

The Assessed &
Supported Year in
Employment for Newly
Qualified Social
Workers (Children and
Families)

Programme Guide
And Handbook

2019 - 2020



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1. INTRODUCTION

Welcome to the ASYE programme as a member of Dudley Children's Services.

This programme guide and handbook provides an overview of the main structure of the ASYE programme and important information about assessment and support. You should read this carefully and raise any questions with your nominated ASYE Advanced Practitioner.

This guide and the NQSW programme handbook guide set out the requirements and expectations of the Dudley ASYE scheme in its delivery to you as a Newly Qualified Social Worker. Further information about the national ASYE is available on the internet.

We look forward to working with you and hope that you enjoy your period of learning with us.

Andrea Stone
Interim Head of Safeguarding, Practice and Quality Assurance & Principal Social Worker
Dudley Children's Services

Message from Cath Knowles



I am really pleased to say just a few words about this handbook. All newly qualified professional staff need a helping hand and tools that help them undertake their role more effectively – and social work is no exception. This hand book is one of those tools designed to help you.

The Assessed and Supported Year in Employment (ASYE) is designed to help newly qualified social workers develop their skills, knowledge and capability, and strengthen their professional confidence. It provides them with access to regular and focused support during their first year of employment in social work. Sitting alongside this the handbook is designed to help you achieve your developmental goals so please take advantage of the support , assistance and programmed activity available as it will help you to be even more effective in your role!

All the best over the coming 12 months!

Best wishes

Cath Knowles
Interim Director of Children's Services
Dudley Metropolitan Borough Council

2. AIMS AND OBJECTIVES

The Assessed and Supported Year of Employment (ASYE) is a year-long programme designed to provide additional support for Newly Qualified Social Workers to develop their capability and strengthen their professional confidence. Over the year it is expected that you will consolidate your learning from the degree and develop your knowledge and experience in an employment setting. It will provide access to regular focussed support and development, setting out levels of practice standards that are expected of you by the end of your first year in employment.

It is an assessed and supported year rather than a developmental year. Our programme assumes you have the knowledge and skills necessary to be a social worker. The aim of our programme is to help you make the transition from being a student to professional social worker so that you can:

- function as a social worker at the Assessed & Supported Year in Employment level and beyond
- work as a team member and employee of the Council
- develop emotional resilience as a professional; and
- Be working according to the Knowledge and Skills Statements level for a social worker at the end of your ASYE.

By the end of the Year you should be able to:

- Demonstrate you have met the Knowledge and Skills statements level for ASYE and practice according to these with the children and families that we work with
- Carry out a self-assessment of your learning needs based on the Knowledge & Skills Statements
- Critically reflect on the direct observation process and your learning as a result of this
- Produce a record of Continuing Professional Development driven by your Professional Development Plan
- Critically reflect on your progress and development
- Demonstrate the ability to function as an independent learner

3. THE ASYE FRAMEWORK AND OUTLINE OF PROGRAMME

ASYE National Framework

In November 2014 the Department for Education published the consultation response to the Knowledge and Skills Statement for Child and Family Practitioners. The statement describes what a child and family social worker should be able to do at the end of their first year in practice.

In 2019 the Department for Education (DfE) continues to fund the delivery of the child and family Assessed and Supported Year in Employment (ASYE) Programme. Skills for Care is now responsible for the operational management of the ASYE on behalf of DfE.

The Knowledge & Skills Statement provides the detailed knowledge that a social worker should have at the end of their assessed year and details how a child and family social worker should be able to demonstrate knowledge and skills in the following areas:

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

Dudley Policy

All Newly Qualified Social Workers employed by Dudley will be given an ASYE contract of employment and enrolled on the programme detailed within this guide/handbook. Upon successful completion of the ASYE, workers registered will receive the appropriate ASYE national certificate.

ASYE Performance through Assessment

The ASYE is an assessed year. This means that performance throughout the year will need to be taken into account. It is recognised that the performance of the NQSW will change over the year. Therefore the expectations of the worker will be different at the end of the year in comparison with the start of the year. It is anticipated that the NQSW will produce work and critical reflection that is progressively of a higher quality over the year.

The assessment process will be robust and feedback will be developmental. The ASYE Holistic Assessment Outcome criteria are specified later in this guide/handbook together with the moderation process to ensure a consistent application of a fair standard.

Assessment will be holistic and complete. This means that we will look at all the evidence to support a conclusion about your performance.

4. ROLES AND RESPONSIBILITIES

The Principal Social Worker

- Monitoring and management of appeals and extensions with liaison accordingly with the Chief Officer.
- Ensure smooth running of the programme and deal with any issues raised by NQSW around the ASYE delivery
- Complete application for and ensure grant requirements met as per Skills for Care

The Advanced Practitioner / Assessor

- Support and mentor NQSW as necessary, identifying what they bring from their qualifying programme, strengths and areas where further development and learning is required. This will involve close liaison with Team Managers to be fully aware of development.
- Monthly reflective supervision with all NQSWs throughout the programme.
- Complete direct observations of practice and provide written reports, as well as 6 month internal moderation/interim progress report and final progress report.
- Review development at agreed review points and RSPA alongside Team Manager
- Deliver taught programme of learning to NQSW
- Present NQSW to ASYE moderation panel in month twelve of programme

Team Manager

- Overall case responsibility of NQSW caseloads, ensuring case needs are met and children safeguarded.
- Agree workload for each NQSW with the Advanced Practitioner/ASYE Assessor as practicably feasible in order to ensure work contributes to evidence of achievement and development in line with workers needs and skills, and then allocate cases accordingly. This includes protected case load in terms of individual development of Newly Qualified social workers.
- Monitor the overall progress and development of NQSW within their POD, working closely with Advanced Practitioner/ASYE Assessor to support as necessary, managing any performance issues in discussion with the Advanced Practitioner/ASYE Assessor.

- Contribute to final assessment of NQSW, attending and contributing to review meetings and RSPA meeting
- Provide fortnightly case work supervision with NQSW up to the six months point and monthly thereafter if agreed at the six month review

5. PROGRAMME STRUCTURE

The ASYE programme is in three parts:

- Self-assessment and learning agreement
- Practice, supervision, support and assessment
- Final assessment and moderation

Prior to appointment

It is expected that your status as a newly qualified worker will have been identified during the final stages of the selection process and plans made to enrol you for our ASYE programme prior to you starting your new post. The following will also have been identified:

- Your Team Manager
- An ASYE Advanced Practitioner who you will receive ongoing support, mentoring and guidance from throughout your time as ASYE
- A date for your induction and start of the ASYE programme in Dudley in which you will complete the ASYE agreement

On starting you should have an NQSW pack, which will include this guide and handbook and template booklet, together with relevant forms. You shall also be guided to who your allocated support practitioner shall be and he/she will be there to provide guidance and professional support. They are not there to do the planning for you, take responsibility for assessments or your case work.

Part 1 Self-Assessment and Learning Agreement

Your ASYE programme will commence with the first month having all of the actions set out in Part 1 of this guide/handbook being completed. This is to ensure that all the necessary support is in place to facilitate successful assessment throughout your year.

Part 1 is expected to have been completed within your first four weeks and culminates in your Support and Progressive Assessment meeting. To prepare for this meeting you will need to:

- Complete an information form to enable us to register you with the relevant national ASYE scheme and sign your ASYE agreement
- Carry out a self-assessment against the Knowledge & Skills Statement using the self-assessment form in your pack
- Complete Critical Reflective log part 1: beginning the ASYE

You must send the self-assessment and Critical Reflective log 1 to the ASYE Advanced Practitioner/Assessor **one week** prior to the RSPA (see below) meeting. This will enable proper consideration prior to the meeting. Failure to do this will result in the meeting being cancelled.

Record of Support and Progressive assessment (RSPA) Meeting

At the RSPA meeting the Support and Assessment agreement is shared and discussed in more detail. Prior to the meeting you will be required to complete your Professional Development Plan (PDP). This should be submitted to the ASYE Advanced Practitioner/Assessor **no later than one week** prior to the RSPA meeting.

The ASYE programme administrator will then register you with the national ASYE scheme.

Part 2 Practice, Supervision, Support and Assessment

Practice

Part 2 is embedded in practice aided by professional supervision. Your workload is protected and you should develop your skills and knowledge within a context of increasing responsibility and increasingly complex interventions over the course of the year. It is expected that your line manager and ASYE Advanced Practitioner/Assessor will develop a plan to increase your responsibility and the complexity of work you undertake during the year. This should be monitored as part of the normal supervision process.

The ASYE scheme requires that an NQSW has a reduced workload. This should be 90% of what is expected of a confident social worker in the same role in their second or third year of employment, weighted over the course of the year by things such as case complexity, risk and growing proficiency. The resulting 10% reduction in workload will be allocated to study time. This may be taken as a full day of taught training mandatory for ASYE and one independent study day per month. Other development opportunities shall also be made

available to all ASYE via the Advanced Practitioner/Assessor such as the CPP training programme.

Supervision

Assessment is embedded within supervision, and you should keep a careful record of your Continuing Professional Development throughout the year. Your CPD is driven by the Professional Development Plan and this should be updated for each review.

The Social Worker supervision policy is located in the Children's Services procedure manual. You should make sure you read this and raise any points you are unsure about with your line manager. Some key points are:

- All supervision sessions should include the opportunity for reflection and critical analysis of practice alongside caseload and workload management, line management and organisational accountability and personal development in the context of the Standards for Employers and Supervision Framework. The supervision process will feed into the three, six and nine month reviews which should also provide opportunities for a more formal reflections and analysis of practice.
- You will receive supervision by a registered, qualified social worker. Supervision is traditionally provided in a one-to-one session. However many employers use a range of methods including, for example, group work and action learning sets, to ensure that supervision meets all the expectations of the Standards for Employers and Supervision Framework. In the learning agreement the methods (individual/group) and frequency of supervision can be clarified, including the responsibilities of the line manager, professional Assessor (where different) and any mentoring or group work used by the employer. It would also be helpful to set out how each is expected to link to the other(s).
- Supervision will also focus on the quality of your work in the organisation and compliance with its policies and procedures (or what providing effective supervision refers to as line management).

You will have different supervision needs depending on how your cases develop, as well as on your previous experience, training, professional confidence and ability. Your Assessor and line manager will want to take into account how well you are progressing against the KSS when deciding the regularity and length of supervision whilst continuing to work within the supervision guidance. However you shall initially be provided with fortnightly supervision with alternate sessions from your Team Manager and the ASYE Advanced Practitioner/Assessor, which shall then move to monthly supervision sessions following your six month review meeting.

Additional support and guidance for you, as with other social workers, may be necessary if there are increasing complications with individual cases or if your work with particular service users becomes stressful or painful because of your own life experiences. This can be sought through discussions with your Team Manager and ASYE Advanced Practitioner/Assessor.

The ASYE is an assessed and supported year rather than developmental. The focus of the support will be to provide feedback and increase your confidence in your skills. This will be done in a number of ways:

- There are 3 formal reviews, at 3, 6 and 12 months and if determined as necessary at the 6 month review a further 9 month review can be held
- RSPA meeting
- Fortnightly supervision, alternating between line manager which will be assessed as to whether this can be reduced at your 6 monthly review
- Monthly group reflective supervision with the Advanced Practitioner/ASYE Assessor
- 10 Direct taught training days exploring key areas of practice, work management and professional development
- Direct observations
- Review of professional documentation
- Service user feedback
- Feedback from other professionals

Assessment

Assessment will be done by your nominated ASYE Advanced Practitioner/Assessor. Evidence should be produced throughout the year. The timeline below provides the dates when various evidence and work products should be submitted. Failure to produce the evidence in a timely manner will be referred to in the Assessor's final report.

You will be required to pass all of the elements in order to pass the ASYE. **Failure to submit will automatically result in a fail.** At the end of the year, the ASYE Advanced Practitioner/Assessor will write the final report and recommend whether you should pass or fail the ASYE.

The assessment criteria will be achievement of the ASYE Holistic Assessment Outcomes and The Knowledge and Skills Statement for Child and Family Practitioners. Details of the assessment criteria are given later in this guide/handbook.

Direct observation

An important part of the programme is the Direct Observations. One should be undertaken prior to each review. Your Assessor will make notes during the observation. At a suitable point afterwards your Assessor will debrief you and explain the assessment decision. The Assessor will then write up the observation using the Skills for Care paperwork and this will be submitted with your portfolio.

The observation will be graded as a pass or fail. Where a fail is awarded the Assessor should discuss with you the reason for the decision and report it to the Principal Social Worker. Where the observation raises issues of fitness to practice then this will be dealt with using the procedure outlined in the programme handbook. In such circumstances, one additional direct observation will be allowed and should be arranged within one month of the original observation. **If this also results in a fail grade then the matter must be reported to the Principal Social Worker and the Chief Officer in Children Services.** They will decide upon

the action to be taken. This may result in action under the Council's probation or capability procedures.

Part 3 – Final assessment, moderation and external assessment

Part 3 involves the moderation of your work and Assessors recommendation. There are three levels of moderation:

- 6 month Internal Moderation. This local process will consider your work, progress and portfolio to date. **It is vital that your work is complete and up-to-date for this review.** Your ASYE Advanced Practitioner/Assessor must also have completed an interim report to reflect your progress and development to date if you are selected to undertake this assessment.
- Final Internal Moderation. The panel will consider your final portfolio and the recommendation of your Assessor. It is the Panel's decision whether you pass or fail, depending on the evidence provided in your portfolio. Where the Panel is satisfied that the candidate has passed, the Principal Social Worker will sign off your work and Department for Education will be informed.
- Regional Moderation. A sample of portfolios will be considered by a Regional Panel involving a partnership between Dudley MBC, Sandwell Council, Birmingham City Council and the University of Birmingham. This panel considers issues of parity across the region, but cannot overturn the decision of the Final Internal Moderation Panel above. Where The Regional Moderation Panel identifies issues of quality, they will make recommendation to the Dudley Internal Panel for future action

Submitting your portfolio

You will be provided with guidance on submitting your portfolio via the ASYE Advanced Practitioner/Assessor. You will also be given a submission date. You will need to ensure that you submit your portfolio on the given date. **No extensions will be granted unless exceptional circumstances and prior agreement.** Should you fail your ASYE, your employment contract will be terminated with Dudley.

It is your responsibility to ensure that your portfolio is:

- Complete – all required documents are included
- Accurate
- Clear and unambiguous
- Your own work
- Respectful of the need to protect the identify of service users and families

6. DOCUMENTATION AND SUBMISSIONS

Documentation

The Skills for Care paperwork for Children and Families ASYE will be used. This will be made available to you and this is the documentation that should be used. You will be guided where to find this documentation by the ASYE Advanced Practitioner/Assessor.

Formal submissions

It is expected that formal submissions of documents will be on the deadlines agreed at the RSPA meeting. Extensions to the non-submission must be requested using the form included in this pack. Extensions will only be granted in exceptional circumstances and must be approved by the Principal Social Worker .

Prior to your RSPA meeting the following documents should be submitted to the ASYE Advanced Practitioner at least 1 week prior to the meeting

- Critical Log 1 (part one and two)
- Knowledge and Skills Statement checklist
- Professional Development Plan 0-3

Prior to your Three month Review the following documents should be submitted to the ASYE Advanced Practitioner at least 1 week prior to the meeting

- Critical Log 2
- Professional Development Plan 3 – 6
- Continuing Professional Development Log

Prior to your Six month review the following documents should be submitted to the ASYE Advanced Practitioner at least 1 week prior to the meeting

- Critical Log 3 (part one and two)
- Professional Development Plan 6 - 12
- Continuing Professional Development Log

Document retention

Portfolios will be retained for a period of at three years of the end of the ASYE.

7. TEACHING AND LEARNING

The programme is embedded within practice and supervision, and supported by ASYE Advanced Practitioner/Assessor. There is an assumption that workers have the knowledge and skills acquired as a result of their qualifying degree. Therefore the main thrust of learning and development activity will be to consolidate learning, to provide additional skills necessary to function as a professional and to prepare people for assessment.

There will be 10 full day workshops and as an ASYE social worker you will be expected to attend as mandatory training.

You will also have 12 study days of independent learning which shall be taken one day per month between November to August and two days in September to support final portfolio development. Study days **cannot** be banked and must be taken monthly to support study and portfolio building throughout the programme. Any missed study days not taken will therefore be lost.

Equal opportunities

The programme will ensure equality of access to support and assessment. Any additional needs will be identified and action taken to improve access. In addition the programme will actively promote a positive approach to equal opportunities in line with SWE standards. Any concerns regarding access or ideas for improvement should be addressed to the Principal Social Worker

8. MODERATION PANEL

The moderation panel's purpose is to provide quality assure the assessment process. To do this it will ensure that the portfolio of evidence is:

- Complete – coverage of the relevant level of the KSS
- Transparent – obvious and without ambiguity
- Authentic – be the worker's own work
- Valid – focus on the KSS
- Robust and reliable – consistently showing mastery of the KSS over the 12 months period

It will ensure that the assessment decision is sound, fair and consistent. It will either confirm or disagree with the Assessor's decision and make a recommendation to the Principal Social Worker and the Chief Officer in Children Services.

The panel will also consider interim portfolios as required to ensure that assessment decisions at that stage are sound, fair and consistent at the six monthly review stage if deemed necessary. It will provide developmental feedback to the NQSW and Advanced Practitioner. A six month interim panel will only be called should concerns be raised around ability to continue ASYE programme or practice issues.

The panel will also moderate component parts of the process (e.g. direct observation reports, CPD records). This will ensure consistency across assessments.

Membership

The panel should ideally consist of four people:

- 1 ASYE Team Manager
- 2 ASYE Advanced Practitioners
- 1 Service Manager

Meetings

The panel will meet at the 6 month stage of the ASYE following the review meeting if deemed necessary with the NQSW and finally in month 11 of the ASYE for the final internal moderation panel and a record of moderation decisions will be made.

PLAGIARISM AND OTHER MISCONDUCT

Plagiarism

Plagiarism is using someone else's ideas without acknowledgement. We recognise that inadvertent plagiarism may occur due to inexperience, lack of self-confidence or from a lack of understanding. However it is expected that newly qualified workers that have recently completed a qualifying degree will fully understand the issue of plagiarism.

Deliberate plagiarism is cheating and raises fitness to practice concerns. Submitting work or evidence that has been done by someone else and pretending that it is the worker's own is a serious offence and will be dealt with under the learner disciplinary policy. If a case of plagiarism is proven, this is a serious offence and we will follow the Council's disciplinary policy as well as reporting the worker to the HCPC.

Attempts by NQSWs or Assessors to circumvent the ASYE policies or procedures in order to get a more favourable outcome will be considered a disciplinary and a fitness to practice issue.

The ASYE process relies upon qualified and trained Social Workers carrying out assessment and observations taking care to be as truthful and accurate about their judgements. Cases where it appears that Assessors and other workers have been deliberately providing evidence that is questionable or providing insufficient evidence, this will be considered a disciplinary and fitness to practice issue. Equally assessments that are determined significantly questionable by the moderation panel will be referred for investigation under the Council's disciplinary policy.

Cause for concern

It is expected that the NQSW will submit professional work on time and attend meetings required. Where failure to do so is because of a cause for concern, the matter will formally be raised with the Team Manager, NQSW and ASYE Advanced Practitioner/Assessor. Areas that may trigger a cause for concern may be (but not exhaustive to):

- Failing to submit work without agreeing an extension
- Not submitting work consistently on time
- Cancellation of meetings on a frequent basis thus disrupting the level of support being given
- Failure to carry out development activities in preparation of a formal session
- Not submitting work in the prescribed way

A persistent cause for concern would indicate a problem either with the management of the NQSW or the worker's own capability. It would also indicate fitness to practice concerns which may be dealt with under the Council's capability or misconduct policies, whichever is more appropriate.

9. APPEALS

In our assessment of NQSWs work, we ensure that we have moderation and verification procedures in place to ensure that assessment decisions are fair, transparent and robust. This will involve internal moderation or verification of assessed pieces of work.

We recognise that there may be times when workers may wish to challenge assessments. All NQSWs will have a right to appeal against any assessment decision made. In the first instance the worker should discuss the assessment with their Assessor. In most instances it can be expected that the worker will understand the assessment and what they have to do to improve their results next time.

However there may be times when a worker wishes to appeal against an assessment decision. To do this the learner must complete the form at appendix1 of this guide. Appeals must be submitted within 10 working days of receiving the assessment decision. Where an assignment or assessed piece of work has not been double marked already as part of the usual moderation or internal verification activity, the work will be marked by another Assessor.

If the second Assessor agrees with the assessment decision, the worker will be informed. Where the worker is still unhappy with the decision, they will be able to ask for a third overview of the assessed piece of work from the Principal Social Worker . If the assignment or assessed piece or work has already been double marked already as part of the normal assessment processes, the appeal will automatically be to a third marker. This third marker's decision will be final and no further appeals will be allowed.

Appeals against direct observation assessments

You have a right to appeal against a direct observation assessment which has been designated a fail on one ground which is that the assessment procedures have not been properly carried out. This can be identified through poor assessment planning, unrealistic target dates and incorrect assessment criteria being used. Where you believe you have grounds to appeal, they you should ask the Assessor to consider action to rectify the situation at the time of receiving the assessment decision.

If you are still dissatisfied with the outcome, you should complete the appeals form (Appendix 1). Appeals must be submitted within 10 working days of receiving the assessment decision. The matter will be referred to the Principal Social Worker who will arrange a meeting with you to discuss your reason for appeal.

If the Principal Social Worker believes at this point that you have grounds for appeal he/she will attempt to resolve the situation with the Assessor. If the outcomes of the discussions with the Assessor are unsatisfactory for the you or the Assessor, the issue will be referred to Principal Social Worker whose decision will be final and no further appeals will be allowed.

If the decision is that the appeal should be upheld; the decision will be in the form of a written recommendation that the Assessor re-consider the decision or that another Assessor be invited to repeat the assessment process.

Terms and conditions

The Council reserves the right to vary the method of delivery of the programme and in some instances the syllabus may be altered or updated. In extreme circumstances the Council may have to discontinue your programme or amalgamate units (for example because students leave the programme as a result of leaving their employment rendering it no longer viable). The modules and structure described are provided as an illustration and are subject to change.

10.MANAGING YOUR TIME

At your Learning agreement meeting within your induction you will receive the dates for the ASYE workshops. At the same time your final submission date will be decided, along with your 3 and 6 month review dates. You should ensure that you are aware of the various deadlines.

As you are making the transition from full-time student to autonomous practitioner you will be able to utilise the study skills that you developed on your Degree course. Further guidance will be given by your ASYE Advanced Practitioner/ Assessor.

Attendance at the taught skill sessions will need to be prioritised. However you will also need to allocate time for private study within your independent study days (reading, researching and writing analytical reflections, Professional Development /CPD). At the beginning of the programme you will need to think about the practical arrangements for including:

- Setting up a place to do the developmental work
- Getting equipment you need (paper, pens, folders, text books, PC etc.)
- Organising yourself so that you can find things
- Agreeing with your family and friends the support you need to help you work through your ASYE
- Planning your time so that you can achieve your tasks and keep to the programme timetable.

All adult learners have to take responsibility for their own learning. Your ASYE Advanced Practitioner/ Assessor will be able to offer more guidance should you need it.

ASYE Timeline (2019 – 2020)

Week 1 October 28 - 31st 2019	<input type="checkbox"/> First five working days – Induction (induction and mandatory e-learning; data protection; equality and diversity; freedom of information act; good governance and IT introduction to CCM)
Month 1 November 2019	<input type="checkbox"/> KSS Self-Audit <input type="checkbox"/> Critical Reflective Log 1 – beginning ASYE <input type="checkbox"/> Professional Development Plan 1 (PDP) <input type="checkbox"/> Continuing Professional Development Record (CPD) <input type="checkbox"/> Work shadowing x 4 (assessment team, care management, looked after children and children with disability team) over 2 – 4 working days <input type="checkbox"/> Shadow a MASE meeting, Achieving Permanency panel, Legal Gateway and Accessing Resources Panel <input type="checkbox"/> Meet with Independent Reviewing Officers to understand their role <input type="checkbox"/> Initial Learning and Support Agreement meeting (end of month) <input type="checkbox"/> Engage in and contribute to supervision alternately between Team Manager and Advanced Practitioner/Assessor <input type="checkbox"/> Write ups of reflective evaluations of work shadowing experiences (1 per team attended) <input type="checkbox"/> Study Day 1 <input type="checkbox"/> CCM Training session <input type="checkbox"/> Day 1 taught skills-based session: Introduction to the KSS, Dudley Thresholds and Practice Standards, KSS 9 The Role of Supervision
Month 2 December 2019	<input type="checkbox"/> Engage in and contribute to supervision alternately between Team Manager and Advanced Practitioner/Assessor <input type="checkbox"/> Planning and complete Direct Observation 1 <input type="checkbox"/> Service User Feedback 1 <input type="checkbox"/> Professional Feedback 1 <input type="checkbox"/> Study Day 2 <input type="checkbox"/> Update CPD Record
Month 3 January 2020	<input type="checkbox"/> Engage in and contribute to supervision alternately between Team Manager and Advanced Practitioner/Assessor <input type="checkbox"/> Supervision Record 1 – reflective of case work <input type="checkbox"/> Study Day 3 <input type="checkbox"/> Update CPD Record <input type="checkbox"/> 3 Month Review meeting; minutes taken of meeting; submission of Direct Observation 1, Critical Reflection Log & PDP 2 to Assessor (1 week in advance of review meeting).

	<input type="checkbox"/> Day 2 taught skills-based session: KSS 1 Relationships and Effective Direct Work/KSS 2 Communication
Month 4 February 2020	<input type="checkbox"/> Engage in and contribute to fortnightly supervision alternately between Team Manager and Advanced Practitioner/Assessor <input type="checkbox"/> Update CPD Record <input type="checkbox"/> Study Day 4 <input type="checkbox"/> Day 3 taught skills-based session: KSS 3 Child Development
Month 5 March 2020	<input type="checkbox"/> Engage in and contribute to monthly supervision with Team Manager and Advanced Practitioner/Assessor <input type="checkbox"/> Direct observation 2, planning and complete <input type="checkbox"/> Critical Reflection Log 3 <input type="checkbox"/> Update CPD Record <input type="checkbox"/> Study Day 5 <input type="checkbox"/> Meeting to identify whether 9 month review meeting is necessary dependent upon need of NQSW <input type="checkbox"/> Day 4 taught skills-based session: KSS 4 Adult Ill Health, Substance Misuse, Domestic Abuse, Physical Ill Health, Disability
Month 6 April 2020	<input type="checkbox"/> Engage in and contribute to monthly supervision with Team Manager and Advanced Practitioner/Assessor <input type="checkbox"/> Service User feedback 2 <input type="checkbox"/> Professional feedback 2 <input type="checkbox"/> 1 x Assessment of Professional Documentation (basis of 1 x assessment, 1 x care plan, 1 x case note and 1 x chronology) <input type="checkbox"/> Update CPD Record <input type="checkbox"/> Study Day 6 <input type="checkbox"/> 6 Month Review meeting; minutes taken of meeting; submission of Critical Reflection Log & PDP 3, Direct Observation 2 (one week in advance of meeting date) <input type="checkbox"/> Day 5 taught skills-based session: KSS 5 Abuse and Neglect of Children
Month 7 May 2020	<input type="checkbox"/> Engage in and contribute to monthly supervision monthly with Team Manager and Advanced Practitioner/Assessor <input type="checkbox"/> Supervision record 2 – reflection on performance <input type="checkbox"/> Study Day 7 <input type="checkbox"/> Day 6 taught skill based session; KSS 6 Child and Family Assessment, KSS 7 Analysis, Decision-making, Planning and

	Review
Month 8 June 2020	<input type="checkbox"/> Engage in and contribute to monthly supervision with Team Manager and Advanced Practitioner/Assessor <input type="checkbox"/> Direct Observation 3; planning and complete <input type="checkbox"/> 9 month review meeting, if identified as necessary <input type="checkbox"/> Update CPD Record <input type="checkbox"/> Study Day 8 <input type="checkbox"/> Day 7 taught skill based session; KSS 8 The Law and Family and Youth Justice Systems
Month 9 July 2020	<input type="checkbox"/> Engage in and contribute to monthly supervision with Team Manager and Advanced Practitioner/Assessor <input type="checkbox"/> Update CPD Record <input type="checkbox"/> Study Day 9 <input type="checkbox"/> Day 8 of taught skill based session; KSS 10 Organisational Context
Month 10 August 2020	<input type="checkbox"/> Engage in and contribute to monthly supervision with Team Manager and Advanced Practitioner/Assessor <input type="checkbox"/> Completion of Critical Reflective log 4 <input type="checkbox"/> Update CPD <input type="checkbox"/> Update PDP <input type="checkbox"/> KSS Final Self-assessment: evidence of practice against each element of KSS (case work examples) <input type="checkbox"/> Compile final portfolio to include - Critical logs 1-4, all CPD, all PDP, KSS Self-assessment, Direct Observations and Service User/Professionals Feedback <input type="checkbox"/> Complete portfolio checklist <input type="checkbox"/> Study Day 10 <input type="checkbox"/> Day 9 of taught skill-based assessment; Career Development, CPD and the NAAS
Month 11 September 2020	<input type="checkbox"/> Engage in and contribute to monthly supervision with Team Manager <input type="checkbox"/> Study days 11 & 12 <input type="checkbox"/> W/B 14/09/2020 Final progress report meetings completed by ASYE Assessor, TM and NQSW, pass or fail recommendation made to moderation panel. <input type="checkbox"/> 28/09/2020 Submit completed portfolio to ASYE Assessor in preparation for moderation.
Month 12 October	<input type="checkbox"/> Engage in and contribute to monthly supervision with Team Manager

2020	<ul style="list-style-type: none"><li data-bbox="480 197 1364 271"><input type="checkbox"/> 12/10/2020 Internal moderation panel to meet to confirm pass or fail, NQSW and TM notified of outcome.<li data-bbox="480 275 1364 309"><input type="checkbox"/> 13/10/2020, HR and Head of Service notified of ASYE outcomes<li data-bbox="480 313 1364 389"><input type="checkbox"/> 30/10/2020 NQSW ASYE Fixed Term Contract Expires, NQSW becomes permanent employee if ASYE successfully completed.
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11.GLOSSARY

ASYE – assessed and supported year of employment

ASYE Advanced Practitioner/Assessor – person appointed to assess the NQSW. They will be expected to meet regularly with the NQSW, carry out direct observations, assess evidence and complete the final report. The Assessor will make a recommendation to the moderation panel.

KSS – The Knowledge and Skills Statement sets out what a child and family practitioner should be able to do at the end of their ASYE.

Line manager/ Team Manager – person responsible for management of the worker, including conduct, development and output.

Moderation Panel – panel of experienced social work registered professionals who will moderate portfolios to ensure that fair, consistent and appropriate assessment decisions are made. The panel will also review individual components of the ASYE process to standardise and quality assure.

NQSW – newly qualified social worker in their *first* social worker role. The newly qualified refers to within two years of successfully completing a recognised social work qualification. People who have not taken up a social worker post more than two years after qualification will need to demonstrate that they have maintained their skills and knowledge during the intervening period to be eligible for the programme.

PCF – Professional Capabilities Framework is an overarching professional standards framework developed by the Social Work Reform Board and owned by the College of Social Work. It sets out the expectations of workers at every stage of their career.

Professional Development Plan (PDP) – this specifies the learning objectives for the NQSW, how these will be met and the impact on practice. The first part is completed at the start of the ASYE and it is reviewed throughout the year.

RSPA – Record of Support and Progressive Assessment document. This is the document that records the overall progress of the NQSW during the programme. An initial support and assessment agreement meeting will be held one month into the programme to set out the expectations of all parties during the programme.

12. ASSESSMENT CRITERIA

The Holistic Assessment Outcomes are based on the Knowledge and Skills Statement for Child and Family Practitioners

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 demonstrated proficient practice across a wide range of tasks and roles.	<ul style="list-style-type: none"> ▪ Confident application of the law and statutory guidance to include the Children Act 1989, Children and Families Act 2014, 'Working Together' 2015 and other legislation relevant to the role, across a variety of cases and settings. ▪ Skilled demonstration of child centred practice. ▪ 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. ▪ Working practice that demonstrates the active participation of children and young people, their families and carers wherever possible. ▪ Progressive development of knowledge and skills in identifying, assessing and responding to risk, balancing this with family strengths and potential solutions. ▪ Capacity to work effectively with a range of professionals in multi-disciplinary teams and in multi-disciplinary settings. ▪ Ability to lead investigations of allegations of significant harm.
Become more effective in their interventions.	<ul style="list-style-type: none"> ▪ Progressive development of practice skills and knowledge. ▪ Skilled application of social work methods and theories. ▪ Skilled demonstration of effective and empathic relationships with children and young people to ensure that the best possible outcomes are achieved for them. ▪ Ability to analyse and demonstrate reasoned, robust decision making. ▪ Use of professional curiosity and authority while maintaining a position of partnership.
Developed confidence and earned the confidence and respect of others	<ul style="list-style-type: none"> ▪ Confident demonstration of the social work role. ▪ Active participation in team and multi-disciplinary settings with appropriate use of authority. ▪ Maintenance of personal and professional credibility through effective working relationships with peers, managers and leaders both within the profession, throughout multi-agency partnerships and

	<p>public bodies, including the family courts.</p> <ul style="list-style-type: none"> ▪ Ability to act in ways that protect the reputation of the employer organisation and the social work profession, whilst always prioritising the best interests of children and young people. ▪ Ability to recognise and manage conflict. ▪ Authoritative professional practice drawing on knowledge and evidence based practice.
Gained experience and skills in relation to a particular setting and user group.	<ul style="list-style-type: none"> ▪ 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 parenting capacity and on children, young people and families. ▪ The ability to recognise concerning adult behaviours that may indicate a risk, or increased risk to children and young people.
Consistently used supervision appropriately to seek support, exercise initiative and evaluate their own practice.	<ul style="list-style-type: none"> ▪ Proactive use of supervision. ▪ Increased ability to reflect on, evaluate and alter their own practice. ▪ Progressive development of initiative and informed 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 needs/goals.
Reflected critically about their practice, using information from a range of sources.	<ul style="list-style-type: none"> ▪ 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,	<ul style="list-style-type: none"> ▪ Skilled demonstration of partnership-working with children, 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/carers in development of practice.

building on their feedback where appropriate.	
Used critical reflection in professional decision-making and accountability.	<ul style="list-style-type: none"> ▪ 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.	<ul style="list-style-type: none"> ▪ Providing evidence of all of these requirements will incorporate this element.



