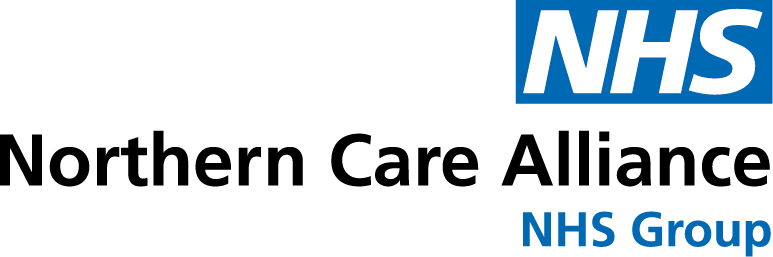
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Group arrangements:

Salford Royal NHS Foundation Trust (SRFT)

Pennine Acute Hospitals NHS Trust (PAT)

**Assessed and Supported Year in Employment (ASYE) Salford Adults Handbook**

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| Lead Author: | Sheila Jones, Team Manager, ASC Workforce Development Team |
| Division/ Department: | Adult Social Care, Integrated Care Division |
| Applies to: (Please delete) | Salford Royal Care Organisation |
| Approving Committee: | Head of Service |
| Date approved: | September 2022 |
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| **1.** | **Overview (What is this guideline about?)** |

The ASYE is an employer-led programme of support and assessment for newly qualified social workers (NQSWs) which aims to enable the NQSW to consolidate their learning and build their knowledge, skills, and professional confidence. Support and assessment are provided by an experienced registered social worker (assessor) using the designated national assessment framework:

**Professional Capabilities Framework at ASYE level:**

<https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf/the-pcf/asye>

**Knowledge and Skills Statement for Adults:**

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf>

Both Assessor and NQSW will need to be familiar with these as they constitute the framework against which NQSWs will be assessed. This guidance should be read in conjunction with the full ASYE programme and guidance on Skills for Care website:

<https://www.skillsforcare.org.uk/Regulated-professions/Social-work/ASYE/ASYE-for-adult-services/ASYE-for-adult-services.aspx>

The programme is supported, funded, and monitored by Skills for Care who provide guidance, direction, and external moderation to improve national standards and promote consistency.

The NQSW completes a portfolio of evidence over the course of the twelve-month programme and presents this to a panel for internal moderation.

If you have any concerns about the content of this document, please contact the author or advise the Document Control Administrator.

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| **2.** | **Scope (Where will this document be used?)** |

This handbook should be read by staff in Adult Social Care, Newly Qualified Social Work staff and staff who are supporting Newly Qualified Social Workers (NQSW).

When a Newly Qualified Social Worker is appointed, they will commence the ASYE programme for a twelve-month period. If an NQSW is contracted for a period less than one year (e.g., temporary post or agency staff) the NQSW can still start on the programme following discussion with their manager and the Social Work Development Lead. Support will be provided so the NQSW can complete as much of the ASYE programme as possible during the period of their contract**.** Following discussion this work could then be transferred to their next employment.

An ASYE Assessor should be identified as soon as practically possible, ready for the NQSW starting their role. The ASYE Assessor can be an experienced Social Worker, an Advanced Practitioner or Team Manager, ideally, they would also be a Practice Educator. If there are any

issues in identifying an ASYE Assessor, then the Team Manager should escalate this to the Principal Manager and the relevant Head of Service.

**Please note:** Practice Educators are not able to gain their stage 1 by supporting an NQSW through their ASYE, they would need to support a student first. Stage 1 practice educators can achieve their stage 2 by supporting an NQSW through their ASYE.

We have a Social Work Development Lead who acts as the ASYE co-ordinator and can offer support through individual or group meetings. There are also NQSW and ASYE assessor groups who meet on a regular basis.

The ASYE programme will run alongside to the employee’s probationary period (Applicable to NCA staff). **Please note** these are two separate processes and the probationary reviews still need to take place.

<https://www.northerncarealliance.nhs.uk/application/files/5416/1900/2842/NCAHR02920_V1_Probationary_Policy.pdf>

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| **3.** | **Background (Why is this document important?)** |

Since September 2012, Social Work in England has adopted the Assessed and Supported Year in Employment (ASYE) programme. This is a 12-month programme designed to help newly qualified Social Workers (NQSWs) develop their skills, knowledge and capability and strengthen their professional confidence. The programme offers a reduced case load and protected time for reflection and increased supervision. Salford recognises that ASYE’s all come into the role with a varying range of knowledge, skills and confidence and aims to run the programme as flexibly as possible, whilst still working with the key milestones and parameters for the Skills for Care, ASYE framework.

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

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| **4.** | **What is new in this version?** |

* This document has been reviewed and updated to incorporate the 2022 ASYE refresh information
* Information about how the ASYE programme and the probationary period run alongside each other has been added in to provide more clarity
* Further information on how to address issues around capabilities
* More information has been provided on roles and responsibilities

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| **5.** | **ASYE Documents** |

There are several documents that need to be completed to form a portfolio of evidence, these documents can be found on the Skills for Care website which will provide information about the ASYE programme for those working in Adult Social Care:

<https://www.skillsforcare.org.uk/search.aspx?q=ASYE>

**Please do not use alternative documentation.**

**Critical Reflection Log (CRL) –** This is completed by the NQSW throughout the programme. The CRL focuses on the NWSQ’s learning and development in relation to practice. It is a series of reflections which should include practice examples to evidence progress and identify on-going learning needs. Each reflective piece should be completed prior to their PDP review at the appropriate stage. The NQSW should evidence how practice has been informed by the knowledge, skills and experience gained at each stage and should be illustrated by use of social work theories, models, and the legal framework. The NQSW should reflect and critically analyse their work and reference the PCF and KSS domains when providing evidence, they have met them. The CRL document includes professional and service user feedback forms and direct observations forms. The latter needs to be completed by both NQSW and assessor and will also include feedback from the person using services.

**Completing the Critical Reflective Log – Supporting Guidance:**

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-adults/Completing-the-CRL-supporting-guidance.pdf>

**Record of Support and Progressive Assessment (RoSPA) -** This is completed by the Assessor throughout the programme. This document includes the forms for the support and assessment agreement meeting, the review meetings, including the final review, and the final assessment recommendation. The Assessor’s reports should refer to the Holistic Assessment Outcomes mapped against the Professional Capabilities Framework (PCF) and the KSS (Knowledge and Skills Statement for Adults).

**Completing the Record of Support and Progressive Assessment - Supporting Guidance:**

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-adults/Completing-the-RSPA-supporting-guidance.pdf>

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| **5.1** | **The Process** |

Once the NQSW starts, the team manager needs to identify an ASYE Assessor

Please contact [ASCworkforcedevelopment@srft.nhs.uk](mailto:ASCworkforcedevelopment@srft.nhs.uk) for the registration form

The NQSW and Assessor will need to complete a registration form and return to [ASCWorkforcedevelopment@srft.nhs.uk](mailto:ASCWorkforcedevelopment@srft.nhs.uk)

The NQSW will then officially be registered on the ASYE programme via Skills for Care

The initial professional development meeting should take place within two weeks and the review dates sent to [ASCWorkforcedevelopment@srft.nhs.uk](mailto:ASCWorkforcedevelopment@srft.nhs.uk)

A panel date will then be booked, which will be 12 months from starting the programme

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| **5.2** | **Beginning the ASYE** |

The initial professional development meeting (IPDM) should take place within two weeks of the NQSW starting the programme where the IPDM form, and the support and assessment agreement form should be completed. Skills for care have advised that these meetings can be done separately however, they can both also be done within the same meeting. A personal development plan identifying learning needs and goals for the first three months of practice will be developed at the meeting by the NQSW and the assessor.

We have available a self-assessment tool for the KSS which can be used by the NQSW to help to identify their learning needs prior to the initial professional development meeting (appendix 5).

* An NQSW must register for an ASYE programme within two years of successfully completing a Social Work degree programme.
* The ASYE framework should be completed over twelve months, although a longer period is permitted for employees working part time.
* It is possible to extend the ASYE period in exceptional circumstances. Please contact the ASC Workforce Development Team if you need to request an extension.
* If there are any changes which affect the ASYE programme, then the Social Work development Lead should be informed, and the support and assessment agreement updated.

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| **5.3** | **Timescales** |

The following is a suggested timescale to assist in planning the ASYE journey:

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| **Part 1: Beginning the ASYE: 0-1 month** |
| * NQSW starts employment with the organisation and completes induction organised by line manager * Line manager allocates an ASYE Assessor and registration form is completed and sent to [ASCWorkforcedevelopment@nca.nhs.uk](mailto:ASCWorkforcedevelopment@nca.nhs.uk) * NQSW completes the KSS self-assessment tool (appendix 5) * Initial professional development meeting between NQSW and Assessor takes place, and the support and assessment agreement form can also be completed at this meeting * NQSW and Assessor create initial Professional Development Plan * This meeting should consider and evidence the use of protective time, verification of reduced caseload and confirmation of supervision frequency   **Please note it is important to ensure that an assessor is identified at this time to enable the ASYE to start the programme promptly.** |
| **Part 2: First three months, foundational review** |
| * 1st direct observation completed * 1st feedback from people we work with completed * 1st feedback from other professionals completed * 1st professional documentation (assessor to provide feedback at the foundational review) * RSPA report to be completed by the assessor * Above documents and RoSPA shared with ASYE Co-ordinator **one week** prior to review * 3-month foundational review takes place with ASYE Co-ordinator * NQSW updates PDP |
| **Part 3: Three to six months, interim review, and assessment** |
| * 2nd direct observation completed * 2nd feedback from people we work with completed * 2nd feedback from other professionals completed * 2nd professional documentation (assessor to provide feedback at the 6-month review) * NQSW submits Critical Reflective Log (CLR) to assessor, prior to 6-month review * CRL and RSPA shared with ASYE Co-ordinator **one week** prior to review. * 6-month interim review and assessment meeting takes place with ASYE Co-ordinator * NQSW updates PDP |
| **Part 4: Nine months, progressive development meeting** |
| * Progressive development meeting to take place with the NQSW, Assessor and ASYE Co-ordinator * NQSW updates PDP   **Skills for Care have removed the option for this meeting to be optional. The template has been produced to support this meeting, which includes an optional action plan.** |
| **Part 5: Six to twelve months, final review, and assessment** |
| * 3rd direct observation completed * 3rd feedback from people we work with completed * 3rd feedback from other professionals completed * 3rd professional documentation (assessor to provide feedback at the 6-month review) * NQSW completes Critical Reflective Log (CLR), this can either be written or a presentation on learning (appendix 4), this needs to be submitted to the assessor prior to the final review * Assessor completes RSPA report * 12-month review/final assessment takes place * NQSW updates PDP for the next 12 months as a Level 2 Social Worker |

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| **5.4** | **Protection for the ASYE** |

**5.4.1 Protected study time**

The NQSW is entitled to protected study time to support personal development and is specifically for reflection, writing and organising their ASYE portfolio. The NQSW and the Assessor need to agree how and when the protected study time will be used, and they both share responsibility for ensuring that it is used throughout the ASYE. Protected study time must be recorded within the Support and Assessment Agreement Form and within the supervision documentation. If there are queries regarding the protected study time, then please contact the ASYE Co-ordinator.

**10% of the NQSW’s time should be set aside for undertaking learning and development activities, this equates to one day every two weeks or two days per month.**

**5.4.2 Workload**

The Skills for Care Guidance states that normally, by the end of the ASYE year, a NQSW should have a workload equivalent to 90% of what is expected of an experienced social worker in the same role in their second year of employment. This will be weighted over the course of the year by factors such as case complexity, risk and the NQSW growing in proficiency in the role. Part time workers will have a case load which is reduced according to the hours they work.

Case load numbers will vary depending on the service area, the team, and the individual. Any concerns regarding the NQSW’s workload need to be raised with the assessor and the line manager during regular supervision and this can be explored and monitored further at the review meetings with the ASYE Co-ordinator.

**5.4.3. Supervision**

Skills for Care guidance states that ASYE supervision should take place:

* **Once per week for the first six weeks**
* **At least fortnightly for up to six months**
* **At least once a month thereafter**

This is the minimum requirement and may vary according to individual needs, but these standards must be adhered to and reflected in the ASYE documentation.

A supervision contract should be completed by the Assessor and the NQSW at their first supervision session. We have developed an ASYE Supervision Template in appendix 1 which can be used to structure the supervision sessions.

If the NQSW has a disability or requires any ‘reasonable adjustments’, please refer to the Personalised Workplace Adjustments Policy:

<https://www.northerncarealliance.nhs.uk/application/files/1416/3171/7521/NCAHR03421_V1_Personalised_Workplace_Adjustments_Policy.pdf> and please ensure that any adjustments are documented in the Support and Assessment Agreement Form.

**Supervision Tools -** There are a variety of tools to support reflective and open discussions within supervision and can be particularly useful when there may be issues of power imbalance or inequality. These could include:

**John Burnham’s ‘Social Graces’ model:**

<https://www.basw.co.uk/media/news/2020/jul/social-graces-practical-tool-address-inequality>

**Prospera Tedam’s ‘MANDELA Model’** (*The MANDELA model developed in 2012, is a relationship building tool which supports anti-racist practice in social work*):

<https://www.developingtogetherswtp.org.uk/wp-content/uploads/2020/11/PCF-3_-Tool-8-Mandela-Model-1.docx.pdf>

**5.4.4. Change of Assessor**

Wherever possible an NQSW should be provided with consistency and have the same Assessor throughout the programme. However, there may be times where this is unavoidable or necessary.

If this happens, the following protocols apply:

* The Assessor should ensure that they have reviewed the progress the NQSW has made against the assessment criteria until the point of handover and record this in the RSPA
* If a direct observation has taken place, then the observer should ensure that they complete the observation form before transfer to a new Assessor
* All paperwork should be complete to the date of transfer
* The new Assessor should meet with the NQSW as soon as possible after taking over and review and update the Support and Assessment Agreement Form
* Where possible, the previous Assessor should meet with the new Assessor and the NQSW to complete a handover

**It is important to ensure a smooth transition if there is a change of Assessors to ensure that the ASYE is not delayed for the NQSW**

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| **5.5** | **ASYE Internal Moderation Panel** |

When the NQSW begins the ASYE, they will be sent a panel date by the ASC Workforce Development Team. The panel will usually consist of a Team Manager and a Principal Manager who will have read through your portfolio and will offer feedback. The NQSW and the Assessor will be asked questions about the ASYE, the progress that has been made and any areas of development. It is also an opportunity for the NQSW and Assessor to provide feedback on the experience.

**It is compulsory that both NQSW and Assessor attend the panel for interview.**

An electronic copy oftheASYE portfolio will need to be submitted to [ASCworkforcedevelopment@srft.nhs.uk](mailto:ASCworkforcedevelopment@srft.nhs.uk) two weeks before the agreed panel date.

This will give the Internal ASYE moderation panel members time to read the portfolio of evidence. The panel can be arranged virtually or face to face. Appendix 2 provides a checklist of all the contents that need to be submitted for panel. Please submit your documents in a compressed zip file, for instructions on how to do this, please see appendix 3

The NQSW and Assessor will be informed of the outcome by the panel members on the day of the panel. If successful the Assessor should inform the Line Manager, who then needs to inform the Workforce Information Team to ensure that appropriate adjustments to salary are made. The NQSW will progress to level two from the date of the panel (if employed by the NCA). The Social Worker will move up through this band on an incremental basis if they continue to demonstrate the capabilities and the professional standards required by Social Work England (SWE).

If the NQSW is unsuccessful the panel will provide feedback for the NQSW and Assessor to provide further evidence of practice/reflection and set a new panel date normally within four weeks.

Electronic copies of the portfolio **must** be kept by the NQSW as they may be required for External and/or National moderation.

**External Moderation Panel**

External moderation is carried out in partnership with Greater Manchester Social Work Academy and local PVI Organisations. ASYE documentation is shared between these organisations electronically and **candidates should ensure that work is anonymised.**

The external moderation panel considers a random 10% sample of work sent by each organisation to ensure consistency in decision making locally and to share best practice. Feedback is provided to the organisation and to the national moderation panel.

## **National Moderation panel**

The National Moderation Panel also reviews a sample of work from each Local Authority to ensure consistency and to quality assure nationally. Feedback is given to each organisation on the quality of individual work and on the ASYE scheme to ensure consistency of assessment and to quality assure the moderation process.

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| **5.6** | **Deferrals** |

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A deferral is a postponement of the ASYE that provides a break in the middle of the process

The grounds for deferral are limited. They include:

* Long term sickness
* Parental leave
* Circumstances when the employer is temporarily not able to put the required levels of support and assessment in place for the NQSW, such as, provide equipment for a learning need.

The length of the deferral period should be agreed between the NQSW, the assessor and the ASYE Co-ordinator. Prior to the deferral taking place a summative assessment of the NQSW should take place and be recorded. On restarting the ASYE the Support and Assessment Agreement form should be reviewed.

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| **5.7** | **Concerns** |

## Where the individual is not meeting the required standards or there are serious concerns about their performance the Assessor should liaise with the Line Manager, the ASYE co-ordinator, and the HR advisory team. The ASYE programme may provide evidence of poor performance and capability issues but, it does not take priority over The Probationary Policy and The Performance Management Policy, and these must continue to be adhered to.

## **The Probation Policy:**

## <https://www.northerncarealliance.nhs.uk/application/files/5416/1900/2842/NCAHR02920_V1_Probationary_Policy.pdf>

## **The Performance Management Policy:**

## <https://www.northerncarealliance.nhs.uk/application/files/5716/1908/7750/HR311_-_Issue_No_3.3_-_Performance_Management_Policy_and_Procedure.pdf>

## When there are concerns about a NQSW’s capabilities both above policies should be used alongside the ASYE programme to highlight and address the concerns as early as possible through supervision and the probationary reviews. It is not necessary to wait for an ASYE review meeting or until the end of the ASYE to bring to the NQSWs attention that they are not meeting the required standards. The Assessor and the Line Manager should liaise with HR regarding any concerns relating to performance management and capabilities. This process should be transparent with the NQSW being fully aware and involved with a clear action plan to address the areas for development.

## **The NQSW should be clear on what they need to do to improve their performance.**

## The NQSW should be made aware of the consequences of not meeting the required standards which could be failing the ASYE programme and/or being dismissed. If a candidate fails, the ASYE this will be recorded on the Skills for Care portal. If concerns are raised about practice the NQSW should be aware that they could be reported to Social Work England (SWE) which could affect their professional registration and have implications for future employment. Each situation will be considered on its own merits by HR, the line manager and the Assessor. National guidance states that where the ASYE framework has been completed and failed it will not be possible for the NQSW to re-take the ASYE.

## **Both the NQSW and/or Assessor should contact the ASYE Co-ordinator as soon as any concerns are raised and should not delay until the review meeting.**

## *Plagiarism is taking someone else’s work and or ideas and passing it off as your own. The work an NQSW submits for the ASYE should be a true representation of the practice they have undertaken and of their own professional development. Plagiarism therefore is unacceptable. It is also contrary to SWE Standards and Domain 1 of the Professional Capabilities Framework (2012). If it occurs, it will be treated as a disciplinary matter.*

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| **5.8** | **Top Tips** |

**For the NQSW:**

* **NQSW** - All casework must be fully anonymised, including the names of colleagues and organisations in line with the portfolio confidentiality statement.
* **NQSW** - you must take responsibility and be proactive about your own learning, identify gaps in your knowledge and ways to meet these e.g., training/shadowing
* **NQSW** - Choose different scenarios for your observed practice so you can demonstrate different skills and knowledge
* **NQSW** - Show a variety of work products in your portfolio to demonstrate your skills
* **NQSW** - Service user feedback needs to be obtained from three different service users (in addition to the feedback your assessor will obtain following your observations)
* **NQSW** - If there are problems with communicating with service users develop your own feedback sheet
* **NQSW** - Reflect and critically analyse your practice when things had gone well and not so well

**For the ASYE Assessor:**

* **Assessors** - Allow sufficient time to complete the assessment reports prior to reviews
* **Assessors** - Check on-going casework of the NQSW as this will give you a good insight into their progress
* **Assessors** - Ensure you read the NQSW’s CRL before completing your own report in advance of reviews
* **Assessors** - Get to know the KSS and PCF domains and the Holistic Assessment Outcomes and ensure your report evidence these
* **Assessors** - Document examples of the NQSWs work throughout the assessment period and use a range of different assessment methods – direct observations, reading case notes and reports, supervision discussions, reflection and critical analysis, constructive feedback.

**For both:**

* **Both** - KSS/PCF domains need to be clearly linked to evidence based practice.
* **Both** - Statements do **NOT** provide evidence you have met KSS and PCF
* **Both** - Evidence needs to show an understanding of social work models and theories (including models of reflection & critical analysis)
* **Both** - Evidence needs to show an understanding and implementation of legislation
* **Both** - Ask for support if needed - this can be from your manager, colleagues and/or the Social Work Development Lead.
* **Both** - Attend the support groups!
* **Both** - Talk to other NQSW or ASYE assessors in the organisation
* **Both** - Identify problems early and seek advice / keep the ASYE co-ordinator informed. Additional support can be offered by the ASYE co-ordinator to both NQSW’s and Assessor’s regarding meeting portfolio requirements.
* **Both** - Keep ASYE requirements on the supervision agenda –Assessors and NQSWs need to plan how they will obtain evidence on a regular basis to meet KSS and PCF domains

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| **6.** | **Roles and Responsibilities** |

**Employee responsibilities - NQSW**

* To understand the performance requirements as set out in the KSS and PCF at ASYE level.
* The NQSW must attend all parts of a planned induction, including structured programmes of learning
* To take full responsibility for undertaking self-directed learning. This means that they own their learning and are expected to take responsibility for it.
* To fully participate in the ASYE process including undertaking identified learning and development opportunities and participating in the formal review and assessment processes.
* A NQSW should raise any queries, questions, or concerns about their own progress with their manager or workforce team in a timely fashion.
* A NQSW must evidence their developing professionalism through the tools and the relevant documents.
* They need to gather feedback from people with lived experience and colleagues.
* Demonstrate critical reflective practice through completing the critical reflection log.
* They will be required to develop professional knowledge and practice within a theoretical and research evidence-based framework.
* The NQSW is required to attend Peer Support sessions.

**ASYE Assessor**

* To be familiar with performance requirements as set out in the KSS and the PCF at ASYE level.
* To contribute to the Initial Professional Development Meeting and to complete the support and assessment agreement.
* Take responsibility for completing the holistic assessment, evidencing progress against the PCF and KSS assessment criteria.
* To provide supervision in line with the NQSW’s individual needs and the skills for care guidance.
* To ensure that the NQSW is in receipt of a reduced workload and can prioritise protected study time.
* Meet with the NQSW when they commence the ASYE and at regular intervals to review progress.
* Formally review progress and complete the assessment documents at 3, 6, 9 (if appropriate) and final assessment report.
* Provide support by, addressing development needs through action plans when required.
* Provide positive feedback on the NQSW’s achievements and successes.

**Line Manager**

* When recruiting a NQSW, to notify the ASC Workforce Development once a start date has been agreed
* To allocate an ASYE Assessor to the NQSW
* To manage the ASYE, allocating appropriate workload for the NQSW to ensure the requirements of the ASYE programme are met.
* To provide appropriate support to the NQSW throughout the ASYE process, responding to any questions or concerns the NQSW may have about their own progress.
* To be familiar with performance requirements as set out in the KSS and the PCF at ASYE level.
* To complete the appropriate assessment review paperwork as necessary.
* To implement a supportive action plan and to inform ASC Workforce Development and HR for advice and support if required.

**Contacts for further Information/enquiries:**

ASC Workforce Development Team - [ASCWorkforcedevelopment@srft.nhs.uk](mailto:ASCWorkforcedevelopment@srft.nhs.uk)

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| **8.** | **Abbreviations and Definitions** |

ASYE – Assessed and Supported year in Employment

HR – Human Resources

KSS – Knowledge and Skills Statement

NQSW – Newly Qualified Social Worker

PCF – Professional Capabilities Framework.

SWE – Social Work England

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| **9.** | **References** |

**Associated Documents**

BASW PCF for ASYE

<https://www.basw.co.uk/professional-development/professional-capabilities-framework-pcf/the-pcf/asye>

Knowledge and Skills Statement for Adults

<https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/411957/KSS.pdf>

Skills for Care

<https://www.skillsforcare.org.uk/Learning-development/The-ASYE-adults/The-Assessed-and-Supported-Year-in-Employment-Adults.aspx>

ASYE Guide for NQSW

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-adults/ASYE-guide-for-NQSWs.pdf>

Completing the RSPA Document <https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-adults/Completing-the-RSPA-supporting-guidance.pdf>

Completing the CRL Document

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/ASYE-adults/Completing-the-CRL-supporting-guidance.pdf>

Transition from student to NQSW during Covid

<https://www.skillsforcare.org.uk/Documents/Learning-and-development/social-work/COVID19/Transition-from-student-to-NQSW-COVID-19-support.pdf>

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| **12.** | **Appendices** |

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| **Appendix 1** |  |

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| **Assessed and Supported Year in Employment (ASYE) Supervision Template**  **NQSW Name:**  **Assessor Name:**  **Date of Supervision**: | | |
| **Subject** | **Discussion** | **Action** |
| **Wellbeing discussion and review from last supervision** |  |  |
| **NQSW Agenda** |  |  |
| **Assessor Agenda** |  |  |
| **Critical reflection on practice (consider PCF and KSS)** |  |  |
| **Theory/Models/Approaches (links to practice)** |  |  |
| **ASYE Portfolio (CRL, Direct Observation, Feedback)** |  |  |
| **Training, learning and development (mandatory training and CPD)** |  |  |
| **Protected study time** |  |  |
| **NQSW achievements and successes** |  |  |
| **NQSW Professional Development Plan** |  |  |
| **Feedback from the NQSW (on support arrangements etc..)** |  |  |
| **NQSW Sign:**  **ASYE Assessor Sign:** | | |

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| **Appendix 2** |  |

**ASYE Portfolio Checklist**

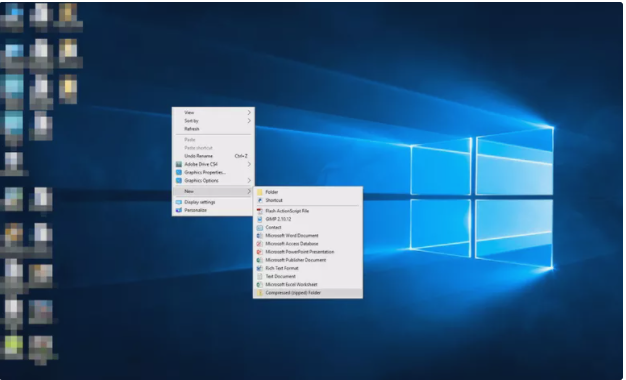
|  |  |
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| **IMPORTANT: Please ensure that all names and distinguishing facts relating to practice and the service users and/or carers involved have been changed to preserve confidentiality.**  **Any case information, either personal or professional, has been treated with the utmost care and respect for the rights of service users, carers and colleagues to dignity and confidentiality.** | |
| **ASYE Portfolio should include the following:** |  |
| **Part 1 Beginning the ASYE** |  |
| Heading page  To be completed by NQSW |  |
| Confidentiality Statement  To be completed by NQSW |  |
| Initial Professional Development Meeting  To be completed by your Assessor/Line Manager |  |
| KSS Self-Assessment Tool  To be completed by NQSW |  |
| Support and Assessment Agreement  To be completed by your Assessor/Line Manager |  |
| Initial Professional Development plan – first 3 months  To be completed by NQSW |  |
| **Part 2 First Three Months, Foundation Review** |  |
| Heading Page  To be completed by NQSW |  |
| Supporting Information for the 3-month foundational review  To be completed by NQSW |  |
| Professional Development Plan 3-6 months  To be completed by NQSW |  |
| Direct Observation One Template  To be completed by NQSW & Assessor |  |
| Verification of Professional Documentation (work Products) Viewed to Date  To be completed by NQSW & Assessor |  |
| Feedback from other Professionals  To be completed by NQSW & Professional Observer |  |
| Evidence of Feedback from People in Need of Care & Support or Carers  To be completed by NQSW & Assessor/Line Manager |  |
| RSPA Foundation Review at 3 months  To be completed by your Assessor/Line Manager |  |
| **Part 3 Three to Six Months, Interim Review and Assessment** |  |
| Heading Page  To be completed by NQSW |  |
| Critical Reflection 0-6 months  To be completed by NQSW |  |
| KSS Self-Assessment Tool  To be completed by NQSW |  |
| Professional Development Plan for 6-9 months  To be completed by NQSW |  |
| Direct Observation Two Template  To be completed by NQSW & Assessor/Line Manager |  |
| Verification of Professional Documentation (work product) Viewed to Date  To be completed by NQSW & Assessor/Line Manager |  |
| Feedback from other Professionals  To be completed by NQSW & Professional Observer |  |
| Evidence of Feedback from People in Need of Care & Support or Carers  To be completed by NQSW & Assessor/Line Manager |  |
| RSPA 3-6 months Interim Assessment at 6 Months  To be completed by your Assessor/Line Manager |  |
| **Part 4 Nine Months, Progressive Development Meeting** |  |
| Heading Page  To be completed by NQSW |  |
| Progressive Development Meeting  To be completed by NQSW & Assessor/Line Manager |  |
| Professional Development Plan 9 month to End of ASYE  To be completed by NQSW |  |
| Part 5 Six to Twelve Months, Final Review & Assessment |  |
| Heading Page  To be completed by NQSW |  |
| Critical Reflection or presentation 6-12 Months  To be completed by NQSW |  |
| KSS Self-Assessment Tool  To be completed by NQSW |  |
| Professional Development Plan for Post ASYE  To be completed by NQSW |  |
| Direct Observation Three Template  To be completed by NQSW & Assessor/Line Manager |  |
| Verification of Professional Documentation (work product) Viewed to Date  To be completed by NQSW & Assessor/Line Manager |  |
| Feedback from other Professionals  To be completed by NQSW & Professional Observer |  |
| Evidence of Feedback from People in Need of Care & Support or Carers  To be completed by NQSW & Assessor/Line Manager |  |
| RSPA 6-12 months Final Review Including Recommendation of Assessment Decision  To be completed by Assessor/Line Manager |  |

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| **Appendix 3** |  |

**How to Create a ZIP File in Windows**

There are several ways to create a ZIP file. Here's one easy approach for creating a [ZIP](https://www.lifewire.com/zip-file-2622675) file in Windows.

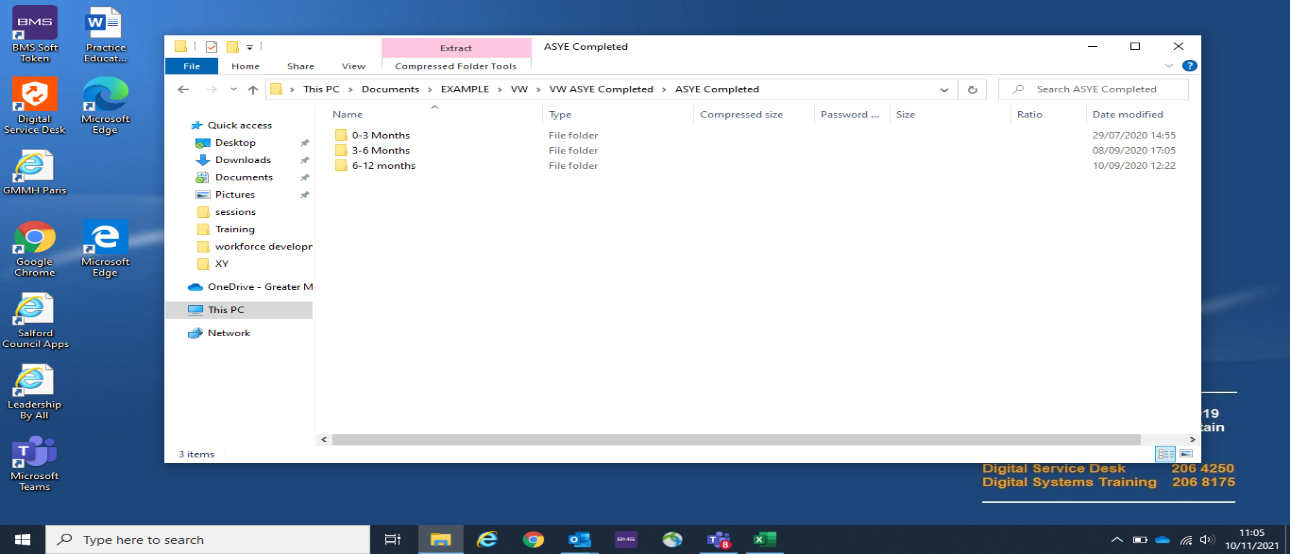
1. From your desktop, right-click a blank space and choose **New**>**Compressed (zipped) Folder**.



1. Name the ZIP file by right clicking on the icon and select Rename The recipient will see this file name when receiving the ZIP file as an attachment.



1. Drag and drop the files and folders that you want to include in the ZIP file into the blank area. Items can include text documents, images, videos, music files, or anything else you'd like to send.



1. The ZIP file is now ready for sending.

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| **Appendix 4** |  |

**A picture containing text, clipart, screenshot

Description automatically generated**

**Presentation feedback sheet for observers**

The newly qualified social worker (NQSW) has been asked to focus on a piece of work or a professional dilemma which demonstrates how their reasoned decision making has progressed during the course of the ASYE year. Within their presentation the NQSW should provide a critical analysis of their practice.

The presentation should last 15-20 minutes and up to 15 minutes should be available for questions and verbal feedback afterwards.

There are many ways in which this could be organised. Some employers will choose to use internal panels as they do for portfolio scrutiny at the end of the ASYE while others might set up peer review groups with assessors observing. Employers can decide how best to assess this, but it is important that this is a positive experience for the NQSW which encourages their future learning and reflection. The assessment of this presentation and its’ content should also be robust, fair, and inclusive. Please remember that this is only one piece of evidence within a bigger, holistic assessment of the NQSW over their entire ASYE. It is not an end-point assessment.

After the presentation, brief feedback should be given verbally. The written feedback summarised below must be shared within agreed timescales as the NQSW needs to further reflect upon it and include it in their ASYE portfolio.

The NQSW must ensure that developmental feedback is included in their final PDP (ASYE template 5: PDP) which relates to their post-ASYE year.

**Key details**

|  |  |
| --- | --- |
| **Name of NQSW** |  |
| **Names of all observers** |  |
| **Name of observer completing this template** |  |
| **Date and time of presentation** |  |
| **Presentation title** |  |

**The NQSW has been asked to particularly consider the following within their presentation:**

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

As an observer, you may also wish to refer to the more detailed points for consideration within the ‘[Presentation guidance for NQSWs](https://www.skillsforcare.org.uk/resources/documents/Regulated-professions/Social-work/ASYE/Presentation-guidance-for-NQSWs.pdf)’ document.

|  |  |
| --- | --- |
| **Assessment criteria** | **Comments** |
| **Practice**: Does the NQSW evidence good social work practice underpinned by an informed evidence base and critical thinking? |  |
| **Reflection and learning**: Is there evidence of learning and reflection within the work discussed and across the ASYE as a whole? |  |
| **Frameworks**: Does the NQSW reference appropriate legislation, policy, and processes (national and/or local)? What references were there to the PQS/KSS and PCF? |  |
| **Values and ethics**: Has the NQSW demonstrated how they have applied social work values in their practice and that they work in an inclusive and anti-oppressive manner? |  |
| **Resilience and wellbeing**: Has the NQSW evidenced the development of their confidence and emotional resilience across the ASYE? Have they shown an awareness of the need to prioritise their own wellbeing and work within~~g~~ clear, personal boundaries? |  |
|  | |
| **Communication skills** |  |
| **Engagement of observers and clarity of presentation** |  |
|  | |
| **Were there any confidentiality issues?** |  |
|  | |
| **Any other comments?** |  |

**Short summary of feedback given verbally**

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**Signatures**

|  |  |
| --- | --- |
| **Name of observer completing this template** |  |
| **Signature** |  |
| **Date** |  |

|  |  |
| --- | --- |
| **Name of NQSW** |  |
| **Signature** |  |
| **Date** |  |

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| **Appendix 5** |  |

**ASYE initial self-assessment for Knowledge and Skills Statement for NQSWs in Adult Services**

This self-assessment should be completed when the NQSW starts the ASYE, and it should be completed again prior to them attending panel.

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

* NQSWs 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 then transferred onto the ASYE Initial Professional Development Plan (PDP) detailing the methods to be used to meet these.
* The self-assessment should be reviewed by the assessor before your three-, six- and nine-month reviews to reflect your development and progress during the ASYE.

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

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| 1. **The Role of Social Workers Working with Adults** | **NQSW**  **Rating** |
| How able are you to apply a wide range of knowledge and skills to understand and build relationships, and work directly with individuals, their families, and carers to enable and empower them to achieve best outcomes? | 1 2 3 4 5 |
| How effective do you feel you are at undertaking assessments, planning care and support, and making the best use of available resources to enable people to have better lives? | 1 2 3 4 5 |
| To what extent can you enable people to experience personalised, integrated care and support them to maintain their independence and wellbeing, cope with change, attain the outcomes they want and need, understand, and manage risk, and participate in the life of their communities? | 1 2 3 4 5 |
| What level of knowledge and skill do you have in focussing on the links between the individual, their health and well-being and their need for relationships and connection with their families, community, and wider society? | 1 2 3 4 5 |
| How capable are you of understanding and being able to explain the role of social work as part of the system of health and welfare support to individuals and families? | 1 2 3 4 5 |
| How able are you to understand the impact of poverty, inequality, and diversity on social and economic opportunities, and how these relate to people’s health and wellbeing as well as the functioning of their families, particularly in connection with child protection, adult safeguarding and also empowering individuals who may lack mental capacity? | 1 2 3 4 5 |

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| 1. **Person-Centred Practice** | **NQSW**  **Rating** |
| How able do you feel to coordinate and facilitate a wide range of practical and emotional support, and discharge legal duties to complement people’s own resources and networks, so that all individuals (no matter their background, health status or mental capacity), carers and families can exercise choice and control, (supporting individuals to make their own decisions, especially where they may lack capacity) and meet their needs and aspirations in personalised, creative and often novel ways? | 1 2 3 4 5 |
| How much do you work co-productively and innovatively with people, local communities, other professionals, agencies, and services to promote self-determination, community capacity, personal and family reliance, cohesion, earlier intervention, and active citizenship? | 1 2 3 4 5 |
| How able are you to engage with and enable access to advocacy for people who may require help to secure the support and care they need due to physical or mental ill-health, sensory or communication impairment, learning disability, mental incapacity, frailty or a combination of these conditions and their physical, psychological, and social consequences? | 1 2 3 4 5 |
| What level of capability do you have in enabling people to access the advice, support, and services to which they are entitled? | 1 2 3 4 5 |

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| 1. **Safeguarding** | **NQSW**  **Rating** |
| To what level can you recognise the risk indicators of different forms of abuse and neglect and their impact on individuals, their families, or their support networks? | 1 2 3 4 5 |
| How able are you to prioritise the protection of children and adults in vulnerable situations whenever necessary (including working with those who self-neglect)? | 1 2 3 4 5 |
| As a social worker who works with adults, how capable are you of taking an outcomes-focused, person-centred approach to safeguarding practice, recognising that people are experts in their own lives and working alongside them to identify person centred solutions to risk and harm? | 1 2 3 4 5 |
| In situations where there is abuse or neglect, or clear risk of those, how able are you to work in a way that enhances involvement, choice, and control as part of improving quality of life, wellbeing, and safety? | 1 2 3 4 5 |
| How able are you to take the lead in managing positive interventions that prevent deterioration in health and wellbeing; safeguard people (who may or may not be socially excluded) at risk of abuse or neglect, or who are subject to discrimination, and to take necessary action where someone poses a risk to themselves, their children, or other people? | 1 2 3 4 5 |
| How capable are you of recognising and taking appropriate action where you come across situations where a child or young person may be at risk? | 1 2 3 4 5 |
| To what level do you understand and apply in practice personalised approaches to safeguarding adults that maximise the adult’s opportunity to determine and realise their desired outcomes, and to safeguard themselves effectively, with support where necessary? | 1 2 3 4 5 |

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| 1. **Mental Capacity** | **NQSW**  **Rating** |
| At what level is your knowledge and understanding of the Mental Capacity Act (MCA) and Code of Practice, and to what level are you able to apply these in practice? (You should always begin from the presumption that individuals have capacity to make the decision in question). | 1 2 3 4 5 |
| How well do you understand how to make a capacity assessment, the decision and time specific nature of capacity and hence the need to reassess capacity appropriately? How well do you know when and how to refer to a Best Interest Assessor? | 1 2 3 4 5 |
| Social workers must understand their responsibilities for people who are assessed as lacking capacity at a particular time and must ensure that they are supported to be involved in decisions about themselves and their care as far as is possible. Where people are unable to be involved in the decision-making process, how able are you to take decisions in their best interests following consultation with all appropriate parties, including families and carers? | 1 2 3 4 5 |
| To what level do you feel able to ensure that an individual’s care plan is the least restrictive possible to achieve the intended outcomes? | 1 2 3 4 5 |
| A key to the proper application of the MCA is the understanding that it exists to empower those who lack capacity as much as it exists to protect them. How able are you to play a key leadership role in modelling to other professionals the proper application of the MCA? | 1 2 3 4 5 |
| How able are you to model and lead a change of approach, away from that where the default setting is “safety first”, towards a person-centred culture where individual choice is encouraged and where the right of all individuals to express their own lifestyle choices is recognised and valued? | 1 2 3 4 5 |
| To what level are you able to, in working with those where there is no concern over capacity, take all practicable steps to empower people to make their own decisions, recognising that people are experts in their own lives and working alongside them to identify person-centred solutions to risk and harm, recognising the individual’s right to make “unwise” decisions? | 1 2 3 4 5 |

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| 1. **Effective Assessments and Outcome Based Support Planning** | **NQSW**  **Rating** |
| In undertaking assessments, how capable are you of recognising the expertise of the diverse people with whom they work, and their carers, and apply this to develop personalised assessment and care plans that enable the individual to determine and achieve the outcomes they want for themselves? | 1 2 3 4 5 |
| To what level do you ensure the individual’s views, wishes and feelings (including those who may lack mental capacity) are included as part of their full participation in decision making, balancing this with the wellbeing of their carers? | 1 2 3 4 5 |
| How capable are you of demonstrating a good understanding of personalisation, the social model of disability and of human development throughout life and demonstrate a holistic approach to the identification of needs, circumstances, rights, strengths, and risks? | 1 2 3 4 5 |
| Social workers need to understand the impact of trauma, loss and abuse, physical disability, physical ill health, learning disability, mental ill health, mental capacity, substance misuse, domestic abuse, aging and end of life issues on physical, cognitive, emotional and social development both for the individual and for the functioning of the family: What is your current level of understanding of these areas? | 1 2 3 4 5 |
| How far do you recognise the roles and needs of informal or family carers and use holistic, systemic approaches to supporting individuals and carers? | 1 2 3 4 5 |
| How able are you to develop and maintain knowledge and good partnerships with local community resources to work effectively with individuals in connecting them with appropriate resources and support? | 1 2 3 4 5 |

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| 1. **Direct Work with Individuals and Families** | **NQSW**  **Rating** |
| How able are you to work directly with individuals and their families through the professional use of self, using interpersonal skills and emotional intelligence to create relationships based on openness, transparency, and empathy? | 1 2 3 4 5 |
| How able are you to build purposeful, effective relationships underpinned by reciprocity? | 1 2 3 4 5 |
| To what level can you communicate clearly, sensitively, and effectively, applying a range of best evidence-based methods of written, oral and non-verbal communication and adapt these methods to match the person’s age, comprehension and culture? | 1 2 3 4 5 |
| How capable are you of communicating effectively with people with specific communication needs, including those with learning disabilities, dementia, people who lack mental capacity and people with sensory impairment? | 1 2 3 4 5 |
| How able are you to do the above in ways that are engaging, respectful, motivating, and effective, even when dealing with conflict - whether perceived or actual - anger and resistance to change? | 1 2 3 4 5 |
| What is your level of skill in applying evidence-based, effective social work approaches to help service users and families handle change, especially where individuals and families are in transition, including young people moving to adulthood, supporting them to move to different living arrangements and understanding the impact of loss and change? | 1 2 3 4 5 |

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| 1. **Supervision, Critical Reflection and Analysis**   . | **NQSW**  **Rating** |
| What level of access do you have to regular, good quality supervision and to what level do you understand its importance in providing advice and support? | 1 2 3 4 5 |
| How capable are you of knowing how and when to seek advice from a range of sources including named supervisors, senior social workers, and other professionals? | 1 2 3 4 5 |
| How able are you to make effective use of opportunities to discuss, reflect upon and test multiple hypotheses, the role of intuition and logic in decision making, the difference between opinion and fact, the role of evidence, how to address common bias in situations of uncertainty and the reasoning of any conclusions reached and recommendations made, particularly in relation to mental capacity, mental health, and safeguarding situations? | 1 2 3 4 5 |
| What is your level of critical understanding of the difference between theory, research, evidence and expertise and the role of professional judgement? | 1 2 3 4 5 |
| How able are you to use practice evidence and research to inform the complex judgements and decisions needed to support, empower, and protect their service users? | 1 2 3 4 5 |
| How able are you to apply imagination, creativity, and curiosity to working in partnership with individuals and their carers, acknowledging the centrality of people’s own expertise about their experience and needs? | 1 2 3 4 5 |

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| 1. **Organisational Context** | **NQSW**  **Rating** |
| As a social worker working with adults, how able are you to fulfil confidently your statutory responsibilities, work within your organisation’s remit and contribute to its development? | 1 2 3 4 5 |
| To what level do you understand and work effectively within financial and legal frameworks, obligations, structures, and culture, in particular Human Rights and Equalities legislation, the Care Act, Mental Capacity Act, Mental Health Act and accompanying guidance and codes of practice? | 1 2 3 4 5 |
| How able are you to operate successfully in your organisational context, demonstrating effective time management, caseload management and being capable of reconciling competing demands and embracing information, data, and technology appropriate to your role? | 1 2 3 4 5 |
| What level of access do you have to regular quality supervision to support your professional resilience and emotional and physical wellbeing? | 1 2 3 4 5 |
| How effectively and confidently do you work with fellow professionals in inter-agency, multi-disciplinary and inter-professional groups and how effectively do you demonstrate partnership working, particularly in the context of health and social care integration and at the interface between health, children, and adult social care and the third sector? | 1 2 3 4 5 |

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| 1. **Professional Ethics and Leadership** | **NQSW**  **Rating** |
| How able are you to explain your role to stakeholders, particularly health and community partners, and challenge partners constructively to effect multi-agency working? | 1 2 3 4 5 |
| To what level do you contribute to developing awareness of personalisation and outcome-based approaches to improving people’s lives? | 1 2 3 4 5 |
| How able are you to demonstrate the principles of social work through professional judgement, decision making and actions within a framework of professional accountability? | 1 2 3 4 5 |
| How able are you to work collaboratively to manage effectively the sometimes-competing interests of service users, their families and their carers ensuring that the needs of all parties are appropriately balanced, but that where children are involved, the children’s interests are always paramount? | 1 2 3 4 5 |
| To what extent are you able to acknowledge the inherent tensions where there is a dual role of care and control, and to meet eligible needs within limited resources and manage the emotions and expectations of service users and carers? | 1 2 3 4 5 |
| How capable are you of identifying potential deprivations of liberty and understanding the process for assessing and authorising these in individuals’ best interests? | 1 2 3 4 5 |
| To what level do you feedback the views and experiences of clients and colleagues to contribute to the continued improvement of services, policies and procedures within the organisation? | 1 2 3 4 5 |
| How able are you to recognise and address poor practice and systemic failings which put people at risk, whether in your own organisation or the organisations and institutions with which you are working, making appropriate use of whistle-blowing procedures? | 1 2 3 4 5 |