

WALES INSTITUTE for WORK-BASED LEARNING
2017-2018

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LEARNER PORTFOLIO
(PORTH AGORED and UWTSD)

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

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 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.**

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- 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

Guidance:

Graduate Certificate in Consolidation of Social Work Practice - Learner Portfolio

Section 1

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)

Throughout my first year in practice I have been working in a referral and assessment team giving me a great insight into direct work with children and families in a fast paced role. I quickly learnt that it was paramount to build a positive relationship with the families immediately to ensure positive outcomes. As Koprowska (2010) discusses it is important to be clear, concise, comprehensive and courteous as people are often are facing special difficulties within their lives when we become involved with their families.

One of my very first visits was to a home on my own where I was very concerned about the home conditions. At the time I tried to make a mental note of all my concerns as the reason for the referral had nothing to do with the home conditions. I discussed with the parents the referral and took relevant information and then returned to the office where is sat and spoke to my supervisor about the visit. When I was asked about the home conditions and what the parents had said about my concerns I explained that I had not raised this as I felt unsure what to do. I feel that I needed more support when attending meetings and visits as a newly qualified social worker than I was currently being given and I was able to discuss this.

My supervisor took some time out to discuss this with me using the Gibbs Reflective cycle we went through how I felt at the time of the visit, how I felt now and how I felt I could have done things differently. I found this very useful as it made me realise that I had not failed as a social worker I was just faced with a scenario that I was not prepared for and therefore, going forward, I would be more mindful of this happening. We arranged to return to the family home together later that day where I was able to discuss my concerns with the family and although it was difficult we agreed a plan to work together and they were able to discuss their issues with me which resulted in a positive outcome.

I found early within my role that supervision was an important part of special work and in such a busy working team it was often easily forgotten or pushed to the back of my supervisor's priority. When supervision is missed it can cause many problems and I certainly found it would heighten my professional anxiety as Karvinen – Niinikoski (2004) explains social work supervision gives social workers the space and time to be able to reflect and learn from experience.

Quickly within my role I learnt how negative social workers were viewed by the public and by the families that I would work with. I also felt that often other professionals did not understand the role and limitations of the social worker and that social workers have a fairly strict criteria that would need to be met and accepted by a court of law to remove children from their homes (Thompson (2005). Multi-agency is imperative in social work although it is often notoriously difficult (Thomson (2005) and I quickly recognised that I needed more support with so I can do it more effectively to ensure positive outcomes for children. I felt that the best way to achieve this would be for me to spend a considerable amount of my first year in practice shadowing my colleagues.

Word count 551

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: ____-____-11th July 2019 ____-____-____

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)

This was a case of a 10 year old boy (individual 1) who lived at home with his parents (Mum - 12 and

Dad - 13) and sister.

11 lived in a rural area and it was a largely welsh speaking town. For this I had to consider whether the family wanted to receive a welsh speaking assessment under the Welsh Language Measure 2011

(Wales Welsh Language Measure 2011).

I1 was a white child with a disability and had to be supported twenty four hours a day due to having a tracheostomy to help him breathe. There had been a history of I2 refusing certain carers into the house for no clear reason and this was having an impact on the care company providing full support. I2 would then make complaints and kept threatening to place I1 into care as she was exhausted. I1 has very limited speech and therefore unable to express his own views on the carers although it had been reported that one carer in particular he was very fond of and this was the carer that I2 was being obstructive about. Carr (2004), talks about continuous and embedded approaches which engage service users and their carers is the most effective way of making positive changes, so I understood that I would have to be very mindful of I2 strong views on the carer.

I3 was refusing to meet with any professionals as he worked full time. I offered to attend the home in the evenings or at a time when was more suitable however this was declined. There were many concerns from other professionals that this case was heading towards a child protection concern and when dealing with complex situations with families it needs to be balance the needs of the child against the needs of the child to be safeguarded from harm (Lewis – Brooke & Bradley, 2011). It was there for paramount that a holistic assessment was completed.

(Word Count – 323)

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)

to facilitate her understanding and promote her engagement throughout the visit.

Prior to leaving the office I called I2 to ensure that it was okay to complete the visit. I also reminded her that I was due to bring a colleague with me to complete my observation and reminded her that this was about me and my practice and that her and her family would remain anonymous (SCW, 2015). I2 was happy with this.

I left the office with plenty of time to ensure that I arrived on time for my visit. Prior to leaving the office I printed off a copy of the last assessment that had been completed for the child and also took a copy for I2 in case she had not seen one. I knew that I2 had a negative view of many of the professionals that were working with her child and the family and I wanted to ensure that we built a positive working relationship.

On arrival at the home I2 appeared quite hostile so I again checked that she was happy for the visit to go ahead – she explained that she had had a stressful morning as her car had broken down so I asked her if she would like me to re – arrange the visit to a more convenient day however she declined this offer.

I gave I2 a copy of the assessment that had previously been done and then I explained my role. I explained about the concerns that health professionals had raised with me in regards to the care package and that they felt she was being obstructive and I gave her time to talk about this (SCW, 2015). We were able to have an in-depth discussion about the reasons why she was preventing certain carers from coming to care for her child and I respected her rights to her views (SCW, 2015).

I went onto explain to I2 that I had been requested to complete a new comprehensive assessment and I would consider all aspects of I1's life and this would include his health needs and how they were being met. This assessment would be carried out under the SSWB(W)A 2014 part 3 – which ensures

that the needs of an individual is assessed and also section 21 which assesses and identifies the child's needs for care and support as I1 is a disabled child. I explained that it would be a holistic assessment and I would contact other agencies. I provided her a copy of the consent form that we use – it is a form that we ask parents to sign so that we can gather information about the child and sometimes the adults and we ensure that parents consent to the agencies that are relevant. I2 became upset at this point and told me that she had actually missed some medical appointments with I1 and that she was worried I would think she was a bad mum. I asked her to take a seat at this point as she was stood up and appeared very agitated and upset – I explained that I was here in a non-judgemental role (SCW, 2015) and I wanted to complete a fair and accurate assessment. Warren (2013) talks about social workers and how they interact with individuals, they build positive relationships in order to gain positive outcomes. We talked in great detail about the stress that she is under and that if carers do not come in to the home overnight then she is left to do all of the caring twenty four hours a day and that she will be feeling exhausted. It is important to show an interest on service users and carers and sometimes we have to share our experiences and views whilst maintaining professional boundaries, Warren (2013). I2 shared with me that she has very little support within her own family network so we took some time to complete a genogram looking at the family network to see if we could devise any plans. Even though this did not give way to any solution I feel that I2 felt that I was listening to her and by spending time working with her I was starting to build her trust.

I2 was very upset during the visit and was very hard on herself, blaming herself for being exhausted and saying that she was not doing the best for I1. I listened to her and then I asked her to discuss all of the things that were going well at the moment in the family. This is using a strengths based approach which is what the Local Authority use within the Signs of Safety approach. We were able to discuss how I1 goes to school every day, providing the care company have carers, that I1 is fed a healthy well balanced diet, that I2 is able to go shopping with her other child and spends quality time with her. I2 started to relax and was please by looking at the positives that she had in her life.

I1 then came into the room and insisted that I went to have a look at his bedroom. He done this by pulling on my arm and pointing as he is a non-verbal child. I asked I1 if he wanted me to see his bedroom to which he nodded excitedly – I checked with I2 that she was happy for me to do so and she agreed. I1 enjoyed showing me his toys and all of his medical equipment – I went and asked I2 to join us and show me how the equipment was used as I had not seen some of it before. I2

1300

appeared to relax more when showing me this and I praised her for her knowledge of the equipment. It was very clear to me that I1 was a demanding young child not only from his multiple disabilities and illnesses but also due to his age and behaviour.

To start the process of the assessment I spoke to I2 about what she felt she needed in order to continue caring for I1 as previously she has said that he would be better placed into care. I2 spoke to me about the school holidays that were coming up and how she was very worried that she would have no support as carers would be on holiday and she may go days without having support. I agreed that this would be a concern and she would not be able to sleep and this could cause her to fall asleep through the night when I1 was most at risk and so we agreed that we would ask for an urgent meeting with the care company and the health lead. We worked together to devise a plan if there could be no evening cover for a few nights then the care company would need to provide some day cover so that I1 could get some sleep. I1 was very happy with this plan.

I felt that this visit achieved everything that I wanted to and I was able to lessen I1's anxiety around professionals. I was able to arrange a joint visit for the following week with the other professionals.

Was the social worker on time? Or if delayed did he or she contact you?	Yes on time	
Did the social worker get your permission in advance for the observer to be present?	Yes she told me	
Did they explain why they were being observed?		
Were you clear why the social worker met with you today?	Yes	
How well prepared do you think, the social worker was for his or her meeting with you?		She knew about some of the difficulties I was experiencing
How has the social worker listened to you and respected your views and wishes?	She has listened and I feel that she does understand what I am saying	
Did the social worker talk to you in a way that you understood?	Yes she was clear and I understood what she was saying	
Did you understand the language they used?		

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

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.

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.

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

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

How has the social worker's involvement met your expectations for this visit?	
Are there any other comments or suggestions that you would like to make?	No

She has listened to me but I feel that the care company do not understand what I say.

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 case involved a family of four children (1 – 4, 1 the eldest 4 the youngest), Mum (5) and step dad (6) of the older children and Dad to the baby. The family live in a small town which is an area faced with high deprivation and is a flying start area. Flying Start aims to make a decisive difference to the lives of children in the most disadvantaged communities (Welsh Government, 2015).

I will reflect on the case as I work through the case study. Reflective practice can make professional more accountable within their roles and help to improve where needed, Fook, White and Gardener (2006). I am going to use Schon 1983 model of reflection so will look at how I reflected on and in action. Self-awareness is always apparent which allows our emotions to be both analysed and measured concurrently, Brown and Rutter (2008).

A multi-agency referral form was received into the department from the health visitor of the family due to concerns that 6 had assaulted child 4 who was 8 weeks old. A strategy discussion was held under the All Wales Child Protection Procedures 2008 and it was agreed that a section 47 Joint Investigation (Children Act 1989, Great Britain Children Act 1989) would be undertaken. Alongside the S47 I would also need to complete comprehensive assessments on all children to ensure that their needs were assessed under section 21, part 3 of the Social Services and Well – Being (Wales) Act 2014.

For the main part of this case study I am going to focus on Child 3 however I will discuss the other children also. Child 4 was seen in hospital and received a full child protection medical – Adult 5 was present throughout the medical and was able to tell the consultant about the incident where Adult 6 had thrown him to the floor with excess force. The police were present throughout as part of the S47

Prior to this incident, assessments had been completed as Adult 5 had made a previous disclosure that Adult 6 was controlling and used alcohol to a concerning level. Adult 5 had retracted these allegations and the Local Authority had no further evidence as the children were not disclosing any concerns and therefore the close had been closed. Adult 6 was very verbally aggressive towards that member of staff and Unwin and Hogg (2012) discuss that intimidating service users can sometimes lead to the missing of key factors of child protection concerns. When I use Schon's reflective model to think about this I feel that I should have looked into this more and spoken in depth to the social worker to gather what Child 3 had disclosed in more detail and get an understanding of how the social worker felt about the way that the case had gone.

Child 4 had no injuries and therefore returned home with Adult 5 and the other children. A home visit was completed and it was agreed that a strategy meeting under the AWCPP 2008 would be held the following day to ensure that all information was shared between the agencies and that the next actions would be agreed at a multi - agency level. To be able to get a comprehensive look at the child's life there must be joint working with multi-agency partners. Gardner (2003), says that joint working has the ability to provide positive outcomes for children.

Following the strategy meeting it was agreed that the children would all be discussed at an Initial Child Protection Conference. Brammer, (2010) describes the conference as being a tool for investigating child abuse. The role of the conference is not to determine which way the case should progress but should be used to recommend ways forward with the family to ensure that the children are safeguarded. An independent chair person is a person who is independent of the team the case is being held in should ensure that they have the appropriate skills (Brammer, 2010).

The Initial Child Protection Conference resulted in all of the children being placed on the Child Protection Register under the category of Emotional and Physical harm. There was information shared that Adult 6 had previously been sentenced to a custodial sentence for an assault on a child previously within a different Local Authority. . As part of the safety plan it was agreed that the children should not be having any contact with Adult 6 at this time as he had not engaged with the Local Authority. The concern was that there had been no information passed on from the previous Local Authority or Probation Services despite both knowing he had moved to this area and was in a

relationship with a female with children. These failings and lack of information sharing have already been present in a number of serious case reviews. I felt that I should have made more enquiries into this and reflected using Schon's model reflection in action. I realised that this was a failing that should not have happened.

As above I am now going to move onto discuss Child 3. Adult 5 was very apprehensive about child 3 being spoken to alone by myself as she said that she often makes things up. As part of my role I had to build a positive and trusting relationship with Adult 5 and the way to do this was to ensure that I was always open and honest with her (SCW, 2015). We discussed in detail the reasons she did not want me to see the children in school, in particular Child 3. I considered Article 12 of the United Nations Convention on the Rights of the Child and that the child should be allowed to express their views to include anything that affects them against Article 8 of the European Convention of Human Rights. Article 8 however is a qualified right and the Local Authority can interfere with this if it is to protect the welfare of a child.

On meeting Child 3 in school I was able to gather her wishes and feelings. I used the Signs of safety 3 houses tool for this. Child 3 was very quiet and did not want to talk to me about home life. Child 3 was happy talking about all other aspects of her life however appeared worried when we got onto the subject of home life. Lansdown (2001) recognised that speaking and listening to children is more effective in ensuring their protection so I knew that the first part of my job with Child 3 was to work on building my working relationship with her and building her trust. As part of the assessment framework it was paramount that I covered the nature of the abuse, risks to the child posed by the abuser, risks of serious injury or death and the Abuser's pattern of assault and coercive behaviours, WG (2011).

I returned to the office following this visit and went back through the previous assessment that had been completed. On reading this I could see that Child 3 had made a clear disclosure about Adult 6 being abusive within the family home and not nice to her directly. I asked my manager for supervision on this case immediately as I felt that I needed some guidance to move forward. Supervision is a tool that can support staff to be more accountable (SCW, 2015) it is a safe place to have a considerable debate and it can help to contextualise the issues of a case (Jones, 2004). Social Work is often described as a profession who are aiming to support families to initiate change within their lives so therefore it is paramount that we have a full understanding of what is happening within the home to be able to best support them (Karvinen – Niinikoski, 2004).

Through research we are aware that Children who live in households where there is domestic abuse are exposed to significant risk of harm (Children and Young People: Rights to Action: Safeguarding Children: Working Together Under the Children's Act 2004). On discussions with Child 3's class teacher she made me aware of some concerning changes in the child's behaviour – she had become more withdrawn and more aggressive with other children in her classroom. Welsh Government (2011) recognise that these are signs that a child could be living within a home where domestic abuse is present. It was a concern of mine that Child 3 was having no contact with her biological father so Adult 5 was her main carer and therefore it was likely that she would want to protect her.

The history of this case was large and Adult 5 had previously had substance misuse problems and was currently suffering with mental health difficulties. WG (2011) report that mental health problems need to be addressed alongside the issues of substance use and domestic abuse to support the non-abusive partner.

From my supervision with my manager we were able to discuss moving forward positively with Child 3. We agreed that it would be positive to use a person centred approach and to embed a systems approach with the use of an eco - map. This would focus on Child 3 remaining in the centre and as the eco – map is a visual representation for assessment, Parker & Bradley (2003), it can look at the child's networks and how the people relate to each other. As eco maps are easy to use they are a positive way of working with children. They are valuable due to being visual and supports with direct work however it must not be forgotten that it could also trigger difficulties for the child when completing Parker & Bradley (2003).

For Adult 5 and 6 it was agreed that I would speak to them to see if they would agree to working with the Integrated Family Support Team (IFST). The aim of the IFST model is to keep families together by empowering them to take positive steps to change and improve their lives and this is hoped to be a positive on society as a whole, WG (2010). The model requires the participants, in this case Adult 5 and 6, to be motivated to change and want to work with the team, it cannot be forced. After a discussion with the adults they agreed that they would like to work with the team so a referral was made. For the IFST model certain criteria must be met and it was agreed with the manager that it had been met for this case. I spoke to the worker who would be completing this piece of work and we discussed the need for motivational interviewing. It was agreed that this would be used as it is an integral part of the model. Motivational interviewing gives service users the ability to devise their own plans to what they feel that they can do opposed to being dictated too, Teater (2010).

I arranged via the school to go and see Child 3 and asked for her LSA to be present as I knew that she had a very positive relationship and felt that this was being child centred. I met with Child 3 and we completed the eco – map. Child 3 was very keen to do this and we used different colours and made it interesting to keep her occupied. Through completing this I was able to get a better understanding of her life and also what people meant to her depending on where she placed them on the map. Adult 6 was placed far away from her and she used the colour coding to show that he made her unhappy. Because of this I was able to start work on the reasons he made her unhappy. It was clear that Child 3 at this time was not ready to talk and she quickly clammed up and wanted to return to her class room. Following this meeting I received a telephone call of Adult 6 who was very angry as Adult 5 had called him saying that I had upset Child 3 in school. Adult 6 was very hostile towards me and was threatening in the language that he spoke to me. I had to be mindful that I didn't start placating them which is easily done when faced with such intimidating adults, Ferguson (2006). There is a risk that the child can become lost in the assessment if, as a social worker, you get embroiled in the adults complaint. I had a further discussion with my manager who suggested only visiting the adults in pairs and my concern was that if I was intimidated as a professional how did the children feel which is what was reported by Tanner (1999) following the death of a child. I felt that I needed some advice from our legal team as I was concerned that this child and the others within the home where facing significant harm and I was not satisfied that they were safe. My manager disagreed with me on this and felt that it was professional anxiety and that the Child Protection Plan would keep them safe as the adults were working with us.

As part of my reflection on what had happened I began to think about other cases that were similar and looked at what had been done on them. I researched a Serious Case Review (SCR) completed in 2013 where domestic abuse had been present and what I discovered was that there had been a number of domestic incidents, some had not been passed onto services and when it was passed on it had not always been acted on. The result of systematic failings led to the death of a child. There was a key message throughout many of the serious case reviews, Cocker and Allain (2011), and this was that there was poor communication between professionals. I decided that I would go back to my manager and have a further discussion in case I had not made my points well so I showed my findings and again raising my concerns, at this point, whilst not fully agreeing with me he agreed that we could refer for a legal planning meeting. I called Adult 5 and 6 to fully explain my concerns, as I wanted to work in an open and honest (SCW, 2015) way with them, and explained that I would be

referring to legal planning and I explained what this meant.

To complete the referral I had to go back through the system that we use to record on and is protected by the Data Protection Act 1998, Brammer (2010) to gather all of the information – once heard at legal planning it was not agreed that threshold was met at this time.

I continued to visit Child 3, and all siblings, on weekly visits to ensure that I was within Child Protection timescales and also to continue to build positive relationships. A referral was received in to Children Services from the school which stated that Child 2 had come to school upset this morning and said that Mum had hurt him. I was then instructed by my manager to go and speak to all of the children. By this point my relationship with the children had improved and they were beginning to talk to me more and trust me. On speaking to Child 3 she told me that Mummy had hit her and Child 2 this morning very hard and that Adult 6 had been upstairs in bed, this was against the Child Protection Plan. Child 3 then went on to tell me that Adult 6 was always at the house and was hiding in the attic sometimes. It was also disclosed to me that Adult 6 had again hurt Child 4 and that she heard Mummy crying and saying 'why have you hurt my baby'. I took Child 3 back to her class room after explaining to her that I needed to talk to some people as I was very worried about her and she understood – Child 3 gave me a hug and thanked me for being kind which was a complete new reaction that I had experienced from a child. This raised massive concerns for me and I immediately phoned my managers to report this and it was agreed that an urgent Strategy meeting needed to be held. A strategy meeting was held and it was agreed that we would initially ask Adult 5 to consent to the children being placed with family under S76 of the SSWB(W)/A 2014 and it was agreed that if this was not possible or Adult 5 refused then an Emergency Protection Order (EPO) would be applied for urgently. Brammer, (2010) explains that grounds for an application of an EPO are within S44 of the Children Act 1989. Adult 5 did agree for the children to all stay with family in order for a full investigation to be carried out. The outcome of this investigation was that both adult 5 and 6 had not been working openly and honestly with professionals and that they had been coercing the children into not telling the truth.

Upon full reflection of the case it was apparent that the adults had not been working with the Local Authority and had not been taking the concerns serious. I questioned myself on the discussion I had had with my manager. I learnt from this that sometimes you have to be more assertive and challenge managers when you don't feel that their decisions are right.

I do feel that this case has given me a much greater ability to self-reflect and to be more confident to critically reflect my practice in order to create new knowledge as described by Fook, (2012).

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)

Under Part 1 of the SSWB(W)A 2014 an adult is anyone who is deemed anyone over the age of 18.

Within the new act there is Part 7 which has made room for an Adult Safeguarding Board to be

created which will regulate and ensure the best practice in adult safeguarding in Wales. Part 7 has

seen some changes within the role of adult protection in Wales – it Provides for Adult protection and

Support Orders (APSO) to authorise entry to premises (if necessary by force) for the purpose of

enabling an authorised officer to assess whether an adult is at risk of abuse or neglect and, if so what

if any action should be taken (WG, 2014). This can only be done by a person who is recognised as

an authorised officer as set out in Regulation 3.2 (SWBA 2014). This power, however does not give

the right to remove the adult from the setting where they may be living/staying at the time.

The Welsh Government's (WG) Adult Protection and Procedures have principles that are set out from the Human Rights Act 1998 and European of Human Rights and this includes everyone having a right to live their lives free from coercion, intimidation, abuse and oppression (WG, 2013).

The categories of abuse with adults are Physical, Financial, sexual, psychological and neglect.

Within the adult protection investigation the records should show whether

an assessment is needed under the Mental Capacity Act 2005 or the Mental Health Act 1983. This

needs to be recorded clearly that it has been considered. Whilst assessments are on – going it is

paramount for the social worker to ensure that the Human Rights Act, 1998 is adhered to. If the adult

is deemed to lack capacity then the Deprivation of Liberty Safeguards must be considered to keep

them safe.

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 main difference between adult and children safeguarding is that an adult who is deemed to have capacity can refuse support despite findings that they are being abused. Human Rights Act 1989 can be over ridden in the case of a child who is deemed to be at risk of significant harm where as an adult who is deemed to have capacity this right cannot be over ridden.

Adults are able to make an informed choice, despite there being concerns that they are being abused, and therefore it proves more challenging for social workers to protect adults against harm (WG, 2014). Whilst it is paramount that children are listened to and their wishes and feelings taken into account (SCW, 2015) safeguarding and child protection will override their rights at time to ensure that they are safe from any form of abuse.

Consent is important in Child protection work as it shows the ability to work fairly with families (SCW, 2015) however sometimes that is not always possible as families refuse to engage

Part 7 of the SSWB(W)A also seen the implementation of Adult safeguarding boards being established in Wales and this is to promote working collaboratively with partner agencies to ensure the regulation of effective safeguarding across Wales.

In the Local Authority I work we have a dedicated team that screen all referrals regarding Adult Protection and hold strategy meetings and carry out the investigations alongside the police and other agencies to ensure that they are complying within the law and policies set out. The team consist of a team manager and senior social workers and also a duty officer.

Word Count - 490

Word Count 360

however this must not stop social workers carrying out the investigation to determine of the child is at risk

The main categories of abuse remain the same for both set of service users however in adult safeguarding there is the added category of financial abuse.

Within Children's safeguarding cases the social worker can make an application to court to remove the child is the safeguarding concerns are so significant but in the case of adults at risk of harm they must be deemed not to have the capacity under the Mental Capacity Act 2005 or under the Mental Health Act 2005 they must be deemed as mentally unwell.

This makes adult safeguarding more complex then safeguarding children. Adult safeguarding looks to give the adults more power if they have capacity. Adult safeguarding can become more about balancing their rights with safety and freedom.

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)

Over the last months I have attended many training courses that have helped and supported my role in the referral and assessment team. I completed a one week Signs of Safety course which is what we use as a base for assessments. From using this model I have found it a very positive way to work with families and empower them as you build on their strengths to help them to move forward.

Shadowing my colleagues within the team has given me a greater insight into how Social Work can be a more positive experience not only for me as a practitioner but for the families that I work with. Shadowing Senior Social Workers has allowed me to discuss more complex cases within the team and give me time to reflect about cases and ask the relevant questions. I was able to discuss the impact on the Social Services and Well - being (Wales) Act 2014 and in particular Part 3 of the act which is to assess the needs of an individual (Welsh Government, 2015).

Within my supervision session I found it very useful to be open and honest especially about my own feelings and emotions. Thomas (2004) talks about how to be a reflective practitioner you must be able to think critically and have self-awareness which I believe I have gained through my career so far.

As discussed in section 2 I had a difficult situation with home conditions as a newly qualified worker. Since then I worked with a family who were living in very poor conditions. I was able to use Gibbs reflective model – stage 2 - where I thought about what had happened and not gone well previously so I could ensure that it would be a more successful visit. Although it was a really difficult visit resulting in the police having to attend I felt that I was a lot more in control of the situation. The home was not only unclean but it was also structurally poor with damp and despite this being reported

(Word Count – 826)

nothing had been done. Children in Wales, 2018 conducted a report which said 'families are often living in unsuitable accommodation which can have a severe impact on the mental health and well-being of the whole family'. My working relationship with this family started off very difficult and parent 1 did not want me to go to her home to complete my assessment. When you consider Article 8 of the European Human Rights you must ensure you are proportionate within your level of service with the family and not be over zealous with your investigations, Brammer, (2010). It was evident from the beginning that the children were in need of an assessment under the Framework for the Assessment of Children in Need and their families and by this point the case had been escalated to a Section 47 under the All Wales Child Protection Procedures 2008. I eventually built a positive relationship with Parent A however she wanted me to talk to the children in school and away from the home and I respected her decision for this.

I learnt that I had to be open and honest with families and always respect their views (Social Care Wales, 2017) and that sometimes they would be upset and angry with you as a professional but you must not take that personally. Supervision was paramount to be able to discuss your personal emotion as whilst I could accept that families did not want me to be involved within their families. Learning how to manage your emotions is such a valuable tool in social work for me and having a supervisor who will let you talk and explain your feelings was so important. I feel that you must be able to discuss your own personal life as this can often impact on your mental health – I quickly learnt that my supervisor would be a very important person within my career. This also helped me when I become a senior to ensure that I was not only supervising staff on their case load but also to explore them any other difficulties that they could be facing within their life that may impact on them.

As part of my role would be to complete S47 Joint Investigations and I attended a training course over a period of two weeks to be able to do these competently. This training course helped to understand how to get the most out of interviews with children and young people to ensure that I was promoting their well – being and also acting with integrity and also ensuring that the public could trust me (Social Care Wales, 2015). It also give me positive guidance as to what my role was during these investigations as I had found that sometimes the roles of the social worker can become tangled with the role of the other professionals and this helped me to be accountable for my work (SCW, 2015).

Notes

Consolidation workshop	
1	
2	
3	
4	
Date Attended	

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

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.

I have mentored this learner since they qualified and started practising social work. I have seen the improvements on not only the quality of the assessments being completed but also the confidence that they show within the day to day work.

They are a valued member of staff and families have positive things to say about them.

Section 7

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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 Nash Learner's University Number: 1709083 Address for Correspondence: 6 Kensington Gardens, Haverfordwest Pembrokeshire, SA61 2EL Telephone: 07881 209569 E-mail: kim-j-nash@yahoo.co.uk Date of Professional Qualification: July 2016 Date of registration with Social Care Wales:
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3. Name of Learner's Agency: Pembrokeshire County Council Agency Contact details: Annie Easton Name: Address: Telephone Number: 01437 7764551 E-Mail address:
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4. The evidence I have provided within this portfolio is in: Welsh only ☐ Welsh and English ☐ English only ☒
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Mentor's details

5. Mentor's details: Wendy Rodrigues, Assistant Team Manager
 Name: CCAT, County Hall
 Address: County Hall
 Telephone Number: 01437 77 6688
 E-Mail address: wendy.rodrigues@pembrokeshire.gov.uk

6. Observer details

Name: Sarah Shinnel
 Work Address: County Hall
 Professional Qualification and date of qualification: Senior Social Worker
 P.Q.DIPSW 01/08/2005
 Email and telephone number: sarah.shinnel@pembrokeshire.gov.uk

Signatures and Line Manager Verification

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner All information provided in this portfolio complies with guidance on confidentiality. I confirm that all work apart from comments by others (e.g. mentor, an individual using services, their family or carers) is all my original work and has not been copied. I understand that plagiarism is taken very seriously by the University and the programme. Signed: (Learner)  Date: 10/10/19
--

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:  (Observer) Date: 10/10/19

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

NAME OF LINE MANAGER:	Wendy Rodriguez
SIGNATURE OF LINE MANAGER:	
DATE:	10/16/19

LINE MANAGER VERIFICATION:

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

- 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

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 WASH
Name of Team/Agency	CCAT
Name of Mentor	Sarah Shinner
Name of Line Manager	Wandy Rodrigues

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,
- ensure they understand the need to complete the programme within the first (three year) period of registration with Social Care Wales.(Qualifying after April 2016)

Line Manager/Mentor agrees to:

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

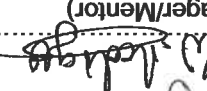
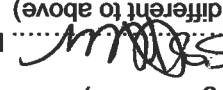
Completion and submission of portfolio

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

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

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

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

Signed: 	Print Name: Kim NASH	Date: 10/16/19
(Learner)		
Signed: 	Print Name: Wally Roddy	Date: 10/16/19
(Line Manager/Mentor)		
Signed: 	Print Name: Sarah Shinner	Date: 10/10/19
(Mentor, if different to above)		

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