



**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: Rebekah Andrews

Email address: 2219195@student.uwtsd.ac.uk

Learner's University Registration Number: 2219195

Cohort: 20 onwards

Reference List

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.

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Detail of Workshops Attended

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

Consolidation workshop	Date Attended
Induction	October 4 th 2022
1	November 8 th 2022
2	January 17 th 2023
3	February 14 th 2023
4	June 6 th 2023

Notes

Mentor's report

With reference to the 3 learning outcomes please comment fully on the learner's development over the duration of the whole programme. Reflect on information provided by the learner at the outset of the programme in Task 1 (Part a) and the later perspective given in Task 1 (Part b). Where you have seen or discussed feedback from individuals in need of care and support and/or their carers with whom the learner has worked, you are encouraged to comment on this with regard to the learner's development and their future development.

The student presents as being open and reflective about her learning needs and uses supervision, both individual and group sessions to do this. The student engages in discussions, team meetings and puts herself forward for training opportunities.

I have observed the student asking systemic questions during POD case discussions. The student is able to effectively use chronologies, genograms, patterns, and scripts as a tool for engagement but also assessment. The questions she asks during POD supervision demonstrate that she is developing a good undertaking of how the approach helps us to practice in complex situations and aids case decision making. The student has been able to use this supervision, social work tools and skills to undertake a range of different assessments including parenting assessments, care and support assessments, Child Protection Conference reports and more recently a connected person's assessment. Despite the often-intrusive nature of such assessments, the student has been able to sustain positive relationships with the children and families that she supports, even when the assessments do not conclude with the families' desired outcomes. Despite having these difficult and conflicting feelings, the student always makes child-centred decisions.

The student recognises that her ongoing learning need is to apply analytical writing within her assessments and court work and can achieve this through reflection in supervision. The student has developed her practice in this area by seeking support in supervision and taking

time to read through her work to ensure that her decision making is based on factual information which is balanced with a clear analysis of the risks, strengths and the impact that this might have on the children and young people that she supports. The student has developed this skill of analysis significantly during her last year in practice and it is positive to see that she has been able to take on board the feedback during formal supervision and apply this to her assessments.

The student's feelings of anxiety around court proceedings and providing oral evidence within the court arena is reasonable in-light of the complex and critical decisions that are made. It is therefore important that the student continues to use supervision to reflect on cases and decision making and uses tools such as the Balancing exercise to aid clear thinking on cases in order to clearly evidence decision making. The student will continue to be offered opportunities to shadow and observe practitioners within the court arena to develop her confidence.

The students observed practice demonstrated that she has gained in confidence and is able to plan and manage the complex work within her case load. The student managed the visit well, she explained the purpose of her visit in an understandable manner. The students use of language was also appropriate, she avoided difficult terminology and jargon during the conversation and went at a pace which was conducive to the children's needs, age and level of understanding. The student's ability to reflect on how she could manage this piece of direct work different was positive to see. The student allowed sufficient time for the visit and allowed time to explain the purpose of the intervention, obtain further consent from the children and complete the piece of direct work. The student demonstrated patience and empathy towards the children who clearly found aspect of the task difficult for their own individual reasons. The service user fed back also shows that the children have developed a positive relationship with them despite the difficult decisions that the student has had to make for their safety and welfare. The student's ability to develop positive relationships with children, young people and their families is a considerable strength, and the student goes above and beyond to achieve this.

The student identified that working collaboratively with other agencies was also a learning need which would strengthen evidence-based practice which would support decision making. The student has demonstrated that she is able to do this effectively from her role in Child Protection and Looked After Children cases and has been complemented on this from other agencies. The student has developed this skill across children and adult services as she recognises the importance of ensuring that all individuals within the family are supported and safeguarded.

The student is a competent practitioner who is gaining in confidence. The student is a well valued member of the team who is accepting of advice and guidance from her peers and can use supervision to explore areas of development. The student welcomes feedback about her practice, because of this I am confident that her practice will continue to develop.

Note for Mentor – Please ensure that you provide a signature of verification of this report in the section titled 'Signatures and Line Manager Verification'

Learner Details

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: Rebekah Andrews

2. Learner's University Number: 2219195

**Address for Correspondence: East Child Care Team, Llanelli, SA15 3AP
2219195@student.uwtsd.ac.uk**

Telephone Number: 07540421379

E-mail address: 2219195@student.uwtsd.ac.uk and randrews@carmarthenshire.gov.uk

Date of Professional Qualification: 30th July 2021

Date of registration with Social Care Wales: 30th July 2021

3. Name of Learner's Agency

Agency Contact details: East Child Care Team, Carmarthenshire County Council

Name: Carmarthenshire County Council

Address: Ty Elwyn, Llanelli

Telephone Number: 01554 742227

E-Mail address: LLCavill@carmarthenshire.gov.uk

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

Welsh only ☐

Welsh and English ☐

English only ☒

Mentor's details

5. Mentor's details

Name: Lowri Cavill

Address: East Child Care Team, Carmarthenshire County Council
Ty Elwyn, Llanelli

Telephone Number:

E-Mail address: LLCavill@carmarthenshire.gov.uk

6. Observer details

Name: Lowri Cavill

Work Address: East Child Care Team, Carmarthenshire County Council
Ty Elwyn, Llanelli

Professional Qualification and date of qualification: I hold an BSc in Social Work and obtained this qualification in 2016.

Telephone number: 01554 742227

Email address: LLCavill@carmarthenshire.gov.uk

Signatures and Line Manager Verification

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner.

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

Signed:  (Learner)

Date: ___ 15/10/2023 ___

Feedback and comments from an individual using services, their family and/or carers (Task 2) - 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 above from the individual in need of care and support and/or their carers are about the same piece of practice that I observed on the date given.

Signed:  (Observer)

Date: ___ 16/10/2023 ___

Mentors Report (to be completed by the mentor)

I can confirm that I am a registered social worker and that in my role as mentor I have provided a written report of the learner's progress over the duration of the programme.

Signed  (Mentor)

Date 16/10/2023

Line manager verification.

Guidance: This section must be completed and signed by the learner's line manager and/or senior practitioner. Where the line manager is not a registered social worker, verification must also be provided by a social work practitioner in a senior position (this could be the mentor) who is familiar with the learner's work and can verify that the learner has been involved with the safeguarding case evidenced in Task 3 of the portfolio and that the learner has met all the required criteria listed below.

In this section, please confirm that you have seen sufficient evidence of the learner's work during the period they have been undertaking the Consolidation programme. If necessary, please consult with other managers who the learner has worked with. 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 Professional Practice and National Occupational Standards;
- core values of the learner;
- work and commentary referred to within the portfolio, that it is the learner's own work and based on current practice;
- completion of accurate, cogent, coherent and analytical recording skills;
- Line manager to verify the learner has been involved with safeguarding.
- Mentor's report, and that it provides evidence of observations of Professional Practice that has been undertaken over the duration of the Graduate Certificate in the Consolidation of Social Work practice pathway (work-based practice which is equivalent to 7,000 words).

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

LINE MANAGER VERIFICATION:

NAME OF LINE MANAGER:	___ LOWRI CAVILL ___
SIGNATURE OF LINE MANAGER:	___  ___
DATE:	___ 16/10/2023 ___

REGISTERED SOCIAL WORKER'S VERIFICATION (WHERE THE LINE MANAGER IS NOT A REGISTERED SOCIAL WORKER, THIS CAN BE THE MENTOR).

NAME OF SOCIAL WORKER:	_____
SIGNATURE OF SOCIAL WORKER:	_____
POSITION:	_____
DATE:	_____

Learning Agreement

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	Rebekah Andrews
Name of Team/Agency	East Child Care Team
Name of Mentor	Lowri Cavill
Name of Line Manager	Lowri Cavill

Study Duty

The learner will undertake all elements of the Graduate Certificate programme diligently, including mandatory attendance at induction, four 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. This applies to social workers who qualified after April 2016.

Study Leave

The employer undertakes to support the learner by providing time within their normal contract of employment to attend all agreed mandatory elements of the programme which include; induction day and four Consolidation Workshops. Additional time may be provided for programme evaluation meetings and any training agreed as a requirement of the programme.

Three further study days will be provided by the employer as a contribution towards the time involved in personal research and developing the portfolio for submission. 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. Where the learner works less than 37 hours a week, mandatory days and study leave 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. There is also an expectation that as it is a professional development programme, learners will 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;
- pay Porth Agored partnership fees for each learner;
- 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 Coordinator/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 four 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 in addition for self-directed 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 Professional Practice and the employer's and University's policies, procedures and processes;
- ensure that 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:

Line-manager/mentor can be one in the same person or the role can be undertaken by two separate people. The mentor must be a registered SW with a minimum of 3 years post qualifying experience.

- 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 the programme induction and the four Consolidation Workshops, and any internal training courses agreed as being appropriate to meet agreed learning needs;
- agree with the learner, use of up to 3 additional study days over the whole duration of the programme, as an employer contribution towards time needed for personal study, research or portfolio development;
- ensure that regular formal supervision is provided to the learner by their line manager in line with organisational policy (line-manager);
- ensure that mentoring sessions are provided in line with Social Care Wales First 3 Three Years in Practice guidelines. Mentoring sessions, where possible, should be arranged as a separate event from supervision. A full record of when mentoring sessions are undertaken must be kept.

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. It is the learner's responsibility to inform the university if they are not going to meet the submission deadlines.

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:.....Rebekah Andrews... Date:11/11/2022
(Learner)

Signed:...  Print Name:...Lowri Cavill Date: 11/11/2022
(Line Manager/Mentor)

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

PLEASE PLACE THE SIGNED COPY OF THIS LEARNING AGREEMENT IN THE PORTFOLIO.