



**GRADUATE CERTIFICATE in Consolidation  
of Social Work Practice  
LEVEL 6 - 60 Credits  
BMPPF6044**

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

**Learner's name: Rebecca Goldsmith**

**Email address:**

**RGoldsmith@Carmarthenshire.gov.uk**

**Learner's University Registration Number:  
2431781**

**Cohort: 21 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.

### Acts and Legislations:

A Local Authority v JB [2021] UKSC 52. UK Supreme Court. Available at:  
<https://www.supremecourt.uk/cases/uksc-2020-0133> (Accessed: 31 January 2026).

Care Act 2014 (c.23). London: HMSO. Available at: <https://www.legislation.gov.uk/ukpga/2014/23/contents> (Accessed: 11 February 2026).

Children Act 1989 (c.41). London: HMSO. Available at:  
<https://www.legislation.gov.uk/ukpga/1989/41/contents> (Accessed: 11 February 2026).

Domestic Abuse Act 2021 (c.17). London: HMSO. Available at: <https://www.legislation.gov.uk/ukpga/2021/17> (Accessed: 31 January 2026).

Equality Act 2010 (c.15). London: HMSO. Available at:  
<https://www.legislation.gov.uk/ukpga/2010/15/contents> (Accessed: 11 February 2026).

Ghaidan v Godin Mendoza [2004] UKHL 30. House of Lords. Available at:  
<https://www.legislation.gov.uk/uk/cases/ukhl/2004/30> (Accessed: 11 February 2026).

Gillick v West Norfolk and Wisbech AHA [1985] 3 All ER 402.

Human Rights Act 1998 (c.42). London: HMSO. Available at:  
<https://www.legislation.gov.uk/ukpga/1998/42/contents> (Accessed: 11 February 2026).

Mental Capacity Act 2005 (c.9). London: HMSO. Available at:  
<https://www.legislation.gov.uk/ukpga/2005/9/contents> (Accessed: 11 February 2026).

Social Services and Well-being (Wales) Act 2014 (anaw 4). Cardiff: National Assembly for Wales. Available at:  
<https://www.legislation.gov.uk/anaw/2014/4/contents> (Accessed: 11 February 2026).

Violence Against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 (anaw 3). Cardiff: National Assembly for Wales. Available at: <https://www.legislation.gov.uk/anaw/2015/3/contents> (Accessed: 31 January 2026).

Welsh Language (Wales) Measure 2011. Cardiff: Welsh Government. Available at:  
<https://www.legislation.gov.uk/mwa/2011/1/contents> (Accessed: 11 February 2026).

### **Case Law:**

A Local Authority v JB [2021] UKSC 52. Available at: <https://www.supremecourt.uk/cases/uksc-2020-0133> (Accessed: 31 January 2026).

Bull & Anor v Hall & Anor [2013] UKSC 73. Available at: <https://www.supremecourt.uk/cases/docs/uksc-2012-0191-judgment.pdf> (Accessed: 11 February 2026).

Ghaidan v Godin Mendoza [2004] UKHL 30. Available at: <https://www.legislation.gov.uk/uk/cases/ukhl/2004/30> (Accessed: 11 February 2026).

Gillick v West Norfolk and Wisbech AHA [1985] 3 All ER 402.

### **Books:**

Berkovic, N. (2025) *Informed Consent in Social Care Practice*. London: Routledge.

Boud, D., Keogh, R. and Walker, D. (1985) *Reflection: Turning Experience into Learning*. London: Kogan Page.

Bronfenbrenner, U. (1979) *The Ecology of Human Development: Experiments by Nature and Design*. Cambridge, MA: Harvard University Press.

Carmichael, F. and Mizrahi, T. (2023) *Non-Verbal Communication in Social Care Practice*. London: Routledge.

Driscoll, J. (2007) *Practising Clinical Supervision: A Reflective Approach for Healthcare Professionals*. 2nd edn. Edinburgh: Elsevier.

Haven, P. (2025) *Person-Centred Communication in Health and Social Care*. Bristol: Policy Press.

Moon, J. (2013) *Reflection and Employability*. York: Higher Education Academy.

Patil, S. et al. (2024) *Reading Non-Verbal Cues in Care Settings*. Oxford: Oxford University Press.

Silverman, J., Kurtz, S. and Draper, J. (2013) *Skills for Communicating with Patients*. 3rd edn. London: Radcliffe Publishing.

Thompson, N. (2018) *Anti-Oppressive Practice: Social Care and Inclusion*. 6th edn. Bristol: Policy Press.

Unique Mark (2025) *Supporting Communication for Individuals with Autism and Learning Disabilities*. London: Jessica Kingsley Publishers.

### **Journal Articles**

Carpenter, J., Webb, C. and Bostock, L. (2013) 'The surprisingly weak evidence base for supervision: Findings from a systematic review of research in child welfare practice (2000–2012)', *Children and Youth Services Review*, 35(11), pp. 1843–1853.

## Reports, Government Documents & Professional Guidance

BASW (2021) *Code of Ethics for Social Workers*. British Association of Social Workers. Available at: <https://www.basw.co.uk/resources/basw-code-ethics-social-work> (Accessed: [insert date]).

BASW (2022) *Code of Ethics for Social Work*. Birmingham: British Association of Social Workers.

Carers Trust Crossroads West Wales (2025) *Unpaid Carers in Wales Statistics*. Available at: <https://ctcww.org.uk> (Accessed: 11 February 2026).

Carers Wales (2022) *State of Caring in Wales 2022*. Cardiff: Carers Wales. Available at: <https://www.carersuk.org/briefings/state-of-caring-in-wales/> (Accessed: 31 January 2026).

Code of Professional Practice for Social Care (Wales) 2017. Cardiff: Social Care Wales. Available at: <https://socialcare.wales/codes-of-professional-practice> (Accessed: 11 February 2026).

EHRC (n.d.) *Protected Characteristics*. Equality and Human Rights Commission. Available at: <https://www.equalityhumanrights.com/en/protected-characteristics> (Accessed: 11 February 2026).

Home Office (2023) *Controlling or Coercive Behaviour: Statutory Guidance Framework*. London: Home Office. Available at: <https://www.gov.uk/government/publications/controlling-or-coercive-behaviour-statutory-guidance-framework-accessible> (Accessed: 31 January 2026).

NICE (2018) *Decision-Making and Mental Capacity* (NG108). Available at: <https://www.nice.org.uk/guidance/ng108> (Accessed: 11 February 2026)

Psychology (n.d.) 'Crisis intervention model' Available at: <https://umsystem.pressbooks.pub/aswbprep/chapter/crisis-intervention-theories/> (Accessed: 11 February 2026).

SCIE (2022) *Strengths-Based Approaches*. Available at: <https://www.scie.org.uk/strengths-based-approaches> (Accessed: 11 February 2026).

Social Care Wales (2025) *SSWBA 2014 Statutory Guidance Overview*. Available at: <https://socialcare.wales/resources-guidance/information-and-learning-hub/sswbact/statutory-guidance> (Accessed: 31 January 2026).

Social Work Institute (2024) *Conflict Resolution in Social Work Practice*. Available at: <https://socialwork.institute/practicum-and-supervision/managing-conflicts-social-work-supervision/> (Accessed: 11 February 2026).

Spilsbury, K. et al. (2024) *Observation in Social Care Practice: Ethical Considerations*. Bristol: Policy Press.

Stonewall (2025) *LGBTQ+ Inclusive Practice in Social Care*. London: Stonewall. Available at: <https://www.stonewall.org.uk> (Accessed: 11 February 2026).

Welsh Government (2016) *Working Together to Safeguard People: Volume 1 – Introduction and Overview*. Cardiff: Welsh Government.

Welsh Government (2018) *Working Together to Safeguard People: Volume 6 – Handling Individual Cases to Protect Adults at Risk*. Cardiff: Welsh Government.

Welsh Government (2022) *More Than Just Words: Welsh Language Services Framework*. Cardiff: Welsh Government. Available at: <https://gov.wales/more-just-words> (Accessed: 11 February 2026).

Wales Safeguarding Procedures (2019) *Children and Adults at Risk Procedures*. CWMPAS. Available at: <https://safeguarding.wales> (Accessed: 31 January 2026).

## Detail of Workshops Attended

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

| Consolidation workshop | Date Attended |
|------------------------|---------------|
| 1                      | 01/04/2025    |
| 2                      | 01/05/2025    |
| 3                      | 10/07/2025    |
| 4                      | 02/10/2025    |

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.

As Rebecca's line manager and supervisor, I have actively supported her continuous professional development over the past two years. During this time, we have worked collaboratively to identify her learning needs and ensure appropriate opportunities were in place to meet them. Through regular supervision, reflective discussions, and structured development planning, Rebecca has demonstrated strong insight into her skills and values, and she has shown consistent commitment to her ongoing professional growth.

With reference to the three learning outcomes, Rebecca consistently demonstrates strong critical and analytical thinking when screening referrals and completing assessments. She is able to interpret complex personal information and extract key factor, including both strengths and risks, to inform safe and well-reasoned decisions. Her evidence-based approach enables her to accurately identify when an individual requires a formal assessment and when signposting to preventative services is more appropriate. Rebecca produces clear, accurate assessments and reliably identifies the right type of support for individuals and their carers. Overall, Rebecca analysis in assessment and the quality of her work contributes significantly to the quality and consistency of practice within the team.

Rebecca demonstrates a strong ability to work collaboratively with individuals, their families and/or carers, consistently adopting a holistic approach to practice. She actively seeks out and considers the views of everyone involved to ensure the best possible outcomes. Rebecca communicates openly and clearly, gathering all relevant information and being honest about any challenges or barriers. This helps her build and maintain positive and trusting working relationships. Her active listening skills show that she values the contributions of others, and she integrates these perspectives effectively into her assessments. Rebecca is always approachable and respectful, and she reliably follows up on agreed actions and deadlines.

Within her duty role, Rebecca ensures she involves the appropriate colleagues when making decisions or analysing her work. She shares responsibility for problem-solving, using her strengths to support joint analysis of issues and the development of positive, effective working relationships. She actively encourages brainstorming and collaborative thinking to support shared understanding and informed decision-making.

Rebecca consistently applies professional judgement grounded in strong social work values and ethics, ensuring that her decisions prioritise the best course of action for the person in need. She takes time to understand the individual holistically, considering their needs, family dynamics, and multi-agency involvement. Rebecca is thorough in her assessment process, always aiming to achieve the best possible outcomes for the people she supports. Her analytical thinking is evident in the way she distinguishes between risk, need, and behaviour, enabling her to balance rights and risks in a transparent and considered way. Rebecca makes effective use of supervision to reflect on her practice, exploring both what has gone well and any areas of concern. She is open in sharing her decision-making and demonstrates insight into when she requires additional support, advice, or a different perspective.

When accompanying Rebecca on home visits, she consistently presents herself as polite, professional, and able to build a positive rapport with the families she supports. Rebecca demonstrates empathy and an ability to engage others respectfully, which contributes to productive working relationships.

Reflecting on her practice, the next stage of Rebecca's development is to further strengthen her communication skills when managing difficult conversations. This includes becoming more confident in using the eligibility criteria to support and justify her decisions and assessment outcomes. Developing this area will enable Rebecca to clearly evidence her analytical reasoning, apply thresholds with greater assurance, and present her summative conclusions with clarity and confidence. Continued focus on

these skills will support Rebecca in communicating robust assessments, maintaining professional authority, and enhancing her overall decision-making practice.

Rebecca is a well-rounded team player who is able to adjust her plans and priorities when unexpected changes arise, such as when someone is in crisis or has been admitted to hospital. She works effectively on her own, while also thriving as part of a team. Rebecca supports her colleagues, remains focused on shared goals, and makes informed decisions that contribute positively to the team's objectives. As Rebecca continues to grow in confidence and build on her developmental areas, she will further strengthen her practice and continue to make a valuable and consistent contribution to the team and the individuals in need of care and support.

**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: Rebecca Goldsmith**

**2. Learner's University Number: 2431781**

**Address for Correspondence: 5 Penbryn Avenue, Carmarthen, Carmarthenshire, SA31 3DH**

**Telephone Number: 07825557330**

**E-mail address: RGoldsmith@Carmarthenshire.gov.uk**

**Date of Professional Qualification: 31/12/2023**

**Date of registration with Social Care Wales: 14/01/2024**

### 3. Name of Learner's Agency

**Agency Contact details: Intake and Assessment Team**

**Name: Carmarthenshire County Council**

**Address: Building 7 St Davids Park, Jobs well, Carmarthen, Carmarthenshire, SA31 3HB**

**Telephone Number: 01554 899401**

**E-Mail address: [RGoldsmith@Carmarthenshire.gov.uk](mailto:RGoldsmith@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: Miss Grace Challinor**

**Address: Building 7, St Davids Park, Jobs well Road, Carmarthen, Carmarthenshire, SA31 3HB**

**Telephone Number: 01554 899401**

**E-Mail address: [gchallinor@carmarthenshire.gov.uk](mailto:gchallinor@carmarthenshire.gov.uk)**

#### 6. Observer details

**Name: Louise Palin**

**Work Address: Building 7, St Davids Park, Jobs well Road, Carmarthen, Carmarthenshire, SA31 3HB**

**Professional Qualification and date of qualification: W/5008721 05/08/2020**

**Telephone number: 07312258174**

**Email address: lpalin@carmarthenshire.gov.uk**

## Signatures and Line Manager Verification

### **CONFIDENTIALITY and PLAGIARISM – to be completed by the learner.**

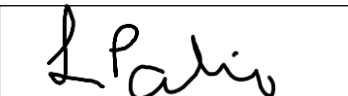
All information provided in this portfolio complies with guidance on confidentiality. I confirm that all work apart from comments by others (e.g. mentor, individuals in need of care and support and/or their carers) is all my original work and has not been copied. I understand that plagiarism is taken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

Signed:  \_\_\_\_\_ (Learner)

Date: \_\_ 12/02/26 \_\_\_\_\_

### **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: \_\_ 01/09/25 \_\_\_\_\_

### **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 \_\_\_\_\_ 12/02/25 \_\_\_\_\_

### **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:      \_\_ GRACE CHALLINOR \_\_

SIGNATURE OF LINE MANAGER:      *Grace Challinor*      \_\_\_\_\_

DATE:    12/02/25 \_\_\_\_\_

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

NAME OF SOCIAL WORKER:      \_\_ GRACE CHALLINOR \_\_

SIGNATURE OF SOCIAL WORKER:      *Grace Challinor*      \_\_\_\_\_

POSITION:      Social worker & Assistant Team Manager , Intake and Assessment Team      \_\_\_\_\_

DATE:    \_\_ 12/02/25 \_\_\_\_\_

## 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      | Rebecca Goldsmith                                          |
| Name of Team/Agency  | Intake and Assessment Team/ Carmarthenshire County Council |
| Name of Mentor       | Grace Challinor                                            |
| Name of Line Manager | Grace Challinor                                            |

#### **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:**

- Collect, process, store, analyse or disclose personal data in accordance with its obligations under the UK GDPR and Data Protection Act 2018.
- 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;
- seek support from UWTSD Student Services when appropriate in relation to matters of learning support.
- 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).
- allow their employer and Porth Agored (or any of their commissioned providers), the University of Wales, Trinity St David and Social Care Wales (or any of their commissioned providers) to share with each other, any and all information that comprises the application form or any other data provided as and when appropriate, including, but not limited to, information about progress on the programme, results or comments about the portfolio. Such data may be processed, stored, shared, analysed and reported for administration, monitoring, review and quality assurance of the Graduate Certificate programme or ongoing professional registration purposes.

NB. Data Protection: We need to process your personal data because gaining this qualification is a mandatory part of maintaining your registration with Social Care Wales. Employers have linked this to your contract of employment. Using and sharing your data between your employer, Porth Agored and the University of Wales Trinity Saint David is therefore necessary for performance of the contract between you and your employer. We will not disclose your data to any other organisation other than those mentioned above without your permission, unless we are required by law, or Social Care Wales regulations to do so. We will tell you if this happens, unless we are legally prevented from doing so. We will ensure that our collection, processing and storage of data is as transparent as possible and in accordance with Data Protection principles. We produce a comprehensive Privacy Statement which will be made available to all learners on Moodle.

### **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.

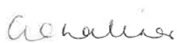
The portfolio submission process and dates for each programme cohort will be published on Moodle. Once registered on a programme, **learners CANNOT change the due submission date without gaining agreement from the employer and University.**

**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:   
(Learner)

Print Name:...Rebecca Goldsmith Date:26/02/2025

Signed:   
(Line Manager/Mentor)

Print Name: Grace Challinor Date: 27/02/2025

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

**PLEASE FORWARD A SIGNED COPY OF THIS LEARNING AGREEMENT TO YOUR TRAINING COORDINATOR WITHIN ONE MONTH OF YOUR INDUCTION.**