



## The North Central London (NCL) Social Work Education Partnership

Working together to promote and develop excellence in social  
work practice in North Central London

### The Assessed and Supported Year in Employment (ASYE) Programme



### Handbook for Newly Qualified Social Workers (NQSWs) and Assessors in CSSW Services

LB Camden  
Updated October 2022



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[Skills for Care ASYE information](#)

**Camden staff have access to Research in Practice (RiP)**, which brings together academic research, practice expertise and the experiences of people to develop resources to support professionals in adult social care.

You can access the range of resources at <https://www.rip.org.uk/login/> where you can create an account with your @camden.gov.uk email address. RiP have mapped their resources to enable NQSWs to meet, and evidence they have met, the requirements of the KSS.

Camden Staff also have access to Making Research Count which provides a range of evidence based Webinars and Seminars. Programme details can be found at:

[Events | NIHR Health & Social Care Workforce Research Unit | King's College London \(kcl.ac.uk\)](#)

## 1. Introduction to ASYE

**The ASYE scheme is a 12 month programme for Newly Qualified Social Workers (NQSW) to help them make the transition from qualifying education to the world of professional social work in their first year of employment.**

The expectation is that the knowledge and skills gained through qualifying education is consolidated in the first year of practice, and that specialist knowledge and skills will be developed in relation to the employment setting and service user group. This is not just about assessment; it is about the newly qualified social worker's right to a supported and protected year in which they can find their feet in the social work setting with all its complexities and challenges.

With regards to the assessed part of ASYE scheme, the emphasis is on direct evidence of the NQSW's work and progression. The key documents required over the year are based on Direct observations, feedback from professionals, Adults, Children, and Families. This is supplemented by critical reflection logs written by the NQSW at intervals throughout the year. A professional development plan is also completed to guide the NQSW in areas in which they need to progress.

The support part of ASYE scheme is provided through a protected caseload, increased supervision, allocated time for professional development and financial allowance for resources.

An assessor is allocated to each NQSW. In Camden, this may be the NQSW's line manager or may be another social worker with a practice educator qualification. The assessor will review the evidence provided by the NQSW and produce a report at three intervals in the year.

The expectation is that the NQSW will complete the ASYE programme in 12 months. The ASYE can be extended beyond 12 months if the NQSW works part-time (on a pro-rata basis, e.g. 18-24 months if they work 17.5 hours per week) and/or if they take a period of leave (e.g. maternity, sickness) but not to provide further opportunity to meet the standards if they have not taken any absences.

## 2. Eligibility criteria

All NQSWs who are employed by an organisation based in England are eligible to complete the ASYE programme provided that they are registered on the programme **within two years** of completing a recognised social work degree programme.

It is a requirement of the employers within the North Central London ASYE Partnership that all NQSWs must complete the ASYE programme.

Generally we only offer the ASYE programme to NQSWs in Camden who are employed as social workers or in roles where the social work qualification is a requirement of their job role.

If a NQSW has previously been employed permanently as a social worker in another organisation for 6 months or more, they will not be eligible to undertake the programme unless this is agreed by the Team Manager and Service Manager.

If a NQSW has completed 6 months or less of the ASYE programme with another organisation, they will be supported to complete the programme with Camden. However, if they have completed more than 6 months they will not be eligible to complete the ASYE unless this is agreed by the Team Manager and Service Manager.

See table below for full eligibility criteria in relation to the ASYE:

	<b>Eligible for:</b>
<b>New starter's first Social Worker post</b>	The full 12 month ASYE programme.
<b>New starter that has less than 6 months Social Work experience elsewhere and has never started the ASYE course</b>	The full 12 month ASYE programme.
<b>New starter that has more than 6 months Social Work experience elsewhere and has never started the ASYE course</b>	To be agreed with ASYE co-ordinator and Team Manager/Service Manager.
<b>New starter that has completed up to 6 months of the ASYE course elsewhere (minimum 3 month period)</b>	Can complete the remainder of the ASYE programme with Camden.  For example, if a new starter has completed 3 months of the ASYE elsewhere and has had their 3 month review, the remaining 9 months can be completed with Camden.  If the 6 month review has just been completed, the remaining six months can be done with Camden.
<b>New starter that has completed more than 6 months of the ASYE course elsewhere and is 1 month past their 6 month review.</b>	Not eligible to do ASYE programme with Camden.
<b>New starter that has completed less than 3 months of the ASYE course elsewhere.</b>	They would have to start this again with Camden and complete the full 12 month ASYE programme.
<b>An existing employee that moves to a Social Worker position (irrespective of service area) and has qualified as a Social Worker in the last two years</b>	The full 12 month ASYE programme.

### 3. Requirements of the ASYE programme

#### 3.1 The Professional Capabilities Framework (PCF)

With the support of their employers, NQSWs will need to show that they have met the capability statements at ASYE level as set out in the PCF.

The PCF is divided into nine domains covering the professional capabilities which social workers are expected to demonstrate in their day-to-day work. These domains are interdependent not separate, reflecting the ways in which social workers use a blend of skills and knowledge in their practice.

Each domain is divided into a number of levels, which are cumulative- that is, a social worker is expected to demonstrate capabilities up to and including the level they are at. This can be achieved through submitting a range of evidence which should include direct observations of practice and feedback from service users and carers. Evidence will be built up and reviewed over the year to show sufficiency in a range of essential skills, knowledge and values that cover the whole of the PCF at ASYE level. It is very important that the NQSW and their assessor familiarise themselves with the capabilities required at qualifying level. See **Appendix B** for further details.

#### 3.2 The Post-qualifying standards: Knowledge and Skills Statement (KSS) for child and family practitioners

There is a KSS for Social Workers in Children Services (**See Appendix C**). Each statement is designed to strengthen and enhance the PCF by setting out what is expected of NQSWs working in their particular setting and importantly, reinforcing the support and arrangements employers need to provide as set out in the Standards for Employers.

The statement represents the first step on a social worker's career pathway, starting from the end of their final placement in their social work degree, to the end of their first year in practice and through the PCF levels thereafter.

Each statement has been developed by the relevant Chief Social Worker in partnership with key stakeholders, including the College of Social Work, the British Association of Social Workers, Skills for Care, Social Care Institute for Excellence (SCIE), educators and Principal Social Workers.

NQSWs will be required to undertake a self-assessment against the respective KSS at the start and end of the ASYE programme.

#### 3.3 The relationship between the KSS and the PCF

NQSWs and assessors who have been practice educators for students will be familiar with the content and the expectations of the PCF from qualifying education. However, the use of the PCF changes once a social worker becomes qualified and begins the ASYE scheme. The PCF is the overarching standards framework intended to be applicable to all social workers in whatever role or setting. It is important to remember that the PCF is the generic framework and provides the standards for social workers throughout their careers not just at qualifying and ASYE levels. The Knowledge and Skills statements however set out what a social worker working with adults or children and families should know and be able to do by the end of the ASYE scheme. Skills for Care has mapped the PCF and KSS together to produce **holistic outcomes** against which practice can be assessed. **See Appendix D.**

### 3.4 Support and assessment agreement

NQSWs and assessors are required to complete and sign an agreement which outlines the requirements of the programme. This should be discussed and signed in a meeting within three weeks of the commencement of the ASYE programme. The meeting will be arranged and chaired by the ASYE programme co-ordinator.

### 3.5 Workload management and protected time for professional development

By the end of the ASYE, a NQSW should have a workload equivalent to 90% of what is expected of a confident social worker in the same role in their second or third year of employment. The caseload needs to be weighted over the course of the year by things such as case complexity, risk and growing proficiency. The NQSW's case load should be carefully managed; they should be assigned work at a level of complexity and risk that fit their experience.

The NQSW should be fully supported with **all complex cases** throughout their ASYE, especially those involving safeguarding which must be discussed in every supervision session. The NQSW's cases should be regularly discussed and the assessor should ensure the NQSW is managing their caseload and working safely. The NQSW should seek support with all decisions regarding complex cases and ensure they keep their manager fully informed of the progress with these cases.

Assessors/managers are expected to take into account the capabilities of NQSWs as new practitioners when allocating cases and allow the NQSWs time to undertake learning and development activities in order to reflect on their developing practice.

**10% of the NQSW's** time should be set aside for undertaking learning and development activities (not including mandatory e-learning training required for their role). This could include attendance at formal training courses, research and reading, shadowing colleagues, visiting other services, attendance and participation in critical reflective groups / supervision sessions and also the completion of the ASYE paperwork. This should be discussed and negotiated as part of the support and assessment agreement and reviewed regularly in supervision and the review meetings. ***One way of NQSWs ensuring they take this time is for them to diarise a half day per week or 2 days per month (or pro-rata if part-time) for learning and development activities and then reduce this time if they attend learning events outside of these dates.***

### 3.6 Supervision

Regular, supportive and critically reflective supervision is essential for NQSWs in order to help them build emotional intelligence and effective professional relationships, develop good practice and exercise both professional judgement and discretion in decision-making.

All NQSWs should receive weekly supervision for the first six weeks of employment, followed by at least fortnightly for the remainder of the first six months, and at least monthly thereafter. Supervision should take place for a minimum of 90 minutes.

NQSWs in CSSW teams are expected to take advantage of opportunities to participate in group supervision/ reflective discussions forums that are available

### 3.7 Professional Development Plan (PDP) and Continuous Professional Development (CPD)

All candidates undertaking the ASYE programme must complete a Professional Development Plan (PDP), at the beginning of the programme and then following the three, six, nine and twelve month review meetings. The KSS and/or the PCF should be used as diagnostic tools to identify areas of development and to support these developments during the ASYE year.

We offer a comprehensive programme of learning and development for all social workers. NQSWs will also be offered the opportunity to take part in training specifically designed for the ASYE programme as and when available. They will also be actively encouraged to use research as part of an approach to enhance evidenced based practice.

#### **4. Assessment process**

The purpose of the ASYE is for the assessor to determine whether the NQSW can evidence that they have met the capability statements at this level as set out in the PCF and also that they meet the standards outlined in the relevant KSS. This assessment should form part of the supervisory meetings and includes at least three progress review meetings.

Prior to the review meetings, NQSWs are expected to provide evidence to their manager of having completed the required learning and development activities. NQSWs can demonstrate this by submitting a range of evidence drawn from direct practice which meets the requirements of the PCF and KSS. Please see **Appendix D** for the holistic outcomes for the ASYE programme.

For full details of the assessment role and responsibilities, please refer to the Support and Assessment agreement.

##### **4.2 Employer responsibilities**

Employers are ultimately responsible for making accurate, valid and robust assessment decisions. An internal moderation panel will meet to review the NQSW's portfolio and ratify the recommendation of the assessor. The ASYE co-ordinator will record the assessment outcome with Skills for Care.

#### **5. Support for NQSWs and assessors**

The ASYE programme co-ordinator will arrange the meeting to complete the support and assessment agreement within 3 weeks of the NQSW's start date.

##### **5.1 Support and training for assessors**

Assessors will be required to familiarise themselves with the ASYE programme and liaise with the ASYE programme co-ordinator regarding their individual learning needs in relation to the programme.

ASYE briefing sessions and/or workshops for assessors may be organised on an internal and/or sub-regional level during the programme. These will be made available to assessors to attend.

#### **6. Links with probation and appraisal processes and failing ASYE**

##### **6.1 Probation**

The ASYE programme runs alongside the probation system for all NQSWs joining LB Camden. All new social workers will complete a **12-month probation period** (rather than 6 months as other staff do). The final ASYE review meeting will take place at 11 months to confirm that the NQSW is on track to pass the ASYE programme so that they can be confirmed into post. The portfolio will need to be completed by the end of the 12 month ASYE programme, within a month of the final review meeting.

##### **6.2 Appraisals**



Normal appraisal processes will continue to apply and must be undertaken in parallel with this programme as per the timescales required. It is suggested that one objective is the successful completion of the ASYE programme.

### 6.3 Failing the ASYE

It is expected that the comprehensive and on-going review processes included in the ASYE programme will enable managers to identify concerns at an early stage and take appropriate action. If a NQSW is failing their ASYE, they will also be heading towards failing their probation which will lead to HR being advised, and in most cases the borough's managing performance procedures started. This could lead to the contract of employment being terminated. The line manager should agree and implement an action plan to support them to meet the PCF domains and standards in the KSS. The progress of the NQSW will be monitored at the review meetings.

Skills for Care / (DfE) will be informed of any NQSWs who fail the programme.

## 7. Recognition and rewards

The NCL ASYE Partnership will issue a certificate of completion to NQSWs who successfully complete the ASYE programme.

NQSWs have an allowance of £100 to use during the year to support their learning, development and practice. This can be spent on books and resources but not external training. NQSWs should contact the programme co-ordinator for details on accessing this allowance and what they would like to purchase with it.

Assessors will be eligible to receive a payment of £500 for supporting a NQSW through the ASYE programme. This payment will be made via Payroll, providing all conditions outlined in the Support and Assessment Agreement have been met. Deductions may be made if some conditions are not met, depending on the circumstances.

Following successful completion of their probationary period and the ASYE, the NQSW is eligible for a salary uplift. Only staff who have started on Level 3, Zone 2 will be eligible for a salary uplift at the appropriate time.

## 8. Quality Assurance (QA)

The overall purpose of the ASYE QA systems is to ensure consistency of assessment and support across the organisation and NCL partnership thereby ensuring equality of experience for NQSWs on the ASYE programme.

### 8.1 Internal QA process

Who	Activities	Purpose	When
ASYE programme co-ordinator	Read reports completed by the assessor (Record of Progressive Support and Assessment and direct observation) and give feedback (1)	Ensure all ASYE paperwork completed by assessors in LBC are sufficient and comparable in terms of methods, quality and depth of assessment	Prior to each review meeting
ASYE Programme Co-ordinator	Monitor the support, caseload and protected time for CPD of NQSW in	Ensure programme requirements are being followed and equality of experience	At each review meeting

Who	Activities	Purpose	When
	accordance with the Support and Assessment agreement and programme requirements	for all NQSWs across the organisation	
ASYE moderation panel (to include ASYE co-ordinator and PSW)	Meeting to review the NQSW's ASYE portfolio and overall assessment decision following completion of the programme.	To support the overall standardisation of the assessment process across the service.	At the end of the ASYE programme for each NQSW

(1) After reading the completed assessor paperwork, the ASYE Programme Co-ordinator will provide feedback to the assessor. The assessor should then address any areas of feedback and make changes to the document(s) as necessary before the review meeting takes place. **Please note these changes must be made before the review meeting or this may need to be re-scheduled.**

## 8.2 External QA process

The purpose of external partnership moderation is to scrutinise both the ASYE final assessment judgements and the ASYE support and assessment process. Its aim is to ensure the quality and consistency of the ASYE programme and consider whether employer assessments against the Knowledge and Skills Statements and the Professional Capabilities Framework are consistent, robust and accurate.

Partnership moderation will not overturn an employer's final assessment judgement.

The moderation process also aims to identify examples of best practice and areas to be developed. This will allow the partnership to identify the key skills needed for ASYE assessors and develop appropriate support for them.

The process complies with the requirements to ensure Department of Health funding for adult services and therefore all adult representatives will take the lead to ensure the moderation process takes place as per this agreement.

Within a 12 month period the partnership will review and discuss the following:

- All fails and marginal submissions
- In addition, a 10% random sample of average and good submissions (or no fewer than 4 sets of evidence).

## 9. ASYE Programme Co-ordinator contact details:

### For CSSW Social Care Services:

Jay Fente, Professional Social Work Educator (Children)  
 Email: [Jay.Fente@camden.gov.uk](mailto:Jay.Fente@camden.gov.uk)  
 020 7974 1096



# Templates

**Information**

**To be completed by the NQSW**

<b>NQSW name</b>	
<b>ASYE assessor name</b>	
<b>Line manager name (if different from ASYE assessor)</b>	
<b>ASYE start date</b> The ASYE start date is not the same date as your employment start date. The ASYE start date is in the third week of employment.	
<b>Employing organisation</b>	
<b>Name of service in which NQSW is based, for example: Adult services Mental health services Child and family/Children's services</b>	
<b>Name and/or type of team (please do not record address)</b>	

**Confidentiality statement**

(following Data Protection Regulations/GDPR)

**To be completed by the NQSW**

**This confidentiality statement must be signed, dated, and included at the beginning of the ASYE portfolio**

- A newly qualified social worker (NQSW) must meet Social Work England's continuing professional development guidance in terms of confidentiality (anonymity) for their ASYE portfolio. The NQSW must ensure that all information that may lead to the identification of people with whom they have supported (people who draw on care and support) is fully anonymised or deleted so that it not possible to identify any individual or group of people
- It is the NQSW's responsibility to make sure all identifying details are removed. Please see [Social Work England's statement on anonymisation.](#)

**NQSW:**

**Signed:**

**Date:**

**ASYE Initial self-assessment for Knowledge and Skills Statement for child and family NQSWs**

You **must** complete a self-assessment at the start and at the end of the programme. **It is recommended that you revisit this self-assessment in your supervision sessions with your assessor / manager during the ASYE and look at how your ratings change across the year.** They may go up and down as an indicator of how confident and competent you feel about your practice at that time. This may assist you with the completion of your PDPs at later points in the programme and in turn, the types of learning and development you undertake during the year. You may also want to focus on particular areas of the KSS and how you feel you are progressing with them in your critical reflective logs.

- NQSWs are advised to consider their experiences gained from their placements and also previous work in social care when completing this self-assessment.
- The completed self-assessment should be discussed with the assessor (and line manager if different) and all should agree the key learning needs in relation to the statements
- These identified learning needs should be then transferred onto the Initial Professional Development Plan (PDP) detailing the methods to be used to meet these
- The self-assessment and Initial PDP should be sent to the Programme Co-ordinator within 3 weeks of commencing the ASYE programme

<b>NQSW</b>	
<b>Assessor</b>	
<b>Team</b>	
<b>Team Manager</b>	
<b>Start date of ASYE</b>	
<b>Date self-assessment completed</b>	

**Rating :**

**1 – No knowledge or skill in this area**

**2 – Limited theoretical knowledge and little practical experience thus far to develop skills in this area**

**3 – Some knowledge and skills but requires frequent, close supervision and direction, as well as follow up from line manager**

**4 – Good level of knowledge and skills and is capable of meeting this with supervision and direction from manager**

**5 – Extensive knowledge and skills and very capable of meeting this with less direction and more autonomy**

<b>Statement 1 - Relationships and effective direct work</b>	<b>Rating</b>				
What level of capability do you have in building effective relationships with children, young people and families, which form the bedrock of all support and child protection responses ?	1	2	3	4	5
How able are you to be both authoritative and empathic and work in partnerships with children, families and professionals, enabling full participation in assessment, planning, review and decision making?	1	2	3	4	5
What level of capability do you have in enabling full client participation in assessment, planning, review and decision-making ?	1	2	3	4	5
How capable are you in the gathering of evidence to address relevant and significant risks?	1	2	3	4	5
How able are you to secure access to support services for families (including where relevant children in public care), negotiating and	1	2	3	4	5

challenging other professionals and organisations to provide the help required and that they are entitled to?	
How able are you in helping children and families in transition; including children and young people moving to and between placements, those returning home, those being adopted or moving through independence	1 2 3 4 5
What level of knowledge and skill do you have in helping children separate from and sustain, multiple relationships recognising the impact of change and loss?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 2 - Communication</b>	<b>Rating</b>
What level of capability do you have in communicating clearly and sensitively with children of ages and abilities and their families in a range of settings and circumstances?	1 2 3 4 5
How skilful are you in creating immediate rapport with people not previously known which facilitates engagement and motivation to participate in child protection enquiries, assessments and services	1 2 3 4 5
What level of ability do you have in acting respectfully even when people are angry, hostile and resistant to change?	1 2 3 4 5
How able are you to listen to the views, wishes and feelings of families and children, including the communication of children through behaviour?	1 2 3 4 5
How able are you to help parents and carers understand how they might communicate more effectively with their children?	1 2 3 4 5
What level of capability do you have in promoting speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing themselves/	1 2 3 4 5
How able are you to manage tensions between parents, carers and family members in ways that show persistence, determination and professional confidence?	1 2 3 4 5
How skilful are you in producing written case notes and reports, which are well argued, focused and jargon free?	1 2 3 4 5
How capable are you in presenting a clear analysis and a sound rationale for actions as well as any conclusions reached, so that all parties are well informed?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 3 - Child Development</b>	<b>Rating</b>
How able are you to observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and other key relationships.	1 2 3 4 5
What level of capability do you have in establishing the pattern of optimal child development and being alert to signs that may indicate	1 2 3 4 5



that the child is not meeting key developmental milestones, has been harmed or is at risk of harm?	
How knowledgeable are you of typical age-related physical, cognitive, social, emotional and behavioural development over time, accepting that normative developmental tasks are different for each child depending on the interaction for that child between health, environmental and genetic factors?	1 2 3 4 5
How knowledgeable are you in assessing the influence of the cultural and social factors on child development, the effect of different parenting styles, and the effect of loss, change and uncertainty in the development of development of resilience?	1 2 3 4 5
How able are you to explore the extent that any emotional or behavioural and emotional development may also be the result of communication difficulties, ill health or disability, adjusting practice to take into account of these differences?	1 2 3 4 5
How skillful are you in seeking advice from relevant professionals to fully understand a child's development and behaviour?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 4 - Adult mental health, substance misuse, domestic abuse, physical ill health and disability</b>	<b>Rating</b>
How capable are you in identifying the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children, including those who are young carers?	1 2 3 4 5
How skillful are you in accessing the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment?	1 2 3 4 5
What level of capability do you have in coordinating emergency and routine services and synthesising multi-disciplinary judgements as part of ongoing social work assessment and use a range of strategies to help families facing these difficulties?	1 2 3 4 5
How capable are you in identifying concerning adult behaviours that may indicate risk or increasing risk to children?	1 2 3 4 5
What level of skill do you have in assessing the impact on, and inter-relationship between parenting and child development?	1 2 3 4 5
How able are you to recognise and act upon escalating social needs and risk including helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interest always prioritised?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 5 - Abuse and neglect of children</b>	<b>Rating</b>

How capable are you in the exchanging information with partner agencies about children and adults where there is concern about the safety and welfare of children?	1 2 3 4 5
How able are you in analysing and triangulating evidence to ensure robust conclusions are drawn?	1 2 3 4 5
What level of capability do you have in recognising harm and risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect?	1 2 3 4 5
What level of skill do you have in taking into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect?	1 2 3 4 5
What level of skill do you have in considering the possibility of child sexual exploitation, grooming, female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be the perpetrators of abuse?	1 2 3 4 5
How able are you to lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors?	1 2 3 4 5
What level of capability do you have in drawing conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any injury is consistent with the explanation offered?	1 2 3 4 5
How able are you in commissioning a second professional opinion and taking legal advice when necessary?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 6 – Child and family assessment</b>	<b>Rating</b>
How able are you to carry out in-depth and ongoing family assessment of social need and risk to children with particular emphasis on parental capacity and capacity to change?	1 2 3 4 5
How capable are you in using professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers?	1 2 3 4 5
How skillful are you in acknowledging any conflict between parental and children's interests, prioritising the protection of children as set out in legislation?	1 2 3 4 5
What is your level of capability in using child observation skills, genograms, eco-maps, chronologies and other evidence based tools whilst ensuring active child and family participation in the process?	1 2 3 4 5
How able are you to hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation, and the effect of stress on family functioning, providing help and support?	1 2 3 4 5
How capable are you of taking into account individual child and family history and how this might affect the ability of adults and children to engage with services?	1 2 3 4 5
What is your level of capability in recognising and addressing behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognising when there is a need for immediate action, and what other steps can be taken to protect children?	1 2 3 4 5

**Please provide examples to support your assessment ( a maximum of 3 )**

**If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:**

<b>Statement 7 – Analysis, decision-making, planning and review</b>	<b>Rating</b>
How able are you to establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions?	1 2 3 4 5
How skillful are you in setting out the best options for resolving difficulties facing the family and each child, considering the risk of future harm and its consequences and the likelihood of successful change?	1 2 3 4 5
How able are you to prioritise the children’s need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identify development, health and education, ensuring active participation and positive engagement of the child and family?	1 2 3 4 5
What is your level of capability in testing out multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions?	1 2 3 4 5
How able are you to challenge any prevailing professional conclusions in the light of new evidence or practice reflection?	1 2 3 4 5
What is your level of capability in making realistic, child centred plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child, ensuring multi-disciplinary input into the process at all stage?	1 2 3 4 5
How skillful are you in applying twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans?	1 2 3 4 5

**Please provide examples to support your assessment ( a maximum of 3 )**

**If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:**

<b>Statement 8 – The law and the family and youth justice systems</b>	<b>Rating</b>
How knowledgeable are you in navigating the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory frameworks that support the full range of permanence options?	1 2 3 4 5
How able are you to participate in decisions about whether to make an application to family court, the order to be applied for, and the preparation and presentation of evidence?	1 2 3 4 5
How able are you to seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties?	1 2 3 4 5
What is your level of skill using the law, regulatory and statutory guidance to inform practice decisions?	1 2 3 4 5

How capable are you in taking into account the complex relationships between professional ethics, the application of the law and the impact of social policy on both?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 9 – The role of supervision</b>	<b>Rating</b>
How able are you to recognise your own professional limitations and how and when to seek advice from a range of sources, including line manager, team manager, senior practice leaders and other clinical practitioners from a range of disciplines?	1 2 3 4 5
How capable are you in discussing, debating, reflecting upon and testing hypotheses about what is happening with families, and with children?	1 2 3 4 5
How able are you to explore the potential bias in decision-making and resolve tensions from, for example, ethical dilemmas, conflicting information or differing professional opinions?	1 2 3 4 5
What is your level of skill in identifying which methods will be of help for a specific child or family and the limitations of different approaches?	1 2 3 4 5
How able are you to make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children?	1 2 3 4 5
How able are you to reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 10 – Organisational context</b>	<b>Rating</b>
How able are you to operate successfully in a wide range of organisational contexts complying with checks and balances within local and national systems which are a condition of employment ?	1 2 3 4 5
How capable are you in maintaining personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts?	1 2 3 4 5
How skilled are you in acting in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children?	1 2 3 4 5
What is your level of capability in managing the specific set of organisational tasks relating to lead responsibility for children with the	1 2 3 4 5

support if your line manager and use of the multi-agency support network?	
<b>For NQSWs in CLA only:</b> How skilled are you in contributing to the organisation's role as corporate parent to children in public care, encouraging and advocating for organisational focus, resource and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence and ambition for their futures?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<p><b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b></p>	

### Initial professional development meeting (IPDM)

This initial professional development meeting will inform the support and assessment agreement meeting and will support the NQSW to write their first professional development plan (PDP). It should cover the NQSW's previous experience (as a student social worker and relevant roles undertaken elsewhere) and agree learning objectives for the first three months of the ASYE programme. The discussion should include exploring the key legislation, policies and procedures that impact on the NQSW's practice area and consider how practice evidence is obtained.

This template can be completed in bullet form if desired.

#### Part 1: to be completed by the NQSW in consultation with the ASYE assessor

<b>Name of NQSW</b>	
<b>Name of ASYE assessor</b>	
<b>Date</b>	
Please record the main points of the meeting below:	

<b>NQSW signature</b>	
<b>Date</b>	

#### Part 2: ASYE assessor completes after the initial professional development meeting

<b>Following this initial professional development meeting and the feedback from the ASYE assessor, have areas of development/learning needs been transferred to the NQSW's initial professional development plan?</b>

<b>ASYE assessor signature</b>	
<b>Date</b>	



## Support and assessment agreement

### 1. Information

Name of newly qualified social worker (NQSW)	
Social Work England registration number	
Service (children's or adults)	
Full-time/part-time (note – this may affect total length of ASYE and review dates)	
Name of line manager/supervisor	
Name of ASYE assessor (if different from line manager)	
Is the ASYE assessor an independent assessor?	
Name of ASYE programme co-ordinator (if appropriate)	
Name and role of others present at this meeting	

### 2. Inclusion

The ASYE seeks to foster a diverse learning community of social workers that welcomes all, inclusive of gender, nationality, race, sexual identity, ability, experience, background, and those who may feel excluded by societal 'norms', in a safe and respectful place.

The next section asks for information that will help us to best understand the NQSW's needs so that we can make the programme as inclusive and accessible as possible for them.

<b>NQSW background and context</b> Enter background details to provide information about the experience the NQSW brings to this setting and the context of the setting including: <ul style="list-style-type: none"><li>▪ Social work student and placement experience</li><li>▪ Previous social care experience</li><li>▪ Outcome of the initial professional development meeting (refer back to template 1: PDP)</li><li>▪ The nature of the employment</li></ul>	
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setting <ul style="list-style-type: none"> <li>▪ Any organisational circumstances that may affect the ASYE year</li> </ul>	
<b>Further information that will support the accessibility of the programme for the NQSW</b>	
Often unwittingly, we can create difficulties and barriers that may have a negative impact on an NQSW's ASYE experience and entitlement to a fair, accurate assessment. By better understanding the NQSW, their needs and preferred ways of working, we can ensure that they have the best opportunity for success.	

**3. Expectations: key dates and deadlines**

<b>Date ASYE commenced</b>	
<b>Length of probation period</b>	
<b>Date of support and assessment agreement meeting</b>	
<b>Date of initial professional development meeting (prior to this support and assessment agreement meeting)</b>	
<b>Date set for the three-month foundational review</b>	
<b>Deadline for submission of documentation for the three-month foundational review</b>	
<b>Date set for the six-month review</b>	
<b>Deadline for submission of documentation for the six-month review</b>	
<b>Date set for nine-month progressive development meeting</b>	
<b>Date set for the final review and assessment including</b>	

<b>recommendation of final assessment decision</b>	
<b>Deadline for submission of documentation for the final review</b>	
<b>Deadline for submission of the completed ASYE portfolio</b>	
<b>Date of the internal moderation panel (when the final assessment outcome will be confirmed)</b>	

#### 4. Supervision

This supervision section can be pre-populated with the organisation's ASYE supervision information

<b>Supervision will be provided by:</b>  Note: if the person providing case supervision is different from the person providing critical/reflective supervision then please identify both names and the type of supervision they provide	
<b>Name of backup supervisor (if the allocated supervisor is off sick or absent/unavailable)</b>	
<b>Any additional support available to the NQSW (e.g. buddy, group supervision, action learning sets)</b>	

<b>Supervision session will be as follows (refer to the 'Standards for Employers of Social Workers in England' for guidance)</b>	
<b>Duration</b>	Formal supervision will be for a minimum duration of 1½ hours. In addition, the NQSW will be able to access informal supervision as/when required.
<b>First six weeks of ASYE (include supervision dates)</b>	Formal supervision will be weekly during this period of the programme. Additionally, informal supervision should be available as/when required.

	<p>If the ASYE assessor is not available for any short period of time (which prevents supervision) then it is the responsibility of the NQSW to raise the issue with their team manager/line manager and the ASYE co-ordinator. Alternative arrangements should then be made, ensuring the supervision is delivered by an experienced social work colleague.</p>
<p><b>Week seven – six-month review</b></p>	<p>Formal supervision will be at least fortnightly during this period of the programme. Additionally, informal supervision should be available as/when required.</p> <p>If the ASYE assessor is not available for any short period of time (which prevents supervision) then it is the responsibility of the NQSW to raise the issue with their team manager/line manager and the ASYE co-ordinator. Alternative arrangements should then be made, ensuring the supervision is delivered by an experienced social work colleague.</p>
<p><b>Six-month review to end of ASYE</b></p>	<p>Formal supervision will be at least monthly during this period of the programme. Additionally, informal supervision should be available as/when required.</p> <p>If the ASYE assessor is not available for any short period of time (which prevents supervision) then it is the responsibility of the NQSW to raise the issue with their team manager/line manager and the ASYE co-ordinator. Alternative arrangements should then be made, ensuring the supervision is delivered by an experienced social work colleague.</p>
<p><b>Supervision will include</b></p> <p>If different people are providing case management supervision and supervision with a focus on critical reflection, then separate the supervision agenda accordingly.</p>	<p>The supervision agenda will include:</p> <ul style="list-style-type: none"> <li>▪ Review of caseload and workload allocation.</li> <li>▪ Reflection and critical analysis of practice.</li> <li>▪ Professional development needs.</li> <li>▪ Reflection on feedback received from people who draw on care and support, and from professionals.</li> <li>▪ ASYE assessment, including monitoring of the NQSW's progress against the PQS (KSS), PCF and the provision of developmental feedback.</li> </ul>

## 5. Workload management (protected caseload)

Expectations of workload management may be pre-populated in line with the employer's workload allocation policy (as it relates to their ASYE programme).

<b>How will workload be agreed, allocated and monitored?</b>	<ul style="list-style-type: none"><li>▪ The NQSW's caseload (in terms of numbers and complexity) will be protected in accordance with the requirements of the ASYE programme.</li><li>▪ The cases/work will be allocated by <b>(state name here)</b>.</li><li>▪ The workload will be reviewed and monitored (including in terms of its' relevance to supporting ASYE progressive development) in supervision meetings.</li><li>▪ The NQSW should feel able to discuss any concerns they have about their workload in supervision (e.g. complexity, too much work or not enough work). Please state the process for managing any workload concerns.</li></ul>
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## 6. Protected development time

Expectations of protected development time may be pre-populated in line with the employer's ASYE programme.

<b>10% of the NQSW's time should be set aside for undertaking learning and development activities (this equates to 0.5 day per week or 2 days per month).</b>	<ul style="list-style-type: none"><li>▪ 10% of the NQSW's working time will be allocated to protected development time.</li><li>▪ The NQSW will take protected development time at the frequency of <b>(state the arrangement)</b>.</li><li>▪ This time is to be recorded in the NQSW's electronic calendar.</li><li>▪ The protected development time is for the purposes of:<ul style="list-style-type: none"><li>○ Attending training specifically organised for NQSWs by the ASYE programme development lead.</li><li>○ Undertaking research and self-directed learning to support written ASYE development activities.</li></ul></li></ul>
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- Attending action learning sets, ASYE workshops etc.
- The ASYE assessor will monitor the management of this protected time.

## 7. Requirements and responsibilities

Requirements and responsibilities may be pre-populated in line with the employer's ASYE programme:

<p><b>The NQSW is required to:</b></p>	<ul style="list-style-type: none"> <li>▪ Identify their learning objectives and be pro-active in securing opportunities to meet these.</li> <li>▪ Complete the evidence of progression and submit it to the ASYE assessor in advance of formal reviews and engage in reviews of their ASYE programme.</li> <li>▪ Raise any concerns about the working of the ASYE support arrangements with their ASYE assessor, unless the concern relates to the assessor (in these instances concerns should be raised with the team manager and/or ASYE co-ordinator)</li> <li>▪ The NQSW's voice is very important in the national development of the ASYE programme. Please provide feedback to your ASYE co-ordinator about the quality of your ASYE experience.</li> <li>▪ Timely submit all documents to their ASYE Assessor for their next review</li> <li>▪ Timely submit their portfolio of evidence to the ASYE co-ordinator by the agreed submission date (for later consideration by the internal moderation panel).</li> </ul>
<p><b>The ASYE assessor is required to:</b></p>	<ul style="list-style-type: none"> <li>▪ Provide details of the selection of all allocated cases (numbers and complexity) – bearing in mind the NQSW's development needs.</li> <li>▪ Provide regular supervision with a focus on critical reflection and to facilitate the development of the NQSW's critical thinking skills.</li> </ul>

	<ul style="list-style-type: none"> <li>▪ Support the NQSW to engage in continuous critical reflection and learning about the quality of their professional recording and implement change as a result.</li> <li>▪ Support the NQSW to engage in continuous critical reflection and learning about the quality of their professional practice and demonstrate that their recording is of the standard required by the organisation.</li> <li>▪ Provide regular developmental feedback to the NQSW.</li> <li>▪ Advocate that the NQSW receives their protected development time and monitoring the management of this time.</li> <li>▪ Support the NQSW to be released to attend ASYE related training events, workshops, action learning sets, group supervision etc. that are specific to the ASYE programme plus other relevant training appropriate to the NQSW's learning and development needs.</li> <li>▪ Evaluate the NQSW's evidence of progression and assess the NQSW's development against the PQS (KSS) and PCF.</li> <li>▪ Undertake regular reviews as required by the programme and complete the relevant part of the record of support and progressive assessment (RSPA).</li> <li>▪ Undertake and provide observer feedback reports on at least two of the (minimum three) direct observations – unless there is a clear rationale why this is not achievable.</li> </ul>
<p><b>If different, the line manager/supervisor is required to:</b></p>	<ul style="list-style-type: none"> <li>▪ Ensure that the NQSW receives an induction and is supported in their integration into the team.</li> <li>▪ Oversee the management of NQSW's workload.</li> <li>▪ Liaise with the ASYE assessor about the workload and selection of cases for allocation to the NQSW</li> </ul>

	<p>so that it meets the programme's guidance on a reduction in workload (10%).</p> <ul style="list-style-type: none"> <li>▪ Contribute to the progressive assessment of the NQSW.</li> <li>▪ Support the NQSW in attending training events, workshops, action learning sets, group supervision specific to the ASYE programme</li> <li>▪ Support the NQSW in attending other relevant training appropriate to their learning and development needs.</li> <li>▪ Ensure that the support arrangements of the ASYE programme are delivered, particularly the arrangements of supervision, a reduced caseload and protected development time.</li> </ul>
<p>The ASYE programme co-ordinator (if applicable) is required to:</p>	<ul style="list-style-type: none"> <li>▪ Co-ordinate the delivery of the ASYE programme.</li> <li>▪ Manage the Skills for Care ASYE portal</li> <li>▪ Provide NQSWs and their assessor with support and advice as/when required, particularly in the event of difficulties.</li> <li>▪ Provide the supporting documentation for the ASYE process.</li> <li>▪ Provide guidance materials for NQSWs and their ASYE assessor (this may include an ASYE handbook).</li> <li>▪ Co-ordinate training and workshops for NQSWs and ASYE assessors.</li> <li>▪ Manage the ASYE quality assurance process.</li> <li>▪ Provide links to senior managers (including the principal social worker)</li> <li>▪ Provide links to wider organisational policies and procedures, including HR.</li> </ul>

## 8. Assessment, review, and quality assurance

This section may be pre-populated to address questions in line with the employer's ASYE programme.

<p><b>How will ASYE reviews and assessment be linked to employer's probation and appraisal processes?</b></p>	<p>Normal appraisal processes will continue to apply and must be undertaken in parallel with this programme as per the timescales required. It is suggested that one objective in the appraisal is the successful completion of the ASYE programme. Probation is 12 months for social workers on the ASYE</p>
<p><b>What are the contractual implications of failure to complete, or failure of, the ASYE year?</b></p>	<p>It is expected that the comprehensive and on-going review processes included in the ASYE programme will enable the assessor/line manager to identify concerns at an early stage and take appropriate action. If the NQSW is deemed to be failing at any stage during the programme, the assessor/line manager should agree and implement an action plan to support them to meet the required outcomes of the PCF and KSS. The progress of the NQSW will be monitored at the review meetings.</p>
<p><b>What arrangement does the employer use internally or externally to quality assure the assessment of the NQSW and the ASYE portfolio (e.g. in Teaching Partnerships etc.)?</b></p>	<p>There are internal and external quality assurance processes in place for the ASYE programme.</p> <p>Full details of this process are included in Section 8 of the ASYE Guidance for assessors and NQSWs.</p>
<p><b>How will disagreements between the employer and NQSW be dealt with?</b></p>	<p>The review meetings can be used to discuss any concerns or disagreements throughout the ASYE. In circumstances where this does not suffice, HR will be approached for advice.</p>
<p><b>Is successful completion of the ASYE specifically recognised by the employer and, if so, in what form (e.g. award ceremony, employer ASYE certificate, career progression or other activity/process)</b></p>	<p>Following successful completion of their probationary period and the ASYE, the NQSW is eligible for a salary uplift from Level 3, Zone 2 to Level 4, Zone 1.</p> <p>All NQSWs are invited to a celebration event to celebrate their achievements in completing this year</p>

**9. Record of discussions re. expectations of NQSW**

<p><b>Considering the NQSW's current context and previous</b></p>	<p>Yes or No</p>
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experience (as identified at the initial professional development meeting), has the NQSW addressed these areas in their initial ASYE professional development plan (PDP)?	If No give details
Have you discussed the roles and responsibilities of the different people involved in assessing or supporting the NQSW's ASYE?	Yes or No If No give details
Is the NQSW clear about their own responsibilities and have you discussed the expectations of the NQSW's evidence of progression (e.g. critical reflection log)?	Yes or No If No give details

#### Section 10: Declarations and signatures

<b>NQSW name</b>	
I have read and understood my role and responsibilities and commit to fulfilling them. I confirm the arrangements set out in this agreement.	
<b>Signature</b>	
<b>Date</b>	

<b>ASYE assessor name</b>	
I understand my role and responsibilities as an assessor and commit to fulfilling these. I confirm the arrangements set out in this agreement.	
<b>Signature</b>	
<b>Date</b>	

<b>Line manager name (if applicable)</b>	
I have read the support and assessment agreement and will support the assessor with their role and provide any supporting documents for the review meetings to inform the progressive assessment.	
<b>Signature</b>	
<b>Date</b>	

<b>ASYE co-ordinator (if applicable)</b>	
I have read the support and assessment agreement and will support the assessor with their role. I will provide supporting documents for the review meetings to inform the progressive assessment.	
<b>Signature</b>	
<b>Date</b>	

**Initial professional development plan  
(for first three months)**

**To be completed by the NQSW**

1. Consult your final PDP from your pre-qualifying/university course (if you have one) to help you self-assess against the PQS (KSS) and PCF as this will enable you to identify your learning objectives in this first ASYE PDP
2. Write a **minimum of three and a maximum of five** learning objectives in a SMART way (i.e., Specific, Measurable, Achievable, Realistic and Time-bound)
3. Your learning objectives could relate to your practice, the legislation/policy/procedures, development of critical reflection and analysis, development of self (your experience, knowledge, values, confidence, resilience, emotional wellbeing)

Period covered				
Learning objective	Links to PQS and PCF	How will I meet the objective and what support will I need to meet this? Development activity and planned action(s)	How will my practice impact positively on those in need of care and support and others?	Timescale: Date for completion/review

## NQSW Supporting information for the for first three months

### Foundational review

#### To be completed by the NQSW

This template is to be submitted to your ASYE assessor **in advance** of your three-month foundational review meeting.

#### Section 1

##### Supervision log

Record the following information:

- Dates when you received supervision in the first three months of your ASYE
- What type of supervision (i.e. case supervision or critically reflective supervision) and with whom (e.g. ASYE assessor, team manager/line manager or other)

#### Section 2

##### Protected development time log

Record dates and times when you took protected development time in the first three months of your ASYE and how was this time used

#### Section 3

##### Learning log

Record the dates and details of any training or learning activities (including shadowing) undertaken in the first three months of your ASYE.

Please give some examples from these development activities and reflect on how you have applied the learning in practice.

[Guide: 500 words]

**Section 4**

**In the first three months of your ASYE have there been any issues or changes associated with the support arrangements identified in your Support and Assessment Agreement?  
Yes/No**

**If yes, please give details**

**Please also note any organisational changes or exceptional circumstances that may be important to consider**

**Section 5**

**Please give an example of a piece of work or some learning that has been really positive or important for your development in these first three months. Briefly describe what this was, what you did, and what the outcome was. Were there any challenges and how did you overcome them?**

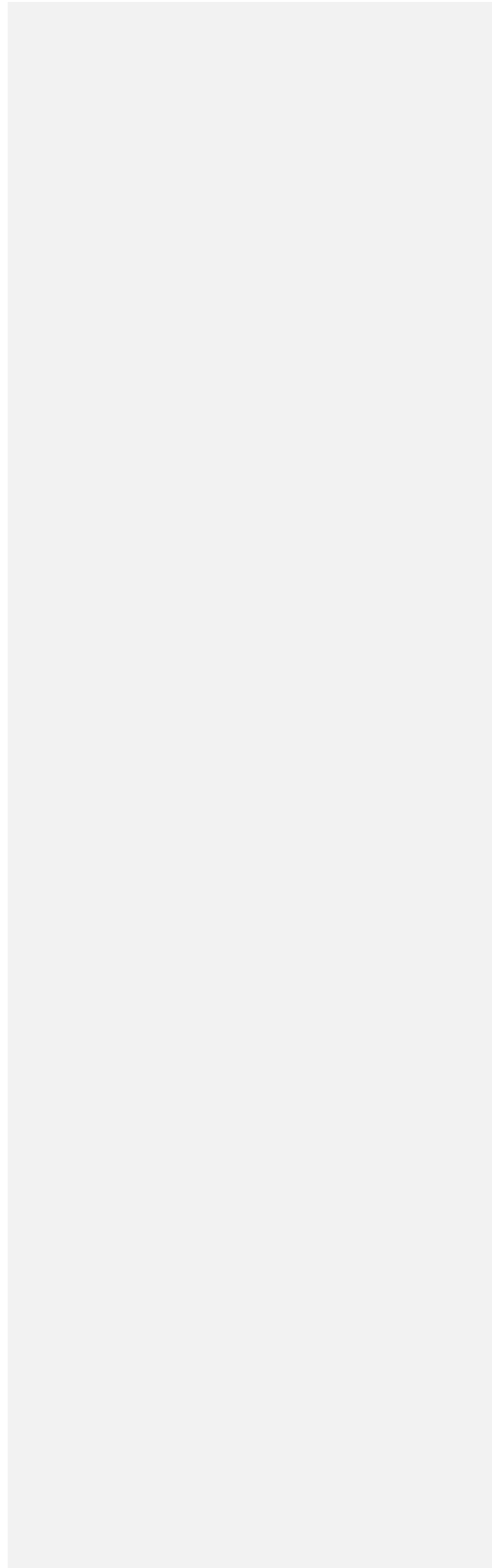
**[Guide: 500 words]**

**Section 6**

**Please reflect on the feedback you have received in the last three months. This could include from people and families you have worked with, other professionals and feedback from the direct observation/your assessor)**

**Think about the feedback you have received. What was your reaction to the feedback, what have you learnt, what you will continue to do and what you might try doing differently?**

**[Guide: 250 words]**



**Professional development plan: three to six months  
(for foundational review)**

**To be completed by the NQSW**

1. Consult your previous PDP to frame this PDP, taking the PQS (KSS) and PCF into account.
2. Write a **minimum of three and a maximum of five** learning objectives in a SMART way (i.e. Specific, Measurable, Achievable, Realistic and Time-bound)
3. Your learning objectives could relate to your practice, the legislation/policy/procedures, development of critical reflection and analysis, development of self (your experience, knowledge, values, confidence, resilience, emotional wellbeing)

Period covered				
Learning objective	Links to PQS and PCF	How will I meet the objective and what support will I need to meet this? Development activity and planned action(s)	How will my practice impact positively on those in need of care and support and others?	Timescale: Date for completion/review

**Direct observation: number one**

**To be completed by the NQSW and the observer**

These are the requirements for ASYE direct observations:

- a minimum of three direct observations are needed and these must all be completed by a registered social worker
- a minimum of two observations (ideally the first and last) must be completed by the ASYE assessor – unless there are extenuating circumstances
- a minimum of one observation must be face-to-face, the others can be face-to-face or virtual
- a minimum of one observation must be involve the NQSW undertaking direct work with people who draw on care and support.

To enable the NQSW to evidence progressive development in their knowledge, skills, and professional practice, the three observations should be completed at (approximately) three monthly intervals over the course of the ASYE.

The observation should be planned in advance and key learning points from this for the NQSW can be linked to their professional development plan (PDP).

Please refer to Skills for Care guidance on [undertaking direct observations](#).

Observer to complete these introductory details.

<b>Name of NQSW</b>	
<b>Name and job title of observer</b>	
<b>Date, setting, virtual or face-to-face</b>	
<b>Date of the observation</b>	

NQSW completes parts one and two before the observation.

**Part 1: Background to the observation – completed by the NQSW**

<p><b>1. Brief background to observed practice</b></p> <p>What does the observer need to know to understand the situation including history, context, and key issues?</p> <p><b>Word guide: 250</b></p>



**Part 2: Planning the intervention – completed by the NQSW**

**2. Planning for the intervention (do not assume the observer has knowledge of this)**

- What is the purpose of the chosen intervention?
- What do you want to achieve?
- What key aspects of your practice do you want to be specifically observed? Please link to PQS (KSS) and PCF
- Why have you chosen these aspects for the observation?
- How did you prepare for this intervention? If this observation is focussed on your work with people who draw on care and support, detail how you secured their consent for the observation and the observer attending, taking into account the age and mental capacity of the person/people who draw on care and support).
- If relevant to the situation being observed, what formal authority and laws are you acting under? (refer to the legislative framework and/or policies and procedures)
- How did you plan for the intervention?
- What outcomes do you want to achieve?
- What approaches are you going to use to achieve these outcomes (these should be based upon social work theory, methods, and research e.g. strengths-based, person-centred practice)

**Word guide: 400**

**Part 3: Critical reflection on practice during the observation – completed by the NQSW after the observation**

**3. Critically reflect on your practice during the observation**

Your reflections should include:

- What key knowledge did you use in your intervention, for example, social work methods, social work theory, legislation, policy, research, the law, organisational processes?
- What key skills did you use – communication skills, presentation skills, writing skills?
- Identify how you achieved the outcomes mentioned in your planning (part 2) and what remedial actions you may have been required to take. Did you use any additional legislation, policies, procedures, knowledge, or skills you didn't initially identify in section 2?
- During the observation, what were your feelings and how did they impact on your thinking and actions?
- How did you promote inclusion, person-centred or strengths-based practice and counteract unconscious bias during the observation?
- Identify your use of self (e.g. intuition, personality, life experience, cultural heritage, ethics, and values) in this piece of practice and how you used it to influence the intervention
- How did social work values guide your practice?

- If relevant to the situation, how did the power invested in your role impact on your relationship with the person/people who draw on care and support and your intervention?

**Word guide: 500**

#### **Part 4: Holistic assessment of the observation of practice – completed by the observer**

##### **4. Holistic assessment of the NQSW's capability demonstrated in the direct observation of practice ([link to PQS \(KSS\) and PCF when appropriate](#))**

When considering your holistic assessment of the NQSW's observed piece of practice, think about:

- How have they demonstrated the integration of social work knowledge, skills, and values in relation to the PQS (KSS) and PCF?
- Did the NQSW demonstrate practice capability? What evidence are you using to draw that conclusion? In considering the quality of their work:
  - Is their practice indicating adaptability, creativity, and responsiveness to the needs of the person/people who draw on care and support or any other 'audience'? If not, why not?
  - Is there anything affecting the quality of their practice?
  - Do you get a sense that the NQSW was confident in their practice and was working within a defensible framework (a framework for understanding and responding to risk) – what is the evidence for this?
  - Were there particular areas of practice capability where the NQSW demonstrated particular strengths and areas for development?

#### **Part 5: NQSW feedback on observer's report**

**5. Do you agree with the comments in the observer's report? Please comment**

#### **Part 6: NQSW identification of learning needs (in conjunction with the observer) – completed by the NQSW after reading the observer's holistic assessment in part 4.**

##### **6. Identify your specific learning needs from this piece of work**

- Write in a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) way
- Link your learning needs from this piece of practice to your PDP or a specific critical reflection (referring to the PQS (KSS) and PCF when appropriate)

<b>Transfer your identified learning needs to the draft PDP for your next review</b>

**Part 7: Optional feedback from person/people who draw on care and support (or their carers).**

Ideally, this feedback should be obtained by the observer immediately after the observation of practice, although this may not always be possible.

<b>7. Feedback from the person/people who draw on care and support – please insert in box below</b>

**Part 8: Signatures**

<b>NQSW signature</b>	
<b>Date</b>	

<b>Observer signature</b>	
<b>Date</b>	

**Verification of professional documentation (work products)  
(for three-month foundational review)**

**To be completed by the NQSW and the ASYE assessor to be presented at the 3 month review**

**Guidance**

- **A minimum** of one work product by the NQSW to be made available to their assessor/line manager prior to each review
  - A **'work product'** is a professional document completed by the NQSW. Examples include an assessment, a care plan, a report for an internal or external body, a set of case recordings
  - By the end of the ASYE programme there should be an example of at least one report which has gone to an internal/external panel or body
- The work products must provide evidence of a reasoned judgement the NQSW has made.
- The NQSW must ensure that the work products referred to are those that have not already been amended by their line manager or any other person.
- Work products themselves do **not** have to be anonymised as the **work products do not form part of the portfolio**. These products don't need to be printed, stored, or transferred anywhere else, and should not leave the employer's secure system(s).

**ASYE assessor/line manager should:**

- Assess the work products against PQS (KSS) and PCF
- Record areas of development which the NQSW should transfer to their next PDP
- Consider referencing the evidence in this documentation when writing their review reports

Description of work product	What are the strengths of the recording?	Areas for development for the NQSW's next PDP
Completed by NQSW	Completed by ASYE assessor/line manager	Completed by ASYE assessor/line manager

<b>Assessor/line manager signature</b>	
<b>Date</b>	

<p><b>NQSW's reflection on ASYE assessor/line manager feedback</b></p> <p>This feedback should inform your next PDP.</p> <p>(Please describe what strengths and learning needs have been identified and how you will address these)</p>

<b>NQSW signature</b>	
<b>Date</b>	

**Feedback from other professionals  
(for three month foundational review)**

**To be completed by the other professional and the NQSW**

This template is to be used by professional colleagues who provide observations of the day-to-day practice of the NQSW. These observations may be undertaken by a social worker or a non-social work professional and can cover a range of settings, for example, multi-professional team meetings, case conferences or joint visits.

The NQSW should have a brief discussion with the observer identifying the specific practice areas they want feedback on.

**Professional or colleague to complete following the observation of practice.**

<b>NQSW</b>	
<b>Name and job title of observer</b>	
<b>Date, setting, virtual or face-to-face observation</b>	

<p><b>Your observation of the NQSW's practice</b></p> <p>Please give feedback on the observation and the NQSW's knowledge, skills, and practice</p> <ul style="list-style-type: none"> <li>▪ Do you think the practice of the NQSW demonstrated capability and what evidence makes you think this?</li> <li>▪ In what ways was the NQSW's practice person-centred?</li> <li>▪ How did the NQSW manage the unexpected and/or manage any conflict?</li> <li>▪ How did the NQSW empower the people or person involved?</li> </ul>
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- What was the impact of the NQSW's practice on the person/people who draw on care and support?
- What specific knowledge, skills and values did the NQSW demonstrate in this observation?
- How could the NQSW further develop their knowledge, skills, and practice (i.e. areas of development)
- Are there any other aspects of the NQSW's practice you wish to comment on and/or commend?

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<b>Observer's signature</b>	
<b>Observer's job title and agency</b>	
<b>Date</b>	

**NQSW to complete the three boxes below after receiving feedback from other professionals.**

<b>Reflection</b>
<ul style="list-style-type: none"> <li>▪ Reflect critically on how, in this piece of practice, you have applied your social work knowledge, skills and values to the situation (this could also include your understanding of the significance of diversity and discrimination on the lives of the person/people who draw on care and support)</li> <li>▪ Give any other reflections/comments on what the observer has noted</li> </ul>

<b>If the observer has made suggestions for changes to your practice, reflect on them in the space below. What would you do differently in the future?</b>

**Identify your specific learning needs from this observation**

Write in a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) way

Transfer your identified learning needs to the draft PDP for your next review period

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<b>NQSW signature</b>	
<b>Date</b>	

## **Feedback from people who draw on care and support, their families or carers**

Please present feedback from someone who you have worked with. This could be (for adults) an adult who draws on care and support, or a family member/carer OR (for children) a child, parent or family member.

It is up to you to decide on the appropriate format. It could be an email or a letter, it could be a form that you have designed, it could be notes captured by your assessor or manager, or feedback gained after an observation.

Please think about the best way to get this feedback which allows the person to give feedback on your practice.

You are required to have a minimum of 3 pieces of feedback in the portfolio. Please include a minimum of one piece of feedback here in the form. If you have received feedback as part of the observation, this counts as one piece of feedback.

- The NQSW must ensure that all information that may lead to the identification of people with whom they have supported (people who draw on care and support) is fully anonymised or deleted so that it not possible to identify any individual or group of people
- It is the NQSW's responsibility to make sure all identifying details are removed.



**Record of support and progressive assessment  
(for first three months, foundational review)**

This template should be used in conjunction with template two: completed by the NQSW to inform the foundational review.

To be completed by the ASYE assessor  
(please also refer to the Supporting Information template 2: completed by the NQSW)

**Section 1: Attendees**

<b>Date of review</b>	
<b>Names of attendees:</b>	
<b>NQSW</b>	
<b>ASYE assessor</b>	
<b>Line manager (if applicable) State if line manager is also the assessor</b>	
<b>ASYE co-ordinator (if applicable)</b>	
<b>Others (if applicable, e.g. HR)</b>	

**Section 2: Context**

**Context**

- Have there been any changes that have impacted on the NQSW's progress (whether they relate to the NQSW, the organisation or other factors)?
- Provide information about the NQSW's support arrangements.

To help you complete this section we have provided some guidance below, which should **not** be included in your final report:

**Organisational or individual issues:**

- Since the ASYE started, have there been any issues that have impacted on the delivery of the ASYE programme – if so, please comment?
- In reference to part 1, how is the NQSW's wellbeing continuing to be supported - if there are issues, what is the plan to promote their wellbeing?

**Supervision arrangements**

- In reference to Support and Assessment Agreement, has supervision taken place according to the frequency outlined by the ASYE framework and by the Standard for Employers for Social Workers - if not, what are the reasons? (Note: supervision should be weekly for the first six weeks then fortnightly up to the six-month midway review)
- Where the NQSW has not received the required supervision, what were the reasons for this and what is the agreed action plan to improve the situation?
- Who has delivered the professional/case supervision (e.g. line manager, ASYE assessor, other) – have there been any difficulties in providing this?
- Who has delivered the critical reflective supervision (e.g. ASYE assessor, line manager, other) – have there been any difficulties in providing this?

**Workload management and reduced caseload**

- Record the number of cases the NQSW currently holds. Give an overview of how the level of complexity and the number of cases has changed since the ASYE started and confirm if it is at least 10% less than an experienced social worker's caseload.
- State whether you think the NQSW's current caseload is appropriate for this stage of their development (less cases/more cases or less complexity/more complexity), considering their confidence and practice capability. If it's not, what is the agreed action plan to change it?

**Professional development/protected time**

- Has the NQSW taken all the professional development/protected time they were due and are you confident that they have used it constructively – please comment?
- If the NQSW has not been able to take all their protected time, what is the plan to ensure it's taken and used constructively in the future?

**Section 3: Assessment of progressive development**

**Assessment of progressive development**

Please link your writing to the PQS (KSS) and PCF whenever relevant.

To help you complete this section we have provided some guidance below, which should **not** be included in your final report:

**Word guide: 1,250**

Please consider the headings below:

- 1) How well did the NQSW transition from being a social work student or their previous role to this NQSW role – including the development of professional confidence and working along-side others?
- 2) Has the NQSW consistently used formal and informal supervision appropriately to seek support, exercise initiative and evaluate their own performance?
- 3) Has the NQSW gained knowledge, skills, and experience in this particular setting and with this particular service user group, and demonstrated more progressive and proficient practice?
- 4) Has the NQSW integrated the perspective of people who draw on care and support, building on their feedback where appropriate?
- 5) Has the NQSW consistently reflected critically about themselves in practice and their growing professional knowledge?
- 6) Please give comments on the evidence/reflections they have submitted for this first review

**Section 4: Areas of development for NQSW's next PDP**

**Areas for development and focus for the NQSW's next PDP (three to six months)**

**Section 5: Additional comments from Team Manager**

**Additional comments to inform this review from Team Manager**

Team Manager, please comment on whether you agree with this progress assessment.

**Section 6: Additional comments from ASYE co-ordinator (if applicable)**

**Additional comments to inform this review from ASYE co-ordinator**

**Section 7: NQSW's progress and probation**

	Yes	No	Comments
Is the NQSW's progress satisfactory at this stage of their ASYE?			
If no, have concerns been addressed in the next PDP and/or is there an organisational support plan?			
Are there any issues that affect the probation of the NQSW? (i.e. conduct, attendance, ability to fulfill role?)			
If yes, has HR been notified?			

**Section 8: NQSW additional comments**

**Do you have any comments on this three-month foundational review? If yes, please complete the box below.**

**Section 9: Declarations and signatures**

**NQSW name**

**I have read this review**

**NQSW signature**

**Date**

**ASYE assessor name**

**I confirm my assessment in this first three months foundational review**

**ASYE assessor signature**

**Date**

**ASYE co-ordinator name**

**I have read this first three months foundational review and endorse it**

**ASYE co-ordinator signature**

**Date**

**Team Manager name**

**I have read this first three months foundational review and endorse it**

**Team Managers signature**

**Date**

## Record of ASYE review at 3 months

To be completed by ASYE co-ordinator

<b>NQSW</b>	
<b>Assessor</b>	
<b>Team</b>	
<b>Start date of ASYE</b>	
<b>Date of review</b>	
<b>Names of those present at review</b>	

- Any updates to the Support and Assessment Agreement
- Supervision
- Workload
- Direct observation of practice / feedback from others
- Learning and Development / CPD
- Discussion about progress / feedback on reports

## Critical reflection log for six month review

### To be completed by the NQSW

This template is to be submitted to your ASYE assessor in advance of your six-month interim assessment review meeting. When completing the main section (2,000 words) please make reference to the relevant PQS (KSS) and PCF.

### Section 1: Supervision log

#### Supervision log

Record the following information:

- Dates when you have received supervision in months three to six of your ASYE
- What type of supervision (i.e. case supervision or critical reflective supervision) and with whom (e.g. ASYE assessor, team manager/line manager, other)?

### Section 2: Protected development time log

#### Protected development time log

Record dates and times when you have taken protected development time in months three to six of your ASYE and how this time was used.

### Section 3: Learning log

#### Learning log

Record the dates and details of any training or learning activities (including shadowing) undertaken in months 3 to 6 of your ASYE. Please give examples of the development activities you have undertaken and how these have impacted on your practice.

#### Section 4: Support arrangements

**In months three to six of your ASYE have there been any issues or changes associated with the support arrangements identified in your Support and Assessment Agreement?**

**Yes/No**

If yes, please explain what efforts you and other have made to resolve these issues and the outcome.

#### Section 5: Written piece

**In relation to one or more cases, please provide a written piece that demonstrates your critical reflection on the progressive development of your decision-making from the start of your ASYE to the six-month stage. Alternatively, you could reflect on a personal/professional issue as it relates to your ASYE and your developing professional practice.**

The following points may promote your thinking:

- Your first interpretation(s) about what was happening in relation to the person/people who draw on care and support.
- How you questioned the strength and limitations of the information/evidence gathered, including exploring any personal bias.
- How did you establish the seriousness of the different risks present, balanced with strengths and potential solutions?
- How have you made use of social work theory, evidence from research and practice evidence to inform your complex judgements and decisions needed to support people who draw on care and support?
- The legislation (including statutory guidance, policies and procedures), research and practice evidence that has helped you to develop your thinking and inform your decision-making
- How you applied social work values in your practice?
- How you integrated feedback from people who draw on care and support and from other professionals into your practice?
- The emotional impact of your work on self
- How have you developed your confidence in your ASYE and case work?
- How have you looked after your wellbeing in your ASYE?
- Did any issues related to diversity and discrimination arise during your practice, and if so, how did you work with these issues?
- Did any personal issues arise that related to your ASYE and professional development?
- Did any organisational issues arise that related to your ASYE and professional development?

Please remember to make reference to the PQS (KSS) and PCF when it is appropriate to do so

**Word guide: 2,000**

**Section 6: Identification of on-going learning needs/areas of development**

**Identify your learning needs/areas of development from your written critical reflection.**

Write your learning needs in a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) way then transfer these to your PDP for your nine-month progressive development meeting

**Section 7: Exceptional circumstances**

**Exceptional circumstances (including pandemic, organisational changes)**

**Professional development plan  
(for six to nine months)**

**To be completed by the NQSW**

4. Consult your previous PDP to frame this PDP, taking the PQS (KSS) and PCF into account.
5. Write a **minimum of three and a maximum of five** learning objectives in a SMART way (i.e., Specific, Measurable, Achievable, Realistic and Time-bound)
6. Your learning objectives could relate to your practice, the legislation/policy/procedures, development of critical reflection and analysis, development of self (your experience, knowledge, values, confidence, resilience, emotional wellbeing)

Period covered				
Learning objective	Links to PQS and PCF	How will I meet the objective and what support will I need to meet this? Development activity and planned action(s)	How will my practice impact positively on those in need of care and support and others?	Timescale: Date for completion/review



## Direct observation: number two

### To be completed by the NQSW and the observer

These are the requirements for ASYE direct observations:

- a minimum of three direct observations are needed and these must all be completed by a registered social worker
- a minimum of two observations (ideally the first and last) must be completed by the ASYE assessor – unless there are extenuating circumstances
- a minimum of one observation must be face-to-face, the others can be face-to-face or virtual
- a minimum of one observation must be involve the NQSW undertaking direct work with people who draw on care and support.

To enable the NQSW to evidence progressive development in their knowledge, skills, and professional practice, the three observations should be completed at (approximately) three monthly intervals over the course of the ASYE.

The observation should be planned in advance and key learning points from this for the NQSW can be linked to their Professional Development Plan (PDP).

Please refer to Skills for Care guidance on [undertaking direct observations](#).

Observer to complete these introductory details.

Name of NQSW	
Name and job title of observer	
Date, setting, virtual or face-to-face	
Date of the observation	

NQSW completes parts one and two before the observation

Part 1: Background to the observation – completed by the NQSW

<b>2. Brief background to observed practice</b> What does the observer need to know to understand the situation, including history, context, and key issues?  Word guide: 250

## Part 2: Planning the intervention – completed by the NQSW

### 2. Planning for the intervention (do not assume the observer has knowledge of this)

- What is the purpose of the chosen intervention?
- What do you want to achieve?
- What key aspects of your practice do you want to be specifically observed? Please link to PQS (KSS) and PCF
- Why have you chosen these aspects for the observation?
- How did you prepare for this intervention? If this observation is focussed on your work with people who draw on care and support, detail how you secured their consent for the observation and the observer attending, taking into account the age and mental capacity of the person/people who draw on care and support).
- If relevant to the situation being observed, what formal authority and laws are you acting under? (refer to the legislative framework and/or policies and procedures)
- How did you plan for the intervention?
- What outcomes do you want to achieve?
- What approaches are you going to use to achieve these outcomes (these should be based upon social work theory, methods, and research e.g. strengths-based, person-centred practice)

Word guide: 400

## Part 3: Critical reflection on practice during the observation – completed by the NQSW after the observation

### 3. Critically reflect on your practice during the observation

Your reflections should include:

- What key knowledge did you use in your intervention, for example, social work methods, social work theory, legislation, policy, research, the law, organisational processes?
- What key skills did you use – communication skills, presentation skills, writing skills?
- Identify how you achieved the outcomes mentioned in your planning (part 2) and what remedial actions you may have been required to take. Did you use any additional legislation, policies, procedures, knowledge, or skills you didn't initially identify in section 2?
- During the observation, what were your feelings and how did they impact on your thinking and actions?
- How did you promote inclusion, person-centred or strengths-based practice and counteract unconscious bias during the observation?
- Identify your use of self (e.g. intuition, personality, life experience, cultural heritage, ethics, and values) in this piece of practice and how you used it to influence the intervention

- How did social work values guide your practice?
- If relevant to the situation, how did the power invested in your role impact on your relationship with the person/people who draw on care and support and your intervention?

**Word guide: 500**

**Part 4: Holistic assessment of the observation of practice – completed by the observer**

**4. Holistic assessment of the NQSW’s capability demonstrated in the direct observation of practice ([link to PQS \(KSS\) and PCF when appropriate](#))**

When considering your holistic assessment of the NQSW’s observed piece of practice, think about:

- How have they demonstrated the integration of social work knowledge, skills, and values in relation to the PQS (KSS) and PCF?
- Did the NQSW demonstrate practice capability? What evidence are you using to draw that conclusion? In considering the quality of their work:
  - Is their practice indicating adaptability, creativity, and responsiveness to the needs of the person/people who draw on care and support or any other ‘audience’? If not, why not?
  - Is there anything affecting the quality of their practice?
  - Do you get a sense that the NQSW was confident in their practice and was working within a defensible framework (a framework for understanding and responding to risk) – what is the evidence for this?
  - Were there particular areas of practice capability where the NQSW demonstrated particular strengths and areas for development?

**Part 5: NQSW feedback on observer’s report**

**5. Do you agree with the comments in the observer’s report? Please comment**

**Part 6: NQSW identification of learning needs (in conjunction with the observer) – completed by the NQSW after reading the observer’s holistic assessment in part 4.**

**6. Identify your specific learning needs from this piece of work**

- Write in a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) way

- Link your learning needs from this piece of practice to your PDP or a specific critical reflection (referring to the PQS (KSS) and PCF when appropriate)

**Transfer your identified learning needs to the draft PDP for your next review**

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**Part 7: Optional feedback from person/people who draw on care and support (or their carers).**

Ideally, this feedback should be obtained by the observer immediately after the observation of practice, although this may not always be possible.

**7. Feedback from the person/people who draw on care and support – please insert in box below**

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**Part 8: Signatures**

<b>NQSW signature</b>	
<b>Date</b>	

<b>Observer signature</b>	
<b>Date</b>	

**Professional documentation (work products)  
(for interim/six month review)**

**To be completed by the NQSW and the ASYE assessor**

**Guidance**

- **A minimum** of one work product by the NQSW to be made available to their assessor/line manager prior to each review
  - A **'work product'** is a professional document completed by the NQSW. Examples include an assessment, a care plan, a report for an internal or external body, a set of case recordings
  - By the end of the ASYE programme there should be an example of at least one external report which has gone to an internal/external panel or body
- The work products must provide evidence of a reasoned judgement the NQSW has made.
- The NQSW must ensure that the work products referred to are those that have not already been amended by their line manager or any other person.
- Work products themselves do **not** have to be anonymised as the **work products do not form part of the portfolio**. These products don't need to be printed, stored, or transferred anywhere else, and should not leave the employer's secure system(s).

**ASYE assessor/line manager should:**

- Assesses the work products against PQS (KSS) and PCF
- Record areas of development which the NQSW should transfer to their next PDP
- Consider referencing the evidence in this documentation when writing their review reports

Description of work product	What are the strengths of the recording?	Areas for development for the NQSW's next PDP
Completed by NQSW	Completed by ASYE assessor/line manager	Completed by ASYE assessor/line manager

<b>Assessor/line manager signature</b>	
<b>Date</b>	

<p><b>NQSW's reflection on ASYE assessor/line manager feedback</b></p> <p>This feedback should inform your next PDP.</p> <p>(Please describe what strengths and learning needs have been identified and how you will address these)</p>

<b>NQSW signature</b>	
<b>Date</b>	

## Feedback from other professionals

(for interim/six month review)

### To be completed by the other professional and the NQSW

This template is to be used by professional colleagues who provide observations of the day-to-day practice of the NQSW. These observations may be undertaken by a social worker or a non-social work professional and can cover a range of settings - for example, multi-professional team meetings, case conferences or joint visits.

The NQSW should have a brief discussion with the observer identifying the specific practice areas they want feedback on.

### Professional/colleague to complete following the observation of practice.

<b>NQSW</b>	
<b>Name and role of observer (e.g. participant or non-participant)</b>	
<b>Date, setting, virtual or face-to-face observation</b>	

### Your observation of the NQSW's practice

Please give feedback on the observation and the NQSW's knowledge, skills, and practice

- Do you think the practice of the NQSW demonstrated capability and what evidence makes you think this?
- In what ways was the NQSW's practice person-centred?
- How did the NQSW manage the unexpected and/or manage any conflict?
- How did the NQSW empower the people or person involved?
- What was the impact of the NQSW's practice on the person/people who draw on care and support?
- What specific knowledge, skills and values did the NQSW demonstrate in this observation?
- How could the NQSW further develop their knowledge, skills, and practice (i.e. areas of development)?
- Are there any other aspects of the NQSW's practice you wish to comment on and/or commend?

--

<b>Observer's signature</b>	
<b>Observer's job title and agency</b>	
<b>Date</b>	

**NQSW to complete the three boxes below after receiving feedback from other professionals.**

<p><b>Reflection</b></p> <ul style="list-style-type: none"> <li>▪ Reflect critically on how, in this piece of practice, you have applied your social work knowledge, skills and values to the situation (this could also include your understanding of the significance of diversity and discrimination on the lives of the person/people who draw on care and support)</li> <li>▪ Give any other reflections/comments on what the observer has noted</li> </ul>

<p><b>If the observer has made suggestions for changes to your practice, reflect on them in the space below. What would you do differently in the future?</b></p>

<p><b>Identify your specific learning needs from this observation</b></p> <p>Write in a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) way</p> <p>Transfer your identified learning needs to the draft PDP for your next review period</p>

<b>NQSW signature</b>	
<b>Date</b>	



## **Feedback from people who draw on care and support, their families or carers**

Please present feedback from someone who you have worked with. This could be (for adults) an adult who draws on care and support, or a family member/carer OR (for children) a child, parent or family member.

It is up to you to decide on the appropriate format. It could be an email or a letter, it could be a form that you have designed, it could be notes captured by your assessor or manager, or feedback gained after an observation.

Please think about the best way to get this feedback which allows the person to give feedback on your practice.

You are required to have a minimum of 3 pieces of feedback in the portfolio. Please include a minimum of one piece of feedback here in the form. If you have received feedback as part of the observation, this counts as one piece of feedback.

- The NQSW must ensure that all information that may lead to the identification of people with whom they have supported (people who draw on care and support) is fully anonymised or deleted so that it not possible to identify any individual or group of people
- It is the NQSW's responsibility to make sure all identifying details are removed.

**Record of support and progressive assessment for interim/six month review  
(covering three to six months of ASYE)**

**To be completed by the ASYE assessor**

**Section 1: Attendees**

<b>Date of review</b>	
<b>Names of attendees:</b>	
<b>NQSW</b>	
<b>ASYE assessor</b>	
<b>Line manager (if applicable) State if line manager is also the assessor</b>	
<b>ASYE co-ordinator (if applicable)</b>	
<b>Others (if applicable, e.g. HR)</b>	

**Section 2: Context**

**Context**

Since the 'first three months foundational review':

- Have there been any changes that have impacted on the NQSW's progress (whether they relate to the NQSW, the organisation or other factors)?
- Provide information about the NQSW's support arrangements.

To help you complete this section we have provided some guidance below, which should **not** be included in your final report:

**Organisational or individual issues:**

- Have there been any issues that have impacted on the delivery of the ASYE programme – if so, please comment?
- How is the NQSW's wellbeing continuing to be supported - if there are issues, what is the plan to promote their wellbeing?

**Supervision arrangements**

- Has supervision taken place according to the frequency outlined by the ASYE framework and by the Standard for Employers for Social Workers - if not, what are the reasons? (Note: supervision should be a minimum of fortnightly up to this six-month interim review)
- Where the NQSW has not received the required supervision, what were the reasons for this and what is the agreed action plan to improve the situation?
- Who has delivered the professional/case supervision (e.g. line manager, ASYE assessor, other) – have there been any difficulties in providing this?
- Who has delivered the critical reflective supervision (e.g. ASYE assessor, line manager, other) – have there been any difficulties in providing this?

**Workload management and reduced caseload**

- Record the number of cases the NQSW currently holds. Give an overview of

how the level of complexity and the number of cases has changed since the 0-3 months foundational review and confirm if it is at least 10% less than an experienced social worker's caseload

- State whether you think the NQSW's current caseload is appropriate for this stage of their development (less cases/more cases or less complexity/more complexity), taking into account their confidence and practice capability. If it's not, what is the agreed action plan to change it?

#### **Professional development/protected time**

- Has the NQSW taken all the protected time they were due and are you confident that they have used it constructively – please comment?
- If the NQSW has not been able to take all their protected time, what is the plan to ensure it's taken and used constructively in the future?

### **Section 3: Assessment of progressive development**

#### **Assessment of progressive development**

Please link your writing to the PQS (KSS) and PCF whenever relevant.

To help you complete this section we have provided some guidance below, which should **not** be included in your final report:

**Word guide: 1,250**

You may wish to consider the headings from the holistic outcomes, for example:

- 1) Consistently demonstrated proficient practice across a wide range of tasks and roles
- 2) Become more effective in their interventions
- 3) Developed confidence and earned the confidence and respect of others
- 4) Gained experience and skills in relation to a particular setting and user group.
- 5) Consistently used supervision to seek support, exercise initiative and evaluate their own practice.
- 6) Reflected critically about their practice, using information from a range of sources
- 7) Integrated the perspective of service users (including children, families and carers) across all aspects of their critical reflection, building on their feedback where appropriate
- 8) Used critical reflection in professional decision-making and accountability
- 9) Worked effectively in increasingly complex situations.

**Section 4: Areas of development for NQSW's next PDP**

**Areas for development and focus for the NQSW's next PDP (six to nine months)**

Please explain the areas for development and suggest what change you would like to see:

**Section 5: Additional comments from Team Manager**

**Additional comments to inform this review from the Team Manager**

**Section 6: Additional comments from ASYE co-ordinator (if applicable)**

**Additional comments to inform this review from ASYE co-ordinator**

**Section 7: NQSW's progress and probation**

	Yes	No	Comments
Is the NQSW's progress satisfactory at this stage of their ASYE?			
If no, have concerns been addressed in the next PDP and/or is there an organisational support plan?			
Are there any issues that affect the probation of the NQSW? (i.e. conduct, attendance, ability to fulfill role?)			
If yes, has HR been notified?			

**Section 8: NQSW's comments**

<b>NQSW's comments on the interim assessment/six-month review</b>

**Section 9: Declarations and signatures**

<b>NQSW name</b>	
<b>I have read this review I agree/disagree (delete as appropriate) with the comments and assessment made in this midway review report (add comments in section 8)</b>	
<b>NQSW signature</b>	
<b>Date</b>	

<b>ASYE assessor name</b>	
<b>I confirm my assessment in this midway review</b>	
<b>ASYE assessor signature</b>	
<b>Date</b>	

<b>ASYE co-ordinator name</b>	
<b>I have read this interim review and endorse it</b>	
<b>ASYE co-ordinator signature</b>	
<b>Date</b>	

<b>Line manager name (if applicable)</b>	
<b>I have read this interim review and endorse it</b>	
<b>Line manager signature</b>	
<b>Date</b>	

**NCL ASYE Partnership**  
**Record of ASYE review at 6 months**

To be completed by ASYE co-ordinator

<b>NQSW</b>	
<b>Assessor</b>	
<b>Team</b>	
<b>Start date of ASYE</b>	
<b>Date of review</b>	
<b>Names of those present at review</b>	

- Any updates to the Support and Assessment Agreement
- Supervision
- Workload
- Direct observation of practice / feedback from others
- Learning and Development / CPD
- Discussion about progress / feedback on reports

**Progressive development meeting  
(for nine month stage)**

**To be completed by the NQSW and the ASYE assessor**

**NQSW and Assessor to meet and send the record of this meeting (below) to the ASYE co-ordinator.**

This meeting will support the NQSW to update their nine months to end of ASYE PDP. It should cover the NQSW's progressive development, specifically focussing on the six to nine month stage of their ASYE. This meeting should also agree the NQSW's learning objectives for the last three months of their ASYE.

This template can be completed in bullet form or in full paragraphs. If concerns are identified, please use the action plan to record these concerns and how the learning objectives can be met by the final review. A meeting with the ASYE co-ordinator and line manager can be arranged if needed

**Part 1: Attendees**

<b>Date of meeting</b>	
<b>Name of attendees:</b>	
<b>NQSW</b>	
<b>ASYE assessor</b>	
<b>Line manager (if applicable)</b>	
<b>ASYE co-ordinator (if applicable)</b>	
<b>Others (e.g. HR)</b>	

**Part 2: Record of meeting – to be completed by the NQSW in consultation with the ASYE assessor**

<b>Please record the main points (strengths and areas of development/learning needs) covered in this meeting and use this information to complete your final PDP.</b>

**Part 3: ASYE progress**

<b>Is the NQSW on track to pass their ASYE?</b>
<b>Yes/No</b>
<b>If No, please give details</b>

**Part 4: NQSW signature**

<b>NQSW signature</b>	
<b>Date</b>	

**Part 5: ASYE assessor completes after this progressive development meeting**

<b>Have areas of the NQSW's development/learning needs been transferred to the NQSW's final PDP?</b>  <b>Yes/No</b>  <b>If No, please give further details</b>

**Part 6: ASYE assessor signature**

<b>ASYE assessor signature</b>	
<b>Date</b>	

**Part 7: Nine-month action plan (if required)**

<b>Issue</b>	<b>Action</b>	<b>By whom</b>	<b>By when</b>



**Professional development plan  
(Nine months to end of ASYE)**

**To be completed by the NQSW**

7. Consult your previous PDP to frame this PDP, taking the PQS (KSS) and PCF into account.
8. Write a **minimum of three and a maximum of five** learning objectives in a SMART way (i.e., Specific, Measurable, Achievable, Realistic and Time-bound)
9. Your learning objectives could relate to your practice, the legislation/policy/procedures, development of critical reflection and analysis, development of self (your experience, knowledge, values, confidence, resilience, emotional wellbeing)

Period covered				
Learning objective	Links to PQS and PCF	How will I meet the objective and what support will I need to meet this? Development activity and planned action(s)	How will my practice impact positively on those in need of care and support and others?	Timescale: Date for completion/review

**Critical reflection log: six to twelve months  
(for final review)**

**To be completed by the NQSW**

This template is to be submitted to your ASYE assessor in advance of your final review. When completing section 5 please make reference to the relevant PQS (KSS) and PCF.

**Part 1: Supervision log**

**Supervision log**

Record the following information:

- Dates when you have received supervision from month six to the end of your ASYE
- What type of supervision (i.e. case supervision or critical reflective supervision) and with whom (e.g. ASYE assessor, team manager/line manager, other)?

**Part 2: Protected development time log**

**Protected development time log**

Record dates and times when you have taken protected development time from months six to the end of your ASYE and how this time was used.

**Part 3: Learning log**

**Learning log**

Record the dates and details of any training or learning activities (including shadowing) undertaken from months six to the end of your ASYE. Please give examples of the development activities you have undertaken and how these have impacted on your practice.

**Part 4: Support arrangements**

**During months six to the end of your ASYE have there been any issues or changes associated with the support arrangements identified in your Support and Assessment Agreement?**

**Yes/No**

If yes, please explain what efforts you have made to resolve these issues and the outcome.

**Part 5: Final written critical reflection (suggested 2000 word count) or presentation related to your professional progressive development**

**Final assessment:**

Please choose a piece of work or professional dilemma which demonstrates how your reasoned decision making has progressed during the course of the ASYE year. Please provide a critical analysis of your practice.

**Please consider:**

**Commented [SN1]:** We need to think about the presentation option – is it a choice?

1. The impact of undertaking practice with people who draw on care and support
2. How you have developed strategies to build your emotional resilience and management of self over the course of the ASYE programme
3. Your own values and how they impact on your practice

**Please make reference to the PQS (KSS) and PCF whenever relevant.**

The following points may support your thinking:

- Your first interpretation(s) about what was happening in relation to people who draw on care and support
- How you questioned the strength and limitations of the information/evidence gathered, including the exploration of personal bias
- How did you establish the seriousness of the different risks present, balanced with strengths and potential solutions?
- How you made use of social work theory, evidence from research and practice evidence to inform your complex judgements and decisions needed to support people who draw on care and support
- The legislation (including statutory guidance, policies, and procedures), research and practice evidence that has helped you to develop your thinking and inform your decision making
- How you applied social work values to your practice
- How you integrated feedback from people who draw on care and support and from other professionals into your practice
- How did developing emotional resilience impact on your practice?
- How have you developed your case work and your confidence over the ASYE period
- How have you looked after your well-being over the ASYE period?
- Did any issues related to diversity and discrimination arise during your practice, and if so, how did you work with these issues?
- Did any personal issues arise that impacted on your ASYE experience?
- Did any organisational issues arise that impacted on your related to your ASYE experience?

**Word guide: 2,000**

**Section 6: Identification of on-going learning needs/areas of development**

**Identify your learning needs/areas of development from your written piece of critical reflection or presentation.**

Write your learning needs/areas of development in a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) way then transfer these to your PDP for your final review.

**Section 7: Exceptional circumstances**

**Exceptional circumstances (including pandemic, organisational changes)**

### ASYE final self-assessment against the Knowledge and Skills Statement (Children)

Please complete the self-assessment to help you identify your current level of knowledge and skills against the statements in the Knowledge and Skills Statement (Children's and Families) at the end of the ASYE.

Please reflect on your first year in practice using the critical reflection logs and professional development plans you have completed over the past year. It is also advisable that you refer back to your initial self-assessment and consider how you have progressed over the year.

The completed self-assessment should be discussed with your assessor (and line manager if different) and should help you identify the learning needs which will form the basis for your final professional development plan (PDP).

<b>NQSW</b>	
<b>Assessor</b>	
<b>Team</b>	
<b>Team Manager</b>	
<b>Start date of ASYE</b>	
<b>Date self-assessment completed</b>	

**Rating:**

**1 – No knowledge or skill in this area**

**2 – Limited theoretical knowledge and little practical experience thus far to develop skills in this area**

**3 – Some knowledge and skills but requires frequent, close supervision and direction, as well as follow up from line manager**

**4 – Good level of knowledge and skills and is capable of meeting this with supervision and direction from manager**

**5 – Extensive knowledge and skills and very capable of meeting this with less direction and more autonomy**

<b>Statement 1 - Relationships and effective direct work</b>	<b>Rating</b>				
What level of capability do you have in building effective relationships with children, young people and families, which form the bedrock of all support and child protection responses?	1	2	3	4	5
How able are you to be both authoritative and empathic and work in partnerships with children, families and professionals, enabling full participation in assessment, planning, review and decision making?	1	2	3	4	5
What level of capability do you have in enabling full client participation in assessment, planning, review and decision-making ?	1	2	3	4	5
How capable are you in the gathering of evidence to address relevant and significant risks?	1	2	3	4	5
How able are you to secure access to support services for families (including where relevant children in public care), negotiating and challenging other professionals and organisations to provide the help required and that they are entitled to?	1	2	3	4	5
How able are you in helping children and families in transition; including children and young people moving to and between placements, those returning home, those being adopted or moving through independence	1	2	3	4	5
What level of knowledge and skill do you have in helping children separate from and sustain, multiple relationships recognising the impact of change and loss?	1	2	3	4	5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>					

<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 2 - Communication</b>	<b>Rating</b>
What level of capability do you have in communicating clearly and sensitively with children of ages and abilities and their families in a range of settings and circumstances?	1 2 3 4 5
How skillful are you in creating immediate rapport with people not previously known which facilitates engagement and motivation to participate in child protection enquiries, assessments and services	1 2 3 4 5
What level of ability do you have in acting respectfully even when people are angry, hostile and resistant to change?	1 2 3 4 5
How able are you to listen to the views, wishes and feelings of families and children, including the communication of children through behaviour?	1 2 3 4 5
How able are you to help parents and carers understand how they might communicate more effectively with their children?	1 2 3 4 5
What level of capability do you have in promoting speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing themselves/	1 2 3 4 5
How able are you to manage tensions between parents, carers and family members in ways that show persistence, determination and professional confidence?	1 2 3 4 5
How skillful are you in producing written case notes and reports, which are well argued, focused and jargon free?	1 2 3 4 5
How capable are you in presenting a clear analysis and a sound rationale for actions as well as any conclusions reached, so that all parties are well informed?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 3 - Child Development</b>	<b>Rating</b>
How able are you to observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and other key relationships.	1 2 3 4 5
What level of capability do you have in establishing the pattern of optimal child development and being alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm?	1 2 3 4 5
How knowledgeable are you of typical age-related physical, cognitive, social, emotional and behavioural development over time, accepting that normative developmental tasks are different for each child depending on the interaction for that child between health, environmental and genetic factors?	1 2 3 4 5
How knowledgeable are you in assessing the influence of the cultural and social factors on child development, the effect of	1 2 3 4 5

different parenting styles, and the effect of loss, change and uncertainty in the development of development of resilience?	
How able are you to explore the extent that any emotional or behavioural and emotional development may also be the result of communication difficulties, ill health or disability, adjusting practice to take into account of these differences?	1 2 3 4 5
How skilful are you in seeking advice from relevant professionals to fully understand a child's development and behaviour?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 4 - Adult mental health, substance misuse, domestic abuse, physical ill health and disability</b>	<b>Rating</b>
How capable are you in identifying the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children, including those who are young carers?	1 2 3 4 5
How skilful are you in accessing the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment?	1 2 3 4 5
What level of capability do you have in coordinating emergency and routine services and synthesising multi-disciplinary judgements as part of ongoing social work assessment and use a range of strategies to help families facing these difficulties?	1 2 3 4 5
How capable are you in identifying concerning adult behaviours that may indicate risk or increasing risk to children?	1 2 3 4 5
What level of skill do you have in assessing the impact on, and inter-relationship between parenting and child development?	1 2 3 4 5
How able are you to recognise and act upon escalating social needs and risk including helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interest always prioritised?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 5 - Abuse and neglect of children</b>	<b>Rating</b>
How capable are you in the exchanging information with partner agencies about children and adults where there is concern about the safety and welfare of children?	1 2 3 4 5
How able are you in analysing and triangulating evidence to ensure robust conclusions are drawn?	1 2 3 4 5
What level of capability do you have in recognising harm and risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect?	1 2 3 4 5

What level of skill do you have in taking into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect?	1	2	3	4	5
What level of skill do you have in considering the possibility of child sexual exploitation, grooming, female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be the perpetrators of abuse?	1	2	3	4	5
How able are you to lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors?	1	2	3	4	5
What level of capability do you have in drawing conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any injury is consistent with the explanation offered?	1	2	3	4	5
How able are you in commissioning a second professional opinion and taking legal advice when necessary?	1	2	3	4	5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>					
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>					
<b>Statement 6 – Child and family assessment</b>			<b>Rating</b>		
How able are you to carry out in-depth and ongoing family assessment of social need and risk to children with particular emphasis on parental capacity and capacity to change?	1	2	3	4	5
How capable are you in using professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers?	1	2	3	4	5
How skillful are you in acknowledging any conflict between parental and children's interests, prioritising the protection of children as set out in legislation?	1	2	3	4	5
What is your level of capability in using child observation skills, genograms, eco-maps, chronologies and other evidence based tools whilst ensuring active child and family participation in the process?	1	2	3	4	5
How able are you to hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation, and the effect of stress on family functioning, providing help and support?	1	2	3	4	5
How capable are you of taking into account individual child and family history and how this might affect the ability of adults and children to engage with services?	1	2	3	4	5
What is your level of capability in recognising and addressing behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognising when there is a need for immediate action, and what other steps can be taken to protect children?	1	2	3	4	5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>					
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>					

<b>Statement 7 – Analysis, decision-making, planning and review</b>	<b>Rating</b>
How able are you to establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions?	1 2 3 4 5
How skillful are you in setting out the best options for resolving difficulties facing the family and each child, considering the risk of future harm and its consequences and the likelihood of successful change?	1 2 3 4 5
How able are you to prioritise the children's need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identify development, health and education, ensuring active participation and positive engagement of the child and family?	1 2 3 4 5
What is your level of capability in testing out multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions?	1 2 3 4 5
How able are you to challenge any prevailing professional conclusions in the light of new evidence or practice reflection?	1 2 3 4 5
What is your level of capability in making realistic, child centred plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child, ensuring multi-disciplinary input into the process at all stage?	1 2 3 4 5
How skillful are you in applying twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	
<b>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</b>	
<b>Statement 8 – The law and the family and youth justice systems</b>	<b>Rating</b>
How knowledgeable are you in navigating the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory frameworks that support the full range of permanence options?	1 2 3 4 5
How able are you to participate in decisions about whether to make an application to family court, the order to be applied for, and the preparation and presentation of evidence?	1 2 3 4 5
How able are you to seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties?	1 2 3 4 5
What is your level of skill using the law, regulatory and statutory guidance to inform practice decisions?	1 2 3 4 5
How capable are you in taking into account the complex relationships between professional ethics, the application of the law and the impact of social policy on both?	1 2 3 4 5
<b>Please provide examples to support your assessment ( a maximum of 3 )</b>	



**If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:**

<b>Statement 9 – The role of supervision</b>	<b>Rating</b>
How able are you to recognise your own professional limitations and how and when to seek advice from a range of sources, including line manager, team manager, senior practice leaders and other clinical practitioners from a range of disciplines?	1 2 3 4 5
How capable are you in discussing, debating, reflecting upon and testing hypotheses about what is happening with families, and with children?	1 2 3 4 5
How able are you to explore the potential bias in decision-making and resolve tensions from, for example, ethical dilemmas, conflicting information or differing professional opinions?	1 2 3 4 5
What is your level of skill in identifying which methods will be of help for a specific child or family and the limitations of different approaches?	1 2 3 4 5
How able are you to make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children?	1 2 3 4 5
How able are you to reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help?	1 2 3 4 5

**Please provide examples to support your assessment ( a maximum of 3 )**

**If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:**

<b>Statement 10 – Organisational context</b>	<b>Rating</b>
How able are you to operate successfully in a wide range of organisational contexts complying with checks and balances within local and national systems which are a condition of employment?	1 2 3 4 5
How capable are you in maintaining personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts?	1 2 3 4 5
How skilled are you in acting in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children?	1 2 3 4 5
What is your level of capability in managing the specific set of organisational tasks relating to lead responsibility for children with the support of your line manager and use of the multi-agency support network?	1 2 3 4 5



**Professional development plan  
(for post ASYE period)**

**To be completed by the NQSW**

10. Consult your previous PDP to frame this PDP, taking the PQS (KSS) and PCF into account.
11. Write a **minimum of three and a maximum of five** learning objectives in a SMART way (i.e. Specific, Measurable, Achievable, Realistic and Time-bound)
12. Your learning objectives could relate to your practice, the legislation/policy/procedures, development of critical reflection and analysis, development of self (your experience, knowledge, values, confidence, resilience, emotional wellbeing)

Period covered				
Learning objective	Links to PQS and PCF	How will I meet the objective and what support will I need to meet this? Development activity and planned action(s)	How will my practice impact positively on those in need of care and support and others?	Timescale: Date for completion/review

**Direct observation: number three**

**To be completed by the NQSW and the observer**

These are the requirements for ASYE direct observations:

- a minimum of three direct observations are needed and these must all be completed by a registered social worker
- a minimum of two observations (ideally the first and last) must be completed by the ASYE assessor – unless there are extenuating circumstances
- a minimum of one observation must be face-to-face, the others can be face-to-face or virtual
- a minimum of one observation must be involve the NQSW undertaking direct work with people who draw on care and support.

To enable the NQSW to evidence progressive development in their knowledge, skills, and professional practice, the three observations should be completed at (approximately) three monthly intervals over the course of the ASYE.

The observation should be planned in advance and key learning points from this for the NQSW can be linked to their professional development plan (PDP).

Please refer to Skills for Care [guidance on undertaking direct observations](#).

Observer to complete these introductory details.

<b>Name of NQSW</b>	
<b>Name and job title of observer</b>	
<b>Date, setting, virtual or face-to-face</b>	
<b>Date of the observation</b>	

NQSW completes parts one and two before the observation

Part 1: Background to the observation – completed by the NQSW

**3. Brief background to observed practice**

What does the observer need to know to understand the situation, including history, context, and key issues?

**Word guide: 250**

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**Part 2: Planning the intervention – completed by the NQSW**

**2. Planning for the intervention (do not assume the observer has knowledge of this)**

- What is the purpose of the chosen intervention?
- What do you want to achieve?
- What key aspects of your practice do you want to be specifically observed? Please link to PQS (KSS) and PCF
- Why have you chosen these aspects for the observation?
- How did you prepare for this intervention? If this observation is focussed on your work with people who draw on care and support, detail how you secured their consent for the observation and the observer attending, taking into account the age and mental capacity of the person/people who draw on care and support).
- If relevant to the situation being observed, what formal authority and laws are you acting under? (refer to the legislative framework and/or policies and procedures)
- How did you plan for the intervention?
- What outcomes do you want to achieve?
- What approaches are you going to use to achieve these outcomes (these should be based upon social work theory, methods, and research e.g. strengths-based, person-centred practice)

**Word guide: 400**

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**Part 3: Critical reflection on practice during the observation – completed by the NQSW after the observation**

**3. Critically reflect on your practice during the observation**

Your reflections should include:

- What key knowledge did you use in your intervention, for example, social work methods, social work theory, legislation, policy, research, the law, organisational processes?
- What key skills did you use – communication skills, presentation skills, writing skills?
- Identify how you achieved the outcomes mentioned in your planning (part 2) and what remedial actions you may have been required to take. Did you use

any additional legislation, policies, procedures, knowledge, or skills you didn't initially identify in section 2?

- During the observation, what were your feelings and how did they impact on your thinking and actions?
- How did you promote inclusion, person-centred or strengths-based practice and counteract unconscious bias during the observation?
- Identify your use of self (e.g. intuition, personality, life experience, cultural heritage, ethics, and values) in this piece of practice and how you used it to influence the intervention
- How did social work values guide your practice?
- If relevant to the situation, how did the power invested in your role impact on your relationship with the person/people who draw on care and support and your intervention?

**Word guide: 500**

#### **Part 4: Holistic assessment of the observation of practice – completed by the observer**

##### **4. Holistic assessment of the NQSW's capability demonstrated in the direct observation of practice ([link to PQS \(KSS\) and PCF when appropriate](#))**

When considering your holistic assessment of the NQSW's observed piece of practice, think about:

- How have they demonstrated the integration of social work knowledge, skills, and values in relation to the PQS (KSS) and PCF?
- Did the NQSW demonstrate practice capability? What evidence are you using to draw that conclusion? In considering the quality of their work:
  - Is their practice indicating adaptability, creativity, and responsiveness to the needs of the person/people who draw on care and support or any other 'audience'? If not, why not?
  - Is there anything affecting the quality of their practice?
  - Do you get a sense that the NQSW was confident in their practice and was working within a defensible framework (a framework for understanding and responding to risk) – what is the evidence for this?
  - Were there particular areas of practice capability where the NQSW demonstrated particular strengths and areas for development?

#### **Part 5: NQSW feedback on observer's report**

**5. Do you agree with the comments in the observer's report? Please comment**

--

**Part 6: NQSW identification of learning needs (in conjunction with the observer) – completed by the NQSW after reading the observer's holistic assessment in part 4.**

**6. Identify your specific learning needs from this piece of work**

- Write in a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) way.
- Link your learning needs from this piece of practice to your PDP or a specific critical reflection (referring to the PQS (KSS) and PCF when appropriate).

**Transfer your identified learning needs to the draft PDP for your next review**

--

**Part 7: Optional feedback from person/people who draw on care and support (or their carers).**

Ideally, this feedback should be obtained by the observer immediately after the observation of practice, although this may not always be possible.

**7. Feedback from the person/people who draw on care and support – please insert in box below**

--

**Part 8: Signatures**

<b>NQSW signature</b>	
<b>Date</b>	

Observer signature	
Date	



**Professional documentation (work products)  
(for final review)**

**To be completed by the NQSW and the ASYE assessor**

**Guidance**

- **A minimum** of one work product by the NQSW to be made available to their assessor/line manager prior to each review
  - A **'work product'** is a professional document completed by the NQSW. Examples include an assessment, a care plan, a report for an internal or external body, a set of case recordings
  - By the end of the ASYE programme there should be an example of at least one external report which has gone to an internal/external panel or body
- The work products must provide evidence of a reasoned judgement the NQSW has made.
- The NQSW must ensure that the work products referred to are those that have not already been amended by their line manager or any other person.
- Work products themselves do **not** have to be anonymised as the **work products do not form part of the portfolio**. These products don't need to be printed, stored, or transferred anywhere else, and should not leave the employer's secure system(s).

**ASYE assessor/line manager should:**

- Assesses the work products against PQS (KSS) and PCF
- Record areas of development which the NQSW should transfer to their next PDP
- Consider referencing the evidence in this documentation when writing their review reports

Description of work product	What are the strengths of the recording?	Areas for development for the NQSW's next PDP
Completed by NQSW	Completed by ASYE assessor/line manager	Completed by ASYE assessor/line manager

<b>Assessor/line manager signature</b>	
<b>Date</b>	

**NQSW's reflection on ASYE assessor/line manager feedback**

This feedback should inform your final (post ASYE) PDP.

(Please describe what strengths and learning needs have been identified and how you will address these)

--

<b>NQSW signature</b>	
<b>Date</b>	

**Feedback from other professionals  
(for final review)**

**To be completed by the other professional and the NQSW**

This template is to be used by professional colleagues who provide observations of the day-to-day practice of the NQSW. These observations may be undertaken by a social worker or a non-social work professional and can cover a range of settings - for example, multi-professional team meetings, case conferences or joint visits.

The NQSW should have a brief discussion with the observer identifying the specific practice areas they want feedback on.

**Professional/colleague to complete following the observation of practice.**

<b>NQSW</b>	
<b>Name and role of observer (e.g. participant or non-participant)</b>	
<b>Date, setting, virtual or face-to-face observation</b>	

**Your observation of the NQSW's practice**

Please give feedback on the observation and the NQSW's knowledge, skills, and practice

- Do you think the practice of the NQSW demonstrated capability and what evidence makes you think this?
- In what ways was the NQSW's practice person-centred?
- How did the NQSW manage the unexpected and/or manage any conflict?
- How did the NQSW empower the people or person involved?
- What was the impact of the NQSW's practice on the person/people who draw on care and support?
- What specific knowledge, skills and values did the NQSW demonstrate in this observation?
- How could the NQSW further develop their knowledge, skills, and practice (i.e. areas of development)

- Are there any other aspects of the NQSW's practice you wish to comment on and/or commend?

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<b>Observer's signature</b>	
<b>Observer's job title and agency</b>	
<b>Date</b>	

**NQSW to complete the three boxes below after receiving feedback from other professionals.**

**Reflection**

- Reflect critically on how, in this piece of practice, you have applied your social work knowledge, skills and values to the situation (this could also include your understanding of the significance of diversity and discrimination on the lives of the person/people who draw on care and support)
- Give any other reflections/comments on what the observer has noted

--

**If the observer has made suggestions for changes to your practice, reflect on them in the space below. What would you do differently in the future?**

--

**Identify your specific learning needs from this observation**

Write in a SMART (Specific, Measurable, Achievable, Realistic, Time-bound) way  
Transfer your identified learning needs to the draft PDP for your next review period

--

**NQSW signature**

--

**Date**

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## **Feedback from people who draw on care and support, their families or carers**

Please present feedback from someone who you have worked with. This could be (for adults) an adult who draws on care and support, or a family member/carer OR (for children) a child, parent or family member.

It is up to you to decide on the appropriate format. It could be an email or a letter, it could be a form that you have designed, it could be notes captured by your assessor or manager, or feedback gained after an observation.

Please think about the best way to get this feedback which allows the person to give feedback on your practice.

You are required to have a minimum of 3 pieces of feedback in the portfolio. Please include a minimum of one piece of feedback here in the form. If you have received feedback as part of the observation, this counts as one piece of feedback.

- The NQSW must ensure that all information that may lead to the identification of people with whom they have supported (people who draw on care and support) is fully anonymised or deleted so that it not possible to identify any individual or group of people
- It is the NQSW's responsibility to make sure all identifying details are removed.

**Record of support and progressive assessment  
Final review (for six to twelve month period)  
(including recommendation of assessment decision)**

To be completed by the ASYE assessor

**Part 1: Attendees**

<b>Date of review</b>	
<b>Name of attendees:</b>	
<b>NQSW</b>	
<b>ASYE assessor</b>	
<b>Line manager (if applicable) State if line manager is also the assessor</b>	
<b>ASYE co-ordinator (if applicable)</b>	
<b>Others (if applicable, e.g. HR)</b>	

**Section 2: Context**

**Context**  
Since the interim/six-month review and taking into account the nine-month progressive development meeting:

- Have there been any changes that may have impacted on the NQSW's progress (whether they relate to the NQSW, the organisation or other factors)?
- Provide information about the NQSW's support arrangements.

To help you complete this section we have provided some guidance below, which should not be included in your final report.

**Organisational or individual issues:**

- Have there been any issues that have impacted on the delivery of the ASYE programme – if so, please comment?
- How is the NQSW's well-being continuing to be supported – if there are issues, what is the plan to promote their wellbeing?

**Supervision arrangements**

- Has supervision taken place according to the frequency outlined by the ASYE framework and the Standards for Employers for Social Workers – if not, what are the reasons? (Note, supervision should be a minimum of monthly between month six and the end of the ASYE).
- Where the NQSW has not received the required supervision, what were the reasons for this and what is the agreed action plan to improve the situation?
- Who has delivered the professional/case supervision (e.g. line manager, ASYE assessor, other) – have there been any difficulties in providing this?
- Who has delivered the critical reflective supervision (e.g. ASYE assessor, line manager, other) – have there been any difficulties in providing this?

**Workload management and reduced caseload**

- Record the number of cases the NQSW currently holds. Give an overview of how the level of complexity and the number of cases has changed since the six-month midway review/interim assessment and confirm if it is at least 10% less than an experienced social worker's caseload

- State whether you think the NQSW's current caseload is appropriate for this stage of their development (less cases/more cases or less complexity/more complexity), considering their confidence and practice capability. If it's not, what is the agreed action plan to change it?

**Professional development/protected time**

- Has the NQSW taken all the protected time they were due and are you confident that they have used it constructively – please comment?

**Section 3: Assessment of progressive development**

**Assessment of progressive development**

Please link your writing to the PQS (KSS) and PCF whenever relevant.

To help you complete this section we have provided some guidance below – you could keep these headings for your final review report.

**Word guide: 1,500**

You may wish to consider the headings from the holistic outcomes, for example:

- 1) Consistently demonstrated proficient practice across a wide range of tasks and roles
- 2) Become more effective in their interventions
- 3) Developed confidence and earned the confidence and respect of others
- 4) Gained experience and skills in relation to a particular setting and user group.
- 5) Consistently used supervision to seek support, exercise initiative and evaluate their own practice.
- 6) Reflected critically about their practice, using information from a range of sources
- 7) Integrated the perspective of service users (including children, families and carers) across all aspects of their critical reflection, building on their feedback where appropriate
- 8) Used critical reflection in professional decision-making and accountability
- 9) Worked effectively in increasingly complex situations.

**Section 4: Demonstration of progressive development**

**Has the NQSW demonstrated progressive development and met the PQS (KSS) through the following assessment evidence:**

	Yes	No
Critical reflection as demonstrated through their two critical reflection logs		
Work products (professional documentation)		

**If answered 'No' to any of the two statements above, please give more details in the box below:**

**Section 5: Quality assuring the portfolio evidence**

**These are the minimum evidence requirements to meet the ASYE portfolio standards:**

	Yes	No



Have at least three successful observations of practice been completed, with at least two of these by the ASYE assessor?		
Does the portfolio contain at least three observations/feedback from other professionals?		
Does the portfolio contain at least three pieces of feedback from people who draw on care and support?		
Has the NQSW completed their final PDP for the next stage of their professional development (post ASYE)?		
If you answered 'No' to any of the above four questions, please give more information in the box below:		

#### Section 6: Next steps

<p><b>Next steps</b>          What do you assess as the NQSW's developmental needs post ASYE and how could these be addressed?  <u>Please note:</u> the evidence in any part of the portfolio can be used by the NQSW to complete their CPD log for Social Work England.</p> <p>Please explain the areas for development and suggest what change you would like to see:</p>

#### Section 7: Additional comments

<p><b>Additional comments to inform this final review from line manager, ASYE coordinator or any other involved professional (if applicable, e.g. principal social worker)</b></p>

#### Section 8: Summary of support

<p><b>Summary of support</b>          Have there been any issues in the provision of support and reflective supervision that may have impacted on the NQSWs' final assessment and recommendation?          Consider your response in relation to the support and assessment agreement, the initial professional development meeting (at 3 months), the interim review (at 6 months) and the progressive development meeting at 9 months.          Please comment on whether or not the 10% caseload/workload relief for the NQSW was maintained throughout their ASYE and, if not, why not?          Please comment on whether or not the 10% professional development/protected time was effectively used by the NQSW throughout their ASYE and, if not, why not?</p>

#### Section 9: Performance management of NQSW

<p><b>Performance management</b></p>
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Have there been any performance management concerns during the ASYE, and if so, have they been successfully addressed or are there on-going concerns? If there are on-going concerns, please explicitly detail what these are and how/if they are going to be addressed before the end of the ASYE.

--

**Section 10: Final recommendation by the ASYE assessor**

**Final recommendation** (note: this should be considered and agreed/rejected by the internal final moderation panel)

	Yes	No
<b>Has the NQSW passed their ASYE?</b>		
<b>If 'No,' are concerns being addressed and by whom (e.g. HR - capability procedures), senior managers (e.g. principal social worker, director), others (Social Work England – Fitness to Practice)</b>		

**Section 11: NQSW final comments**

**NQSW comments on this final review and final recommendation**

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**Section 12: Declarations and signatures**

<b>NQSW name</b>	
<b>I agree/disagree (delete as appropriate) with this final review report and final recommendation (add comments in section 11)</b>	
<b>NQSW signature</b>	
<b>Date</b>	

<b>ASYE assessor name</b>	
<b>I confirm my assessment in this final review</b>	
<b>ASYE assessor signature</b>	
<b>Date</b>	

<b>ASYE co-ordinator name</b>	
<b>I have read this final review and endorse it</b>	
<b>ASYE co-ordinator signature</b>	
<b>Date</b>	

<b>Team Manager name</b>	
<b>I have read this final review and endorse it</b>	
<b>Team Manager signature</b>	
<b>Date</b>	

<b>Other (if applicable – please give name and job title, e.g. principal social worker)</b>	
<b>I have read this final review and endorse it</b>	
<b>'Other' signature</b>	
<b>Date</b>	

# Appendix

<b>Appendix A: The ASYE journey</b>	
<b>Weeks 1-3</b>	Assessor and NQSW read all ASYE information Co-ordinator prepares the Support and Assessment Agreement. NQSW completes Part 1 of the Critical Reflection Log NQSW completes the Initial Self-assessment against the Knowledge and Skills Statement (KSS) for Child and Family Social Work / Social Workers in Adult Services NQSW starts to keep a record of their CPD The Support and Assessment Agreement meeting takes place NQSW completes the initial Professional Development Plan (PDP)
<b>Weeks 1 - 6</b>	Weekly reflective supervision with line manager Meet once with critical reflective supervisor
<b>Months 1-3</b>	Assessor undertakes direct observation of practice of NQSW and both complete pro-forma.
<b>Week 6 to 3 months</b>	Fortnightly reflective supervision with line manager Critical reflective supervision every 4-6 weeks
<b>2 weeks before the 3 month foundational review</b>	NQSW submits Supporting information to assessor and co-ordinator NQSW makes a work product available to assessor.
<b>1 week before the 3 month review</b>	Assessor submits verification of professional documentation to co-ordinator. NQSW submits record of learning, feedback from colleagues/professionals, feedback from service user and direct observation of practice report to co-ordinator prior to the review
<b>3 months</b>	Review meeting takes place NQSW completes 3 month PDP following review meeting and submits to co-ordinator
<b>Months 3-6</b>	Assessor undertakes direct observation of practice of NQSW and both complete pro-forma. Fortnightly reflective supervision with line manager Critical reflective supervision every 4-6 weeks
<b>2 weeks before the 6 month review</b>	NQSW submits Critical Reflection Log Part to assessor and co-ordinator NQSW makes work product available to Assessor
<b>1 week before the 6 month review</b>	Assessor submits Record of Support and Progressive Assessment to co-ordinator NQSW submits record of learning, feedback from colleagues/professionals, feedback from service user and direct observation of practice report to co-ordinator prior to the review
<b>Month 6</b>	Midway review NQSW completes 6 month PDP following review meeting and submits to co-ordinator

<b>Months 6-12</b>	Assessor or team manager undertakes direct observation of practice of NQSW and both complete pro-forma.  Supervision is held at least every month with line manager Critical reflective supervision held every 6-8 weeks
<b>Month 9</b>	Progressive development meeting takes place between NQSW and Assessor. NQSW completed PDP Record of this meeting is sent to co-ordinator A review meeting can be arranged if needed/required.
<b>2 weeks before the final review</b>	NQSW submits Critical Reflection Log to assessor and co-ordinator NQSW submits final self-assessment to assessor and co-ordinator
<b>1 week before the final review</b>	Assessor submits Record of Support and Progressive Assessment to co-ordinator NQSW submits record of CPD, feedback from colleagues/professionals, feedback from service user and direct observation of practice report to co-ordinator prior to the review
<b>Month 12</b>	Final Review NQSW completes final PDP following review meeting and submits to co-ordinator
<b>Month 12 (after review)</b>	Internal panel to verify result of ASYE
<b>Post - ASYE</b>	The co-ordinator will issue certificate of completion to NQSW and assessor informs HR or outcome.

## Appendix B: ASYE Level Descriptor and Individual PCF Capability Statements

### **ASYE Level Descriptor:**

"By the end of the ASYE social workers should have consistently demonstrated practice in a wider range of tasks and roles, and have become more effective in their interventions, thus building their own confidence, and earning the confidence of others. They will have more experience and skills in relation to a particular setting and user group, and have demonstrated ability to work effectively on more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluating their own practice."

### **Professional Capabilities Framework (PCF) - ASYE Level Capabilities:**

*Where capability statements are in italics this indicates that they should have been met at a previous level and do not need to be met again. However, the expectation should be that social workers will maintain capability in that area of practice.*

#### **1. Professionalism: Identify and behave as a professional social worker, committed to professional development**

Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

- 1.1. Be able to meet the requirements of the professional regulator
- 1.2 *Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession*
- 1.3 Make pro-active use of supervision to reflect critically on practice, explore different approaches to your work, support your development across the nine capabilities and understand the boundaries of professional accountability
- 1.4 *Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness*
- 1.5 Demonstrate workload management skills and develop the ability to prioritise
- 1.6 Recognise and balance your own personal/professional boundaries in response to changing and more complex contexts
- 1.7 *Recognise your own professional limitations, and how to seek advice*
- 1.8 Identify your learning needs; assume responsibility for improving your practice through appropriate professional development
- 1.9 Develop ways to promote wellbeing at work, identifying strategies to protect and promote your own well-being and the well-being of others
- 1.10 Identify and implement strategies for responding appropriately to concerns about practice or procedures, seeking guidance if required

## **2. Values and Ethics: Apply social work ethical principles and values to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

*2.1 Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions*

2.2 Recognise, and manage the impact of your own values on professional practice

2.3 Recognise and manage conflicting values and ethical dilemmas to arrive at principled decisions

*2.4 Demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible*

*2.5 Recognise and promote individuals' rights to autonomy and self-determination*

*2.6 Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing*

## **3. Diversity: Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice**

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

3.1 Identify and take account of the significance of diversity and discrimination on the lives of people, and show application of this understanding in your practice

3.2 Recognise oppression and discrimination by individuals or organisations and implement appropriate strategies to challenge

3.3 Identify the impact of the power invested in your role on relationships and your intervention, and be able to adapt your practice accordingly

## **4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being**

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.



4.1 Begin to integrate principles of and entitlements to social justice, social inclusion and equality in your analysis and practice, by identifying factors that contribute to inequality and exclusion, and supporting people to pursue options to enhance their well being

4.2 Address oppression and discrimination applying the law to protect and advance people's rights, recognising how legislation can constrain or advance these rights

4.3 Apply in practice principles of human, civil rights and equalities legislation, and manage competing rights, differing needs and perspectives

*4.4 Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefit*

4.5 Empower service users and carers through recognising their rights and enable access where appropriate to independent advocacy

## **5. Knowledge: Apply knowledge of social sciences, law and social work practice theory**

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

5.1 Consolidate, develop and demonstrate comprehensive understanding and application of the knowledge gained in your initial training, and knowledge related to your specialist area of practice, including critical awareness of current issues and new evidence-based practice research

5.2 Demonstrate knowledge and application of appropriate legal and policy frameworks and guidance that inform and mandate social work practice. Apply legal reasoning, using professional legal expertise and advice appropriately, recognising where scope for professional judgement exists

*5.3 Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course*

*5.4 Recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people's lives, taking into account age and development, and how this informs practice*

*5.5 Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice*

*5.6 Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience*

*5.7 Understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice*

*5.8 Demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them*

5.9 Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working

5.10 Recognise the contribution, and begin to make use, of research to inform practice

5.11 Demonstrate a critical understanding of research methods

5.12 Value and take account of the expertise of service users, carers and professionals

## **6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

6.1 Show creativity in tackling and solving problems, by considering a range of options to solve dilemmas

6.2 Use reflective practice techniques to evaluate and critically analyse information, gained from a variety of sources, to construct and test hypotheses and make explicit evidence-informed decisions

## **7. Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse**

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

7.1 Use a range of methods to engage and communicate effectively with service users, eliciting the needs, wishes and feelings of all those involved, taking account of situations where these are not explicitly expressed

7.2 Demonstrate clear communication of evidence-based professional reasoning, judgements and decisions, to professional and non-professional audiences

7.3 Build and use effective relationships with a wide range of people, networks, communities and professionals to improve outcomes, showing an ability to manage resistance

7.4 Use appropriate assessment frameworks, applying information gathering skills to make and contribute to assessments, whilst continuing to build relationships and offer support

7.5 Select, use and review appropriate and timely social work interventions, informed by evidence of their effectiveness, that are best suited to the service user(s), family, carer, setting and self

7.6 *Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm*

7.7 *Recognise how the development of community resources, groups and networks enhance outcomes for individuals*

7.8 Record information in a timely, respectful and accurate manner. Write records and reports, for a variety of purposes with language suited to function, using information management systems. Distinguish fact from opinion, and record conflicting views and perspectives

7.9 Share information consistently in ways that meet legal, ethical and agency requirements

7.10 *Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, be able to prioritise your intervention*

7.11 Use authority appropriately in your role

7.12 Demonstrate understanding of and respond to risk factors in your practice.

7.13 Contribute to the assessment and management of risk, including strategies for reducing risk, distinguishing levels of risk for different situations

7.14 Demonstrate application of principles and practice for safeguarding adults and children including consideration of potential abuse. Apply strategies that aim to reduce and prevent harm and abuse

**8. Contexts and organisations: Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings**

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

8.1 Taking account of legal, operational and policy contexts, proactively engage with your own organisation and contribute to its evaluation and development

8.2 Proactively engage with colleagues, and a range of organisations to identify, assess, plan and support to the needs of service users and communities

8.3 *Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice*

8.4 *Be able to work within an organisation's remit and contribute to its evaluation and development*

*8.5 Understand and respect the role of others within the organisation and work effectively with them*

8.6 Work effectively as a member of a team, demonstrating the ability to develop and maintain appropriate professional and inter-professional relationships, managing challenge and conflict with support

**9. Professional Leadership: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management**

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals

9.1 Show the capacity for leading practice through the manner in which you conduct your professional role, your contribution to supervision and to team meetings

9.2 Take steps to enable the learning and development of others

### **Appendix C: Post-Qualifying standard: Knowledge and Skills Statement for child and family practitioners**

Please click on text below to see the full document online.

<https://www.gov.uk/government/publications/knowledge-and-skills-statements-for-child-and-family-social-work>

### **Appendix D: Holistic assessment outcomes mapped against the Knowledge and Skills Statement (child and family social work) 2014 and the Professional Capability Framework (PCF)**

The following is a schedule of key assessment outcomes that have been mapped against the Knowledge and Skills Statement (child and family social work) 2014 and the Professional Capabilities Framework (PCF) to assist in the construction of the PDP, the structure of the evidence and the final assessment.

The final assessment is against the KSS and the PCF. All NQSWs need to demonstrate progression whatever their level of capability at the start of the year. Refer to further level descriptors of the Professional Capabilities Framework where the NQSW is demonstrating capability beyond the ASYE.

<b>Holistic assessment of practice</b>	<b>Assessment outcomes</b>
Over the course of the ASYE, the NQSW has:	The critical reflection log and the record of support and progressive assessment provide evidence of:

<p>Consistently demonstrated proficient practice across a wide range of tasks and roles.</p>	<ul style="list-style-type: none"> <li>▪ Confident application of the law and statutory guidance to include the Children Act 1989, Children and Families Act 2014, 'Working Together' 2015 and other legislation relevant to the role, across a variety of cases and settings.</li> <li>▪ Skilled demonstration of child centred practice.</li> <li>▪ Effective communication with children and young people of different ages and abilities, their families, carers and other professionals across different contexts and overcoming a range of possible barriers.</li> <li>▪ Working practice that demonstrates the active participation of children and young people, their families and carers wherever possible.</li> <li>▪ Progressive development of knowledge and skills in identifying, assessing and responding to risk, balancing this with family strengths and potential solutions.</li> <li>▪ Capacity to work effectively with a range of professionals in multi-disciplinary teams and in multi-disciplinary settings.</li> <li>▪ Ability to lead investigations of allegations of significant harm.</li> </ul>
<p>Become more effective in their interventions.</p>	<ul style="list-style-type: none"> <li>▪ Progressive development of practice skills and knowledge.</li> <li>▪ Skilled application of social work methods and theories.</li> <li>▪ Skilled demonstration of effective and empathic relationships with children and young people to ensure that the best possible outcomes are achieved for them.</li> <li>▪ Ability to analyse and demonstrate reasoned, robust decision making.</li> <li>▪ Use of professional curiosity and authority while maintaining a position of partnership.</li> </ul>
<p>Developed confidence and earned the confidence and respect of others</p>	<ul style="list-style-type: none"> <li>▪ Confident demonstration of the social work role.</li> <li>▪ Active participation in team and multi-disciplinary settings with appropriate use of authority.</li> <li>▪ Maintenance of personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts.</li> <li>▪ Ability to act in ways that protect the reputation of the employer organisation and the social work profession, whilst always prioritising the best interests of children and young people.</li> <li>▪ Ability to recognise and manage conflict.</li> <li>▪ Authoritative professional practice drawing on knowledge and evidence based practice.</li> </ul>

<p>Gained experience and skills in relation to a particular setting and user group.</p>	<ul style="list-style-type: none"> <li>▪ Development and confident application of knowledge relevant to the service setting. Increased ability to work autonomously. Reliably operating within organisational requirements.</li> <li>▪ Application of knowledge including understanding child development and the impact of mental ill health, substance misuse, physical ill health, disability and domestic abuse on parenting capacity and on children, young people and families.</li> <li>▪ The ability to recognise concerning adult behaviours that may indicate a risk, or increased risk to children and young people.</li> </ul>
<p>Consistently used supervision appropriately to seek support, exercise initiative and evaluate their own practice.</p>	<ul style="list-style-type: none"> <li>▪ Proactive use of supervision.</li> <li>▪ Increased ability to reflect on, evaluate and alter their own practice.</li> <li>▪ Progressive development of initiative and informed decision making.</li> <li>▪ Recognising how and when to seek advice from a range of people and sources.</li> <li>▪ Demonstration of the ability to set and respond to learning needs/goals.</li> </ul>
<p>Reflected critically about their practice, using information from a range of sources.</p>	<ul style="list-style-type: none"> <li>▪ Continuous learning and development of practice.</li> <li>▪ Increased self-awareness and recognition of progressive, professional development.</li> <li>▪ Consistent demonstration of sound professional judgement, demonstrating evidence based practice that draws on knowledge, including legal literacy, the regulatory framework and practice experience to understand, assess and work with families.</li> <li>▪ The ability to explain and critically evaluate the role of social work as part of a system of support to children and their families.</li> <li>▪ Increased understanding of the role and purpose of social workers and social work.</li> </ul>
<p>Integrated the perspective of service users (including children, families and carers) across all aspects of their critical reflection, building on their feedback where appropriate.</p>	<ul style="list-style-type: none"> <li>▪ Skilled demonstration of partnership-working with children, young people and their families that ensures their voice is heard and their wishes and feelings are always considered</li> <li>▪ Integration of feedback from service users and their families/carers in development of practice.</li> </ul>
<p>Used critical reflection in professional</p>	<ul style="list-style-type: none"> <li>▪ Ability to draw critically on theory, legislation, research and evidence in order to demonstrate effective practice in the management of risk and child safeguarding.</li> </ul>

<p>decision-making and accountability.</p>	<ul style="list-style-type: none"> <li>▪ Skilled assessments that draw critically on theory, law, policy, research, and evidence as well as information from a range of sources.</li> <li>▪ Capacity to triangulate evidence, from a range of sources, to ensure that robust conclusions are drawn allowing for the potential for bias in decision-making.</li> </ul>
<p>Worked effectively in increasingly complex situations.</p>	<ul style="list-style-type: none"> <li>▪ Providing evidence of all of these requirements will incorporate this element.</li> </ul>