



**GRADUATE CERTIFICATE in Consolidation
of Social Work Practice
LEVEL 6 - 60 Credits
BMPPF6044**

**LEARNER PORTFOLIO
(PORTH AGORED and UNIVERSITY OF WALES
TRINITY SAINT DAVID)**

Learner's name: Jackie Crouch

Email address: jackiecrch@hotmail.co.uk

Learner's University Registration Number:242204

Cohort: 21 onwards

Reference List

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

Detail of Workshops Attended

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

Consolidation workshop	Date Attended
1	
2	
3	
4	

Notes

Mentor's report

With reference to the 3 learning outcomes please comment fully on the learner's development over the duration of the whole programme. Reflect on information provided by the learner at the outset of the programme in Task 1 (Part a) and the later perspective given in Task 1 (Part b). Where you have seen or discussed feedback from individuals in need of care and support and/or their carers with whom the learner has worked, you are encouraged to comment on this with regard to the learner's development and their future development.

Throughout the Consolidation Programme, the learner has demonstrated a growing ability to work collaboratively with patients, carers, and professionals across the hospice, statutory and third sector organisations. Initially drawing on skills developed during prior employment and student placements, they have built on this foundation through reflective supervision, formal training, and self-directed learning.

Their commitment to collaborative practice is evident in their work around discharge planning, where they developed confidence and understanding of required processes and navigating these. As reflected in task1a and b. This enabled the learner to advocate effectively and ensure that patients' preferences were respected. Feedback from patients and carers has highlighted the learner's developed communication and ability to balance autonomy with holistic support. additionally, in relation to working collaboratively within the hospice MDT and other professionals, enhanced knowledge of required processes and developing confidence in ability to apply professional analysis when completing various assessment to inform interventions, planning and relaying these and the appropriate need with other professional. This enhanced ability has been evident in all areas of practice including provision of holistic support to patients and their families, discharge planning and in relation to assessing and devising suitable supportive plans of intervention when working with bereaved children and their families. The development of professional autonomy and ability to apply professional

analysis to inform interventions and been a significant of development throughout this programme of learning.

The learner has strengthened their understanding of community and third-sector resources throughout the programme which has greatly enhanced their ability to work in collaboration with those accessing services and other professionals. The learner has shown dedication to professional accountability and as reflected with their portfolio will undertake required learning and research when required. This has had the impact of greatly enhancing collaborative working enhancing their ability to communicate options and coordinate care. They have worked with internal hospice teams and external professionals to achieve positive outcomes, including supporting patients to die in their preferred place, surrounded by those they love, a testament to their value driven practice. A continuation of this approach will support further collaborative working.

The learner has shown increasing confidence in applying professional judgement in complex and emotionally heightened situations. Their safeguarding work, particularly the case included in their portfolio, demonstrates a developing understanding of legislation, procedures, and proportionate action. They responded effectively during a heightened incident, balancing immediate risk management with the applying efficient priority to the need for post-incident debriefing to support learning and emotional wellbeing of the staff members involved.

Their growing confidence in risk assessment and safeguarding responses has been evident in practice. In relation to the case study referred to within the portfolio the learner undertook an enhanced level of anticipatory loss work with the individual supporting them to identify their concerns in relation to their grief responses and what support they felt they would need at this time. The learner effectively relayed knowledge on a need to know basis within the MDT to ensure all were able to respond to the individuals needs throughout their anticipatory loss phase and in devising action plans in response to the needs raised by the individual at the time of death. The learner demonstrated their ability to effectively work in collaboration with those accessing services and the MDT, develop and implement supportive plans that met with the service users understanding of their needs and ethical decision-making in practice and ability to follow required processes and ensure safe practice.

The learner has used supervision constructively to reflect on case work, assessment analysis and intervention planning along with professional judgement decisions, and plan future interventions. Their ability to act on guidance while maintaining a clear value base has been apparent throughout. When working with emotionally complex cases, for example, those involving conflict between dying patients and family members, the learner has shown maturity, empathy, and professionalism in ensuring all voices are heard and supported. The Learners ability to maintain honesty when discussing perception of themselves as a professional, their capabilities, confident areas of practice and areas for development is an attribute to their professional approach. With the learner's level of honesty, we were able to plan appropriately to ensure professional confidence and development in relation to collaborative working with other professionals and in ensuring coproduction and collaboration with people in need of care and support, their careers. The learner's ability to engage with full honesty also permitted

ensuring appropriate case allocation and support to ensure the learners own emotional wellbeing in often, highly emotional case work, was maintained.

The learner has always shown an ability to respond to an array of development and learning approaches and has remained. Their honesty extended to raising needs with support to fine tune time management skills. Ongoing work and implementing supportive strategies has been an element throughout this learning experience, driven through the learners knowledge that effective time management is key to maintaining own wellbeing, managing workload, achieving commitments and when responding to more complex situations requiring the reprioritisation of workload. In fine tuning their ability to time manage, the learner has been able to identify the benefits of this also supporting personal wellbeing and resilience within their role.

The learner has consistently applied and developed their ability to apply analytical thinking to inform interventions. Through drawing on theoretical frameworks, including those on communication, systems, loss and grief, crisis intervention, and legislative and policy guidance, tools of assessment and methods of practice, their ability to ensure application of evidence-based practice, professional knowledge and models of working has continued to become enhanced enriching their analysis, assessments and support effective collaborative planning.

Supervision has been a key in developing their analytical skills, allowing them to reflect on past interventions and plan future ones with greater insight and support. Their ability to identify complex grief risks, particularly in cases involving pre-existing diagnoses and personal circumstances, has been vital in supporting bereaved individuals and has contributed to effective planning both in supporting those with anticipatory grief and those accessing services during their bereavement.

The learner has shown dedication to enhancing their knowledge of anticipatory grief and appropriate interventions for both adults and children, which has significantly developed their practice. For example, assessments completed has become appropriately holistic, culturally sensitive, and grounded in the Welsh legislative context, with particular attention to rurality, demography, and local resources. The learner has been able to recommend suggestion for team practice based on their own learning; something which I believe has added to their ability to develop confidence in themselves and develop as a practitioner who has the ability to learn from others while offering others enhanced knowledge also.

The learner has made significant progress throughout the Consolidation Programme. They are a motivated and value driven professional. Moving forward, they should continue to engage in ongoing training to stay informed of new legislation, frameworks, and models of practice and continue to research services outside of their own remit that they can then discuss with service users as a form of collaborative intervention planning that aims to empower those in need of care and support.

One area for continued development is the use of language in practice. Feedback from the direct observation highlighted the importance of avoiding potentially harmful terminology. In

communication with the service user to ensure that communication and language utilised does not impact a strengths based approach and, anti-oppressive practice.

I would recommend that the learner maintain their ability to remain honest in terms of their own identified professional development needs and their ability to take on board opportunities for further development within supervision (clinical or managerial). This will greatly support the learner in their commitment to professional growth.

The learner has shown a great deal of development throughout the programme, and they should feel proud of their continual achievements, commitment to professional growth and strong value base as a professional.

Note for Mentor – Please ensure that you provide a signature of verification of this report in the section titled 'Signatures and Line Manager Verification'

Learner Details

Learner details, Signatures and Line manager verification.

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

Learner Details

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

1. Name of Learner:

2. Learner's University Number:

Address for Correspondence:

Telephone Number:

E-mail address:

Date of Professional Qualification:

Date of registration with Social Care Wales:

3. Name of Learner's Agency

Agency Contact details:

Name:

Nightingale House Hospice

Address:

Chester Road Wrexham LL11 2SJ

Telephone Number:

01978 316800

E-Mail address:

Jackie.rowley@nightingalehouseco.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:

Jackie Rowley

Address:

Nightingale House Hospice

Chester Road

Wrexham

LL11 2SJ

Telephone Number:

01978 316800

E-Mail address:

Jackie.rowley@nightingalehouseco.uk

6. Observer details

Name:

Julie Jones

Work Address:

**Nightingale House Hospice
Chester Road
Wrexham
LL11 2SJ**

**Professional Qualification and date of qualification:
DIPSW 21/09/2001**

**Telephone number:
01978 316800**

**Email address:
Julie.jones@nightingalehouse.co.uk**

Signatures and Line Manager Verification

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner.

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

Signed: _____ (Learner)

Date: _____

Feedback and comments from an individual using services, their family and/or carers (Task 2) - to be completed by the Observer.

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

Signed:  (Observer)

Date: __ 24/10/25 ____

Mentors Report (to be completed by the mentor)

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

Signed  (Mentor)

Date __ 21/10/25 ____

Line manager verification.

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

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

- level of supervision and mentoring support received by the learner;
- learning and development undertaken;
- reading and personal research undertaken;
- level of knowledge and skills demonstrated;
- understanding shown of the Code of Professional Practice and National Occupational Standards;
- core values of the learner;

- work and commentary referred to within the portfolio, that it is the learner's own work and based on current practice;
- completion of accurate, cogent, coherent and analytical recording skills;
- Line manager to verify the learner has been involved with safeguarding.
- Mentor's report, and that it provides evidence of observations of Professional Practice that has been undertaken over the duration of the Graduate Certificate in the Consolidation of Social Work practice pathway (work-based practice which is equivalent to 7,000 words).

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

LINE MANAGER VERIFICATION:

NAME OF LINE MANAGER:	__ JACKIE ROWLEY __
SIGNATURE OF LINE MANAGER:	 __
DATE:	__ 21/10/25 __

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

NAME OF SOCIAL WORKER: ___ JACKIE ROWLEY ___



SIGNATURE OF SOCIAL WORKER: _____

POSITION: Palliative Care Social Worker & Family Support Team Lead

DATE: __ 21/10/25 _____

Learning Agreement

PORTH AGORED AND UNIVERSITY OF WALES TRINITY SAINT DAVID

GRADUATE CERTIFICATE IN CONSOLIDATION OF SOCIAL WORK PRACTICE

LEARNER AND EMPLOYER'S LEARNING AGREEMENT

Name of Learner	Jackie Crouch
Name of Team/Agency	Nightingale House Hospice Family Support Team
Name of Mentor	Jackie Rowley
Name of Line Manager	Jackie Rowley

Study Duty

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

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

Study Leave

The employer undertakes to support the learner by providing time within their normal contract of employment to attend all agreed mandatory elements of the programme which include; induction day and four Consolidation Workshops. Additional time may be provided for programme evaluation meetings and any training agreed as a requirement of the programme.

Three further study days will be provided by the employer as a contribution towards the time involved in personal research and developing the portfolio for submission. The study days can be taken on any week-day (or combination of days) as long this is (i) appropriate to the stage of portfolio preparation at the time, and (ii) agreed with the Team Manager who will take into account team and service needs. Where the learner works less than 37 hours a week, mandatory days and study leave will be approved in accordance with the employer's local policies.

Resources

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

The employer's training department agrees to:

- Collect, process, store, analyse or disclose personal data in accordance with it's obligations under the UK GDPR and Data Protection Act 2018.
- arrange for eligible staff to join the programme;
- pay course fees directly to the University;
- pay Porth Agored partnership fees for each learner;
- provide additional guidance and support by:
 - a) facilitating access to existing learning materials or library resources;
 - b) providing appropriate training opportunities from existing internal training programmes as agreed with the learner and mentor;
 - c) providing programme induction and Consolidation Workshops;
 - d) providing learners with guidance and support about programme requirements and portfolio completion;
 - e) helping to resolve any programme difficulties encountered by the learner, mentor or service managers.

The learner agrees to:

- work actively towards completing the qualification within the agreed timescale of 12 months from the date of registration on the programme;
- identify with manager/mentor appropriate internal training and arrange to attend these courses;
- seek support from UWTSD Student Services when appropriate in relation to matters of learning support.
- attend induction and four Consolidation Workshops. These are mandatory components of the programme;
- produce work and evidence appropriate to the portfolio and learning outcomes within agreed timescales;
- make and keep agreed appointments with mentor/line manager;
- ensure they are prepared adequately and obtain all necessary consent for observed practice;
- inform mentor/line manager and training department immediately of any problems or changes in circumstances while undertaking the programme, especially where this may

affect completion of the programme by the agreed deadline or ability to attend a mandatory workshop;

- liaise with their line manager/mentor to confirm study days and use their own time in addition for self-directed study, research and portfolio preparation;
- take personal responsibility for preparing and completing all work necessary to submit their portfolio;
- act at all times in accordance with the Code of Professional Practice and the employer's and University's policies, procedures and processes;
- ensure that they understand the need to complete the programme within the first (three year) period of registration with Social Care Wales. (Qualifying after April 2016).
- allow their employer and Porth Agored (or any of their commissioned providers), the University of Wales, Trinity St David and Social Care Wales (or any of their commissioned providers) to share with each other, any and all information that comprises the application form or any other data provided as and when appropriate, including, but not limited to, information about progress on the programme, results or comments about the portfolio. Such data may be processed, stored, shared, analysed and reported for administration, monitoring, review and quality assurance of the Graduate Certificate programme or ongoing professional registration purposes.

NB. Data Protection: We need to process your personal data because gaining this qualification is a mandatory part of maintaining your registration with Social Care Wales. Employers have linked this to your contract of employment. Using and sharing your data between your employer, Porth Agored and the University of Wales Trinity Saint David is therefore necessary for performance of the contract between you and your employer. We will not disclose your data to any other organisation other than those mentioned above without your permission, unless we are required by law, or Social Care Wales regulations to do so. We will tell you if this happens, unless we are legally prevented from doing so. We will ensure that our collection, processing and storage of data is as transparent as possible and in accordance with Data Protection principles. We produce a comprehensive Privacy Statement which will be made available to all learners on Moodle.

Line Manager/Mentor agrees to:

Line-manager/mentor can be one in the same person or the role can be undertaken by two separate people. The mentor must be a registered SW with a minimum of 3 years post qualifying experience.

- attend an induction meeting to become familiar with the requirements of the programme;
- provide or arrange to provide sufficient assessment opportunities in order for the learner to evidence competency and undertake required observations. Where opportunities may not be immediately available within the team arrange to provide these elsewhere within the Service;
- guide and support the learner for the duration of the programme;

- release the learner for the programme induction and the four Consolidation Workshops, and any internal training courses agreed as being appropriate to meet agreed learning needs;
- agree with the learner, use of up to 3 additional study days over the whole duration of the programme, as an employer contribution towards time needed for personal study, research or portfolio development;
- ensure that regular formal supervision is provided to the learner by their line manager in line with organisational policy (line-manager);
- ensure that mentoring sessions are provided in line with Social Care Wales First 3 Three Years in Practice guidelines. Mentoring sessions, where possible, should be arranged as a separate event from supervision. A full record of when mentoring sessions are undertaken must be kept.

Completion and submission of portfolio

Learners are expected to complete the Graduate Certificate and will normally submit their portfolio within 12 months of attending induction to the programme. Any learner anticipating any difficulty in meeting this requirement should immediately discuss the matter with their Training Manager/Co-ordinator. It is the learner's responsibility to inform the university if they are not going to meet the submission deadlines.

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

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

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

Signed:..... Print Name:..... Date:.....
(Learner)



Signed:..... Print Name:....Jackie Rowley.....Date:21/10/25....
(Line Manager/Mentor)

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