Social Care Wales

PRIFYSGOL CYMRU
Y Drindod Dewi Sant
UNIVERSITY OF WALES
Trinity Saint David

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

LEARNER PORTFOLIO
(PORTH AGORED and UWTSD)

Learner's name: Lorraine Harvey

Learner's University Registration Number: 1815354

WALES INSTITUTE for WORK-BASED LEARNING
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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 Social Care 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)

Since the beginning of my social work career in August 2017, I have worked in a team that provides support for children under Care and Support Plans using the legislation of the Social Services and Well-Being (Wales) Act 2014. Children who are deemed to be at risk from harm that requires statutory intervention which include a Multi-agency Child Protection Plan under the Children Act 1989 which is also incorporated in the All Wales Child Protection Procedures 2008. The team also support children who are a Looked After Child under Social Services and Well-Being (Wales) Act 2014. Since I have been in the team I have been the social worker for children who are deemed to be at risk or have been subjected to significant harm by being witnessing/experiencing parental substance misuse, domestic violence, parental ill-mental health and parental neglect. I have written court statements for children to be in the care of the Local Authority and for children to be placed for Adoption due to the parent not making the positive changes and no viable relatives/family friends eligible to care for the child/children. I have also written court statements in private law proceedings such as section 7 and section 37 reports.

In supervision, I have reflected on my own personal experiences and I have struggled to work with families/children that are grieving due to bereavement issues. This has been a challenge for me due to close people in my life passing away. During supervision, I had agreed to work

with a family who are experiencing bereavement due to the death of the child's grandparent. I received support from my manager regarding my emotional wellbeing in regards to my personal feelings regarding bereavement.

Working together with children and their families is a key aspect of social work practice as part of the intervention in a person centred approach. I have been allocated a case of a child whose grandparent has passed away and there are concerns of substance misuse and parental neglect from the parent grieving over the loss of their parent. I have no professional experience in supporting families who are experiencing grief, only personal experience. I aim to work collaboratively with the child and the family members as well as providing a support network of appropriate professionals as well as being transparent to ensure the child's needs are the focus of the intervention. Working together with professionals and family members ensure that each individual's views and skill sets are used as well as using a variety of tools to develop a positive working relationship (Cooper, 2011). I was advised to use SWOT (Strengths, Weaknesses, Opportunities and Threats) by my manager as an analysis tool (Thompson, 2006) to enable me to develop a plan that is appropriate for the family. During supervision this plan will be reviewed by my manager and as part of my continued professional education and learning (CPEL). This tool will assist me in my professional development as a social worker for children and families who are experiencing loss and grief. Gibbs (1988) states that people reflect and learn from their own life experience which enables them to what outcomes they need to be achieved for a positive intervention and a positive future.

WORD COUNT: 536

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: _ _ _ _ _ _ _ _ _ _ _ _ _

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.

300 words (+/- 10%: include your actual word count at the end of each section)

The objectives of this intervention were to

- Provide Miss 2 with a third party disclosure.
- Ascertain the current wishes and feelings of Miss 2 in light of the information provided and her understanding in respect of the Local Authority concerns

Miss 2 resides in a single parent household in an area which is classed as a socially deprived

and is ranked in the top 10 percent of most deprived areas by the Welsh Government (2019). *(Welsh Index of Multiple Deprivation, Cardiff: Welsh Government).* Miss 2 has previously been in domestic violent relationships which child 2 has witnessed. Child 2 has disclosed domestic violence in the home from previous partners. Using Claire's law and section 11 of the Children Act 2004 which state that professionals should safeguard and promote the wellbeing of children. Professionals who have concerns in regards to a child at risk of significant harm should share/refer to the appropriate agencies to safeguard the child such as social services or North Wales Police.

Miss 2's identity is Welsh and she was brought up in North Wales. English is her first language; however she is able to speak the Welsh language. The Welsh Government promotes the use of Welsh Language from the Welsh Language Act 1993 and the 'active offer'. The 'active offer', states that professionals should offer a Welsh speaking service to service users without them having to ask for this service (Welsh Government, 2015). Miss 2 did not require a service to be given in Welsh, however was grateful that I gave her the choice. The Well-being of Future Generations (Wales) Act 2015 stipulates that Welsh citizens should be pro-active to create a more sustainable Wales. Professionals are required to promote the seven well-being goals. Public bodies are required to enact five ways of working in order to promote seven well-being goals.

WORD COUNT: 303

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)

Before my observation I requested permission from Miss 2 prior to her arriving to the office for the Third Party Disclosure. I explained to Miss 2 that this was for my practice and she was not being observed. I informed Miss "that she would be asked to give feedback after the session. Miss 2 gave consent to this and stated that it was clear for the reasons why I asked her for the session to be observed.

I also spoke with my supervisor in respect of the third party disclosure and ensuring I did not breach any data protection and confidentiality of Miss 2's partner using the legislation of the Data Protection Act 2018, Schedule 9. I was mindful that I was informed by the police that I was only allowed to reveal certain parts of Miss 2's partner's (Mr. 2's) criminal history in order to safeguard Miss 2 and child 1 from potential domestic abuse.

I ensured that I was punctual for the session as I was conscious not to cause Miss 2 anxiety due to her being pregnant and causing her or the unborn baby any distress. Effective time management is an essential part of social work practice and is seen as respectful for the service user to arrive on time for appointments as part of the social services intervention. Communication is a key concept in social work practice as well as time-keeping which is a non-verbal form of communication which is a form of respect and known as Chronomics (Kadushin & Kadushin , 1997). Time-management is important for the service user to be aware that the time with the social worker is important and effective. Negatives if the social worker is late could make the service user feel anxious and not willing to engage has much as part of the intervention (Trevithick, 2011).

I spoke with Miss 2 prior to the session to inform her that I had received the PNC (Police

National Computer) check and I had been given permission from the police protection unit to provide her with a third party disclosure. Miss 2 asked if she could bring her mother for support. I explained that the Third Party disclosure was confidential due to the Data protection Act 2018 and therefore I was only allowed to reveal the information to her and no other third party. This is also stipulated in the The British Association of Social Workers (BASW) code of ethics, which state social workers should respect the individual and should not disclose confidential information to another third-party person unless service users have consented to the disclosure as this may be regarded as unethical. Communication in social work practice is important for the intervention to be successful. Communication skills from the social worker are not just about verbal communication, non-verbal communication such as listening, empathy and respect for the service user is also a crucial skill in social work practice (Unwin & Hogg, 2012).

The Domestic Violence Disclosure Scheme (DVDS) (2016) also known as Clare's Law is an important aspect in safeguarding families from domestic violence as any individual has a 'right to ask' and a right to know if they are at risk from domestic violence. This also provides the police with the authority to share information where they feel that there is a risk to that person, known as the 'right to know'.

Due to the sensitive information that was going to be provided to Miss 2 and being mindful that she was pregnant, I was aware this could be very upsetting for Miss 2 to hear. It was crucial for me to ensure Miss 2 was kept calm and comfortable as possible and that she was able to ask me any questions of the concerns she had. Biestek (1961) identifies seven principles that should form the basis of good social work practice such as 'purposeful expression of feelings'. This allows the service user to freely express their feelings either positively or negatively. The social worker should acknowledge the service user's feelings and offer support without being critical (Howe, 2008).

Since I have been the social worker for the family, I have been honest and transparent with Miss 2 regarding the safeguarding concerns of the family and any current risks for child 2. Being transparent with the family, I have built a positive working relationship with Miss 2

(Atkinson, 2007). During the meeting I used non-verbal communication such as body language to reassure Miss 2 by using empathy as a means of support (Koprowska 2005). By using non-verbal communication such as body language; I sat next to Miss 2 as opposed to sitting opposite to her, to ensure I made her feel comfortable and not make her feel like it was an interview.

Using a person centred approach during the session by complying with social work ethics and values of anti-oppressive practice and empowerment, I was mindful that Miss 2 is an expert on her own personal life experiences (Trevittick, 2006). The Code of Professionals Practice says; *"working with individuals in a person centred way"* is the; *"basis for social care and support"* (Social Care Wales, 2017). Miss 2 did not have prior knowledge of Mr 2's criminal history, however she was aware of child protection procedures due to her being a victim of domestic abuse which child 2 had witnessed and was previously placed on the child protection register. Following the third party disclosure Miss 2 was aware of the safeguarding concerns that the Local Authority had in relation to child 2 and herself. This is evidenced by Miss 2's reflection on the safeguarding concerns which she stated that if she continued with the relationship then Mr 2 would have to engage with the Local Authority in regards to support for him to prevent him from being a domestic violence perpetrator.

Following the disclosure, I was aware of Miss 2' views and wanted to support her to avoid the safeguarding concerns by listening to Miss 2' views. Effective listening is a critical skill in social work practice, Egan (2002) describes this as 'active listening'. Active listening is a crucial skill in social work practice to be engaged in the conversation with the service user and being able to understand the service user's life journey. The service user needs to be aware that the social worker is listening to them, this involves the social worker asking follow up questions so that the service user is aware that they are being listened to and being taken seriously. The service user should have the sense of feeling that the social worker believes the information that is being conveyed to them (Trevithick, 2011). Miss 2 was visibly upset during the visit and wanted to make her views clear to me. Service users should be given the opportunity to explore their feelings, regardless of whether they are negative or positive, but should be accepted and acknowledged by the social worker. This allows the service user to

identify and reflect on their own feelings which can cause the service user to react irrationally in certain situations. By the service user understanding their own feelings, she may be able to learn to manage them more effectively by recognising and rationalising how her own emotions can affect her and other people around her (Howe, 2008).

In conclusion, following the observation I spoke to the observer after the observed practice and we reflected on the observation. We discussed the positives and the negatives of the observation using the Gibbs reflective cycle (1988, cited Finlay 2008) as a way to evaluate my practice and assess for areas of improvement in my practice when working with families. I felt like I was prepared enough for the observation and used positive non-verbal communication by providing her a tissue and some water when she became upset. I sometimes feel like I need more practice in research into legislation and being more aware of the rights of an individual and being more confident when gathering information (de Boer and Coady, 2007 cited Leferve, 2011).

WORD COUNT: 1340

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
Did the social worker get your permission in advance for the observer to be present? Did they explain why they were being observed?	Lorraine told me that she had previously explained to the mother that I would be observing her as part of her own development as a social worker. Lorraine told me that the mother had agreed to my being present. As the three of us sat together prior to the intervention starting Lorraine again asked the mother if she had any objections to her being observed her during this meeting. The mother did not object and Lorraine further explained that it was her practice that was under observation and not the mother. The mother told me that she was aware that Lorraine "*was going to be watched as she had told her about it*" I asked the mother if she understood why I would be observing and she said that Lorraine had told her that *"she was being assessed when she was working with families and that Lorraine had made it clear that it was her that was being observed and not me"* I asked the mother if Lorraine had asked her permission for her to be observed and the mother said yes and that Lorraine had explained that someone would be in the room with us and that they would ask her for feedback. I asked the mother if she was happy for this to go ahead and she said yes that she really liked Lorraine and that she had helped her a lot.
Were you clear why the	Lorraine told me that she wanted me to come in as she had

social worker met with you today?	something to tell me about my boyfriend and that she couldn't tell me over the phone. Lorraine explained that I needed to know as it may affect my children and how we all keep them safe. I did have an idea what she was going to tell me so I was happy to come into the office.
How well prepared do you think, the social worker was for his or her meeting with you?	Lorraine was very well prepared and she prepared me before she told me. Lorraine had the police report and said that I could not take it home with me as it was very confidential and that I was not allowed to tell anyone else. I trust Lorraine.
How has the social worker listened to you and respected your views and wishes?	Lorraine has really helped me and I hope she will continue to help me. She listens to me and then helps me to understand things. Lorraine has got me a parenting worker who also helps me with the children and I feel so much better now. Lorraine always tells me how far I have come and I can see that things are better now.
Did the social worker talk to you in a way that you understood? Did you understand the language they used?	Lorraine is good at explaining things to me and I always ask her to explain if I don't understand. Lorraine always talks to me so that I can understand.

How has the social worker's involvement met your expectations for this visit?	I am really pleased that Lorraine is my social worker and the children really like her. I am now managing better and I do not fear social services and I know that Lorraine is telling me the truth. I was upset when she told me about my boyfriend as I am pregnant with his baby but Lorraine said she will support me.
Are there any other comments or suggestions that you would like to make?	I hope that Lorraine does not leave.

Section 4

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)

This critical reflective case study will be based on child 1; child 1 is open to Children's Services and is receiving support in compliance with the Children Act 1989 and the Social Services and Well-being (Wales) Act 2014. Other legislation considered in this case includes, the Human Rights Act 1998 and the UN Convention on the Rights of the Child (UNCRC). The UNCRC was introduced on 2nd September 1990 and Wales was the only country in the United Kingdom to include the principles of the UNCRC (1989) into its own laws. Social Work Theories such as Task Centred, Crisis and Attachment will aid my assessment, giving importance to promoting child centred and anti- oppressive practice, and also working co-operatively with other inter-professional s, in particular the head teacher and policing department. The International Association of School of Social Work and the International Federation of Social Workers (IASSW/IFSW, 2001), suggests that social work is a profession that promotes and enables social change, providing solutions to disruption to relationships and empowering their liberties in order to promote and optimise well-being. In order to achieve these, social workers will utilise theories of human behaviour and social systems. Also fundamental principle to social work practice is human rights and social justice.

For the purpose of this case study, the real identify of the individuals involved in this case study will be anonymised to protecting the confidentiality of our clients, in order to fulfil this there will be no names used, or no reference to the location of where the family reside (Shaw and Holland, 2014).

Social work in Wales has seven core aims that were established by the Welsh Assembly Government and is set out in the Children and Young People: Rights to Action 2004. The Welsh Government is responsible for child protection, which is split into regional safeguarding boards who are responsible for; child protection policy, procedures and guidance. Safeguarding Boards were created from the Children Act 2004 and 'Every Child Matters', following the death of Victoria Climbie. The Social Services and Well-being (Wales) Act 2014 created a new structure of the safeguarding boards and which included the National Independent Safeguarding Board in April 2016. The North Wales Safeguarding Board ensures that effective measures are in place to protect children.

Child 1's name was previously placed on the Child Protection register under the category of Emotional Abuse. A child who is placed on the Child Protection register must be assessed as being at risk or likely to be at risk of suffering significant harm which is defined in section 31 (9) of the Children Act 1989. In 2005 the definition of harm was later changed in section 31 of The Children Act 1989 by the Adoption Act 2002. The change allows for social workers and the courts to take into consideration the impact of emotional harm that a child may experience from domestic violence to rejection such as parental abandonment (Hester & Westmarland, 2006). Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015 was introduced to reinforce the Local Authorities to such abuse and violence (Welsh Government, 2016).

Child 1 was allocated to me; following a referral that had come from a head teacher reporting that one of pupils known as child 1 had made an allegation that her step father (Mr 3) had physical assaulted her. Once the referral had been received it became the Local Authority's duty to act on this, resulting in a strategy discussion between the social services manager and the police. This concluded that a single agency investigation was required. This was undertaken by me, as the social worker to assess the level of harm to child 1. When I met with child 1, I was conscious in creating a safe environment where the child can be open, and start to build a trustworthy relationship between us. Watson and West (2006) suggest; *"effective assessment depends on the deployment of key skills especially communication, negotiation and decision-making".* On arrival I decided to ask the head teacher to take part in

the initial meeting phase and assessment. Gilligan (2001) supports this by highlighting that children who find themselves in vulnerable situations can become very resilient if; "*a committed adult other than a parent who takes a strong interest in the young person and serves as an on-going mentor and role model*" Gilligan (2001). This is known as the resilience led approach that can be beneficial in the assessment.

During the session with child 1, I introduced myself and explained the role as her social worker. Shemmings & Shemmings (2001), state that the child's voice in the assessment empowers the child as they feel that they have a say in the assessment and the plan for them. This can increase child's confidence and feelings of self-efficacy which are considered as resilience factors which may enhance and strengthen their self-esteem. Social workers should ensure that they gain the wishes and feelings of children. This is vital prior to formulating any plan in respect of the child; Butler-Sloss (1988) highlights this by stating '*the child is a person not an object of concern'. S*ocial work intervention should have the child as the central focus. A person centred practice is an 'Inter-Personal' skill in social work (Crawford, 2012). A person centred approach in social work has a clear value base and includes recognising the service user's rights for equality and inclusion within society (Personnel Today, 2011). Banks (2012) suggests that the ethics of social care should look at the importance of emotion and encourages social workers to take a softer approach, considering the relationship between the social worker and the service user.

Following our initial meeting child 1 was taken to have a child protection medical where it was established that child 1's injuries was consistent with child 1's account of what had occurred. Following this child 1 was placed on the Child Protection Register under the category of physical harm under section 17 of the Children Act 1989.

This also prompted a section 47 enquire of the Children Act 1989, to take place. A section 47 enquiry is carried out if there are concerns that a child is or has suffered significant harm, the investigation will result in a decision being made to whether there should be measures enforced to the safeguard the child. The Social Services and Well-being (Wales) Act 2014, Part 7 sets out a number duties with regards to safeguarding, and one of them is ensuring

effective measures are in place for the protection of a child (Welsh Government, 2016). Safeguarding promotes the welfare of children and protects those who are suffering or at risk of harm. It sets out how organisations, agencies and individuals working with children should work together to safeguard and promote their welfare in accordance to the Children Act 1989 and Children Act 2004. Also the Social Services Well-being Act 2014 provides legislation under section 130 (4) 'Duty to report children at risk' to aid people working with children to report their concerns around the safety of the child.

As part of the assessment I felt it was important to complete a chronology, helping to give a precise account of past events, Hollows and Walbridge 2012 agree that this can help the social worker to gain a clear picture and reflect on *"what is going on for the child"*, enabling the social worker to create solid action plans . Coulshed and Orme, (2006) state that an assessment *"is an on-going process in which service users participate, the process in which is to understand people in relation to their environment; it is the basis for planning what needs to be done to maintain, improve and bring about change".*

It has been highlighted by Middleton (1997) that an assessment involves gathering and interpreting information of the child and the family in order to understand each individual and their circumstances. The motivation and capability of change also requires the use of appropriate services and resources which are necessary to achieve the desired outcomes for the family. This also involves making appropriate judgements that can succeed in making the positive changes required and the appropriate safeguarding measures for the child. Also Coulshed and Orme (2006) suggest that administrative skills are also central to an accurate and comprehensive assessment. Within the assessment I also recognised that Working Together to Safeguard Children (2015) includes the Assessment Framework/Triangle, this is a valuable tool as this focuses on three domains of parental capacity, the child's developmental needs and the family and environmental factors. By using Bronfenbrenner's ecological systems theory, Hartman (1995) agrees this will help any social worker undertaking assessments to help study and focus on the complex systems surrounding a service user's environment and relationships. By using an eco-map I gained an insight into child 1's family and support network. Child 1 has spent a significant amount of time with her

maternal grandparents spending most weekends at their property. Rees (1975) suggests that a simple meeting between a social worker and the parent in the context of child protection can lead to resistance as the simple nature of the meeting can be viewed that the social worker holds more power in the relationship.

It is important that in social work we practice in an anti-discriminatory and anti-oppressive way, this is recognised by Thompson (2002). Under the Equality Act 2010, it also highlights that social workers to be anti-oppressive with services users such as being empathetic and understanding of their negative experiences. As a social worker there is duty to respect autonomy and also to recognise that service users have a right for his/her private and family life, under the Human Rights Act 1998 article 8 (Brayne and Carr, 2012). Dalrymple and Burke (1995) state an anti-oppressive framework is *"client centred and empowering"*. In this case, child 1 has been identified at risk of harm therefore the Human Rights Act 1998 Article 8 is not an absolute right, because the safeguarding of child 1 is paramount and a statutory requirement under the 'Working Together to Safeguard Children' (2015), this states that; *"where there is conflict between the needs of the child and their parents/carers decisions should be made in the child's best interest"* (HM Government, 2015). This results in child 1 being at the centre of my practice.

The family have been known to Children Services in Wales from when child 1 was a small toddler, due to referrals received involving home conditions, however at the time there was no justification for Children's Social Care involvement but the family did receive support from Team Around the Family. Child 1 was living with Miss 1 and Mr 3, Mr 3 who is alcohol dependant becomes verbally and physically abusive whilst under the influence, mainly towards Miss 1, and on occasion towards Child 1. This has also resulted in child 1 having an increasing difficult relationship with Miss 1; child 1 has been known to be physically aggressive towards her. Research into domestic violence has suggested that this can have a severe impact on the development of a child, resulting in increased incidents of behavioural and emotional problems (Cunningham and Baker (2011).

During the assessment being completed, it was clear that the issues in the home were

caused by Mr 3's alcohol misuse and his behaviours whilst under the influence. Evidence based practice has shown that domestic violence in the home can impact upon parental capacity, as parents are often unable to ensure their child's safety (Cleaver & Nicholson, 2007). Also as part of my assessment, as already previously highlighted by Coulshed and Orme (2006), another role as the social worker is to create and maintain change and improvements. Another key skill as a social worker is managing risk as described by O'Sullivan, (2009) as *"minimising negative outcomes"*. This involves the *'planning of action, and continual monitoring and reviewing* '(May-Chahal & Coleman, 2003). It is vital that social workers do not manage the overall process themselves, and involving other professionals to work with the child and family is essential. Cree & Wallace (2009) suggest that the roles and responsibilities of safeguarding and making affective change should be shared between professionals working with the family under a multi agency plan by working together.

A person centred approach is vital when undertaking social work, and although it is highlighted that in this particular case child 1must be at the centre. Roger's (1951) state that to deliver a person centred approach is to *"establish an open, honest relationship with the family"*. This is important to help Miss 1 and Mr 3 move forward, to help them take control and help to solve their problems they are encountering, to help them make decisions about positive change. Guttierrez (1990) sets out five techniques of interventions which provide practical assistance to social workers in making positive changes for service users. These are for social workers to accepting the service users definition of their issues, for the social worker to identify and build upon the existing strengths of the service user, for the social worker to critically analyse the service user's situation and the social worker to provide tools to the service user and utilising services and resources, as well a advocating for the service user.

My initial first few meetings with Miss 1 were not successful, although child 1 had disclosed to myself and the head teacher she was scared to come home because of Mr 3's alcohol misuse. Miss 1 could not understand this and did not accept the impact this was having on child 1, to the point that she had allowed Mr 3 back into the home against the advice from social services. Due to the concerns in relation to Mr 3, child 1 was removed from the home.

Miss 1 consented to this and signed a section 76 agreement under the Social Services and Well-being (Wales) Act 2014. This gives permission for a child to be accommodated on a voluntary basis, and parents still retain all their parental legal rights, resulting in them being able to insist a child returns home at any point. This made me feel frustrated that Miss 1 had put her relationship above her child, and could not see that child 1's behaviour could be as a direct result of their behaviour. As a social worker I am aware and I have to be mindful of my own personal values and to not let it lead to conflict between us. Wilson, Ruch, Lymbery and Cooper (2012) suggest that *"we stand back and look at this objectively to ascertain what is influencing our perspective and to find a way forward"*. They also highlight that social workers need to address their own assumptions and prejudices, identifying their feelings and ensuring they don't influence their own professional practice and judgements (Wilson, Ruch, Lymbery and Cooper, 2012). Thompson (2009), states that reflection can help to ensure the complexity and individuality of each case is not overlooked. It is suggested while using reflection to examine practice; it can promote additional emotional intelligence (Fook and Gardner, 2007). Supporting the importance of high emotional intelligence is that of Munro (2011) who highlights emotional intelligence is crucial to the quality of the relationship between social worker and family, and will impact on the outcomes achieved for the child and family.

I am aware of the power differences within social work practice, it is important for social workers working with aggressive and hostile parents to understand their behaviour (Stevenson, 1998). Case reviews have highlighted that aggressive and hostile behaviour can prevent social workers from protecting the child effectively. Hostility and aggression from parents can impact on professional judgments (South East Wales Regional Safeguarding Forum, 2010). A critically reflective practitioner should analyse every situation and look at the wider context (Thompson & Thompson, 2008). This can help the social worker be more pro-active of the situation and reflect on ways of developing their own practice by challenging injustice and oppression. Clough & Corbett (2000) suggests that there are five stages of becoming a critical practitioner that include; '*self-critical scrutiny*'. This includes the social worker reflecting on their own emotional and intellectual connections with their own practice. Knott and Scragg (2013) highlight the importance of emotional intelligence which is a critical

skill in social work that enables the social worker to acknowledge their own emotions and reflect if anything is needed to be changed in future situations. Knott and Scragg (2013) also state that critical reflection after the event can prevent human error in social work practice.

I had never completed a section 47 enquiry, however I had read the case files in respect of the family and I was aware of the overall concerns for the child and the relevant historical information that enabled me to recommend actions for the family to safeguard child 1. Hollows and Wallbridge (2012) reinforce the significance of reading the historical information when completing an assessment as this allows the practitioner to identify significant life events and aids the social worker's intervention for the family.

Neil (2014) suggests that social workers working with children who experience intense emotional or physical harm can be objective and contain about their feelings. Howe (2008) emphasises the importance of reflective supervision. This can enable the social worker to explore their feelings which may encourage the social worker's commitment to the organisation, and can decrease staff turnover in child protection teams (Carpenter, et al., 2012). Mantell and Scraggs (2018) states that reflective supervision is decreasing due to increasing influence of performance driven practice.

Completing a section 47 enquiry of the Children Act 1989 a Comprehensive Assessment should also be completed. Social Work assessments are highlighted by the Framework for the Assessment of children in need and their Children (2000). Part 3 under section 145 of the Social Services and Well-being (Wales) Act 2014 provided new guidance for assessments within Part 3 Code of Practice (assessing the needs of individuals), Welsh Government (2018).

Models of assessment should not influence the practitioner as being a one off assessment of intervention (Wilson, Ruch, Lymbery, & Cooper, 2010). An effective assessments is complex, however Ingram (2012) suggests that assessments are a key part in social work intervention. Crisp et al (2005) states that there are three parts to writing a comprehensive assessments in social work practice which include reading information for the assessment as the policy and

practice of assessment can often conflict with Local Authority practices. Crisp et al (2005) warns practitioners not to be prescriptive but rather understand the need for the assessment and the assessment should be unique to each child. Bywaters (2007) emphasises the importance of reading the full history of a service user that include the personal and social context of the individual's/family's life that can help the social worker to understand the parent's/carer's history and their ability for 'good enough' parenting of the child. An ecomap informs the social worker's focus of a person's environment and family relationships (Hartman, 1995).

Child 1 went to stay with her father (Mr 1), step-mum (Mrs 2) and half-sibling (child 2), however this broke down quite rapidly, resulting in Mr 1 requesting for child 1 to be placed elsewhere. He stated that he is unable to take care of his child due to child 1's challenging behaviours and the risk it presents to child 1's half-sibling. Horwath (2016) states that living within a domestic violent household can have negative effects on a child's mental health and development which can be impacted on causing them to become depressed, anxious or violent. Child 1 was then returned home with daily support going to the family home. Laming (2003) stated *"effected support for children and families cannot be achieved by a single agency acting alone. It depends on a number of agencies working well together".* (Laming, 2003). Following a long period of stability, child 1's name was removed from the Child Protection register and received support under a care and support plan from the Local Authority. Section 54 of the Social Services and Well-being (Wales) Act 2014 imposes a duty on the Local Authority to prepare and maintain a care and support plan for an adult or child to whom it owes a duty to meet their needs under section 35 or 37 of the Act and to prepare a support plan for a carer to whom it owes a duty to meet.

However after a long period of stability, child 1 again displayed behaviour of violence towards whoever she was living with at the time, and sadly there has been an expression of feelings of not wanting to live anymore and has attempted to cause harm by consuming bleach. This has resulted in another placement to breakdown, following an agreement to seek a foster placement; child 1 was subsequently placed in foster care. Although one of the key principles of the Children Act 1989 states: *"Children are best looked after within their families, with*

parents playing a full part in their lives, unless compulsory intervention in family life is necessary" (Children Act, 1989). Child 1 mother has struggled to provide child 1 with a safe, stable home environment since she was of a young age. She has spent a lot of her childhood living with different family members and in foster placements as a result of her parents' inability to care for and provide her with the stability and consistency that she requires in order to achieve her full potential. This has resulted in the child suffering from emotional and physical harm which has led to very concerning behaviours that child 1 displays. This has caused by abandonment by family members numerous of times by all members of the family, with this in mind, I believe child 1 to be better placed elsewhere, in an environment where child 1 can experience appropriate boundaries set in a framework of warmth and nurture.

Following this the Local Authority instigated the Public Law Outline process and it had been agreed within a number of assessments that it is required for child 1's wellbeing is for Mr 3 to seek support in respect of his alcohol issues and to ensure that child 1 is not at risk of significant harm. In 2008 the Public Law Outline was introduced to overview care and supervision order proceedings under section 31 of the Children Act 1989 (Gupta, 2009). It was assessed that the parents had been unable to make and suatain the necessary changes in order to reduce the risks of significant harm towards child 1 to be reduced. Bowlby (2005) states "*young children, who for whatever reason are deprived of continues care and attention of a mother or substitute-mother, are not only temporarily disturbed by such deprivation, but may in some cases suffer long-term effects which persist*" .I prepared the documents for the application of a care order and felt apprehensive about my presence being required in the Family Court.

In conclusion it is clear that the Welsh Law takes responsibilities to ensuring the safeguarding of children, and have a clear set of legislative guidelines to ensure this. Social workers follows principles of ensuring the safeguarding of the child comes first putting them at the centre of their practice but also ensures the empowerment of the family in order to create a positive outcome for both parties, relying on reflection to help structure this. There are many assessment tools to aid the social worker to identify risk, provide solutions, and encourage

multi-disciplinary working to provide better outcomes. Social workers utilise evidence based practice to guide them and use relevant models and theories, in this particular case the person centred model was utilised and the attachment theory was used in helping to identify the risks child 1 was experiencing. The use of assessment, models, theories and interventions in this case has proven there can be a positive outcome for child 1 with long term intervention and the correct support as well as using Children Act 1989 and the Welsh Legislation.

WORD COUNT 3997

Section 5

Safeguarding

Guidance: Social Care 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)

The Social Services and Well-being (Wales) Act 2014 (SSWBA 2014) was introduced in 2016. This legislation provides the definition and framework in Wales of adults who are at risk of harm. Part 7 of the SSWBA 2014 defines an 'adult at risk' as:

(a) "is experiencing or is at risk of abuse or neglect

(b) has needs for care and support (whether or not the authority is meeting any of those needs; and

(c) As a result of those needs is unable to protect himself or herself against the abuse or neglect or the risk of it".

Section 134 of the SSWBA 2014 states that the safeguarding of adults in Wales is of statutory importance, this importance is similar to the safeguarding of children. Volume 6 of 'Handling Individual Cases to Protect Adults at Risk' (National Protocols and Procedures); details the statutory guidance of 'working together to Safeguard People'. Section 126(2) of the SSWBA 2014 states that if a Local Authority has reasonable concerns for an adult who is deemed to be at risk of significant harm then the Local Authority has a duty to:

(a) "make (or cause to be made) whatever enquiries it thinks necessary to enable it to decide whether any action should be taken (whether under this Act or otherwise) and if so, what and by whom; and

(b) decide whether any such action should be taken".

Professionals in Wales are required to consider the Welsh Language Act 1993, the 'Active Offer' should be promoted and incorporated into the care that I requested for service users who receive any intervention (Welsh Government, 2018).

Other legislation that is relevant to safeguarding adults includes the Mental Capacity Act 2005, the Mental Health Act 1983, Domestic Abuse (Violence against Women, Domestic Abuse and Sexual Violence (Wales) Act 2015, Female Genital Mutilation and the Modern Slavery Act 2015.

The Welsh Government established a National Independent Safeguarding Board which works alongside the Adult Safeguarding Board and the Children Safeguarding Board. Their duties include; ensuring the effectiveness of the safeguarding boards and provides reports on the adequacy and effectiveness of the safeguarding boards to ensure that they are safeguarding adults and children in each regional area. Each regional board is also expected to provide recommendations to the Welsh Ministers in respect of how the arrangements can be improved in their regional area.

Section 134 of the SSWBA 2014 stated that that regional Safeguarding Adult Boards were to be created to put the safeguarding of adults similar to that for safeguarding children. The aim of the board is to:

- *"To protect adults within its area who have needs to care and support (whether or not a local authority is meeting any of those needs: and are experiencing, or are at risk of, abuse or neglect,*
- *To prevent those adults within its area mentioned above, from becoming at risk of abuse or neglect"*

North Wales implemented this prior to the legislation being enforced. North Wales Safeguarding Adults Board (NWSAB) proposed that policies and serious case reviews should

be undertaken regionally. This structure followed is also the same for children's safeguarding.

WORD COUNT 516

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)

In April 2016 the Social Services and Well-Being (Wales) Act 2014 changed adult safeguarding legislation in Wales. Prior to this implementation of the Social Services and Well-Being (Wales) Act 2014, the Welsh Institute for Health and Social Care published 'Review of In Safe Hands' (2010), (Magill, et al., 2010). This review analysed whether the procedures at the time set out in 'In Safe Hands, 2000' in regards to adult safeguarding procedures in Wales were *'effective, appropriate and robust'* (Welsh Institute for Health and Social Care , 2009) The review highlighted concerns in regrds to the adult safeguarding procedures which stated that adult safeguarding procedures were:

- *partially effective*
- *in important aspects,no longer appropriate; and*
- *not sufficiently robust*

(Magill, et al., 2010)

A key difference between adult safeguarding and children safeguarding is of the adult's rights of self-autonomy (Ann Craft Trust, 2018). Adults who are offered social care intervention have the right to refuse despite it not being in their best interests. Self-autonomy of adults is stipulated within the European Convention on Human Rights (ECHR), and The Human Rights Act (1998). In certain cases where there are significant concerns in regards to the safeguarding and wellbeing of the adult, the law may contest that the adult is making an informed choice in regards to the support that they are willing to receive and is lacking capacity in their day to day safeguarding capability.

In 2005 the Mental Capacity Act introduced: "*support individual decision-making, allow choice in appointing substitute decision makers and promote decision-making in a person's best interest should they lack capacity'* (Wilson, et al., 2011). The
Social Services and Well-Being (Wales) Act 2014 introduced adult safeguarding measures such as 'Adult Protection and Support Orders' (APSO), this measure supported adults who

are abused or neglected that do not have their voice heard in regards to their own wellbeing of what is in their best interest. This measure is in conjunction with Article 8 of the Human Rights Act (1998), which states that any person can exercise their rights of the Human Rights Act (1998). This act also emphasises that each individual's wellbeing must be promoted along with each individual's views, wishes and feelings (Social Care Wales , 2018). A key aim of the Social Services and Well-Being (Wales) Act 2014 for adults was to ensure that adult safeguarding policies and procedures were similar to children's safeguarding policies and procedures in identifying adults who are at risk and ensuring the correct support services are in place.

WORD COUNT 413

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)

Throughout the year I have attended training programmes that have enhanced my professional development which includes:

Section 47 Training

Working with disengaged families

Safeguarding Adults

Strengthening Families

Mental Health training

Risk assessment training

The learning needs identified in section 2

- Working Collaboratively with service users & carers
- Working Collaboratively with Other Professionals

Since the time of completing section 2, I have worked with children who have experienced grief and bereavement. When I first started working on cases of loss and bereavement I was doubtful and hesitant. Due to my own personal experience in this area I was uneasy about whether my feelings would influence my practice when working with children and their families who are experiencing bereavement. My manager and I reflected about this in supervision and it was clear that I had personal views on families that experience bereavement and their capability to overcome this and the repercussions that this may lead to in the future. As part of my development I researched further in regards to bereavement

and the tools to work with families and to manage stress of bereavement that was useful for my practice. As part of my critical reflection research, Glaister 2008 states; "*In the pressured and frequently uncomfortable professional contexts of rapid change and uncertainty, social workers have to be secure in not knowing all the answers".*

Wallis (2004) highlights the importance of supervision by stating that social worker's need time to reflect and discuss their current cases with their manager of using tools recommended to them as well as own personal research to enable them to be better practitioners. Wallis (2004) concluded that social workers should be reflective in their approach which can reduce 'professional dangerousness' that can occur when a social worker leaves a child at risk of significant harm due to the social worker's beliefs. .

- Applying analysis in assessment to inform interventions

When being allocated a case in regards to bereavement, I discussed with my manager my feelings and apprehension. To avoid my personal barriers, I used the SWOT tool to research working with individuals who experience grief and using tools and coping strategies. When identifying the strengths as part of the SWOT tool, it enabled me to use my strengths such as my own personal understanding and communication skills, resilience and planning. My weakness is struggling to not allow my personal feelings to affect my professional judgement. I find this area as a struggle to make decisions objectively and not allow my own personal feelings to be shown. This is why I have identified that I need to increase and go on further training in regards to this area of social work. I feel that my own personal experiences of bereavement may be a barrier in developing my professional development to support children and families. As part of my professional development, I attended mental health training which discussed bereavement and the affects that this can have on mental health. This course has provided me with the tools of enabling me to assist families in coping with bereavement and ways of avoid further negative impact on their mental health. This tool has also provided me ways of coping strategies for myself and assisting families with bereavement.

- Intervention and application of professional judgement in increasingly complex

situations

Bereavement is a complex and emotional area of social work. During supervision, I was able to discuss with my manager of how our own personal feelings can have an impact on the way that we view and the way that we practice with families. This is why I need to be mindful of not allowing my professional judgement being affected by my own personal experience and values (Glaser & Frosh, 1993).

Throughout my practice I have attempted to keep up to date with my research and constantly reflect on my work. I use Gibbs' Reflective Cycle for supervision as this enables me to reflect on the work that I have completed with the family and develop a plan that can support the family (Finlay, 2008). Reflective supervision has allowed me to further research the concepts and the effects of bereavement in a safe environment where my manager was able to challenge my own personal views and personal experiences. Munro (2011) states that supervision can be more effective when the organisation is open, honest, empowering and allows for further professional development for their employee's. When I am allocated another case that involves bereavement, I feel that I am able to separate my own personal feelings and experiences and use the tools that I have acquired in training to assist my work in a child centred way. This will allow me to ensure that the child's views are at the centre of the work and assist me with the plans for the child.

WORD COUNT 797

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

Consolidation workshop	Date Attended
1	19th March 2019
2	12th June 2019, cancelled
3	8th August 2019
4	12th November 2019, I did not attend this session due to pre planned annual leave.

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. Lorraine is based within the Family Support Team which is a busy team which covers a diverse and complex range of work. Since joining the team Lorraine has worked hard to become fully aware of her statutory responsibilities within the legal framework and always strives to complete her work within timescales. Lorraine will openly seek management advice when dealing with complex cases and is a reflective practitioner. Lorraine has not been hesitant in gaining further experience with a range of complex cases which have included child protection cases, cases in both private and public law proceedings. As highlighted Lorraine has been open and honest regarding her apprehension involving court work and working with bereaved families. Lorraine has however, ensured that she accessed the necessary training and research to be able to work in an evidenced based way. Lorraine has been able to seek support and guidance from myself and other experienced members of the team in respect of court work and managed her time well to ensure that all work was completed and filed on time. Lorraine's written work has always been of a good standard, which has included being clear and evidence based. Lorraine has had the opportunity to work a case from the beginning to the end of the care proceedings through to an adoption plan. This has allowed her to make the initial application to the court, undertake the relevant assessments and complete the final evidence and present the local authority's final care plan to the court. An adoption case also requires additional work of producing a CARA and presenting the case to the Agency Decision Maker for ratification. This is a significant piece of work to compile and present. I feel that Lorraine learned a great deal through this experience which will inform and develop

her future practice.

I have been able to observe Lorraine communicating with families during meetings and her approach is calm, transparent, child focussed and professional.

Lorraine is a robust and reflective practitioner who is developing well in her social work role.

Section 7

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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: Lorraine Harvey

2. Learner's University Number:

Address for Correspondence:
80 Ladywell Road
Stoke on Trent
ST6 5BP

Telephone: 07875280860

E-mail: lorraineharvey1980@hotmal.co.uk

Date of Professional Qualification: October 2016

Date of registration with Social Care Wales: August 2017

3. Name of Learner's Agency: Wrexham Children's Services

Agency Contact details:

Name: Wrexham County Borough Council

Address: Family Support Team, Lampbit Street, Wrexham, LL11 1AR

Telephone Number: 01978 298640

E-Mail address: sarah1grant@wrexham.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: Sarah Grant
Address: Family Support Team, Lampbit Street, Wrexham, LL11 1AR
Telephone Number: 01978 298620
E-Mail address: sarah1grant@wrexham.gov.uk

6. Observer details
Name: Lesley Davies
Work Address: Family Support Team, Lampbit Street, Wrexham, LL11 1AR
Professional Qualification and date of qualification: BA HONS Social Work, 2012.
Email and telephone number:Lesley.davies@wrexham.gov.uk 01798 298604

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: T. Harvey (Learner)

Date: 20.02.2020

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: L S. Davies. (Observer)

Date: 19.02.2020

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 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: SARAH GRANT

SIGNATURE OF LINE MANAGER.: 

DATE: 19.02.2020

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	Lorraine Harvey
Name of Team/Agency	Family Support Team
Name of Mentor	Sarah Grant
Name of Line Manager	Sarah Grant

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 Social Care 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.

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 Social Care 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: L. Harvey . Print Name: LORRAINE HARVEY Date 17/01/2020
(Learner)

Signed S Grant. Print Name: Sarah Grant Date: 19.02.2020
(Line Manager/Mentor)

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

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