

ASYE Assessor Session

Supervision

January 2026

Facilitated by ASC Learning and
Development Team

Good morning, everyone. Welcome, and thank you for joining us today.

To begin, let's go around and introduce ourselves. We'd also love to hear a brief reflection on how you're finding your ASYE assessor role so far—any early impressions, highlights, or challenges you'd like to share.



Agenda

- The Importance of supervision
- Models to support supervision
- Reflective supervision
- Skills for Care on ASYE supervision
- Standards for employers of social workers on supervision
- Social Graces for reflection and relationship building
- The importance of strong supervisory relationships
- Giving feedback
- A review of the ASYE supervision template and supervision agreement

The importance of supervision

The Munro Review of Child Protection

4.10 Professional supervision is a core mechanism for helping social workers critically reflect on the understanding they are forming of the family, of considering their emotional response and whether this is adversely affecting their reasoning, and for making decisions about how best to help. The availability and quality of supervision contributes to the quality of reasoning that social workers can achieve.

Victoria Climbié Inquiry report by Lord Laming 2003

1.59 Supervision is the cornerstone of good social work practice and should be seen to operate effectively at all levels of the organisation. In Haringey, the provision of supervision may have looked good on paper, but in practice it was woefully inadequate for many of the front-line staff.

Social Work England

Effective supervisory relationships allow you to develop personally and professionally through trust, honesty, accountability and empathy. The relationships should be emotionally supportive, but challenge you to reflect on your practice and on the needs of the people you support. (Social Work England Professional Standard 4.2)



Group Activity

“Supervisors are equally shaped by their previous experiences”

Think about your own experience with supervision:

- What did you find useful? And how did it make you feel?
- Now think about what you didn't find helpful – how did that make you feel?
- Did any issues of protected characteristics influence your experience in either situation?

Models to support with achieving high quality and consistency in supervision

There are numerous approaches to and models of supervision that can be utilised to support sessions. It is important to find one that fits for you and the staff member you are supervising.

Using a model of supervision that reflects the evidence-informed principles of good supervision can help to build consistency. Supervision should not be the same for everyone. However, it should be of consistent quality and achieve consistent outcomes.

The integrated model of supervision, often referred to as the 4x4x4 model, is a good model to consider (Morrison's and Wonnacott 2010). It focuses our attention on three areas that are part of the supervision process:

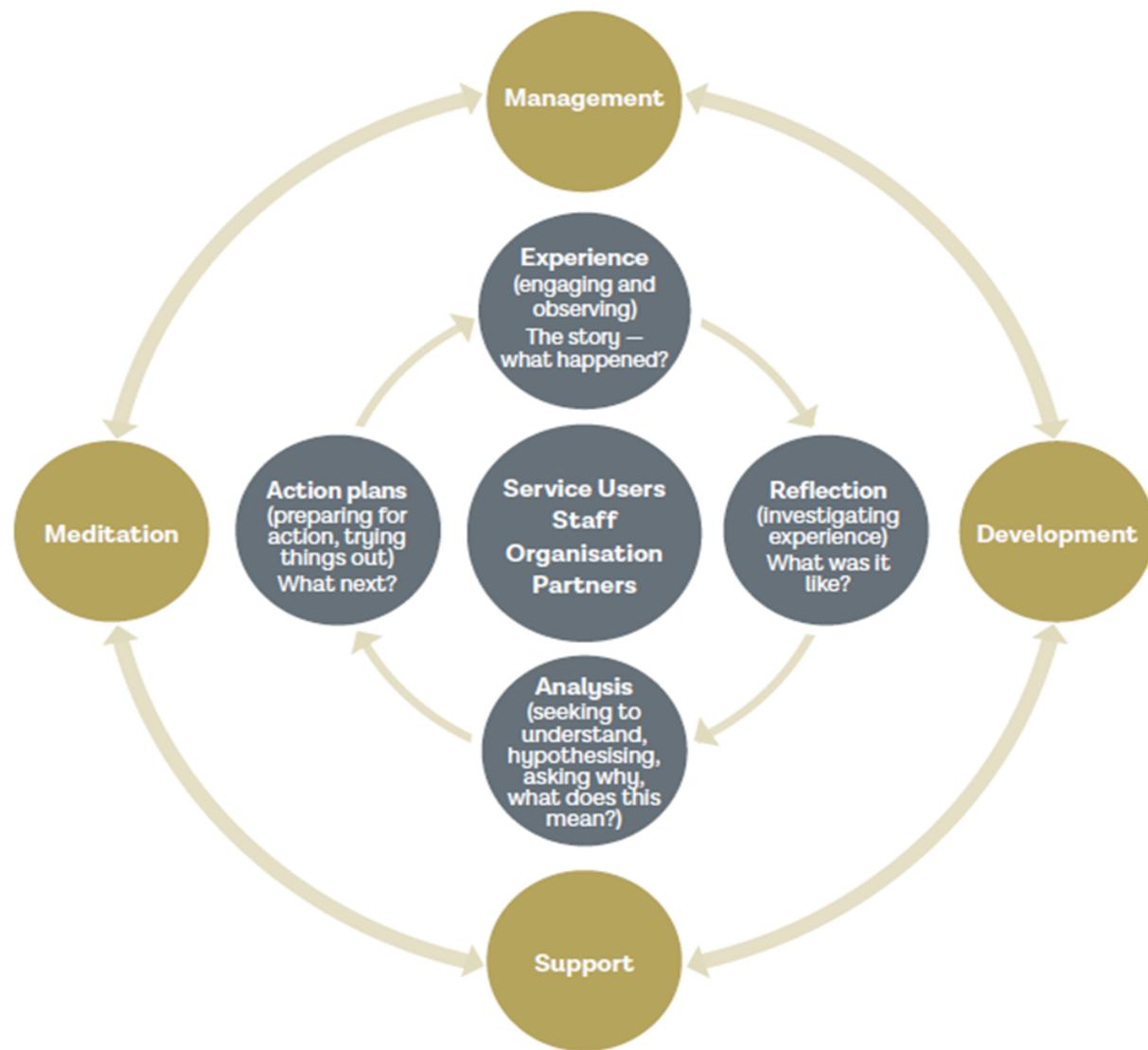
- Role and functions of supervision - what is supervision for?
- The reflective supervision cycle – how can supervision discussions be reflective?
- Stakeholders - whose needs does supervision meet?

Each of these are made up of four elements, which is why it is often called the 4x4x4 model.

This model is grounded in reflection. In the cycle, we draw on four types of experience to support learning and so that we can act well. By using the cycle, we ensure that we touch on all areas:

What happened? How it feels? What it means? What we do now?

[The 4x4x4 supervision model | Research in Practice](#)



The importance of reflective supervision

While it can be tempting to concentrate primarily on the 'management' aspect of supervision, it is arguably even more critical—particularly for Newly Qualified Social Workers (NQSWS)—to emphasize the 'development' and 'support' functions. These elements are essential for fostering confidence, competence, and long-term professional growth.

Why is reflective supervision important video

[Reflective supervision – New resources to support practice supervisors | Research in Practice](#)



Skills for Care – ASYE Supervision

Supervision is a critical element of the support provided to a NQSW and must provide within a safe, emotionally supportive space

Guidance from Skills for Care includes;

- Being familiarised with organisational supervision policy.
- NQSW may receive supervision from the manager, assessor and during a group supervision facilitated by an experienced social worker.
- Supervision is to facilitate critical reflection and management of work
- In some instances, the two elements are delivered by different social workers. E.g. the assessor provides supervision that promotes the development of the NQSW's critical reflection capability and the manager provides case management supervision.

Question: What do you feel is important to focus on during ASYE supervision?

ASYE Supervision

- ASYE supervision should focus on:
- Well-being and self-care
- Learning styles, personal development planning and learning opportunities
- Reflective practice, critical thinking, and analysis
- Discussions of theories, models, and approaches, including application to practice
- Reflecting on power relations, bias, values, and ethics.
- Reflecting on feedback from supervisor, other professionals, and adults in need of care and support, or their carers.
- Monitoring progress in achieving the outcome statements of the PCF and KSS
- Building skills, knowledge and professional confidence
- Checking key support arrangements of ASYE are in place, including protected time and reduced workload, in addition to supervision.

Standards for Employers of Social Workers

Standard 5 - Supervision

This standard is about making sure students and qualified practitioners can reflect critically on their practice through high quality, regular supervision being an integral part of social work practice

Frequency of supervision

- Supervision is regular, consistent, uninterrupted and at least 1.5 hours.
- For NQSWs, weekly for first six weeks, fortnightly for first six months (after first six weeks) and a minimum of monthly thereafter.
- Ensures there is a clear policy in place for supervision

Quality of supervision

- Not an isolated activity.
- Promotes continuous learning.
- Critical reflection and identify learning.
- Uses SWEPS, PCF and PQS (KSS)
- Supports to meet professional standards
- Regular training for supervisors
- Responsibility for oversight and any issues
- Social workers have access to social work supervision, in the instance line manager is not a SW



Alternating Focus

During the first six months of the ASYE year, when supervision occurs more frequently, assessors often adopt an alternating approach—dedicating some sessions to case management and others to reflective practice, including the exploration of models and theories. While the emphasis on reflection should remain a consistent feature throughout a social worker's career, it holds particular significance during the first year of practice, laying the foundation for critical thinking, professional identity, and ethical decision-making.

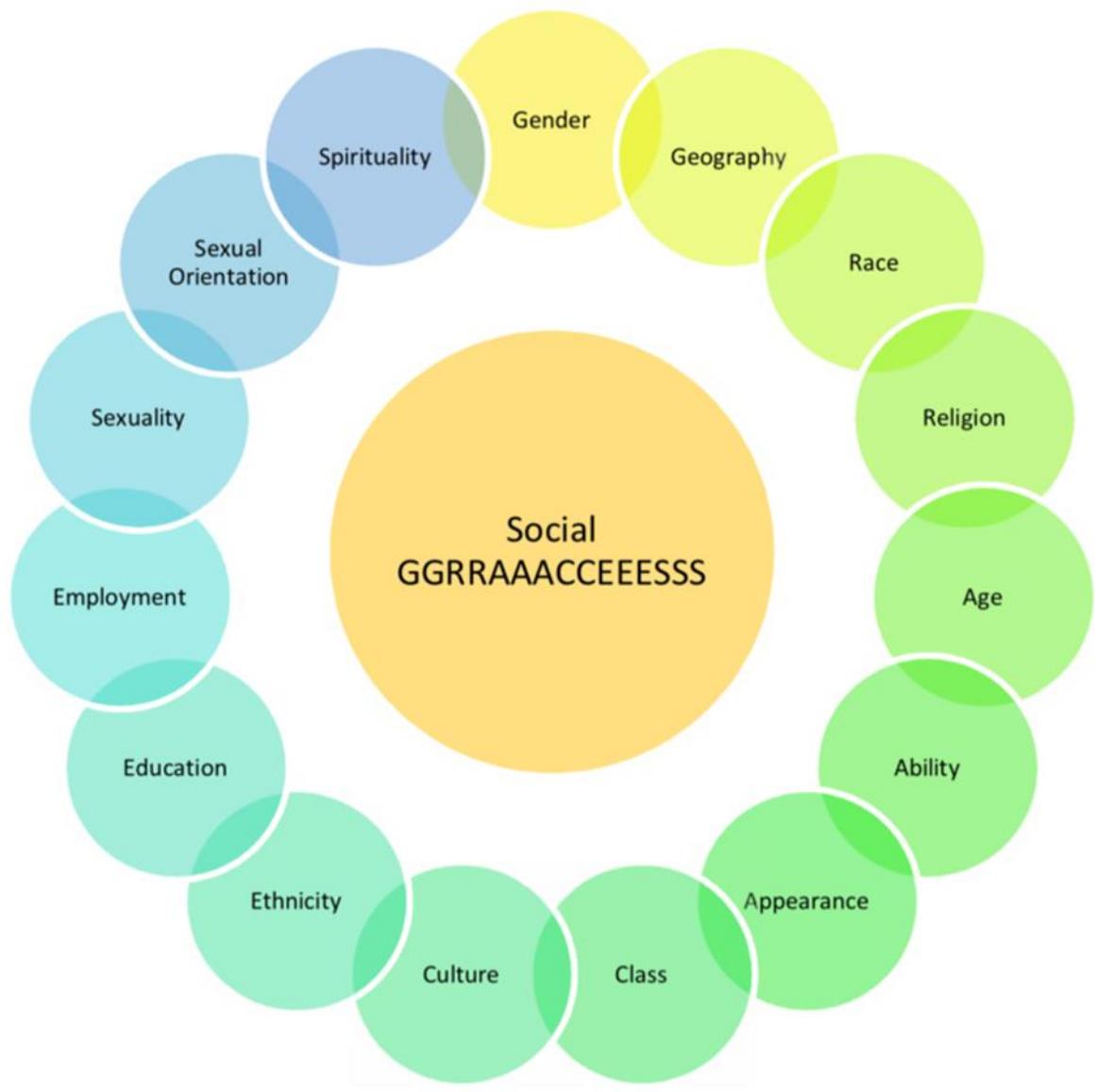
Social Graces

The Social Graces tool offers a valuable framework for encouraging reflective practice among Newly Qualified Social Workers (NQSWs), enabling them to view situations through diverse lenses and perspectives.

In addition to deepening critical reflection, the tool can help mitigate the inherent power dynamics between assessor and NQSW during supervision, fostering a more collaborative and inclusive environment.

We'll now explore the tool in more detail and engage with it through a practical activity.







Using Social Graces in Supervision

Which of the social GRACES are important to you? Which ones have you not considered before? Which one of the social GRACES is impacting on how you view the adult you are working with? Which social GRACES are visible to others? Which social GRACES are invisible which may need talking about? Which social GRACES do you have similar or different to the adult you are working with? What impact does this have on your work? How does this understanding help you to recognise diversity and promote anti-oppressive practice (PCF 3)?



Activity

Line of Privilege Activity

Imagine there is a line of privilege that runs across the room. At one end is the most privileged (10) and at the other the least (1). Using the social grace of 'age' give yourself a number between 1 and 10 based on how privileged you feel at the age you are now.

Be prepared to share your privilege number and the reasons why you have put yourself there.

The importance of relationships

Both supervisors and supervisee's need to be able to do the following openly and safely within supervision sessions

- Give and receive feedback
- Raise issues and concerns
- Disagree
- Ask for clarification
- Ask difficult questions
- Ask for help
- Offer solutions to problems
- Admit errors

Psychological safety is vital to enable this to happen.



How do you build psychological safety?





Giving Feedback

Receiving and reflecting on feedback is one of Social Work England's standards. Recording what feedback you have received, your reflections and learning from this need to be evidenced within your CPD record to reregister each year. Feedback should be given for both positive behaviours and areas of improvement or development.

There are various models of giving feedback and you need to find one which you are comfortable with. There are a few key points to remember regardless of the model chosen such as focusing on the behaviours and not the person, communicate clearly and professionally, encourage discussion, be mindful of cultural sensitivity and be prepared to accept feedback yourself.

The Situation Behaviour Impact Model

Situation (what happened) → **Behaviour** (what behaviour the person displayed) → **Impact** (the impact the behaviour had on the situation or people involved in the situation)

Example

In this morning's team meeting when you did your presentation **(situation)** I noticed that you gave good eye contact, spoke clearly and summarised all the key learning **(behaviour)** and this meant the team were engaged and really took on board the learning to put into practice going forward **(impact)**.



Giving Feedback

McKinsey's Feedback Model which is similar but emphasises how the action carried out makes you feel.

Action (the action the person carried out) →
Feeling (how you feel about the action) →
Feedback (what you would like the person to continue to do or do differently)

Example

When you thanked me for my work in front of the team in the meeting (**action**) it made me feel uncomfortable and embarrassed (**feeling**). Next time could you just give me any feedback in my supervision session (**feedback**).

Giving Feedback

- Activity

Split yourselves into pairs or small groups. You are going to be given a work related scenario. One person is going to be the giver of feedback, the other the receiver.

First use the Situation Behaviour Impact model to give feedback based on the scenario.

Now switch roles and use McKinsey's Feedback model.

We'll then come back together as a group and discuss.

- How did using the SBI model feel?
- How did using McKinsey's model feel?
- Which felt more natural?
- Which provided more clarity?
- Which felt less 'defensive' or confrontational?
- Would there be situations where one model is better suited than the other?



Any thoughts or reflections





A review of the ASYE supervision template and supervision agreement documentation

Links and Resources

- [Munro-Review.pdf](#)
- [Post-qualifying Standards for Social Work Practice Supervisors in Adult Social Care](#)
- [The Standards for employers of social workers in England: 2025 update | Local Government Association](#)
- [The Victoria Climbié Inquiry](#)
- [Effective supervision in social work and social care | BASW](#)
- [An-evidence-review-of-what-supports-social-workers-in-their-role.pdf](#)
- [Reflective supervision: Learning Hub | Research in Practice](#)
- [Professionals Area – Salford Adult Social Care Information Hub](#)



Support, Resources & CPD opportunities for ASYE assessors

- **ASYE Protected Time – 1 day p/month**
- **ASYE Assessor Training – Me Learning**
- [GMSWA Practice Educator Masterclasses 2025 / 2026 | Eventbrite](#)
- Skills for Care ASYE assessor forums
[Event registration form](#)
- [Assessed and Supported Year in Employment – ASYE Assessor Resources – Salford Adult Social Care Information Hub](#)
- Siobhan Maclean Reflective Supervision Training Event 3/2/26
 - Reflective supervision, models, tools, and well-being
 - Theories, models, approaches to practice
 - Individual differences, anti-racism in practice education and supporting neurodivergent students