

Porth Agored Graduate Certificate Consolidation Workshop 4

Expectations/Ground Rules for Workshops

- Confidentiality
- Respect
- One person speaking at a time. Please raise your hand if you would like to make a comment
- If online, please use the hands up emoji or discussion box
- Participation – please ensure you engage and focus.

Workshop 4 Aims and Objectives

- To clarify requirements of Task 4 – Safeguarding in an area that is not your main area of work
- To clarify requirements of Task 1 part b of – the Developmental review
- Consider the marking criteria in relation to each task
- Hints and tips for a successful submission
- Reminder of rules on Confidentiality and Plagiarism
- Submission Process
- Individual time with trainer to look over your portfolio

Catch Up

How are you getting on with:

- Completing your portfolios?
- Using Moodle?



The Portfolio Task 4

The Question



Question a:

- In an area **that is not your main focus of work** explain the relevant legislation, and the national, local and organisational policies and procedures for safeguarding (500 words +/-10%).

Question b:

- Reflect on the difference between safeguarding in adults' and children's work (400 words +/-10%).

Portfolio Task 4 – Learning Outcomes

Learning Outcome

3. Intervention and application of professional judgement in increasingly complex situations

Either - If your case study (Task 3) is about safeguarding CHILDREN

- 3.3. Understand the professional social work role in relation to safeguarding adults at risk

Or - If your case study (Task 3) is about ADULT safeguarding

- 3.4. Understand the professional social work role in relation to safeguarding children at risk.
- See appendix 4 of the handbook for assessment criteria.

Exercise 1

Task 4 - part a

In groups

- Consider the relevant legislation, and the national, local and organisational policies and procedures for safeguarding in an area that is **not** your main focus e.g. adults or children.



Adult Safeguarding under The SSWB(W)A, 2014

- Definition of adult at risk
- Duty for relevant partners to report adults at risk
- Duty of authorities to make enquiries
- Adults at risk of abuse or neglect have a need for care and support (become eligible)
- Abuse is wide-ranging, so you need to evidence that you can recognise this in any setting, e.g. indicators that an adult is at risk.

Children Safeguarding under The SSWB(W)A, 2014

- Definition of child at risk
- Duty for relevant partners to report children at risk
- Local authority to make enquiries – link into the Children Act 1989, S47
- If a child is experiencing or is at risk of abuse, neglect or other kinds of harm they have a need for care and support (whether or not those needs are being met).
- Abuse is wide-ranging, so you need to evidence that you can recognise this in any setting e.g. indicators that a child is at risk.

See Workshop 3 PowerPoint for a detailed list of safeguarding legislation/policy and procedure.

Safeguarding Boards



Function



Protection and prevention



Contribute to national policy/procedure



Raise awareness



Review efficiency



Practice reviews and audits



Disseminate information



Cooperate with other boards.

Exercise 2

Task 4, part b

Reflect on the main differences between safeguarding children or adults at risk?

Adults and Children Differences in Safeguarding

Children

The welfare of the child is always paramount (paramountcy principle, Children Act, 1989)

Gillick competency (1986) and Fraser guidelines however help people who work with children to balance the need to listen to children's wishes with the responsibility to keep them safe.

A child under sixteen can be seen as 'Gillick competent' i.e. they are felt to be mature enough to make decisions about certain things that affect them and understand the implications of this.

However, there are thresholds as to what would constitute a safeguarding issue, when a child would have to be safeguarded regardless of their competency under the Gillick/Fraser guidelines.



Adults and Children Differences in Safeguarding

Adults

An adult's right to self-determine needs to be considered alongside the Mental Capacity Act, 2005.

Adults have the right to choose not to protect themselves with the law not enforcing intervention as they have the right to self-determine, however there are exceptions to this and “consent” must be considered alongside the Wales Safeguarding Procedures (2019). The Local Authority does however under section 126 of the SSWB(W)A (2014) have a duty to make enquiries if there is reasonable cause to suspect an adult is at risk.

Developmental Review - Task 1 part b

The Question

Question:

- Use a reflective model to **critically reflect** on the learning needs you identified in task 1 part a under each of the 3 Social Care Wales learning outcomes.
- This **must** include reference to training, learning, research and supervision and reflection with your mentor/supervisor/line manager on the extent to which your learning outcomes have been achieved.
- **Identify** your learning needs to support your development in the transition to becoming an experienced practitioner in your future career following the completion of this programme.
- **650 words** (+/- 10%: include your actual word count at the end of each section).

Question

- **Reflect** on feedback that you have received from individuals in need of care and support and/or their carers and explain how this information has **helped shape** your practice and future professional development.
- **100 words** (+/- 10%: include your actual word count at the end of each section).

Personal Development Planning (PDP)

PDP is a process that:

- Deepens your understanding of yourself
- Makes you more aware of what motivates you
- Helps you formulate what you really want from your life and career
- Helps you to face up to your limitations and address these realistically
- Helps you see yourself as other people see you
- Assists you to plan over the longer term towards goals that are important to you.



What Does PDP Involve?



Reflection - Focus will change over time, but will include issues such as who you are, what kind of practitioner you want to be, what alternatives there are and what have you learned



Increasing Self-Awareness - Including individual strength, interests, inspirations, preferences, qualities and own limitations.



Being Informed - Finding out about opportunities and choices that are open to you, and that broaden your perspective



Taking Personal Responsibility - Taking responsibility for your own education, training, learning and choices



Developing a Strategy - To get you where you want to be. Helps you to plan, set targets, take action, develop skills, and review your position

Learning outcomes

Task 1 - Part b

1 - Applying analysis in assessment to inform interventions

1.5. - Be able to use critical reflection to evaluate own analysis in social work assessments

2 - Working collaboratively with people in need of care and support, their carers and other professionals

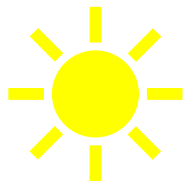
2.3. - Critically reflect on own collaborative working

3.2. - Be able to manage your role as a social worker in increasingly complex situations

3 - Intervention and application of professional judgement in increasingly complex situations

3.7. - Be able to exercise professional accountability in increasingly complex situations.

See handbook appendix 4 for the full version.



Task 1 Part b

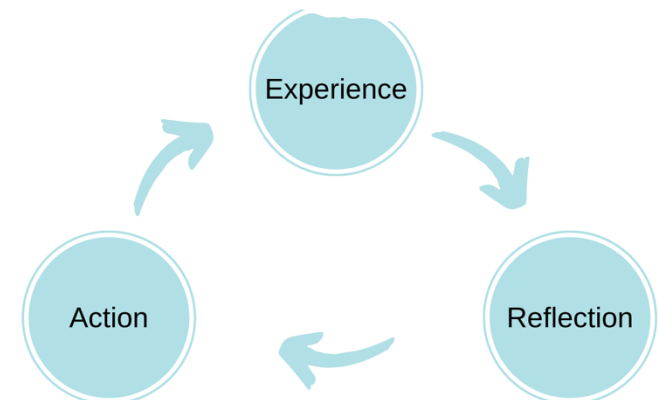
Professional Development Review



Exercise 3

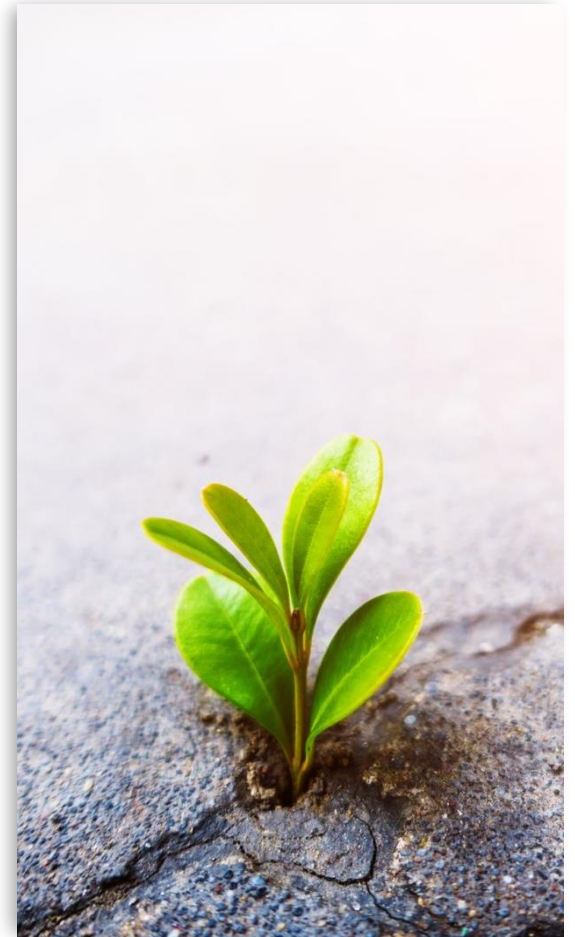
Reflect on your learning and development since completing Task 1 part a (over the last year); including reference to the training, learning, research and use of supervision.

- To what extent have the learning needs you identified under the SCW 3 learning outcomes at the beginning of this process (task 1, part a) been achieved?
- Think about what has worked well or not worked so well for you in terms of your learning.
- Use a reflective model of your choice (see workshop 1).



The Importance of Continuous Professional Development & Learning

- Social work demands a high level of interpersonal skill and clarity of communication to make your voice heard, to listen to others and to secure the best possible outcomes for individuals.
- To address inequalities and practice effectively in complex situations, you will need to see every working day and indeed, every social work encounter as an opportunity to reflect and learn, not only from your own, but from the experiences of others.
- Open-mindedness, honesty, self-awareness and humility are the keystones of learning and therefore of effective social work practice.



Task 1, Part b

Exercise 4

- What new learning needs can you identify for your future professional development?
- For instance, are there any learning outcomes that you have not achieved that you identified in task 1 part a or new areas of learning you would like to take forward?



Continuous Professional Development

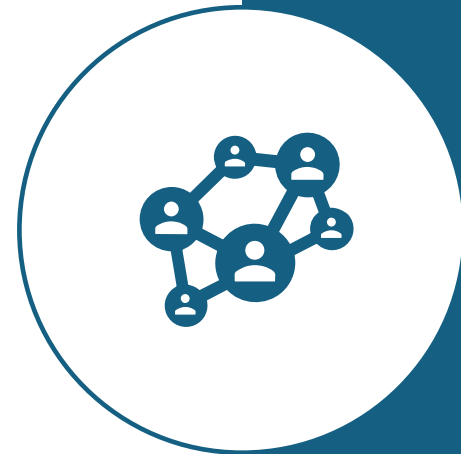
“A recognised factor of a professional workforce is the proactive use of continued professional development, so that staff can expand their knowledge and skills for effective and continually improving practice. Therefore, it is a central aspect in improving social work practice over time, something that all social care professionals and the individuals who put their faith in that care and support aspire to.”

Sarah Rochira - Older Peoples' Commissioner for Wales – 2014

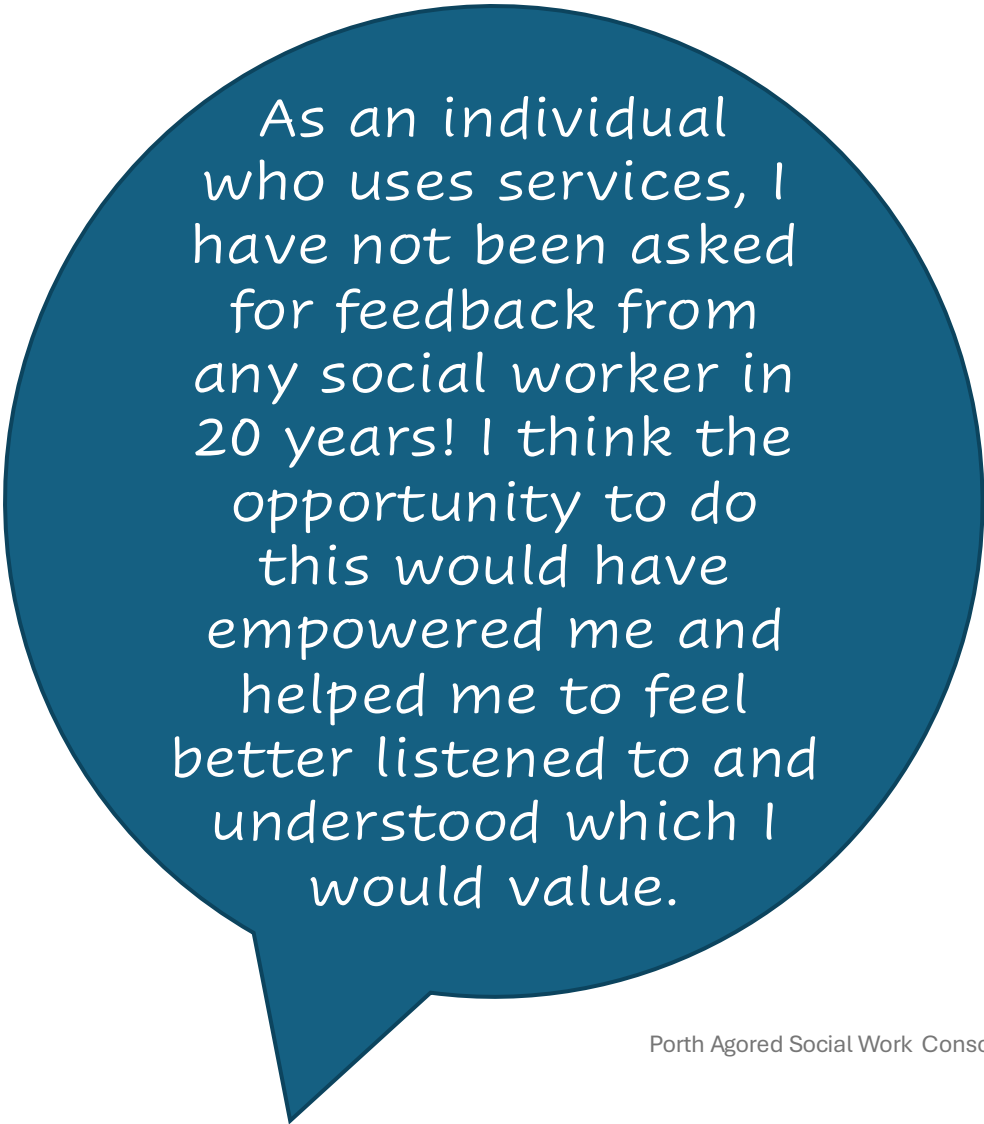


Why is the feedback we receive from individuals we work with so important?

- To demonstrate our commitment to valuing equally everyone's expertise
- To understand the viewpoint of the people we work with and listen to their views in line with the Social Services and Well-being (Wales) Act 2014
- To work within our own Code of Professional Practice (Social Care Wales, 2026)
- To involve the people we work with in our own professional development and learning
- To enhance the experience of the people we work with.



What do the people we work with say?



As an individual who uses services, I have not been asked for feedback from any social worker in 20 years! I think the opportunity to do this would have empowered me and helped me to feel better listened to and understood which I would value.

What social workers are saying



As a professional, I value feedback from individuals I work with. I feel it is vital in informing my practice to be able to reflect and develop my skills.

Task 1 b – Question 2

Exercise 5

Reflect on feedback you have received from individuals in need of care and support and/or their carers that you have worked with.

Consider how this information has helped shape your practice and future professional development.

Please note:

- This can be any feedback you have received; a compliment, a complaint, a casual comment or it can be taken from the observation (task 2) if relevant.
- This must be feedback from individuals in need of care and support, not other professionals.



Completion of the Portfolio

Marking Criteria

- The marking criteria give the minimum standards that need to be met to achieve a pass as well as a further explanation as to how to achieve higher marks
- It is important you refer to this to make sure you meet the criteria
- Take some time to look through the marking criteria for each task
- You must meet every element of the marking criteria and answer all elements of the question to pass.



Marking Scheme

- Task 1 - Developmental review (part a and b) = 20% of mark
- Task 2 - Observation of social work practice = 20% of mark
- Task 3 - Safeguarding case study = 50% of mark
- Task 4– Safeguarding in an area that is not your main area of work = 10% of mark
- You are required to achieve a pass in all 4 tasks in order to pass the portfolio.



Learning Outcomes

Remember the 3 main themes/learning outcomes should be evidenced throughout the portfolio (see handbook appendix 4)

- Analysis in assessment
- Working collaboratively
- Professional judgement in complex situations





Completion of the Portfolio

Exercise 6

Where you are now in relation to your completion of the assignments/portfolio?

Identify any areas that you need further clarification on.

Consider each section:

- Task 1 - Professional development review
- Task 2 - Observation of Practice
- Task 3 - Safeguarding
- Task 4 - Safeguarding in an area which is not your main area of work.

Checklist



Task 1 - Must integrate and reference a model/s of reflection throughout in both parts a and b and take into account training, learning, research and use of supervision.



Both parts a and b need to provide academic references/evidence.

Part a

- Must identify future learning needs under **each** of the SCW 3 learning outcomes. This is the larger part of the task
- Reflection on past learning and development should be no more than a quarter of the total amount written.
- Reflect on your future learning needs and how you intend to meet them
 - Analysis in assessment
 - Collaborative working
 - Professional judgement in complex situations.

Part b

- Consider in discussion with a mentor/supervisor/line manager the extent to which learning needs in part a have been achieved
- Identify any additional learning needs to support your development in the transition to becoming an experienced practitioner
- Reflect on feedback from individuals and how this feedback has informed your future professional development.



Checklist

Task 2 - Observation of Practice

- Ensure the introduction clearly sets the scene e.g., give age, ethnicity, gender, culture, language needs etc. Give a clear discussion regarding gaining consent for the observation and discuss/reflect on any impact this could have.
- The observation must be direct work with individuals in receipt of services; it cannot be a meeting with other professionals or attending court etc. Please check if you are unsure.
- Reflect clearly on communication methods, ethics, values and use of a person-centred approach
- Reference to the Code of Professional Practice (there is no requirement to give each point e.g., 1.2, 1.3 etc., just reference to the document (Social Care Wales, 2026))
- Include reflection on Welsh context and highlight the “Active Offer” and **make reference** to “More than Just Words” (Welsh Government, 2022-2027)
- Watch the videos “More than just words”, this will inform the learner’s reflection.



Checklist

Task 3

The introduction should clearly set the scene e.g. give age, ethnicity, gender, language spoken etc and highlight relevant legislation to be discussed

- Clearly refer to and critically reflect on the correct and most current legislation in relation to **safeguarding in your area of work**
- **Including Wales, the United Kingdom, the European Union (EU) and outside the EU**
- Establish your role in the safeguarding issue/event
- Reflect on the 3 SCW learning outcomes (see appendix 4)
- It is important to be reflective and not overly detailed
- Include reflection on “**theories**” this means **more** than one theory, make sure theories are referenced correctly to their source
- Discuss safeguarding boards and the dimension of working in Wales.



Checklist

Task 4

- Ensure the work is based on an area that is not your main area of work, e.g. if task 3 is based on a child's safeguarding case, task 4 **must** discuss adult safeguarding and vice versa
- Clearly highlight the differences between safeguarding of adults and children
- Ensure legislation, policy and procedure are the most current, and are dated and referenced correctly.

Hints and Tips



Make sure you:

- **Fully answer all the elements of the question**
- Proofread your work before submission.

Common issues

- Poor referencing or large sections not referenced
- Acronyms not put in full in the first instance
- Year not given with Acts/references
- Acts and other work quoted but not referenced (be careful of plagiarism)
- Being overly detailed in reflective tasks.
- Not fully meeting all elements of the marking criteria
- Reference list not matching in-text citations or incorrect references. You only need one reference list for all tasks.
- **All sections require academic referencing; this should include, where relevant, recent/current academic research.**

Avoiding Plagiarism

Please be aware you should:

- Acknowledge with appropriate referencing any work that is not your own.

You should not:

- Self-plagiarise from previous work you have submitted, e.g., in your social work degree
- Use another learner's portfolio for guidance or copy any part of another learner's portfolio
- The golden rule is “if in doubt provide references”.
- Cases of plagiarism are investigated by the University – serious cases of intentional plagiarism can result in failing and being reported to SCW.



Importance of Confidentiality

- It is important that no individual(s) can be identified within your portfolio, either directly or indirectly from the information in the portfolio.
- Please use numbers **not** letters or made-up names to identify individuals you work with.
- A minor breach will result in 5 marks being subtracted from your mark for that task.
- A major breach (someone's name or identifying details) will result in the work not being read. It will be returned to you to remove the breach and the resubmission being capped at 40%.
- **You must take personal responsibility for adhering to confidentiality requirements and not rely on others to highlight breaches.**

Submission Process

- University of Wales Trinity Saint David submission is via Moodle
- Submit/upload your portfolio through your Moodle account before the submission deadline (usually 12 noon).
- You are required to submit each of the 5 elements (Tasks 1- 4 and Reference list and other information) of the portfolio to the appropriate **separate** Turnitin submission links.
- *Download the **Portfolio template** for each task from Moodle*.
- The “final sections” submission point is for the “Reference list and other information”. This should include your reference list plus, detail of workshops attended, the mentor’s report, learner’s details, signatures and line manager verification, and the learning agreement. You only need one reference list which you include in this section.
- Please ensure that your written work in tasks 1-4 follows the guidelines regarding confidentiality and plagiarism.
- When asked for a file name on Turnitin please note your name and student number.
- Please ensure you submit the right task to the right submission point.

Assessment/Marking

- Portfolios wherever possible are always first marked by an assessor from a different Local Authority to the learner.
- Marks are released around 6 weeks after submission. Please check Moodle for information regarding this.
- Marks are provisional until they are confirmed at exam board.

Finishing

- Have you booked your study days? If not, get them booked in.
- The procedure regarding extenuating circumstances and suspension of studies is in the programme handbook and on Moodle
- Please get in touch with the training department if you are having any problems
- Please fill in and return the evaluation questionnaires you will receive on completion of the programme
- Don't leave it until the last minute!

Rest of the day

- Individual time with trainers to discuss your work
- Time to work on your portfolios.



Evaluation

What do you think worked well in the workshop/what did you find helpful today?

Was there anything you didn't think worked so well?

Do you have any suggestions of ways we could improve these workshops?

- The trainers will leave you for 5 minutes to do an evaluation of the day.
- Please could one of you take notes of the feedback from the group and pass on to the trainer (either type into the discussion/chat box if online or on a flip chart if face to face).

Thank you.

References

Children Act 1989. London: HMSO.

Gillick v West Norfolk and Wisbech Area Health Authority [1986] AC 112. The Fraser guidelines are Lord Fraser's criteria set out in that judgment.

Human Rights Act 1998. London: The Stationery Office.

Mental Capacity Act 2005. London: The Stationery Office.

NSPCC Learning (2024) Gillick competency and Fraser guidelines. London: NSPCC.

Social Care Wales (2026) Code of Professional Practice for Social Care Workers. Cardiff: Social Care Wales. (In force 1 July 2026; replaces the 2018 Code.)

Social Services and Well-being (Wales) Act 2014. Cardiff: Welsh Government.

Wales Safeguarding Procedures Project Board (2019) Wales Safeguarding Procedures. Cardiff: WSPPB. www.safeguarding.wales

Welsh Government (2022) More than just words: action plan 2022-2027. Cardiff: Welsh Government.