



**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: Saffron Gregory

Email address: Saffron.Gregory@Swansea.gov.uk

Learner's University Registration Number:

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.

Ambrose-Miller, W., and Ashcroft, R. (2016). Challenges faces by social workers as members of interprofessional collaborative health care teams. *Health Soc Work*, (41) 2, pp. 101 – 109. Available at: [Challenges Faced by Social Workers as Members of Interprofessional Collaborative Health Care Teams - PMC \(nih.gov\)](#) (Accessed: 27 September 2024).

BASW. (2023). Code of ethics. Available at: [Code of Ethics | BASW](#). (Accessed: 3rd October 2024).

BASW. (2023). Collaboration isn't easy but essential in social work. Available at: [Collaboration isn't easy, but essential in social work | BASW](#) . (Accessed: 27 September 2024).

Beckett, C. (2006). *Essential Theory for Social Work Practice*. London: Sage.

Brammer, A. (2010). *Social Work Law (3rd Edn)*. Harlow: Longman.

Brayne, H., Carr, H. (2010). *Law for Social Workers (11th Edn)*. Oxford: Oxford University Press.

Care Inspectorate Wales. (2024). More than just words. Available at: [More than just words | Care Inspectorate Wales](#). (Accessed: 28 September 2024).

Dabell, J. (2018). Borton's model of reflection. Available at: [Borton's Model Of Reflection – John Dabell](#) . (Accessed: 27 September 2024).

Ferguson, H. (2017) 'How social workers reflect in action and when and why they don't: the possibilities and limits to reflective practice in social work', *The international journal*, (37) 4, pp. 415 – 427. Available at: Full article: <https://www.tandfonline.com/doi/full/10.1080/02615479.2017.1413083>. (Accessed: 27 September 2024).

Finne, J., Ekeland, T., and Malmberg-Heimonen. (2022). 'Social Workers use of knowledge in evidence-based framework: a mixed methods study'. *European Journal of Social Work*, (25) 33, pp. 443 – 456. Available at: [Social workers use of knowledge in an evidence-based framework: a mixed methods study \(tandfonline.com\)](#). (Accessed: 27 September 2024).

Fisher, E.A. (2009) Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies, *Administration in Social Work*, (33)4. Pp. 347-367. Available at: [Motivation and Leadership in Social Work Management: A Review of Theories and Related Studies \(tandfonline.com\)](#) (Accessed: 3rd October 2024).

Fook, J. (2002). *Social Work: Critical Theory and Practice*. London: Sage.

Friedman., B., and Neuman Allen, K. (no date). Systems theory. *Frameworks for clinical practice*, pp. 1 – 20. Available at: [Levitt Sample.qxd \(sagepub.com\)](#). (Accessed: 2nd October 2024).

Gomez, A. (2024). Social work theories you should know about. Available at: [15 Social Work Theories You Should Know About \(ollusa.edu\)](#). (Accessed: 3rd October 2024).

Halton, C., Powell, F., and Scanlon, M. (2016) 'Continuing Professional Development in Social Work', *The British Journal of Social Work*, (47) 3. Available at: <https://doi.org/10.1093/bjsw/bcw089>. (Accessed: 25 September 2024).

Healy, K. (2012). *Social Work Methods and Skills: The Essential Foundations of Practice*. Basingstoke: Palgrave Macmillan.

Herland, M, D. (2021). 'Emotional intelligence as a part of critical reflection in social work practice and research', *Qualitative social work*, (21) 4. Available at: [Emotional intelligence as a part of critical reflection in social work practice and research - Mari D Herland, 2022 \(sagepub.com\)](#). (Accessed: 25 September 2024).

Knott,C., Scragg, T. (2013). *Reflective Practice in Social Work (3rd Edn)*. Exeter: Learning Matters.

Koprowska, J. (2010). *Communication and interpersonal skills in social work (3rd Edn)*. Exeter: Learning Matters.

Lishman, J. (2009). *Communication in Social Work (2nd Edn)*. Basingstoke: Palgrave Macmillan.

McLeod, S. (2024). Maslow's Hierarchy Of Needs. Available at: [Maslow's Hierarchy of Needs \(simplypsychology.org\)](#). (Accessed: 3rd October 2024).

Model thinkers. (2024). What? So what? Now what?. Available at: [ModelThinkers - What? So What? Now What?](#). (Accessed: 14 September 2024).

NHS. (2024). Self-neglect. Available at: [Self-neglect - NHS Safeguarding \(safeguarding-guide.nhs.uk\)](#). (Accessed: 3rd October 2024).

NSPCC Learning. (2024). Child protection system in Wales. Available at: [Child protection system for Wales | NSPCC Learning](#). (Accessed: 27 September 2024).

Payne, M. (2005). *Modern Social Work Theory*. Basingstoke: Palgrave Macmillan.

Robinson, M., and Cottrell. (2005). Health professionals in multi-disciplinary and multi-agency teams: Changing professional practice. *Journal of Interprofessional Care*, (19) 6, pp. 547 – 560. Available at: [document \(psu.edu\)](#) (Accessed: 2nd October 2024).

SCIE. (2024). Self Neglect at a glance. Available at: [Self-neglect at a glance - SCIE](#). (Accessed: 3rd October 2024).

Social Care Wales. (2018). Consolidation Programme for Newly Qualified Social Workers Learning Outcomes. Available at: [Learning-Outcomes_English.pdf \(socialcare.wales\)](#). (Accessed: 11 September 2024).

Social Services and Well-being (Wales) Act. (2014). Available at: [Social Services and Well-being \(Wales\) Act 2014 \(legislation.gov.uk\)](#). (Accessed: 27 September 2024).

Taylor, C. (2005). 'Narrating significant experience: Reflective accounts and the production of (self) knowledge', *The British Journal of Social Work*, (36) 2, pp. 189 – 206. Available at: [Narrating Significant Experience: Reflective Accounts and the Production of \(Self\) Knowledge | The British Journal of Social Work | Oxford Academic \(oup.com\)](#). (Accessed: 27 September 2024).

Teater, B. (2010) *An Introduction to Applying Social Work Theories and Methods*. Berkshire : Open University Press.

Trevithick, P. (2005) *Social Work Skills: A Practice Handbook. (2nd Edn)*. Maidenhead: Open University Press.

UNICEF. (1990). *United Nations Convention on the Rights of the Child (UNCRC) 1989*. Available at: http://www.unicef.org.uk/Documents/Publication-pdfs/UNCRC_PRESS200910web.pdf. (Accessed: 27 September 2024).

Vseteckova, J., Boyle, S., & Higgins, M. (2022). A systematic review of parenting interventions used by social workers to support vulnerable children. *Journal of Social Work*, 22(4), 992-1030. <https://doi.org/10.1177/14680173211037237>. (Accessed: 27 September 2024).

Wales Safeguarding Procedures. (2019). Available at: [Safeguarding Wales](#). (Accessed: 27 September 2024).

Welsh Government (2007). *Rights in Action*. Available at: <http://gov.wales/topics/educationandskills/publications/reports/rightsinaction/?lang=en>. (Accessed: 27 September 2024).

Welsh Government. (2008a). *The All Wales Child Protection Procedures (2008)*. Cardiff: Welsh Assembly Government.

Detail of Workshops Attended

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

Consolidation workshop	Date Attended
1	30/11/2023
2	21/02/2024
3	01/05/2024
4	17/07/2024

Notes

Mentor's report

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

The three learning outcomes for the SW have been identified as –

1. Using communication to actively listen to service users.
 2. Improve knowledge around collaborative working to obtain a better understanding of interprofessional roles and responsibilities.
 3. Improving confidence to feel better equipped to deal with challenging and complex cases.
-
1. The SW has demonstrated excellent communication skills when interacting with service users and their family/representative (this has been witnessed firsthand as well feedback given/recorded). Service users always speak highly of the SW and clearly have developed trust and respect for them. The SW will always create a clear picture of the person which can only be obtained by effective communication and active listening. When cases are discussed in supervision and when reading assessments, you feel that you know the person due to the level of detail that has been gathered/recorded. It is clear that these skills were already in place from the previous role in Child & Family Services where they would have been essential. The change of service area no doubt made the SW question their skills, but this leaning outcome has clearly been met.
 2. The SW has come to the team from another local authority and a different service area (Child & Family Services). Not only did she need to adjust to a new Local Authority's procedures and a new service area (Adult Services), but she also had to adapt to Hospital Social Work which is a different again to most Adult Services Teams. Within the hospital setting Multi-Disciplinary Team working is essential to achieving a successful outcome. The SW has become a valuable part of the MDT on their allocated wards and has demonstrated a variety of different communication, listening and information sharing methods. The SW has considered age, identity, vulnerability, cognitive ability and use of appropriate language (e.g. nationality, cognition, sensory needs, use of jargon). This has been adjusted accordingly when dealing with service users, families and professionals. As mentioned in learning outcome 1, the SW already possessed excellent communication skills through the experience of

working in another Local Authority/Service Area. The differences needed within this area of work have been developed through reflection, peer support, training courses and regular supervision. I feel that this learning outcome has been achieved.

3. As above the SW has achieved her learning outcomes 1 & 2. The third developmental need is around confidence. The SW has all of the necessary skills and qualities needed for this role, but I believe she lacks some confidence & belief in her own abilities/practice. The area of work she is now in is the complete opposite of what she has been used to (different process, procedures, legislation, etc). She adapted very well but at times she will have to deal with very complex cases as an emergency or crisis response. Many find this a little daunting as the expectation is for a quick and immediate resolution with limited time. Overcoming this is purely down to experience and exposure. All of the skills and practice is there, it's just being able to do things that would normally take a few days/weeks and condensing it into a few hours. Again, as above the SW has utilised reflection, peer support, training courses and regular supervision to support this.

As stated by the SW, the three developmental needs are fluid, and each need will complement the other and allow for an overall broader learning experience. Two I feel have already been met and the third is one that will improve with experience and exposure. The SW is a highly motivated and dedicated member of the team. Since joining she has used her previous experience (from another LA and service area) to her advantage. Feedback received from service users, families and other professionals has all been positive and highlights excellent practice. She is a respected and valued member of the team, and we are lucky to have her.

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: Saffron Jane Gregory

2. Learner's University Number: 2320811

Address for Correspondence:

74 Westlands

Baglan Moors

Port Talbot

SA12 7DD

Telephone Number: 07365 530 048

E-mail address: saffron.gregory@swansea.gov.uk

Date of Professional Qualification:

Date of registration with Social Care Wales:

3. Name of Learner's Agency

Agency Contact details:

Name: Home First Social Work Team

Address: City & County of Swansea

Telephone Number: 01792 704002

E-Mail address: amanda.george@swansea.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: Rob Burnard

Address: Home First Social Work Team

Telephone Number: 01792 703181

E-Mail address: rob.burnard@swansea.gov.uk

6. Observer details

Name: Rob Burnard

Work Address: Home First Social Work Team

Professional Qualification and date of qualification: BA (Hons) Social Work (Wales) 2013

Telephone number: 01792 703181

Email address: rob.burnard@swansea.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: 02/10/2024

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: 03/10/2024

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: 03/10/2024

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;

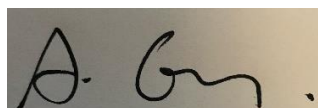
- learning and development undertaken;
- reading and personal research undertaken;
- level of knowledge and skills demonstrated;
- understanding shown of the Code of Professional Practice and National Occupational Standards;
- core values of the learner;
- work and commentary referred to within the portfolio, 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: AMANDA GEORGE

SIGNATURE OF LINE MANAGER: ____



DATE:

____ 4/10/24 ____

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

NAME OF SOCIAL WORKER: _____

SIGNATURE OF SOCIAL WORKER: _____

POSITION: _____

DATE: _____

Learning Agreement

PORTH AGORED AND UNIVERSITY OF WALES TRINITY SAINT DAVID

GRADUATE CERTIFICATE IN CONSOLIDATION OF SOCIAL WORK PRACTICE

LEARNER AND EMPLOYER'S LEARNING AGREEMENT

Name of Learner	Saffron Jane Gregory
Name of Team/Agency	Home First Social Work Team
Name of Mentor	Rob Burnard
Name of Line Manager	Amanda George

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 it's 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.

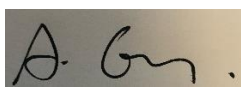
I understand and accept the terms and conditions of this learning agreement as stated above.

Signed: 

Print Name: Saffron Jane Gregory

Date: 02/10/2024

(Learner)

Signed:..... 

..... Print Name:.....Amanda George.....Date:.....4/10/24....

(Line Manager/Mentor)

Signed: 

Print Name: Robert Burnard

Date: 03/10/2024

(Mentor, if different to above)

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