

Reference List

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

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Detail of Workshops Attended

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

Consolidation workshop	Date Attended
1 Introduction & developmental review	18 th November 2021
2 Safeguarding case	15 th February 2022
3 Collaboration & co-production	6 th April 2022
4 Task B- developmental review	6 th July 2022

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.

Kate like many other Social Workers began their career in the middle of the Coronavirus pandemic which would have been extremely challenging and on occasions I am sure isolating, as more experienced Social Workers that I supervised reported the same feelings.

Kate made use of formal and informal supervision with her Supervisor and accessed support and advice from other members of the team, but whilst working from home missed the opportunities to be part of conversations that naturally took place in the office environment which would have been so beneficial for her.

One of Kate's learning outcomes was to manage challenging conversations with parents or carers. Kate shared that these conversations would be difficult to manage in an office environment but that when in her own home she found these even more difficult and recognised that her family were being negatively affected

by these conversations as they could see how Kate was feeling. At the start of the programme Kate would feel stressed if the conversations became aggressive and/or abusive but would say that she felt frustrated that she would allow herself to feel this way and did not know how to resolve the situation. If Kate was in an office environment there would be someone present that she could talk to immediately about how she felt and would also be able to listen to others who were managing difficult conversations.

During conversations with Kate I would inform her that if a person was becoming aggressive or abusive in their manner towards her that she would be able to advise them that if they were going to continue in this manner that she was going to end the call and they could ring back when they had calmed down. Kate became more confident in being able to do this as the programme progressed and also used her colleagues immediately after any difficult conversations and then would further discuss her emotions and feelings with her line manager in supervision. Training in managing difficult conversations would be beneficial to Kate to further build on her skills and confidence.

In Task 1A Kate spoke about the need to take steps before, and during a challenging conversation and to ask for support. Kate was allocated a case (Task 2) where in the referral it stated that the male could be aggressive in his manner. Kate considered this and requested that another member of the team accompanied her on the visit for safety and also would use this as her observation. When Kate met with the Mother and the male in question she ensured that she spoke in a calm voice and was open and honest with them. Kate also considered her body language and maintained eye contact. The adults in the home showed no hostility towards Kate during this visit but it was clear that they were angry with the Housing Department. Kate used active listening skills and was able to ask relevant questions and the visit achieved what it needed to by Kate having sight of the home including the childrens bedrooms and also gained consent to speak to the children alone. Kate's preparation for this visit/observation enabled her to build some rapport with the male albeit he was overpowering at times.

I know that the feedback from the parent was positive following this observation and consent was gained to undertake further visits.

Kate's second learning outcome was to progress a case to a Legal Gateway Meeting (LGM). When we discussed this initially in supervision Kate felt that this was a lot to learn but recognised that it was very structured and that there was a need to ensure that the information provided in the synopsis was clear and factual. Kate used supervision, discussions with colleagues and read examples of synopses that had been written by others to assist her. Kate felt it was important to know the process to be able to inform families as this would be an emotive time for them. Kate also welcomed the experience of attending Court training and accessed information online to gather more information.

Kate had the opportunity of taking a case to LGM and had positive feedback for the synopsis that she had written and presented to all attendees. It was evident that Kate had read all the information which was held on our database and was able to answer questions that were asked of her despite being nervous and unsure what the outcome would be. In this case the outcome was that it would not proceed to a pre-proceedings meeting as mother of the children was seen as a protective factor.

Unfortunately Kate did not have the opportunity of taking another case to LGM, as she recognised that she would become more confident as she gained experience in this area, and I am confident that she would have if given the opportunity.

The third learning outcome was to undertake s47 investigations. To do this Kate needed to undertake the necessary training which the Team Manager felt that Kate was ready for to progress her learning and be able to further assess risk and develop a plan to manage any ongoing risks. Kate was initially anxious about this next step as she felt that she would be managing more complex cases, but despite this wanted to do the training to further her professional development. Kate recognised that in her role in the Assessment Team she was always assessing risk to ensure children were safeguarded and was becoming more confident in this role. Kate had asked other Social Workers in the team to allow her to shadow them on any s47's that they were carrying out and from this Kate was able to learn what the role entailed, and it also reassured her that she was not alone in any decision making. Police generally led the investigation, and it was the Social Worker's role to ensure safeguarding of the individual child/young person and any siblings.

Following the s47 training and shadowing other Social Workers, although Kate continued to feel anxious, she recognised that the only way to learn was to actually undertake the s47's herself some of which would lead to Child Protection Medicals. Following the training Kate became part of the duty rota and her confidence began to grow throughout the programme. Kate knew that she was not working in isolation and that decisions would be made by Seniors in the Team and Police. I am confident that if Kate had remained in the team, she would have been more than able to start making certain decisions in her own right but where needed would continue to seek advice from a Senior.

In Task 3 Kate talks about a single agency s47 that she was allocated and also required a child protection medical due to bruising. It was allocated as a single agency due to the age of the child. Kate had previously recognised that she felt that she lacked the ability to make quick decisions and this was something that she needed to do during this s47 and did so appropriately. The outcome of the CP medical was that they were accidental injuries, but that there was a lack of supervision within the home. Kate felt that parents would benefit from some parenting support but this was declined by them but parents agreed to install a safety gate and move the chair away from the worktop to prevent the child from being able to climb and injure himself again, thereby putting safeguarding measures in place.

Kate has gained in knowledge and confidence over the course of the programme and from speaking to some of the families that she has worked with is able to communicate with children/young people and adults appropriately.

Kate has been a valued member of the team who has worked within the Codes of Professional Practice and the National Occupational Standards.

The learning outcomes that were set at the start have been achieved.

Kate needs to continue to use supervision as a way of learning and reflecting on her cases, as well as accessing relevant training which will only further serve to increase her knowledge and confidence.

I have enjoyed reading Kate's portfolio which in my opinion is a true reflection of her work.

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: Kate Rees

2. Learner's University Number: 1103414

Address for Correspondence: 20 Station Road, Kidwelly, Carmarthenshire, SA17 4UH

Telephone Number: 07879992214

E-mail address: KRees@carmarthenshire.gov.uk

Date of Professional Qualification: MSc Social work – 24/7/2020

Date of registration with Social Care Wales: 5/8/2020

3. Name of Learner's Agency

Agency Contact details:

Name: Carmarthenshire County Council

Address: Ty Elwyn, Town Hall Square, Llanelli, SA15 3AP

Telephone Number: 01554 742142

E-Mail address:

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: Rose Pugh

Address: Ty Elwyn, Town Hall Square, Llanelli, SA15 3AP

Telephone Number: 01554 742142

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

6. Observer details

Name: Nicole Hitchings

Work Address: Ty Elwyn, Town Hall Square, Llanelli, SA15 3AP

Professional Qualification and date of qualification: BSc Social work, 14/7/2017

Telephone number: 01554 742142

Email address: NCHitchings@carmarthenshire.gov.uk

Signatures and Line Manager Verification

CONFIDENTIALITY and PLAGIARISM – to be completed by the learner.

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

Signed: _____ (Learner)

Date: _____

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: _____

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 _____

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:	_____
SIGNATURE OF LINE MANAGER:	_____
DATE:	_____

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	Kate Rees
Name of Team/Agency	Llanelli Assessment Team
Name of Mentor	Rose Pugh
Name of Line Manager	Rose Pugh

Study Duty

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

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

Study Leave

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

Three further study days will be provided by the employer as a contribution towards the time involved in personal research and developing the portfolio for submission. The study days can be taken on any week-day (or combination of days) as long this is (i) appropriate to the stage of portfolio preparation at the time, and (ii) agreed with the Team Manager who will take into account team and service needs. Where the learner works less than 37 hours a week, mandatory days and study leave will be approved in accordance with the employer's local policies.

Resources

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

The employer's training department agrees to:

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

The learner agrees to:

- work actively towards completing the qualification within the agreed timescale of 12 months from the date of registration on the programme;
- identify with manager/mentor appropriate internal training and arrange to attend these courses;
- identify with manager/mentor and Training Coordinator/Manager any special requirements e.g. dyslexia and contact the University's Student Services office directly about additional support that may be required;
- attend induction and four Consolidation Workshops. These are mandatory components of the programme;
- produce work and evidence appropriate to the portfolio and learning outcomes within agreed timescales;
- make and keep agreed appointments with mentor/line manager;
- ensure they are prepared adequately and obtain all necessary consent for observed practice;
- inform mentor/line manager and training department immediately of any problems or changes in circumstances while undertaking the programme, especially where this may affect completion of the programme by the agreed deadline or ability to attend a mandatory workshop;

- liaise with their line manager/mentor to confirm study days and use their own time in addition for self-directed study, research and portfolio preparation;
- take personal responsibility for preparing and completing all work necessary to submit their portfolio;
- act at all times in accordance with the Code of Professional Practice and the employer's and University's policies, procedures and processes;
- ensure that they understand the need to complete the programme within the first (three year) period of registration with Social Care Wales. (Qualifying after April 2016).

Line Manager/Mentor agrees to:

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

- attend an induction meeting to become familiar with the requirements of the programme;
- provide or arrange to provide sufficient assessment opportunities in order for the learner to evidence competency and undertake required observations. Where opportunities may not be immediately available within the team arrange to provide these elsewhere within the Service;
- guide and support the learner for the duration of the programme;
- release the learner for the programme induction and the four Consolidation Workshops, and any internal training courses agreed as being appropriate to meet agreed learning needs;
- agree with the learner, use of up to 3 additional study days over the whole duration of the programme, as an employer contribution towards time needed for personal study, research or portfolio development;
- ensure that regular formal supervision is provided to the learner by their line manager in line with organisational policy (line-manager);
- ensure that mentoring sessions are provided in line with Social Care Wales First 3 Three Years in Practice guidelines. Mentoring sessions, where possible, should be arranged as a separate event from supervision. A full record of when mentoring sessions are undertaken must be kept.

Completion and submission of portfolio

Learners are expected to complete the Graduate Certificate and will normally submit their portfolio within 12 months of attending induction to the programme. Any learner anticipating any difficulty in meeting this requirement should immediately discuss the matter with their Training Manager/Co-ordinator. It is the learner's responsibility to inform the university if they are not going to meet the submission deadlines.

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

Pressure of work is not regarded as a reason for non-attendance at any Consolidation Workshop.

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

Signed:..... Print Name:..... Date:.....
(Learner)

Signed:..... Print Name:..... Date:.....
(Line Manager/Mentor)

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

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