

Social Care Wales



PRIFYSGOL CYMRU

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)

Learner's name: Kelly Perrett

Learner's University Registration Number: 1712178

**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

Contents

Portfolio Section	Topic	Task no.
1	Contents page	
2	Developmental Review	1
3	Observation and feedback	2
4	Safeguarding and working in complex situations – Case Study	3
5	Safeguarding	4
6	Developmental Review	1
7	Bibliography	
8	Learner details, Signatures and Line manager verification	
9	Learner and Employer Learning Agreement	

Section 2

Developmental review (a)

Guidance: This section should be completed by taking into account the work that you will have done since qualifying, and discussions with your mentor and supervisor/line manager as part of your First Three Years of Practice Individual Plan.

Based on your experience in practice identify and justify your agreed learning needs for the following outcomes:

- Working Collaboratively with service users & carers
Working Collaboratively with Other Professionals
- Applying analysis in assessment to inform interventions
- Intervention and application of professional judgement in increasingly complex situations

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

Since qualifying in 2016 I have worked in children's services working collaboratively with parents, children and professionals in a multi-disciplinary context. During my first year in practice I have begun developing my practice by the use of critical reflection "a process of analysing, reconsidering and questioning experiences within a broad context of issues" (Rutter, 2005). I am also held accountable for my practice during my role as a children's social worker and also during supervision when discussing my case load with my manager. During introductory visits with parent's discussions are had about language preference and they are informed of the "active offer" which gives parents the option to have any part of their service provided in the welsh language. As a social worker in Wales we now work with the Social Services and Wellbeing Wales Act 2014 (SSWWA14) which has brought about a significant change for the way we practice. For example, there are more conversations held with parents around what they feel is important for their families and how changes can be made. I have completed Pre-birth and Risk 2 assessments in order to assess and analyse risk and determine the necessary level of support that the family require, however it is clear at this stage in my career that I need to develop my analytical written work, as improving my analytical skills within my assessments will provide clearer outcomes and interventions for the families that I work with. I also need more experience completing court reports and parenting

assessments and I am also accountable for ensuring that my work is completed within timescales. I am developing my emotional intelligence as I have found some aspects of the work challenging, I have been able to recognise when I have found specific situations difficult to deal with and have learnt how to manage my emotions effectively in order for them to not impact on the families that I support. It has also been important to recognise emotions in others, especially when sharing information that they may find difficult to hear. It has been important to use attachment theory in children's services in order to determine the type of relationship between the child and their main carer, this is achieved by using open ended questions when talking to families. The use of theory is important for social work as it informs the methods used.

During my first year I have benefitted from both formal and informal supervision as it has enabled me to discuss my cases with practitioners who hold more experience and have benefited from being able to develop my skills when dealing with complex cases and challenging families. I have used theory to inform my practice and need to develop my analytical skills to inform the intervention/outcomes needed for individual families.

It is important that I work collaboratively with parents and professionals to ensure the correct level of support is in place.

I also need to gain experience with court work in order to develop my professional practice.

Word Count: 500

Section 3

Observation from an individual using services, their family and carers

*Guidance: A learner must choose an observation of **direct social work practice** with an individual using services, families and carers, and record it on the following pro-forma. The observation cannot be from giving evidence in court, contributing to strategy group meetings, case conferences or tribunals or any other indirect activity. The permission of the individual using services, their families and/or their carers must be sought before the observation is undertaken. The observation must be undertaken by an observer who is social work qualified and has at least 3 years experience (criteria set out in the Programme Handbook). The observation must be a minimum of 30 minutes long. The observer will gain feedback from the individual using services, their families and/or their carers using the pro forma below at the end of the visit.*

Although the learner can choose to use the proforma provided for gathering feedback, they are encouraged to make this as in-depth as possible, and to use a range of ways to gather it, depending on age, ability, and the needs of the individuals using services, their families or carers.

In completing this section, you should watch the 4 video clips of 'More than just words' on Moodle as these should help you think about your own experiences and to reflect on why language should be an integral part of assessment and service provision.

Observation Summary

Please include name of the expert witness observing in section 8.

Date of observation: 27th September 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)

The objective of completing this piece of work was to meet with a Mother (Citizen 1) of child 3 on my case load to gather further information for the completion of a Risk 2 assessment. There were concerns that parents were professionals and the issues raised were in relation to the emotional harm of child 3. The child is of white British ethnicity and the family communicate through the medium of English, an active offer was made as it is essential to not make assumptions on the language used. Risk 2 assessments are completed to determine

what support if any is needed for a family and can also identify whether an Initial Case conference is needed to discuss with professionals and determine whether the child's name needs to be placed on the Local Authorities Child Protection Register in line with the All Wales Child Protection Procedures (2010) or whether the family require support under a care and support plan (SSWWA14).

It is important to meet with both parents and professionals involved with the family to ensure that full information is received and analyse the level of risk to the child and what It is also important to get the voice of the child is heard throughout the assessment to ensure their wishes and feelings are obtained in line with Social Services and Wellbeing Wales 2014 (SSWWA14) (Welsh Government, 2014).

I discussed the purpose of this meeting at length and offered to visit the family home at a date and time convenient for Citizen 1.

Co-production, outlined in the SSWWA14 (Welsh Government, 2014) allows social workers to work with Citizens and professionals to determine the best plan of support needed for the family as the Citizen is seen as the expert in their own life.

Word count:293

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)

I discussed the purpose of my practice teacher observing my practice and ensured that Citizen 1 understood and was happy and gained permission for the direct observation to take place. I agreed the location, date and time with Citizen 1 ensuring that it was convenient for her and I also wrote a letter to Citizen 1 confirming the date and time and providing Citizen 1 with the opportunity to change her mind

On arrival at Citizen 1's address I ensured that she was still ok for the meeting to go ahead and introduced her to my Practice Teacher.

I offered Citizen 1 the option of having any aspect of her support in the welsh language. The "active offer" was made in line with SSWWA14 (Welsh Government, 2014) as it prevents Citizens from feeling uncomfortable asking for all or part of their support being given in their preferred language of Welsh or English. The active offer is an important part of the assessment process as it allows Citizens to be at ease discussing personal and emotional matters in their first language or language of choice (Welsh Government, 2012).

The "Mwy na Geiriau" video from the University provides information on how to provide the active offer to provide meaningful engagement with Citizens (University of Wales Trinity Saint David, 2018). Making sure you active offer a service in the language of preference for the citizen whether English or Welsh ensures that the citizens don't feel uncomfortable having to ask for it themselves. Language in Wales needs to be visible in English and Wales as it promotes respect for all citizens in Wales. The Social Services and Wellbeing (Wales) Act 2014 came into effect and promotes the Welsh Language.

The Welsh Language Act 1993 placed the Welsh language on an equal footing with the English language, allowing ministers to change any document into the Welsh language (The Welsh Language Act, 1993). Legislation in Wales is very clear that the Welsh language should

be as prevalent as the English language, this is to ensure that respect is promoted for all of the Citizens in Wales.

The Welsh Language (Wales) Measure 2011 (Part 3) states that the Welsh language should be treated the same as the English Language (Welsh Government, 2011)

I ensured that Citizen 1 was aware that I was happy to answer any questions during the meeting and that Citizen 1 was able to contact me following the visit should she have any questions that she thinks of following the visit. This is to ensure that Citizen felt empowered during the visit and upholds the values held by social workers.

The purpose of this visit was to gather information in the form of a genogram, I had already prepared for this meeting by researching genograms and their importance in social work assessments.

Genograms contain facts about members of the family including names and dates of birth. It allows conversations to take place around who is important in the family, also identifies any loss or separation that the family have that impact on their life experiences (Parker, 2014). Genograms are also useful way of making Citizens aware of a family members history and life events which could explain a set of behaviours (Moss, 2000).

The information gained was for a Risk 2 assessment being completed following concerns raised by both professional parents Citizen 1 and Citizen 2 regarding the care of their child. The risk 2 would be the tool used to gather information together which would then be analysed to determine the level of support needed for the family. Parents were also reluctant in allowing the other parent to have contact with the child due to concerns both were raising regarding the other's capacity to effectively parent Child 1.

During the visit I sat opposite Citizen 1 ensuring that there was good body language and eye contact. I ensured that I paraphrased what Citizen 1 had said to ensure that they knew that I was listening and understood what had been said. Trevithick (2003) reported that good communication skills and being open and honest with Citizens allows for Citizens and social workers work together effectively to achieve positive outcomes. Good communication skills help to promote a trusting relationship with the citizens that social workers work with.

A strengths based perspective is where social workers and Citizen 1 work collaboratively in order to empower the Citizen. It also ensures that Citizen 1 has a voice that is heard alongside their wishes and feelings and impacts on the care that they receive. It is important that the

social worker builds a relationship with the Citizen which empowers and enables the Citizen to make positive changes in their lives, the Citizen is seen as the experts in their lives (Trevithick, 2003). Social workers are accountable for their practice and also to ensure that they maintain professional boundaries when working with colleagues and Citizens supported by the Code of Professional Practice (Social Care Wales, 2017).

The direct observation took place in a familiar setting allowing Citizen 1 to feel empowered importance of promoting the rights of Citizens and respecting their views and wishes as the Citizen is seen as the expert in their circumstances this is supported by the Code of Professional practice (Social Care Wales, 2017) which registered social workers have to adhere to.

I proceeded to discuss family members with Citizen 1 who was able to identify both Maternal and Paternal family members and share who was important and supportive of Citizen 1 and Child 1. Symbols are used to depict between the sexes and the relationships and how they are linked and highlights "significant events such as marriage, divorce, birth, death and re-marriages" (Frame, 2001).

I explained to Citizen 1 the purpose of completing a genogram as part of my assessment in order to determine the support available to the family. I used clear and concise language when discussing the reason for my involvement and the purpose of the risk 2 assessment to ensure that what was being discussed was understood.

I reflected on my practice following the visit to Citizen 1 and determined that I would need to arrange a further visit to ensure that all the information is obtained for the risk assessment. The data protection forms would also need to be completed to give me permission to contact professionals involved with the family to ensure that I take a holistic approach. It is important to gather all relevant information to ensure a thorough assessment is completed to ensure the correct level of support is put in place to ensure Child 1 is protected from harm. The purpose of the risk assessment is to identify the risks posed to Child 1 and assess parenting capacity to ensure the best outcome for the child and the correct level of support and services are put in place. It is also important to gain the wishes and feelings of Child 1 and respond appropriately and respectfully.

Word Count: 1161

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?	Yes
Did the social worker get your permission in advance for the observer to be present? Did they explain why they were being observed?	Yes sought prior to the visit and again during the visit
Were you clear why the social worker met with you today?	Yes it was full explained on the visit
How well prepared do you think, the social worker was for his or her meeting with you?	She was aware of the concerns in relation to my child and the events which had led to the assessment being completed.
How has the social worker listened to you and respected your views and wishes?	Yes
Did the social worker talk to you in a way that you understood? Did you understand the	Yes

How has the social worker's involvement met your expectations for this visit?	
Are there any other comments or suggestions that you would like to make?	
language they used?	

Section 4

Safeguarding and working in complex situations – Case Study

Complete a critically reflective case study based on an assessment, undertaken with others **(in your own area of work)** concerning the safeguarding of either an adult or a child. Demonstrate how the case relates to safeguarding legislation and your Safeguarding Boards safeguarding policies, strategies and procedures. Ensure that you cover the learning outcomes, National Occupational Standards, legislation (domestic and international), the specific dimensions of working in Wales and relevant social work theories. Please find list of learning outcomes in the handbook

4000 words (+/- 10%: include your actual word count at the end of each section)

This case study will consider the safeguarding legislation, policy and procedures that are used in Wales in assessing a child who is vulnerable to Child Sexual Exploitation.

Social work is underpinned by legislation, the first part specific to children was introduced in 1989 and named the Children Act 1989 which gave each child the right for protection against abuse and exploitation, also for the right for enquiries to be made into safeguarding and monitoring their welfare (The Children Act, 1989). It is the responsibility of each Local Authority to safeguard and promote the welfare of children in their area who are at risk of suffering significant harm. The Children Act 1989 defines significant harm as “the ill treatment or impairment of health or development” (The Children Act, 1989). Children at risk of significant harm may be placed on the Child Protection Register under the category of Physical abuse, Emotional abuse, Sexual abuse or Neglect (All Wales Child Protection Procedures, 2008).

The Welsh Government has the responsibility for all child protection procedures within Wales (Welsh Government, 2015). The effectiveness of the child protection procedures which protect the children in Wales are managed at a regional level – safeguarding children’s board (The Care Standards Act, 2000). The safeguarding children’s board is multi agency and includes individuals from, police, the local health board, probation, the Local Authority (Brammar, 2010). The safeguarding children’s board are responsible for carrying out serious case reviews and are carried out within one month of finding out about an incident (Safeguarding Vulnerable

Groups, 2006). Individuals including the reviewer of the serious incident are required to be independent of any organisation involved with the case.

Professionals who work with children in any capacity have a legal duty to report any concerns they have regarding a child to the relevant agency, it is set out and made clear in “working together to safeguard children” (Welsh Government, 2004). This ensures that children remain the focus of safeguarding and that agencies are able to identify those that need safeguarding.

Wales has its own legislation however there are aspects of the English legislation that are still in use. Government is the governing body that makes changes and brings out new legislation for England but leaves Welsh legislation in place. England and Wales use the Children Act 1998 & 2004.

The United Nation Convention on the Rights of a Child describes the treatment and also the rights that children should receive. There are 54 articles that are set out and are legal requirements of each country that has approved it. It specifies that Governments are to meet the basic needs of all children and provide support in order for them to reach their full potential (United Nations Convention on the Rights of a Child, 1989).

The Social Services and Wellbeing Wales Act 2014 came into force implementing the principles set out in the United Nation Convention on the Rights of a Child, this ensured that children's wishes and feelings are obtained as part of the “What matters document” (Social Services and Wellbeing Wales Act, 2014). A child perceived to be suffering significant harm in referrals received by the Local Authority are considered as part of The All Wales Child Protection Procedures (2008) which provides a framework to professionals to determine the actions and plans that are needed for individual families.

The protection and safeguarding of children from harm including significant harm is the responsibility of all professionals involved with children and families (The All Wales Child Protection Procedures, 2008). In order for children to be protected by any child protection plan put in place it requires professionals to work collaboratively in order to improve the outcomes for these children (The All Wales Child Protection Procedures, 2008).

The All Wales Child Protection Procedures 2008 reiterate the importance of working together and effective communication with agencies in order to identify the most vulnerable children who are at risk of abuse and neglect in order to improve their outcomes.

The Social Services and Wellbeing Wales Act 2014 was implemented in order to place the emphasis on families who are seen as the expert in their situation and ensure that they are part of the process for the effective implementation of care and support plans which takes into consideration all aspects of a child's basic (Social Services and Wellbeing Wales Act, 2014).

Children at Risk of Sexual Exploitation

Child sexual abuse is the sexual exploitation of children and young people, child sexual exploitation involves a range of coercion and children are frequently led to believe that they are in a "loving and consensual relationship" (NSPCC, 2019). Child sexual exploitation also covers children who are given drugs, gifts, accommodation in exchange for sex, it is also possible for young people to be exploited through formal prostitution (Sheffield Safe Guarding Children's board, 2011).

Children can be trafficked into or within the UK to be sexually exploited (Fong, 2010).

Children from all backgrounds are at risk of being sexually exploited, although it is more common for children who are already vulnerable to become the victims of sexual exploitation (Coles, 2005). Child sexual exploitation does not discriminate between males and females of any ethnic and religious background. Children and young people are facing difficult times as they go into their adolescent years where relationships with family members and peers can change quickly leaving many of the youngsters more vulnerable to being exploited by adults (Clutton & Coles, 2007).

Social workers working with children who are believed to be at risk of sexual exploitation are assessed using sexual exploitation risk assessment framework (SERAF) tool which is used across Wales and was created by Barnardos (Clutton & Coles, 2007). The SERAF allows the practitioner to gather all the information available on a particular child in order to determine whether a child is at mild, moderate or high risk of child exploitation or at no risk.

Any child who scores as a medium or high risk of Child sexual exploitation on the SERAF tool are required to be discussed in a Multi Agency Strategy Meeting (MASM), (The All Wales Child Protection Procedures, 2008).

The purpose of the MASM meeting is to ensure information is shared between all agencies involved with the family including police, social worker, Education, Health and third sector

agencies. All professionals are then responsible for contributing towards a safety plan which is individual to the child in order to minimise the risk.

MASM's are held every three months unless the concerns for the child increase or the identified safety plan isn't working. Reviewing the safety plan is essential to prevent drift from occurring, it also improves motivation when progress is being made (Dolan & O'Reilly, 2015).

Case Study

For the purpose of the case study the young person will be identified as Child 2 in order to protect the child's identity. Child 2 is a thirteen year old female who resides with her Mother and siblings. Concerns were raised due to the number of referrals received by the Local Authority leading to the completion of a SERAF which indicated that Child 2 was assessed as High risk of being sexually exploited (Clutton & Coles, 2007).

The majority of the referrals received by the Local Authority were from North Wales Police raising concerns about missing from home episodes and unexplained gifts. Child 2 had also been involved in a number of anti social behaviour incidents in her Local community this led to a referral being completed to the youth offending team. Child 2 was not engaging with education and spent a number of months out of school. Child 2 had underlying health issues and was refusing to take her prescribed medication. As part of the MASM meeting a safety plan was developed which highlighted the need for a referral to be completed to the NSPCC in order for work to be completed with Child 2 around child sexual exploitation. A part of the safety plan was for the social worker to visit the family more frequently and to keep in contact with the local police officers.

A visit was undertaken to Child 2 in order for me to complete a return home interview with Child 2 following the All Wales Child Protection Procedures 2008 in order to determine why Child 2 went missing, who she was with and what actions needed to be taken (The All Wales Child Protection Procedures, 2008). This provides Child 2 with the opportunity to discuss her wishes and feelings and to try to work out why Child 2 was displaying risky behaviours.

During the visit Child 2 was reluctant to discuss the issues that I had raised and was deflecting the conversation onto family members and friends. A person centred approach was used whilst working with Child 2 as it focuses on unconditional positive regard and en

empathic understanding of their situation is needed. It is important to get an understanding of how Child 2 sees themselves, it requires good communication skills and demonstrating an understanding to Child 2. It was important to focus on the positives with child 2 and the discussions led to Child 2 sharing that she was interested in joining the Armed Forces once she is able to. Child 2 was able to open up about her experiences and poor choices of friendships that she has previously made resulting in her going along with peers to shop lift and stay out over night, Child 2 recognised that she was impulsive on occasion and appeared to understand that not taking her medication on a regular basis was impacting on her behaviour and making her more impulsive. Child 2 agreed to continue working with the NSPCC on keep safe work and healthy relationships (NSPCC, 2019) and was happy for me to get information on cadets as it is something that she is interested in doing. Child 2 shared that she had on occasion gone with a peer shop lifting in her local area as she felt that she had to do it and was scared not to, the individuals involved in the shoplifting were named but Child 2 refused to share any information of where she was going and who with when she was reported as missing.

Child 2 discussed her home life and reported that she has a close relationship to her Mother and siblings, however Child 2 missed the relationship that she has previously has with her Father Citizen 2 who no longer lives with the family. Child 2 shared that she would like contact with Citizen 2 but not when he is under the influence of alcohol, I shared that contact would only be able to take place following me meeting with Citizen 2 to complete an assessment which would also take into consideration his alcohol use. Child 2 was also feeling apprehensive about an imminent house move. Child 2 discussed Citizen 2 in further detail sharing that he frequently made promises to buy her shoes, hot tubs and clothes etc but often let her down, Child 2 was also aware that Citizen 2 has been to prison for drug related offences and this had a big impact on her as she shared she has always been a "Daddy's girl". The initial thoughts following the visit were in respect of Child 2's vulnerability, her craving for male attention and her apparent attachment difficulties.

Bowlby (1979) reported that children who experience neglect or unresolved trauma has a lasting impact on a child's life. Child 2 presents with unresolved trauma resulting in a disorganised attachment style, this is where a child has a fractured relationship with a parent

resulting in the child being at significant risk of having difficulties “with a range of relationships and the child’s problem solving and coping skills can be poorer” (Schoore, 2007).

Research suggests that a child who has disorganised attachment may struggle with stress, struggle in social situations and will find it difficult to have a trusting relationship with others meaning that they see the world as an unsafe place (Colin, 1996).

Following the visit to Child 2 I met with her Mother Citizen 3, Citizen 3 has previously engaged with myself and appeared to be open and honest and had requested support. Citizen 3 was able to acknowledge that there had been instability within the family due to Citizen 2 being incarcerated and also with the loss of family members, Citizen 3 shared that she tried to make up for the children not having Citizen 3 in their lives and tried to be more of a friend to her children. Citizen 3 reports that there was a lot of domestic related incidents within her relationship with Citizen 2 and that was the main reason for her relationship coming to an end as she was also fearful of the impact their relationship would have on the children. Citizen 3 reported that she witnessed a lot of domestic related incidents between her parents which impacted on her mental health as she got older, Citizen 3 reports that she had a close relationship with her own Mother who sadly passed away 10 years ago, Citizen 3 believes she has not come to terms with the death of her Mother but has recently been to her GP who prescribed medication for depression. Citizen 3 shared that her relationship with Citizen 2 was happy at the start, things changed when Citizen 2 turned to alcohol and was getting into trouble with the police for drug related crimes, bringing “trouble” to the family home and also incidents of domestic abuse were enough for Citizen 3 to end the relationship and move area. Citizen 3 was able to share that on looking back at her relationship she was able to see how controlling and unhappy her relationship with Citizen 2 was and shared that she wanted a better future for her children. Citizen 3 reports that she was unhappy with Child 2’s behaviours and had put boundaries in place i.e she has grounded Child 3 but reports that she would just leave the property and go to see Citizen 2. Citizen 3 shared that she would welcome any support offered that would support her family and improve Child 2’s behaviour. Citizen 3 also informed me that the individuals that Child 2 had been out shop lifting with were no longer in the area and Child 2 had made new friends and was starting to make positive changes. Citizen 3 shared that Child 2 did not always get on well with her siblings and on occasion struggled to

regulate her emotions which was possible due to Child 2 not taking her medication. Citizen 3 was eager to get Child 2 back into education, however failed to attend any follow up appointments with education.

Due to the issues within the family it was apparent that clear and concise communication was needed (Forrester, 2008). It is also important to build a trusting relationship with the family in order to work in partnership and determine the correct level of any further intervention that was needed.

Social workers must adhere to the codes of practice and social work values, the codes of practice are set out by Social Care Wales (Social Care Wales, 2017). They are the standards that are set for what is expected as a professional working with families. It is important that social workers do not allow their own values to impact on the families that they work with who are likely to have different values to their own, For example different religious beliefs. Social workers must behave in a way that upholds the integrity of the profession at all times (The British Association of Social Workers, 2014).

Social workers are required to meet the National Occupational Standards that define and describe the skills, knowledge and understanding that is needed by social workers in order for them to practice effectively (Social Care Wales, 2017).

It is imperative that the social worker build a good relationship with the individuals that they support in order to engage them to improve their lives and develop effective support plans. It is important to gather information on their backgrounds, culture and beliefs in order to gain an understanding of their situation (Banks, 2006).

Citizens participation with their social worker provides direction and discussion and improves the contributions made (Leung, 2011). It is important to improve a Citizens independence and self-determination by ensuring that the decisions made are coherent with social work values (Social Care Wales, 2017).

It is important in social work to have citizen participation and ensuring that the voice of the child is heard and understand the difficulties encountered by the family as it is reported to impact on the intervention that the family receive (Hall, 2001). Research suggests that many children and young people are reported to be uninvolved within their community and receive a damaging reputation (Cunningham & Rious, 2015). Jones, 2014 reports that it is being acknowledged that children and young people who are accessing support in Wales would like

to become more actively involved and participate further within the services that are supporting them.

Following on from my visit with Citizen 3 and Child 2 it was decided with my manager that I would complete a further assessment which would also consider the basic care needs, parenting capacity and the environmental factors as part of the framework that is used to in the assessment of children in need and their families (Garrett, 2003) which have impacted on Child 2 and her siblings in order to determine whether Citizen 3 is able to meet the childrens needs.

The issues and concerns raised were further discussed during sessions with citizen 3 who engaged well and was able to take professional advice on board, Citizen 3 was also open to being supported under a Care and Support plan (CASP) (Social Services and Wellbeing Wales Act, 2014). Child 2 was in agreement to continue engaging with the services involved with the family, however did not see any positives in engaging or working with social services. Critical reflection "require individuals to make sense of rapid change and make personal decisions based on some form of risk assessment" (D'Cruz, 2007), it is important for social workers to be reflective practitioners as it enables us to develop our understanding of different situations that are encountered.

It is imperative that the correct intervention is used to promote changes within a family and empowering citizens in order for it to be effective (Grey & Webb, 2013). It was also important to continue building a relationship with Child 2 in order to reduce the anxiety felt in working with social services, Citizen 3 stated that she would ensure that Child 2 attended her medication review and encourage her to take her medication which would also help her emotional wellbeing.

Gardner (2014) reports that a person centered approach lends to the citizen and child being at the centre of the assessment and any care and support plans that are developed. I found this approach useful in engaging Child 2 and it enabled me to show an empathic understanding of her situation and demonstrate unconditional positive regard. It was important to be open and honest from the start in respect of my involvement with the family and to raise the concerns that had been shared with the Local Authority. I found the person centred approach useful with my work and the completion of my assessment which informed the plan of support available to the family. Child 2 identified positive actions to incorporate into the plan including looking into

Army Cadets. It was evident that Child 2 was seeking male attention and craved contact with Citizen 2 which continued to need to be assessed due to his lack of engagement with the assessment process. Following the completion of the assessment, MASM meetings and supervision with my manager it was agreed that further support would be required from external agencies, for example the youth justice service would be required to continue to work with Child 2 and focus on her offending behaviours and inform her of the impact of her offending on the innocent individuals. The NSPCC will continue to support and engage Child 2 through 1:1 work around child sexual exploitation to ensure that she understands the risks. Part of the care and support plan will involve education and getting Child 2 to re-engage with school to build her confidence and for Child 2 to achieve her academic ability.

Munro (2010) report states that the participation of children and young people in the decisions made that affect their lives is central to the work undertaken by social workers. The report also highlights that children and young people need to be involved in the child protection process as they are able to give their wishes and feelings which can impact and make changes to their lives (Munro, 2010).

Forming good relationships with citizens and their children is a crucial part of social work in order for them to open up and build trust (Ferguson, 2011). It is also recognized that part of forming relationships with families and children is to ensure that they engage in order to promote change (Munro, 2010).

It was evident that Citizen 3 had not spoken as openly prior to our discussion and found the process quite difficult especially when talking about her close relationship with her own mother. Child 2 was initially reluctant to talk to me however did open up and start to share her ambitions for the future. It was evident through Child 2's engagement with agencies and the work undertaken that it was likely that the risks would decrease, however further support would be needed to ensure that the family are able to maintain the changes made.

To conclude, I have found working with Citizen 3 and Child 2 beneficial as it has improved my knowledge of child sexual exploitation, supervision has been beneficial in allowing me to talk through the case and it has supported my decision making within the care and support plan. I have found being reflective beneficial as it has allowed me to consider what could be done differently and also consider areas to improve my

professional practice which includes looking out for training opportunities in child sexual exploitation.

Word Count 3708.

Section 5

Safeguarding

*Guidance: Social Care Wales require newly qualified social workers to provide evidence of their understanding of safeguarding work with adults **and** children. The assignment below will enable you to show this. **N.B.** if your normal area of work is with children please write about adult safeguarding. If you normally work with adults then write about child safeguarding.*

In an area **that is not your main focus of work** (see guidance above), explain the relevant legislation, and the national, local and organisational policies and procedures for safeguarding.

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

Adult social work in Wales is underpinned by the Social Services and Wellbeing (Wales) Act 2014, this legislation was introduced to provide the duties and roles expected of the Local Authority in order to improve the wellbeing of Citizens who are in need of care and support. The Social Services and Wales Act 2014 strengthens the rights of Citizens and that everyone is responsible for safeguarding Citizens and have a duty to report and Citizen that is believed to be at risk of significant harm. Section 135 (2) of the Social Services (Wales) Act 2014 reports the objectives and functions required by the adults safeguarding board which are to ensure Citizens are protected from becoming at risk of abuse or neglect (National Assembly for Wales, 2014).

Signs of abuse can be difficult to detect and can frequently subjected to a number of abuse at the same time, some forms of abuse are physical, domestic violence, sexual, emotional or financial (Social Care Institute for Excellence, 2018).

Unlike Childrens social services, there is no statutory obligation for the abuse of a vulnerable adult to investigated whether it is "alleged or suspected" (Welsh Government, Unknown).

In 2000 "No secrets: Guidance on developing and implementing multi agency policies and procedures to protect vulnerable adults from abuse" (Department of Health and Social Care, 2000) was published by the Department of Health. Following this publication Wales brought out "In safe hands: Implementing adult protection procedures in Wales. In safe hands was reviewed in 2010 and it was a requirement that all Local Authorities were to develop Local

policies, in 2004, the Protection of Vulnerable Adults (POVA) was introduced in order to manage individuals who had abused or harmed a vulnerable adult that was in their care (Department of Health and Social Care, 2000). POVA required Local Authorities, Police and other agencies involved with the families to work in partnership to safeguard adults and protect from harm. The POVA register would be searched prior to employing employee's to prevent them from working with adults if they had previously abused an adult.

The Social Services and Wellbeing (Wales) Act defines the need to assess whether an adult is in need of care and support, taking into consideration the wishes of the Citizen as it would promote their engagement and empower the citizen as it would focus on their strengths and capabilities.

It can be difficult to gain consent within adult safeguarding due to the Human Rights Act 1998 as it protects a citizens independence, the Human Rights Act 1998 states that adults have the right to live their life free from abuse and also violence. However, the Mental Capacity Act (2005) allows professionals to assess the capacity of the adults who are identified as being unable to make decisions without placing themselves or others at risk of harm.

All citizens are made aware that their personal information will be stored securely by the Local Authority in line with the Data Protection Act 2018 (GDPR, 2018).

Word-Count 498

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)

There are a number of similarities in both children's and adults safeguarding procedures. One of the similarities lies in children and adults that are identified as being at risk of significant harm, the categories for both are similar. One of the main differences between adults and children's is that adults are perceived to have capacity to make informed decisions and also have the mental capacity to understand the decisions that they make, however children are dependent on the adults that they care for to make decisions for them and protect them from harm. Children's legislation is under the umbrella of the Children Act 1989 which informs other pieces of legislation and provides a continuity regarding safeguarding roles and responsibilities. The powers available to adult social workers are limited provoking a sense of helplessness for those trying to support them.

Adults continue to be safeguarded under the Mental Capacity Act 2005 and the Human Rights Act 1998 legislation as adults are deemed to have capacity to make decisions unless it is established that they do not have capacity under the Mental Capacity Act 2005. Wales brought out "In safe hands: Implementing adult protection procedures in Wales. In safe hands was reviewed in 2010 and it was a requirement that all Local Authorities were to develop Local policies (Department of Health and Social Care, 2000).

However, Children continued to be safeguarded under the Children Act 1989 & 2004 and the Social Services and Wellbeing (Wales) Act 2014, children are safeguarded until they turn 18 then they are seen as adults and as independent individuals in law and their parents no longer have parental responsibility. Children at risk of significant harm are placed on the Local Authorities Child Protection Register where they are closely monitored by social workers as part of the All Wales Child Protection Procedures 2008.

The Social Services and Wellbeing (Wales) Act 2014 states the importance of gaining a child's wishes and feelings in order to inform the care that is afforded to them and promote their wellbeing.

Personal data collected by the social worker in respect of the children and adults that they support is stored securely as part of the Data Protection Act 2018, however in respect of children there is a need to share information with agencies in order to safeguard them and protect from harm, this is under pinned by the Children Act 2004. The Social Services and Wellbeing Wales Act 2014 provides professionals involved with adults to share information in order to protect them from harm.

Word-Count: 421

Section 6

Developmental Review (b)

Critically reflect on your development including reference to the training, learning, research and use of supervision since completing section 2. Consider in discussion with your mentor/supervisor/line manager the extent to which those learning needs have been achieved. Identify additional learning needs to support your development in the transition to becoming an experienced practitioner. You will consider here, the feedback you have received from individuals using services, their families and carers, and how this has impacted on your practice.

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

I have been a qualified social worker for 3 years and worked in the intake and intervention team, during this time I have gained experience and developed my knowledge base by completing training such as Joint Investigation training which allows me to complete single or joint section 47 enquiries. I have completed child exploitation training, substance misuse training alongside other training which is relevant to my role as a children's social worker. I have also improved my knowledge base in respect of safeguarding children at risk of significant harm and have requested initial case conferences in order to hold a multi-agency meeting with an independent chair to determine whether a child needs to be placed on the Local Authorities Child Protection Register.

Completing the consolidation program has made me consider legislation in other areas of practice and I have learned about the differences between adults and children's safeguarding. I have actively participated and prepared for supervision with my manager, I have regularly asked questions and have grown in confidence, especially when it comes to needing support with both my professional practice and also in my personal life as it is likely to have an impact on my work if I don't ask for assistance.

Reflective practice during supervision has allowed me to consider all aspects of my practice and also consider what actions are needed to be completed next and recognise what information is needed (Gibbs, 1998).

During the past three years I have held child protection cases, care and support, Looked after children (LAC) cases and cases that have required reports completed in private law matters. The cases held regardless of the level of support that is needed have the potential to require SERAF's to be completed due to a number of children and young people being at risk of child sexual exploitation, there are also a number of children and young people who are at risk of child criminal exploitation. The outcome of the assessments determines whether they are required to be discussed at child sexual exploitation panels and whether a multi-agency strategy meeting is needed to develop a safety plan.

In the time that it has taken for me to complete my consolidation program I have gained experience in the court process, I have completed section 7 and section 37 reports as set out in the Children Act 1989, these were private law cases that were challenging on occasion, however they gave me an insight into private law and improved my reflective skills and improved my analytical skills. I have also applied for an interim care order and completed a care plan in preparation for court. Throughout the completion of these pieces of work I sought advice from my manager and requested feedback on drafts of my reports prior to them being submitted to court.

As a social worker I have chaired core group meetings, care and support meetings and professional's meetings, I have attended case conferences and provided a report and been part of the decision making on whether or not a child's name is placed on the local Authorities child protection register and implemented support plans and completed referrals to ensure the correct support is provided to the family. I always get the wishes and feelings of the children that I support to ensure that their voices are heard during meetings. There have been difficulties with particular agencies during care and support meetings, in particular with a case where the health visitor believed that the young person's name should be placed on the child protection register due to being homeless and residing with alternate family members as they felt it would get the young person housed quicker. Conversations were had outside of the meeting that this was not the case and housing wasn't provided any quicker because a young person was on the child protection register.

I have developed my skills in managing my case load, managing my calendar and managing my time more effectively ensuring that child protection visits, care and support visits and meetings were held within time scale.

Throughout my practice the complexities of the cases have increased as I have grown in confidence, however there is always support from more experienced practitioners when needed. There will always be areas that I need to develop further due to the changes in cases and there will be a need to further develop my skills in social work practice as I move on to completing my practice teacher award. I am beginning to feel like a competent social worker, however staff shortages and increasing caseloads make the work a little more challenging, however it is imperative that the focus remains on the children that we support and by developing meaningful outcomes to make positive changes that are sustainable for the families I support.

Word Count: 799

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

Consolidation workshop	Date Attended
1	22/03/2018
2	96/06/2018
3	01/08/2018
4	14/11/2018

Notes

Mentor's comments

Please comment fully on the learner's development over the duration of the whole programme. Reflect on information provided by the learner in section 2 at the outset of the programme and the later perspective given at section 6. Where you have seen or discussed feedback from individuals using services, families or carers, you are encouraged to comment on this with regard to the learner's development.

I was appointed Team Manager in Intake of January this year and as such the managerial oversight of Kelly Perrett. As her original mentor, Lisa Atherton, was on maternity leave for the summer period it made sense that I take on this role in Lisa's absence. It has been a difficult 12 months for Kelly, professionally, health wise and personally, as such this had an impact on her work and she was under capability procedures for both Performance and Attendance from the dates 14/03/2019 to the 30/05/2019 (end of capability procedures for Performance) and the 07/08/2019 (end of capability procedures for Attendance). Kelly has been unlucky enough to experience ill health that required surgery, physical ill health which requires further medical testing, a significant bereavement as well as a life changing family crisis. Although Kelly had to take time off due to periods of sickness, it highlights her resilience that Kelly has not been signed off for a continuous period of absence (other than for planned surgery). Working with her employer and Occupational Health, reasonable adjustments have been made to Kelly's office environment which has impacted positively on her ability to attend work.

The quality of Kelly's written work and interaction with children and families fluctuates from good to substandard. This was particularly poor in March and was picked up by her previous supervisor, Lisa Atherton. Kelly was not meeting deadlines for statutory visits and written reports, the quality of her written work was below par as it did not fully recognise risk / need and there was no in-depth analysis of the situation, including a lack of evidence based lateral thinking in relation to outcome focussed care planning. Kelly's previous supervisor supported Kelly through supervision and task setting, however Kelly was unable to make the necessary changes without additional support, hence the need to engage the capability procedures. As stated above Kelly fully complied with Denbighshire's capability procedure and the accompanying support plan, she was able to make the necessary improvements and the procedure was brought to an end on review.

Kelly is a valued team member and is always willing to help out her colleagues and be flexible with her working hours. Kelly has good verbal communication skills and her written work is mostly to an acceptable standard. Kelly needs to continue to be aware of deadlines and timescales for performance indicators. Kelly identifies that she needs more experience in writing court documentation and evidential report writing, I agree with this. It is my recommendation that Kelly's line manager work with Kelly to support her in learning how to write evidence based reports and outcome focussed care plans. Kelly's decision making is mostly good, although it is not always clear how she has reached the conclusion she has, a greater focus on analysis and pulling the evidence together is needed. I have recommended that Kelly attends assertiveness training when this is made available to help build her confidence. Having said that, Kelly's confidence has increased over the last several months, she is an effective chair and engages well with children and their families. She is apt and being able to give difficult messages without escalating a situation.

It is positive that Kelly has taken on board constructive criticism and learnt from this. Her practice has greatly improved over the last six months, as has her confidence. Kelly is emotionally intelligent and is able to regulate her feelings, never becoming outwardly flustered or inappropriately emotional in front of her colleagues or citizens. Kelly's time management has greatly improved and she is much better at meeting targets and deadlines than she was.

Kelly has worked a challenging and often heavy caseload in a work environment that is busy and fast paced. It is a strength of Kelly's that she is always able to remain calm and clear headed.

To conclude, it has been a difficult 12 months for Kelly but with support around her she has risen to the challenge and is a competent and valued member of our team.

Section 7

Bibliography

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

The Welsh Language Act, 1993. *The Welsh Language Act 1993*, London: Crown Copyright.

Banks, S., 2006. *Ethics and Values in Social Work*. Hampshire: Palgrave Macmillan.

Bowlby, J., 1979. *The Making and Breaking of Affectional Bonds*. London: Tavistock Publications.

Brammer, A., 2010. *Social Work Law*. 3rd ed. Essex: Pearson Education Limited.

Clutton, S. & C. J., 2007. *SERAF Sexual Exploitation Risk Assessment Framework: A Pilot Study*, Cardiff: Barnardos Cymru.

Coles, J., 2005. *Out of Sight, Out of Mind: Child Sexual Exploitation. A Scoping Study into Service Provision for Sexually Exploited Children in Wales*, Cardiff: Barnardos Cymru.

- Colin, L., 1996. *Human Attachment*. New York: McGraw Hill.
- Cunningham, M. & R. J., 2015. Listening to the Voices of Young People: Implications for Working in Diverse Communities. *American Journal of Orthopsychiatry*, 85(6), pp. 86-92.
- D'Cruz, H., 2007. Reflexivity, it's Meanings and Relevance for Social Work: A Critical Review of the Literature. *The British Journal of Social Work*, Volume 37, pp. 73-90.
- Department of Health and Social Care, 2000. *No Secrets Guidance on Developing and Implementing Multi Agency Policies and Procedures to Protect Vulnerable Adults from Abuse*, London: HMSO.
- Dolan, P. & O., 2015. The Voice of a Child in Social Work Assessments: Age Appropriate Communication with Children. *British Journal of Social Work*, Volume 40, pp. 1-17.
- Ferguson, H., 2011. *Child Protection Practice*. New York: Palgrave Macmillan.
- Fong, R., 2010. Child Human Trafficking Victims: Challenges for the Child Welfare System. *Evaluation and Program Planning*, Volume 33, pp. 311-316.
- Frame, M., 2001. The spiritual Genogram in Training and Supervision. *The Family Journal: Counselling and Therapy for Couples and Families*, 9(2), pp. 109-115.
- Gardner, A., 2014. *Personalisation in Social Work*. London: Learning Matters.
- Garrett, P., 2003. *Remaking Social Work with Children and Families: A Critical Discussion on the "Modernisation" of Social Care*. London: Routledge.
- GDPR, 2018. *The Guide to the General Data Protection Regulation*, London: HMSO.
- Gibbs, G., 1998. *Learning by Doing: A Guide to Teaching and Learning Methods*. Oxford: Oxford Polytechnic.
- Gray, M. & W. S., 2012. *Social Work Theories and Methods*. 2nd ed. London: Sage Publications.
- Hall, C., 2006. *Language Practice in Social Work: Categorisation and Accountability in Child Welfare*. Oxon: Routledge.
- HMSO, 1989. *United Nations Conventions on the Rights of a Child*, London: HMSO.
- HMSO, 2000. *The Care Standards Act*, London: HMSO.
- HMSO, 2006. *Safeguarding Vulnerable Groups Act*, London: HMSO.
- Leung, T., 2011. Client Participation in Managing Social Work Service: An Unfinished Quest. *Social Work*, 56(1), pp. 43-52.

- Moss, B., 2000. The Use of Large-group Role Play Techniques in Social Work Education. *Social Work Education: The International Journal*, 5(19), pp. 471-483.
- Munro, E., 2010. Learning to Reduce Risk in Child Protection. *British Journal of Social Work*, 40(4), pp. 1135-1151.
- National Assembly for Wales, 2014. *Section 135 (2) Social Services and Wellbeing Wales Act*, Cardiff: Welsh Government.
- NSPCC, 2019. *National Society for the Prevention of Cruelty to Children: Annual Report*, London: NSPCC.
- Parker, J., 2014. *Social Work Practice*. 5th ed. London: Sage.
- Rutter, L., 2005. *Critical Thinking and Professional Judgement in Social Work: (Post-Qualifying Social Work Practice Series)*. 4th ed. London: Sage.
- Schore, 2., 2007. Modern Attachment Theory: The Central Role of Affect Regulation in Development and Treatment. *Clinical Social Work Journal*, 36(1), pp. 9-20.
- Sheffield Safeguarding Childrens Board, 2011. *Friend or Foe: Who You Can Trust*, Sheffield: Taking Stock.
- Social Care Institute for Excellence, 2018. *Recognition and Indicators of Adult Abuse*, London: SCIE.
- Social Care Wales, 2017. *Code of Professional Practice for Social Care*, Cardiff: Care Council for Wales.
- The British Association of Social Workers, 2014. *Code of Ethics*, Birmingham: British Association of Social Workers.
- The Childrens Act, 1989. London: HMSO.
- The Childrens Act, 2004. London: HMSO.
- Trevithick, P., 2003. Effective Relation Based Practice. *Journal of Social Work Practice*, 17(2), pp. 163-176.
- University of Wales Trinity Saint David, 2018. *Mwy Na Geiriau*, s.l.: University of Wales Trinity Saint David.
- University of Wales Trinity St David, 2018. <http://moodle.uwtsd.ac.uk/mod/page/view.php?id=34367>. [Online] [Accessed 14 February 2019].

Welsh Government, 2004. *Working Together to Safeguard Children*, Cardiff: Welsh Government.

Welsh Government, 2008. *All Wales Child Protection Procedures*, Cardiff: Welsh Government.

Welsh Government, 2011. *The Welsh Language (Wales) Measure*, Cardiff: Welsh Government.

Welsh Government, 2011. *The Welsh Language Measure*, Cardiff: Welsh Government.

Welsh Government, 2012. *More Than Just Words: Strategic Framework for Welsh Language Services In Health and Social Care*, Cardiff: Welsh Government.

Welsh Government, 2012. *More Than Just Words: Strategic Framework for Welsh Language Services in Health and Social Services and Social Care*, Cardiff: Welsh Government.

Welsh Government, 2014. *Social Services and Wellbeing Wales Act 2014*. Cardiff: Welsh Government.

Welsh Government, 2015. *Fostering Services (SSDA904) Data Collection*, Cardiff: Welsh Government.

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 KELLY PERRETT

2. Learner's University Number: 1712178

Address for Correspondence: DENBIGHSHIRE COUNTY COUNCIL
RUSSELL HOUSE
RHURTON ROAD
RH4L

Telephone: 01824 712800 LL18 3DP

E-mail: kelly.perrett@denbighshire.gov.uk

Date of Professional Qualification: 14 October 2016

Date of registration with Social Care Wales: September 2013

3. Name of Learner's Agency: DENBIGHSHIRE COUNTY COUNCIL

Agency Contact details: RUSSELL HOUSE, RH4L, LL18 3DP

Name: KELLY PERRETT

Address: 3 LON CILAN, CILCAIN, FLINTSHIRE
CH75PL

Telephone Number: 07703 371623

E-Mail address: kellyperrett@hotmail.co.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: TEAM MANAGER

Name: CHRISTOPHER ROBERTS

Address: RUSSELL HOUSE
CHURTON RD
RH4L
LL18 3DP

Telephone Number: 01824 712800

E-Mail address: roberts.christopher@denbighshire.gov.uk

6. Observer details

Name: LISA ATHERTON

Work Address: RUSSELL HOUSE, CHURTON RD, RH4L, LL18 3DP

Professional Qualification and date of qualification: Social work Diploma 2006

Email and telephone number: lisa.v.atherton@denbighshire.gov.uk
01824 712834

Signatures and Line Manager Verification

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner

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

Signed:  (Learner)

Date: 10/10/19

Feedback and comments from an individual using services, their family or carers (Section 3) - to be completed by the Observer

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

Signed:  (Observer)

Date: 10/10/19

Line manager verification

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

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

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

- 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: CHRISTOPHER ROBERTS

SIGNATURE OF LINE MANAGER.: 

DATE: 10/10/19

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	Kelly Perrett
Name of Team/Agency	Intake and Intervention Denbighshire County Council
Name of Mentor	CHRISTOPHER ROBERTS
Name of Line Manager	Christopher Roberts

Study Duty

The learner will undertake all elements of the Graduate Certificate programme diligently, including mandatory attendance at induction, 4 Consolidation workshops, and participation in an evaluation survey or focus group on completion of the programme.

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

Study Leave

The employer undertakes to support the learner by providing paid leave in full to attend all agreed induction, Consolidation Workshops, programme evaluation meetings or training agreed as required during the programme. In addition, three additional paid days can be approved by managers as a contribution towards the time involved in personal research and developing the portfolio for submission. It is for learners to open a discussion with their manager about when they want to take this leave. The study days can be taken on any week-day (or combination of days) as long this is (i) appropriate to the stage of portfolio preparation at the time, and (ii) agreed with the Team Manager who will take into account team and service needs. The level of paid leave described here assumes that the learner works full-time hours. Where the learner works less than 37 hours a week, paid time will be approved in accordance with the employer's local policies.

Resources

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

The employer's training department agrees to:

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

The learner agrees to:

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

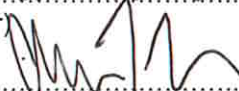
Learners are expected to complete the Graduate Certificate and will normally submit their portfolio within 12 months of attending induction to the programme. Any Learner anticipating any difficulty in meeting this requirement should immediately discuss the matter with their Training Manager/Co-Ordinator

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: KELLY PERRET Date: 10/01/19
(Learner)

Signed:  Print Name: CHRISTOPHER ROBERTS Date: 10/01/19
(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