**ASYE**

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**London Borough of Camden**

**Adult Social Care**

**Updated November 2022**

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**Checklist to support NQSW and Assessor with the portfolio**

|  |  |
| --- | --- |
| **FIRST 3 MONTHS** | ASYE starts after 2 week induction. Within the first 2 weeks of the ASYE, NQSW and Assessor meet for the Initial Professional Development Meeting (IPDM). NQSW to bring completed KSS self-assessment to that meeting. Completed record of IPDM sent to ASYE Co-ordinator. |
| ASYE Co-ordinator to invite NQSW, Assessor and Manager to a Support and Assessment meeting to take place within 3 weeks of start of the ASYE. NQSW and Assessor to prepare a draft of the Support and Assessment Agreement to share at that meeting. |
| Before 3 month review, one direct observation should be carried out by the assessor. NQSW should also obtain a minimum of one piece of professional feedback and one piece of feedback from an adult/carer. NQSW must also present professional documentation which needs to be verified and assessed against the PCF/KSS on the appropriate form. This can be done by the assessor – or by the manager and then passed to the assessor to be used as part of the evidence for the foundation review. |
| Foundational review is held at 3 months chaired by ASYE Co-ordinator.  NQSW completes the Supporting Information for the Foundational Review (Sections 1 – 6).  Assessor completes the Record of Support and Progressive Assessment (including written comments from line manager at Section 3)  NQSW’s and Assessor’s paperwork sent to ASYE assessor (and manager) in advance of the review meeting.  ASYE Co-ordinator to record brief notes of the review meeting. |
| **3 – 6 MONTHS** | PDP for 3 -6 months created |
| Before 6 month review, second direct observation should be carried out – if there is a separate line manager, this observation may be carried out by them or another suitably qualified social worker.  NQSW should also obtain a minimum of one piece of professional feedback and one piece of feedback from an adult/carer.  NQSW must also present professional documentation which needs to be verified and assessed against the PCF/KSS on the appropriate form as before. |
| Review is held at 6 months chaired by ASYE Co-ordinator.  NQSW completes the Critical Reflection Log (Sections 1 – 7)  Assessor completes the Record of Support and Progressive Assessment  NQSW’s and Assessor’s paperwork sent to ASYE assessor (and manager) in advance of the review meeting.  ASYE Co-ordinator records brief notes of the review meeting. |
| **6 - 12 MONTHS** | Progressive development meeting is held at 9 months between NQSW and Assessor who record the main points on the meeting template. Template is sent to ASYE Co-ordinator (and line manager). A further meeting is only held if there are progress issues to discuss or NQSW/assessor think it would be helpful. |
| Before the final review, a final direct observation should be carried out by the assessor. The NQSW also needs to collect a minimum of one piece of professional feedback and one piece of feedback from adult/ carer. NQSW must also present professional documentation which needs to be verified and assessed against the PCF/KSS on the appropriate form as before.  The NQSW must also complete a final self-assessment against the KSS. |
| NQSW completes final critical reflection log.  Assessor completes final record of progressive assessment with recommendation of assessment decision.  Final review chaired by ASYE Co-ordinator and held at 11 months. This allows for decision to align with probation. |
| NQSW submits completed portfolio (with signatures) to ASYE Co-ordinator, who arranges the Internal Moderation Panel to confirm the assessment decision. |

**Initial Information**

**To be completed by the NQSW**

|  |  |
| --- | --- |
| **NQSW name** |  |
| **ASYE assessor name** |  |
| **Line manager name**  **(if different from ASYE assessor)** |  |
| **ASYE start date**  **The ASYE start date is not the same date as your employment start date. The ASYE start date is in the 3rd week of employment** |  |
| **Employing organisation** |  |
| **Name of service in which NQSW is based, for example:**  **Adult services**  **Mental health services**  **Children’s services** |  |
| **Name and/or type of team**  **(please do not record address)** |  |

**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.](https://www.socialworkengland.org.uk/cpd/cpd-guidance/) |
| **NQSW:**  **Signed:**  **Date:** |

**ASYE initial self-assessment against the Knowledge and Skills Statement (Adults)**

|  |  |
| --- | --- |
| **NQSW** |  |
| **Assessor** |  |
| **Team Manager** |  |
| **Start date of ASYE** |  |
| **Date self-assessment completed** |  |

The purpose of this self-assessment is to help you identify your current level of knowledge and skills against the statements in the Knowledge and Skills Statement (Adults). This is a diagnostic tool to help you think about your development across the ASYE. Your scores will likely change over the year (going up or down) as you learn, take on new areas of work and your confidence and competence grows.

You will find it helpful to think about your experience from your placements and any previous work in social care when completing this self-assessment. 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 initial professional development plan (PDP).

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.

**OVERVIEW: Level of capability for social workers working in an adult setting at the end of their first year in employment**

By the end of the Assessed and Supported Year in Employment social workers working in an adult setting should have consistently demonstrated proficiency in a wide range of tasks and roles. For example, they will be able to complete assessments of need independently, which start from a perspective of the service users' desired outcomes and have become more effective in their interventions; deal with more complex situations; develop respectful and situation appropriate professional relationships, thus building their own confidence; and earn the confidence and respect of others. They will have a good understanding of risk assessment and positive risk taking and be able to apply this to practice to ensure person centred planning approaches and individual rights are upheld. They will have developed confidence in working within multidisciplinary settings, understanding their roles and be able to maintain and express a clear social work perspective. They will have experience and skills in relation to a particular setting and user group, be able to understand and work within the legal frameworks relevant to adult settings, in particular, the Mental Capacity Act, Mental Health Act and the Care Act, and fully operate within the organisational context, policies and procedures. They will be able to confidently undertake mental capacity assessments in routine situations; to identify and work proactively and in partnership around safeguarding issues and have demonstrated the ability to work effectively in more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluate their own practice. For example, they should take responsibility for cases allocated to them, be proactive in identifying issues and recommending actions, but be aware of when to seek further advice and support in more complex situations. They will be able to reflect on their practice and continue to identify learning and development to further consolidate their knowledge and skills. They will have developed some resilience and leadership skills and be able to demonstrate sound professional judgment and will know how to argue for appropriate resource allocation to meet assessed needs.

**Ratings**

Please rate yourself on a scale of 0-10 against the following statements using the Knowledge & Skills statement (Adults) where:

0 = No knowledge and skills in this area 10 = Extensive knowledge and skills and consistently proficient in this area

|  |  |
| --- | --- |
| **KSS 2: The role of the social worker working with adults** | **Rating** |
| I have a wide range of knowledge and skills to understand and build relationships with individuals, their families and carers to enable them to achieve best outcomes | **0 1 2 3 4 5 6 7 8 9 10** |
| I can undertake assessments, care planning and support and make best use of resources so people have better lives | **0 1 2 3 4 5 6 7 8 9 10** |
| I enable people to experience personalised, integrated care | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to support people to maintain their independence and wellbeing and help them cope with change and attain the outcomes they want | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to help people to understand and manage risk | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to focus on links between individuals, their health and wellbeing and their need for relationships with families, communities and wider society | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to understand and explain the role of social work | **0 1 2 3 4 5 6 7 8 9 10** |
| I understand the impact of poverty, inequality & diversity on social and economic opportunities and how these relate to people’s wellbeing | **0 1 2 3 4 5 6 7 8 9 10** |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 3: Person-centred practice** | **Rating** |
| I can enable people to access advice, support and services | **0 1 2 3 4 5 6 7 8 9 10** |
| I can co-ordinate and facilitate a wide range of practical and emotional support | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to discharge legal duties to complement people’s own resources and networks so that they can exercise choice and control | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to help people to meet their needs and aspirations in personalised, creative and novel ways | **0 1 2 3 4 5 6 7 8 9 10** |
| I work co-productively and innovatively with people, communities, professionals and other agencies to promote self-determination and community capacity | **0 1 2 3 4 5 6 7 8 9 10** |
| I can engage and access advocacy for people who may need it | **0 1 2 3 4 5 6 7 8 9 10** |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 4: Safeguarding** | **Rating** |
| I can recognise risk indicators of different forms of abuse and neglect and understand their impact | **0 1 2 3 4 5 6 7 8 9 10** |
| I can prioritise the protection of children and adults in vulnerable situations | **0 1 2 3 4 5 6 7 8 9 10** |
| I can recognise and work with those who self-neglect | **0 1 2 3 4 5 6 7 8 9 10** |
| I take an outcomes-focused, person-centred approach to safeguarding practice | **0 1 2 3 4 5 6 7 8 9 10** |
| I recognise people are experts in their own lives and work to identify person-centred solutions to risk and harm | **0 1 2 3 4 5 6 7 8 9 10** |
| In situations where there is abuse or neglect, or clear risk of these, I work in a way that enhances involvement, choice and control | **0 1 2 3 4 5 6 7 8 9 10** |
| I can take the lead in managing positive interventions to prevent deterioration in health and well-being | **0 1 2 3 4 5 6 7 8 9 10** |
| I can take necessary action when someone poses a risk to themselves, their children or other people | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to recognise and take appropriate action if a child or young person may be at risk | **0 1 2 3 4 5 6 7 8 9 10** |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 5: Mental capacity** | **Rating** |
| I have a thorough knowledge and understanding of the Mental Capacity Act (MCA) and the Code of practice | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to apply knowledge of the MCA into practice | **0 1 2 3 4 5 6 7 8 9 10** |
| I understand how to make capacity assessments, the decision and the time specific nature of capacity and the need to reassess capacity appropriately | **0 1 2 3 4 5 6 7 8 9 10** |
| I know when and how to refer to a Best Interests Assessor | **0 1 2 3 4 5 6 7 8 9 10** |
| I know how those lacking in capacity must be supported to be involved in decisions about themselves | **0 1 2 3 4 5 6 7 8 9 10** |
| I ensure that an individual’s care plan is the least restrictive possible to achieve outcomes and in their best interests | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to model a leadership role to other professionals in applying the MCA | **0 1 2 3 4 5 6 7 8 9 10** |
| In working with those where there is no concern over capacity, I empower people to make their own decisions and recognise they are experts in their own lives and have the right to make unwise decisions | **0 1 2 3 4 5 6 7 8 9 10** |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 6: Effective assessments** | **Rating** |
| In undertaking assessments, I am able to recognise the expertise of the diverse people with whom we work to develop personalised assessment and care plans | **0 1 2 3 4 5 6 7 8 9 10** |
| I ensure an individual’s views, wishes and feelings are included in decision making and balance these with the wellbeing of their carers | **0 1 2 3 4 5 6 7 8 9 10** |
| I have a good understanding of personalisation, the social model of disability and human development | **0 1 2 3 4 5 6 7 8 9 10** |
| I take a holistic approach to the identification of needs, circumstances, rights, strengths and risks | **0 1 2 3 4 5 6 7 8 9 10** |
| I understand the impact of loss, trauma, abuse, aging, physical disability and ill health, learning disability, mental ill health, mental capacity, substance misuse, domestic abuse, and end of life issues on the individual and for the functioning of the family. | **0 1 2 3 4 5 6 7 8 9 10** |
| I can recognise and support the needs of informal carers | **0 1 2 3 4 5 6 7 8 9 10** |
| I develop and maintain knowledge and good partnerships with local community resources | **0 1 2 3 4 5 6 7 8 9 10** |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 7: Direct work with individuals and families** | **Rating** |
| I am confident in the professional use of self and can use my interpersonal skills and emotional intelligence to create relationships based on openness, transparency and empathy | **0 1 2 3 4 5 6 7 8 9 10** |
| I can build purposeful and effective relationships built on reciprocity | **0 1 2 3 4 5 6 7 8 9 10** |
| I communicate clearly, effectively and sensitively | **0 1 2 3 4 5 6 7 8 9 10** |
| I can apply methods of written, oral and non-verbal communication and adapt these methods to the person’s age, comprehension and culture | **0 1 2 3 4 5 6 7 8 9 10** |
| I can communicate effectively with people with specific communication needs including those with learning disabilities, dementia, people lacking mental capacity and people with sensory impairment | **0 1 2 3 4 5 6 7 8 9 10** |
| I can work well with conflict (perceived or actual), anger and resistance | **0 1 2 3 4 5 6 7 8 9 10** |
| I am confident in applying evidence-based, effective social work approaches to help people handle change | **0 1 2 3 4 5 6 7 8 9 10** |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 8: Supervision, critical reflection and analysis** | **Rating** |
| I understand the importance of good quality supervision | **0 1 2 3 4 5 6 7 8 9 10** |
| I understand when and how to seek advice from a range of people and professionals | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to make effective use of opportunities to discuss and reflect on and test hypotheses, the role of intuition and logic in decision-making | **0 1 2 3 4 5 6 7 8 9 10** |
| I can differentiate between opinion and fact, understand the role of evidence and can use reasoning to justify my conclusions and recommendations. | **0 1 2 3 4 5 6 7 8 9 10** |
| I demonstrate a critical understanding of the difference between theory, research, evidence and expertise and the role of professional judgement | **0 1 2 3 4 5 6 7 8 9 10** |
| I can use practice evidence and research to inform the complex judgements and decisions needed to support, empower and protect people | **0 1 2 3 4 5 6 7 8 9 10** |
| I can apply imagination, creativity and curiosity to working in partnership with people | **0 1 2 3 4 5 6 7 8 9 10** |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 9: Organisational context** | **Rating** |
| I am confident in fulfilling my statutory responsibilities, working in the organisation’s remit and contributing to its development | **0 1 2 3 4 5 6 7 8 9 10** |
| I can confidently work within financial and legal frameworks, in particular Human Rights and Equalities legislation, the Care Act, Mental Capacity Act, Mental Health Act and accompanying guidance and codes of practice | **0 1 2 3 4 5 6 7 8 9 10** |
| I demonstrate effective time management and caseload management | **0 1 2 3 4 5 6 7 8 9 10** |
| I can confidently manage competing demands and use technology appropriate to the role. | **0 1 2 3 4 5 6 7 8 9 10** |
| I can use supervision to support my professional resilience and emotional and physical well being | **0 1 2 3 4 5 6 7 8 9 10** |
| I can work effectively and confidently with fellow professionals in inter-agency and multi-disciplinary teams, particularly in the context of health and social care integration | **0 1 2 3 4 5 6 7 8 9 10** |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 10: Professional ethics and leadership** | **Rating** |
| I can explain my role to stakeholders | **0 1 2 3 4 5 6 7 8 9 10** |
| I can challenge partners constructively to effect multi-agency working | **0 1 2 3 4 5 6 7 8 9 10** |
| I can contribute to developing awareness of personalisation and outcome-based approaches to improving people’s lives | **0 1 2 3 4 5 6 7 8 9 10** |
| I can confidently demonstrate the principles of social work and professional accountability | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to work collaboratively to manage effectively the competing interests of service users, their families and their carers, and ensure that the needs of all parties are balanced | **0 1 2 3 4 5 6 7 8 9 10** |
| I understand the tensions of the dual role of care and control | **0 1 2 3 4 5 6 7 8 9 10** |
| I can meet eligible needs with limited resources and am confident in managing the expectations of service users and carers | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to identify potential deprivations of liberty and understand the process for assessing and authorising these in the best interest of the individual | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to feed back the views of clients and colleagues to improve services and procedures | **0 1 2 3 4 5 6 7 8 9 10** |
| I am able to recognise and address poor practice and systemic failings which put people at risk and can make appropriate use of whistle blowing procedures | **0 1 2 3 4 5 6 7 8 9 10** |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |

**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**

|  |  |
| --- | --- |
| **Name of NQSW** |  |
| **Name of ASYE assessor** |  |
| **Date** |  |
| Please record the main points of the meeting below: | |

|  |  |
| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

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

|  |
| --- |
| **Following the discussions at the initial professional development meeting, please sign below to confirm the NQSW’s initial professional development plan has been created with areas of development/learning needs** |
| **Please note any additional comments here if appropriate** |

|  |  |
| --- | --- |
| **ASYE assessor signature** |  |
| **Date** |  |

**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.

|  |  |
| --- | --- |
| **NQSW background and context**  **Enter background details to provide information about the experience the NQSW brings to this setting and the context of the setting including:**   * Social work student and placement experience * Previous social care experience * Outcome of the initial professional development meeting (refer back to template 1: PDP) * The nature of the employment setting * Any organisational circumstances that may affect the ASYE year |  |
| **Further information that will support the accessibility of the programme for the NQSW**  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**

|  |  |
| --- | --- |
| **Date ASYE commenced** |  |
| **Length of probation period** |  |
| **Date of support and assessment agreement meeting** |  |
| **Date of initial professional development meeting (prior to this support and assessment agreement meeting)** |  |
| **Date set for the three-month foundational review** |  |
| **Deadline for submission of documentation for the three-month foundational review** |  |
| **Date set for the six-month review** |  |
| **Deadline for submission of documentation for the six-month review** |  |
| **Date set for nine-month progressive development meeting** |  |
| **Date set for the final review and assessment including recommendation of final assessment decision** |  |
| **Deadline for submission of documentation for the final review** |  |
| **Deadline for submission of the completed ASYE portfolio** |  |
| **Date of the internal moderation panel (when the final assessment outcome will be confirmed)** |  |

**4. Supervision**

|  |  |
| --- | --- |
| **Supervision will be provided by:**  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 |  |
| **Name of backup supervisor (if the allocated supervisor is off sick or absent/unavailable)** |  |
| **Any additional support available to the NQSW (e.g. buddy, group supervision, action learning sets)** |  |

|  |  |
| --- | --- |
| **Supervision session will be as follows (refer to the ‘Standards for Employers of Social Workers in England’ for guidance)** | |
| **Duration** | 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. |
| **First six weeks of ASYE (include supervision dates)** | Formal supervision will be weekly during this period of the programme. Additionally, informal supervision should be available as/when required.  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. |
| **Week seven – six-month review** | Formal supervision will be at least fortnightly during this period of the programme. Additionally, informal supervision should be available as/when required.  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. |
| **Six-month review to end of ASYE** | Formal supervision will be at least monthly during this period of the programme. Additionally, informal supervision should be available as/when required.  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. |
| **Supervision will include**  If different people are providing case management supervision and supervision with a focus on critical reflection, then separate the supervision agenda accordingly. | The supervision agenda will include:   * Review of caseload and workload allocation. * Reflection and critical analysis of practice. * Professional development needs. * Reflection on feedback received from people who draw on care and support, and from professionals. * ASYE assessment, including monitoring of the NQSW’s progress against the PQS (KSS), PCF and the provision of developmental feedback. |

**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).

|  |  |
| --- | --- |
| **How will workload be agreed, allocated and monitored?** | * The NQSW’s caseload (in terms of numbers and complexity) will be protected in accordance with the requirements of the ASYE programme. * The cases/work will be allocated by **(state name here).** * The workload will be reviewed and monitored (including in terms of its’ relevance to supporting ASYE progressive development) in supervision meetings. * 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. |

**6. Protected development time**

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

|  |  |
| --- | --- |
| **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).** | * 10% of the NQSW’s working time will be allocated to protected development time. * The NQSW will take protected development time at the frequency of **(state the arrangement).** * This time is to be recorded in the NQSW’s electronic calendar. * The protected development time is for the purposes of:   + Attending training specifically organised for NQSWs by the ASYE programme development lead.   + Undertaking research and self-directed learning to support written ASYE development activities.   + Attending action learning sets, ASYE workshops etc. * It is not for the purpose of attending core training that all social workers are required to attend. * 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:

|  |  |
| --- | --- |
| **The NQSW is required to:** | * Identify their learning objectives and be pro-active in securing opportunities to meet these. * 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. * 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) * 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. * Timely submit all documents to their ASYE Assessor for their next review * Timely submit their portfolio of evidence to the ASYE co-ordinator by the agreed submission date (for later consideration by the internal moderation panel). |
| **The ASYE assessor is required to:** | * Provide details of the selection of all allocated cases (numbers and complexity) – bearing in mind the NQSW’s development needs. * Provide regular supervision with a focus on critical reflection and to facilitate the development of the NQSW’s critical thinking skills. * Support the NQSW to engage in continuous critical reflection and learning about the quality of their professional recording and implement change as a result. * 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. * Provide regular developmental feedback to the NQSW. * Advocate that the NQSW receives their protected development time and monitoring the management of this time. * 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. * Evaluate the NQSW’s evidence of progression and assess the NQSW’s development against the PQS (KSS) and PCF. * Undertake regular reviews as required by the programme and complete the relevant part of the record of support and progressive assessment (RSPA). * 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. |
| **If different, the line manager/supervisor is required to:** | * Ensure that the NQSW receives an induction and is supported in their integration into the team. * Oversee the management of NQSW’s workload. * Liaise with the ASYE assessor about the workload and selection of cases for allocation to the NQSW so that it meets the programme’s guidance on a reduction in workload (10%). * Contribute to the progressive assessment of the NQSW. * Support the NQSW in attending training events, workshops, action learning sets, group supervision specific to the ASYE programme * Support the NQSW in attending other relevant training appropriate to their learning and development needs. * Ensure that the support arrangements of the ASYE programme are delivered, particularly the arrangements of supervision, a reduced caseload and protected development time. |
| **The ASYE programme co-ordinator (if applicable) is required to:** | * Co-ordinate the delivery of the ASYE programme. * Manage the Skills for Care ASYE portal * Provide NQSWs and their assessor with support and advice as/when required, particularly in the event of difficulties. * Provide the supporting documentation for the ASYE process. * Provide guidance materials for NQSWs and their ASYE assessor (this may include an ASYE handbook). * Co-ordinate training and workshops for NQSWs and ASYE assessors. * Manage the ASYE quality assurance process. * Provide links to senior managers (including the principal social worker) * Provide links to wider organisational policies and procedures, including HR. |

**8. Assessment, review, and quality assurance**

|  |  |
| --- | --- |
| **How will ASYE reviews and assessment be linked to employer’s probation and appraisal processes?** | 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. |
| **What are the contractual implications of failure to complete, or failure of,** **the ASYE year?** | 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. |
| **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.)?** | There are internal and external quality assurance processes in place for the ASYE programme.  Full details of this process are included in Section 8 of the ASYE Guidance for assessors and NQSWs. |
| **How will disagreements between the employer and NQSW be dealt with?** | 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. |
| **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)** | 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.  All NQSWs are invited to a celebration event to celebrate their achievements in completing this year |

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

|  |  |
| --- | --- |
| **Considering the NQSW’s current context and previous experience (as identified at the initial professional development meeting), has the NQSW addressed these areas in their initial ASYE professional development plan (PDP)?** | Yes or No  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**

|  |  |
| --- | --- |
| **NQSW name** |  |
| I have read and understood my role and responsibilities and commit to fulfilling them. I confirm the arrangements set out in this agreement. | |
| **Signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **ASYE assessor name** |  |
| I understand my role and responsibilities as an assessor and commit to fulfilling these. I confirm the arrangements set out in this agreement. | |
| **Signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Line manager name (if applicable)** |  |
| 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. | |
| **Signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **ASYE co-ordinator (if applicable)** |  |
| 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. | |
| **Signature** |  |
| **Date** |  |

**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 |
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**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) |
| --- |
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**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 |
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**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 |
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**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**](https://www.skillsforcare.org.uk/resources/documents/Regulated-professions/Social-work/Observations-of-practice-of-newly-qualified-social-workers.pdf)**.**

**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**

|  |
| --- |
| 1. **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** |
|  |

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

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| --- |
| **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**

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| --- |
| **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**

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| --- |
| **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**

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| --- |
| **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.

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

**Part 8: Signatures**

|  |  |
| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Observer signature** |  |
| **Date** |  |

**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**

* **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 includean assessment, acare 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**  Completed by NQSW | **What are the strengths of the recording?**  Completed by ASYE assessor/line manager | **Areas for development**  **for the NQSW’s next PDP**  Completed by ASYE assessor/line manager |
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| --- | --- |
| **Assessor/line manager signature** |  |
| **Date** |  |

| **NQSW’s reflection on ASYE assessor/line manager feedback**  This feedback should inform your next PDP.  (Please describe what strengths and learning needs have been identified and how you will address these) |
| --- |
|  |

|  |  |
| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

**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.**

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

|  |
| --- |
| **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? |
|  |

|  |  |
| --- | --- |
| **Observer’s signature** |  |
| **Observer’s job title and agency** |  |
| **Date** |  |

**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** |  |

**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 three pieces of feedback in the portfolio. Please include a minimum of one piece of feedback here to inform this review. *If you have received feedback as part of the direct 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 ensure that all identifying details are removed.

**Record of support and progressive assessment**

**(for first three months, 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**

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

**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: Comments from line manager (if there is a separate line manager)**

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| --- |
| **Additional comments to inform this review from line manager** |
|  |

**Section 4: Assessment of progressive development**

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| **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 5: Areas of development for NQSW’s next PDP**

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

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

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| --- |
| **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** |  |

|  |  |
| --- | --- |
| **Line manager name (if applicable)** |  |
| **I have read this first three months foundational review and endorse it** | |
| **Line manager signature** |  |
| **Date** |  |

**Record of ASYE review at 3 months**

**(to be completed by ASYE Co-ordinator)**

|  |  |
| --- | --- |
| **NQSW** |  |
| **Assessor** |  |
| **Line Manager** |  |
| **Start date of ASYE** |  |
| **Date of review** |  |
| **Names of those present at review** |  |

* **Any updates to 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 months)**

**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**

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| --- |
| **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**

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 |
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**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**](https://www.skillsforcare.org.uk/resources/documents/Regulated-professions/Social-work/Observations-of-practice-of-newly-qualified-social-workers.pdf)**.**

**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**

|  |
| --- |
| 1. **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** |
|  |

**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**

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| --- |
| **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.

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

**Part 8: Signatures**

|  |  |
| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Observer signature** |  |
| **Date** |  |

**Professional documentation (work products)**

**(for interim/six month review)**

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

* **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 includean assessment, acare 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**  Completed by NQSW | **What are the strengths of the recording?**  Completed by ASYE assessor/line manager | **Areas for development**  **for the NQSW’s next PDP**  Completed by ASYE assessor/line manager |
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| --- | --- |
| **Assessor/line manager signature** |  |
| **Date** |  |

| **NQSW’s reflection on ASYE assessor/line manager feedback**  This feedback should inform your next PDP.  (Please describe what strengths and learning needs have been identified and how you will address these) |
| --- |
|  |

|  |  |
| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

**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.**

|  |  |
| --- | --- |
| **NQSW** |  |
| **Name and role of observer (e.g. participant or non-participant)** |  |
| **Date, setting, virtual or face-to-face observation** |  |

|  |
| --- |
| **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? |
|  |

|  |  |
| --- | --- |
| **Observer’s signature** |  |
| **Observer’s job title and agency** |  |
| **Date** |  |

**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** |  |

**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 three pieces of feedback in the portfolio. Please include a minimum of one piece of feedback here to inform this review. *If you have received feedback as part of the direct 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 ensure that 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**

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

**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: Comments from line manager (if there is a separate line manager)**

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| --- |
| **Additional comments to inform this review from line manager** |
|  |

**Section 4: 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** |
| As guidance, you may wish to consider the headings from the holistic outcomes to inform you assessment, and comment on whether the NQSW is:   * Consistently using supervision appropriately to seek support, exercise initiative and evaluate their own practice * Gaining experience and skills in this particular setting and user group * Integrating the perspective of people who draw on care and support, building on their feedback where appropriate * Consistently reflecting critically about themselves in practice * Applying critical thinking and critical analysis in their decision-making * Demonstrating more proficient and progressive practice across the range of tasks and roles they undertake * Recognising equality, diversity, and inclusion and challenging issues when/where appropriate |

**Section 5: 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 area for development in detail and suggest what change you would like to see |

**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**

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| --- |
| **NQSW’s comments on the interim assessment/six-month review** |
|  |

**Section 9: Declarations and signatures**

|  |  |
| --- | --- |
| **NQSW name** |  |
| **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)** | |
| **NQSW signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **ASYE assessor name** |  |
| **I confirm my assessment in this midway review** | |
| **ASYE assessor signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **ASYE co-ordinator name** |  |
| **I have read this interim review and endorse it** | |
| **ASYE co-ordinator signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Line manager name (if applicable)** |  |
| **I have read this interim review and endorse it** | |
| **Line manager signature** |  |
| **Date** |  |

**Record of ASYE review at 6 months**

**(to be completed by ASYE Co-ordinator)**

|  |  |
| --- | --- |
| **NQSW** |  |
| **Assessor** |  |
| **Line Manager** |  |
| **Start date of ASYE** |  |
| **Date of review** |  |
| **Names of those present at review** |  |

* **Any updates to 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 at 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 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 can be arranged with the ASYE Co-ordinator (and line manager) if needed.**

**Part 1: Attendees**

|  |  |
| --- | --- |
| **Date of meeting** |  |
| **Name of attendees:** | |
| **NQSW** |  |
| **ASYE assessor** |  |
| **Line manager (if applicable)** |  |
| **ASYE co-ordinator (if applicable)** |  |
| **Others (e.g. HR)** |  |

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

|  |
| --- |
| **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.** |
|  |

**Part 3: ASYE progress**

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| --- |
| **Is the NQSW on track to pass their ASYE?**  **Yes/No**  **If No, please give details** |
|  |

**Part 4: NQSW signature**

|  |  |
| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

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

|  |
| --- |
| **Have areas of the NQSW’s development/learning needs been transferred to the NQSW’s final PDP?**  **Yes/No**  **If No, please give further details** |
|  |

**Part 6: ASYE assessor signature**

|  |  |
| --- | --- |
| **ASYE assessor signature** |  |
| **Date** |  |

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Issue** | **Action** | **By whom** | **By when** |
|  |  |  |  |
|  |  |  |  |

**Professional development plan**

**(Nine months to end of ASYE)**

**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 |
|  |  |  |  |  |
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**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:**   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**

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| --- |
| **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 (Adults)**

|  |  |
| --- | --- |
| **NQSW** |  |
| **Assessor** |  |
| **Team Manager** |  |
| **Start date of ASYE** |  |
| **Date self-assessment completed** |  |

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 (Adults) 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).

**OVERVIEW: Level of capability for social workers working in an adult setting at the end of their first year in employment**

By the end of the Assessed and Supported Year in Employment social workers working in an adult setting should have consistently demonstrated proficiency in a wide range of tasks and roles. For example, they will be able to complete assessments of need independently, which start from a perspective of the service users' desired outcomes and have become more effective in their interventions; deal with more complex situations; develop respectful and situation appropriate professional relationships, thus building their own confidence; and earn the confidence and respect of others. They will have a good understanding of risk assessment and positive risk taking and be able to apply this to practice to ensure person centred planning approaches and individual rights are upheld. They will have developed confidence in working within multidisciplinary settings, understanding their roles and be able to maintain and express a clear social work perspective. They will have experience and skills in relation to a particular setting and user group, be able to understand and work within the legal frameworks relevant to adult settings, in particular, the Mental Capacity Act, Mental Health Act and the Care Act, and fully operate within the organisational context, policies and procedures. They will be able to confidently undertake mental capacity assessments in routine situations; to identify and work proactively and in partnership around safeguarding issues and have demonstrated the ability to work effectively in more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluate their own practice. For example, they should take responsibility for cases allocated to them, be proactive in identifying issues and recommending actions, but be aware of when to seek further advice and support in more complex situations. They will be able to reflect on their practice and continue to identify learning and development to further consolidate their knowledge and skills. They will have developed some resilience and leadership skills and be able to demonstrate sound professional judgment and will know how to argue for appropriate resource allocation to meet assessed needs.

**Ratings**

Please rate yourself on a scale of 0-10 against the following statements using the Knowledge & Skills statement (Adults) where:

0 = No knowledge and skills in this area 10 = Extensive knowledge and skills and consistently proficient in this area

|  |  |
| --- | --- |
| **KSS 2: The role of the social worker working with adults** | **Rating** |
| I have a wide range of knowledge and skills to understand and build relationships with individuals, their families and carers to enable them to achieve best outcomes | 0 1 2 3 4 5 6 7 8 9 10 |
| I can undertake assessments, care planning and support and make best use of resources so people have better lives | 0 1 2 3 4 5 6 7 8 9 10 |
| I enable people to experience personalised, integrated care | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to support people to maintain their independence and wellbeing and help them cope with change and attain the outcomes they want | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to help people to understand and manage risk | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to focus on links between individuals, their health and wellbeing and their need for relationships with families, communities and wider society | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to understand and explain the role of social work | 0 1 2 3 4 5 6 7 8 9 10 |
| I understand the impact of poverty, inequality & diversity on social and economic opportunities and how these relate to people’s wellbeing | 0 1 2 3 4 5 6 7 8 9 10 |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 3: Person-centred practice** | **Rating** |
| I can enable people to access advice, support and services | 0 1 2 3 4 5 6 7 8 9 10 |
| I can co-ordinate and facilitate a wide range of practical and emotional support | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to discharge legal duties to complement people’s own resources and networks so that they can exercise choice and control | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to help people to meet their needs and aspirations in personalised, creative and novel ways | 0 1 2 3 4 5 6 7 8 9 10 |
| I work co-productively and innovatively with people, communities, professionals and other agencies to promote self-determination and community capacity | 0 1 2 3 4 5 6 7 8 9 10 |
| I can engage and access advocacy for people who may need it | 0 1 2 3 4 5 6 7 8 9 10 |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 4: Safeguarding** | **Rating** |
| I can recognise risk indicators of different forms of abuse and neglect and understand their impact | 0 1 2 3 4 5 6 7 8 9 10 |
| I can prioritise the protection of children and adults in vulnerable situations | 0 1 2 3 4 5 6 7 8 9 10 |
| I can recognise and work with those who self-neglect | 0 1 2 3 4 5 6 7 8 9 10 |
| I take an outcomes-focused, person-centred approach to safeguarding practice | 0 1 2 3 4 5 6 7 8 9 10 |
| I recognise people are experts in their own lives and work to identify person-centred solutions to risk and harm | 0 1 2 3 4 5 6 7 8 9 10 |
| In situations where there is abuse or neglect, or clear risk of these, I work in a way that enhances involvement, choice and control | 0 1 2 3 4 5 6 7 8 9 10 |
| I can take the lead in managing positive interventions to prevent deterioration in health and well-being | 0 1 2 3 4 5 6 7 8 9 10 |
| I can take necessary action when someone poses a risk to themselves, their children or other people | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to recognise and take appropriate action if a child or young person may be at risk | 0 1 2 3 4 5 6 7 8 9 10 |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 5: Mental capacity** | **Rating** |
| I have a thorough knowledge and understanding of the Mental Capacity Act (MCA) and the Code of practice | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to apply knowledge of the MCAinto practice | 0 1 2 3 4 5 6 7 8 9 10 |
| I understand how to make capacity assessments, the decision and the time specific nature of capacity and the need to reassess capacity appropriately | 0 1 2 3 4 5 6 7 8 9 10 |
| I know when and how to refer to a Best Interests Assessor | 0 1 2 3 4 5 6 7 8 9 10 |
| I know how those lacking in capacity must be supported to be involved in decisions about themselves | 0 1 2 3 4 5 6 7 8 9 10 |
| I ensure that an individual’s care plan is the least restrictive possible to achieve outcomes and in their best interests | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to model a leadership role to other professionals in applying the MCA | 0 1 2 3 4 5 6 7 8 9 10 |
| In working with those where there is no concern over capacity, I empower people to make their own decisions and recognise they are experts in their own lives and have the right to make unwise decisions | 0 1 2 3 4 5 6 7 8 9 10 |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 6: Effective assessments** | **Rating** |
| In undertaking assessments, I am able to recognise the expertise of the diverse people with whom we work to develop personalised assessment and care plans | 0 1 2 3 4 5 6 7 8 9 10 |
| I ensure an individual’s views, wishes and feelings are included in decision making and balance these with the wellbeing of their carers | 0 1 2 3 4 5 6 7 8 9 10 |
| I have a good understanding of personalisation, the social model of disability and human development | 0 1 2 3 4 5 6 7 8 9 10 |
| I take a holistic approach to the identification of needs, circumstances, rights, strengths and risks | 0 1 2 3 4 5 6 7 8 9 10 |
| I understand the impact of loss, trauma, abuse, aging, physical disability and ill health, learning disability, mental ill health, mental capacity, substance misuse, domestic abuse, and end of life issues on the individual and for the functioning of the family. | 0 1 2 3 4 5 6 7 8 9 10 |
| I can recognise and support the needs of informal carers | 0 1 2 3 4 5 6 7 8 9 10 |
| I develop and maintain knowledge and good partnerships with local community resources | 0 1 2 3 4 5 6 7 8 9 10 |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 7: Direct work with individuals and families** | **Rating** |
| I am confident in the professional use of self and can use my interpersonal skills and emotional intelligence to create relationships based on openness, transparency and empathy | 0 1 2 3 4 5 6 7 8 9 10 |
| I can build purposeful and effective relationships built on reciprocity | 0 1 2 3 4 5 6 7 8 9 10 |
| I communicate clearly, effectively and sensitively | 0 1 2 3 4 5 6 7 8 9 10 |
| I can apply methods of written, oral and non-verbal communication and adapt these methods to the person’s age, comprehension and culture | 0 1 2 3 4 5 6 7 8 9 10 |
| I can communicate effectively with people with specific communication needs including those with learning disabilities, dementia, people lacking mental capacity and people with sensory impairment | 0 1 2 3 4 5 6 7 8 9 10 |
| I can work well with conflict (perceived or actual), anger and resistance | 0 1 2 3 4 5 6 7 8 9 10 |
| I am confident in applying evidence-based, effective social work approaches to help people handle change | 0 1 2 3 4 5 6 7 8 9 10 |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 8: Supervision, critical reflection and analysis** | **Rating** |
| I understand the importance of good quality supervision | 0 1 2 3 4 5 6 7 8 9 10 |
| I understand when and how to seek advice from a range of people and professionals | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to make effective use of opportunities to discuss and reflect on and test hypotheses, the role of intuition and logic in decision-making | 0 1 2 3 4 5 6 7 8 9 10 |
| I can differentiate between opinion and fact, understand the role of evidence and can use reasoning to justify my conclusions and recommendations. | 0 1 2 3 4 5 6 7 8 9 10 |
| I demonstrate a critical understanding of the difference between theory, research, evidence and expertise and the role of professional judgement | 0 1 2 3 4 5 6 7 8 9 10 |
| I can use practice evidence and research to inform the complex judgements and decisions needed to support, empower and protect people | 0 1 2 3 4 5 6 7 8 9 10 |
| I can apply imagination, creativity and curiosity to working in partnership with people | 0 1 2 3 4 5 6 7 8 9 10 |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 9: Organisational context** | **Rating** |
| I am confident in fulfilling my statutory responsibilities, working in the organisation’s remit and contributing to its development | 0 1 2 3 4 5 6 7 8 9 10 |
| I can confidently work within financial and legal frameworks, in particular Human Rights and Equalities legislation, the Care Act, Mental Capacity Act, Mental Health Act and accompanying guidance and codes of practice | 0 1 2 3 4 5 6 7 8 9 10 |
| I demonstrate effective time management and caseload management | 0 1 2 3 4 5 6 7 8 9 10 |
| I can confidently manage competing demands and use technology appropriate to the role. | 0 1 2 3 4 5 6 7 8 9 10 |
| I can use supervision to support my professional resilience and emotional and physical well being | 0 1 2 3 4 5 6 7 8 9 10 |
| I can work effectively and confidently with fellow professionals in inter-agency and multi-disciplinary teams, particularly in the context of health and social care integration | 0 1 2 3 4 5 6 7 8 9 10 |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |
| **KSS 10: Professional ethics and leadership** | **Rating** |
| I can explain my role to stakeholders | 0 1 2 3 4 5 6 7 8 9 10 |
| I can challenge partners constructively to effect multi-agency working | 0 1 2 3 4 5 6 7 8 9 10 |
| I can contribute to developing awareness of personalisation and outcome-based approaches to improving people’s lives | 0 1 2 3 4 5 6 7 8 9 10 |
| I can confidently demonstrate the principles of social work and professional accountability | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to work collaboratively to manage effectively the competing interests of service users, their families and their carers, and ensure that the needs of all parties are balanced | 0 1 2 3 4 5 6 7 8 9 10 |
| I understand the tensions of the dual role of care and control | 0 1 2 3 4 5 6 7 8 9 10 |
| I can meet eligible needs with limited resources and am confident in managing the expectations of service users and carers | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to identify potential deprivations of liberty and understand the process for assessing and authorising these in the best interest of the individual | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to feed back the views of clients and colleagues to improve services and procedures | 0 1 2 3 4 5 6 7 8 9 10 |
| I am able to recognise and address poor practice and systemic failings which put people at risk and can make appropriate use of whistle blowing procedures | 0 1 2 3 4 5 6 7 8 9 10 |
| **Please explain the reasons for your rating (you may wish to provide some examples)** | |
| **Please identify any priorities for your development** | |

**Professional development plan**

**(for post ASYE period)**

**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 |
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**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**](https://www.skillsforcare.org.uk/resources/documents/Regulated-professions/Social-work/Observations-of-practice-of-newly-qualified-social-workers.pdf)**.**

**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**

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| --- |
| 1. **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** |
|  |

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

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| --- |
| **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**

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| --- |
| **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**

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

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| **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.**

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| --- |
| **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.

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| **7. Feedback from the person/people who draw on care and support – please insert in box below** |
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**Part 8: Signatures**

|  |  |
| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Observer signature** |  |
| **Date** |  |

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

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

* **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 includean assessment, acare 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**  Completed by NQSW | **What are the strengths of the recording?**  Completed by ASYE assessor/line manager | **Areas for development**  **for the NQSW’s next PDP**  Completed by ASYE assessor/line manager |
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| --- | --- |
| **Assessor/line manager signature** |  |
| **Date** |  |

| **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) |
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| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

**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.**

|  |  |
| --- | --- |
| **NQSW** |  |
| **Name and role of observer (e.g. participant or non-participant)** |  |
| **Date, setting, virtual or face-to-face observation** |  |

|  |
| --- |
| **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? |
|  |

|  |  |
| --- | --- |
| **Observer’s signature** |  |
| **Observer’s job title and agency** |  |
| **Date** |  |

**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** |  |

**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 three pieces of feedback in the portfolio. Please include a minimum of one piece of feedback here to inform this review. *If you have received feedback as part of the direct 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 ensure that 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**

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

**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** |
| Please consider the headings below:   1. Consistently used supervision appropriately to seek support, exercise initiative and evaluate their own practice 2. Developed confidence and earned the confidence and respect of others (people who draw on care and support, colleagues, and other professionals) 3. Demonstrated progressive development in their knowledge, skills, and practice in this particular setting 4. Consistently reflected critically about themselves in practice 5. Applied critical thinking and analysis in their decision making 6. Integrated the perspectives of people who draw on care and support, building on their feedback where appropriate 7. Recognised equality, diversity, and inclusion, and challenged issues when/where appropriate. |

**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**

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| --- |
| **Next steps**  **What do you assess as the NQSW’s developmental needs post ASYE and how could these be addressed?**  **Please note: the evidence in any part of the portfolio can be used by the NQSW to complete their CPD log for Social Work England.** |
|  |

**Section 7: Additional comments**

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| --- |
| **Additional comments to inform this final review from line manager, ASYE co-ordinator or any other involved professional (if applicable, e.g. principal social worker)** |
|  |

**Section 8: Summary of support**

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| **Summary of support**  **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? |
|  |

**Section 9: Performance management of NQSW**

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| **Performance management**  **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** |
| **Has the NQSW passed their ASYE?** |  |  |
| **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)** |  |  |

**Section 11: NQSW final comments**

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

**Section 12: Declarations and signatures**

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

|  |  |
| --- | --- |
| **ASYE assessor name** |  |
| **I confirm my assessment in this final review** | |
| **ASYE assessor signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **ASYE co-ordinator name** |  |
| **I have read this final review and endorse it** | |
| **ASYE co-ordinator signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Line manager name (if applicable)** |  |
| **I have read this final review and endorse it** | |
| **Line manager signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Other (if applicable – please give name and job title, e.g. principal social worker)** |  |
| **I have read this final review and endorse it** | |
| **‘Other’ signature** |  |
| **Date** |  |

**Appendix A: 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*

1. **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

1. **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

1. **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 B: Knowledge and Skills Statement for Social Workers in Adult Services

**Table of contents**

1. Statement overview

2. The role of social workers working with adults

3. Person-centred practice

4. Safeguarding

5. Mental capacity

6. Effective assessments and outcome based support planning

7. Direct work with individuals and families

8. Supervision, critical reflection and analysis

9. Organisational context

10. Professional ethics and leadership

11. Level of capability: social worker working in an adult setting at the end of their first year in employment

12. The National Framework for the Assessment of Social Workers at the end of their Assessed and Supported Year in Employment

1. **Statement overview**

This statement sets out what a social worker working with adults should know and be able to do by the end of their Assessed and Supported Year in Employment (ASYE). The statement incorporates the experiences and perspectives of front line social workers, their managers, organisations and educators. It has been developed by the Chief Social Worker for Adults 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, educators and Principal Social Workers. The statement relates to all social workers working with adults who contribute to delivering statutory health and wellbeing outcomes for people and their carers, regardless of the sector in which they are employed and provides a national benchmark for social workers, employers and the public.

It sets out a national framework for the assessment of newly qualified social workers at the end of their first year in practice, including provision for independent validation and quality assurance of the assessment process. It should be used by social workers and their employers to build a wider framework for induction, supervision and the continuing professional development of social workers and the social work profession.

Social work is an international profession and is practiced in many different settings and specialisms. This statement builds on the global definition for social work,1 the Health and Care Professions Council (HCPC) Standards of Proficiency for social workers2 and the generic Professional Capabilities Framework, which sets the professional standards for social workers in England. It also builds on key policy documents developed by the College of Social Work, namely:

1 <http://ifsw.org/policies/definition-of-social-work/>

2 <http://www.hcpc-uk.org/assets/documents/10003B08Standardsofproficiency-SocialworkersinEngland.pdf>

• The Role and Functions of Social Workers in England

• The Business Case for Social Work with Adults; and

• The Role of Social Workers in Adult Mental Health Services

This statement is designed to strengthen and enhance the Professional Capabilities Framework by setting out what we expect of newly qualified social workers working in adult social care and importantly, reinforcing the support and arrangements employers need to provide as set out in the Standards for Employers.3 Although not mandatory, all social workers should be able to demonstrate knowledge of all aspects of the statement and development in those aspects which are relevant to the service setting.

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.

The Department will work with the College of Social Work and the sector to map in more detail the relationship between the requirements set out in this Statement, the Knowledge and Skills Statement for Child and Family Social Work and the relevant capabilities in the Professional Capabilities Framework.

2. **The role of social workers working with adults**

The Care Act 2014 puts the principle of individual wellbeing and professional practice of the individual social worker at the heart of adult social care and signals a move away from care management as the overriding approach to working with adults.

Social workers need to apply a wide range of knowledge and skills to understand and build relationships, and work directly with individuals, their families and carers to enable and empower them to achieve best outcomes. This should include undertaking assessments, planning care and support and making the best use of available resources to enable people to have better lives. Social workers should enable people to experience personalised, integrated care and support them to maintain their independence and wellbeing, cope with change, attain the outcomes they want and need, understand and manage risk, and participate in the life of their communities. Social work should focus on the links between the individual, their health and well-being and their need for relationships and connection with their families, community and wider society. Social workers in adult social care must understand and be able to explain the role of social work as part of the system of health and welfare support to individuals and families. They must understand the impact of poverty, inequality and diversity on social and economic opportunities and how these relate to people’s health and wellbeing as well as the functioning of their families, particularly in connection with child protection, adult safeguarding and also empowering individuals who may lack mental capacity.

3 <http://www.local.gov.uk/documents/10180/6188796/The+Standards+-+updated+July+01+2014/146988cc-d9c5-4311-97d4-20dfc19397bf>

3. **Person-centred practice**

Social workers should enable people to access the advice, support and services to which they are entitled. They should coordinate and facilitate a wide range of practical and emotional support, and discharge legal duties to complement people’s own resources and networks, so that all individuals (no matter their background, health status or mental capacity), carers and families can exercise choice and control, (supporting individuals to make their own decisions, especially where they may lack capacity) and meet their needs and aspirations in personalised, creative and often novel ways. They should work co-productively and innovatively with people, local communities, other professionals, agencies and services to promote self-determination, community capacity, personal and family reliance, cohesion, earlier intervention and active citizenship. Social workers should also engage with and enable access to advocacy for people who may require help to secure the support and care they need due to physical or mental ill-health, sensory or communication impairment, learning disability, mental incapacity, frailty or a combination of these conditions and their physical, psychological and social consequences.

4. **Safeguarding**

Social workers must be able to recognise the risk indicators of different forms of abuse and neglect and their impact on individuals, their families or their support networks and should prioritise the protection of children and adults in vulnerable situations whenever necessary. This includes working with those who self-neglect.

Social workers who work with adults must take an outcomes-focused, person-centred approach to safeguarding practice, recognising that people are experts in their own lives and working alongside them to identify person centred solutions to risk and harm. In situations where there is abuse or neglect or clear risk of those, social workers must work in a way that enhances involvement, choice and control as part of improving quality of life, wellbeing and safety. Social workers should take the lead in managing positive interventions that prevent deterioration in health and wellbeing; safeguard people (who may or may not be socially excluded) at risk of abuse or neglect, or who are subject to discrimination, and to take necessary action where someone poses a risk to themselves, their children or other people. Social workers who work with adults must be able to recognise and take appropriate action where they come across situations where a child or young person may be at risk.

Social workers should understand and apply in practice personalised approaches to safeguarding adults that maximise the adult’s opportunity to determine and realise their desired outcomes and to safeguard themselves effectively, with support where necessary.

5. **Mental capacity**

Social workers must have a thorough knowledge and understanding of the Mental Capacity Act (MCA) and Code of Practice and be able to apply these in practice. They should always begin from the presumption that individuals have capacity to make the decision in question.

Social workers should understand how to make a capacity assessment, the decision and time specific nature of capacity and hence the need to reassess capacity appropriately. They should know when and how to refer to a Best Interest Assessor.

Social workers must understand their responsibilities for people who are assessed as **lacking capacity at a particular time** and must ensure that they are supported to be involved in decisions about themselves and their care as far as is possible. Where they are unable to be involved in the decision-making process decisions should be taken in their best interests following consultation with all appropriate parties, including families and carers. Social workers must seek to ensure that an individual’s care plan is the least restrictive possible to achieve the intended outcomes.

Social workers have a key leadership role in modelling to other professionals the proper application of the MCA. Key to this is the understanding that the MCA exists to empower those who lack capacity as much as it exists to protect them. Social workers must model and lead a change of approach, away from that where the default setting is “safety first”, towards a person-centred culture where individual choice is encouraged and where the right of all individuals to express their own lifestyle choices is recognised and valued.

In working with those where there is no concern over capacity, social workers should take all practicable steps to empower people to make their own decisions, recognising that people are experts in their own lives and working alongside them to identify person-centred solutions to risk and harm, recognising the individual’s right to make “unwise” decisions.

6. **Effective assessments and outcome based support planning**

In undertaking assessments, social workers must be able to recognise the expertise of the diverse people with whom they work and their carers and apply this to develop personalised assessment and care plans that enable the individual to determine and achieve the outcomes they want for themselves. The social worker must ensure the individual’s views, wishes and feelings (including those who may lack mental capacity) are included as part of their full participation in decision making, balancing this with the wellbeing of their carers. Social workers should demonstrate a good understanding of personalisation, the social model of disability and of human development throughout life and demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths and risks. In particular, social workers need to understand the impact of trauma, loss and abuse, physical disability, physical ill health, learning disability, mental ill health, mental capacity, substance misuse, domestic abuse, aging and end of life issues on physical, cognitive, emotional and social development both for the individual and for the functioning of the family. They should recognise the roles and needs of informal or family carers and use holistic, systemic approaches to supporting individuals and carers. They should develop and maintain knowledge and good partnerships with local community resources in order to work effectively with individuals in connecting them with appropriate resources and support.

7. **Direct work with individuals and families**

Social workers need to be able to work directly with individuals and their families through the professional use of self, using interpersonal skills and emotional intelligence to create relationships based on openness, transparency and empathy. They should know how to build purposeful, effective relationships underpinned by reciprocity. They should be able to communicate clearly, sensitively and effectively, applying a range of best evidence-based methods of written, oral and non-verbal communication and adapt these methods to match the person’s age, comprehension and culture. Social workers should be capable of communicating effectively with

people with specific communication needs, including those with learning disabilities, dementia, people who lack mental capacity and people with sensory impairment. They should do this in ways that are engaging, respectful, motivating and effective, even when dealing with conflict - whether perceived or actual - anger and resistance to change. Social workers should have a high level of skill in applying evidence-based, effective social work approaches to help service users and families handle change, especially where individuals and families are in transition, including young people moving to adulthood, supporting them to move to different living arrangements and understanding the impact of loss and change.

8. **Supervision, critical reflection and analysis**

Social workers must have access to regular, good quality supervision and understand its importance in providing advice and support. They should know how and when to seek advice from a range of sources including named supervisors, senior social workers and other professionals. They should be able to make effective use of opportunities to discuss, reflect upon and test multiple hypotheses, the role of intuition and logic in decision making, the difference between opinion and fact, the role of evidence, how to address common bias in situations of uncertainty and the reasoning of any conclusions reached and recommendations made, particularly in relation to mental capacity, mental health and safeguarding situations.

Social workers should have a critical understanding of the difference between theory, research, evidence and expertise and the role of professional judgement. They should use practice evidence and research to inform the complex judgements and decisions needed to support, empower and protect their service users. They should apply imagination, creativity and curiosity to working in partnership with individuals and their carers, acknowledging the centrality of people’s own expertise about their experience and needs.

9. **Organisational context**

Social workers working with adults should be able confidently to fulfil their statutory responsibilities, work within their organisation’s remit and contribute to its development. They must be understand and work effectively within financial and legal frameworks, obligations, structures and culture, in particular Human Rights and Equalities legislation, the Care Act, Mental Capacity Act, Mental Health Act and accompanying guidance and codes of practice. They must be able to operate successfully in their organisational context, demonstrating effective time management, caseload management and be capable of reconciling competing demands and embrace information, data and technology appropriate to their role. They should have access to regular quality supervision to support their professional resilience and emotional and physical wellbeing. Social workers should work effectively and confidently with fellow professionals in inter-agency, multi-disciplinary and inter-professional groups and demonstrate effective partnership working particularly in the context of health and social care integration and at the interface between health, children and adult social care and the third sector.   
  
10. **Professional ethics and leadership**

Social workers should be able to explain their role to stakeholders, particularly health and community partners, and challenge partners constructively to effect multi-agency working. They should contribute to developing awareness of personalisation and outcome-based approaches to improving people’s lives. Social workers should be able to demonstrate the principles of social work through professional judgement, decision making and actions within a framework of professional accountability. They should be able to work collaboratively to manage effectively the sometimes competing interests of service users, their families and their carers ensuring that the needs of all parties are appropriately balanced, but that where children are involved, the children’s interests are always paramount. They should be able to acknowledge the inherent tensions where there is a dual role of care and control; be able to meet eligible needs within limited resources and manage the emotions and expectations of service users and carers. They should be able to identify potential deprivations of liberty and understand the process for assessing and authorising these in individuals’ best interests. They should feedback the views and experiences of clients and their colleagues to contribute to the continued improvement of services, policies and procedures within the organisation. They must be able to recognise and address poor practice and systemic failings which put people at risk, whether in their own organisation or the organisations and institutions with which they are working, making appropriate use of whistle-blowing procedures.

11. **Level of capability: social worker working in an adult setting at the end of their first year in employment.**

By the end of the Assessed and Supported Year in Employment social workers working in an adult setting should have consistently demonstrated proficiency in a wide range of tasks and roles. For example, they will be able to complete assessments of need independently, which start from a perspective of the service users' desired outcomes and have become more effective in their interventions; deal with more complex situations; develop respectful and situation appropriate professional relationships, thus building their own confidence; and earn the confidence and respect of others. They will have a good understanding of risk assessment and positive risk taking and be able to apply this to practice to ensure person centred planning approaches and individual rights are upheld. They will have developed confidence in working within multidisciplinary settings, understanding their roles and be able to maintain and express a clear social work perspective. They will have experience and skills in relation to a particular setting and user group, be able to understand and work within the legal frameworks relevant to adult settings, in particular, the Mental Capacity Act, Mental Health Act and the Care Act, and fully operate within the organisational context, policies and procedures. They will be able to confidently undertake mental capacity assessments in routine situations; to identify and work proactively and in partnership around safeguarding issues and have demonstrated the ability to work effectively in more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluate their own practice. For example, they should take responsibility for cases allocated to them, be proactive in identifying issues and recommending actions, but be aware of when to seek further advice and support in more complex situations. They will be able to reflect on their practice and continue to identify learning and development to further consolidate their knowledge and skills. They will have developed some resilience and leadership skills and be able to demonstrate sound professional judgment and will know how to argue for appropriate resource allocation to meet assessed needs.   
  
12. **The National Framework for the Assessment of Social Workers at the end of their Assessed and Supported Year in Employment**

We will introduce a national system of quality assurance so that the profession can have confidence that employers’ judgements are consistent across the country. This national scheme will have two parts: standardised arrangements for assessment and moderation led by Skills for Care; and a national system for validating the implementation of these arrangements across the country, led by the College of Social Work. These arrangements will build on existing processes and are intended to produce improved national consistency in standards and assessment of the Assessed and Supported Year in Employment for social workers in adult services.

To ensure national consistency in the assessment of social workers at the end of their first year of practice:

1. The Assessed and Supported Year in Employment assessor must be a registered social worker;

2. The assessment must include:

a) three formal direct observations of practice undertaken by a registered social worker (at least two of these to be completed by the assessor);

b) at least three pieces of feedback over the course of the year from people who need care and support, or from their carers;

c) at least three pieces of feedback over the course of the year from other professionals; and

d) the assessment of a written piece of work demonstrating the ability of the employee to reflect on and learn from practice: it should show how the employee has used critical reflection on their practice to improve their professional skills and demonstrate reasoned judgment relating to a practice decision;

e) the assessment of at least three examples of written reports and records, including a report written for an external decision making processes and a set of case recordings; and

f) the assessor report

3. The assessment process should be recorded in a learning agreement and include a professional development plan with provision for appropriate reviews; and

4. The process of confirming assessment will include internal and external moderation to confirm the assessment outcomes:

a) Internal moderation: to confirm the assessment decision;

b) External Moderation: to ensure the standards are consistently applied, through sampling assessment decisions and providing feedback to employers; and

c) National validation: to show how the systems and processes which underpin the ASYE programme enable newly qualified social workers to reach the appropriate standard; and to ensure these standards are consistently applied.

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**Appendix C: Holistic assessment outcomes mapped against the Professional Capabilities Framework (PCF) and the Knowledge and Skills Statements for Adult Social Workers.**

The following is a schedule of key assessment outcomes that have been mapped against the knowledge and skills statement and the professional capabilities framework to assist in the construction of the PDP, the structure of the evidence and the final assessment.

These level descriptors are the minimum requirements at the end of the ASYE. All NQSWs need to demonstrate progression whatever their level of capability at the start of the year. Refer to further levels of the Professional Capabilities Framework where the NQSW is demonstrating capability beyond the ASYE.

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| **Holistic assessment of practice**  Over the course of the ASYE, the NQSW has | **Assessment outcomes**  The critical reflection log and the record of support and progressive assessment provide evidence of: |
| Consistently demonstrated proficient practice across a wide range of tasks and roles. | * Confident application of the law to include the Care Act and Mental Capacity Act demonstrated in a variety of cases and settings. * Skilled demonstration of person centred practice. * Progressive development of skills in identifying and responding to risk, including positive risk taking. |
| Become more effective in their interventions. | * Progressive development of practice skills and knowledge. * Skilled application of social work methods. * Skilled in developing effective and empathic relationships to ensure that the wishes of those in need of care and support are at the core of assessment and intervention. |
| Developed confidence and earned the confidence and respect of others. | * Confident articulation of the social work role. * Leadership skills in team and multi-disciplinary settings. * Consistent demonstration of reasoned decision making. |
| Gained experience and skills in relation to a particular setting and user group | * Development and confident application of knowledge relevant to the service setting. * Increased ability to work autonomously. * Reliably operating within organisational requirements. |
| Consistently used supervision appropriately to seek support, exercise initiative and evaluate their own practice. | * Proactive use of supervision. * Increased ability to reflect on, evaluate and alter their own practice. * Progressive development of initiative and appropriate decision making. |
| Worked effectively in increasingly complex situations | |  |  | | --- | --- | |  |  |   Providing evidence of all of these requirements will incorporate this element. |

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| --- | --- |
| **Assessment of critical reflection - outcomes** | **The critical reflection log provides evidence of:** |
| Reflected critically about their practice, using information from a range of sources. | * Continuous learning and development of practice. * Increased self-awareness and recognition of progressive professional development. * Consistent demonstration of sound professional judgement. * Increased understanding of the role and purpose of social work. |
| Integrated the perspective of those in need of care and support across all aspects of their critical reflection, building on their feedback where appropriate. | * Skilled demonstration of partnership working with people in need of care and support which ensures their voice and wishes are always considered. * Integration of feedback from people in need of care and support in development of practice. |
| Used critical reflection in professional decision-making and accountability | * Ability to draw critically on theory, legislation, research and evidence in order to demonstrate effective practice in the management of risk, capacity and safeguarding. * Skilled assessments which draw critically on theory, law, research, and evidence as well as information from a range of sources. |