



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

LEARNER PORTFOLIO (PORTH AGORED and UWTSD)

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**Learner's University Registration Number:
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**WALES INSTITUTE for WORK-BASED LEARNING
2016-2017**

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 Care Council for Wales, for the Consolidation programme, including:

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

Learner and employer learning agreement

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

How should the Portfolio be presented?

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

How is the Portfolio assessed?

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

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

Confidentiality

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

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

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

Dyslexia and other special circumstances

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

Section 1

Graduate Certificate in Consolidation of Social Work Practice - Learner Portfolio

Guidance:

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

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Section 2

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)

Several goals were set for my first year in practice, which, to some extent have been achieved, although I believe that learning is a continuous process. However, these highlighted further learning needs which in conjunction with supervision and with my line manager; I have been working towards in my second year and beyond. Whilst it is difficult to pull out three main points, I have identified below the main areas that I wish to focus upon, as they form the backbone of some of the social work duties and responsibilities.

I have found that there are several approaches to working with service users (SUs), carers and other agencies. Using a multi-theoretical approach has helped me to be more flexible in meeting the need of the work, working in parallel with a number of reflective models such as Gibbs which gives clear structure to follow.

Collaborative and co-productive working with SUs underpins the Code of Professional Practice (Social Care Wales, 2017 (SCW17)) and proves whether social work values are applied. Being open, honest and informative is appreciated by SUs and their carers. I also ensure that I have made enough time so that SU can feel free to talk without the imbalance of power of somebody 'clock-watching'. However, there are some barriers to collaborative working yet to overcome and I have identified further learning needs of using collaboration within difficult and complex situations.

Good communication skills are crucial as is the Active Offer (Welsh Language (Wales) Measure, 2011 (WL(W)M,2011 (Welsh Gov.2011): greeting an SU in Welsh invites them to speak in their language of choice, expresses. Speaking in your own language about your needs and concerns for the future is crucial as was illustrated by Gwenan Prysor who reflected on the “homely” atmosphere of hospital for her son as he had Welsh speaking nurses (Trinity St Davids, 2017). Collaborative working lends itself to the Strengths Perspective (Saleebey, 2009) (SP) as it empowers SUs through examination of their current strengths and skills. The SP is also shored up by person centred approaches putting the SU and the carer at the centre and asking “what matters to you” (Social Services and Wellbeing (Wales) Act, 2014 ((Leg.,14) (SSWB(W)A14). Continuing to learn Welsh is an identified learning need.

Analysis and the gathering of evidence is manifest to a professional opinion. Given that the results of the assessment impact on the lives of the people being assessed, clear justification needs to be inherent in that process. I feel I am growing in confidence at gathering relevant evidence but feel that I need more experience at analysing evidence. This is a new experience and does not come naturally to me. However, I appreciate its importance within the field of social work but recognise my nervousness at the quality of my analysis application.

Mental capacity assessments form part of the work I do on a relatively regular basis. For each assessment, the importance of using analysis is paramount as the document is not only a legal document but has material consequences to the SU particularly when professionals and the carer’s views conflict and the complexity increases. Therefore, I would identify clearer knowledge of mental capacity assessments and how best they are informed, especially in more complex situations, as a learning need.

Word Count 540 (550)

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: 19th June 2017

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.

The observation will be undertaken with the mother (Mrs 2) of my SU (Mr 1). Mr 1 has profound learning disability and autism and is currently in residential college out of county. The aims of the visit are twofold. The first is to carry out a carer's assessment to ensure that we are meeting Mrs 2's needs and to discover what she wants (Carers Strategy for Wales, 2013 (Welsh Gov.,2013), the second is to ask what care Mr 1 needs during the holidays to support Mrs 2, especially now she has started working variable hours. Mrs 2 lives in a rural part of the county.

I have worked with Mr 1 and Mrs 2 for some time so had established that they were non-Welsh speakers by first greeting them in Welsh and making the Active Offer (Social Care Wales., 2017). Speaking Welsh first gives Welsh speakers the opportunity to continue the meeting in Welsh. Further, I will need to establish Mrs 2's resilience and ability to continue to care for Mr 1 in view of her family circumstances. Mrs 2 is a widow in poverty who, whilst owning her own house, is in poor housing due

to her lack of income. With three other adult children living with her who have difficult relationships with each other, Mrs 2 requires sensitive discussion (transactional analysis and problematic relationships (Berne, 1978)). Mrs 2 is an able communicator in oral English. My approach is to be person centred (SSWB(W)A14), focusing on what matters to Mrs 2 (and by inference, Mr 1); taking into account Mrs 2's other relationships by using a mix of the strengths perspective (Saleebey, 1996) and Task Centred Work.

Mrs 2 and her family live in a rural area in Wales with few transport links, thus limiting social and employment possibilities for the family, although Mrs 2 owns a car.

Word count 309 (330)

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)

When working with SUs and their families, I am aware that my own values need to be considered so that they do not interfere with my core work. As I knew this family from previous working, I tried to ensure that influences from the past did not impact on my present role and the current needs of my SU (thus preventing the possibility of collusion between me and my SUs). (Quinney and Hafford-Letchfield (2012) warn of "the dangers between workers to the detriment of the SU's perspective [which] can emerge from an eagerness [...] to be seen to be sharing a common set of objectives.") Superficially, I can be identified as being similar to Mrs 2 as she is a single, white woman in Wales, however, making an assumption that we share the same views is dangerous practise; so ensuring that professional boundaries are maintained and the avoidance of sensitive topics which are not part of the role is crucial. Whilst striving for a relationship that ensures mutual respect and upholds Mrs 2's

dignity, privacy and preference as enshrined in the Code of Professional Practice, (SCW17)). We will have had very different past experiences and coping strategies, so part of the carer's assessment (CAss) will be to identify how she is managing in her caring role and whether she can continue to look after her son in the future.

Further, I am also aware that Mrs 2 is a proud woman coping with very complex family needs who is reluctant to ask for help except when in crisis. Therefore, the CAss was critical to understand her current environment and emerging wishes for the future, both for herself and her son. The process of the CAss enables the carer to answer potentially emotive questions in a safe environment with the protection of confidentiality (Freedom of Information Act, 2000 (Leg.2000)) and be in control of data sharing (Data Protection Act, 1998). I find that the CAss also allowed Mrs 2 time to explore her feelings, resilience and self-confidence in continuing in her caring role without judgement or prejudice. It is important, therefore, to ensure that the visit is anchored in the person centred approach (Resources, n.d.) (as endorsed by the SSWB(W)A14 and SCW17 using open questions; allowing time; ensuring that body language is open and non-judgemental and being in the environment of Mrs 2's choice to ensure that she is relaxed. The CAss also gives permission for Mrs 2 to speak freely of her fears and anxieties.

I had already made the Active Offer and ascertained that Mrs 2 is an English speaker. More Than Just Words, a Welsh Government strategy regarding bilingualism, explores the importance of being able to communicate in one's first language, thereby allowing the SU to connect with services in their first language where speaking of emotional issues gives control. Whilst aimed at Welsh speakers, its core centres on the importance of communication which impacts on all of us, regardless of our first language. In the video clips produced by the Welsh Government, Wyn Gruffydd exemplifies the difference a sympathetic listener can make even though they are unable to converse in Welsh. This holds true for each interaction with SUs and professionals alike. Active listening skills (Tools, 2017) play a pivotal part in the process of communication, ensuring that my own values and assumptions are not masking the SU's wishes and needs as well as ensuring that my use of language is understood by the SU, keeping language jargon free and simple to mitigate the feeling of power inequality.

There are times when I get it wrong, so I have reflected a great deal on how my language presents and have spent time in supervision exploring the importance of simple communication. Power imbalance in speech may lead to the SU not asking for something they need, being fearful or not asking for an explanation. As Shaw (2017) says “we may be inclined to be uncritical of what we are told..”. When I question my own communication methods to ensure that I have the necessary skills to work with individuals, I try to match my language to theirs. For example, if they use sign language, I will endeavour to use some sign language in return (becoming more fluent is an area for future learning). Keeping words simple, keeping tone and demeanour empathetic and adopting neutral body language are areas that I have worked hard on to ensure that I develop the communication skills that best suit my SUs, thereby being able to work in a person centred way by keeping their wishes at the core of my work.

This approach to communication should ensure good co-production with the SU and professional partnership working (ie: Task Centred Practice (Reid, 1997)) where certain pieces of work need to be carried out by each participant rather than the social worker completing all the tasks themselves, thereby giving ownership back to the SU. My own experience of being in a classroom where nobody else spoke English reminds me that I loved going to school due to the inclusiveness of my fellow pupils, as Gwenan Pryor commented “..be sensitive..” (Trinity St Davids University, 2017).

I have experience of those caring (as Mrs 2 is) for family members who need 1:1 support at all times having an effect on their self-confidence and ability to socialise, which is why I explored Mrs 2’s feelings around her own self-confidence and what needs she has to improve resilience. Thus the Strengths Approach (Saleebey, 1997) is a useful perspective to empower Mrs 2 and build on her own strengths in finding solutions as we can discuss her “pre-existing coping strategies” (Open University, 2009) to enable her to problem solve.

Keeping questions “open” (Solution Focus working; Berg, I.K.; 1994) allows me to check that the information being exchanged between me and the SU is understood. I have found that I have misinterpreted an SU by making the assumption that I understand what they are trying to tell me, when in fact, they are telling me something quite different. I have worked hard at learning this technique as it

did not come easily to me. It is very simple (and idle) to fall into informing someone of what to do just because it is easier when I have had previous experience of a 'quick-fix' option. Solution Focused practice enables the SU to work out their options for themselves which is far more meaningful - after all, I believe that we learn far more from our mistakes/journeys in finding a solution and not so much by our successes. The danger of telling people what to do just because it is easier, does not necessarily mean that the advice is useful to them nor that they will follow it. I have to critically reflect on this when I find myself in danger of being in this position as it is so simple to give the solution in some matters. I have to remind myself that the issue is not about me nor is it about what I would do, but is better for the SU if they think through their options. Using solution focusing means that this pitfall can be side-stepped; using open questions (Berg, I.K.; 1994) ensures a two-way conversation that is meaningful.

When I look back on the visit with Mrs 2, I would not have normally included an observer. However, Mrs 2 has previously spoken to me of her family's issues and I believe that she feels able to speak to me freely (and I had, of course, sought her permission prior to the visit). The observer positioned himself sensitively and kept his body language impartial. However, where his local knowledge was useful, he was invited to join in the conversation which made the experience positive for Mrs 2, especially with ideas and signposting of how to consider some of her more immediate issues.

This observation was useful for me to ensure good practice and also as a basis for positive supervision. In supervision, concerns realised by critical reflective practice can be discussed in a safe environment from a more experienced professional which is both necessary and invaluable to me. This is all aimed at improving my service to my SUs and supports me to develop my practice. Supervision also signposts me to training that is helpful as well as shadowing other professionals in different areas of social work. This piece demonstrates the skills and knowledge needed in interactions between myself and SUs.

Word count 1413 (1430)

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, on time to the visit.
Did the social worker get your permission in advance for the observer to be present? Did they explain why they were being observed?	Yes, Sarah got permission and she explained who I was 'observer'.
Were you clear why the social worker met with you today?	Yes, very clear in regards of visit.
How well prepared do you think, the social worker was for his or her meeting with you?	Very well. She is 'one in a million', if there is anything 'I need, she is there'.
How has the social worker listened to you and respected your views and wishes?	Sarah always listens and respects my wishes. "She is good".
Did the social worker talk to you in a way that you understood? Did you understand the language they used?	Yes

Section 4

How has the social worker's involvement met your expectations for this visit?	Yes, Sarah takes time out and if I don't understand 'she will explain to me'.
Are there any other comments or suggestions that you would like to make?	Sarah is excellent in her work and will go out of her way. If you need her she is there.

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)

In this case study, I will demonstrate how I communicated with the SU using person centred planning and other approaches; worked collaboratively with other agencies and professionals; show the overarching legislation involved; discuss the tensions within the safeguarding procedure; illustrate the underpinning social work values along with the Codes of Professional Practice (COPP) (SCW17); show the Welsh context in relation to the case and analyse/evaluate the interventions; models and theories.

The SSWB(W)A,14 defines previously vulnerable adults as “adults at risk”. Under s.134 and 135 of this Act lie the responsibilities and powers of the Safeguarding Boards (both adults and children). SSWB(W)A,14 created the Independent National Adult Safeguarding Board giving it the same responsibilities as the All Wales Child Protection Review Group. The role covers prevention; ensures quality assurance as well as keeping open lines of communication with the Regional Safeguarding Boards. This enables the Safeguarding Boards a clear line to report to Ministers within the Welsh Government and influence future safeguarding procedures. Prior to this Act, safeguarding of adults and

children differed materially.

The case study is of SU3, a young woman with a learning disability, who on a group outing with a charitable organisation, was allegedly sexually assaulted by another SU. The disclosure was made to the community nurse who proceeded to safeguarding. SU3 was still at secondary school. I was asked by safeguarding to meet SU3 and find out, in her words what had happened and what she wanted to occur next. SU3 is a young woman of mixed ethnic background, which in a predominantly white environment makes her stand out visually. Further, she does not speak Welsh so is isolated from those who prefer to use this language. As she has been at several schools in her time, she had not built up a friend network at school and due to her learning disability and living in a remote village, had no particular friends at home.

I was relatively inexperienced at the beginning of this intervention and had never experienced the inner workings of safeguarding before. In general preparation during my induction, I had spent some time with the safeguarding team which was of some use, but did not give me the insight into the actual operational procedure. I also prepared by asking questions of my colleagues and through supervision. Thus, when starting this piece of work with SU3, I was aware of needing to understand the legislative context as well as what theories would best suit need and why. Therefore, I was very conscious of Collingwood's three-stage theory framework (2005) as cited in Maclean, 2015. This theory allows me to consider the main issues presented by the SU so that I can deliberate, with reflection, how best to support the SU in this area. With strong supervision support, I could then examine which particular theories will be most useful to fit the need. I like the adaptiveness of this framework as it is simple and visual, allowing for flexibility. The third step is to look at my skills, knowledge and examine my social work and personal values.

The strength of having a simple model means that different theories (and a mixture of theories) can be used according to the situation. Part of my intervention in this case was around the crisis theory (Caplan, 1965 as cited by Maclean & Harrison, 2011). This theory had the importance of identifying the crisis – in this case study, the need by agencies for SU3 to repeat the trauma of the alleged attack to them individually; the practical need for risk assessments and the emotional needs of SU3, requiring

positive reinforcement of her bravery in coming forward; empowerment to support her self-belief and adjustment to the end of the intervention by ensuring that existing coping mechanisms could be employed. There is also an element of the systems theory that I used (Bronfenbrenner's Ecological Model, 1979 as cited by Maclean & Harrison, 2011) as SU3's networks seemed disconnected, therefore it was important to discover the support networks that she had at home and around her: ie: who she would turn to for emotional support. Whilst I worked on this for my own benefit so that I could understand any tensions at home or abroad, I felt it useful to understand the ecological aspects of resilience available to SU3. Her past had been chequered with her immediate family and I wished to explore the depth of support emanating from her parent and siblings. I am familiar with doing genograms with looked after children and have found the connections very useful as they can be drawn to show the strengths in relationships, plus I enjoy the 'visual' of a genogram as it suits my style of learning (anon. n.d.).

I was also concerned about the power imbalance, especially with other colleagues and attitudes to SU3. Whilst reflecting on the work ahead, my uncertainty was very evident. Seeking advice through supervision gave valuable insights; the first being that it is alright to feel doubt and anxiety; that we cannot be perfect all-rounded individuals, much as we would like to be. I was aware of my lack of knowledge in safeguarding and the process and had feelings of inadequacy and a fear of failing SU3, especially when in a formal situation.

Normally, I find myself drawn to the strengths perspective (Saleeby, 1996) as it works well with person centred work, the strengths perspective, for example, emphasises the core resilience already held by a person and uses this to find solutions – ie: the SU has ownership of the solutions rather than the worker taking over the task themselves (either because of time thresholds or power imbalance). This works well when specific tasks need to be achieved. However, in the case of SU3, due to the safeguarding situation, using a blend of empowerment and the social model made me feel that the strengths perspective, whilst having merit, would not be as empowering as the crisis theory at this particular point in time. SU3 was not in an emotionally sound position (as well as being very young) to start exploring her coping mechanisms at this point. It was better, I felt, to look at the whole ecology of the family as a support tool.

The first stage was to find where SU3 wished to meet to ensure that she was in an environment that she felt able to speak in and whether she wanted a trusted adult with her that she knew well. SU3 asked to meet at school in the quiet area with her school mentor. The quiet area guaranteed confidentiality (Freedom of Information Act, 2000 (Leg/2000)). This was the first of several visits. I greeted SU3 in Welsh and asked if she would prefer to continue in this language (the Active Offer as research has shown that it is important to be able to discuss sensitive matters in one's first language as people are more emotionally attached to their mother tongue). Davies (2015) remarks "Few bilingual people are equally competent in both languages" and this needs to be taken into account when people are in crisis. Pavlenko (2014) agrees with this viewpoint: "Every language establishes [...] a very definite, relatively uniform and closed orientation of perception, feeling and thinking in those who speak it.". The Welsh Government through More Than Just Words (2012) has also demonstrated that people language code, ie: whichever language is first used becomes the language of communication with that person for the future. More Than Just Words has risen out of the WL(W)M, 2011, an important piece of legislation that puts Welsh and English in equal parity thus expanding on the Welsh Language Act 1993 (Leg.1993). Further, it recognises that "many people can only communicate and participate effectively in their care as equal partners through the medium of Welsh."

However, it became apparent that SU3, whilst having a good simple vocabulary, was not able to understand all the meanings behind the words she was using. At this point, I realised that when I first met SU3, I had made the assumption that her insight was greater than the reality and that I needed to revisit her assessment and consider the Mental Capacity Act, 2005 (MCA05 (Legislation, 2005)). The MCA05 "provides a statutory framework for people who lack capacity to make decisions for themselves," (MCA Code of Professional Practice (Crown, 2007)) to ensure that safeguards are in place to prevent people being taken advantage of whilst they are in this position. The Act has to be decision specific. In this case, it was a question of unravelling what SU3 understood.

Communication was key to my discovering SU3's wants and wishes. Using a blend of simple language and pictures, I established that SU3 did wish to proceed to the police as she wanted the alleged perpetrator punished by being "told off". SU3 could not understand the further consequences either to

her or to the alleged perpetrator and had no insight into court, for example, or prison. It took many visits and discussions to establish that SU3 now understood the video interview procedure. The police asked that I carry out a mental capacity assessment which I convened with SU3 and those people who knew her best. The outcome of the assessment was that SU3 understood that she would be talked to and questioned by the police and that she wished to continue with the process.

Communication is largely thought of as oral, but most communication is non-verbal. Mehrabian (as cited by Mortensen, 2017) discusses the potential in non-verbal communication and the clues that can be missed if non-verbal is ignored. Certainly I noticed with SU3 that when she did not understand something, she would look at the nearest adult or comply with what she thought I wanted to hear. It took careful language, tone and body language to find out exactly what she wanted and to explain to her what she could expect. I also asked her teacher to discuss the process with her so that I could be clear that she was not going to be unnecessarily upset by the ensuing procedures. SU3's mother was also contacted and I visited to explain what would follow. SU3's mother was also clear that SU3 wished to go ahead. Under the National Occupational Standards (NOS) (SCW, 2017), the social care worker is expected to advocate for the individual, support and assist at formal interviews as well as ensure that the individual's needs are being carried out.

However, the alleged perpetrator had transport and knew where SU3 lived, which is in an isolated and rural community. Safeguards were put in place to keep her safe. Without transport, the village cannot be accessed as there are no public transport links, however, it is a close community and the neighbours knew SU3, so a network was emerging that would help protect her (NOS, DCDHSC 0430, SCW,17). SU3's mother also supported her daughter to block certain people on her Facebook page. I did feel that SU3 was very vulnerable at home and was concerned that the arrangements would not manage to keep her safe.

In this age of the internet, safeguarding matters are not confined to neighbourhoods or in the school play ground; abuse is also found on-line and reaches people in their homes at all times of day and night, so my concerns about the security permits on SU3's Facebook page were, I felt, valid. On-line grooming, bullying and "trolling" present real issues for those striving to keep young people safe. ("An

internet troll is a member of an online social community “who deliberately tries to disrupt, attack, offend or generally cause trouble within the community by posting certain comments, photos, videos, GIFs [*Graphic Internet Format*] or some other form of online content.” (Moreau, 2017.)) Katie Price (Guardian, 2017) has launched a petition to request legislation to be made specific to “on-line abuse”; this mirrors the helplessness felt by those when they are unable to bring the perpetrators to justice. As the internet can be reached through a multiple number of devices, if young people (or indeed perpetrators) wish to keep their internet activity secret, they will do so. Even for those of limited communication skills, pictures can be posted which are deeply wounding and offensive. I have had another SU tell me that he is being bullied through pictures posted on-line. Legislatively, safeguarding can be difficult to administer as the culprits can hide under false names and identities.

However, safeguarding legislation in Wales under the SSWB(W)A14; s.7, has changed the face of adult safeguarding, bringing it into line with children’s safeguarding legislation (Children Act, 1989 (Leg.04) (CA89), whereby there is a duty to disclose abuse with regard to adults at risk (SSWB(W)A14 p. 22 (a); (b); (c)) and it can be used to control on-line abuse where the perpetrator is known. The SSWB(W)A14 also links to European legislation such as the Human Rights Act, 1998 and the European Convention of Human Rights. The SSWB(W)A14, also states that “Practitioners must share information in accordance with the Data Protection Act 1998 and the common law duty of confidentiality” (SSWB(W)A14 s.28 (SCW17)). Sharing of information and collaboration of partner agencies is also covered by the framework of the Wales Accord on the Sharing of Personal Information (Welsh Government, 2015) and more locally by the county’s Community Safety Partnership (n.d.) a partnership between the police, social services and any other agency involved in the case (such as Welsh Women’s Aid, Education etc). For example, at the strategy meeting for my SU, several agencies were present. The strategy was called to decide who would perform which tasks. The police were present as were the safeguarding team, the charity where the assault was alleged to take place, the social worker of the alleged perpetrator (who was out of county) and education. Working under the SSWB(W)A14, procedures contained within the Act were followed. It had been established that the Police would take ownership of the case to decide if a criminal investigation should be pursued.

The meeting felt slightly confused with everyone pressing their points of view. Education felt that SU3

should not be put through the video interview; the charity felt that whilst they had been responsible for SU3 at the time, nothing had happened as she had been in sight of staff at all times; the social worker for the alleged perpetrator said that he was known by the police in her county, but that she had placed him back in his home county many miles away; the police were enigmatic now that the potential threat had moved and I felt beleaguered and uncomfortable – even though I was seated with adults, some of whom I knew. All eyes turned to me and asked what SU3 wished to do next. I explained that she wished to proceed and had been well informed of the process and that I felt, to stop proceedings now would be detrimental to her emotional wellbeing as she wished to be vindicated and proven to be truthful. I also mentioned the Equality Act, 2010 (Leg.2010) as I believed that she should receive the same treatment as any other adult, ie: the choice of choosing to proceed nor not, I felt that it was not for others to make that decision for her when she was being so clear about her wishes. Being newly qualified and unsure of my ground, I was nervous that such a big decision with lasting consequences for my SU was being made on the spot in a large professional meeting. It reminded me of how much more terrifying it would be for SU3 with her limited understanding of vocabulary, to be surrounded by a bewildering array of professionals and also reminded me how those with limited English skills would also feel – as exemplified by Wyn Gruffydd in the More Than Just Words video (Trinity St Davids, 2017), where his father failed a mini mental health dementia test as he did not understand the English questions.

However, I also had the evidence from the MCA assessment which proved that SU3 had the understanding to make her own decision, so the other professionals had no choice but to continue. After the strategy meeting the main collaboration was with the police and the safeguarding team, who led me through each step. The police were very helpful and gentle with SU3 and the video interview went according to plan, but she was constantly being reminded of the alleged assault. SU3 felt reassured that she was being taken seriously and informed of the steps being taken; in fact SU3 was looking forward to going to court and had a very positive outlook. Feedback from school and home were also positive and SU3 was, at this early stage, feeling strong and supported.

I naively expected that the meeting with other professionals would be straight forward with SU3 and her needs at the focal point of the discussion. I was surprised by the attitude of education, but on

reflection, although SU3 was 19, the ethos of school is to treat the pupils as children as they are used to making decisions for their students. I realised that they were wishing to protect SU3, but felt it was not their prerogative to make that decision (nor was it mine). Future dealings with education have also mirrored an inability to treat students as adults whilst at school. Whether this is due to the number of pupils in a school making it difficult to be person-centred, or whether it is the environment of school or historical practice, I am still not sure.

However, the case became drawn out and it was some months before I heard from the police again. I had been checking with safeguarding as to what the time delay was due to and if I could help speed the process as SU3 was beginning to worry. Eventually, I was told that the case was being dropped by the police due to lack of evidence. An internal safeguarding meeting had been held, where it was found that there was no case to continue from a Local Authority point of view. This was due' primarily, to the lack of evidence combined with the alleged perpetrator being miles away. I was asked to let SU3 know both these results. Therefore, tensions arose due to the time scales and because the case was not a priority with the police. For me, the priority was to SU3, so my time scales and priorities were very different to the other agencies. The result of the length of time it had taken had implications for my SU as well as she had become very unsettled and displayed challenging behaviour both at school and at home. Informing SU3 that the police case had been dropped left her feeling bereft and betrayed by the system.

Anti-oppressive practice considers the inequality in power between individuals and, in this case, organisations. The police held the power to stop the case, but I felt it was unfortunate that they had already carried out a video interview, as it had led SU3 to believe that the case would go forward. Dalrymple & Burke (1995) (as cited by Payne, 2009) put anti-oppressive practice into three levels: "feelings"; "ideas" and "action". The first, "feelings", investigates reduction of the reasons that the SU feels powerless, in this case, how to enhance SU3's resilience and mixed emotional feelings. The second, "ideas", permits the worker to concentrate on empowering the SU to feeling of "worth", which involved a number of factors for SU3 as she needed support from her family, her school and me. The third, "action" seeks "changes in the agency, social welfare or wider systems which adversely affects clients". For this to work, SU3 needed to feel safe in her environment and communities. Risk

assessments, SU3's resilience and emotional support were all necessary to support SU3 in the future.

Now that I am more settled in my current post, I have reflected on what I would have done differently in the same circumstance. I believe that I now feel more confident in advocating for my SUs in a room of professionals with conflicting concerns and methods of proceeding. I am gaining confidence in mental capacity assessments and have found that, along with the Mental Capacity Code of Professional Practice, I have much greater insight into considering all the necessary factors that professionals need to take into account when being the decision maker. However, it is still concerning that other agencies do not necessarily understand the exactness of the MCA assessment and the need to be "decision specific" (MCA assessment). It can be quite challenging collaborating with, for example, the police, to narrow down the actual question that needs to be considered, especially in view of the legal objective of that decision. For example, the police in this instance wanted to know if SU3 had the capacity to undertake a video interview. There are a number of questions arising from that statement, namely, which part of the interview were they concerned with; were they asking if she could be cross-examined or be able to speak into a video camera – the list goes on. It took some time and reflection in supervision to come up with a formula that would suit purpose. SU3 was found to have capacity on that specific question.

Certainly, I believe that the theories explained above still hold true, especially when dealing with the SU. At least now, I feel better prepared, especially when discussing my work in supervision and gaining experience from my line manager. To evaluate my work with SU3 would find me critical of the way I approached professionals (too inexperienced) and thereby how that practice impacted on SU3. I feel that the time delays were unnecessary and that I should have had the authority and confidence to have been more proactive in informing SU3 and her family. Whilst I doubt that the outcome of this case study would have changed, the length of time taken took an emotional toll on my SU.

When reflecting on my communication skills and whether they were fit for purpose in this scenario, I freely admit that with the professionals I probably came across as uncertain and tentative. This I acknowledge was down to my inexperience and, therefore, being insufficiently prepared to know what was expected of me or of the process when actually experiencing it. However, when talking to SU3, using the most important tool of communication, empathy, I felt that I was successful, particularly in

the aftermath in supporting SU3 to understand that she was believed but that the evidence was insufficient due to a lack of witnesses, which was not an easy relate. Empathy also relates to person centred working as it puts the listener into the "world" of the SU "to feel what it might be like for the client, to understand what s/he might be thinking and to convey this understanding back to the client." (Lishman, 1994). Further, empathy supports open questions such as "how do you feel?" rather than "I know how you feel".

In this case study, I have shown how I worked within legislation with reference to the SCW,17 Code of Professional Practice within the National Occupation Standards; shown use of critical reflection; theory, ethics and values as well as managing more complex cases as my knowledge increases, setting all within the Welsh context. I have also demonstrated specific and general areas for further development which will inform supervision. Further, I have discussed some of the tensions arising between different agencies with competing priorities, remits and ways of working, illustrating my knowledge by example. I have illustrated the importance of communication and developing my skills through supervision; discussing with other colleagues within the team and professional development. Feed-back from SUs also instrumental as to how they view my practice, both positive and negative. Being actively listened to is critical in communicating with anyone, professionals and SUs alike to ensure that it is not my script that I am hearing and I believe that I have demonstrated my understanding in this area. In the increasingly complex area of social work, I feel that these values and techniques will support me to develop as a meaningful and useful social worker.

Word count: 4036 (4400)

Section 5

Safeguarding

*Guidance: The Care Council for 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)

Whilst the adult work force heralded the arrival of the SSWB(W)14, children's services still operate largely under the CA89 and 04, although the SSWB(W)A14 did rescind parts of CA89 (s20-30; s3.; p7 of CA04), they did so to bring these areas under Welsh law so that changes could be made according to the culture and landscape within Wales.

Social workers with the children's services work to legislative procedure with statutory commands, such as how often looked after children need to be visited; that their bedroom needs to be seen (this arose after the Victoria Climbié case (2000) and Lord Laming's findings). All recordings and reports are maintained to ensure that professionals work collaboratively with other agencies (in the main but not exclusively, police, health and education) so that potential abuse is identified before it becomes a serious case review which follows the death of a child. Only the police have the power to remove a child from his/her home (CA89 s.46(1)) and it is good practice to have a social worker present to represent the child's best interests and take to a safe house. An Emergency Protection Order can be requested from the courts (CA89, s.44(1)). The parents' rights are protected under the European Convention on Human Rights 1998, Article 8, a right to family life. However, the state may overturn this right in the face of concerns regarding harm. The Equality Act 2010 also needs to be considered, especially in view of anti-oppressive practice.

The concern of "at risk of significant harm" as stated in the CA89, s.31 is mitigated by the "threshold criteria" which places a duty on the court to decide (CA89 s.31(2)). In this instance, it is for the social worker to present their case. However, these areas have been considered by the House of Lords in *G. (A MINOR)(CARE ORDER:THRESHOLD CONDITIONS)* - [1995] Fam.16 (SWARB, 2017).

The CA04 covers the need for professionals to work collaboratively. Safeguarding Children – working together under the Children Act 2004 (Welsh Gov) confirms this need. The All Wales Child Protection Procedures Group, 2008 provides a unified set of procedures for each safeguarding board in Wales. Further, the Welsh Government has provided statutory guidance under the Codes of Professional Practice (SCW,17). The Children’s Commissioner for Wales also offers resources and embeds the United Nations Convention on the Rights of the Child, ratified in 1989 and adopted in Wales in 2004 (UNICEF,1992).

Corporate policy identifies who the designated safeguarding officer is for each department within the Local Authority.

The Safeguarding Vulnerable Groups Act, 2006 requires a list of people barred from working with adults and children whilst the Protection of Freedoms Act 2012 ensures that Disclosure and Barring Service forms are submitted by each person working with these vulnerable groups.

The Adoption and Children Act 2002 and 2006 amended the CA89 to include domestic violence in the home as part of the threshold of “harm” ensuring working with parents to understand the negative consequences of domestic abuse on their children. However, the Local Authority has no statutory duty to support adults experiencing domestic abuse, but social workers need to take into account the Codes of Professional Practice (SCW17) and the Care Standards Act 2000 (Social Care Wales) to ensure anti-oppressive practice and a position of being non-judgemental.

546 (550)

Section 5

Safeguarding

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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.

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)

Before the SSWB(W)A14 became operational in April 2016, the procedures within adult services varied markedly from children's services. Bringing the adult's act into line with the CA89 (now termed 'adults at risk' (SSWB(W)A14, but previously known as 'vulnerable adults') also brought the duty to report abuse of an adult into line with children's services. This duty is placed on all professionals working within all agencies.

Mental capacity is another difference between working with children aged 0-16 as children are subject to parental responsibility until age 16 (CA89, s3(1)); the MCA05 applying from age 16. Over age 16, the MCA05 presumes an individual to have capacity unless assessed otherwise. As Caring Magazine states "Simply put, all children need protecting whereas adults are [...] expected to be able to protect themselves.". Under the SSWB(W)A14, adults are entitled to take "unwise decisions" which may put them at risk. Children are protected until age 16. This process can seem ambiguous to children's social workers who are not adept in working with the MCA05.

Further, children are treated differently in law as they are seen as dependent on adults for their care and protection. Moreover, children in care also have safeguards with the Independent Reviewing Officers (IROs) ensuring quality assurance (Adoption and Children Act, 2002 (Leg,2002)) and the Review of Children's Cases (Amendment) (Wales) Regulations 2004 (Leg,2004), which is not available to adults. The IROs hold the social care worker responsible for their actions and review regularly, whereas adults rely on complaints to redress issues (The Social Services Complaints Procedure (Wales) Regulations 2014) (Leg,2014) (a service also available to children) or, if they lack capacity, on the Court of Protection to ensure good practice.

Domestic abuse is seen as a key to child neglect (Domestic Violence, Crime and Victims Act 2004 (Leg.2014)). However, for adults, this only becomes a criminal matter if the adult lacks capacity. Should the adult have capacity, then it is dependent on that adult to report to the police. This can lead to a victim feeling victimised twice over, especially if their children are taken into care. This is a difficult area for adult and children services alike as it raises conflicting emotions in workers.

Moreover, adults who are homeless are not necessarily re-housed. Children up to age 18 are placed in appropriate accommodation by the Local Authority (CA89 s17&20), also see (*R v London Borough of Southwark* [2009]). SSWB(W)A14 s.105-115 places “a duty” on local authorities to provide support for care leavers. Under the ‘When I am Ready scheme’ (SSWB(W)A14), children now have the possibility of remaining with their foster carers post 18 (Fostering Network, 2017).

Word count 435 (440)

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)

This has been an interesting exercise as I do not believe that we (as social workers) feel that we have a great deal of time to reflect on our work. As Watson and West, 2006 put it “...workers can become enmeshed in a reactive practice that responds mainly to outside pressures...”. Using Gibbs’ reflective model (1998 a.c.b. Maclean, S., 2010)) which is a simple tool enabling me to apply the “six stage”

circle to ensure true reflection on training and learning needs.

Collaborative working was identified as a learning development at the start to this review. I have learned that I do not need to do everything divorced from my team. For example, I am aware (and concerned) about a forth coming meeting which is likely to be challenging. At the beginning of this journey, I felt it necessary to “prove” myself by lone working and attended this contentious meeting on my own - I would confirm what I was going to do in supervision, but never asked for help. Ironically, now I feel confident enough to say that I need support and I have it.

Learning Welsh was also identified by the initial developmental review. This is ongoing and, with the help of my colleagues, small but steady steps are being taken. Due to their support, I feel able to exchange sentences in Welsh which is helping my confidence in this area. Feedback from SUs has given me more confidence as they have shown their appreciation in my attempts, whilst still recognising that I cannot continue fluently in Welsh.

Application of analysis, another identified learning need is beginning to make sense. I am finding it more embedded in my practice to analyse and see an issue from more than one point of view. Being objective, setting my values and beliefs aside and disseminating information are becoming more natural. With this, I hope, my practice is developing to become transparent, anti-oppressive and unbiased. I am also finding research and my own self-analytical evaluation easier, especially pulling out the conclusions found by the author(s). Being a little cynical of some research (for every piece of research which suits need, there is another to dispel it for example), finding research which can be believed and relied upon is an ongoing basis. Knowing which research bodies are more reliable and trustworthy helps.

Mental Capacity assessments were a further developmental area which I have augmented by doing research in pertinent areas where I have had to lead in capacity decisions. This has been driven by SU feedback as I realised that my knowledge did not marry with the need that parents have in protecting their children who lack capacity. This learning is also endorsed by e-training provided by Social Care Wales. Due to SU feedback, I have raised awareness in children’s services regarding their need to carry

out mental capacity assessments, which is core to collaborative working as many social workers within children's services do not connect with this legal document and fail to realise that it pertains to young people of age 16+. Therefore, I am interested in developing my practice around deprivation of liberty and mental capacity and further learning has been identified as the Best Interests Assessor training. Indeed, I have recently come away from a complex needs case (pertaining to a 17 year old) with senior managers present and am amazed to have been confident enough to stand my ground over whether the children's team had the consent of the young person to have such close supervision at all times, or whether a capacity assessment had been/is going to be undertaken. I would not have been able to be so assertive at the beginning of this process. When I reflect on this emerging confidence, I realise how much reflection I use on my daily work ("feelings and thoughts" and "evaluation", Gibbs (1988) a.c.b. Maclean, S., 2010) as part of my journey to personal development.

The capacity assessment and best interest decision has enormous implications to the individual. Such dichotomies where a young person (usually female) wishes to enter a sexual relationship and the professionals involved do not agree as to whether they have the capacity to understand intimate relationships. Research has shown that psychologists and psychiatrists also find this difficult, which whilst reassuring, is not helpful (please see Murphy and O'Callaghan, 2004). Even the Court of Protection has issues with this area. (R v Cooper[2009] UKHL 42, para. 27) (Parliament, 2008) demonstrates the integral difficulties. Bearing in mind the Equality Act 2010 (Leg,2010), none of us should be treated differently, but the concept of sexual grooming/"modern day slavery" (Modern Day Slavery Act, 2015 (Leg,2015)) is extant on my mind.

Further training I have identified in supervision with my mentor to broaden my knowledge and personal development is the Approved Mental Health Practitioner training which would be useful to understand autism and learning disability in context with mental health; the experienced social worker programme and assessor practice manager to support students following their journey to become social workers. Broadening my width and knowledge is of importance to me.

Balancing time limitations with work load commitment is a source of frustration as keeping abreast of case law and research is fascinating as well as necessary to inform practice.

876 (880)

Achieved learning needs through supervision

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

Consolidation workshop	Date Attended
1	27/03/2017
2	04/07/2017
3	13/09/2017
4	24/01/2018

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.

In the past year, Sarah has been able to fulfil the requirements of the CEPOL programme to a very high standard as a newly qualified social worker. She has been able to identify her own learning needs at the start of the programme and further reflect upon her future development plan. Sarah has shown effective partnership working with both service users and professionals through undertaking statutory assessments, attending multi-agency meetings and in exercising her own professional judgements. She has strong communication skills and has been able to engage and interact well in complex conversations with service users, their carers and families. Carer's feedback following her observation demonstrates that Sarah is able to form positive relationships and she will go above and beyond to ensure that service users outcomes are met to the best possible standards.

As part of Sarah's continuous learning, she has developed skills in mental capacity, adult safeguarding, Deprivation of Liberty legislation alongside working collaborative with her work colleagues to learn the

Welsh language. Furthermore, Sarah has been mindful of the need to promote the service of the Welsh active offer to individuals effectively. This has been observed on regular occasions both by her mentor and colleagues alike. She is a proactive learner and will research relevant best practice documents, legislation and policies in relation to further her practice. Examples of this are seen within her portfolio and directly observed through her time as a practising social worker. Sarah has also attended a variety of training events and equally used supervision sessions to develop and reflect upon her knowledge and competence over the last year.

Sarah takes on board advice and guidance and will respond positively to constructive feedback. She is also a very committed and enthusiastic worker and has a genuine caring and kind approach towards the people she works with. Service users and families and professionals have often reported positive feedback about Sarah's practice and this has been observed by her mentor throughout the consolidation programme. Sarah is an effective team member and is an asset to any workforce where she will thrive to do her very best.

Sarah has a clear goal towards her future learning needs and I am fully confident that she will continue to actively build upon her professional development.

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.

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Section 8

Learner details, Signatures and Line manager verification

It is the learner's responsibility to ensure that their university learner number is correctly inserted wherever requested within the portfolio

Learner Details

(NB it is essential that you inform your Workforce Development/Training Unit **and** the University of Wales Trinity Saint David if your name or your address for correspondence changes).

1. Name of Learner Sarah Lloyd-Williams

2. Learner's University Number: 1604988

Address for Correspondence: Cwncinduaur, Cross Inn, Llanon SY23 5NA

Telephone: Home: 01974 272 672 Work: 01545 572 735

E-mail: sarah.lloyd-williams@ceredigion.gov.uk

Date of Professional Qualification: 30/09/2015

Date of registration with Care Council for Wales: 27/11/2015

3. Name of Learner's Agency: Local Authority

Agency Contact details: Social Services

Name: Debbie Ayriss

Address: Canolfan Rheidol, Rhodfa Padarn Llanbadarn Fawr , ABERYSTWYTH, SY23 3UR

Telephone Number: 01545574005

E-Mail address: debbie.ayriss@ceredigion.gov.uk

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

Welsh only ☐

Welsh and English ☐

English only ☒

Mentor's details

5. Mentor's details:

Name: Gethin Williams

Address:

**Community Team for Learning Disability
Neuadd Cyngor Ceredigion
Penmorfa
Aberaeron
Ceredigion
SA46 0PA**

Telephone Number: 01545 572 735

E-Mail address: gethin.williams@ceredigion.gov.uk

6. Observer details

Name: Gethin Williams

**Work Address: Community Team for Learning Disability
Neuadd Cyngor Ceredigion
Penmorfa
Aberaeron
Ceredigion
SA46 0PA**

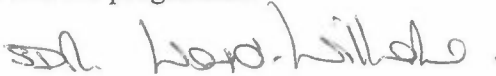
Professional Qualification and date of qualification: BSc Econ (Hours) in Social Work. Qualified 06/2009

Email and telephone number: gethin.williams@ceredigion.gov.uk and 01545 572 735

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: 28/02/2018

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: 28.02.2018

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 Professional 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: KIM CONROY

SIGNATURE OF LINE MANAGER:



DATE:

28.02.2018

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	Sarah Lloyd-Williams
Name of Team/Agency	Community Team for Learning Disability, Transition
Name of Mentor	Gethin Williams
Name of Line Manager	Kim Conroy

Study Duty

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	S. LLOYD WILLIAMS
Name of Team/Agency	COMMUNITY TEAM FOR LEARNING DISABILITY & AUTISM TRANSITIONS
Name of Mentor	G. WILLIAMS
Name of Line Manager	K. CONROY

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 the Care Council for 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.

- 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: _____ Kim Connolly _____

SIGNATURE OF LINE MANAGER.: _____ K Connolly _____

DATE: _____ 30.3.17 _____

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 the Care Council for 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: [Signature] Print Name: S. Lloyd-Williams Date: 30.03.2017
(Learner)

Signed: [Signature] Print Name: Kim CONROY Date: 30.3.17
(Line Manager/Mentor)

Signed: [Signature] Print Name: Gethin Williams Date: 30.03.17
(Mentor, if different to above)

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