# The assessed and supported year in employment in child and family social work

Completing the critical reflection log

Supporting guidance for use in child and family social work



## Completing the critical reflection log: Supporting guidance for use in child and family

**social work**

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# Contents

|  |  |
| --- | --- |
| Purpose of the critical reflection log | 1 |
| Holistic assessment outcomes mapped against the Knowledge and Skills Statement (child and family social work) 2014 and the Professional Capabilities Framework | 2 |
| **Critical reflection log**  Part 1: Beginning the ASYE  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.  Part 2: First three months  Development of critically reflective practice; identification of progress and continuing  development needs; planning for the three month assessment review.  Part 3: Three - six months  Progressive development of critically reflective practice; recording in critical reflection log  and planning for the six month assessment review.  Part 4: Six - twelve months  Working towards the end of the ASYE-consolidation of learning throughout the ASYE,  recording in critical reflection log and planning for continued professional development. | 5 |
| Practice evidence   * Direct observation. * Feedback from other professionals. * Professional documentation. | 13 |
| Appendix one - Optional template to support nine month review (nine - twelve months) | 20 |
| Appendix two - Optional professional development plan (nine - twelve months) | 21 |

\*The London Borough of Merton intends to run their ASYE programmes for child and family social workers using the same guidance materials and process published by Skills for Care for adults ASYE. For this reason Merton have chosen, in this revision, to retain a number of the advisory statements from the Skills for Care Adults ASYE documentation.

# Purpose of the critical reflection log

The critical reflection log is one of the two key documents that are linked together to support the NQSW and the assessor in evidencing the requirements of the Assessed and supported year in employment (ASYE). These requirements now include assessment against the Knowledge and Skills Statement (child and family social work) 2014.

These documents were originally developed by a group of employers in adult services who consulted widely across the sector, and have now been adapted for use in child and family settings with the agreement of Skills for Care. They have been developed as guidance documents with

the intention that they support progressive development and assessment, streamlining previous documentation and taking a step forward by focusing the assessment on the development of critical reflection.

Responsibility for complying with the assessment process and for the completion of the **critical**

**reflection log** rests with the NQSW.

Responsibility for the overview and completion of the **record of support and progressive assessment** lies with the assessor.

The purpose of the critical reflection log is to enable the NQSW to demonstrate their progressive development against the Knowledge and Skills Statement (child and family social work) 2014, and the Professional Capabilities Framework (PCF). It forms the basis of the assessor’s judgment of the NQSW’s capability to meet the holistic assessment outcomes.

## Completing the critical reflection log

Completion of all sections of this template electronically will assist internal and external moderation processes, however the log can be downloaded for supervision purposes. The expectation is that the NQSW will work on the critical reflection log throughout the ASYE and it is designed to be presented to the assessor in advance of:

* the support and assessment agreement meeting, at the start of ASYE
* the assessment review meetings at three, six and twelve months.
* assessment at nine months if applicable.

## Why is all the evidence contained in one log?

This log contains all the evidence necessary for assessment against the Knowledge and Skills Statement (child and family social work) 2014.

The purpose of amalgamating all of the evidence in this log and linking the elements to critical reflection is to support the NQSW in continuing to develop critically reflective practice which is central to professional development

The focus is on reflection about practice, discussed within a framework of knowledge and critical thinking and the critical reflection log provides a framework for the NQSW to provide evidence of this through a range of integrated activities1.

## How does the critical reflection log enable the NQSW to demonstrate their ability to reflect

**on and learn from practice?**

Through the critical reflection log, the NQSW will produce a piece of work for assessment which shows how they have used critical reflection in their practice to improve their professional skills and emerging professional identity, and demonstrates reasoned judgment relating to a practise decision.

1. The prime focus of the log is work based not academic, but must draw on and reference relevant social work

methods, theories and legislation. 1.

This critical reflection log is divided into stages which are linked to the main review points for the ASYE. A professional development plan (PDP) is incorporated in the log, to enable progress and learning throughout the year to be recorded and assessed.

## How does the NQSW incorporate practice evidence within the log?

The NQSW must provide practice evidence of their progress. Templates for these can be found in this log.

It will be important for the NQSW to ensure they develop a plan for obtaining colleague and service user feedback and arranging direct observations in part 1 of the log. NQSWs should reflect critically on these activities at all stages throughout the ASYE.

In addition, the final assessment of the NQSW should incorporate **at least three examples** of written reports and records, including:

* a report written for an external decision making processes, which demonstrates reasoned judgment in a legal context
* an internal report or service user assessment (e.g. child protection case conference, statutory

review report, service user assessment).

Professional documentation is not submitted with the critical reflection log, but must be verified by

the assessor. Assessment criteria for this can be found on page 18.

## The final assessment decision

At the end of the ASYE, the assessor makes a professional recommendation about the final assessment decision. The NQSW’s record of support and progressive assessment and critical reflection log is then scrutinised through an internal moderation process before the recommendation is confirmed by the employer.

It is important for employers to ensure their ASYE co-ordinator/lead person has the authority to oversee that assessment reviews are completed to agreed timescales and to monitor the NQSW’s progress in order to ensure that their work is presented in a timely way to the Internal Moderation process.

In addition the ASYE lead person may also act as a link with human resources (HR) in the event of

any performance issues being identified at any stage in the process.

Further information about your employer’s internal moderation process can be found as part of the record of support and progressive assessment.

# Holistic assessment outcomes mapped against the Professional Capabilities Framework (PCF) and the Knowledge and Skills Statement (child and family social work) 2014

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

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

Please note, the holistic assessment outcomes will be updated following the completion of the review of the Professional Capabilities Framework (summer 2015), however it not anticipated that the substance will change significantly.

|  |  |  |
| --- | --- | --- |
| **Holistic assessment of practice**  Over the course of the ASYE, the NQSW has: | **Assessment outcomes**  The critical reflection log and the record of support and progressive  assessment provide evidence of: | |
| Consistently | ƒ | Confident application of the law and statutory guidance to include the |
| demonstrated |  | Children Act 1989, Children and Families Act 2014 ‘Working Together’ |
| proficient practice |  | 2015 and other legislation relevant to the role, across a variety of |
| across a wide |  | cases and settings. |
| range of tasks and | ƒ | Skilled demonstration of child centred practice. |
| roles. | ƒ | Effective communication with children and young people of different |
|  | ages and abilities, their families, carers and other professionals across |
|  | different contexts and overcoming a range of possible barriers. |
| ƒ | Working practice that demonstrates the active participation of children |
|  | and young people, their families and carers wherever possible. |
| ƒ | Progressive development of knowledge and skills in identifying, |
|  | assessing and responding to risk, balancing this with family strengths |
|  | and potential solutions. |
| ƒ | Capacity to work effectively with a range of professionals in multi- |
|  | disciplinary teams and in multi-disciplinary settings. |
| ƒ | Ability to lead investigations of allegations of significant harm. |
| Become more | ƒ | Progressive development of practice skills and knowledge. |
| effective in their | ƒ | Skilled application of social work methods and theories. |
| interventions. | ƒ | Skilled demonstration of effective and empathic relationships with |
|  | children and young people to ensure that the best possible outcomes |
|  | are achieved for them. |
| ƒ | Ability to analyse and demonstrate reasoned, defensible decision |
|  | making. |
| ƒ | Use of professional curiosity and authority while maintaining a position |
| of partnership. |
| Developed | ƒ | Confident demonstration of the social work role. |
| confidence | ƒ | Active participation in team and multi-disciplinary settings with |
| and earned the |  | appropriate use of authority. |
| confidence and | ƒ | Maintenance of personal and professional credibility through effective |
| respect of others. |  | working relationships with peers, managers and leaders both within the |
|  | profession, throughout multi-agency partnerships and public bodies, |
|  | including the family courts. |
| ƒ | Ability to act in ways that protect the reputation of the employer |
|  | organisation and the social work profession, whilst always privileging |
|  | the best interests of children. |
| ƒ | Ability to recognise and manage conflict. |
| ƒ | Authoritative professional practice drawing on knowledge and evidence |
| based practice. |

|  |  |
| --- | --- |
| Gained experience and skills in relation to a particular setting and user group. | * Development and confident application of knowledge relevant to   the service setting. Increased ability to work autonomously. Reliably operating within organisational requirements.   * Application of knowledge including understanding child development   and the impact of mental ill health, substance misuse, physical ill health, disability and domestic abuse on children and families.   * The ability to recognise concerning adult behaviours that may indicate a   risk, or increased risk to children. |
| Consistently used supervision appropriately to seek support, exercise initiative  and evaluate their own practice. | * Proactive use of supervision. * Increased ability to reflect on, evaluate and alter their own practice. * Progressive development of initiative and appropriate decision making. * Recognising how and when to seek advice from a range of people and   sources.   * Demonstration of the ability to set and respond to learning goals. |
| Reflected critically about their practice, using information from a range of sources. | * Continuous learning and development of practice. * Increased self-awareness and recognition of progressive, professional   development.   * Consistent demonstration of sound professional judgement,   demonstrating evidence based practice that draws on knowledge, including legal literacy, the regulatory framework and practice experience to understand, assess and work with families.   * The ability to explain and critically evaluate the role of social work as   part of a system of support to children and their families.   * Increased understanding of the role and purpose of social workers and   social work. |
| Integrated the perspective of service users (including children, families and carers) across all aspects of their critical reflection, building on their feedback where appropriate. | * Skilled demonstration of partnership-working with children and young   people and their families that ensures their voice is heard and their wishes and feelings are always considered   * Integration of feedback from service users and their families in   development of practice. |
| Used critical reflection in professional decision-making and accountability. | * Ability to draw critically on theory, legislation, research and evidence in   order to demonstrate effective practice in the management of risk and child safeguarding.   * Skilled assessments that draw critically on theory, law, policy, research,   and evidence as well as information from a range of sources.   * Capacity to triangulate evidence, from a range of sources, to ensure   that robust conclusions are drawn allowing for the potential for bias in decision-making. |
| Worked effectively in increasingly complex situations. | Providing evidence of all of these requirements will incorporate this element. |

# The assessed and supported year in employment in child and family social work

**Critical reflection log part 1: beginning the ASYE**

Part 1 is designed to be undertaken as part of induction. It could be undertaken as an individual or group activity.

This part should be completed by the NQSW in preparation for the support and assessment agreement meeting and presented to the assessor in advance of the meeting.

|  |
| --- |
| **Consider your learning needs for the next three months and over the course of the year.** |
| **Think about:**  1. Learning needs identified on your qualifying programme and recorded in your final university  PDP if completed.   1. Your current level of knowledge against all statements in the Knowledge and Skills Statement (child and family social work) 2014. 2. The particular learning relevant to your employment setting.   4 The theory and methods relevant to your employment setting. |
| **Consider key legislation relevant to child and family social work generally and your**  **employment setting specifically.** |
| To meet the requirements of the Knowledge and Skills Statement (child and family social work) 2014 it is advisable to plan how you can demonstrate application of legislation This needs to include the Children’s Act 1989, Children and Families Act 2014, Working Together 2015 and other pieces of legislation and regulatory framework relevant to the service setting e.g. child and family social work, youth justice, transforming families. Identify your learning needs in relation to one or more pieces of legislation for the next three months. |
| **How do you plan to obtain the practice evidence you need?** |
| * **Feedback from children and young people in need of care and support and their parents/carers** - Think about and plan how you will collect this feedback. There is no one way to gather feedback from children and young people in need of care and support and their parents/carers. Advice and guidance on how to approach this can be found in the gathering feedback from people in need of care and support section of the Skills for Care website, [**www.skillsforcare.org.uk/asye**](http://www.skillsforcare.org.uk/asye) * **Direct observations** - Begin to consider what different practice situations can be observed   and what learning needs you have identified that you would like feedback on from the  observer.   * **Practice documentation** - Identify the areas of recording and report writing that you need   to develop. |

# Initial professional development plan 0 - three months

6.

To address areas noted by assessor at the support and assessment agreement meeting (see section seven) as well as areas identified in this

document.

## Period covered

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning objective** | **How will you meet the objective?** Development activity or action planned. | **How does**  **this link to the assessment outcomes for the ASYE?** | **How will you know if the objective is met?** Intended outcomes for practice and children and young people  in need of care and support and their parents/carers. | **Timescales?** Date for completion and/ or review. | **What was the impact on your practice?** |
| The learning objectives will have been identified through undertaking the critical reflection activity in  part 1 and undertaking a baseline assessment of your knowledge and skills against the Knowledge and Skills Statement (child and family social work) 2014. |  |  |  |  | As the learning outcomes are achieved and recorded this section will assist you in writing and providing evidence for part 2 of the critical reflection log.  and subsequent sections. |
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# Critical reflection log part 2: reflection on learning in the first three months

In completing this part you should draw on part 1 of your reflective log, your PDP, discussions in supervision and your practice evidence. You are advised to keep on going reflective notes to enable you to complete part 2 and subsequent parts of the log. Familiarity with the holistic

assessment outcomes will also assist you in structuring this and subsequent parts of the log.

Log to be submitted to the ASYE assessor in advance of the three month assessment review meeting. The log, plus practice evidence, including feedback from children and young people in need of care and support and their parents/carers, undertaken and received in this period, to be submitted.

## Taking into account all your learning to date, reflect critically on how you have progressed in your development as a professional over the last three months and consider your development areas for the forthcoming three months. (Suggested word limit 1,750 words)

**You may find it useful to consider:**

* + The issues and challenges that you have faced in your professional decision-making so far

and the ways in which you have you addressed these.

* + Reflect on the ways in which your practice has been influenced as a result and identify the

evidence that supports this.

* + The theory, legislation and regulatory framework, local and national policies and procedures,

research and evidence that has helped you to develop your thinking and inform your decision making.

* + The application of the identified piece of legislation and how has this influenced your practice.
  + The most encouraging or challenging, piece of feedback (formal and informal, from other

professionals and children and young people in need of care and support and their parents/ carers ) that you have received. Consider why you think this is the case, and the ways in which it has influenced your practice. Identify the evidence that supports this.

## In reflecting on your on-going learning needs it may be helpful to consider:

* + Identification of the application of another piece of legislation.
  + Development needs in relation to social work knowledge, theory and methods.
  + Updating your plan for collecting feedback from children and young people in need of care and

support and their parents/carers and other professionals.

* + Identification of suitable practice situations for direct observation.
  + Further development of skills in recording and report writing.

# Professional development plan three-six months

8.

To address areas noted by assessor in the three month review as well as areas identified in this document

## Period covered

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning objective** | **How will you meet the objective?** Development activity or action planned. | **How does**  **this link to the assessment outcomes for the ASYE?** | **How will you know if the objective is met?** Intended outcomes for practice and children and young people  in need of care and support and their parents/carers. | **Timescales?** Date for completion and/ or review. | **What was the impact on your practice?** |
| New learning objectives will have been identified through undertaking the critical reflection activity in  part 2. Continue to refer to the Professional Capabilities Framework and Knowledge and Skills Statement (child and family social work) 2014, for the detail. |  |  |  |  |  |
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# Critical reflection log part 3: reflection on learning, three to six months

In completing this section you should draw on part 2 of your reflective log, your most recent PDP, discussions in supervision and your practice evidence. You are advised to keep on going reflective notes to enable you to complete part 2 and subsequent parts of the log. Familiarity with the holistic

assessment outcomes will also assist you in structuring this and subsequent parts of the log.

Log to be submitted to the ASYE assessor in advance of the six month assessment review meeting. The log, plus practice evidence, including feedback from children and young people in need of care and support and their parents/carers, undertaken and received in this period, to be submitted.

## Taking into account all your learning to date, reflect critically on how you have progressed in your development as a professional over the last three months and consider your development areas for the forthcoming three months. (Suggested word limit 1,750 words)

**You may find it useful to consider:**

* + The issues and challenges that you have faced in your professional decision-making so far

and the ways in which you have you addressed these.

* + Reflect on the ways in which your practice has been influenced as a result and identify the

evidence that supports this.

* + The theory, legislation and regulatory framework, local and national policies and procedures,

research and evidence that has helped you to develop your thinking and inform your decision making.

* + The application of the identified piece of legislation and how this has influenced your practice.
  + The most encouraging or challenging, piece of feedback (formal or informal) that you have

received. Consider why you think this is the case, and the ways in which it has influenced your

practice. Identify the evidence that supports this.

## In reflecting on your on-going learning needs it may be helpful to consider:

* + Identification of the application of another piece of legislation.
  + Development needs in relation to social work knowledge, theory and methods.
  + Updating your plan for collecting feedback from children and young people in need of care and

support and their parents/carers and other professionals.

* + Identification of suitable practice situations for direct observation.
  + Further development of skills in recording and report writing.

# Professional development plan six-twelve months

10.

To address areas noted by assessor at the six month review as well as areas identified in this document.

## Period covered

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning objective** | **How will you meet the objective?** Development activity or action planned. | **How does**  **this link to the assessment outcomes for the ASYE?** | **How will you know if the objective is met?** Intended outcomes for practice and children and young people  in need of care and support and their parents/carers. | **Timescales?** Date for completion and/ or review. | **What was the impact on your practice?** |
| New learning objectives will have been identified through undertaking the critical reflection activity in  part 3. Continue to refer to the Professional Capabilities Framework and the Knowledge and Skills Statement (child and family social work) 2014, for the detail. |  |  |  |  |  |
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# Critical reflection log part 4: six to twelve months (the end of the ASYE)

In completing your log you should draw on part 3 of your reflective log, your most recent PDP, discussions in supervision and your practice evidence, and also ensure that you address the holistic assessment learning outcomes as these will be used to evaluate the log.

The log plus practice evidence, including feedback from children and young people in need of care and support and their parents/carers, undertaken and received in this period, to be submitted.

|  |
| --- |
| **Critically reflect on how you have progressed in professional decision-making over the ASYE, including demonstrating reasoned judgment in relation to a practise decision. (Suggested word limit 1,500 words)** |
| Base your reflection on a real example of a complex case in which you have demonstrated reasoned judgment in relation to a practice decision, and refer to the professional documentation that you have produced for this case, which may include a genogram or sociogram.  Identify the ways in which you have drawn on theory, legislation, national and local policies and procedures, plus research and evidence . Consider what impact this has had on your practice and on children and young people in need of care and support and their parents/carers and identify what evidence supports this.  Summarise your account by highlighting the ways in which this piece of professional practice enables you to demonstrate how you meet the holistic assessment outcomes. |
| **In what ways has your professional development over the course of the ASYE impacted on your professional skills, practice and the outcomes for children and young people in need of care and support and their parents/carers? (Suggested word limit 1,000 words)** |
| Base your reflection on all aspects of your practice and learning over the ASYE, including the  feedback you have received at each stage of the year.  Demonstrate the ways in which you have used critical reflection on your practice to improve your  professional skills.  Summarise your account by highlighting the ways in which your overall professional development  reflects the holistic assessment outcomes. |
| **Looking forward, how will you ensure your continuing professional development as a social worker?** |
| Consider the ways in which you will:   * Address any development areas in your PDP at the end of the ASYE. * Continue to develop your professional decision–making. * Continue to seek and learn from feedback to inform your professional development as a   social worker. |

# Professional development plan end of ASYE/social worker

12.

To address areas noted by assessor at the final review meeting as well as areas identified in this document.

## Period covered

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Learning objective** | **How will you meet the objective?** Development activity or action planned. | **How does**  **this link to the assessment outcomes for the ASYE?** | **How will you know if the objective is met?** Intended outcomes for practice and children and young people  in need of care and support and their parents/carers. | **Timescales?** Date for completion and/ or review. | **What was the impact on your practice?** |
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# The assessed and supported year in employment in child and family social work

**Direct observation template**

A mimimum of three direct observations to be completed by a registered social worker (at least two of these to be completed by the assessor). These should be planned in advance to enable the NQSW to evidence progressive development in their professional practice over the course of the ASYE.

|  |  |
| --- | --- |
| **Name of NQSW** |  |
| **Name and role of observer** |  |
| **Date and setting**  **of observation** |  |

# Part 1: NQSW completes boxes on and two before observation

|  |  |
| --- | --- |
| **1. Brief background to observed contact between yourself and children and young people**  **in need of care and support and their parents/carers.** | |
|  | |
| **2. Planning for intervention** | |
| ƒ | The NQSW and observer should plan the direct observation and agree objectives based on |
|  | the intervention and the identified areas for development detailed in the critical reflection log |
|  | and the PDP. |
| ƒ | The NQSW and observer should agree and clarify the role of the observer during the |
|  | intervention - how will they be introduced and under what circumstances, if any, will they |
|  | intervene. |
| ƒ | The 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. |
| ƒ | The NQSW should have the opportunity to reflect and comment on the observer’s report |
|  | (box five). This will provide information and evidence of their progressive development for |
|  | the critical reflection log. |

## NQSW completes box three after the observation.

* 1. **Reflections on the observed practice**

**NQSW completes box four after reading the observer’s report.**

* 1. **Critical reflection and professional development**

Bearing in mind the Knowledge and Skills Statement (child and family social work) 2014 the PCF and its’ level descriptor for the ASYE. Have you identified any specific areas for further development? How do you intend to address these? What support do you need and from whom?

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

# Part 2: Observer completes after the direct observation

## Holistic assessment of the candidate’s capability demonstrated in the direct observation of practice (up to 500 words)

**Observer completes after the direct observation**

|  |  |
| --- | --- |
| **Action plan following the direct observation**  Have areas of development/learning needs been identified that should be addressed in the NQSW’s PDP? What action needs to be taken to address these? Are there any other outstanding issues? | |
| ƒ  ƒ | More detailed reference to the KSS and nine domains of the Professional Capabilities  Framework will be helpful particularly where learning needs have been identified.  This information should feed into the three, six and twelve month assessment reviews and, where appropriate, recorded in the record of support and progressive assessment. |
| **Feedback from people in need of care and support and their parents/carers (if applicable)** | |
| ƒ | Seeking feedback from the children and young people in need of care and support and their |
|  | parents/carers in this situation should have been considered in the critical reflection log. |
| ƒ | The NQSW will need to show evidence of planning for how this is managed appropriately |
|  | using their knowledge of or/and relationship with children and young people in need of care |
|  | and support and their parents/carers wherever possible to ensure that this is comfortable for |
|  | all concerned. This should be discussed in advance with the observer. |
| ƒ | In all cases the children and young people in need of care and support and their parents/ |
|  | carers must be asked if they are willing to be part of the process. |
| ƒ | If they agree, it is the responsibility of the observer and the NQSW to ensure that they are |
|  | given the opportunity to comment on the NQSW’s capabilities, and to be offered feedback |
|  | about the NQSW and assessor’s own assessment. It is important that in all circumstances |
|  | the NQSW considers the issues of consent and mental capacity. |
| ƒ | More information about gathering feedback from children and young people in need of care |
|  | and support and their parents/carers following direct observations of practice can be found |
|  | as part of the Skills for Care website, please refer to tool six under |
|  | [www.skillsforcare.org.uk/Gatheringfeedback.](http://www.skillsforcare.org.uk/Gatheringfeedback) |

|  |  |
| --- | --- |
| **Observer’s signature** |  |
| **Date** |  |

**The assessed and supported year in employment in child and family social work**

**Feedback from other professionals**

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

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

|  |  |
| --- | --- |
| **NQSW** |  |
| **Name and role of observer** |  |
| **Date and setting**  **of observation** |  |

**Based on your observation of the NQSW’s practice:**

* + Did the NQSW achieve the desired outcomes for the intervention?
  + What strengths were identified?
  + Can you make any suggestion about areas for further development which could be included

in the NQSW’s professional development planning?

|  |  |
| --- | --- |
| **Observer’s signature** |  |
| **Date** |  |

## NQSW to complete after receiving feedback from other professionals.

|  |
| --- |
| **Reflections on practice** |
|  |
| **Critical reflection and professional development bearing in mind the Knowledge and Skills Statement (child and family social work) 2014, the PCF and its’ ASYE level descriptor.**  **Have you identified any specific areas for further development? How do you intend to**  **address these? What support do you need?** |
|  |

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| --- | --- |
| **NQSW’s signature** |  |
| **Date** |  |

**Professional documentation (work products)**

**The assessor will be responsible for signing off the professional documentation. The primary documentation will not be presented for internal or external moderation panels.**

**Objectives**

* To support the NQSW in continuing to develop high standards of professional recording.
* To provide a framework for the NQSW to demonstrate high standards of professional

recording over their ASYE programme.

* To ensure the NQSW can demonstrate high standards of professional recording across a

variety of requirements and contexts (e.g. assessment, analysis, recording for other settings such as court, child protection case conferences and statutory reviews)

* To ensure, through supervision and other means, that the NQSW engages in continuous

critical reflection and learning about the quality of their professional recording and implements

changes as a result.

* To incorporate professional recording into the main review points for the ASYE programme

(e.g. three months, six months and final assessment).

* To provide a mechanism for professional documentation to be ‘signed off and dated’ by the

assessor on behalf of the ASYE programme.

## Assessment criteria

In ‘signing off’ the documentation produced by the NQSW, the assessor confirms:

1. They have viewed a representative sample of the NQSW’s work products.
2. The NQSW has demonstrated progress (across the year) in their capabilities for each element below:

Reflecting critically about their professional recording, learning from it and implementing change.

Meeting agency recording standards for:

* + formats/tools used
  + timescales in completing recording.

Recording defensible professional decisions which:

* + distinguish between opinion, statement and fact
  + draw on and tests multiple hypotheses, including contradictory opinions held by different

professionals

* + make informed use of intuition
  + build an effective argument/justification with evidence.

Understanding and applying appropriate legal and regulatory frameworks.

Integrating and communicating the perspective of children and young people in need of care and support and their parents/carers in all aspects of recording, building on their feedback where appropriate.

Producing recording that communicates effectively with a range of audiences, including other professionals and court, children, young people and their parents/carers.

Producing recording that is:

* + clear, concise, and purposeful
  + accurate, using correct spelling, punctuation and sentence structure.

## Professional documentation

Assessor verification of the progressive development and quality of examples of work products

produced through the year.

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| **Three month review** | **Professional documentation** | **Areas for development** |
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| **Six month review** | **Professional documentation** | **Areas for development** |
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| **Final assessment** | **Professional documentation** | **Areas for development** |
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| **Pass/Fail** |  | |

## Guidance note

The final assessment of the NQSW should incorporate **at least three examples** of written reports and records, including:

* a report written for an external decision making processes, which demonstrates reasoned

judgment in a legal context

* a set of case recordings, this may include an internal report or service user assessment e.g.

child protection case conference, statutory review report, service user assessment.

# Appendix 1 - Optional template to support nine month review (nine - twelve months)

## Taking into account all your learning to date, reflect critically on how you have progressed in your development as a professional over the last three months and consider your development areas for the forthcoming three months. (Suggested word limit 1,750 words)

# Professional development plan nine-twelve months (Optional)

21.

## Period covered

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| --- | --- | --- | --- | --- | --- |
| **Learning objective** | **How will you meet the objective?** Development activity or action planned. | **How does**  **this link to the assessment outcomes for the ASYE?** | **How will you know if the objective is met?** Intended outcomes for practice and children and young people  in need of care and support and their parents/carers. | **Timescales?** Date for completion and/ or review. | **What was the impact on your practice?** |
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