

Being an ASYE in Darlington



Darlington Borough Council Children and Adult Services - Helping Newly Qualified ASYE Social Workers achieve their potential.

ASYE Darlington

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Section 1 – ASYE Policy

ASYE

The Assessed and Supported Year in Employment

ASYE Darlington

Title:	Assessed and Supported Year in Employment
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The following documents should be collected for completion of the ASYE (all updated forms should be accessed via Skills for Care)

www.skillsforcare.org.uk

ASYE Portfolio Contents

- 1) Record of Support and Progressive assessment
- 2) Critical reflection log
- 3) Professional Development Plan
- 4) Direct Observations
- 5) Service user feedback template
- 6) Feedback from Professionals
- 7) Supervision Log
- 8) Training Log (do not include Certificates)
- 9) Self Assessment
- 10) Professional Documentation (linked to 3, 6, 9 and 12 month reviews)

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1. Introduction

- 1.1 The assessed and supported year in employment (ASYE) is a year long programme designed to help newly qualified social workers (NQSWS) develop their skills, knowledge and capability and to strengthen their professional confidence. It will provide NQSWS with access to regular and focused support and development during the first year in employment.
- 1.2 The ASYE is a common programme for all of children's and adults' social work which includes a holistic assessment of an individual's abilities in their first year of employment as a qualified social worker by introducing a consistent standard against which, knowledge and capability can be judged. Assessment is based on the Professional Capabilities Framework (PCF) for social work (see below). Recently the Department of Education and Health have developed a knowledge and skills statement for social workers in both Adult and Children
- 1.3 This procedure and guidance takes reference from the Health and Care Professions Council (HCPC) codes of conduct and standards of proficiency <http://www.hpc-uk.org/>. is based on the mapping of the HCPC standards of proficiency (SOP) against the Professional Capability Framework (PCF) domains.



1.3.1 The PCF represent the core expectations of a social worker's role:

- **Professionalism:** Identify and behave as a professional social worker, committed to professional development
- **Values and Ethics:** Apply social work ethical principles and values to guide professional practice
- **Diversity:** Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice
- **Rights, Justice and Economic Wellbeing:** Advance human rights, and promote social justice and economic wellbeing
- **Knowledge :** Apply knowledge of social sciences, law and social work practice theory
- **Critical Reflection and Analysis:** Apply critical reflection and analysis to inform and provide a rationale for professional decision-making
- **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

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- **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
- **Professional Leadership:** Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management – follow link to level descriptors <http://www.tcsw.org.uk/uploadedFiles/PCF23NOVLevelDescriptorsASYESocialWorkers.pdf>
- Follow link to Adult Knowledge & skills Statements https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf
- Follow link to Knowledge & Skills for Child and Family Social Work https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/338718/140730_Knowledge_and_skills_statement_final_version_AS_RH_Checked.pdf

- 1.4 The expectation of the NQSW is that the knowledge and skills gained through qualifying education will be consolidated in their first year of practice. During the ASYE, specialist knowledge and skills will be developed in the employment setting and with service user group and mapped against the knowledge and skills statement
- 1.5 Each NQSW will be supported through their ASYE through a combination of:
- Reflective supervision
 - Workload management
 - A professional development plan which will be updated regularly and mapped against the knowledge and skills statement
 - Time for learning and development
- 1.6 Successful completion of the ASYE will allow the NQSW to move into the next stage of their social work career as highlighted in the PCF 'rainbow' on the previous page.
- 1.7 NQSWs who fail to pass their ASYE will not have the opportunity to be reassessed and will not be able to continue practicing as a social worker with Darlington Borough Council and their contract of employment as a Social Worker will be terminated in accordance with Council procedures.
- 1.8 The Local Authority is required to notify the Health and Care Professions Council (HCPC) if an NQSW fails to pass their ASYE.

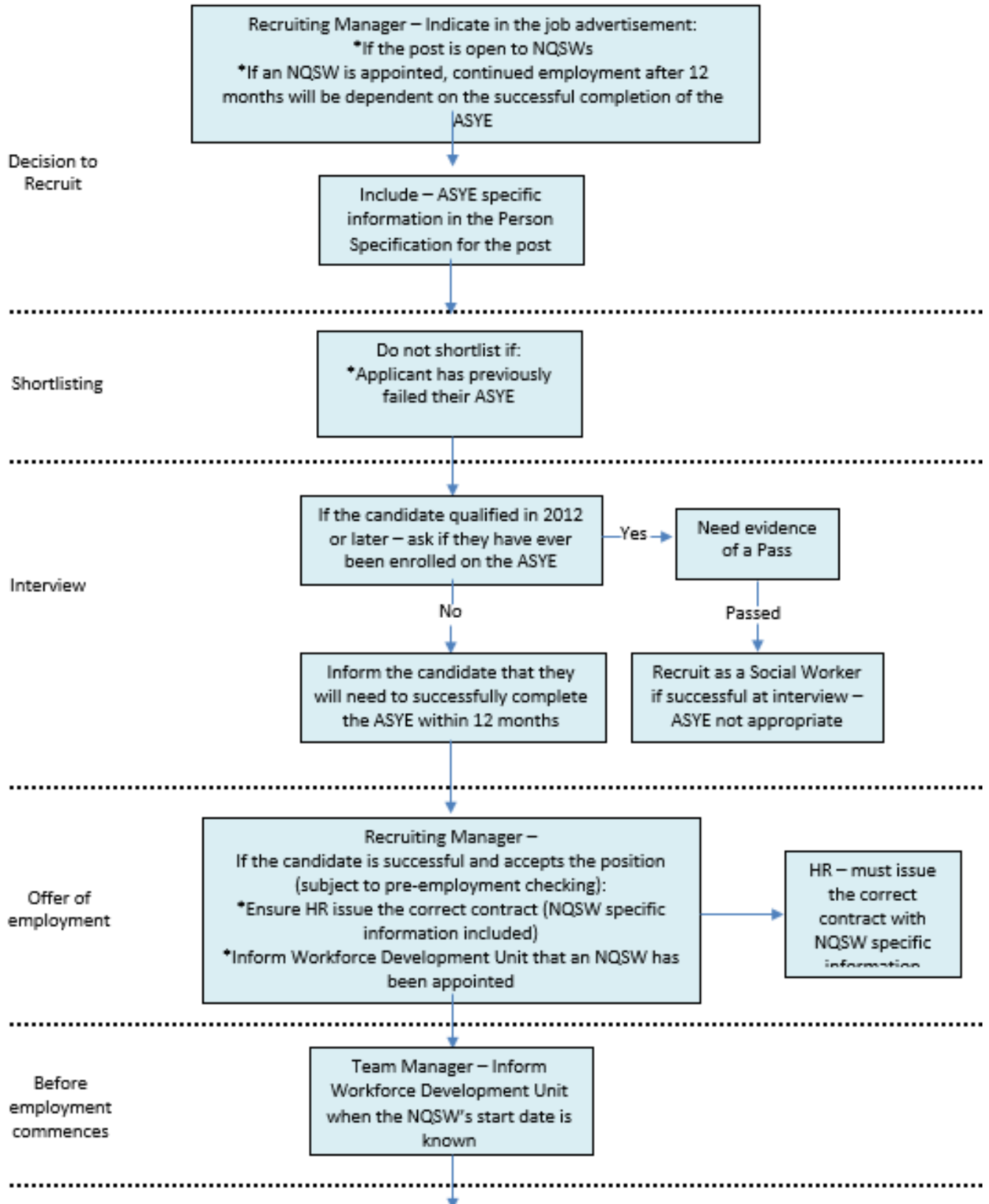
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- 1.9 Where a NQSW's performance is of concern and the Council's probationary / capability policies have been followed, an NQSW's employment can be terminated at any stage within the ASYE.

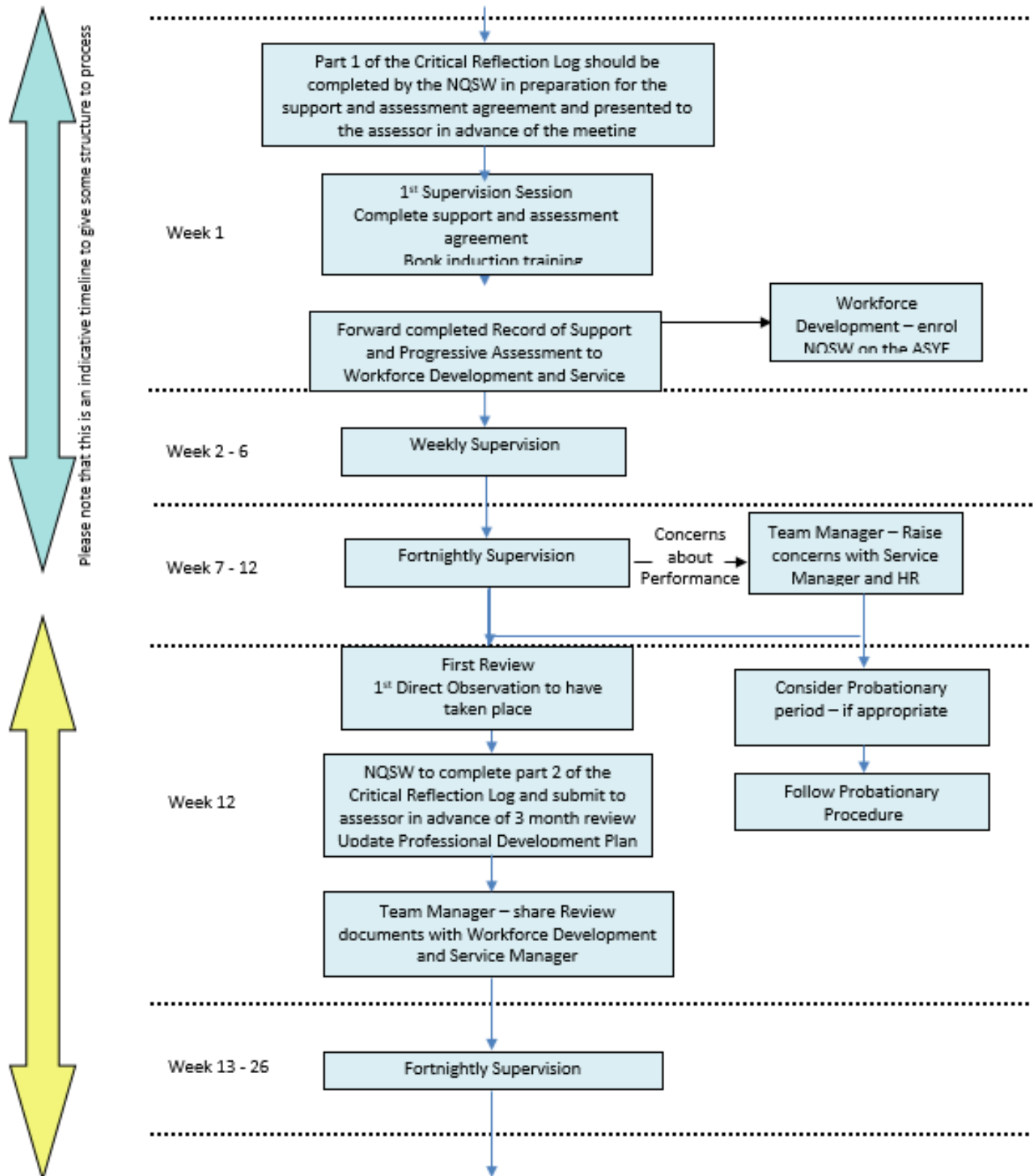
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POLICY, PROCEDURE AND PRACTICE GUIDANCE**

2. Process Flowchart – Pre employment

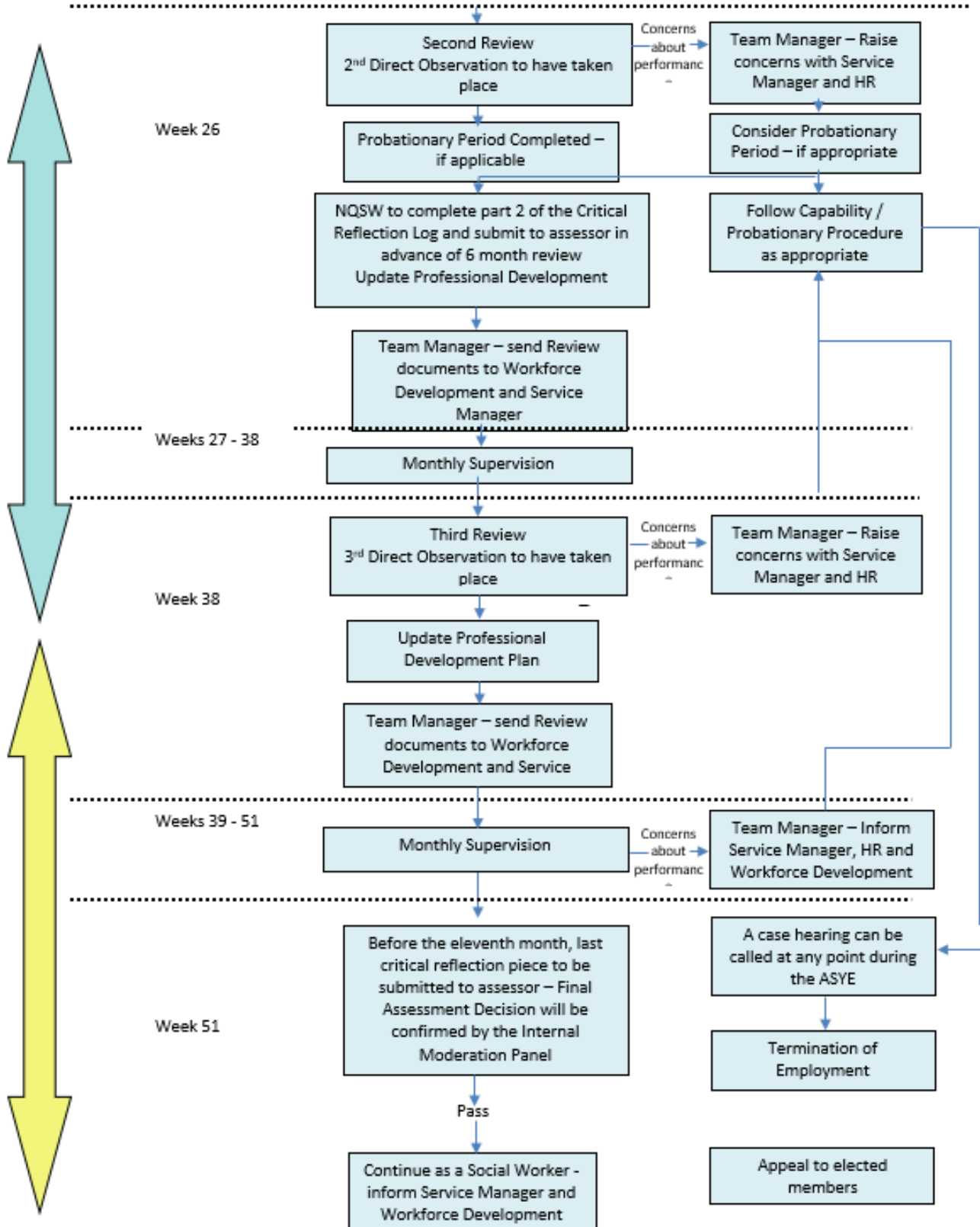


3. Process Flowchart – Assessed and Supported Year in Employment



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4. Recruitment / HR Issues

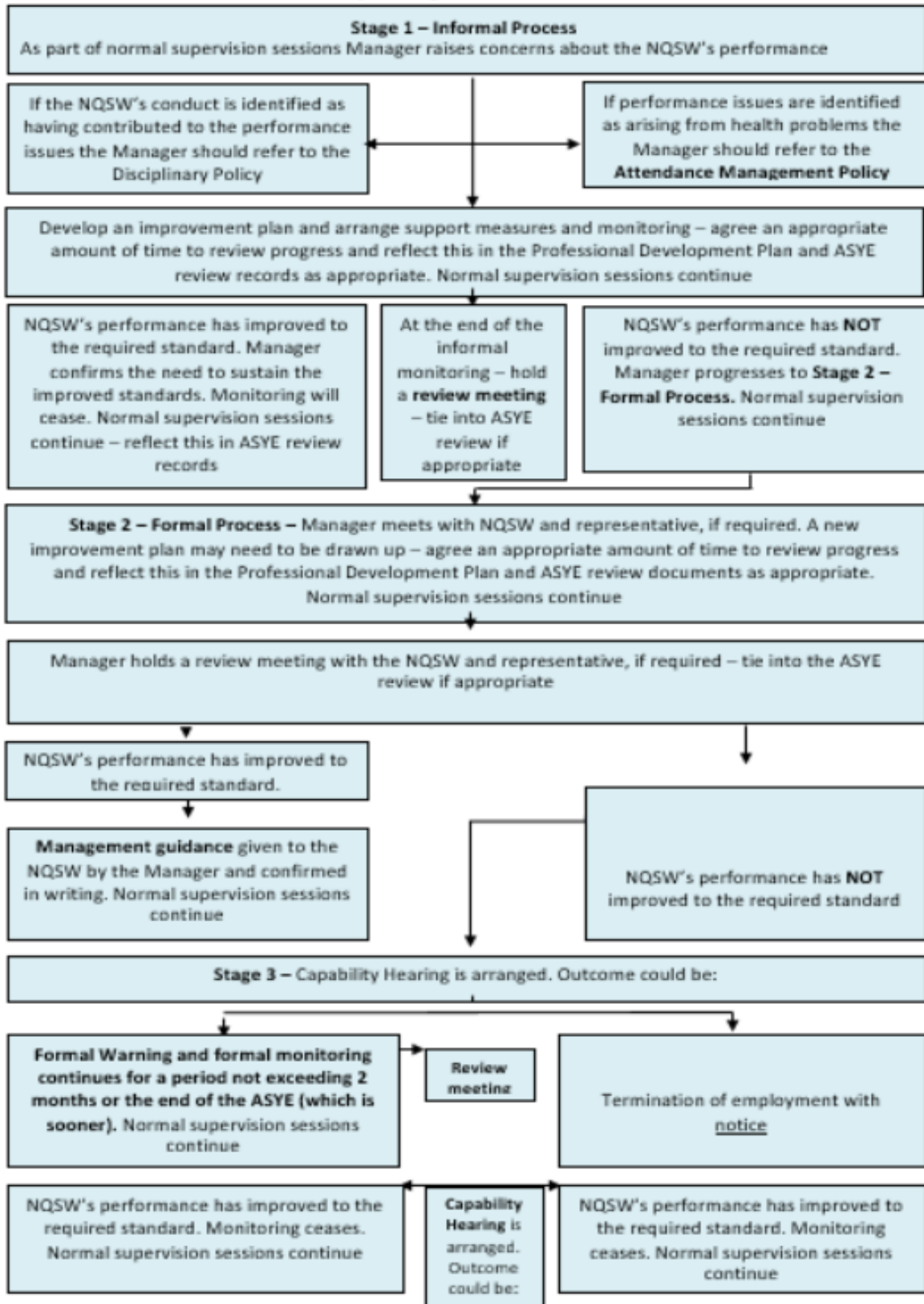
- 4.1 **Decision to recruit** – When advertising a post for a new social worker, the authorising manager must indicate on the advertisement if applications will be accepted from Newly Qualified Social Workers. If applications will be accepted from NQSWs, the advertisement must also indicate that confirmation of the post is subject to successful completion of the Assessed and Supported Year in Employment. An example job advertisement is included in.
- 4.2 **Shortlisting** – Registration onto the ASYE programme can be offered to those NQSWs who have completed a recognised social work degree programme within 2 years of the start of their ASYE. If more than 2 years has elapsed between the completion of their degree and the start of their ASYE, the social worker will need to demonstrate the currency of their knowledge and skills before they are offered a post. For this purpose, the candidate will be deemed to have demonstrated the currency of their knowledge and skills if they have maintained their registration with the HCPC
- 4.3 If a social worker has failed their ASYE elsewhere, they are not able to repeat the programme and they cannot therefore be short listed for interview.
- 4.4 **Interview** – A specific question must be asked during interview to identify if a candidate is an NQSW. If an NQSW is successful at interview and accepts an offer of employment, the manager leading the recruitment process must inform the Team Manager for the recruit (if different) so that the Team Manager can allocate an ASYE supervisor to the NQSW.
- 4.5 NQSWs applying for a temporary post of less than 6 months will not be registered onto the ASYE – any such NQSW must be advised of this during the recruitment and selection process.
- 4.6 Social Workers who have been qualified for more than 2 years, may still be registered onto the ASYE programme, dependent on their line manager to whether they need this level of support
- 4.7 **Contractual arrangements** – The manager leading the recruitment process must make H.R aware if an NQSW has been successful at interview. H.R will issue a contract which reflects the job title of 'ASYE Social Worker' which includes a specific clause for NQSWs.
- 4.8 As a NQSW, continued employment as a social worker with Darlington Borough Council is subject to successful completion of the ASYE as determined by the Social Work Reform Board and The College of Social Work. If the NQSW does not successfully complete the ASYE, then they will be unable to practice as a social worker with Redcar & Cleveland Borough Council and their employment will cease.
- 4.9 **Timeframe for completion** – All NQSWs who apply for a permanent post will, if successful during recruitment and selection, be recruited to their post and offered a permanent contract with an expectation that they will successfully complete the ASYE in the agreed timeframe.
- 4.10 For most full time employees, it will take 12 months to complete the ASYE. At the start of the ASYE, a record of support and progressive assessment will be completed which should take into account the NQSW's normal pattern of work and if required, timescales adjusted accordingly i.e. for NQSWs working part-time. It may also be agreed to defer the assessment of NQSWs in cases such as maternity leave or long term sickness. Additional time to complete the ASYE will not be granted on the grounds of competence or capability.

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- 4.11 **Performance Issues / Concerns** – In Darlington Borough Council, the ASYE programme is aligned with the Capability Policy and Procedure. Should a NQSW's level of performance fall below the standards required these policies should be referred to so that matters are dealt with fairly and consistently.
- 4.12 Any cause for concern in relation to the performance capability of an NQSW, should be discussed with the employee at the earliest opportunity. An action plan to address the issues should be agreed and monitored at supervision meetings and the next review meeting. The Council's Capability Policy should be followed, including where an employee is in their probationary period, subject to 4.12 above. Action plan timescales, monitoring and review will be determined by both the performance issue and the period of time left before the ASYE has to be completed. The ASYE capability process must be concluded by the end of the ASYE.
- 4.13 The Capability Process for NQSWs completing their ASYE is detailed in the flowchart in Section 5.
- 4.14 If an NQSW has progressed through the Capability Process due to concerns about their performance this can result in a decision to dismiss them from the local authority. Any Officer of the local authority who is dismissed can lodge an appeal against their dismissal. The appeal process is detailed within HR Capability Policy document. Any appeal must be sent to the **Director of Children and Adult Services** within seven calendar days of the receipt of the letter confirming the dismissal.
- 4.15 If dismissal is the final outcome following the appeal, the HCPC must be informed by the local authority - the operational manager (dependent on service area) will have the responsibility to complete the relevant documentation.
- Follow link <http://www.hpc-uk.org/complaints/raiseaconcern/howto/>
- 4.16 **Career progression** – Social Workers who have completed their qualifying degree programme in 2012 or later may not be recruited unless they have successfully completed their ASYE.
- 4.17 NQSWs cannot progress to 'O' until they have successfully completed their ASYE and completed CPD criteria.
- 4.18 Successful completion of the ASYE does not lead to an automatic progression although it will make the NQSW eligible to apply for progression CPD. Application for progression must be discussed between the NQSW and their line manager in supervision and will follow the appropriate procedure for social work career progression within Darlington Borough Council.

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5. Process Flowchart – ASYE Capability Process



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6. Identifying a Supervisor/Assessor for the NQSW

- 6.1 All NQSWs will be allocated a supervisor (for Adults Services this must be a Practice Educator) who is an experienced and registered social worker with expertise in the same area of practice as where the NQSW is employed. The Manager of the team where the NQSW will be working will be responsible for allocating an appropriate supervisor. Team Managers with PE Status can also be the ASYE Supervisor. The Team Manager should liaise with the Workforce Development Unit to ensure that the supervisor who has been identified has had the appropriate training to carry out this role.

7. Registration onto the ASYE

- 7.1 The NQSW's Team Manager must inform the Workforce Development Unit of the NQSW's start date prior to, or at the latest within the first week of employment.
- 7.2 The Workforce Development Unit is responsible for registering NQSWs onto the ASYE.
- 7.3 The NQSW's Assessor/Team Manager must forward a copy of the completed record of support and progressive assessment (see part 1 of RSPA) to the Workforce Development Unit
- 7.4 On receipt of the record of support and progressive assessment, the Workforce Development Unit can register the NQSW onto the ASYE. If the NQSW is working in Adult Services, registration takes place through the Skills for Care Website. If the NQSW is working in Children and Young People's Services, registration takes place through the Department for Education.
- 7.5 The Department for Education registration portal is only open during term time. If the registration portal is not open, there will be a delay in registering the NQSW although this will not impact on the implementation and progression of the ASYE.

8. ASYE Portfolio

- 8.1 All NQSWs enrolled on the ASYE will need to produce a portfolio which evidences competence against the domains of the PCF and KSS. The file must include:

A copy of the record of support and progressive assessment – which includes:

- Support and assessment agreement
- 3, 6 & 9 month review documentation including Professional Documentation
- Final holistic assessment (minimum 500 words)

Each NQSW will present a critical reflection log to their assessor in advance of the support and assessment agreement meeting, at the start of the ASYE and 3, 6 & 9 month review meetings

A copy of the critical reflection log includes:

- Part 1 of the critical reflection log (start of the ASYE) & initial professional development plan 0-3 months
- Part 2 of the critical reflection log (word limit 1,750 words) & professional development plan 3-6 months
- Part 3 of the critical reflection log (word limit 1,750 words) & professional development plan 6-9 months
- Part 4 of the critical reflection log & professional development plan 9-12 months –

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- Part 5 of the critical reflection log (end of the ASYE) word limit 2,500 words) & Professional development plan end of ASYE/social worker - 12 months plus
- Record of 3 formal direct observations – (each direct observation should take place prior to each review and spread over the course of the year) – 2 at least to be completed by the ASYE assessor and 1 by another professional familiar with the PCF & KSS - see guidance on page 13
- At least 3 pieces of feedback over the course of the year from people who need care and support, Please see template 9
- At least 3 pieces of feedback from other professionals - see guidance and template in critical reflection log - page 16
- The assessment of a least 3 examples of written reports and records including a report written for an external decision making process and set of case recordings – see guidance in critical reflection log - page 18
- **Any other documents as agreed between the NQSW and their supervisor such as:**
 - Certificates from training courses
 - Reference to supervisions – including a note of the dates when supervision has taken place

8.2 There should not be any service user identifiable information or work products or supervision records) within any of the documents submitted in the portfolio.

8.3 A Portfolio Contents page needs to be included in the portfolio.

8.4 Completed portfolios must be sent to Workforce Development the day before a formal internal moderation process will review and scrutinise ASYE decisions and confirm the assessor's recommendation. NQSW's and assessors should be informed that the final decision as to whether the NQSW has met the requirements of the ASYE. Workforce Development will then send the NQSW's details the relevant body so that a certificate can be issued.

8.5 Workforce Development will also request portfolios at other points during the ASYE to enable internal and external moderation to take place. See section 20 for more information on internal and external moderation.

9. The Record of Support and Progressive Assessment

9.1 The record of support and progressive assessment template provided by Skills for Care is to be used by all NQSWs on the ASYE.

9.2 The record of support and progressive assessment should be completed at the first supervision session held between the NQSW and their supervisor / assessor (towards the end of the first week of employment).

9.3 The record of support and progressive assessment must be completed by the assessor and signed by:

- The NQSW
- The NQSW's supervisor / assessor
- The NQSW's Team Manager (if this is different to the supervisor / assessor)
- The NQSW's Service Manager (if applicable)
- The ASYE coordinator (if applicable)

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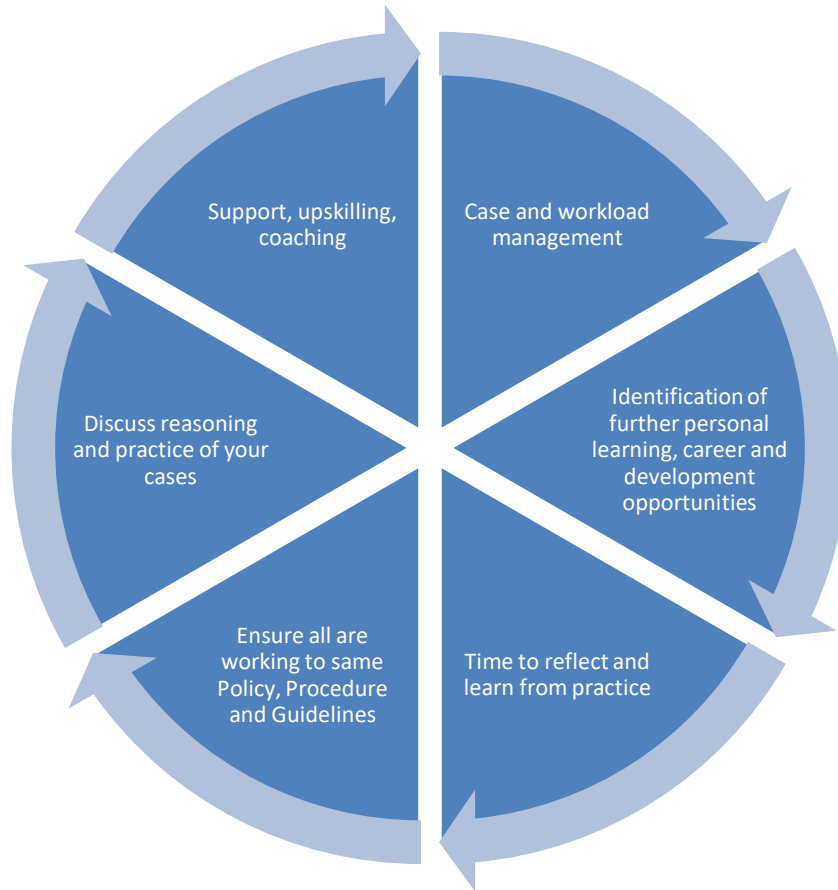
- 9.4 A working copy of the record of support and progressive assessment must be stored on the NQSW's ASYE portfolio as evidence of what support is being offered, progress and what learning /development has been taking place during the year.
- 9.5 The record of support and progressive assessment must include information about:
- Supervision - including who will provide the supervision, frequency and format (e.g. one-to-one, group)
 - Workload management arrangements
 - The professional development plan (PDP)
 - Protected development time
 - Requirements and responsibilities
 - Additional Considerations
 - Assessment - including the evidence to be collected, the dates by which evidence is required and the assessment process itself
 - Records of the Reviews – including dates for the 3, 6 and 9 month review along with information about how ASYE reviews will be aligned with Darlington Borough Council's probationary, capability and appraisal procedures
- 9.6 A copy of the completed initial record of support and progressive assessment must be sent to the Workforce Development Unit and the Service Manager. On receipt of the completed record of support and progressive assessment, the Workforce Development Unit can register the NQSW on the AYSE.
- 9.7 The record of support and progressive assessment must be updated and re-signed at each ASYE review. The updated version must replace the previous version in the portfolio.

10. Supervision

- 10.1 Supervision provides a safe environment for critical reflection, challenge and professional support that operates alongside the local authority's appraisal scheme.
- It includes time for reflection on practice issues that arise in the course of everyday work, and can help social workers and their managers to do their jobs more effectively. It enables social workers to develop their capacity to use their experiences to review practice, receive feedback on their performance, build emotional resilience and think reflectively about the relationships they have formed with children, adults and families.
- 10.2 One of the most important aspects of an NQSW's supervision should be a focus on the quality of decision making and interventions with service users. This aspect of supervision will provide the opportunity to focus on the challenges faced by social workers in carrying out their work. It includes reflection on what work has been done, decisions that have been made, plans for future interventions and actions and discussions on improvements to practice. Barriers to effective working on particular cases, including levels of stress experienced by the social worker, should be identified and addressed.

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10.3 All of the major aspects of the supervision process are outlined in the diagram below:



10.4 Supervision will be offered to all NQSWs during their ASYE at these minimum timescales (adjusted appropriately for part time employees):

- Weekly for the first six weeks
- Fortnightly for the remainder of the first six months
- Monthly between months six and twelve

10.5 A list of the dates where supervision has taken place should be included in the portfolio of evidence.

11. Workload Management and Case Allocation

11.1 It is the responsibility of the NQSW's Team Manager in consultation with the NQSW's ASYE supervisor / assessor (if not the same) to determine which cases should be allocated to the NQSW. There should be an expectation that as their proficiency grows; the NQSW will be expected to manage increasingly complex cases with greater levels of risk. The NQSW will need a variety of cases to enable them to demonstrate sufficient capability in each area of the professional capabilities framework (PCF).

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- 11.2 Various services within Social Care use their own workload management systems.
- 11.3 Each NQSW on the ASYE should have protected time for training and development equating to an average of ½ a day per week. The NQSW should use this time to access relevant training identified by supervisor/manager. The training courses will run at various points throughout the year. It is expected that the NQSW will use their time management skills to balance their case work with their training commitments.
- 11.4 In addition to the protected training and development time, each NQSW will have a 10% caseload reduction compared to their colleagues who have more than one year's post qualifying experience. This time can be used by the NQSW to familiarise themselves with departmental policy and procedure, case reflection, supervision and team meetings as well as opportunity to gather evidence for assessment.
- 11.5 It is the responsibility of the Team Manager and ASYE supervisor / assessor (if different) to ensure that each NQSW receives this protected time.
- 11.6 NQSWs will also be expected to study and complete assignments in their own time, where this cannot be achieved within the workload reduction. This is in line with the HCPC standards of conduct, performance and ethics.

12. Professional Development Plan (PDP)

- 12.1 The NQSW should use the professional development plan which will have been completed at the end of the NQSW's social work degree course as the basis of their first ASYE PDP. This development plan should have identified areas for future professional development building on the knowledge and skills learnt during the degree course and practice placements. This plan should be developed further with reference to the KSS by the NQSW prior to the first supervision session held between the NQSW and their supervisor / assessor (towards the end of the first week of employment).
- 12.2 A pro-forma PDP is included in the critical reflection log. The PDP should be more than a list of training courses to be attended; it should also be specific to the individual, identify attributes, skills, knowledge and experience which the NQSW needs to develop along with any additional opportunities (such as professional and other agency shadowing) agreed between the NQSW and their supervisor.
- 12.3 The PDP within the critical reflective log should be reviewed at each quarterly ASYE review meeting and a new PDP document created. There should be 5 versions of the PDP in the final portfolio including:
- PDP created at the start of ASYE
 - PDP updated following 3 month review
 - PDP updated following 6 month review
 - PDP updated following 9 month review
 - PDP updated at the end of ASYE/social worker to identify ongoing learning needs

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13. Training

- 13.1 ASYE's are able to access the same training as any other member of Children's and Adults Services. ASYE's should discuss their training needs with their Line Manager/Supervisor.

Training bookings via workforce.trainingbookings@darlington.gov.uk

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14. Reviews

- 14.1 NQSWs working on a full time basis will have formal quarterly reviews of their progress at 3, 6 and 9 months after starting the ASYE. Any changes and actions agreed at a review must be recorded in the relevant section of the record of support and progressive assessment.

To quality assure this process, either the Principal Social Worker, ASYE Internal Moderators or ASYE Coordinator will attend a review in each cohort (these will be chosen randomly and Assessor and NQSW will be informed prior to the review meeting who will be attending)

- 14.2 The Professional Development Plan must also be updated at each quarterly review with a new copy produced for the portfolio.

- 14.3 Reviews should consider:

- The NQSW's progress towards meeting the PCF objectives & KSS
- Areas of strength and areas for development
- The impact of any training that has been completed
- The complexity of cases that have been allocated
- Demonstration from NQSW on progression since last review

- 14.4 At the 6 month review, a decision will also be made about whether the NQSW has passed their probationary period (if they are subject to such a period). The NQSW's line manager will decide (in consultation with their own manager if appropriate) whether the NQSW has passed their probationary period. If the NQSW's ASYE supervisor is not also their line manager, the ASYE supervisor will need to liaise with the line manager for a decision in this area. The probationary period may only be extended in exceptional circumstances *'where it is felt that an employee has not yet demonstrated their suitability, but are likely to do so, given more time'*. Advice must be obtained from Human Resources and reference made to the Probationary Policy.

- 14.5 A review of progress and interim assessment should be recorded should be included in the Portfolio; see guidance for required content in the record support and progressive assessment

- 14.6 Following a review, a copy of the updated record of support and progressive assessment must be shared with the relevant Service Manager and the Workforce Development Unit so that they remain up-to-date with the NQSW's progress.

15. Direct Observation of Professional Practice

- 15.1 There must be at least three direct observations of professional practice during the ASYE. Reports from direct observations will form part of the evidence of capability which can be used to inform the final assessment report and a copy of the critical reflection log should be included in the final portfolio.

- 15.2 A direct observation should take place prior to each review. The first and third observations should be completed by the **ASYE assessor** and the second observation maybe by another professional familiar with the PCF.

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- 15.3 Templates are provided to record direct observations of the NQSW's practice. One observation may be undertaken by social work or non-social work professionals and practitioners and include a range of settings, for example, multi-agency meetings, conferences or joint visits. The other professional will need to have a basic understanding of what is required of an NQSW at ASYE level, including some level of knowledge of the PCF and they should be given the recording template (which includes the ASYE level descriptor) before the observation.
- 15.4 **Guidance** - Preparation for the direct observation of practice:
- The NQSW and observer should plan the direct observation and agree objectives and assessment criteria for the observation (what do they want to achieve in the intervention and there any specific capabilities, identified as areas for development or concern, they would like the observer to focus on and provide feedback). The NQSW should complete and share boxes 1 and 2 of the direct observation template with the observer as part of the preparation for the observed session.
 - Wherever possible the service user(s) involved should be asked if they are willing to be part of the process. If they agree, it is the responsibility of the observer and the candidate to ensure that the service user is given the opportunity to comment on the NQSW's capabilities, and/or for the service user to be given feedback about the NQSW and assessor's own assessment. Not all service users will be able to or want to be involved in the process; others will be willing to contribute and be part of the assessment process. The observer and candidate will need to plan how this is managed using their knowledge of or/and relationship with the service user wherever possible to ensure that this is comfortable for all concerned (*Adapted from 'Assessing practice at qualifying level for social work using the PCF'*)
 - NQSW and observer should agree and clarify the role of the observer during the intervention: how will they be introduced, under what circumstances, if any, will they intervene.
 - NQSW and observer should agree what happens after the observation—how and when will feedback be given, what reports/documents need to be completed by the NQSW and observer and by when.
 - The NQSW should have the opportunity to reflect and comment on the observer's report page of template in critical reflection log

Planning for intervention

- How did you prepare for this intervention?
- What is your purpose, role and responsibility?
- What outcomes or objectives do you want to achieve? (These can be linked to areas for development identified in reviews, supervision or previous observations).

Brief description of the intervention

- What happened, what was achieved?
- Describe your role and the action of others.

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Reflections on the observed practice

- What went well?
- How did you know it had gone well?
- Were the outcomes achieved?
- What action do you need to take next in this intervention?
- How did you feel generally and about being observed?
- What key points have you learnt from this experience?
- Were there any surprises for you in this observation?

Critical reflection and professional development

- Bearing in mind the ASYE capabilities and level descriptor, have you identified or confirmed any specific areas for further development? (cross reference to capability statements if required)
- How do you intend to address these areas of development?
- What support do you require?

16. Reflective Account

16.1 Each NQSW must write several reflective accounts to add to their portfolio. See critical reflection guidance

The expectation is that the NQSW will work on the critical reflection log throughout the ASYE is designed to be presented to the assessor in advance of:

- the support and assessment agreement, at the start of the ASYE
- the assessment review meetings at three, six and twelve months

16.2 Before the eleventh month, the last reflection piece will be marked as a 'Pass / Fail' by the ASYE supervisor / assessor and they will then be moderated by another manager in the service area.

16.3 Guidance for markers:

All nine domains should be referenced throughout the three pieces of work – Please refer to holistic assessment outcomes mapped against the Professional Capabilities Framework (PCF) and the Knowledge and Skills Statement of the Record of Support and Progressive Assessment (supporting guidance)

17. Service User & Professional Feedback

17.1 Service user feedback is a valuable tool to evidence capability and to help inform the final assessment report. The Service user must be made aware of why they are being asked to provide feedback and what this feedback will be used for.

17.2 Feedback can be gathered in any way that is deemed appropriate by the ASYE assessor / supervisor. For further guidance follow link <http://www.skillsforcare.org.uk/Social-work/The-assessed-and-supported-year-in-employment-Adults/Developing-feedback-from-people-in-need-of-care-and-support.aspx>

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You may also use the feedback form developed by your local authority

- 17.3 At least 3 samples of Service user feedback must be included in some format in the NQSW's portfolio and assessments and reports

18 Final Assessment Report

- 18.1 The ASYE assessor will need to have knowledge of the NQSW and their development over the ASYE year in order to judge whether the development of overall capability has been evidenced over time. In making their assessment of practice the assessor needs to be satisfied that the standards have been met across all of the nine PCF domains and the KSS. This will be based on their observations of and discussions with the NQSW, as well as on feedback from colleagues, other professionals and people who use services and carers, together with their written evidence. In practice, the capabilities and KSS are so interrelated; reflecting the complexity of practice, that failure in one domain is likely to signal a failure in a number of others - Please refer to holistic assessment outcomes of the Record of Support and Progressive Assessment (supporting guidance)
- 18.2 Evidence of social work practice over the whole ASYE covering a range of cases, people and occasions should enable the assessor to make a robust judgement for their final assessment report. The information in the portfolio will be particularly useful to help the assessor reach a final assessment decision.
- 18.3 The assessor will recommend pass or fail, this then needs to be endorsed by Internal Moderation Panel (this will include a service manager, an experienced social worker and ASYE coordinator).
- 18.4 The relevant HR processes as indicated in section 4 of this document will be followed before the NQSW fails the ASYE, as the failure may result in dismissal.
- 18.5 If the outcome of the assessment is fail, workforce development unit will notify the portal and the operational manager will notify the HCPC
- 18.6 A template and some guidance notes of the final assessment report can be found in the record of support and progressive assessment – in doc
- 18.7 Several fictional case studies are available on the Skills for Care website which provide examples of passing and failing assessment reports in a variety of settings. Assessors should familiarise themselves with these examples to help complete their final assessment reports. Follow link: <http://www.skillsforcare.org.uk/Social-work/The-assessed-and-supported-year-in-employment-Adults/Supporting-and-assessing-the-ASYE/Assessor-report-template-and-direct-observation-template.aspx>

19 Internal and External Moderation

- 19.1 The local authority is required to ensure that there is consistency in assessment decisions and that all NQSWs are being provided with all of the support they are entitled to throughout the ASYE. To achieve this, there will be a process of internal moderation to ensure consistency within Darlington Council and external moderation to ensure consistency across organisations.
- 19.2 Moderation will look at whether support and assessment processes are robust and that all of the mandatory elements of the ASYE are being implemented.

ASYE Darlington

- 19.3 Internal moderation of portfolios will take place after the 6 month review and will be led by the Principal Social Worker, Advance Practitioners and Senior Practitioners. The internal moderation process confirms the assessment outcome on behalf of the employer through reviewing and scrutinising the assessment decision of individuals. Responsibility for the final ASYE assessment judgement does not lie with any individual employee of the organisation alone.
- 19.4 Local Authority partners from across the Tees Valley will also meet to externally moderate portfolios every 6 months, using a random sampling process. Each NQSW's portfolio needs to be submitted twice for external moderation.
- 19.5 Themes and learning from moderation sessions will be fed back to Assessors, Team Managers and Service Managers.

20. ASYE Transfer

- 20.1 If an NQSW moves to a new employer during their ASYE, it is possible for the NQSW to complete their ASYE with the new employer with their agreement.
- 20.2 For NQSWs in Children's Services, Workforce Development must withdraw the NQSW from the ASYE programme on the Department for Education (DfE) portal. The new employer will then need to contact the DfE to confirm that they are accepting responsibility for the continuation of the NQSW's ASYE and any data held by the DfE will be transferred to the new employer.
- 20.3 For NQSWs in Adult Services, Workforce Development must notify Skills for Care when the NQSW is due to leave Redcar & Cleveland Borough Council. Upon commencement of the new post, the relevant person with the new employer should contact Skills for Care so that any data can be transferred to the new employer.
- 20.4 Funding issues will need to be agreed on a case-by-case basis and the Workforce Development is the point of contact in Darlington Borough Council.
- 20.5 Assessors must ensure that portfolios are up to date before the NQSW leaves the authority and complete a review prior to transfer
- 20.6 Ideally assessors should make contact with new employers to transfer documents and indicate progress of the NQSW.
- 20.7 NQSW to ensure all critical reflection logs are up to date

21. Certification

- 21.1 Since July 2015 there has been uncertainty about external certification for successful completion of the ASYE. Darlington Borough Council will ensure that each successful candidate receives a letter confirming their successful completion of the ASYE.

Section 2 - The Professional Capabilities Framework (PCF) and The Knowledge and Skills Statement (KSS)



Domains within the PCF.

The Professional Capabilities Framework has nine domains (or areas) within it. For each one, there is a main statement and an elaboration. Then at each level within the PCF, detailed capabilities have been developed explaining how social workers should expect to evidence that area in practice.

The nine capabilities should be seen as interdependent, not separate. As they interact in professional practice, so there are overlaps between the capabilities within the domains, and many issues will be relevant to more than one domain. Understanding of what a social worker does will only be complete by taking into account all nine capabilities.

Professionals and their practice will be assessed 'holistically', by which we mean that throughout their careers, social work students and practitioners need to demonstrate integration of all aspects of learning, and provide a sufficiency of evidence across all nine domains.

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.

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.

ASYE Darlington

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.

4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing

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.

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.

6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making

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

ASYE Darlington

7. INTERVENTION AND SKILLS - Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

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

8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional 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.

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.

PCF – KSS MAPPING

PCF	KSS (Children)	Evidence	KSS (Adults)	Evidence
1. Professionalism	<ol style="list-style-type: none"> 1. Relationships & effective direct work 2. Communication 7. Analysis, decision making, planning & review 8. The law, family & youth justice systems 9. Role of supervision 10. Organisational context 	<ul style="list-style-type: none"> • Evidence of making appointments and keeping them • Arriving at appointments on time • Listening to/recording views of individuals • Being prepared for and participation in supervision • Maintain CPD for professional registration Participating in team meetings 	<ol style="list-style-type: none"> 2. The role of social worker working with adults 3. Person-centred Practice 4. Safeguarding 7. Direct work with individuals and families 8. Supervision, critical reflection and analysis 9. Organisational context 10. Professional ethics and leadership 	<ul style="list-style-type: none"> • Evidence of making appointments and keeping them • Arriving at appointments on time • Listening to/recording views of individuals • Being prepared for and participation in supervision • Maintain CPD for professional registration • Participating in team meetings
2. Values & Ethics	<ol style="list-style-type: none"> 1. Relationships & effective direct work 2. Communication 8. The law, family & youth justice systems 	<ul style="list-style-type: none"> • Evidence in assessments and plans of service user/carer views • Relationships with peers/colleagues/wider team/manager • Attitude to work • Demonstrating empathy, compassion and caring 	<ol style="list-style-type: none"> 2. The role of social workers working with adults 3. Person-centred practice 4. Safeguarding 5. Mental capacity 6. Effective Assessments & outcome based support planning 7. Direct work with individuals and families 8. Supervision, critical reflection and analysis 9. Professional ethics and leadership 	<ul style="list-style-type: none"> • Evidence in assessments and plans of service user/carer views • Evidence in supervision documents of discussions on MCA/MSP in practice • Relationships with peers/colleagues/wider team/manager • Attitude to work • Demonstrating empathy, compassion and caring
3. Diversity & Equality	<ol style="list-style-type: none"> 1. Relationships & effective direct work 	<ul style="list-style-type: none"> • Evidence in assessments of equality and diversity issues considered 	<ol style="list-style-type: none"> 2. The role of social workers working with adults 	<ul style="list-style-type: none"> • Evidence in assessments of equality and diversity issues considered

ASYE Darlington

	<ol style="list-style-type: none"> 2. Communication 3. Child development 4. Adult mental health, substance misuse, domestic abuse, ill health & disability 8. The law, family & youth justice systems 	<ul style="list-style-type: none"> • Recognising personal prejudices and impact on practice 	<ol style="list-style-type: none"> 3. Person-centred practice 5. Mental capacity 6. Effective Assessments & outcome based support planning 7. Direct work with individuals and families 	<ul style="list-style-type: none"> • Recognising personal prejudices and impact on practice
4. Rights, Justice & Economic Wellbeing	<ol style="list-style-type: none"> 1. Relationships & effective direct work 8. The law, family & youth justice systems 	<ul style="list-style-type: none"> • Evidence use of advocacy and use of self as advocate • Links with welfare rights • Evidence that this is considered as part of the needs assessment 	<ol style="list-style-type: none"> 2. The role of social workers working with adults 3. Person-centred practice 4. Safeguarding 5. Mental capacity 6. Effective Assessments & outcome based support planning 7. Direct work with individuals and families 	<ul style="list-style-type: none"> • Evidence use of advocacy and use of self as advocate • Links with welfare rights • Evidence that this is considered as part of the needs assessment
5. Knowledge	<ol style="list-style-type: none"> 1. Relationships & effective direct work 2. Communication 3. Child development 4. Adult mental health, substance misuse, domestic abuse, ill health & disability 5. Abuse & neglect of children 6. Child & family assessment 7. Analysis, decision making, planning & review 	<ul style="list-style-type: none"> • Evidence of recognition of impact of training on practice • Evidence based assessments which link to theory & research • Contributions to team meeting discussions 	<ol style="list-style-type: none"> 2. The role of social workers working with adults 3. Person-centred practice 4. Safeguarding 5. Mental capacity 6. Effective Assessments & outcome based support planning 7. Direct work with individuals and families 8. Supervision, critical reflection and analysis 9. Organisational context 	<ul style="list-style-type: none"> • Participation in practice workshops • Evidence of recognition of impact of training on practice • Evidence based assessments which link to theory & research • Contributions to team meeting discussions

ASYE Darlington

	<ol style="list-style-type: none"> 8. The law, family & youth justice systems 9. Role of supervision 10. Organisational context 			
6. Critical Reflection & Analysis	<ol style="list-style-type: none"> 1. Relationships & effective direct work 6. Child & family assessment 7. Analysis, decision making, planning & review 9. Role of supervision 	<ul style="list-style-type: none"> • Plans that reflect assessments • Robust risk assessments • Preparation for and participation in supervisions/appraisals – completing the front sheet of case supervision proforma 	<ol style="list-style-type: none"> 3. Person-centred practice 4. Safeguarding 5. Mental capacity 6. Effective Assessments & outcome based support planning 8. Supervision, critical reflection and analysis 9. Organisational context 	<ul style="list-style-type: none"> • Plans that reflect assessments • Robust risk assessments • Preparation for and participation in supervisions/appraisals – completing the front sheet of case supervision proforma
7. Intervention & Skills	<ol style="list-style-type: none"> 1. Relationships & effective direct work 2. Communication 3. Child development 4. Adult mental health, substance misuse, domestic abuse, ill health & disability 5. Abuse & neglect of children 6. Child & family assessment 7. Analysis, decision making, planning & review 8. The law, family & youth justice systems 9. Role of supervision 10. Organisational context 	<ul style="list-style-type: none"> • Range of assessments • Court reports • Case notes • Capacity assessments • Direct observation feedback forms • Service user feedback forms • Safeguarding concerns identified and made • Supervision records 	<ol style="list-style-type: none"> 2. The role of social workers working with adults 3. Person-centred practice 4. Safeguarding 5. Mental capacity 6. Effective Assessments & outcome based support planning 7. Direct work with individuals and families 8. Supervision, critical reflection and analysis 	<ul style="list-style-type: none"> • Range of assessments • Court reports • Case notes • Capacity assessments • Direct observation feedback forms • Service user feedback forms • Safeguarding concerns identified and made • Supervision records

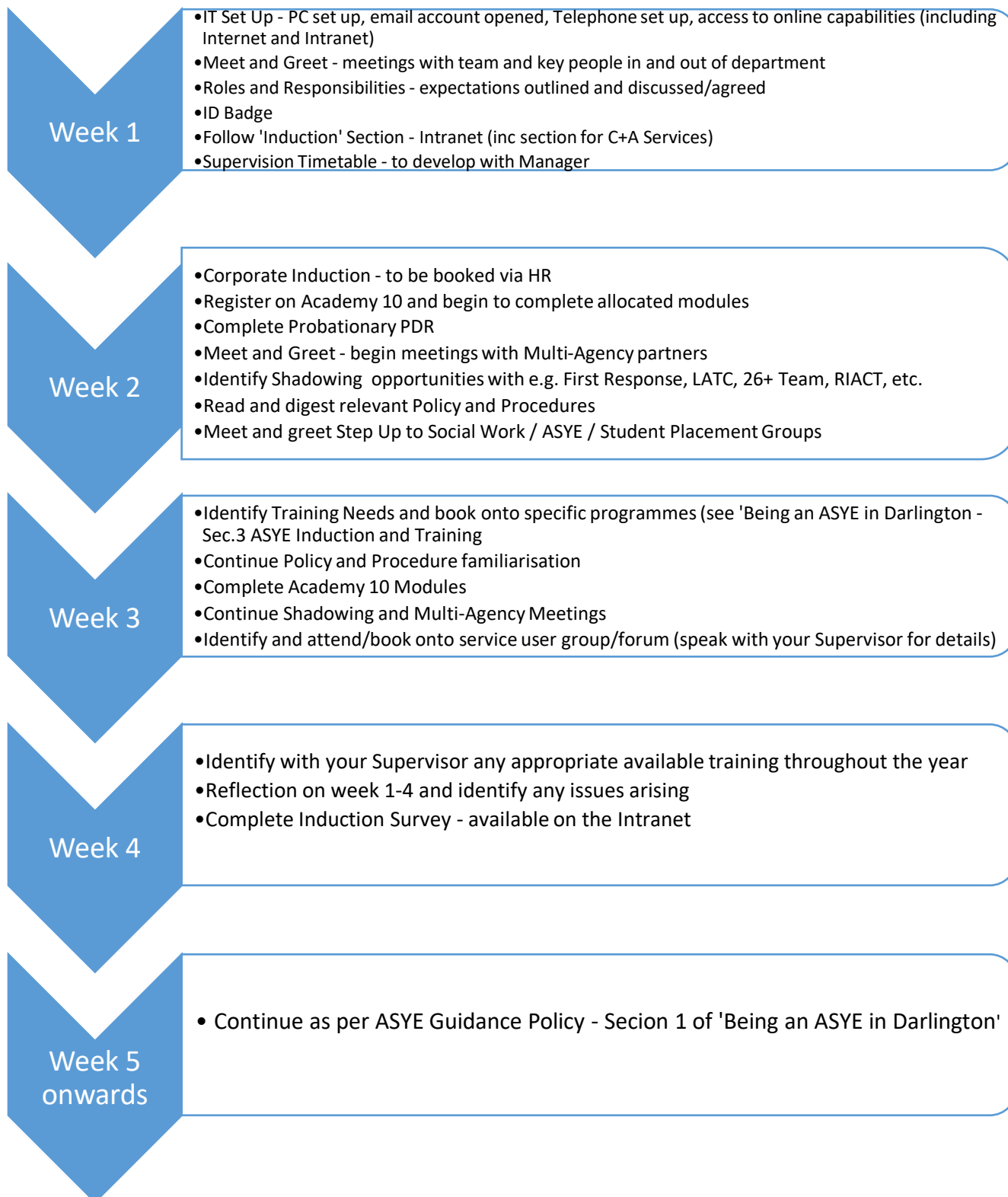
ASYE Darlington

<p>8. Context & Organisations</p>	<p>1. Relationships & effective direct work 10. Role of supervision 11. Organisational context</p>	<ul style="list-style-type: none"> • Supervision records • Team meeting records • Demonstrating understanding of how the organisation works 	<p>5. Mental capacity 9. Organisational context 10. Professional ethics and leadership</p>	<ul style="list-style-type: none"> • Supervision records • Team meeting records • Demonstrating understanding of how the organisation works
<p>9. Professional Leadership</p>	<p>1. Relationships & effective direct work 9. Role of supervision 10. Organisational context</p>	<ul style="list-style-type: none"> • Evidence of professional challenge • Contribution to team meetings/practice workshops • Providing shadowing days for students • Involvement in pilots/projects 	<p>5. Mental capacity 8. Supervision, critical reflection and analysis 9. Organisational context 10. Professional ethics and leadership</p>	<ul style="list-style-type: none"> • Evidence of professional challenge • Contribution to team meetings/practice workshops • Providing shadowing days for students • Involvement in pilots/projects

ASYE Darlington

Section 3 - ASYE Induction and Training

- ASYE and Student Induction – 4 week plan



ASYE Darlington

- ASYE Training

Access the Training Directory to see what training is available through the year via: <http://www.darlington.gov.uk/jobs-and-careers/services-for-people/training-directory/>



Children & Adults Services

Training Directory

The Training Directory is subject to change, availability and service requirements.

ASYE Darlington

- Student / ASYE / Step Up to Social Work – WFD/PSW Learning Programme

Student Placement / ASYE / Step Up to Social Work - WFD/PSW Learning Programme - 2019 to 2020

Date	Session Activity	Venue
<ul style="list-style-type: none"> • Sep 2019 tbc 	<ul style="list-style-type: none"> • ASYE Group Session – Group Development Session 	Central House Basement Training Room
<ul style="list-style-type: none"> • Oct 2019 – date tbc 	<ul style="list-style-type: none"> • ASYE and Students Group Development Session 	Central House Basement Training Room
<ul style="list-style-type: none"> • Nov 2019 – date tbc 	<ul style="list-style-type: none"> • ASYE and Students Group Development Sessions • Sharing good practice 	Central House Basement Training Room
<ul style="list-style-type: none"> • Dec 2019 – date tbc 	<ul style="list-style-type: none"> • Individual 1:1 ASYE and PSW 	North Lodge
<ul style="list-style-type: none"> • Jan 2020 – date tbc 	ASYE’s and Students <ul style="list-style-type: none"> • Action Learning Sets • Emotional Intelligence Activity 	Central House Basement Training Room
<ul style="list-style-type: none"> • Feb 2020 – date tbc 	ASYE’s and Students <ul style="list-style-type: none"> • Relationships, Resilience and Communication (part 1) 	Central House Basement Training Room
<ul style="list-style-type: none"> • Mar 2020 – date tbc 	ASYE’s and Students <ul style="list-style-type: none"> • Relationships, Resilience and Communication (part 2) 	Central House Basement Training Room
<ul style="list-style-type: none"> • Apr 2020 – date tbc 	ASYE and Students <ul style="list-style-type: none"> • Mentoring, Mock Interviews and Direct Work Tool Presentations 	Central House Basement Training Room
<ul style="list-style-type: none"> • May 2020 – date tbc 	<ul style="list-style-type: none"> • ASYE and Students Group Development Sessions • Sharing good practice 	Central House Basement Training Room
<ul style="list-style-type: none"> • Jun 2020 – tbc 	<ul style="list-style-type: none"> • Individual 1:1 ASYE and PSW 	Various – tbc
<ul style="list-style-type: none"> • Jul 2020 – tbc 	<ul style="list-style-type: none"> • Individual 1:1 ASYE and PSW 	Various – tbc

This is a live document and date will change to reflect current ASYE programmes.

ASYE Darlington

- WFD Training Directory link and training booking process

<http://www.darlington.gov.uk/jobs-and-careers/services-for-people/training-directory/>

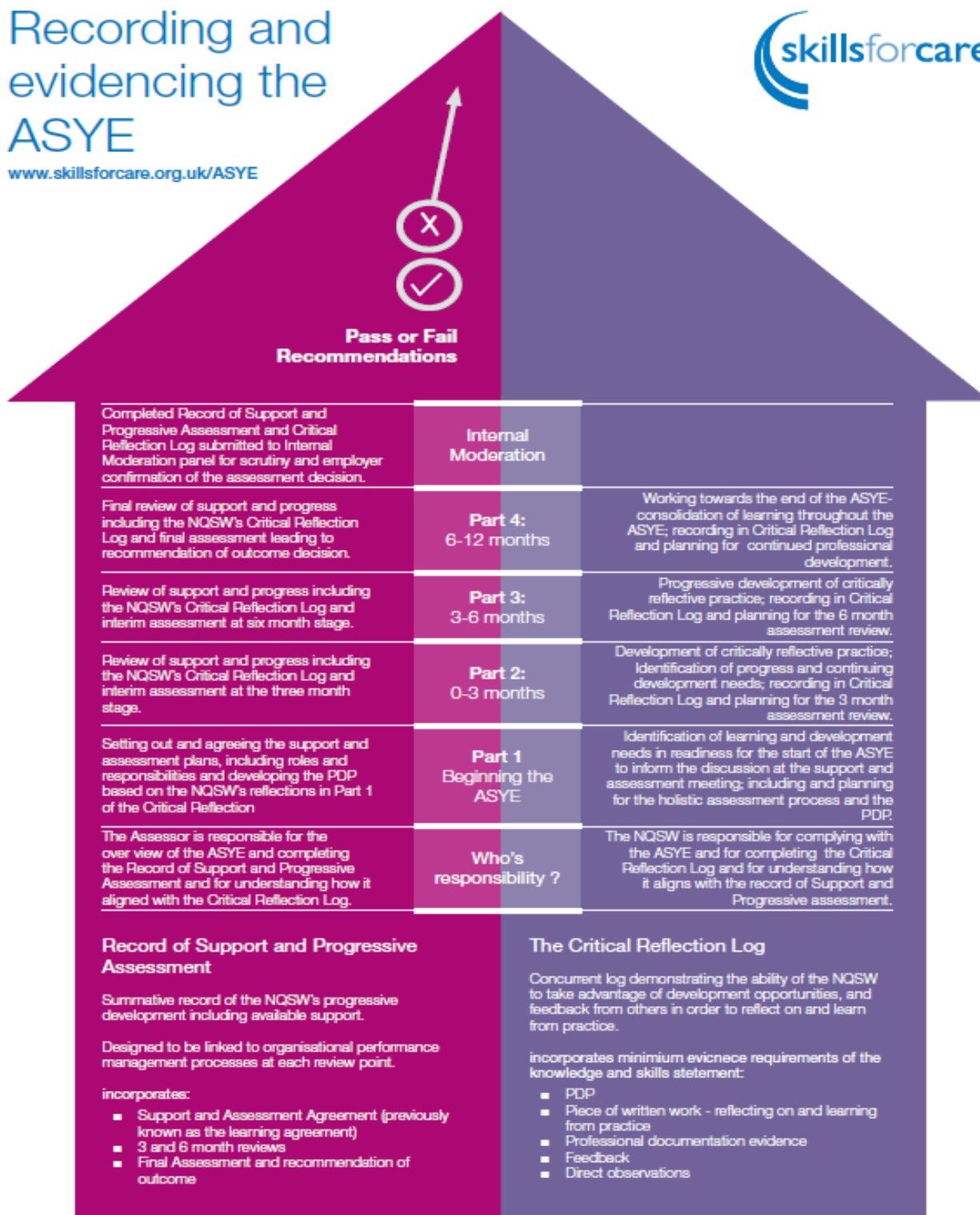
ASYE Darlington

Section 4 - ASYE Process

- Recording and Evidencing the ASYE (info can also be found on Skills for Care Website)

Recording and evidencing the ASYE

www.skillsforcare.org.uk/ASYE



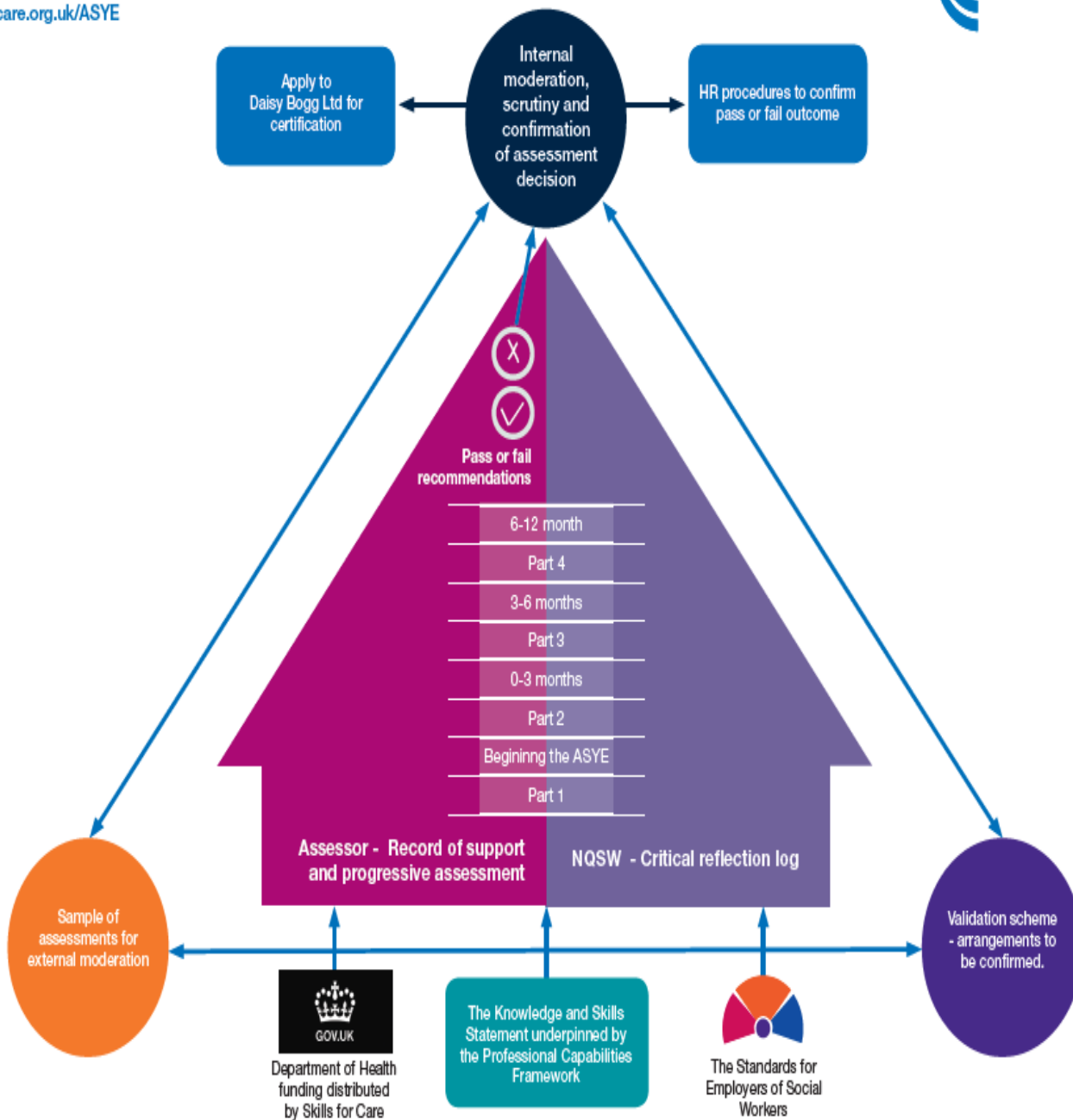
ASYE Darlington

- An overview of the ASYE Framework (info can also be found on Skills for Care Website)

An overview of the ASYE framework for adult services



www.skillsforcare.org.uk/ASYE



ASYE Darlington

Section 5 - ASYE Portfolio

- Record of Support and Progressive Assessment (ROSPA) Critical Reflection Log and Professional Development Plan – live links will take you to Skills for Care documents as required



Support and progressive assessment

Helping you record the progressive development of your newly qualified social workers

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

The [record of support and progressive assessment \(RSPA\)](#) and the [critical reflection log \(CRL\)](#) can help you to reduce paperwork and ensure your assessments are consistent with the national model. Guidance on how to use both the [record of support and progressive assessment](#) and the [critical reflection log](#) are available.

We've developed an [evidence checklist](#) to support you in recording and evidencing the ASYE.

You have a responsibility to [manage the workload](#) of your NQSWs so they can make effective use of their protected development time. This helps the NQSW to cope with the increasing complexity of their role.

This section focuses on requirements of the [Knowledge and Skills Statement for social workers in adult services](#) (KSS) and provides [information](#) for you to support your NQSW to complete the ASYE.

ASYE Darlington

ASYE Self Assessment

ASYE self-assessment for Knowledge and Skills Statement guidance for social workers working with children and families at the start of their ASYE.

- NQSW's are advised to consider their experiences gained from their placements and previous work in social care when completing this self-assessment
- The completed self-assessment should be discussed with the assessor (and line manager if different) and all should agree the key learning needs in relation to the statements
- These identified learning needs should be considered when considering learning and development activities.

Rating Ranging from:

- 1 No knowledge or skill in this area
- 2 Limited theoretical knowledge and little practical experience thus far to develop skills in this area
- 3 Some knowledge and skills but requires frequent, close supervision and direction, as well as follow up from line manager
- 4 Good level of knowledge and skills and is capable of meeting this with supervision and direction from manager
- 5 Extensive knowledge and skills and very capable of meeting this with less direction and more autonomy

Children and Families

Statement 1 – Relationships and effective direct work

Rating

What level of capability do you have in building effective relationships with children, young people and families, which form the bedrock of all support and child protection responses?	1 2 3 4 5
How able are you to both authoritative and empathic and work in partnerships with children, families and professionals, enabling full participation in assessment, planning, review and decision making?	1 2 3 4 5
What level of capability do you have in enabling full client participation in assessment, planning, review and decision-making?	1 2 3 4 5
How capable are you in the gathering of evidence to address relevant significant risks?	1 2 3 4 5
How able are you to secure access to support services for families (including where relevant children in public care), negotiating and challenging other professionals and organisations to provide the help required and that they are entitled to?	1 2 3 4 5

ASYE Darlington

<p>How able are you in helping children and families in transition; including children and young people moving to and between placement, those returning home, those being adopted or moving through independence?</p>	<p>1 2 3 4 5</p>
<p>What level of knowledge and skill do you have in helping children separate from and sustain, multiple relationships recognising the impact of change and loss?</p>	<p>1 2 3 4 5</p>
<p>Average Score</p>	<p>3</p>
<p>Please provide examples to support your assessment (a maximum of 3) I have worked in Child Protection previously on placement as a student, and due to it being fast paced, I built relationships but the rapport and quality of the relationships could be questionable. During my role as a Family Placement Social Worker, I will get the opportunity to build quality relationships and rapport with the carers that I will be supporting. I feel that the relationships built with carers are crucial and will assist me to work with ease.</p> <p>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area: I am a confident individual, but when I am involved in a new situation where I lack the knowledge, I feel wary in case I offer incorrect information to carers, especially those who are most experienced.</p>	

ASYE Darlington

Statement 2 – Communication

Rating

What level of capability do you have in communicating clearly and sensitively with children of ages and abilities and their families in a range of settings and circumstances?	1 2 3 4 5
How skilful are you in creating immediate rapport with people not previously known which facilitates engagement and motivation to participation in child protection enquiries, assessments and services?	1 2 3 4 5
What level of ability do you have in acting respectfully even when people are angry, hostile and resistant to change?	1 2 3 4 5
How able are you to listen to the views, wishes and feelings of families and children, including the community of children through behaviour?	1 2 3 4 5
How able are you to help parents and carers understand how they might communicate more effectively with their children?	1 2 3 4 5
What level of capability do you have in promoting speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing themselves?	1 2 3 4 5
How able are you to manage tensions between parents, carers and family members in ways that show persistence, determination and professional confidence?	1 2 3 4 5
How skilful are you in producing written case notes and reports, which are well argued, focused and jargon free?	1 2 3 4 5
How capable are you in presenting a clear analysis and a sound rational for actions as well as any conclusions reached, so that all parties are well informed?	1 2 3 4 5
Average Score	3

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

Overall, I feel comfortable communicating and adapting my language according to an individual’s age and level of understanding. When working in child protection, my communication was ultimately around discussing children’s feelings and trying to offer the children support whilst living at home. In Family Placement, I mainly communicate with carers and therefore my communication will need to be clear and precise to offer them the correct support and guidance. If I was to have experience in the LATC team, communication would need to be sensitive and appropriate for a child’s age and understanding as this tends to be where a Social Worker informs a child that they are going to be cared for by someone, usually other than their birth parents.

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

I feel that my weakness lies with reflecting on what individuals have shared with me, and seeing the argument from another perspective. When it comes to parenting, I feel I lack the experience to be able to help parents from a personal view, however studies at University have aided me to have some knowledge around the basics of parenting for a child and I could offer some support.

ASYE Darlington

Statement 3 – Child Development

Rating

How able are you to observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and other key relationships?	1 2 3 4 5
What level of capability do you have in establishing the pattern or optimal child development and being alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm?	1 2 3 4 5
How knowledgeable are you of typical age-related physical, cognitive, social, emotional and behavioural development over time, accepting that normative developmental tasks are different for each child depending on the interaction for that child between health, environmental and genetic factors?	1 2 3 4 5
How knowledgeable are you in assessing the influence of the cultural and social factors on child development, the effect of different parenting styles, and the effect of loss, change and uncertainty in the development of resilience?	1 2 3 4 5
How able are you to explore the extent that any emotional or behavioural development may also be the result of communication difficulties, ill health or disability, adjusting practice to take into account of these differences?	1 2 3 4 5
How skilful are you in seeking advice from relevant professionals to fully understand a children’s development and behaviour?	1 2 3 4 5
Average Score	2

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

I have met with children, parents and professionals in many different settings previously. A good knowledge of a child’s development would aid me to support carers to identify any developmental delay or concerns around the child’s development, especially those who have not had children of their own. It is good to recognise a child’s background and if any of the developmental issues could have stemmed from a child’s upbringing. Previously, child development was mainly commented upon by school nurses and health visitors and identified by schools.

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

I have a good level of understanding of child development at present, however I would need to be more aware during my time at Darlington Borough Council of development in a child from a different perspective that I have not previously been used to.

ASYE Darlington

Statement 4 – Adult mental health, substance misuse, domestic abuse, physical ill health and disability

Rating

How capability are you in identifying the impact of adult mental ill health, substance misuse, domestic abuse, physical ill health and disability on family functioning and social circumstances and in particular the effect on children, including those who are young carers?	1 2 3 4 5
How skilful are you in accessing the help and assistance of other professionals in the identification and prevention of adult social need and risk, including mental health and learning disability assessment?	1 2 3 4 5
What level of capability do you have in coordinating emergency and routine services and synthesising multi-disciplinary judgements as part of ongoing social work assessment and use a range of strategies to help families facing these difficulties?	1 2 3 4 5
How capable are you in identifying concerning adult behaviours that may indicate risk or increasing risk to children?	1 2 3 4 5
What level of skill do you have in assessing the impact on, and inter-relationship between parenting and child development?	1 2 3 4 5
How able are you to recognise and act upon escalating social needs and risk including helping to ensure that vulnerable adults are safeguarded and that a child is protected and their best interest always prioritised?	1 2 3 4 5
Average Score	2

Please provide examples to support your assessment (a maximum of 3)
During my time at University, I completed a placement in mental health and feel that I have a rather good understanding of this and the implications this can have for parents to parent a child.

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

ASYE Darlington

Statement 5 – Abuse and neglect of children

Rating

How capable are you in the exchanging of information with partner agencies about children and adults where there is concern about the safety and welfare of children?	1 2 3 4 5
How able are you in analysing and triangulating evidence to ensure robust conclusions are drawn?	1 2 3 4 5
What level of capability do you have in recognising harm and risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect?	1 2 3 4 5
What level of skill do you have in taking into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect?	1 2 3 4 5
What level of skill do you have in considering the possibility of child sexual exploitation, grooming, female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be the perpetrators of abuse?	1 2 3 4 5
How able are you to lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors?	1 2 3 4 5
What level of capability do you have in drawing conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any injury is consistent with the explanation offered?	1 2 3 4 5
How able are you in commissioning a second professional opinion and taking legal advice when necessary?	1 2 3 4 5
Average Score	

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

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

ASYE Darlington

Statement 6 – Child and family assessment

Rating

How able are you to carry out in-depth and ongoing family assessment of social need and risk to children with particular emphasis on parental capacity and capacity to change?	1 2 3 4 5
How capable are you in using professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers?	1 2 3 4 5
How skilful are you in acknowledging any conflict between parental and children’s interests, prioritising the protection of children as set out in legislation?	1 2 3 4 5
What is your level of capability in using child observation skills, genograms, eco-maps, chronologies and other evidence based tools whilst ensuring active child and family participation in the process?	1 2 3 4 5
How able are you to hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation and the effect of stress on family functioning, providing help and support?	1 2 3 4 5
How capable are you of taking into account individual child and family history and how this might affect the ability of adults and children to engage with services?	1 2 3 4 5
What is your level of capability in recognising and addressing the behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognising when there is a need for immediate action, and what other steps can be taken to protect children?	1 2 3 4 5
Average Score	

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

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

ASYE Darlington

Statement 7 – Analysis, decision-making, planning and review

Rating

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

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

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

ASYE Darlington

Statement 8 – The law and the family and youth justice systems **Rating**

How knowledgeable are you in navigating the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory framework that support the full range of permanence options?	1 2 3 4 5
How able are you to participate in decisions about whether to make an application to family court, the order to be applied for, and the preparation and presentation of evidence?	1 2 3 4 5
How able are you to seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning disabilities?	1 2 3 4 5
What is your level of skill using the law, regulatory and statutory guidance to inform practice decisions?	1 2 3 4 5
How capable are you in taking into account the complex relationships between professional ethics, the application of the law and the impact of social policy on both?	1 2 3 4 5
Average Score	
<p>Please provide examples to support your assessment (a maximum of 3)</p> <p>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</p> 	

ASYE Darlington

Statement 9 – The role of supervision

Rating

How able are you to recognise your own professional limitations and how and when to seek advice from a range of sources, including your assessor, team manager (if different), more experienced social workers, peers and other clinical practitioners from a range of disciplines?	1 2 3 4 5
How capable are you in discussing, debating, reflecting upon and testing hypotheses about what is happening with families, and with children?	1 2 3 4 5
What is your level of skill in identifying which methods will be of help for a specific child or family and the limitations of different approaches?	1 2 3 4 5
How able are you to make use of the best evidence from research to inform the complex judgments and decisions needed to support families and protect children?	1 2 3 4 5
How able are you to reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help?	1 2 3 4 5
Average Score	
<p>Please provide examples to support your assessment (a maximum of 3)</p> <p>If you scored any of the above with a 2 or less, please list the specific learning needs you have in this area:</p> 	

ASYE Darlington

Statement 10 – Organisational context

Rating

How able are you to operate successfully in a wide range of organisational contexts complying with checks and balances within local and national systems which are a condition of employment?	1 2 3 4 5
How capable are you in maintaining personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and public bodies, including the family courts?	1 2 3 4 5
How skilled are you in acting in ways that protect the reputation of the employer organisation and the social work profession, which always putting the best interests of children first?	1 2 3 4 5
What is your level of capability in managing the specific set of organisational tasks relating to lead responsibility for children with the support of your line manager and use of the multi-agency support network?	1 2 3 4 5
For NQSW’s in CLA only: How skilled are you in contributing to the organisations role as corporate parent to children in public care, encouraging and advocating for organisational focus, resources and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence and ambition for their futures?	1 2 3 4 5
Average Score	

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

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

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- Supervision Grid

Date	NQSW Signature	ASYE Assessor
Weekly		
Fortnightly		
Monthly		

ASYE Darlington

- Training Record

Course Title	Date

ASYE Darlington

- Service User and Professional Feedback Template

To be designed individually by ASYE in order to fit the needs of the service user

ASYE Darlington

Evidence Checklist

Evidence checklist

<p>Part 1: Beginning the ASYE Responsibilities of the NQSW and the assessor: NQSW - Identification of learning and development needs at the start of the ASYE to inform the discussion at the support and assessment meeting; planning for the holistic assessment process and the PDP. Assessor – Setting out and agreeing the support and assessment agreement, including roles and responsibilities and developing the PDP based on the NQSW’s reflections in Part 1 of the critical reflection log.</p>			
Evidence required at this stage:	Document reference number	Completed by:	Evidence folder: page number
Heading page	1: HP		
Critical reflection log: Part 1	1: CRL	NQSW	
Initial professional development plan first three months	1: PDP	NQSW	
Support and assessment agreement	1: RSPA	Assessor	
Additional organisation specific material if required			

<p>Part 2: First three months Responsibilities of the NQSW and the assessor: NQSW – Development of critically reflective practice: identification of progress and continuing development needs; planning for the three month review and interim assessment. Assessor – Review of support and progress with reference to the NQSW’s critical reflection log and other evidence submitted; undertaking interim assessment.</p>			
Evidence required at this stage:	Document reference number	Completed by:	Evidence folder: page number
Heading page	2: HP		
Critical reflection log part 2: Reflection on learning in first three months	2: CRL	NQSW	
Professional development plan three to six months	2: PDP	NQSW	

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Part 2: The first three months (review of progress and interim assessment at three months)	2: RSPA	Assessor	
Direct observation template	2: DO	NQSW and Assessor	
Verification of professional documentation viewed to date	2: PD	NQSW and Assessor	
Feedback from other professionals template	2: OP	NQSW and professional observer	
Evidence of feedback from people in need of care and support or carers	2: SU	NQSW and Assessor	
Additional organisation specific material / additional direct observation templates etc if required			

Part 3: Three to six months

Responsibilities of the NQSW and the assessor:

NQSW – Progressive development of critically reflective practice; recording in critical reflection log and planning for the six months review and interim assessment

Assessor – Review of support and progress with reference to the NQSW's critical reflection log and other evidence submitted; undertaking interim assessment.

Evidence required at this stage:	Document reference number	Completed by:	Evidence folder: page number
Heading page	3: HP		
Critical reflection log part 3: reflection on learning, three to six months	3: CRL	NQSW	
Professional development plan six to twelve months	3: PDP	NQSW	
Part 3: Three to six months (Review of progress and interim assessment at 6 months)	3: RSPA	Assessor	
Direct observation template	3: DO	NQSW and Assessor	
Verification of professional documentation viewed to date	3: PD	NQSW and Assessor	

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Feedback from other professionals template	3: OP	NQSW and Assessor	
Evidence of feedback from people in need of care and support or carers	3: SU	NQSW and Assessor	
Additional organisation specific material / additional Direct Observation templates etc if required			

Optional: Review at Nine months			
Evidence required at this stage:	Document reference number	Completed by:	Evidence folder: page number
Heading page	3A: HP		
Critical Reflection log Part 3: reflection on learning, nine to twelve months	3A: CRL	NQSW	
Professional development plan nine to twelve months	3A: PDP	NQSW	
Part 4: nine to twelve months (final review and assessment including recommendation of assessment decision)	3A: RSPA	Assessor	
Direct observation template	3A: DO	NQSW and Assessor	
Verification of professional documentation viewed to date	3A: PD	Assessor	
Feedback from other professionals template	3A: OP	NQSW and professional observer	
Evidence of feedback from people who need care and support	3A: SU	NQSW and Assessor	
Additional organisation specific material / additional Direct Observation templates etc if required			

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Part 4: Six to twelve months Responsibilities of the NQSW and the assessor:			
NQSW – working towards the end of the ASYE – consolidation of learning, recording in the critical reflection log and planning for continued professional development Assessor – Final review of support and progress with reference to the NQSW;s critical reflection log and other evidence submitted; final assessment leading to recommendation of outcome decision.			
Evidence required at this stage:	Document reference number	Completed by:	Evidence folder: page number
Heading page	4: HP		
Critical reflection log part 4: reflection on learning, six to twelve months	4: CRL	NQSW	
Professional development plan six to twelve months	4: PDP	NQSW	
Part 4: Six to twelve months (final review and assessment including recommendation of assessment decision)	4: RSPA	Assessor	
Direct observation template	4: DO	NQSW and Assessor	
Verification of professional documentation viewed to date	4: PD	NQSW and Assessor	
Feedback from other professionals template	4:OP	NQSW and professional observer	
Evidence of feedback from people who need care and support or carers	4: SU	NQSW and Assessor	
Additional organisation specific material / additional direct observation templates etc if required			

ASYE Darlington

Direct Observation Template for ASYE's and Assessors – to source from Skill for Care Website

ASYE Darlington

Section 6 - ASYE Internal Assessment and Moderation – Quality Checklist

Internal assessment and moderation - Quality checklist

NQSW name			
ASYE start date		ASYE time period completed	

Please confirm that all the requirements of ASYE have been met and that the evidence/material submitted is sufficient.

1. Have all parts of the record of support and progressive assessment been completed?

	Yes	No
A - Support and assessment agreement.		
B - Interim reviews at three and six months.		
C - Final assessment report.		
D - Evidence/confirmation that supervision has taken place at the specified frequency?		
E - Evidence/confirmation that the NQSW's workload was reduced?		
F - Evidence/confirmation that the NQSW has attended additional workshops and/or has a record of how 10% protected time was used?		

Comments

ASYE Darlington

2. Have all parts of the NQSW's critical reflection log been completed?

A - Preparation for the support and assessment agreement meeting.	Yes	No
B - Critical reflection for the three month review.		
C - Critical reflection for the six month review		
D - Critical reflection for the final review		
E - PDPs for: 0-3 months, 3-6 months, 6-13 months and end of ASYE		
F - Are there at least three direct observations?		
G - Are there at least three pieces of feedback from other professionals?		
H - Are there at least three pieces of feedback from people in need of care and support?		
I - Has the assessor signed off the NQSW's professional documentation?		

Comments

Moderator 1	Name	Role	Signature
Moderator 1	Name	Role	Signature
Date			

ASYE Darlington

The Assessed and Supported Year in Employment (Children)
External or Peer Moderation Reviewer Template

Note: The assessment of newly qualified social workers (NQSW) on the Assessed and Supported Year in Employment varies significantly between agencies employing Children’s Services NQSW’s. There are some core requirements from the Department for Education for grant funded agencies and these have informed this document. Some agencies have provision for external moderation through partnership with Universities and may not require external moderation of their assessment decisions. This template is designed to facilitate external moderation for those who require it, and peer moderation for those who wish to enhance their quality assurance processes through a process of sharing and comment with partners. Individual agencies should consider their protocols for data protection and information sharing.

Part 1 - Quality checklist

Agency portfolio completed with:	Unique Agency identifier	Agency undertaking moderation / quality assurance	Qualifications of reviewer

1. Is there evidence of progressive assessment across the year? Answer Yes/No

Is a Learning agreement in place against the PCF at ASYE level? (If not, there must be an initial assessment against the K&S – see section 2 below).	
Are there learning plans in place (typically at initial, three, six and final review points)?	
Are there regular reviews of progress (typically at three, six and final review points)?	
Is there a final assessment report indicating sufficiency?	
Are there clear indications in the above of areas for development as well as strength?	
Is there evidence/confirmation that the NQSW has attended training and workshops indicative of protected time for learning and development.	
Is there evidence that the NQSW has received regular supervision?	
Is there evidence of triangulation – assessment by different people using different methods across the ASYE year?	
Any comments in support of the above:	

ASYE Darlington

2. Specific Assessment Requirements - Answer Yes / No

Knowledge and Skills Framework: Does the portfolio indicate that initial assessment against the K&S was undertaken identifying strengths and areas for development?	
Direct observations: Are there a minimum of two direct observations of practice with assessor reports?	
Knowledge and Skills Framework: Does the portfolio make a final assessment of whether the NQSWs has met the K&S, and if not, what further learning is required?	
Final Assessment Timescale: Has the final assessment taken place on a date which is a maximum of 12 months after commencement on the programme?	
Any comments in support of the above:	

Part 2 - Moderation of the employer's assessment

The reader would be expected to scrutinise the documents presented for review and comment accordingly.

1. Does the assessor/employer provide clear evidence of why they have made their recommendation? Please answer Yes / No

Authentic – Is it clear that the evidence for assessment is the work of the NQSW?	
Sufficient - Is there sufficient evidence to make a robust decision for all domains of the PCF and / or K&S domains – and are they equally evidenced?	
Relevant – Does the portfolio contain evidence that contributes to the assessment of learning progress and final capability?	
Valid – Are the assessment instruments used by the agency (observations, audits, self- assessments etc..) adequately aligned to elicit evidence that supports the requirements of the assessment frameworks?	
Robust – Is the final assessment decision adequately supported by the evidence base?	
Any comments in support of the above:	

ASYE Darlington

Part 3 - Evaluation and feedback

1. Feedback to the agency. Please offer constructive feedback **to the agency**. Any developmental feedback should relate specifically to evidence viewed and should be phrased to assist the agency in its own quality assurance and development processes.

2. Feedback to assessor/s: The portfolio may contain assessments by different people at different times using different methods. This is good practice. If the moderation panel wishes to offer feedback on specific aspects of assessment to the agency for sharing with the assessor for developmental purposes, they must indicate which assessment they are referring to for each comment: e.g. Final assessment; Observation 1 assessment report; line manager's six month review.

3. Authorisation:

Moderator Signature / Chair of Panel as appropriate:

Agency:

Date: