

Social Care Wales



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Y Drindod Dewi Sant

UNIVERSITY OF WALES

Trinity Saint David

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

LEARNER PORTFOLIO (PORTH AGORED and UWTSD)

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Learner's University Registration Number:

2102175

**WALES INSTITUTE for WORK-BASED LEARNING
2017-2018**

Portfolio Guidance

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

What is the portfolio for?

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

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

Learner and employer learning agreement

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

How should the Portfolio be presented?

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

How is the Portfolio assessed?

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

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

Confidentiality

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

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

Remember that the Portfolio is YOUR responsibility you must not rely on anyone else to pick up any confidentiality breaches as this is your work. You must accept full responsibility for confidentiality. Meeting all the confidentiality requirements is very important. Breaches of the confidentiality rules may incur a penalty including a deduction of marks or a fail, please see handbook for details.

Dyslexia and other special circumstances

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

Section 1**Graduate Certificate in Consolidation of Social Work Practice - Learner Portfolio***Guidance:*

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

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Section 2

Task 1: 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)

During my social work training I experienced diverse practice learning opportunities with adults and children in a County familiar to me through previous employment with young offenders. I gained employment in a children's assessment team in a neighbouring local authority, at a time of significant change to the legislative framework for social work with the implementation of the Social Services and Well-being (Wales) Act 2014.

I utilised induction and shadowing opportunities to develop an understanding of my role, team structures and wider context of relevant Welsh legislation and policy. I liaised with other professionals to promote partnership working and develop knowledge of the County's services, culture and geography (WG, 2017). I was concerned the County's rurality would impact on service accessibility and time management as it is one of nine 'predominantly rural' local authorities in Wales and one of four considered the most sparsely populated (Williams, 2011:93). The County is a traditional stronghold of the Welsh language with approximately half the population being Welsh speakers (Welsh Government, 2015:14).

I have experienced a diverse and increasingly complex caseload and developed a positive and supportive working relationship with my supervisor. This has enabled me to reflect on my practice to identify strengths as well as learning needs to develop social work skills, confidence and emotional awareness (Wonnacott, 2012:30).

Partnership and inter-collaboration continue to feature in contemporary policy and legislation for effective identification and risk management (Crawford, 2012; Munro, 2011). During my appraisal it was identified that I am able to '*develop good and effective working relationships with service users*'. I feel that my interpersonal skills and value base of honesty, respect and dignity help to establish trust and confidence with service users, working collaboratively to give them 'voice and control' to achieve well-being (Social Care Wales, 2017; SSWBA, 2014). An identified learning need is to improve my Welsh language skills to provide the 'Active Offer' to meet the needs of Welsh speaking families (The Welsh Language (Wales) Measure, 2011; WG, 2015:4). I am respectful of professionals' expertise and share information as part of the assessment process (SCW, 2017). However, at times I have felt professionally isolated in my role, being new to the area, despite child protection being 'everyone's business' (Crawford, 2012; AWCPP, 2008).

I have sometimes felt overwhelmed with the volume, complexities and power imbalance associated with my role, which has challenged my professional boundaries and emotional intelligence. This has impacted on my confidence of professional judgement and ability to critically analyse assessments within timescales (SCW, 2017). During supervision, it has been identified that I will experience case work involving public and private law proceedings (CA, 1989 (s8 & s47); PLO, 2008) and receive training in *Achieving Best Evidence* (Home Office, 2011) to develop skills and improve confidence in applying analysis in assessment and professional judgement. I also intend to gain a better understanding of SSWBA 2014 in relation to adult safeguarding and the Signs of Safety model of risk assessment and safety planning. In doing this, I hope to develop direct work skills to promote collaboration, improve confidence and professional competence in critical analysis to achieve better outcomes for families.

In applying Kolb's (1984) Experiential Learning Cycle, I will reflect on my experiences to identify what I have learnt but also future learning needs for continued professional development (Bassot, 2013).

(550)

Section 3

Task 2: 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: 22nd February 2018

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)

For the purposes of this task I will be undertaking direct work with children to demonstrate a range of communication methods and skills using the 'words and pictures' tool developed through the Signs of Safety approach. This observation relates to three siblings of Polish origin who will be referred to as child A; 14 year old male, child B; 9 year old female and child C; 9 year old male (B & C are twins), who are currently 'looked after' by the Local Authority by voluntary agreement with parents (CA, 1989 (s20); SSWBA, 2014(s76)).

Whilst the children's first language is Polish, they are also able to converse in Welsh and English. The purpose of the planned observation is to outline the LA's concerns that have led to the children being in foster care and to inform them of the outcome of the Public Law Outline meeting to issue care proceedings (PLO, 2014).

Prior to being accommodated, the children resided with their birth family in a busy market town, which is the third largest urban area within a predominantly rural and Welsh speaking County. The LA's main concern is parents' excessive alcohol use; although issues of domestic violence, parental mental health and unemployment also impact on parenting capacity. The children's names were placed on the Child Protection Register (Emotional Abuse) (AWCPP, 2008) and the LA initiated PLO pre-proceedings.

The children were involved in the planning of the observation and informed of the objectives of the task and how these would be achieved. The foster placement was collaboratively identified as a safe environment to undertake the observation and although they were given the 'Active Offer', they wished to communicate in English and declined the use of a Polish interpreter. Given the complexities and sensitive nature of the task, I have to consider the implication of culture and the ethical dilemmas that may arise particularly around professional boundaries and power dynamics and how these impact on my practice (Akhtar, 2013).

(327)

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)

There is increasing emphasis on the value of practice observation to continuous professional development (Maclean & Baker, 2013:31). Although I consider myself to be a confident and effective communicator, I was apprehensive prior to this observation due to the task objectives, the use of a new communication tool and the presence of my supervisor. I have applied Schön's (1983) model of reflection to critically reflect on methods and communication skills to identify strengths and inform areas for future learning (Bassot, 2013).

The purpose of the observation was to communicate the LA's concerns and decision to issue care proceedings in a child friendly and honest way that they understand. In preparation for the observation I considered my relationship with the children, however having worked with them for nine months I felt that I had developed a good relationship with them due to my warm, friendly and sensitive approach to their feelings and circumstances (SCW, 2017). However, I acknowledged the sensitive nature of the task and that they may find it difficult to manage their emotions.

I decided to use 'words and pictures', which is a creative tool that provides a visual storyboard as a means of communicating difficult information in a child-centred way whilst upholding social work values of openness, honesty and accuracy (Hiles, et al. 2008). Given the recognition of my own activist learning style I felt by 'having a go' (Honey & Mumford, 1982), this would meet the identified learning need to develop direct work skills and understanding of the Signs of Safety approach. In preparation I outlined the storyboard and gathered stationary (pens, coloured pencils, coloured paper, scissors, glue) and templates of people and pictures of emotions to help describe their feelings.

I had to consider the varying needs of the three children, such as age, level of maturity and understanding, language and culture; and how best to meet their needs in conveying such information. I felt confident that child A was of an age and had a level of maturity and understanding of the concerns and circumstances. I also felt it was important to include the younger children, I didn't want child A to have the responsibility of explaining to his siblings but also that issues of misinterpretation and inaccuracy may arise. Given that child B has clearly verbalised her wishes and feelings prior to and during being accommodated I felt that she also had a good insight and should be involved in the activity, however simple language would be used. It was identified that the activity reflects child C's keen interest in arts and crafts. As Cocker and Allain (2011) state that when children have information presented to them by using simple language, clear concepts and modes of communication that make sense to them, even very young children have the capacity to consider the information carefully and responsibly.

I was conscious that they would feel more comfortable in conducting the activity in their first language of Polish, therefore they were offered an interpreter but declined. As Wyn Gruffydd suggests in the 'More Than Words' video, this helps build rapport and results in a better experience for the service user. However, the children indicated that they wished to communicate in English, although I did prepare some information such as the role of the Guardian in Welsh, English and Polish.

In order to give them some voice and control over the task, I asked the children whether they wanted to complete it together or individually. They decided that children A & C would work on a storyboard together and child B asked if she could do it with me. I feel this demonstrates the positive working relationship as child B felt empowered and able to ask for assistance as she felt trust and confidence that I would help her in working through the storyboard (SSWBA, 2014).

The task involved creating a storyboard in collaboration with the children to vocalise and illustrate what the concerns are from their perspective. In asking "*who is worried about me?*" the children identified themselves and their social worker, but also their parents and other family members. On reflecting "*in action*" I was surprised by this as their parents have continuously disregarded the LA's concerns and dismissed the children's wishes and feelings throughout the process; often blaming the children for social services involvement. I have found constantly dealing with the children's emotional pain and distress of their parents' inability to prioritise the children's needs, extremely frustrating and infuriating. Therefore, I had to ensure that I respected their opinions whilst being mindful of my professional boundaries and acting in their best interests. I feel that I demonstrated an awareness of emotional intelligence in sensitively containing my feelings so not to collude or affect my relationship with the children (Akhtar, 2013).

When considering "*what are they worried about?*", the children recognised the concerns which they illustrated by drawing pictures and words to reflect alcohol, smoking, safety and arguing; and described how these things made them feel sad and scared. I listened to their views and tentatively summarised what the children said to confirm that I had accurately understood their feelings and allow them to further explore these further (Lishman, 1994:26). I felt that the children had a good insight into the concerns as I have always communicated openly and honestly with them, particularly following the specific incident which led to them being accommodated (SCW, 2017).

During this discussion I noticed that child B became upset and sensed that it was due to the nature of the discussion and traumatic events. I responded attentively to her feelings and encouraged her to take a break from the task to ascertain why she was upset. Child B openly expresses affection and often seeks security and reassurance through touch and hugging. I was mindful of this as the use of touch with service users provokes questions of boundaries and appropriateness (Lishman, 1994). Given the circumstances it felt appropriate to reciprocate her affection as she was clearly emotionally distressed and needed comforting, although the content of the physical touch was kept to a minimal (Cooper, 2012).

In conveying empathy with verbal and non-verbal communication the core message of her behaviour was identified, however it was due to her insecurities and relationship with her siblings. This flagged up other issues for me regarding the dynamics between siblings, which I felt should be addressed at another time and after some reassurance and encouragement she decided to return to the task.

In discussing "*where are we now?*" the children interpreted this to being where they are currently living and their illustrations portrayed a sense of feeling safe, secure and happy in foster placement. I focussed the discussion by explaining that they were being cared for by foster carers to give their parents the opportunity to address their difficulties. However, the children were focussed on the penultimate question of "*what happens next?*", as this was the main objective of the task. I became nervous and felt an overwhelming sense of responsibility at this stage having noticed a shift in power as I held the information that they most wanted to hear. Whilst I was aware that the decision to issue care proceedings promotes the children's rights and best interests (UNCRC, 1989, Articles 9:19:20), I felt an enormous sense of guilt and sadness for the children, which I reflected to them using empathy and silence where appropriate.

I initially reflected "*on action*" as I drove home from the foster placement and the following day with my supervisor. Initial thoughts were that the activity had gone well and the objectives were achieved. I felt I demonstrated warmth and sensitivity throughout by using non-verbal skills such as appearing relaxed, maintaining eye contact, smiling and leaning towards them (Lishman, 1994:48). Following the observation I felt emotionally and intellectually drained, therefore I was concerned how it had affected the children. Child C seemed to lose concentration and motivation towards the end therefore there is a danger that he did not fully digest the information. The activity lasted two hours which on reflection was too long however I was conscious not to rush them to allow ample time to explore their feelings about the situation and demonstrate genuine personal concern (Lishman, 1994).

Killian and Todnem's (1991) additional stage of reflection "*for action*" has allowed me to reflect on what I would do differently if a similar task was carried out in the future. I identified that I would do a different age appropriate activity with child A independently of his siblings. This would avoid any conflict or gender divide between the siblings as well as reduce the time taken to complete the task.

(1442)

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

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

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

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

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

Was the social worker on time? Or if delayed did he or she contact you?	1. Yes 2. Yes 3. Yes
Did the social worker ask you if it was OK for me to come today? Did they explain why I was her and what I was doing?	1. Yes 2. Yes 3. Yes
Do you understand what she wanted to talk about today/What she was going to do?	1. Yes she explained at the beginning 2. She explained at the start 3. She explained when I got here what was happening
Do you think the social worker had everything they needed for meeting with you today?	1. Yes more than enough 2. Yes 3. Yes I got stuck on the last bit but she helped me
How has the social worker listened to you and respected your	1. Very well 2. Yes

views?	3. Yes
Did the social worker talk to you in a way that you understood? Did you understand the language/words they used?	1. Yes if we don't understand we ask and it is explained 2. If I didn't understand she explained to me 3. She explained easier words if we didn't understand
Has the work today helped you to understand what is happening with your family?	1. Yes 2. Yes 3. Yes
Is there anything else you would like to ask or things you would like to say?	1. No 2. No 3. I would like to ask if she can see me Tuesdays after school

Section 4

Task 3: 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)

It is widely acknowledged that the process of assessment is a key skill in the complex world of child protection and is certainly the core business of the Child and Family Assessment Team, where I am currently employed. The Local Authority is based within a vast and predominantly rural County of Wales with an estimated population of 74,000 (Info Base Cymru, 2016). The 2011 Census reported that approximately half of the population over 3 years old within the County and 78.4% of people aged 3 – 15 years can speak Welsh (WG, 2015; Info Base Cymru, 2011). The team comprises a duty team and two long-term teams that are divided by the geography of the County into North and South. I am based within the South team and am typically allocated cases from the duty team at the point of the Initial Child Protection Case Conference (CA, 1989; AWCPP, 2008) or if a family is identified and assessed to require additional care and support beyond the remit of the duty team (SSWBA, 2014).

The case study discussed refers to a 16 year old female who will be referred to as child 'D' throughout the account. D was referred to the team by the Police as she had been reported missing on a number of occasions and she was believed to be at risk of child sexual exploitation as she was in a relationship with a 40 year old male, primarily known to the Police for offences of drugs and violence. There were also concerns in relation to D's emotional well-being and her own substance misuse. Throughout the discussion of the case study I will apply Gibbs' (1998) reflective cycle to engage in analysis of my practice in an attempt to deepen understanding and identify learning from the experience (Bassot, 2013).

The Children Act 1989 has long been the basis and core piece of legislation that informs social work practice in the safeguarding of children. It was introduced in following a number of child deaths in the UK and more specifically the Cleveland child sexual abuse scandal (1987). In her inquiry Baroness Butler-Sloss (1988) blamed the Cleveland crisis on a lack of cross agency understanding of their functions and the lack of communication between them (Johns, 2011). The Act introduced the concept of 'significant harm' as the threshold that justifies compulsory intervention in family life in order to protect children. Significant harm is defined in the legislation "as ill treatment or the impairment of health and development" (AWCPP, 2008). It placed duties on local authorities to 'safeguard and promote the welfare of children within their area who are in need' (s17) and to investigate when they have 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' and to 'take any action to safeguard or promote the child's welfare' (s47) (SCIE, 2012).

The Children's Act 2004 supplemented the 1989 Act and reinforced the message that all organisations working with children have a duty in helping safeguard and promote the welfare of children (Davies & Duckett, 2011). Whilst there was little change in the legislation it provided separate sections for England and Wales, where Part 3 relates solely to Wales and requires each local authority in Wales to establish Local Safeguarding Children Boards.

The Children Act 1989 & 2004 are underpinned by the United Nation Convention on the Rights of the Child. The Welsh Government has demonstrated that it is committed to upholding and protecting the right of children and young people under the age of 18 in Wales as it is enshrined in all contemporary legislation and policies such as the Rights of Children and Young Persons (Wales) Measure 2011, which made Wales the first country in the UK to incorporate the rights of the child into its domestic law (Williams, 2011).

Recent reforms to the legislative framework were sought to further reflect the needs of people in Wales whilst protecting their rights, subsequently the Social Services and Well-being (Wales) Act 2014 and the Well-being of Future Generations (Wales) Act 2015 were introduced to provide Wales with its own framework for social services.

The Act applies to people 'in need' of any age and their carers, with a strong emphasis on outcomes and promoting people's well-being. The concept of s17 (CA, 1989) is entirely replaced under the SSWBA 2014 Act by a range of provisions that impose a duty on the local authority to provide a service that meets an assessed need. However, this is not the case for s47 which continues to function under the CA, 1989 (s47). These changes to the legislative framework for Wales came about at a time when I secured my current social work employment, therefore I experienced increased anxiety as I had little awareness and understanding of the legislation and how it would impact on social work practice, particularly in my field of children's safeguarding.

Prior to my involvement in the case, D was allocated to a senior social work practitioner in the duty team due to the level of concern and complexities of the case. Therefore, a s47 joint investigation with the Police and Social Services had been carried out with regards to the referral information. The concerns of child sexual exploitation were substantiated and the subsequent strategy discussion decided it was necessary to proceed to an Initial Child Protection Case Conference (ICPCC), which is when the case would normally have been transferred (CA, 1989(s47); AWCPP, 2008). However, before the case was brought to the child protection forum, the allocated worker experienced significant personal trauma beyond her control and was subsequently signed off sick from work with immediate effect. Given the nature of her trauma, the whole team was in shock and it significantly impacted on team morale. Therefore, due to an oversight by management the case was left to drift for some time and little contact had been made with the family before it was allocated to me.

Upon the case transfer, I was thrust into action to prepare for the ICPCC, having very little knowledge of the critical issues in the case. I felt under enormous pressure at it was at a time when I was preparing for Court on another case but also had to spend a significant period of time out of work to complete the *Achieving Best Evidence in Criminal Proceedings* intensive training. Having had sight of the case file, it was evident that there was little information of what had already been done and the absence of crucial documentation that would normally be present prior to a case being transferred to another worker.

In particular, the National Assessment and Eligibility Tool, the Record of Core Assessment & Outcome of s47 enquiries (completed by previous worker) and a Chronology. Having attended training in *Assessment and Analysis in Child Protection*, I was aware that a chronology of significant events provides a key link in the chain of understanding a child and family's timeline of circumstances, patterns of behaviour and trends in lifestyle that assist the assessment and critical analysis (Care Inspectorate, 2014). Therefore in collaboration with a colleague from the duty team and other professionals involved, we compiled a comprehensive and historical chronology to inform the assessment. It did however highlight some of the gaps in knowledge, which gave me a basis for further exploration in collaboration with D and her family. After I was able to make sense of the information it made me realise the complexities of the case but also identified that D and her family had received extensive input from social services since D was a baby, primarily due to concerns regarding her mother's mental health. D's name had been on the Child Protection Register 18 months previously and the department had received 5 referrals since from the Police sharing similar concerns as the current referral, although no further action was taken.

On reflection of this information, I felt saddened and quite angry that D had been let down and there were missed opportunities to protect her from experiencing on-going harm. Therefore, I found myself being quite critical of former case workers, other professionals and the procedural restraints that I felt had prevented any change in D's circumstances. Therefore, I discussed my feelings with a colleague who had previously had some input with the family to put some perspective on the situation and maintain professional boundaries (Cooper, 2012).

I was conscious that at this point, I had to complete a detailed assessment analysis and conference report within a short space of time however I did not know D and her family and therefore I had to establish and maintain their trust and confidence very quickly. I felt that this would be a challenge given that they had previously received input from social services although they had been difficult to engage and the possibility that their previous experiences of social services had not been positive ones. Therefore, I was mindful that the initial contact with D and her family would be crucial in this process and that appropriate professional boundaries would need to be established from the outset (Cooper, 2012).

Prior to the team receiving the referral, D resided with her mother and 18 year old brother in local authority rented accommodation based in a former fishing village on Wales' West coast, with a population of over 2,000 people. Therefore, I proceeded to make contact with the family, however when I spoke to D's brother he informed me that D was no longer living at home and neither he or his mother knew of her whereabouts and didn't care. I was shocked by his response and hostility which added a complicating factor that I had not considered as I had assumed that she would be living at the last known address to the department.

I liaised with the Police and other family members to locate D and made arrangements to visit her at maternal aunt and uncle home address where she had been staying. In order to build some kind of rapport with D I worked in partnership with her to make arrangements that were convenient to her to be able to meet her and begin the assessment. On meeting D for the first time, I was faced with some hostility; it was soon established that D was experiencing increased anxiety due to the circumstances, as a result of which her relationship with her mother had completely broken down and she was feeling unloved and rejected. She did admit to being in a relationship with the 40 year old but that she loved him and she didn't want to be judged. Thompson (2012) refers to the social workers' role being a mediator in between the service user and the wider state, balancing elements of care and control in effective anti-discriminatory practice.

I felt that I was fully prepared in having the relevant documentation to hand and clearly informed her of my role, the expectations and objectives of the visit. Despite having previous knowledge of the family through compiling the chronology and reading relevant paperwork, I tried not to generate any pre-conceived conclusions and judgements to approach the assessment with an open mind. By being open, honest and non-judgemental with a warm and sensitive approach, I managed to effectively engage D in the first stage of the assessment (Social Care Wales, 2017).

The Welsh Language Act 1993 placed a duty on local authorities to develop Welsh Language Schemes to promote the language to have equal footing as the English language. The Welsh Language (Wales) Measure 2011 was introduced by the National Assembly for Wales, which gave the language official status in Wales. In 2012, the Welsh Language Strategic Framework 'More Than Just Words' was launched, which created a change in culture by taking the responsibility off service users to ask for a service to be delivered through the Welsh language. Instead, it placed service users at the centre and encouraged professionals to make the "active offer" to create the right environment where service users feel empowered and confident that their needs will be met (WG, 2015).

In Gwennan Prysor's 'More than just words' video clip she describes how making the active offer breaks down barriers in communication and creates a homely feeling and puts service users at ease. She believes that professionals should attempt to speak Welsh regardless of whether their skills in the Welsh language are limited. I established that whilst D was able to speak Welsh, having attended a primarily Welsh speaking secondary school locally, she considered English to be her first language and therefore did not take up the "Active offer" (WG, 2011).

I highlight to her the importance of seeking her views and opinions of the situation therefore I was able to collaboratively gain information by considering the *Framework for the Assessment of Children in Need and their Families*. The framework provides a holistic view of the child considering all aspects of the child's life and it was evident that there were areas of concerns regarding her developmental needs, parenting capacity and the wider family and environmental factors (National Assembly for Wales, 2001). On the second occasion I met D she began to open up about her life and current circumstances, particularly regarding her relationship with her mother, which had a profound effect on my emotions.

In applying Bowlby's (1979) attachment theory I was able to explore D's significant relationships, particularly past relationships and attachments with her parents and how they have shaped her emotional and behavioural development.

Teater (2010) suggests that if a child was made to feel safe and secure and given appropriate attention and affection, then the child would develop positive future relationships and be able to effectively interact with others. However, should these not be available to the child, they may develop emotional difficulties and have a distorted view of others in future relationships. This can be said for D as she describes her mother being emotionally and physically unavailable for her growing up due to her significant mental health difficulties.

I felt I was able to relate to her in two ways, being female and also being the mother of a daughter myself. Therefore I was able to demonstrate empathy and compassion however I couldn't possibly have understood what this was like for her. Given highly emotive discussion I recognising I was becoming too emotionally involved, so in doing this I was able to take action and get the working relationship back on track to maintain my professional boundaries (Cooper, 2012). I was able to communicate with D's mother via the telephone, however due to her mental health condition she was unable to leave the house and would not allow unknown people into the house. I did find this frustrating however, I felt that I built a positive relationship with D's mother, by allowing her to share her anxieties and concerns for her daughter's safety and well-being. However, these difficulties in building a relationship with D's mother meant I had to heavily rely on D to share information and inter-professional collaboration to inform the assessment, which meant that effective communication was key to achieving this and having a deeper analysis.

Healy (2005) states how individual service users live in complex systems, therefore systematic analysis focusses on the interactions within and across multiple social systems, which can include family, friends and the wider community in which they contribute. Therefore, in applying the systems theory and ecological perspective it has guided me through the assessment to identify, develop and transform D's systems and the interaction and relationship between them. It also highlights that a move or change in one system impacts either positively or negatively on another system. I was able to develop a picture of D's systems and relationships by completing a genogram and ecomap with her, and the strengths perspective enabled me to further identify possible networks of support to promote positive change in her life. D had developed a close relationship with her father's partner although she

did not have the same connection with her father as he had been absent from her life until she was 10 years old.

I feel it is my ethical and professional responsibility to develop an understanding of the critical and contemporary issues in society through research for continued professional development to be able to provide the best possible service (Social Care Wales, 2017). One of the concerns with this case is that D continually goes missing and places herself in dangerous situations. Research has shown that children are more likely than adults to go missing, placing them in risky situations and increasing their vulnerability to a whole range of issues, including homelessness, becoming a victim or perpetrator of crime and, as we are increasingly aware, placing many of these vulnerable young people at greater risk of child sexual exploitation (Home Office, 2011).

CSE is becoming more prevalent it is predominantly a hidden issue and often victims of such abuse do not realise the nature of their relationship with perpetrators and may feel complicit in the abuse as they believe they are being rewarded in some way. It is a form of Child Sexual Abuse that can have a serious long-term impact on every aspect of their lives. It also damages the lives of families and carers and can lead to family break-ups, which is an issue in this case study. In having this further knowledge I was able to complete a Sexual Exploitation Risk Assessment Form (SERAF) which indicated that D was at 'significant risk of CSE'.

Having discussed this issue with D in great detail she led me to have a better understanding of the impact it has had her life. Although, I found it difficult to put myself in her shoes. She told me how she has struggled to deal with the constant communication from him and describes feeling 'torn between her head and her heart' and does not wish to make a formal complaint against him. This can be better known as 'trauma bonding', which describes a deep bond which forms between a victim and their abuser. Research suggests that victims of abuse often develop a strong sense of loyalty towards their abuser, despite the fact that the bond is damaging to them (PACE UK, 2018).

Child abuse directly contravenes the UNCRC and its universal goals of provision, protection and participation. In compliance with the UNCRC and specifically article 34, all children and young people must be protected from all forms of sexual exploitation and sexual abuse. The core functions of an LSCB are set out in the Local Safeguarding Children Boards (Wales) Regulations 2006. The national action plan sets out a framework and minimum standards that Safeguarding Children Boards and partner agencies should work collectively address CSE in Wales.

This enhanced knowledge and understanding developed my skills in applying critical analysis to the assessments to better inform my professional judgement. Whilst it was evident that D was at risk of CSE, I believed that her relationship issues were deep rooted from her attachments as a child.

The conference is a multi-agency forum and its purpose is to share and analyse information and make professional judgements about the likelihood of a child suffering significant harm and decide whether they are at continuing risk of significant harm based on the evidence presented (Davies & Duckett, 2011). Despite the multi-agency approach to assessing risk, I feel that there is a lot of pressure on the social worker in the case and their analysis appears to lead in the decision as to whether the child's name is placed on the register. Having experienced this first hand, I struggled with the power of authority that comes with the role. Further to that, D had informed me that if her name was placed on the child protection register she would refuse to engage with me in the future, which created an ethical dilemma for me.

Thompson (2003) refers to the different ways language is used to oppress and to empower service users (Akhtar, 2013). The AWCPP 2008 clearly state that a child's wishes and feelings should always be heard at conference whether in person or having them presented on their behalf, such as through an independent advocate. A key principle of the SSWBA 2014 is to give service users a 'voice and control' over the services they access. Therefore, I wanted D to feel part of the conference to have a sense of ownership so that she would be more likely to engage with the child protection plan.

D declined the opportunity to engage with an advocate; however, given her age and cognitive functioning I felt it was important to encourage D to attend herself to voice her wishes and feelings. However, D was not keen as she did not want to listen to people talking about her and she felt that they would judge her. Therefore, I provided D with alternative arrangements such as to meet independently with the chair prior to conference or to write her views down (AWCPP, 2008). Given the information shared at conference the decision was made to put D's name on the child protection register under Emotional Abuse which involves the 'persistent emotional ill treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development' and also includes 'the exploitation or corruption of children' (AWCPP, 2008).

Throughout the discussion I have critically reflected on practice with a particular emphasis on how it made me feel and what I was thinking at the time. Moving towards the latter stages of Gibbs' (1998) reflective cycle it is difficult to identify what I would have done differently as I feel that I learnt so much during this process given the complexities. The skills and knowledge base I have gained in working with D has been invaluable to enhance my critical analysis skills which has improved my confidence in professional judgement. I had to work hard at the early stages of my involvement with the family to repair some of the damage that had been done to the working relationship. However, I feel that I managed to get D's trust and develop a good relationship with her to be able to promote her well-being and protect her from further sexual exploitation.

(3,711)

Section 5

Task 4: 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)

There is increasing societal awareness of adult abuse and it is recognised in contemporary social work practice as a critical issue. There have long been key pieces of legislation and policy guidance to inform practitioners in protecting vulnerable adults, however, these were considered to be confusing and inconsistent with no consolidating piece of legislation in Wales, such as the Adult Support and Protection (Scotland) Act 2007. Whilst the Human Rights Act 1998 is central to informing best practice with adults, it does not provide an immediate course of action for those working to safeguard them. Therefore, there was much appeal in Wales for adult safeguarding to have the same legislative status as child protection so that adults at risk have equivalent legislative priority (Mantel & Scragg, 2008).

The WG recognised that services for adults in Wales should correspond to address the specific needs of people, localities and communities, some being the most deprived areas in Wales. Research suggests that Wales has an ever increasing population and a higher concentration of older people and those with physical and mental health illness, compared to the rest of the UK. Wales established the UK's first Strategy for Older People (WAG, 2003) and world's first Older People's Commissioner (Commissioner for Older People (Wales) Act, 2006); both of which reflect the United Nations Principles for Older Persons 1991 (WG, 2014; Williams, 2011:182).

In response to the specific needs of Wales, the WG introduced *In Safe Hands 2000: Implementing Adult Protection Procedures in Wales*, which placed a duty on LA's to coordinate adult protection procedures. This led to the introduction of the Social Services and Well-being (Wales) Act 2014, which consolidates previous legislation; such as the National Assistance Act 1948 and National Health Service and Community Care Act 1990, to provide a comprehensive legal framework and national approach to promoting wellbeing and protection from abuse and neglect. The Act changes the process of assessment with a greater emphasis and stronger powers to keep people safe. An adult 'at risk' is defined as "*someone experiencing (or is at risk of) abuse or neglect, and has needs for care and support and as a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it*" (SSWBA, 2014(7)(s126)). However, the Act does not include self-neglect as the Care Act 2014 does.

The Act has various regulation making powers, perhaps the most significant are the 'Adult Protection and Support Orders' ((7)(s127)). This permits the LA to obtain a Court order to privately speak with someone to determine if they are 'at risk', although it repeals the power of removal under NAA 1948 (s47). However, the Police have power of entry to save 'life' and 'limb' (Police & Criminal Evidence Act 1984). The Act also creates a National Independent Safeguarding Board (s132) and regulations for Local Safeguarding Boards, whose objectives are essentially to 'protect and prevent' (Clements, 2015).

In adult safeguarding there is a challenge to balance the duty to protect with the duty to respect their right to decide for themselves. The Mental Health Act 2007 introduced deprivation of liberty safeguards to legitimise legal power over someone deemed to need supervision rather than treatment (Johns, 2011:154). The capacity to give consent and make informed decisions is fundamental to determining whether an adult is being abused. The Mental Capacity Act 2005 states that "*a person must be assumed to have capacity unless it is established that he lacks capacity*" (Mantell & Scragg, 2008:49).

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)

Given that my primary area of practice is within child protection, I had very little awareness of the legislative framework for adult safeguarding. However, I have been able to reflect on an active case when working with vulnerable adults within the child protection process and identified that capacity to consent is a fundamental difference between adult safeguarding and child protection work (MCA, 2005). The concept of informed consent is determined relative to age (adult v child) and mental capacity and is often considered to be a pivotal factor in determining abuse (Mantell & Scragg, 2008:45).

I have worked with a family within the child protection arena due to concerns pertaining to parents' excessive alcohol use, which was significantly impacting on the children's emotional well-being. Further significant concerns were raised in relation to alcohol fuelled violence within the home, which led to the children being accommodated by LA with parents' agreement (CA, 1989 (s20); SSWBA, 2014(s76)).

Given a duty of care, I referred the mother to the adult safeguarding team as there was evidence of physical, emotional, sexual and financial abuse, perpetrated by the father (SSWBA, 2014 (7)(197)). However, the referral did not meet all three requirements of the eligibility criteria for an adult 'at risk' as she was presumed to have capacity to make informed decisions (MCA, 2005). Being concerned for mother's safety, I found it difficult to accept this decision as it contradicted my personal and professional values. She informed me that her husband would regularly hit her and demand sexual intercourse after drinking; therefore I believed her capacity was impaired due to being intoxicated. The case was discussed at MARAC and the Police followed lines of investigations, however mother did not wish to pursue a formal complaint and wanted to remain in a relationship with him. A key principle of the MCA 2005 is that *'a person is not to be treated as unable to make a decision merely because he makes an unwise decision'* (Cooper, 2012:98).

This raised ethical dilemmas for me and my practice which impacted on my professional boundaries as I had an opinion on what I felt was in the mother's best interests (Cooper, 2012:44). Johns (2011) states there is no such thing as 'knowing what is best' for adults as there is for children. The SSWBA 2014 widens the duty on authorities to consider the individual's views, wishes and feelings and stresses *'the importance of beginning with the presumption that the adult is best placed to judge their well-being'*.

The legislative framework for adult safeguarding states that LA's cannot interfere in adults lives by imposing services on them, however this is not the case for children deemed to be at risk of significant harm. The Police have powers to remove a child if there is reasonable cause to believe that the child would otherwise suffer significant harm. Whilst social workers do not automatically have these powers, an application can be made to court for an Emergency Protection Order to permit removal of the child in an emergency (CA,1989(s46)).

(505)

Section 6

Task 1: 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)

Munro's (2011) review of child protection, recommends that *"the expertise and status of the social work profession should be improved with continual professional development that focuses on the skills that are needed in child protection"*. The *National Occupational Standards and Codes of Professional Practice for Social Workers* reflect this concept with reflection and critical thinking being key features in maintaining professional accountability (Social Care Wales, 2017). Essentially I am an 'activist' learner, being open-minded to new experiences and enthusiastic to "have a go" (Honey & Mumford, 2000 cited in Bassot, 2013:10). To illustrate my professional development thus far I will consider Kolb's (1984) learning cycle to critically reflect on my development and identify learning needs for the future.

During the last year, I feel I have settled well into my role and the organisation, having experienced a range of increasingly complex casework, including child protection and private and public law proceedings. In doing this, I have developed a comprehensive understanding of the application of the legislative framework that informs social work practice (CA, 1989; SSWBA, 2014; PLO, 2015), which is often seen as bureaucratic and preventing practitioners being child-centred (Munro, 2011). Through research and collaboration with other agencies I have gained extensive skills, knowledge and understanding of domestic violence, child sexual exploitation, substance misuse and mental health. This has enabled me to develop a shared understanding of differing organisational roles and responsibilities, which has been valuable to the application of critical assessment analysis that informs outcomes for families.

As a result I feel supported by my colleagues in other agencies in my application of professional judgement and decision making (AWCPP, 2008). I feel I have continued to effectively engage service users by using a range of child-centred approaches and verbal and non-verbal communication skills, demonstrated through effective listening, compassion and honesty (SCW, 2017). Child A reported through his independent advocate that *"X is really good, she tells us what's happening and if we want to find something out she'll tell us. I phoned X once to tell her that Mum and Dad were drunk and she came straight around to try and sort it out."* Having attended the *Signs of Safety* and *Achieving Best Evidence* training I have developed further skills in communication to construct positive relationships with service users and feel better equipped to help families work towards resolving their issues (Cocker & Allain, 2011:87). I recognise the value and importance of using open and probing questioning techniques and simple language to gain more in depth information and analysis in collaboration with service users (Lishman, 1994).

Having developed a cultural awareness of the area, I recognised the need to improve my Welsh language skills to be able to provide the "active offer". I have gained confidence in my ability to converse in Welsh by practising my vocabulary with colleagues and service users. I have also had the opportunity to communicate with a Polish family through an interpreter and have actively learnt some key phrases in Polish such as "hello" and "thank you". Although my skills in Welsh and Polish are limited, it has demonstrated the importance of language of choice as I have noticed that service users have valued my efforts, which has promoted collaboration and engagement with families (WG, 2015).

During supervision I have been able to discuss the complexities of cases and reflect on my practice. One particularly emotive case challenged my values, professional boundaries and ethical decision making. I had to regularly deal with the children's sadness and my own feelings of frustration of the situation. I felt a great sense of guilt and responsibility that I had been unable to promote change, therefore I think I over compensated and created dependence for the family. On reflection, I have been able to review my practice and evidence the support I have provided through solution focussed work, however the power to intervene became necessary to safeguard the children.

I have learnt that having an emotional awareness creates a better understanding of the situation which has aided my analysis and given me confidence in my professional judgement (Knott & Scragg, 2012). This has been further reinforced having attended training in *Assessment and Analysis in Child Protection* and *Achieving Best Evidence in Criminal Proceedings* (Home Office, 2011), which have helped me to consider the critical issues within a case and adopt an analytical mindset to complete succinct and comprehensive assessment analysis within timescales. This puts practitioners in a better place to explain their decisions, particularly before a court of law (Wilkins & Boahen, 2013:12). This is demonstrated in the quality of my assessments, reports and case notes, highlighted by my supervisor and other professionals. An IRO stated *"your report is of an exceptional standard and clearly illustrates the concerns and for decisions"*.

However, having reflected on *Signs of Safety* training, this has made me think about whom these reports are for as the professional language used does not benefit service users, but meets the needs of professionals and is an abuse of power to influence outcomes. The model of risk assessment and safety planning provides a holistic framework of shared power, which allows families to identify and have ownership of the concerns and control over the support they receive. This model fits well with the underlying principles of SSWBA 2014 and is identified as a personal and organisational learning need in approaching child protection work to achieve better outcomes for families.

As I move into the 'active experimentation' phase of Kolb's (1984) learning cycle, I recognise that I have enhanced emotional intelligence, which will allow me to build resilience to effectively manage stress and adopt a good work-home life balance in the future (Howe, 2008). Given the distance I travel to work, my journey home has become my reflective space and it allows me to compartmentalise my feelings and thought processes that I have ensured throughout the day to be able to make sense of them (Knott & Scragg, 2012:15).

Having recently completed the five day SOS training I feel motivated to apply some of the communication methods and skills I learnt to re-engage a particularly complex family to instil hope and affect change. I also hope to further utilise ABE training to develop my skills in investigating child abuse and interviewing vulnerable victims by experiencing duty work and undertaking joint investigations with the Police (CA,1989 (s47)).

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

Consolidation workshop	Date Attended
1	12/07/2018
2	04/07/2018
3	22/01/2018
4	24/01/2018

Notes

I was unable to attend workshop 1 and 3 on the scheduled dates, therefore alternative dates were arranged and attended with training department:

Workshop 1 – 25th April 2018 – compassionate leave.

Workshop 3 – 13th September 2018 – attending Court.

Mentor's comments

The worker has demonstrated an understanding of the key concepts and practical dilemmas of time management and shifting priorities when assessing children and their families and deciding on the best intervention to improve outcomes. She has effectively demonstrated in practice and reflected in Section 2 the importance of working to the strengths of children and parents under a partnership principle within safeguarding work.

There has been an improvement in her confidence and analytical skills which has been evident in her report writing and assessments.

I have regularly observed the worker within formal meetings with professionals and service users and she ensures she adheres to the social work codes of practice with respect and dignity demonstrated to parents and children.

The worker has ensured she has used supervision to improve her knowledge and understanding of complicated relationship dynamics and how decision making is a collaborative process. The worker is aware of her weaknesses and strengths and has challenged with support of supervision the areas where she has less confidence and knowledge and examples of these are within the Court process and formal safeguarding investigations.

The worker has ensured she can respond appropriately to manage crisis and emotional situations with clear and supportive interventions that have assisted families to improve their circumstances.

The worker has demonstrated the ability to work as a valued team member and has positive

relationships with partner agency professionals.

Within Section 3 observation, The Social worker practised communication and interviewing skills appropriately throughout the session with respect and in a well-structured style.

The Social worker ended on showing positive interest in children's personal achievements in employment and outlined that the aim was to increase strengths over vulnerabilities.

The Social worker achieved the objectives as outlined for this session in Section 3 Observation Summary, however the time this task took was longer than anticipated and Child C was demonstrating some boredom as he completed the tasks quicker than his sibling. Child B also became upset.

The Social worker used effective social work skills to ensure rapport building and demonstrated confidence in her competency as a professional social worker. When Child B became upset she listened attentively and provided solutions to manage her feelings of being in competition with her siblings, and attention seeking behaviours were appropriately responded to.

Within Section 6 The worker is aware of the need to ensure her work/life balance is managed effectively to reduce the propensity for employment induced stress and has recognised that professional boundaries enhance her professional development. The worker further identifies her development of emotional Intelligence to respond effectively to support and challenge with respect and confidence.

The worker continues to use training to enhance her knowledge base and professional aptitude and has managed increasingly complex cases with positive outcomes being achieved to promote the welfare of children and adults within the families she has supported.

Time management has been an area where the worker has had to develop further strategies; and she continues to balance these competing priorities alongside completing this portfolio within timescales by recognising the need to plan in advance. This will be a crucial requirement within child protection duty and joint investigation work with Police as a future area of practice which the worker is keen to experience.

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: Miss Joanne Hudson

2. Learner's University Number: 2102175

Address for Correspondence: 19 Erw'r Brenhinoedd, Llandybie, Ammanford. SA18 2TQ

Telephone: 01545 574027

E-mail: johudson79@yahoo.com

Date of Professional Qualification: 3rd August 2015 MSc Social Work

Date of registration with Social Care Wales: 9th October 2015 W/5002336

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

Agency Contact details:

Name: Annette Jones

Address:

Child and Family Assessment Team
Penmorfa
Aberaeron
Ceredigion
SA46 0PA

Telephone Number: 01545 574027

E-Mail address: Annette.Jones@ceredigion.gov.uk

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

Welsh only ☐ **Welsh and English** ☐ **English only** ☒

Mentor's details

5. Mentor's details:

Name: Mrs Fiona Collins

Address:

Child and Family Assessment Team
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Ceredigion
SA46 0PA

Telephone Number: 01545 574027

E-Mail address: Fiona.Collins@ceredigion.gov.uk

6. Observer details

Name: Mrs Fiona Collins

Work Address: Child and Family Assessment Team

Penmorfa
Aberaeron
Ceredigion
SA46 0PA

Professional Qualification and date of qualification:

BA(hons) Community Studies(Social Work 2003
Dipsw 2006

Email and telephone number: Fiona.Collins@ceredigion.gov.uk

Signatures and Line Manager Verification

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

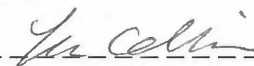
All information provided in this portfolio complies with guidance on confidentiality. I confirm that all work apart from comments by others (e.g. mentor, an individual using services, their family or carers) is all my original work and has not been copied. I understand that plagiarism is taken very seriously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

Signed:  (Learner)

Date: 15/3/18

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: 15/03/18

Line manager verification

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

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

- level of supervision and mentoring support received by the learner
- learning and development undertaken

- reading and personal research undertaken
- level of knowledge and skills demonstrated
- understanding shown of the Code of Practice and National Occupational Standards
- core values of the learner
- content of the development plan within the portfolio
- work and commentary referred to within the portfolio, that it is the learner's own work and based on current practice

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

LINE MANAGER VERIFICATION:

NAME OF LINE MANAGER: FIONA COLLINS

SIGNATURE OF LINE MANAGER.: *Fiona Collins*

DATE: 15/03/18.

Section 9

PORTH AGORED and UNIVERSITY OF WALES, TRINITY SAINT DAVID

GRADUATE CERTIFICATE IN CONSOLIDATION OF SOCIAL WORK PRACTICE

LEARNER AND EMPLOYER'S LEARNING AGREEMENT

Name of Learner	Joanne Hudson
Name of Team/Agency	Child & Family Assessment Team
Name of Mentor	Fiona Collins
Name of Line Manager	Fiona Collins

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 as this is (i) appropriate to the stage of portfolio preparation at the time, and (ii) agreed with the Team Manager who will take into account team and service needs. The level of paid leave described here assumes that the learner works full-time hours. Where the learner works less than 37 hours a week, paid time will be approved in accordance with the employer's local policies.

Resources

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

The employer's training department agrees to:

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

The learner agrees to:

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

Line Manager/Mentor agrees to:

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

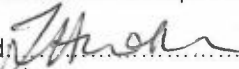
Completion and submission of portfolio

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

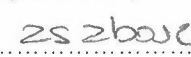
The portfolio submission process and dates for each programme cohort will be published on Moodle. Once registered on a programme, **learners CANNOT change the due submission date without gaining agreement from the employer and University.**

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

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

Signed:  Print Name: J. Hudson Date: 15/3/18
(Learner)

Signed:  Print Name: F. Collins Date: 15/03/18
(Line Manager/Mentor)

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

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