



DEVELOPING TOGETHER
SOCIAL WORK
TEACHING PARTNERSHIP

THE ASYE ASSESSOR HANDBOOK

Composed: August 2022

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Introduction & Background

The Assessed and Supported Year in Employment (ASYE) for Newly Qualified Social Workers (NQSW) was one of fifteen recommendations made by the Social Work Task Force in its 2009 Report –Building a safe, confident future. The ASYE is based on the Professional Capabilities Framework (PCF) for social work, of which it forms a part. ASYE candidates are assessed holistically throughout the year and across the breadth of the PQS (KSS) and [PCF Domains](#), in line with the Skills For Care ASYE Framework. The ASYE is open to the private and voluntary sectors, as well as the statutory sector as long as the candidate is a registered social worker and carrying out duties of a sufficient level to meet the expectations of the nine domains of the PCF at ASYE level. The ASYE is not compulsory but is strongly recommended for social workers who qualified within a period of two years prior to embarking on an ASYE programme. The ASYE is not linked directly to registration and social workers will not be required to complete the ASYE in order to register as a social worker. This should take place in the normal way following completion of a social work degree. The ASYE once started should be completed within one year. Any links to pay, progression or the consequences of unreadiness to pass the ASYE will be a matter for individual employers.

This handbook is intended to provide a guiding principle for those supporting NQSWs throughout the ASYE Programme.

'The Assessor is pivotal to the professional growth and development of the NQSW's practice capability to the ASYE level'

The Purpose of the ASYE Programme

The basic principles of the Assessed and Supported Year in Employment are as follows:

- To ensure national consistency and standardisation across social work practice
- To improve outcomes for people with lived experience (PLE)
- To increase the credibility of the social work profession, guaranteeing quality and confidence
- To provide newly qualified social workers with appropriate and adequate support, thus improving quality assurance and staff retention
- To ensure that the ASYE is sustainable in that it can be continuously implemented by the many different types of organisation in which social workers operate
- To ensure that the ASYE is transferable between organisations in that outcomes and assessment standards are consistent
- The ASYE will be owned by individual employers and based on the day to day activities of social workers in specific settings

Support For NQSWs Undertaking The ASYE

The form the ASYE takes will depend on the support put in place by individual employers and these are likely to be developed from existing NQSW frameworks. However, the following features should be found in the programme:

Induction

The candidate should undergo a thorough induction to the work of the agency and this should include information about training and other resources available to assist the candidate in their role. The NQSW should also have the opportunity to meet other colleagues on the programme and the ASYE coordinators/assessors.

Learning Agreement

A Learning Agreement should be completed at the beginning of the ASYE, setting out the dates of the programme and reviews, supervision sessions and how the candidate's workload will be managed. It should also include a Personal Development Plan (PDP) and the length of time to be devoted to protected development. The Learning Agreement should also set out how the candidate will collect evidence for their Portfolio and the process by which this will be assessed. The Learning Plan should be signed by the candidate, their Line Manager and Senior Manager and their Supervisor/assessor if they are different from or acting in addition to the candidate's Line Manager.

Regular And Good Quality Reflective Supervision

The stipulated frequency of supervision during the ASYE is once a week for the first six weeks, once a fortnight for six months and at least monthly thereafter. This may take place with the candidate's line manager and/or a mentor and should include time

for the candidate to reflect on their work, its affect upon them and their development needs in an open and well supported way.

Workload management

The candidate's workload should be managed and balanced. It should be protected in order to enable the candidate to spend time in ASYE developmental activities. The amount of this time should be specified in the Learning Agreement. These developmental activities will include:- Reflection, study, learning, contact with mentor(s,) access to research literature and training opportunities.

Assessment Process

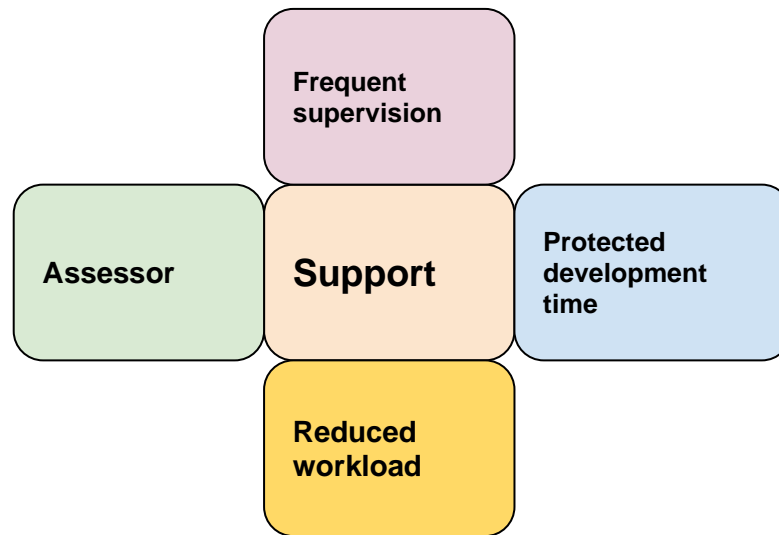
The ASYE candidate will be assessed holistically throughout all elements of their practice across the year and across the breadth of the PQS (KSS) and [PCF Domains](#), in line with the Skills For Care ASYE Framework. The PCF is designed to support social workers throughout each stage of their career, alongside the PQS (KSS) for Social Workers which set out what a social worker must know, understand and be able to do following the completion of their social work degree. The key principle for assessment throughout the ASYE is that different types of evidence are gathered from a range of work that is sufficient to demonstrate how the NQSW has met the PCF and PQS (KSS). There will be formalised review points to evidence this. There will be three Direct Observations of the NQSW practice in different settings and they will be required to produce two critical reflections of their learning over the year as part of their critical reflection log, or one critical reflection and a final presentation. We recommend that the NQSW keeps a journal, to help support with writing the critical reflection, as these are now 6 months apart. Evidence will also include the self assessment tool, evidence of supervision, feedback from other professionals, people of lived experience, their carers and their families. There will be a summative assessment at the 6 month point and at the end of the ASYE programme. To pass, they will need to demonstrate their capability against the nine PCF Domains and the PQS (KSS). They will also be required to produce a portfolio of evidence, attend an interview or a panel, or participate in a professional discussion.

Portfolio Contents And Range Of Evidence

Individual agencies may require different demonstrations of competence to be included in Portfolios. However, the candidate will need to include [the following evidence](#).

Support Arrangements

The ASYE Programme provides support to the NQSW to enable them to develop their practice expertise. The key process through which this happens is *critical reflection and analysis* that, with the NQSW's developing knowledge base, informs and provides a rationale for professional decision-making. The Programme is designed to facilitate critical reflection through 4 support structures:



1. **Assessor:** a qualified, registered Social Worker, experienced in practice. This role is enhanced if they are at: Practice Educator (PE) Stage 2; working towards PE Stage 2; or, are a Practice Supervisor KSS (/PQS) level
2. **Supervision:** at the frequency and duration required by the Programme with a focus on critical reflection
 - Frequency:
 - weeks 1-6: weekly
 - week 7 – 6 months: fortnightly
 - 6 – 12 months: monthly
 - The national guidance recommends that weekly supervision is made available to all NQSWs at the start of the ASYE regardless of the length of time they have been in their job role
 - Duration: at least 1 ½ hours
 - Focus: critical reflection
3. **Reduced workload:** the equivalent up to 90% of what is expected of a confident Social Worker in the same role in their second or third year, weighted over the course of the year by things such as case complexity, risk and growing proficiency

- It is helpful if the Assessor is consulted in deciding which cases are allocated to them as they know the NQSW's level of capability and confidence as well as their learning needs.
 - Where the NQSWs' workload is managed well, it helps ensure that they make effective use of the protected development time, enabling them to cope with increasing complexity. [Click here](#) for further guidance on workload management and protected development time.
4. **Protected development time:** to meet the NQSW's training and development needs equivalent to 10% of their working time over the course of the ASYE. This equates to 2 days pcm where the NQSW is employed full-time. Different arrangements for managing this include: a half day a week one day a fortnight two days per month. Professional development activities should be tailored to the needs of the NQSW. They may include formal training, learning with peers through group supervision or action learning, shadowing and visits to other services and independent reading and research activities. Activities should be recorded and reflected upon in the professional development plan (PDP).

If a NQSW or their Assessor has concerns about the working of the Programme's support structures for supporting the NQSW's progressive development, then they should raise these concerns. It is important that this is acknowledged and acted upon by the employer in order to enable the organisation to provide evidence for the national validation process, and for transparency in the event of a complaint by the NQSW.

Varying models of Support and Assessment:

There can be varying models of support within organisations:

ASYE Assessor is line manager - Allocates work and carries out supervision

ASYE Assessor is another team member or independent assessor - need to establish how work will be allocated, supervision plans and how the assessor is provided with evidence for assessment.

Whatever model your agency uses, it is important to ensure the necessary support and assessment arrangements are in place for the NQSW.

Planning roles and responsibilities - Assessor, NQSW, Team

- Agree which of the main functions you will be responsible for (i.e. as line manager / supervisor / assessor / mentor?)
- What steps you need to take to *establish constructive lines of communication* with staff who are providing the other key functions - *how will you obtain*

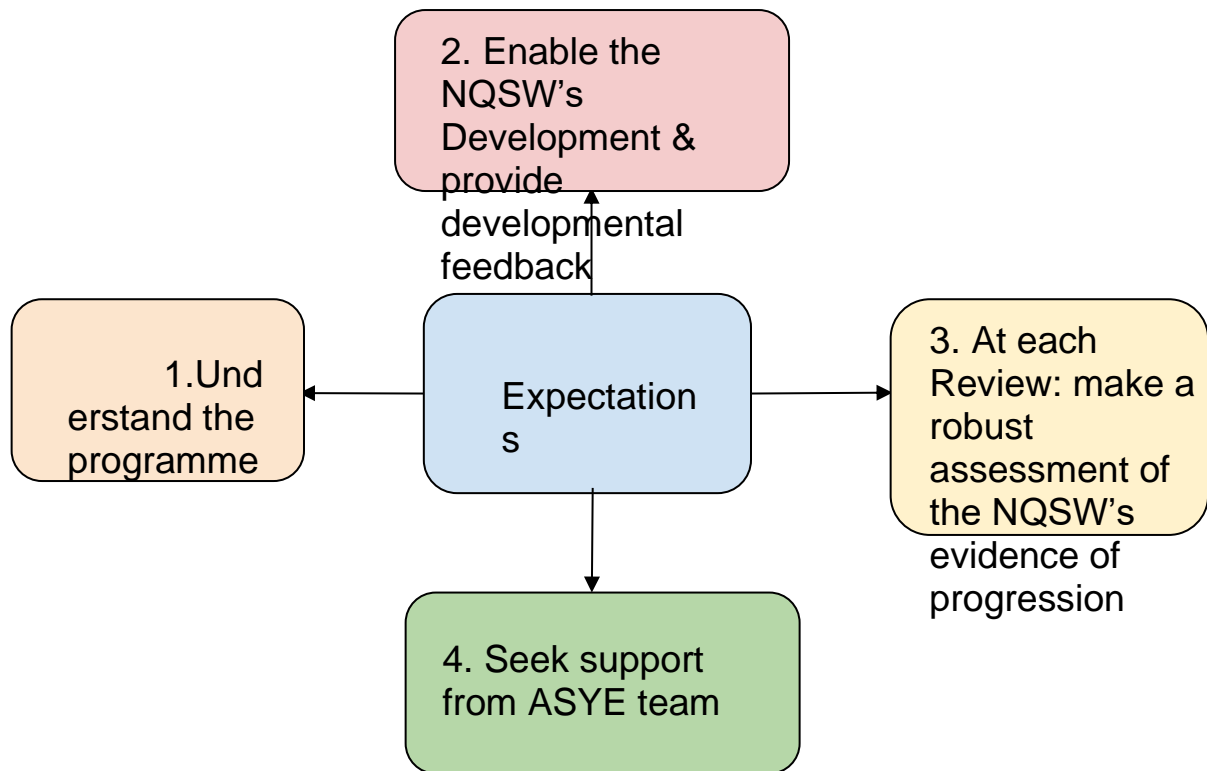
information - written, verbal accounts, three way meetings, recordings

- *Identify challenges* where the assessment is not robust due to poor communication between manager / supervisor and assessor
- *What information* about this needs to be recorded in the RSPA

However experienced they may be at the start of the ASYE, over the course of the year the NQSW is required to generate evidence of their ability to manage an increasingly complex workload. The complexity of a caseload will reflect the individual's growing level of proficiency and autonomous practice. It will also reflect the level of risk that is being managed by the NQSW. Decisions about workload and the allocation of work need to reflect this requirement, with more allowance being given at the beginning of the year than at the end. The expectation is that this process will be managed by the assessor (with the line manager if different) and the NQSW through discussion in supervision and at review points. The outcomes of these discussions should be clearly recorded in supervision notes and the record of support and progressive assessment.

The Expectations of the Assessor

Your role, as an ASYE supervisor or assessor, is to reach a holistic decision about the quality of practice, using the PQS (KSS) and (PCF) as a framework. The below outlines the overall expectations of the assessor:



FAQs:

1. Why do we have an Assessor?

- Support learner in their development
- Provide ongoing developmental feedback to promote practice change
- Assess the learner's progression and take action where there are concerns
- Professional accountability to the learner/ Panel/ Organisation for assessment decisions at review stages and a final pass/ fail recommendation

2. Why do we have reviews?

- View point on the learning journey, to trigger change where needed
- To understand what the evidence for progression is telling the Assessor and the learner:
 - Recognise feedback on development and strengths

- Identify focus for ongoing development
- Where there are concerns, to plan to bring learner's progress 'back on track'
- Professional accountability for the interim summative assessment to the learner/ Panel/ Organisation

3. What is the focus of the reviews?

- The review is your assessment of the NQSW's progression.
- It concludes with a judgement (is the Practitioner 'on track' or not) that must be defensible
- Its evidence based, with almost all the evidence provided to you by the NQ
 - The evidence is: the NQSW's evidence of progression (eg Direct Observation) and what the Assessor has observed/ heard themselves or been told by colleagues.

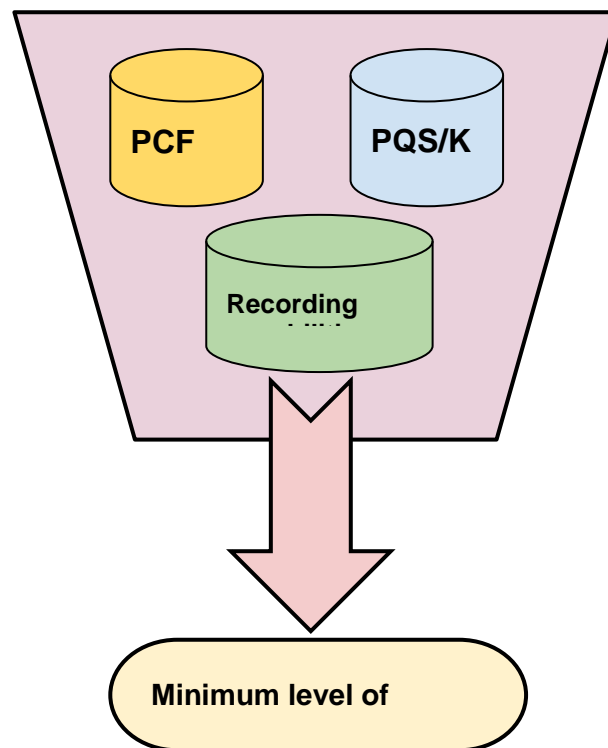
4. What are the Assessment Standards?

- These are standards of practice that the NQSW must consistently demonstrate. They comprise the:
 - PQS/KSS
 - PCF at ASYE level
 - Recording Capabilities (7 x Recording Capabilities)

5. What is the Assessor being asked for in their progressive assessment

- To read and evaluate the evidence against the Assessment Standards (PQS, PCF, Recording Capabilities)
- To show their evaluation of the evidence.
- The evidence must be referenced in their review report correlate with their judgement
- Do not go beyond what the evidence supports
- Provide a mini-audit of the PQS/ PCF: what are emerging, met partially/ met
- The Assessor's assessment must be holistic in nature and the evidence triangulated

ASYE Assessment Standards:



PCF Domains:

The PCF is the overarching standards framework intended to be applicable to all social workers in whatever role or setting. For a full list of the PCF Domains expected at ASYE level, please visit the [BASW Guide](#)

Post Qualifying Standards (PQS)/ (KSS)

The Knowledge and Skills statements set out what a social worker working with adults or children and families should know and be able to do by the end of the ASYE and they are designed to strengthen and enhance the PCF. The knowledge and skills set out in the published statements are specific to either child and family social work or adult social work. For a comprehensive list, please see [Knowledge and Skills](#)

[Statement - social workers in adult services \(2015 \)](#) and [Knowledge and Skills Statement- child and family practitioners \(2018\)](#)

ASYE Recording Capabilities

The following describes the 7 recording capabilities that an NQSW should demonstrate:

1. Reflecting critically about their professional recording, learning from it and implementing change.
2. Meeting agency recording standards for:
 - o formats/tools used
 - o timescales in completing recording
3. Recording defensible professional decisions which:
 - o distinguish between fact and opinion
 - o draw on and tests multiple hypotheses, including contradictory opinions held by different professionals
 - o make informed use of intuition
 - o build an effective argument/ justification with evidence
4. Understanding and applying appropriate legal frameworks
5. Integrating and communicating the perspective of those in need of care and support in all aspects of recording, building on their feedback where appropriate
6. Producing recording that communicates effectively with a range of audiences, including other professionals and court
7. Producing recording that is
 - o clear, concise and purposeful
 - o accurate, using correct spelling, punctuation and sentence structure

Key Aspects of the Programme

Direct Observations:

The Direct Observation by an assessor of a social worker's practice is the '*optimal method of assessing professional skills because it is closest to 'real practice'*'. Direct observation provides an opportunity for you to check a learner's perceptions of their practice by comparing your observations with their recollections. Direct Observation is therefore not only a powerful assessment tool but also an important part of the learning process. For more guidance, refer to the [assessment timeline and resource templates](#) below, as well as Skill's For Care's [Guidance for Practice Assessors: Observations of practice of newly qualified social workers](#).

Collecting Feedback from People with Lived Experience (PLE):

Important things to note:

- Collecting feedback - needs planning especially if it is online
- The PLE has a choice about whether or not they want to provide feedback. Consent should be sought beforehand
- The PLE should have a choice how to provide feedback
- How will feedback be collected? - questions / format / language) all must be planned prior to observation by NQSW and assessor
- Drawing on informal feedback can be used to enhance formal process
- Focus on practice and process not outcome
- Sharing feedback with NQSW - straight away and in formal feedback session
- Sharing the report with PLE

Sometimes, there may be challenges with collecting PLE Feedback, for a number of reasons:

- People have sometimes had enough by the end of the session
- Some people can find it hard to provide a balanced view of the process, as focus on the outcome
- Communication challenges
- Relationships may be challenging / there may be conflict
- Sometimes the situation can be in crisis, with high emotions

For more guidance, refer to the [assessment timeline and resource templates](#) below, as well as Skill's For Care's resource for [Seeking feedback from people who need care and support in more challenging situations](#).

Other tools that can help with gathering feedback:

- Linking feedback questions to the PCF (or KSS):
<https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-adults/Tool-2.pdf>
- Core questions for seeking feedback:
<https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-adults/Tool-3.pdf>
- Head, Heart, Tummy, Toes:
<https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-adults/Tool-5.pdf>

Reflection - Professional Standards for Supervisors

Knowledge and Skills Statement for Practice Supervisors - Children's

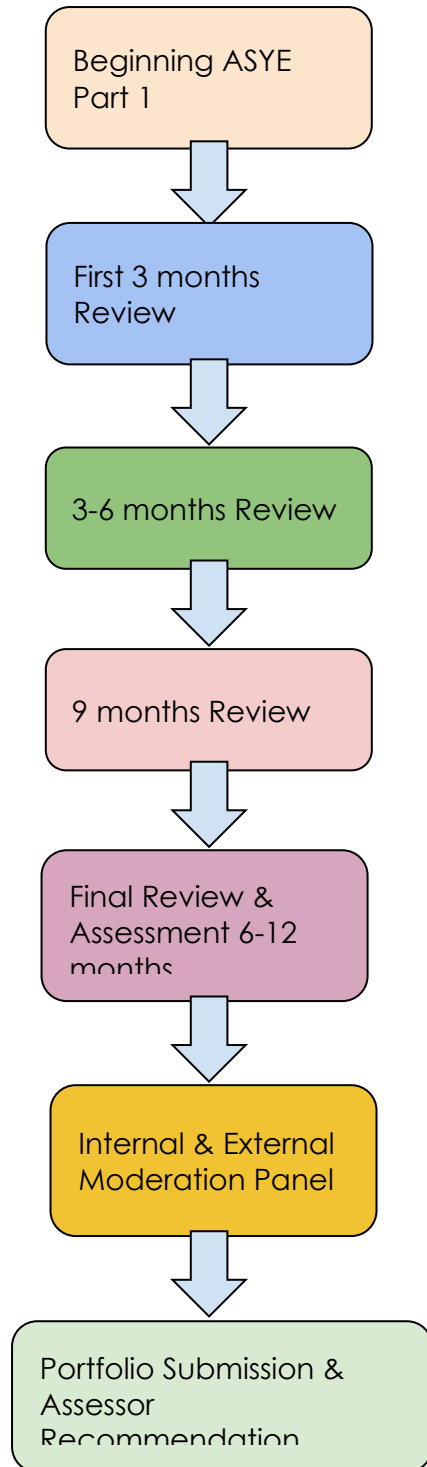
- KSS 2 - Developing Excellent Practitioners
- KSS 7 - Emotionally Intelligent practice Supervision

Knowledge and Skills Statement for Practice Supervisors - Adults

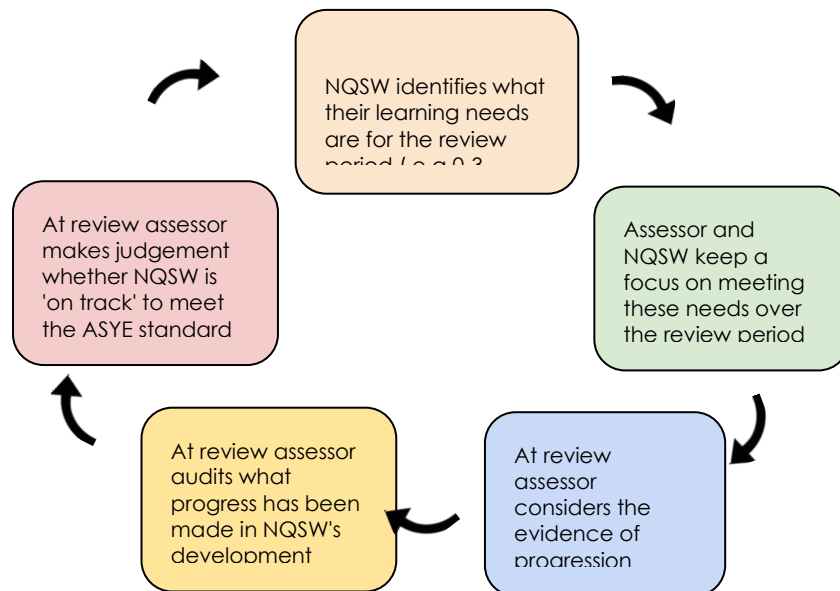
- KSS 3 - Developing capable and confident social workers
- KSS 4 - Assuring good social work practice and development
- KSS 5 - Promoting and supporting critical analysis and decision making
- KSS 6 - Relationship based practice supervision

Programme Overview: Review Periods

- Before each Review, the NQSW will provide their evidence of progression, which is recorded in the [templates outlined below](#).
- At a Review the Assessor has to make an interim assessment of the NQSW progression towards the ASYE level and make suggestions of learning needs.



Learning and Assessment Cycle in each Review Period:



Reviews

Supporting your NQSWs during their ASYE and recording their progressive assessment is an important part of the ASYE:

- cycle of learning
- evidence of progression
- how the Professional development plan (PDP) drives the learning focus in each review period
- At a Review the Assessor has to make an interim assessment of progression towards the ASYE level. For each review, the NQSW provides their evidence of progression, which is recorded in these [templates](#).
- This evidence of progression is reviewed by the Assessor against the Assessment Standards (PCF, KSS and Recording Capabilities) to make a judgement about whether the NQSW is 'on track' to meet the ASYE level at the end of the Programme.

- If 'not on track': consider the Guidance, below
- Be mindful of the learning needs identified in the evidence of progression and check that they have been transferred into the NQSW's draft PDP for the next review period
- By the end of the ASYE, The Assessor has to show that the NQSW is demonstrating skilful performance. This is demonstrated by skilful performance in their assessments, interventions and interactions based on:
 - the integration of social work knowledge, skills and values and
 - *developed critical thinking* – ie, their ability to think through what they are doing, why they are doing it and the reasoned nature of the decisions they are making

Developed critical thinking

- This refers to the ability to:
 - critically think and analyse
 - draw on theoretical perspectives, the legislative framework and research, policy and procedure and practice-based evidence to understand practice situations
 - 'use self' in their practice
 - be aware of their subjective reactions to practice, their impact on their judgments and integrate them into their learning and growth
 - the ability to explain and provide reasoned judgement in their decision-making

Why the emphasis on the skill of thinking critically?

- Thinking critically is a key skill for making sound decision-making and intervening effectively

Does the ASYE Assessment standard reflect this emphasis?

- The Assessment standard is made up of the: Post-Qualification Standards (PQS) (KSS), Professional Capabilities (PCF) at ASYE level and Recording Capabilities.
- Each of them, to different degrees, contain capability descriptors based on critical thinking. For example:
- PCF 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*
- PCF 6(2): *'...evaluate and critically analyse information, gained from a variety of sources, to construct and test hypotheses and make explicit evidence-informed decisions'*

- PCF 7(2): '*Demonstrate clear communication of evidence-based professional reasoning, judgments and decisions...*'

What does critical thinking mean?

- In the social work qualifying course the NQSW is likely to have come across many different terms in this area, such as: reflection, analysis, critical reflection. All these involve *thinking critically*.
- We take critical thinking to mean: '*Evaluating closely all aspects of a situation*'. In a practice context this means:
 - Evaluating information collected in an assessment (to test hypotheses/ different explanations for what is happening) and
 - Evaluating your own thoughts
 - The evaluation is undertaken to, alongside your knowledge base, make sense of the practice situation and understand the impact of your decisions for the people you're supporting.
- The central principles of thinking critically include:
 - identifying different hypotheses and holding these alternative explanations in mind
 - identifying and drawing on different sources of knowledge, theory and research to assess and plan
 - evaluating what took place, including impact on self/others + critiquing your own practice
 - drawing on evidence in making your professional judgement
 - revising the hypothesis in light of this reflection and plan the next steps
- These principles are reflected in the evidence of progression the NQSW is required to provide in their Critical Reflection Logs and Direct Observations across the Programme.

What are the benefits of thinking critically?

- You should be able to evidence the basis of your professional judgement by demonstrating:
 - The hypotheses you have formed, tested, discarded or revised
 - The quality of the knowledge and evidence you have used to reach a decision
 - The way you have used it
 - The choices between possible options, including their impact
 - A rationale for your decision-making that would meet the standards of a defensible decision

Before each Review

- The NQSW transfers their Learning Needs identified in their evidence of progression (eg CRL, DO, Professional Documentation) into their draft PDP for the next review period

At each Review

- Their Assessor will make suggestions for the NQSW learning needs
- NQSW and Assessor decide the final form of the PDP for the new review period

Pre-Review

Step 1: Reading the evidence of progression

- check whether there is any evidence missing and chase
- read the evidence of progression being mindful of the PQS/KSS & PCF (& Recording Capabilities)
 - You may wish to make notes as you go or highlight any specific evidence or key points and areas you are likely to draw in your review report

Step 2: Forming a picture

- You are probably now beginning to form a picture of the NQSW's progressive development and what the key points will be in the review report:
 - strengths
 - progression over the last 3 months
 - key feedback from colleagues, PLE
 - areas for development

Post-Review

Step 3: Begin writing the report

- Focus on these sections first:
 - Heading section
 - the Progress grid (page 3)
 - Context section (which can help orientate you)

Step 4: The Holistic Assessment Outcomes

- Look at the 7 Holistic assessment outcomes.
- Identify one of the 7 HAOs that you will find easiest to write to eg Integrating the perspectives of people in need of care and support
- When you are writing the first one you may find that it triggers something that will draw you in when identifying the next HAO to write to

- Keep repeating this process, remembering to take breaks when you need it
- As you write, keep supporting what you say by relating it back to specific parts of the evidence of progression (eg Direct Observation) or your own example of evidence

Step 5: Mini-audit of PQS/KSS & PCF

- If you have not referenced the PQS/KSS and PCF when writing to each HAO, then now record a mini-audit or summary of which PQS/KSS and PCF are emerging or been partially met and which (if any) have been met.

Step 6: 'On track or not' statement

- State explicitly in a sentence whether you think that the NQSWr is or is not 'on track' to meet the ASYE level by the end of the Programme
- If you do not think the NQSW is 'on track' then please refer to further guidance below

Step 7: 'Areas for development'

- From the evidence there will be areas for development that will have emerged.
- Record in a clear and straightforward way what the agreed areas for development are from the Review and how these can be demonstrated/achieved

Step 8: Check

- Does your progressive assessment correlate with the evidence of progression produced by the NQ Practitioner
- Is it realistic and balanced, reflecting developing strengths and areas for development
- Does your final assessment show the NQSW Practitioner has demonstrated procedural and meta-competence

Writing a good RSPA Report

Embedded within The Record of Support and Progressive Assessment (RSPA) is 'evidencing the requirements of the ASYE':

- Assessment of the ASYE is against the **Knowledge and Skills Statement** - social workers in adult services (2015) & child and family practitioners (2018) and the SW profession's overarching framework - the **PCF**
- The Knowledge and Skills Statement provides a **level descriptor for the ASYE** based on the PCF, and the holistic assessment of capability should be based on this statement
- '**Professional standards**' - Social Work England

Each Assessor will have a preference for how they write their reviews. This is a suggested way based on the experience of Assessors.

Top Tips for writing your Record of Support & Progressive Assessment:

- Time needs to be set aside to prepare for the review
- Preparation is best undertaken in a quiet, comfortable environment
- Make realistic and achievable goals in writing the review, allowing yourself space for breaks
- Involve the NQSW in writing the report

A good Assessor report will demonstrate the following:

- Based on quality rather than quantity (Skills for Care)
- The supporting guidance has been followed in writing the reports
- Correlation between the NQSW's evidence of progression and the Assessor's progressive assessment (both interim and final)
- Assessor references the evidence of progression (eg Direct Observation, Critical reflection log, feedback) well in each of their progressive assessments and also the final assessment
- PLE & professional feedback is incorporated
- It should be clear what the NQSW has been doing and why they are practising in this manner, with links to legislative, theoretical and value-based framework
- In the final review, it should show that the NQSW has demonstrated the holistic practice capabilities to produce sound practice decision-making
- There is evidence of progressive development across the year and the report provides a sense of the NQSW's journey
- Clear identification of NQSW's strengths and areas of development in association with PDP
- Report is holistic in nature and the evidence is triangulated
- It demonstrates what KSS and PCF is evidenced at each review milestone
- It demonstrates a good standard of English grammar and the professional documentary standards

Holistic Assessment Of Capability:

KSS

- sets out what a social worker should know and be able to do (in specific settings) by the end of the ASYE
- provides the generic standards for all social workers
- defines overall expectations of the ASYE and should be used to identify the learning needs

PCF

- provides the level, detail and standard for assessment
- use to identify any knowledge gaps or development concerns
- use to review personal development planning and performance management
- helps the assessor to make their judgement and explain whether the NQSW is meeting the required level and complexity

FAQ's:

Before the Review, you may find it helpful to undertake a mini-audit of the NQSW's evidence of progression. If your review judgement is that the NQSW is not 'on track':

1. What should I do if I'm unsure whether the NQSW is making sufficient progress to meet the ASYE level by the end of the Programme

- Step 1: consult the PCF, PQS/KSS and Recording Capabilities at ASYE level, which will provide the detail of the practice capabilities required and form a view on the balance of probabilities
- Step 2: if you are still unsure then coordinate a meeting with a member of the ASYE Team to explore the issues and support you in reaching a judgement

2. What should I do if I think the NQSW is not 'on track' to meet the ASYE level by the end of the Programme

- Step 1: Coordinate a meeting with a member of the ASYE Team to support you in mapping what your concerns are, what is going well and what needs to change.
- Step 2: Share the mapping document and the Action Plan with the NQSW and, if appropriate, amend it
- Step 3: Incorporate the mapping document and the Action Plan into the Review report for that Review and make explicit the reasons for its development
- Step 4: If the NQSW is not on track and has received the required Programme's support arrangements then you should consider with your line manager whether to commence informal or formal capability procedures. The objective is to support the NQSW reach the required standard and you and the NQSW must develop an Action Plan to support the NQSW, which should be drawn up with the NQSW and be:
 - specific about the practice capability that is expected and reference the relevant assessment standard eg PCF 1

- specific about the time-frame within which development is expected
- specific about when it will be reviewed
- clear about the learning opportunities that will be available to support the NQSW's development to meet the required standard

The 5 Criteria against which the Panel assesses and quality assures the Assessor's recommendation:

Purpose of the criteria:

- To promote the national consistency of decisions by Assessors and Internal and, where applicable, External Moderation Panels
- The criteria are the basis against which the Assessor's recommendation is scrutinised

The 5 Criteria:

- Does the assessor provide clear evidence of why they have made their recommendation?
 1. Is it consistent with the assessment criteria?
 2. Accurate: Is it consistent with the expectations of the Knowledge and Skills Statement and the PCF capabilities?
 3. Valid: Is it based on evidence that reflects the breadth of the NQSW's work throughout the year and their progression?
 4. Robust: Is it based on evidence that is checked and consistent and leads to a defensible judgement?
 5. Sufficient: Is it based on a sufficiently broad and varied range of different types of evidence?

There must be evidence in the portfolio to support each of the criteria. The lack of evidence to confirm the existence of one or more of these criteria will mean an Assessor's recommendation cannot be confirmed and further evidence will need to be sought.

Assessment Timeline & Template Resources

Please note, these may be updated regularly by Skills For Care, so please ensure to check their website for the latest templates and associated guidance.

Part 1: Beginning the ASYE

- For the assessor – Completing the initial professional development meeting template. Setting out, agreeing and completing the support and assessment

agreement with the NQSW (including roles and responsibilities) - this discussion being prompted by the NQSW's reflections in the initial professional development meeting and completion of their PQS (KSS) self-assessment/evaluation tool. Prompting and enabling the NQSW to reflect on the year ahead, in particular their PDPs.

Evidence required at this stage to be completed by NQSW:

- Heading Page
- Confidentiality Statement
- Self Assessment Tool
- Initial PDP

Evidence required at this stage to be completed by ASYE Assessor:

- Initial Professional Development Meeting
- Support & Assessment Agreement

Part 2: First three months, foundational review

- For the assessor – Review of support and progress with reference to the NQSW's critical reflection within the practice evidence and work products submitted.

Evidence required at this stage to be completed by NQSW:

- Heading Page
- Supporting Information for the 3 month review
- PDP 3 - 6 months
- Direct Observation 1
- Verification of Professional Documentation
- Feedback from other professionals
- Evidence of feedback from people in need of care and support or carers (agency's own paperwork)

Evidence required at this stage to be completed by ASYE Assessor:

- RSPA Foundational 3 month Review

Part 3: Three to six months, interim review and assessment

- For the assessor – Review of support and progress with reference to the NQSW's critical reflection and other evidence submitted, undertaking interim assessment. Assessor to invite any relevant 'others' to the interim review meeting.

Evidence required at this stage to be completed by NQSW:

- Heading page
- Critical reflection log - reflection on learning, zero to six months
- Self assessment tool
- Professional development plan for six to nine months
- Feedback from other professionals' template

Evidence required at this stage to be completed jointly by NQSW & assessor:

- Direct observation two template
- Verification of professional documentation (work products) viewed to date
- Evidence of feedback from people in need of care and support or carers (agency's own paperwork)

Evidence required at this stage to be completed jointly by NQSW & assessor:

- RSPA three to six months interim assessment at six months

Part 4: Nine months, progressive development meeting

- For the assessor - Prepare for the nine months progressive development meeting and complete meeting template with NQSW. Assessor to invite any relevant 'others' to the progressive development meeting.

Evidence required at this stage to be completed by NQSW:

- Heading page
- Professional development plan nine months to end of ASYE

Evidence required at this stage to be completed jointly with NQSW & assessor:

- Progressive development meeting

Part 5: Six to twelve months, final review and assessment

- For the assessor - Final review of support and progress with reference to the NQSW's critical written reflection log or presentation, and other evidence submitted final assessment leading to recommendation of outcome decision. Assessor to invite any relevant 'others' to the final review meeting.

Evidence required at this stage to be completed by NQSW:

- Heading page
- Critical reflection log six to twelve months / or presentation
- Self assessment tool
- Professional development plan for post ASYE
- Feedback from other professionals' template

Evidence required at this stage to be completed jointly with NQSW & assessor:

- Direct observation three template
- Verification of professional documentation (work products) viewed to date
- Evidence of feedback from people who need care and support or carers (agency's own paperwork)

Evidence required at this stage to be completed by assessor:

- RSPA six to twelve months final review including recommendation of assessment decision

Supporting the NQSW to submit their Portfolio of Evidence

At the end of the Programme the NQSW will need to submit an online portfolio of evidence, including your RSPAs, to the ASYE Team. The creation of a Portfolio of Evidence Folder is an essential requirement for NQSWs undertaking ASYE. It is a record of achievement made throughout the first year as a qualified Social Worker.

It is a mechanism to help the NQSW reflect on the progression and challenges during their first year. It also serves as a record of learning, development and training and can be used for evidence of CPD with Social Work England. It is the Newly Qualified Practitioner's responsibility to check that the documentary standards are met for each document submitted in the portfolio but you might want to support the NQSW in this process and complete some checks.

Does the evidence of progression meet the documentation standards, including anonymisation? In addition to the requirement to anonymise the portfolio (see below). The documentary standards are:

- That all the evidence required is present. The portfolio is to be presented in blocks of five, according to the monthly review periods as outlined in the [portfolio checklist below](#)
- That the supporting guidance for each document has been followed
- The anonymisation of all evidence to the standard set out below
- In each document there is no section that is left blank
- All documents are signed and dated at the time of their 'creation'
- The documentary evidence and each signature in the portfolio upholds the social work value of professional integrity (BASW, Social Work Code of Ethics, Professional Integrity 2.3)
- That good standards of English grammar is demonstrated
- All abbreviations are explained
- Each piece of evidence used in your ASYE portfolio to demonstrate achievement of the assessment outcomes need to be fully anonymised. This includes, but is not limited to the written reflective pieces in the Critical Reflection Log (CRL), the Direct Observations (DO's), all of the feedback sheets and the Record of Support and Progressive Assessment (RSPA). When checking the portfolio, the NQSW must address the following:
 - The evidence should not be identifiable to anyone connected with the case, using the standard that if it was open on a desk, anyone picking it up and reading it would not be able to identify the people involved
 - The only name(s) should be the NQSW, Assessor/ line manager, any professional who has signed-off evidence or given a statement of feedback in relation to a piece of work, any feedback from people using the service must be anonymised in line with these details - please cross out/delete/change all of the following:
 - All names of any people using the service, their family members and anyone else named in connection with the case; do not use the person's initials
 - All other professional's names, location addresses and telephone numbers
 - All locations, including town names, and geographical areas; this does not apply to the local authority that you are employed by.
 - Any reference to a place where someone has/ does/ wants to live and any other place names

- All company names, including care provider organisations (private, independent and voluntary), local authorities, transport providers, home meals services
- All day services, respite care, nursing care etc
- All hospital names and locations
- All dates of birth
- Addresses for everyone, including that of your own office
- All telephone/ mobile numbers, including your own

The NQSW portfolio must include, at the beginning, a statement of confidentiality and confirmation that they have completely anonymised the entire portfolio in line with the above guidance

Portfolio Checklist for submission to ASYE Coordinator

The Panel read the NQSW Practitioner's evidence for each review period first and then read the related review report from the Assessor to see the degree of correlation. Given this, the NQSW should submit documentation in the order set out below. It is an online folder and recommended that evidence is saved in a folder for each juncture of the ASYE i.e. 0-3 months, 3-6 etc,

ASYE Portfolio Checklist 2022

Part One – Beginning the ASYE, To be completed by Week 4		
	Date Planned:	Date Completed:
<u>Learning Agreement</u>		
<u>Heading Page 1</u>		
<u>Confidentiality statement</u>		
<u>PQS Self-Assessment</u>		
<u>Support & Assessment Agreement</u>		
<u>Initial Professional Development Meeting</u>		
<u>Initial Professional Development Plan (PDP)</u>		
Deadline date for work submission to Supervisor Review date:		

Part Two – Foundational Review, First Three Months		
	Date Planned:	Date Completed:
<u>Heading Page 2</u>		
<u>Supporting Information for the 3 month review</u>		
<u>Direct Observation 1</u>		
<u>Verification of Professional Documentation</u>		
<u>Feedback from other professionals</u>		

Evidence of feedback from people in need of care and support or carers		
<u>Professional Development Plan (PDP) 3 - 6 months</u>		
<u>RSPA Foundational 3 month Review</u>		
Deadline date for work submission to supervisor		
Review Date		

Part Three - Interim Review and Assessment, 3 months to 6 months		
	Date Planned	Date Completed
<u>Heading page 3</u>		
<u>Critical reflection log - reflection on learning, zero to six months</u>		
PQS Self Assessment		
<u>Feedback from other professionals</u>		
<u>Direct observation 2</u>		
<u>Verification of professional documentation (work products) viewed to date</u>		
Evidence of feedback from people in need of care and support or carers		
<u>Professional development plan for six to nine months</u>		

<u>RSPA three to six months interim assessment at six months</u>		
Deadline date for work submission to Supervisor		
Review Date		

Part Four - Progressive Development Meeting, 9 months		
	Date Planned:	Date Completed:
<u>Heading Page 4</u>		
<u>Progressive development meeting</u>		
<u>Professional development plan 9 months to end of ASYE</u>		
Deadline date for work submission to supervisor		
Review Date		

Part Five - Final Review & Assessment, 6 to 12 months		
	Date Planned:	Date Completed:
<u>Heading page 5</u>		
<u>Critical reflection log six to twelve months or presentation</u>		
PQS Self assessment tool		
<u>Feedback from other professionals</u>		

<u>Direct observation three</u>		
<u>Verification of professional documentation (work products) viewed to date</u>		
Evidence of feedback from people who need care and support or carers		
<u>Professional development plan for post ASYE</u>		
<u>RSPA six to twelve months final review including recommendation of assessment decision</u>		
Deadline date for work submission to Supervisor		
Review Date		

Submission Deadline Date	
Moderation Panel Date	

Index:

Post Qualifying Standards (PQS) / Knowledge and Skills Statements (KSS)

Adults:

- The role of social workers working with adults
- Person-centred practice
- Safeguarding
- Mental capacity
- Effective assessments and outcome based support planning
- Direct work with individuals and families
- Supervision, critical reflection and analysis
- Organisational context
- Professional ethics and leadership

Children and Families:

- Relationships and effective direct work
- Communication
- Child development
- Adult mental ill health, substance misuse, domestic abuse, physical ill-health and disability
- Abuse and neglect of children
- Child and family assessment
- Analysis, decision-making, planning and review
- The law and the family and youth justice systems
- The role of supervision
- Organisational context

PCF Domains: The Career Framework for Social Work



Useful Resources:

<https://www.skillsforcare.org.uk/Regulated-professions/Social-work/ASYE/New-ASYE-framework/Overview-of-the-ASYE.aspx>

<https://www.skillsforcare.org.uk/Regulated-professions/Social-work/ASYE/New-ASYE-framework/The-quality-assurance-framework.aspx>

<https://www.skillsforcare.org.uk/Regulated-professions/Social-work/ASYE/New-ASYE-framework/Professional-development-plan-and-learning-agreement.aspx>

[Guidance for Practice Assessors: Observations of practice of newly qualified social workers](#)

Assessors and supervisors toolkit - guidance and resources on effective professional supervision at <http://www.skillsforcare.org.uk/asyetoolkit>

Reflective Practice Prompt Cards -

<https://www.kirwinmaclean.com/publications/reflective-practice-cards>

Siobhan Maclean - <https://siobhanmaclean.co.uk/image-of-the-week/connecting-reflection-and-resilience-to-prevent-moral-injury-for-social-workers-during-the-covid19-pandemic>

[Socialworkconnect.com](https://www.socialworkconnect.com) & <https://www.youtube.com/watch?v=jEuq50wBRSg> from 8 minutes 40 seconds

Positive Social Work - The Essential Toolkit for NQSWs (second edition) Julie Adams

and Angie Sheard (Critical Publishing) &

https://www.criticalpublishing.com/asset/126677/1/Positive_Social_Work_Toolkit.pdf

Guide for supervisors Newly Qualified Social Worker Pilot Programme 2009-2010

[https://dera.ioe.ac.uk/11248/2/2009 - 10 NQSW guide for supervisors -
_Electronic_Workbook.pdf](https://dera.ioe.ac.uk/11248/2/2009_-_10_NQSW_guide_for_supervisors_-_Electronic_Workbook.pdf)

<https://www.scie.org.uk/publications/guides/guide50/foundationsofeffectivesupervision/reflectionandcriticalthinking.asp>

Research in Practice. Reflective Supervision: Resource Pack (2017)

<https://www.researchinpractice.org.uk/children/publications/2017/april/reflective-supervision-resource-pack-2017/>

<https://www.skillsforcare.org.uk/resources/documents/Regulated-professions/Social-work/ASYE/Adults/Assessors-and-supervisors/CPD-and-Leadership-for-supervisors-and-assessors.pdf>

Abbreviations Used in the ASYE Programme

- **ASYE:** Assessed and Supported Year in Employment
- **NQSW:** Newly Qualified Social Worker
- **SW/sw:** Social Work
- **CRL:** Critical Reflection Log
- **DO:** Direct Observation
- **PD:** Professional Documentation
- **RoSPA/ RSPA:** Record of Support and Progressive Assessment
- **PDP:** Professional Development Plan
- **KSS:** Knowledge and Skills Statements
- **PQS:** Post-Qualification Standards
- **PCF:** Professional Capabilities Framework
- **SG:** Supporting Guidance
- **PLE:** Person of Lived Experience