's welfare is evident (Mullender, 2002). Here it must be acknowledged that an imbalance between the care and control element of our profession could lead to oppression. A way of overcoming this is to be aware of the power issues between service user and practitioner to ensure that true anti-oppressive practice and collaborative working will be used. My instilled values and ethos is to be able to work together with families to improve their current situation utilising legislation, policies, social work methods and theories. However, the power imbalance of the social work profession and that of the service users within this area can make this difficult. It is of significant importance to ensure that I have the confidence and ability to work

collaboratively with service users, their carers and other professionals on a consistent basis, despite the challenges that I may face as a newly qualified social worker. This is an area in which I feel I need to develop further.

An area which has been identified during discussions with my senior practitioner during supervision utilising Gibbs model of reflection is experience of managing hostile situations. My experiences have been limited within this particular area to date.

When reflecting on work that I have done I have had to ensure that my personal values do not negatively impact on any work that I do. For example, when working with a young mother who had her child placed on a child protection plan (Children Act 1989). I felt that my decision making and judgements may be influenced by my previous experiences of being a young mother. Through discussions with my senior practitioner I was able to utilise the ladder of inference (Argyris and Schon, 1974) as an influential tool to ensure I am aware of my own initial assumptions to ensure that my personal values do not conflict with my professional values.

A particular challenge that I have faced is stepping cases down to a lower level support. This is extremely frustrating as working together is instilled in us from the beginning and strains on the Local Authority seems to go against our social work values. A way of overcoming this challenge is to develop my skills in critical analysis to inform decisions and interventions by completing child protection reviews and parenting assessments. Another area in which I feel I need to develop my skills further is in communicating with professionals from different areas of practice so that I can be firm in expressing my professional judgement. I feel that this is an area I have developed further however, is something I still lack confidence in at times.

Word count - 535

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: 23rd February 2017

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)

The objectives of this intervention was to gather the wishes and feelings of a young person (aged 14) who will be referred to as (1) with regards to her relationship with her mother's (2) partner (3) whom had been convicted of a sexual offence. The family have been clear in their wishes that they would like 3 to return to the family home and reside as a family unit. Therefore, 1's views were to be gathered in a neutral location were paramount to inform assessments. 1 is subject to a child protection plan under the category of risk of sexual harm. Sexual Harm is defined within The All Wales Child Protection Procedures (AWCPP, 2008). The procedures reflect the values and principles enshrined in the UN Convention on the Rights of the Child (1998). The key aims of AWCPP (2008) are to improve the wellbeing of children, including for children to live in a safe environment protected from harm. The National Occupational Standards (Care Council, 2011) will be utilised. Particularly Key role 3,4,5,8 and 12.

Care and Social Services Inspectorate Wales (2009) suggests that continuity of social worker supports the engagement of children and young people. It is important to acknowledge that I had been working with this young person for six months and had built a trusting relationship within this period of time. The observation took place within the young person's school which was her choice and was somewhere she felt most comfortable. The young person does have speech and language difficulties (stammer) and has identified learning needs. Here the use of communication tools were of significant importance to ensure the young person could communicate her wishes and feelings effectively. I spoke with the young person and her mother a week prior to the observation within the family home to gain consent for the intervention to take place and for my practice to be observed.

314 words

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, cultural sensitive practice, language preference including the "Active Offer" principle, and

ethical practice..

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

The Munro Review (2011) identified that a way in which the system can be truly 'child centred' is to ensure social workers have the time and skills to undertake direct work with children. In addition, it is of significant importance to ensure that the direct work is planned in such a way to ensure that the child's voice is heard (Koprowska, 2010). Aldgate and Seden (2006) suggest that working directly with children has its own basis in three perspectives: a right perspective, a safeguarding, promoting welfare perspective and a therapeutic perspective which is grounded in developmental theory. All children and young people have a right to express their views and for these views to take part in decision making and to be heard (United Nations Convention on the Rights of the Child, 1989), this has also been included within the Children Act (1989). The Social Services and Well-being Act (Wales) 2014, has been rolled out across Wales and 'what matters' conversations are incorporated into all assessments and reports. It was of significant importance to ensure that the intervention enabled the young person to participate fully in decisions concerning her life.

The family were born in Wales and their first language is English. It is important to consider that if the family would have been Welsh speaking then the 'Active Offer' would have been applied. The Active Offer places the responsibility on the service provider to ensure that Welsh speakers are offered a service in Welsh rather than the individual requesting this. Information suggests that individuals lack confidence in requesting a service in Welsh (Care Council for Wales, 2014b).

It is important to note that a trusting relationship had been built with 1, which had developed over a period of time. Initially 1 had a negative view of social workers due to her previous experiences. Consistency, transparency and honesty over a period of time enabled 1 to become relaxed and open when communicating about what life was like for her. Research suggests that for children and young people to open up to social workers then a relationship needs to be built (Schofield et al, 2012). It must be acknowledged that this is not always possible in child protection work due to the need to gather children's views in a timely manner.

For example, S47 Investigations (Children Act, 1989). However, even with long term work, building and sustaining a relationship with vulnerable children and young people can be difficult due to their previous experiences of adults in their lives (Tait and Wosu, 2012). It is also of significant importance to gather the wishes and feeling of children of whom we work with. How this is achieved will depend upon the age, gender and previous experiences and understanding of the child's current situation. It is important for children to be heard and any plans for the future should be informed by the child's views. As stated earlier, 1 has speech and language difficulties and identified learning needs. Therefore, communication tools were required in order for communication with 1 to be effective. It was of significant importance for the direct work to be planned prior to the observation. Koprowska (2010) suggests that direct work must be planned in such a way to ensure that the voice of the child is heard.

I had recently undertaken interactive 'What Matters' training which equipped me with the knowledge and skills to be creative in my approach, achieving best evidence training which developed my understanding of the importance of open ended questions and S47 Investigation training. I also had several conversations with experienced practitioners around their experiences of undertaking direct work with young people in similar situations, together with my own experiences of communicating with 1 and other young people provided me with the tools and knowledge to thoroughly plan the intervention prior to the observation. The training and previous experiences of direct work with children had enabled me to develop my communication and listening skills further in a variety of ways. With younger children communication is normally done through play, reading, drawing and games. Utilising texts such as Direct Work with Vulnerable Children (Tait and Wosu, 2012) has enabled me to communicate with children effectively. However, older children respond differently and going for a drive or food can be more effective than asking direct questions. In addition, it is important to consider my own personal values and experiences and be mindful that these do not impact upon the discussions held with children and young people. Here the use of supervision was key to discuss any potential concerns prior to the direct work taking place.

My experience of working with 1 was that communication was easier with limited eye contact. For example, 1 appears to open up and present more confident communicating when

travelling in a car, eating food or colouring in. It was important to factor this in when preparing for the intervention. It was also important to prepare a number of different options to aid the communication, as 1 regulation of emotions can be unpredictable. I have found that utilising 'what if' questions within supervision and planning enables me to prepare for a variety of situations (Howarth, 2010).

I gained parental consent from 2 prior to the observation during a visit to the family home. It was also important to gain consent from 1, which also took place within the family home. Obtaining consent also supports Social Work values and ethics such as; respecting the right to self-determination, acting with the informed consent of service users (unless required by law to protect that person or another from risk) and promoting the right to participation (BASW, 2012). In order for 1 to make an informed decision, I advised 1 that I would be observed by another member of staff. I reassured 1 that the member of staff would not be observing her and was there to make sure I was doing what I was supposed to and could support me further in my role as a social worker. 1 stated that she was fine with this. I proceeded to ask 1 where she would like this to take place, in which 1 replied 'school'. Communication with the school was required to ensure that the young person did not miss out on any core subjects and an appropriate room was available to ensure that 1 felt comfortable and the likelihood of external noise or disturbances would be limited.

Upon arrival at the school I was advised that 1 had a difficult morning in school and had walked out of lessons. 1 was in the room waiting when I arrived. It was evident by 1's body language and facial expressions that she was upset. I sat with 1 and we had a general conversation about her day. It was important to be aware of my own body language and to position myself in a calm and approachable manner, and my assessor sat behind 1 to avoid distraction and to ensure that 1 felt comfortable. When 1 began to open up about what was bothering her she began to stammer, this then frustrated her further and she shut down. I reassured 1 and asked if she would like a break or a drink. 1 nodded her head. I left 1 alone for a few minutes and asked a member of staff if they could get her a drink. I went back into the room and asked 1 if she would like to continue or if she would like to talk with me later on at home. 1 had calmed down by this point and stated she wanted to talk to me. At this point

we utilised pens and paper to establish what was going on. We drew a large building and wrote school above. I then sectioned the building into three areas and wrote, happy, sad and dreams. 1 interacted well with this method and was able to communicate what was bothering her at school that day.

Upon reflection, it was evident that the time and consideration given to planning cannot always prepare you fully. However, the relationship that had been built with 1 had enabled me to assess the current situation and figure out whether to proceed or not.

1,357 words

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, she was early.
Did the social worker get your permission in advance for the observer to be present? Did they explain why they were being observed?	Yes, she spoke to me at home the week before. She said it was to make sure she was doing her job right.
Were you clear why the social worker met with you today?	Yes, to talk about my mum's boyfriend.
How well prepared do you think, the social worker was for his or her meeting with you?	Well she had lots of colours and papers.
How has the social worker listened to you and respected your views and wishes?	Yes
Did the social worker talk to you in a way that you understood? Did you understand the language they used?	Yes

How has the social worker's involvement met your expectations for this visit?	Okay
Are there any other comments or suggestions that you would like to make?	Not really

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)

This section will critically reflect upon an assessment undertaken under child protection procedures (Social Services and Wellbeing (Wales) Act, 2014, AWCPP 2008, The Children Act, 1989 and 2004) which quickly escalated to the Local Authority initiating care proceedings in respect of a child. The assessment undertaken was Bruce Thornton's Risk 2 assessment, this is utilised as a framework to assess whether a child is at risk of suffering or likely to suffer significant harm as a consequence of their needs not being met. The critical components of risk are; understanding the capacity of the carers, understanding needs of the child, assessing the level of harm, classifying harm, predicting likelihood of harm, summarising risk, considering whether harm is significant, making decisions and follow up actions (Thornton, 2013). This section will first discuss the background of the case, following on to completion of the assessment and finally, outcomes following the assessment. This section will also incorporate safeguarding policies, strategies and procedures and demonstrate an understanding of legislation, theories and methods.

It is important to acknowledge that the case in question was allocated for a Pre-Birth Risk Assessment initially due to the mother being a Looked after Child and concerns around domestic abuse, the transient and chaotic lifestyle of the mother and risks of sexual exploitation following a referral from the young person's social worker. It is important to recognise that North Wales Safeguarding Children Board Multi Agency Pre Birth Pathway (2016) suggests that a Pre-Birth Risk Assessment 'should' be undertaken if there are concerns around sexual exploitation and domestic abuse. Thus, when a referral is submitted

to the Local Authority the manager will make a decision based on the contents of the referral and make appropriate recommendations. 'Although, statutory intervention cannot begin prior to birth' (AWCPP, 2008, Pg. 331), it is important to ensure an assessment is completed to enable plans to be formulated to ensure the support, safeguarding and protection of a child following the birth. This would be a multi-agency decision during a child protection case conference if there were risks of significant harm identified during the assessment process. It is important to recognise that this case did not proceed to an initial child protection case conference prior to the birth of the child due to the assessment identifying that positive factors clearly outweighed any areas of concerns. This was established utilising Bruce Thornton's pre-birth supplement. Due to the mother being a Looked after Child and residing with foster carers a Legal Advice Meeting was convened (Section 31 Children Act, 1989). It was identified that due to foster carers enabling the young person to remain in placement under 'when I'm ready scheme' (Social Services and Wellbeing (Wales) Act, 2014) the baby could reside in placement with the mother without a court order. The assessment also identified that the unborn child was eligible for a service and a care and support plan was agreed, as required under section 54 Part 4 of the Social Services and Well-being (Wales) Act 2014.

The care and support plan included;

- the identified needs to be met for the child following birth
- the desired outcomes for the child following the birth
- the actions the local authority and others will take to meet these needs and achieve these outcomes
- how progress against the plan will be monitored
- how the plan will be reviewed over time

Following the birth a further referral was received indicating concerns in relation to the child, including parental substance misuse and mental health, domestic abuse, leaving the child unattended and with unsafe adults. Due to the nature of concerns a strategy discussion was held which led to a decision being made to initiate Child Protection Section 47 enquiries (The Children Act, 1989). During these enquiries it became evident that the young person was clearly struggling with the care of her baby and despite a wealth of support being provided

under a Care and Support Plan was unable to safeguard the child and ensure basic care needs were being met. The outcome of the S47 Investigation was to proceed to an Initial Child Protection Case Conference (ICPCC). The AWCPP (2008), state that the ICPCC should take place within 15 days of the last strategy discussion. The child was registered under the category of neglect, physical and emotional harm and a multi-agency safeguarding plan was created.

Following the child's name being placed on the child protection the register a Bruce Thornton (2013) Risk 2 needs to be completed prior to the review child protection conference to establish strengths in parenting capacity, any areas of concern and unmet needs and interventions which may improve the outcomes for the child. The Risk 2 also enables the social worker to establish whether the threshold for significant harm continues to be met. In order to establish strengths and areas that may require support and intervention the Framework for the Assessment of Children in Need and their Families (DoH, 2000) must be incorporated into all assessments. This enables a systematic approach to be taken in terms of analysing, understanding and recording what is happening for children with their families and the wider community. It is important to acknowledge that this guidance incorporates principles contained in the United Nations Convention on the Rights of the Child (1992) and also legislation requirements such as the Children Act (1989). It is important to acknowledge that this case was allocated soon after the introduction of the Social Services and Well-being Act (2014). It was of significant importance to ensure I had attended relevant training and developed my knowledge and understanding of the Act in order for me to incorporate the key principles into the assessment process. This ensured I could empower the parents to give them voice and control in achieving personal outcomes. However, it is important to consider the care and control which can be evident in child protection work and the tensions of applying the key principles of the SSWBA, 2014. For the purposes of this discussion, a critical reflection of the completion of Bruce Thornton's Risk 2 Assessment will now be discussed.

When undertaking an assessment it is of benefit to consider the assessment process. Here the use Milner and O'Byrne five stage model of assessment (1998) was of importance. The five stages include, preparation, data collection, weighing up the data, analysing the data and

finally, utilising the data. There are other models of assessment which are beneficial within social work practice such as the ASPIRE model (Sutton, 1999) and the ASIRT model (Thompson, 2005). Upon allocation of the case it was of importance to consider who I needed to speak to, the purpose of the assessment and what information may be required. It was also vital to read previous records held on the system, have case discussions with the mother's personal advisor provided under Section 105 -115 (SSWBA, 2014) to gain further clarity of the case. Information was also obtained from the mother's foster carer during the assessment process to evidence the concerns around parenting capacity in relation meeting the child's needs. This coupled with domestic abuse and parental mental health which were features within the assessment is referred to in literature as the 'toxic trio' (Brandon et al, 2012). An exploration of over 100 serious case reviews in 2009-2011 indicated that over three quarters of incidents in which a child was seriously harmed or had died where exposed to one or more of the toxic trio risk indicators (Brandon et al, 2012). Whilst it was of importance to gather information from the foster carer who was caring for the mother and had insight into the daily life of the child, information was also gathered from health, domestic abuse, substance use and mental health services as they may have greater understanding of their areas of expertise. It is important to acknowledge that multi-agency working is vital, as no single professional can support all the needs a family affected by domestic abuse, parental substance use and mental health problems may have. I made contact with the parents who agreed to meet for an initial introduction with the previous social worker. I took a person centred approach and attempted to clearly explain the assessment and child protection process, here the use of a blank assessment and a flow chart of the child protection process alongside the child protection plan which was agreed in the ICPCC (AWCPP, 2008) was of importance. Parents queried if their baby would be removed from their care. I stated I was unable to answer this however I needed to complete an assessment with them, speaking with all key professionals supporting them and understand parents motivation to make appropriate changes to ensure their child is protected from harm. I explained that engagement with relevant services included within the child protection plan would be required in order to inform the current assessment.

When completing an assessment communication is key to build a positive relationship with families and professionals involved to ensure essential information is shared between agencies this is vital for a holistic assessment. Furthermore, it is vital to be aware of the power issues within the role of a social worker particularly in child protection cases. The mother was removed from the care of her parents as a young child due to neglect and emotional harm. Since being in the care of the Local Authority, mother had numerous placement breakdowns. It was important to be aware of how the mothers past experiences may impact upon her ability to be open and honest with the Local Authority. I attempted to reassure parents by informing them that my role is to support the family to make positive changes whilst being clear about potential consequences of not improving the outcomes for their child. Having an open and honest approach is key in building relationships up with families we work with. This is important to achieve coproduction with the parents to have an effective working relationship to promote the wellbeing of the child.

When undertaking an assessment consideration must be given to a family or individuals choice of language. More than just words (Welsh Government, 2015) places the responsibility on the service provider to offer a service in Welsh rather than the responsibility on the individual. This was achieved by asking parents about their language choice and their preference for discussions. Parents were able to clarify that they originated from England and requested the service in English. Within the Social Services and Well-being Act (2014) the importance of individuals feeling that they are an equal partner in their relationships with professionals is expressed. Therefore, it is important to acknowledge that parents' wishes and feelings are vital within the assessment process. An advocate was offered to both parents to ensure they had fair representation within the child protection process and their voices were heard. Parents did not initially want a stranger as an advocate. However, when I discussed that support could be offered by a friend, family member, or wider support network, parents became interested. In relation to the Social Services and Wellbeing Act (2014) I also explored the element of the Act 'What matters to you?'. Parents were clear in their views that they wanted to change their life, reduce drug intake, engage with support around their mental health and most importantly wanted their baby to remain in their care. Parents were also clear in their views that they wished to be assessed as a couple. During assessment sessions with

the family which were undertaken in a variety of settings it was of importance to observe parents non-verbal communication. This included speaking to parents individually and as part of a couple particularly due to the domestic abuse which is evident within the relationship. Whilst it is essential to gather parents views and what matters to them during the assessment, it is of significant importance to assess how parents' wishes and feelings may impact upon the care of their child. For example, parents in an abusive relationship may wish to continue their relationship however, this could have a detrimental impact upon the safety and well-being of the child. Protective factors need to be considered for example, in this case parents were not living together which reduced the risk posed to the child. However, parents were not engaging with support services which may have reduced the risks further.

As stated previously, one of the areas of concern was parental substance misuse and the impact upon parent's ability to prioritise and meet the needs of the child. Here the use of Supporting Children, Supporting Parents: A North Wales Multi-agency Protocol was of importance. The aim of the protocol is to support children, whom parents have significant mental health difficulties and substance misuse to receive appropriate services, safeguarding and protection. Whilst it is acknowledged that professionals involved need to work together in partnership with parents, this can be a challenge. Particularly, if the child is at risk of significant harm and parents are not ready to make the appropriate changes needed to safeguard their children. In this particular case it was of importance to utilise a change model to establish if parents recognised the Local Authority's concerns, and how likely it would be for parents to engage in services to reduce risks posed to the child. There are various stages of change models however, Prochaska and DiClemente (1983) model of change was utilised. The model describes five stages of change; pre-contemplation, contemplation, preparation, action and maintenance. Here the use of motivational interviewing of parents was of importance whilst establishing parents motivation to change. This method enables empowerment of parents as it gives them an element of control and supports the parents to focus on their strengths to make any desired changes within their lives. During this process it became evident that parents did not acknowledge the concerns of the Local Authority and were at the pre-contemplation stage (Prochaska and DiClemente,1983). This raises significant concerns particularly due to the child's age and vulnerability. Between 2007 and 2009, 47% of all Serious Case Reviews

related to babies under the age of one year (Brandon, Bailey and Belderson, 2010). Cuthbert et al (2011) found evidence to suggest that under one's are eight times more likely to be killed than any other age group. Furthermore the risk is greatest in the first three months post birth and perpetrators are most commonly parents. Therefore the above research signifies the importance of Social Work intervention, assessments and ensuring children's needs are met with their primary carers and that they are safeguarded from harm.

Analysis is key throughout any assessment that is undertaken with families. However, it is of important that is undertaken which is informed by legislation, policies, procedures, methods and theories. Over the years serious case reviews and literature has criticised analytical skills of social workers (Brandon et al, 2010, Munro, 2011). It is important that analysis underpins social work practice and in order for this to be done effectively the use of a model of analysis is of benefit. The one utilised for this assessment was SWOT (Strengths, Weaknesses, Opportunities and Threats) however, changing weaknesses to challenges and threats to risks enabled a more social work friendly approach to be taken. As Wilkins (2016) suggests that the SWOT model can be beneficial when organising information for practitioners and those we work with. However, it is important to acknowledge that not one model would be beneficial for all assessments undertaken with families and individuals we work with however, whichever model is most comfortable 'hypothesizing, organising information and how to consider multiple options when making decisions' should be included (Wilkins, 2016). It is of importance to consider key skills and knowledge that can inform analysis such as identify the difference between fact and opinion, utilising intuition and logic and evaluating risks and strengths (Wilkins, 2016). When gathering and analysing the information I considered an ecological perspective. Barker (2003; 136) defines this as 'an orientation in Social Work and other professions that emphasizes understanding people and their environment and the nature of their transaction'. I specifically focused upon Bronfenbrenner's (1979) ecological systems model which explored microsystems (the context that individuals create around them), mesosystems (interactions between microsystems, where interactions take place that influence individual development), macrosystems (all other systems, such as the cultural and societal context on environment) and exosystems (settings that do not directly influence individual development yet play a part, such as parental income). Considering the wider

context allowed me to have an in depth understanding around the parents lived experience and current state. When discussing these layers with parents it was difficult at times given the trauma they had experienced and I also did not want to cause too much emotional distress. Whilst analysis is key when weighing up the information gathered throughout the stages of assessment to inform decisions, it is also of importance that analytical skills are utilised throughout the gathering information stages. When completing an assessment it is also important to consider the language used throughout and to ensure that this is clear and concise.

Upon completion of the assessment, there were a number of further referrals received raising significant concerns for the child whilst in the care of her parents. I raised this within supervision and it was agreed to proceed to a legal advice meeting to establish if the care proceedings had been met. A Legal Advice Meeting (LAM) is a meeting between social worker, senior practitioner, senior management and a legal representative when concerns are escalating on a case and there are significant safeguarding concerns for a child or children and/ or a child protection plan is not reducing the risks posed to the child or children. There are a number of decisions which can be made within a LAM such as; continue with child protection plan; commence Public Law Outline (PLO) process or initiate care proceedings. It is important to acknowledge that the most recent assessment needs to be submitted prior to a Legal Advice Meeting being held. Due to the nature of the concerns and further information being received that the mother had abandoned her baby a verbal update was provided alongside the completed assessment. This case was a complex case to manage that became time consuming and there were multiple issues that surfaced. I wanted to support parents to make positive changes, however parents had not demonstrated an ability to make necessary changes with a wealth of support provided and the safety and well-being of the child was paramount. A Legal Advice Meeting was convened as the mother had abandoned her child with the foster carer and the decision to initiate care proceedings was agreed by legal representatives and management. Although I agreed that this was the best decision for the child, I had conflicting views as the mother was a care leaver herself, I had to utilise supervision and be aware of my professional boundaries. Whilst I felt powerless when the mother continued to place herself at risk of harm and enter unsafe environments with

individuals that she alleged abuse from, I ensured all relevant information was shared with the appropriate team to provide support to the mother as a care leaver under Part 6 (SSWBA, 2014). Whilst managing this case I regularly sought advice and support from my manager during formal and informal supervision. It is important to consider the stress of completing court paperwork within limited timescales, whilst still managing a full case load and dealing with a variety of issues that may arise. Here the use of time keeping and organisational skills alongside prioritising work was of significant importance. I ensured that my worries and concerns around managing my caseload whilst completing court work was shared with my senior practitioner. I also had anxieties with regards to presenting in court due to the complexity of the case and my limited experiences of court work. Discussions with experienced members of the team and management was of importance. Prior to the court date I also complete online court skills training which increased my awareness of presenting a case within court. This case made me reflect on the demanding and stressful nature of the job, become more self-aware and acknowledge how important emotional resilience is. For the purposes of this discussion, emotional resilience can be defined as 'Being able to motivate oneself and persist in the face of frustrations; to control impulse and delay gratification; to regulate one's moods and keep distress from swamping the ability to think; to empathise and to hope' (Goleman, 1996).

Within the Local Authority that I work in the case transfers to a court team once an Interim Care Order has been granted. However, the transfer protocol states that the case cannot be transferred until the initial LAC review has taken place following the making of an Interim Care Order. This creates challenges due to the timescales of the Public Law Outline 26 week timetable. At the point of transferring this particular case, the team which works with cases during care proceedings was experiencing staffing issues. As a result there was a significant delay in accepting the case transfer and allocating the case. Although the case was not on my case load I felt a duty and responsibility to continue to work the case due to their being no clear process or indication of a new allocated worker to direct any phone calls or services to. However, it was important to utilise support from management to ensure that taking on extra work did not impact upon my current case load. The tensions of the team structures within the Local Authority does appear to impact upon particular teams work load at times due to lack of

clear processes and procedures when transferring cases. However, with the support of senior practitioners and team manager this is managed effectively to ensure limited impact upon the families we work with whilst in the transfer process.

3646 words

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 relation to adult safeguarding the main pieces of legislation are; The Social Services and Well-being (Wales) Act (SSWBA, 2014), Safeguarding Vulnerable Groups Act 2006, The Mental Capacity Act (2005) and The Deprivation of Liberty Safeguards (Dols) (applying in England and Wales). The Care Act 2014 is applicable in England. The Social Services and Well-being (Wales) Act (2014) introduces a strengthened and effective partnership approach to safeguarding. Subsequently one of the important principles (15) is that Local Authorities must contribute towards preventing people from suffering abuse or neglect, to ensure adults at risk are protected from abuse. Therefore within my work with children and their families, if I identify an adult who may be at risk of harm I have a duty to refer for support services or adult safeguarding. Within the Care Act 2014 it states that a person's wellbeing should be promoted.

In respect of policy and legislative framework in the UK there are differences between Wales, England, Northern Ireland and Scotland. Within England the No Secrets Guidance (DH, 2000) aims to provide a clear policy framework for adult protection, in Wales the legislation in place is The Social Services and Wellbeing (Wales) Act (2014) which replaced 'In Safe Hands' (Welsh Government, 2000). Although In Safe Hands (Welsh Government, 2000) has been replaced by The SSWBA (2014), principles from In Safe Hands are still utilised within practice. The Policy document in Northern Ireland is Safeguarding Vulnerable Adults: Regional Adult Protection and Policy Procedural Guidance (DH, SSPS, 2006). In Scotland there is a specific primary legislation, the Adult Support and Protection (Scotland) Act 2007 (ASP) to protect those deemed at risk of harm (Taylor, Hill and Mcneil, 2011).

Vulnerabilities that adults possess can increase their risk of being abused and consequently their ability to protect themselves against harm or serious exploitation. This can include individuals who, have a learning disability; mental health issue, including dementia; an older person with support/care needs; physically frail or has a chronic illness; has a physical or sensory disability, misuses drugs or alcohol; social or emotional problems or has an autistic spectrum disorder.

If an adult has been assessed as lacking capacity to ensure their wellbeing a decision may be made on their behalf to protect them from further abuse. In these instances the appointment of an advocate of Independent Mental Capacity Advocate (IMCA) should be considered, especially if the adult in question has no family or friends to represent them through the adult protection process. Under Article 5 of the Human Rights Act (1988) 'everyone has the right to liberty and security of person. No one shall be deprived of his or her liberty [unless] in accordance with a procedure prescribed in law'. The Deprivation of Liberty Safeguards (DOLS) are the procedure in law when it is necessary to deprive somebody of their liberty (a resident or patient) who lacks capacity to consent to their care and treatment in order to safeguard them from harm (MCA, 2005).

492 words

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)

The Social Services and Well-being Act (SSWBA, 2014) has combined adult and children safeguarding. The Act places emphasis in regards to adults safeguarding on the person's outcomes as opposed to proving that risk has occurred. Guidance and codes of practice were issued under section 145 of SSWBA (2014). The codes and guidance cover both services for adults and children. Safeguarding is about protecting children and adults from abuse or neglect and educating those around them to recognise the signs and dangers (Care Council, 2011). Children's safeguarding has more structure in terms of process. A child has very limited rights that are within Article 8; The Right to a Private Life (The European Convention on Human Rights, 1998). An adult has greater rights and can choose to endanger their life. However an adult will only lose their right to make these decisions if they are detained under the Mental Health Act 2005 and are subject to the deprivation of liberty safeguards.

One of the main differences between safeguarding in children's and adult work is that children do not have to consent to safeguarding concerns and their views and opinions on the safeguarding process can be overruled if it is deemed that they are at risk of harm. Social workers can act without children or their parents' consent if the child is deemed at risk. Adults who are deemed to have capacity can choose if they want a service or not, even if this means that they continue to be at risk. Children can be removed from situations against their will however, adults who have capacity cannot. There is also a different approach to mental capacity between adult and children services. There is a presumption of capacity in adults, and a presumption of incapacity in children under the age of 16. This is very important in relation to decision making and is not always acknowledged.

Another difference is that neglect of an adult who has capacity is not always seen as a crime whilst neglect of a child is. The court has the power to remove a child from their parents without the child's consent. However, is unable to remove an adult from their carer if they are

deemed to have capacity and do not consent to it. However Neglect of adults is now recognised in the criminal courts which it has not been in the past.

395 word count

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)

Throughout this year I have developed my skills around critical reflection and how it should be used to inform our practice. I have also expanded my knowledge around utilising research and theories as tools to back up analysis in order to be accountable for my work and decisions. My work within the court arena has increased my confidence in this area as critical analysis is key in ensuring the correct outcomes and decisions are made with regards to our most vulnerable children and young people we work with. Completing court work has encouraged me to reflect on the importance of collaborative working with service user and other professionals and the importance of good communication skills. I have been able to maintain professionalism in complex and confrontational situations. This has enabled me to sustain positive relationships with those I work with. I have been fortunate to develop my practice, confidence and skills in a supportive and experienced team. I have demonstrated an ability to build relationships with some of the most difficulties families whom have had previous negative experiences. This relationship has enabled a collaborative relationship to be built to improve the outcomes of the

individual's involved. This provides me with a satisfaction that my involvement alongside working collaboratively with other agencies has enabled positive outcomes to be achieved.

It is important to recognise that working within this particular team has provided me with a well-rounded experience of working within a variety of settings within children's social care. I have been given the opportunity to achieve my identified learning needs with the support of my senior practitioner and have been recognised as an important part of the team. I have felt comfortable and confident in my ability to seek advice and have been able to develop my knowledge of legislation, policies, procedures, processes and skills further in a wide range of ways. For example, critical thinking to inform analysis and intervention is something which is done on a continual basis throughout cases I work with, and a skill I feel I have developed well during my time as a newly qualified social worker. I feel I am confident and competent in this area and this is evidenced as I now ask less questions and am able to assist newly qualified social workers and students.

I feel I have been able to promote social justice. For example, a single mother of one was struggling with her mental health and alcohol use which impacted upon her ability to work. This also impacted upon the parent's capacity to respond to the child's developmental needs across a number of areas. Due to my knowledge and previous experience of the welfare system I was able to guide her in the right direction and provide financial and emotional support throughout the process. It is important to acknowledge that the oppression and discrimination that service users face due to the Welfare Reforms (2012) seems to be a reoccurring issue. This may impact upon the service users mental health, drug and alcohol issues and can affect the service user health and well-being in a number of other ways. For example, isolation, debt and housing. This can then result in their parenting capacity being affected which can result in social work involvement. I feel it is beneficial to work with parents and build a trusting relationship. A way in which this can be achieved is through motivational interviewing (Trevithick, 2012). This method can also be helpful when working with service user resistance due to it enabling professionals to encourage positive engagement.

I have been able to ensure that principles of anti-discriminatory and anti-oppressive practice has been adhered to. A way in which this can be demonstrated is being aware of the power invested in our role and finding ways to challenge this. However, it is important to recognise that there are barriers for families and children to seek help and protection due to the stigma of social work practice within this area which can become a challenge at times. This is particularly evident with parents who are aware that their behaviour would be judged as harmful to their children. This could be demonstrated within a case I was allocated. The parent would not accept support around her alcohol issues and would not accept responsibility that her behaviours may impact upon her ability to parent her child effectively. Each time the mother was challenged regarding her alcohol use she would disengage. Therefore, I felt it was essential to carry out 1:1 work using the Graded Care Profile Tool. During this process I was able to work together with the parent to identify strengths, weaknesses and what needed to change. This made it clear to the parent what areas needed to change and we were able to discuss together what would be needed to bring about any positive changes. Here the use of effective communication and assessment skills were of significant importance.

820 words

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

Consolidation workshop	Date Attended
1 10/11/2016	10/11/2016
2 19/01/2017	19/01/2017
3 12/04/2017	12/04/2017
4 16/08/2017	16/08/2017

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.

The learner came to the team as a newly qualified Social Worker, however, her practice placements had been in England. Therefore, although she had a basic understanding of the role of a child protection social worker, she had to learn the Welsh processes, as they differ to England. I have supervised the learner since she commenced working for the team, therefore I had a good understanding of her skills and knowledge from the beginning. From the beginning the learner was able to identify that she may struggle with the pronunciations of name places and would not be able to make an active offer herself. However, she has developed in this area and is now able to identify the need for a Welsh speaker if required and her basic Welsh language skills are improving.

The learner has always presented as confident in her role whilst working with children, families and other professionals. The learner was very much aware of her own ethics and values and wanted positive outcomes for the children she has worked with. Through, regular supervision she has been able to reflect on her practice and her values and ethics, especially in the arena of Court work. The learner initially struggled with removing a child from their parents care, however, through reflection she knew it was in the child's best interest not to reside with their parents, however, she had to work through her own dilemmas in relation to the power imbalance between the family and Social Services. The learner has overcome this dilemma, as she now understands there is a long process to go through, providing the parents ample opportunities to change before the decision to present a case before the Courts is made.

I have observed the learner to progress in all areas of her work, when she initially came to the team, she would frequently ask for direction in relation to processes and legislation. However, as her confidence in this area has grown, she now requires little guidance in regards to processes, legislation and protocols. The learner is now confident in her role and is able to assist the more newly qualified staff on the team and assists with supporting student social workers.

The learner was originally not overly confident in her report recordings and report writing skills, especially in relation her analysis writing skills. Although, they have always been to a good standard, these have also improved to be more succinct. The learner has taken a number cases to Court and has been commended on her report writing skills on a number of occasions by other agencies. The learner is able to use her professional judgement in her report writing and balances the needs and risks within her reports and she ensures all her work is centred on being outcome focused to meet the children's needs. The learner is now familiar with the LA's computer system and ensures all her work is accurately recorded and meets the Data Protection standards.

To aid her knowledge and skills the learner has attended various training courses, including S47, ABE and appropriate adult training. This enables the learner to conduct S47 investigations. Due to the introduction of the Social Services and Wellbeing Act (2014) the learner has attended all relevant training in relation to this and now has a good understanding of the legislation and has adapted her role to meet the needs of the Act.

The learners communication skills have always been to a good standard, however, her confidence in appropriately challenging not only families but also professionals has grown. The learner is able to adapt her communication skills to meet the individual circumstances. An example, can be demonstrated from the Direct Observation. The learner was very eager to make the young person feel at ease and to ensure she did not put undue pressure on her. To aid this, the learner advised me to sit behind the young person, as it was hoped that the young person would forget I was there, as she mindful that the young person's stammer increased if she was nervous. This demonstrates that the learner put the needs of the young person first.

Overall the learner has progressed in to an excellent Social Worker who is a trusted member of the team.

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.

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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

Kimberley Louise Stewart

2. Learner's University Number:

Address for Correspondence:

39 Fairmead Road
Moreton
Wirral
CH46 8TU

Telephone: 07903006635

E-mail: kimstewart79@hotmail.com

Date of Professional Qualification: 22nd October 2015

Date of registration with Social Care Wales: 30th September 2016

3. Name of Learner's Agency: Flintshire County Council

Agency Contact details:

Name: Pam Freeth

Address: County Offices, Chapel Street, Flint, CH6 5BD

Telephone Number: 01352 70 1000

E-Mail address: Pam.freeth@flintshire.gov.uk

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

Welsh only ☐

Welsh and English ☐

English only ☒

Mentor's details

5. Mentor's details:

Name: Pam Freeth

Address: County Offices, Chapel Street, Flint, CH6 5BD

Telephone Number: 01352 70 1000

E-Mail address: Pam.freeth@flinthsire.gov.uk

6. Observer details

Name: Pam Freeth

Work Address: County Offices, Chapel Street, Flint, CH6 5BD

Professional Qualification and date of qualification: BA Hons Social Work - 2009

Email and telephone number: Pam.freeth@flinthsire.gov.uk 01352 70 1000

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: K. Stewart (Learner)

Date: 09-03-2018

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: P. Preet (Observer)

Date: 09-03-18

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: Amber Jones

SIGNATURE OF LINE MANAGER.: Amber

DATE: 09/03/18

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	Kim Stewart
Name of Team/Agency	Family Intervention Team/ Flintshire County Council
Name of Mentor	Pam Freeth
Name of Line Manager	Amber Jones

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: *K. Stewart* Print Name: KIMBERLEY Date: 9-03-2018
(Learner) STEWART

Signed: *A Jones* Print Name: Amber Jones Date: 09/03/18
(Line Manager/Mentor)

Signed: *P. Freeth* Print Name: PAM FREETH Date: 09-03-18
(Mentor, if different to above)

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

