

**GRADUATE CERTIFICATE in
Consolidation of Social Work Practice
LEVEL 6 - 60 Credits
BMPF6044**

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

Learner's name:

Clare Haslam

Email address:

2423019@student.uwtsd.ac.uk

Learner's University Registration Number:

2423019

Cohort: 21 onwards

Task 1
Part a

Developmental review

Guidance:

Task 1 part a asks you to use a model of reflection to reflect on your past practice and future developmental needs. It should be completed by taking into account the work you have undertaken since qualifying. In discussions with your mentor and/or supervisor/line manager identify your future developmental needs as part of your First Three Years of Practice Individual Plan under each of the 3 learning outcomes below. You must meet the Learning Outcomes for this task (see appendix 4 of the handbook).

Please answer all elements of the question below.

Question:

Using a reflective model critically reflect on your professional development since qualifying as a social worker. Based on this and in discussion with your mentor/supervisor/line manager go on to identify and justify your future developmental needs over the coming 12 months under **each** of the 3 Social Care Wales (SCW) learning outcomes listed below providing at least one developmental need for each of the learning outcome below:

1. Applying analysis in assessment to inform interventions.
2. Working collaboratively with people in need of care and support, their carers and other professionals.
3. Intervention and application of professional judgement in increasingly complex situations.

This task must make reference to how the supervision, training, learning and research has and will inform your practice.

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

Applying the stages of What? So What? And Now What? from Borton's (1970) reflective model, this reflection critically examines my professional development during my first twelve months post-qualification within a Welsh disability team. It evaluates how practice experiences, supervision, multidisciplinary collaboration, and training have shaped my professional identity, knowledge and decision-making. Drawing upon Welsh, English and International law and policy it explores how rights-based and strengths-based approaches have informed my practice.

Through Borton (1970), I recognised that my understanding of effective social work practice has changed significantly since qualification. Initially, I measured competence largely in terms of risk management and securing services to meet identified needs. However, critical reflection challenged this assumption enhancing practice through learning that effective social work extends beyond service provision to promoting autonomy, empowerment, social justice and meaningful participation. My practice has therefore shifted from a service-led approach towards a more holistic understanding of disability that recognises the interaction between individual circumstances, environmental barriers and social exclusion.

This development reflects the social model of disability (Oliver 1983) which challenges deficit-based perspectives and emphasises the need to remove barriers that restrict participation. Consequently, I have become increasingly aware that assessments should identify not only needs and risks but also strengths, resources and opportunities that promote independence and wellbeing.

Applying Systems Theory (Payne 2014) has strengthened my ability to undertake holistic assessments by analysing the interaction between individual, family, community and organisational systems. This has enhanced my understanding that presenting difficulties are often influenced by wider factors such as poverty, social isolation, housing, service accessibility and discrimination. As a result, my assessments have become more analytical and evidence informed. Rather than focusing solely on presenting needs, I now critically evaluate risks, strengths, support networks and environmental influences to inform proportionate interventions. This aligns with the preventative and strengths-based principles underpinning the Social Services and Wellbeing (Wales) Act (2014).

Critical reflection through Borton's (1970) So What? question, has highlighted the ethical tensions associated with balancing risk, autonomy and wellbeing. These tensions are particularly evident when individuals choose to live in ways that may increase risk but do not justify restrictive intervention. In these situations, I have become more confident in using the Mental Capacity Act (2005) to inform my decision making. The presumption of capacity and requirement to promote supported decision-making have strengthened my ability to avoid overprotective practice and ensure that interventions remain lawful, proportionate and person-centred.

My understanding of rights-based practice has also been strengthened through researching the Human Rights Act (1998). Critical application of Borton's (1970) has highlighted the importance of upholding dignity, autonomy, participation and respect for private and family life.

This has encouraged me to critically evaluate whether decisions genuinely promote individual rights or are influenced by organisational pressures and resource constraints. Similarly, the Equality Act (2010) has reinforced my awareness of disability discrimination and the need to challenge barriers that contribute to inequality and exclusion. I am aware of the United Nations CRPD (2006) and intend to increase by understanding of its principles to further strengthen my commitment to promoting independence, inclusion and equal citizenship for disabled people ensuring accountability and legal compliance.

Working collaboratively with individuals, carers, advocates and multidisciplinary professionals has been a significant aspect of my development. Through these partnerships, I have developed a greater appreciation of co-production and shared decision-making. Multidisciplinary working has strengthened my ability to contribute analytical assessments, integrate differing professional perspectives and advocate for rights-based outcomes while ensuring that the individual's voice remains central to intervention planning.

Reflective supervision has been fundamental in supporting my professional development. It has provided opportunities to critically explore complex situations involving safeguarding concerns, fluctuating capacity, family conflict and competing professional opinions. Through this process, I have challenged assumptions, strengthened my resilience and increased confidence in applying professional judgement. Consequently, I have become more confident in evidencing and defending decisions within complex and uncertain practice contexts. Beddoe and Davies(2016) highlight the importance of reflective supervision

A key area of learning has recognised the impact of organisational factors, including increasing caseloads, eligibility thresholds and waiting lists. Critical reflection has enabled me to examine how these factors influence practice while reinforcing the importance of advocacy, transparency and anti-oppressive practice. Developing clear boundaries between work and home life will protect against practice burnout due to these practice realities. This will continue to be a consideration within supervision.

Considering Borton's (1979) So *What?* and *Now What?* stages, I recognise that my professional judgement has become increasingly analytical, reflective and evidence informed. Moving forward, I aim to further develop my leadership, critical analysis and autonomous practice through supervision, research-informed learning and continued professional development in safeguarding, mental capacity and human rights. This will support my ongoing development as a critically reflective practitioner capable of applying sophisticated professional judgement in increasingly complex social work contexts.

Word count (798)

Guidance:

Task 1 part b is a 2-part question and a continuation of task 1 part a and you **must** refer to a reflective model in this task.

Please ensure that you meet the required learning outcomes for this task (See appendix 4 of the handbook) and that you answer both parts of the question.

Please answer all elements of the question below.

Question

Use a reflective model to critically reflect on the learning needs you identified in task 1 part a under each of the 3 SCW 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 has 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).

In part A I refer to Borton's (1970) reflective model. I now use Experience, Reflection and Action (ERA) Cycle for the second part of this task (Jasper 2013). This model provides a framework for analysing professional growth over an extended period, using direct practice, supervision, training theory and law to inform discussion. Thus, evaluating if learning needs identified in Part A have been achieved. This will demonstrate my commitment to the Code of Professional Practice for Social Care (Social Care Wales 2026)

The reflection stage Jasper (2013) encourages critical examination of experiences that influence professional knowledge, values and practice. Over the past year, I have recognised a significant shift in my confidence, professional judgement and professional identity. At the beginning of my consolidation year, imposter syndrome often influenced my confidence when managing complex situations, resulting in reliance on supervision for reassurance before progressing decisions. Whilst this support has been essential in promoting safe practice, it has also reflected my position as a newly qualified practitioner developing emotional intelligence in applying knowledge to complex real-life situations (Howe 2008).

Through reflective supervision, increasingly complex casework and continued professional development, my approach has evolved significantly. Supervision has developed from a source of reassurance into a space for challenge, critical discussion and professional growth. Rather than seeking answers, I now present evidence, justify my analysis and critically evaluate alternative perspectives. This demonstrates increasing professional autonomy whilst recognising the importance

of reflective oversight in accordance with the Code of Professional Practice for Social care (Social Care Wales 2026).

A significant area of growth has been my ability to uphold rights-based and person-centred practice. Through applying Article 8 of the Human Rights Act 1998 and Article 19 of the United Nations Convention on the Rights of Persons with Disabilities (United Nations 2006), I have become more confident in challenging assumptions that risk limiting an individual's voice, choice or autonomy. Increased confidence, knowledge and experience have enabled me to advocate more effectively where recommendations are not supported by evidence or fail to reflect an individual's wishes, strengths and lived experience. This has strengthened my understanding of power and reinforced the importance of ensuring that professional intervention remains proportionate and rights focused.

My assessment practice has also developed considerably. Training in assessment writing and recording, alongside reflective supervision, has strengthened my understanding that effective assessments require critical analysis rather than information gathering alone. Increasingly, my assessments demonstrate clear links between evidence, legislation, risk, strengths and professional judgement. Consequently, I have become more confident presenting recommendations within multidisciplinary settings and ensuring that decisions remain lawful, proportionate and person-centred.

Additional learning through Deprivation of Liberty Safeguards training has strengthened my understanding of liberty, capacity and proportionality. This has enabled me to identify restrictions more effectively and ensure interventions remain the least restrictive option available. As a result, legislation has become integrated within my practice rather than viewed as separate from it.

Teater (2014) discusses Bronfenbrenner's Ecological Systems Theory which has further influenced my development by encouraging a broader understanding of the factors affecting wellbeing and inclusion. Consequently, my assessments have become more holistic and strengths based, recognising the interaction between individual circumstances, family relationships, communities and organisational systems. This has enhanced my ability to balance competing viewpoints whilst maintaining a focus on rights and outcomes

Whilst my confidence and autonomy have increased, Jasper (2013) model has also highlighted values that have remained constant. Payne (2014) discusses humanistic approaches to social work, including Rogers' person-centred approach. I have identified that principles of empathy, congruence and unconditional positive regard continue to underpin my practice. However, reflection has highlighted the challenge of consistently applying these values within increasingly pressured services. High caseloads, resource limitations and competing organisational demands can restrict opportunities for relationship-based practice, reinforcing the

importance of prioritisation, effective time management and protected reflective space.

Reflecting on the past year has identified priorities for future development. Whilst I have become more confident in exercising professional judgement and challenging assumptions, I recognise the need to further develop my skills in complex risk analysis, court-related work and advanced legal literacy. To achieve this, I will continue to use supervision as a reflective learning space, engage with current research and seek specialist training opportunities. Through these actions, I aim to ensure that my practice remains evidence-informed, and rights based.

(714 words)

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).

Total task 1 part b 750 words (+/- 10%: include your actual word count at the end of each section).

Feedback from Citizen 1 highlighted that she felt unsupported when seeking help for her son and believed her family had been left without the services they needed. Reflecting on this, I recognised how previous experiences can influence trust, engagement and expectations of professionals. This feedback increased my

awareness of the importance of relationship-based practice, active listening and transparent communication. It also reinforced the need to explore individuals past experiences of services to better understand their current views and concerns. Moving forward, I will continue to promote person-centred practice that ensures people feel heard, respected and involved in decision-making (Dominelli,2017)

(Word Count 99)