

Title	ASYE HANDBOOK 2022-2023
Purpose/scope	Handbook for social workers undertaking their Assessed and Supported Year in Employment (ASYE). Details expectations and support, workshop overview and guidance around the ASYE portfolio.
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ASYE handbook

2022-2023



**Continuing professional development
for newly qualified social workers**

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Appendix 2: Professional Capabilities Framework (ASYE Level) (updated by British Association of Social Workers (BASW) June (2018)

Appendix 3: Holistic assessment outcomes

Appendix 4: ASYE portfolio contents sheet

Appendix 5: Support and Assessment agreement template

Appendix 6: ASYE programme

Dear colleague

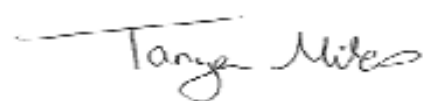
Congratulations on becoming a social worker! We are delighted that you have chosen to begin your career with us here in Shropshire Children's Services within the People Directorate. We are proud of the excellent service our social workers provide to children and families in Shropshire and we look forward to getting to know you and developing your contribution to this.

In your first year of practice as a newly qualified social worker you will embark on the Assessed and Supported Year in Employment (ASYE). This is a national programme of learning, support and assessment for Social Work graduates to ensure an effective transition from student to practitioner. The ASYE involves a 12-month programme of learning and development opportunities, peer group supervision, and regular support and review from your ASYE Assessor as well as your team manager. Shropshire will offer you a fantastic programme which we hope will inspire you to further your career here.

We would like to take this opportunity to wish you all the best in the year ahead.

Best wishes.

Yours sincerely

A handwritten signature in black ink that reads "Tanya Miles".

Tanya Miles
Executive Director of People
Email: tanya.miles@shropshire.gov.uk

Programme overview

The ASYE programme is comprised of:

- ⇒ mandatory training
- ⇒ peer supervision sessions
- ⇒ creating a portfolio of evidence which is regularly reviewed

The ASYE programme and your role within the team are inextricably linked. Successful completion of the ASYE necessitates that newly qualified social workers (NQSWs) meet performance expectations within practice, as well as completing ASYE written work to the required standard, and attending training and fulfilling all of the additional ASYE requirements, which are:

- ⇒ being observed in a range of practice situations
- ⇒ producing critical reflection logs & the corresponding 'professional development plans' in which learning and developmental objectives are set on a continuous basis
- ⇒ obtaining feedback from children/parents and professionals
- ⇒ obtaining feedback in relation to practice related written work (e.g. assessments, case notes, letters)

The templates for the items listed above are stored in the ASYE SharePoint folder which you will have access to.

ASYE Workshops

- ⇒ Welcome to ASYE—meet ASYE leads and peers, understand the portfolio
- ⇒ Tools for direct work in assessment (chronology, genograms, eco-maps)
- ⇒ Evidencing your practice (effective recording)
- ⇒ Gathering meaningful feedback
- ⇒ Working with adults who misuse substances and alcohol
- ⇒ Poverty and welfare
- ⇒ Section 47 investigation
- ⇒ Plans and planning
- ⇒ Introduction to children's legal services (understanding the PLO)
- ⇒ Legal skills
- ⇒ Working with children with additional needs
- ⇒ Working with adults who are difficult, dangerous or evasive
- ⇒ Working with children and young people who are in our care
- ⇒ Exploitation of children

Feedback from workshops is collated via evaluation forms on LEAP into learning and this is used to inform the programme. Each year overall content is reviewed and we always welcome your views and ideas.

Assessed and Supported Year in Employment (ASYE)

Children's Services: Newly Qualified Social Workers' First Year in Practice

Arrival and Settling in

- **Induction** to Children's services
- **Meet and greet with ASYE lead**, access to ASYE sharepoint to be able to familiarise yourself with portfolio.
- If you are awaiting your registration your job role is a **support worker** (Grade 7, SCP 12). You will gain experience through work allocated by your team manager, shadowing opportunities and co-working cases with qualified workers.

Initial meeting

- You will be invited to a **'Welcome to ASYE' workshop**
- NQSW to arrange initial **Support and Assessment Meeting** with ASYE lead and your team manager (ideally before or as your registration comes through). Allow 1 hour.
- Complete **KSS self assessment**. Send to ASYE lead 3 days in advance of meeting.
- Send **your final student report** to ASYE lead 3 days in advance of the

Formal start of ASYE

- **Social Work England registration** comes through. Your pay goes up to Grade 9, SCP 24.
- **Cases are allocated** by team manager.
- **Supervision** is weekly for 6 weeks with your team manager, then fortnightly thereafter until your 6 month review.
- Start work on the required **portfolio items** for your 3 month review.
- Portfolio items should be added to sharepoint as you go along (send alert to

Complete portfolio

- **NQSW to schedule review meetings**, held at 3, 6 and 11 months and evidence submitted for each by the NQSW.
- Following successful completion of your **6 month review**, your pay will increase to Grade 9 SCP 25.
- Complete your **ASYE portfolio** on agreed hand in date, which is normally 2 weeks before your 11 month review, enabling quality

Formal end of ASYE

- **Standardisation panel is** scheduled throughout the year depending on intake of NQSWs and are normally scheduled within 6 weeks of your ASYE completion.
- Once your portfolio and the assessment decision has been ratified by panel **your pay will increase** to Band 11, SCP 29. This will be back dated to the date of completion if there is a delay in panel.

ASYE Review Meetings

Input: evidence

Hand in 1 week prior

Direct observation
Critical reflection
1 feedback from a professional
1 feedback from expert by experience with reflection
PDP 0-3 months: and evidence of progression
Update CPD log
Update supervision log
Manager feedback—verbal at review

3 Month Review

Output: reflect and plan

Discussion of evidence presented, reflection on your learning from feedback received
Consider evidence against KSS and PCF and where future evidence may need to be focussed
Following this meeting complete 3-6 month PDP
Start to gather evidence for your next review

Input: evidence

Hand in 1 week prior

Direct observation
Critical reflection
1 feedback from a professional
1 feedback from expert by experience with reflection
PDP 3-6 months: and evidence of progression
Update CPD log
Update supervision log
Manager feedback—verbal at review

6 Month Review

Output: reflect and plan

Discussion of evidence presented, reflection on your learning from feedback received.
Consider evidence against KSS and PCF and where future evidence may need to be focussed.
Following this meeting complete 6-12 month PDP
Supervision frequency change to monthly if appropriate.
Consider how you can share learning with others in the second half of your ASYE (presentation).

Input: evidence

Hand in 2 weeks prior

Direct observation
Critical reflection
1 feedback from a professional
2 feedbacks from expert by experience with reflection
PDP 6-12 months: and evidence of progression, beyond ASYE PDP
Update CPD log
Update supervision log
Presentation
Manager feedback—verbal at review

11 Month Review

Output: reflect and plan

Discussion of evidence presented, reflection on your learning from feedback received
Consider evidence against KSS and PCF and check that evidence is sufficient
Following this meeting complete beyond ASYE PDP with input from your manager and assessor given at your final review

Assessment reviews



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ASYE Review meetings

ASYE review meetings are held at months 3, 6 and 11 of the assessed year. The ASYE should schedule these at the start of the programme. They should allow 1.5 hours. The meetings are attended by the NQSW, their line manager and the ASYE lead, who chairs these meetings.

The purpose of the meetings is to review progression and development against the Post-Qualifying Knowledge and Skills Statement for Child and Family Practitioners (2018) and the Professional Capabilities Framework (2018) at ASYE level (see appendices).

The ASYE meetings serve a dual function as they are also part of the NQSW's probationary review process.

The NQSW is responsible for handing in work in advance of the meeting (**1 week prior to 3 and 6 month reviews and 2 weeks prior to the final review**). This is to allow time for feedback and the completion of any amendments needed. Your meeting may be rescheduled if more work is needed on portfolio items.

Review meeting agenda

- ⇒ Review of support and protected development time: Attendance at ASYE programme, reduced caseload, supervision frequency, team context
- ⇒ Your views about your progress including feeding back on how you have progressed the goals on your PDP
- ⇒ Your manager and assessor's views about your progress
- ⇒ Review of the evidence you have supplied and how it meets the KSS/PCF (direct observation, professional documentation, critical reflection log, family feedback, professional feedback)
- ⇒ Decision as to whether evidence demonstrates sufficient progress
- ⇒ Agree development goals for next PDP

Managers' page



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Manager's checklist

- ⇒ Ensure the NQSW is booked onto the **induction**
- ⇒ **Inform ASYE lead** of their arrival date so they can meet and greet them
- ⇒ Ensure they have an **ASYE contract**
- ⇒ Set up a **team buddy** to support them in the first few months if possible
- ⇒ **Attend reviews** and **prepare feedback** around strengths and developmental goals from your perspective – you have the best overview of their practice.
- ⇒ **FEED BACK.** Be honest and kind. Address areas for development in supervision and document discussions and actions. Ask their views and feelings. Identify barriers and ways to overcome them. Make feedback specific and ensure they know how to improve. **Encourage, encourage, encourage** and give positive feedback. Don't presume they know what they are doing well in!

Tops tips for doing observations

- ⇒ **Agree in advance** with the ASYE the circumstances in which you would 'intervene' during the observation and also agree when you will provide feedback: Will it be straight afterwards? Or, if not possible, when will that be? Ask them what they thought first, then share your own reflections.
- ⇒ Encourage the ASYE to think about any particular areas of their practice they would like specific feedback about (these will be identified in their PDP).
- ⇒ In writing up, **avoid vague statements** such as "*Joanna showed good communication skills*". Back it up with evidence: "*Joanna showed good communication skills when she got onto the child's level and shared a joke, which helped the child to relax*". **Always give examples of what you observe.**
- ⇒ **Reference the Knowledge and Skills Statement** (in brackets) at the end of each paragraph to show where competencies are met "*Joanna showed good communication skills when she got onto the child's level and shared a joke which helped the child to relax*" (KSS 1, 2)
- ⇒ Identify strengths and areas for development
- ⇒

Learning from critical reflection

All NQSWs can take **four study days** during their ASYE. This is to give you time to reflect on your progress. It is suggested that you take a study day prior to your 3 and 6 month review meetings, and 2 study days prior to your final review. You can discuss and plan your ideas with support from the ASYE AP to support you.

The question for your first and second Critical Reflection Log (CRL) is:

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

The questions for your final CRL are:

Critically reflect on how you have progressed in professional decision-making over the ASYE, including demonstrating reasoned judgement in relation to a practice decision. (Suggested word limit 1,500 words)

and

In what ways has your professional development over the course of the ASYE impacted on your professional skills, practice and the outcomes for children and young people in need of care and support and their parents/carers? (Suggested word limit 1,000 words)

Self audit for good quality critical reflections:

- ⇒ Am I answering the question(s) asked (both parts)?
- ⇒ Have I ensured description of casework is only as detailed as it needs to be to enable me to focus on **critical reflection**?
- ⇒ Am I critically reflecting on my own thoughts, feelings and values in practice and am considering the dilemmas of these?
- ⇒ Have I thought about how children and families may experience my practice?
- ⇒ Have I taken seriously feedback I am receiving from different sources?
- ⇒ Have I demonstrated that I understand the practice context of my intervention (legislation, policy and procedure)?
- ⇒ Am I demonstrating the ability to link theory and research to my practice?
- ⇒ Have I referenced the sources quoted in a bibliography?
- ⇒ Have I proof read my work?

Learning from being observed in practice

A minimum of three direct observations are undertaken during the ASYE

Top tips

- ⇒ read through the observation template, as the first observation is completed within the first three months of the ASYE. Ensure you send this to the observer 2 days prior to the intervention. Consider any specific areas of practice you are working on and would like feedback about (this should be captured in your PDP)
- ⇒ your observations need to be contrasting, in order to demonstrate your practice across a range of skills. Your assessor will want to see your practice in multi-agency meetings, in direct work with children and young people, as well as interventions with parents.
- ⇒ The assessor may ask you to complete additional observations to address any weaknesses in practice, or if an observation does not produce enough evidence.

Professional documentation (your written work)

The final assessment of the NQSW incorporates a review of a minimum of three examples of written reports and records. Competency in written communication and assessment will:

- ⇒ distinguish between opinion, statement and fact.
- ⇒ draw on and test multiple hypotheses, including contradictory opinions held by different professionals.
- ⇒ make informed use of intuition.
- ⇒ build an effective argument/justification with evidence.
- ⇒ evidence understanding and application of appropriate legal and regulatory frameworks.
- ⇒ integrate the perspective of the child(ren) and parents in all aspects of recording.
- ⇒ communicate effectively with a range of audiences and settings, including other professionals, children and parents.
- ⇒ be clear, concise, and purposeful.
- ⇒ be accurate; use correct spelling, punctuation and sentence structure.
- ⇒ meet the agency's requirements for recording.

Learning from feedback from others

Other professionals

A minimum of three pieces of feedback must be obtained during the course of the ASYE. At least 2 of the 3 pieces **must** be from colleagues who **work outside of the Local Authority**. It is important for us to develop positive working relationships with colleagues outside of our own organisation (KSS 10) because these relationships will progress plans improve outcomes for children and their families. This area of feedback should primarily focus on this rather than colleagues in your team giving you feedback to ensure your practice evidence is balanced.

Children and families (experts by experience)

A minimum of **four** pieces of feedback must be obtained during the course of the ASYE. There must be **two pieces of feedback from a child/young person and two from parents**. Feedback will often be sought from mothers and less often from **fathers**, particularly if they are non-resident. Consider this when seeking feedback.

There are no templates for obtaining feedback (although there are questionnaires used by the organisation which you can use and are stored in your ASYE folder). NQSWs are required to consider how they will obtain feedback and to develop their own feedback 'tools'. These need to be based on a consideration of the child or parent's individual needs and communication abilities to ensure that appropriate methods/tools are used in order to obtain **detailed and meaningful feedback**.

Managers/observers may obtain feedback following an observation which will provide additional feedback for you to reflect on within your CRL. This does not count towards the four pieces of children and families feedback in your portfolio.

Guidance produced by Skills for Care in relation to obtaining expert by experience feedback is available on their website, which will help you reflect on this important process.

A reflection sheet (ASYE folder) should be completed in relation to each piece of feedback to demonstrate that you are implementing learning from this in your practice.

Expert by experience feedback and your reflections on it should be scanned onto the child's file.

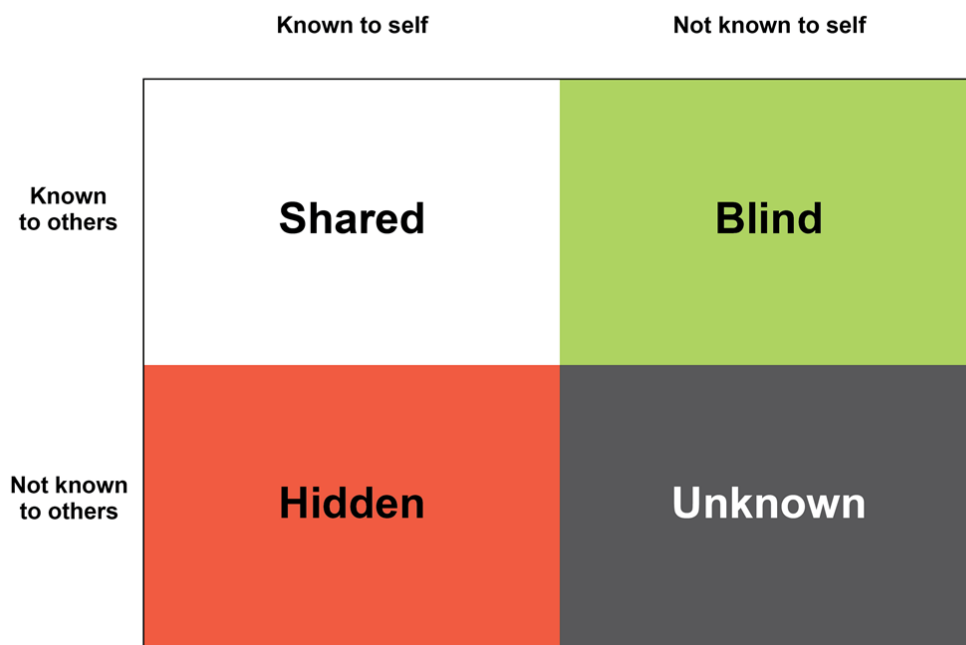
A note about anonymity

You will need to abide by the **Statement of Anonymity** throughout your portfolio. This statement is in your folder and should be signed by you. You must read it at the start of the programme to ensure you do this consistently throughout your portfolio and this will save you time at the end.

Learning from feedback from others

The Johari window

reminds us that there are aspects of ourselves that we may be '**blind**' to. There may also be circumstances in your first year in practice which 'bring to the fore' strengths or weaknesses that were previously **unknown**. Feedback helps being 'unknowns' and 'blind spots' into our shared understanding of self.



Top tips

Be ready to collect feedback at all times. Print out the feedback forms you want to use for professionals and families and take them with you wherever you go, so you can be opportunistic. If someone gives you some feedback, you can ask them if they would mind writing it down and elaborating. It is helpful to ask them to give examples of what has really worked, or did not work.

Negative/constructive feedback is not a bad thing in itself—it is good to seek feedback from those who we have had more challenging or complex relationships, to be able to consider how relationships can be sustained in these circumstances.

The ASYE portfolio can include feedback gained from **different methodologies** and it is important that you consider why you think a certain way of gaining feedback will be suitable for that person.

A reflection sheet is provided within the portfolio to guide your discussion of what you have gained from feedback from children and families, and this should be completed alongside feedback for each review. If you have gained multi-dimensional feedback (e.g. 2 siblings in a family, or a parent/child, or 2 parent feedback, then you should use 1 reflection sheet to bring this together.

Portfolio



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Learning by planning to address developmental goals

Professional development plans (PDPs)

In each ASYE review meeting you will discuss developmental goals for the next 3 months. You need use these to create and update your PDP and consider how you are going to achieve the goals. You need to be **SMART** in the way that you identify learning activities and demonstrate how you have achieved them. This involves thinking about what feedback you might need and from whom.

Continuing professional development (CPD) activities

NB this is not just about 'attending training' (although this is an important part of CPD).

You may identify all sorts of tasks that will support your acquisition of knowledge or skills, e.g...

- ⇒ Learning by doing / observing
- ⇒ Visits to other agencies, projects or people with expertise in an area
- ⇒ Involvement in the wider work of your employer (for example, being a representative on a committee)
- ⇒ Reading about procedures / legislation
- ⇒ Reading research (use RIP), serious case reviews, books (use our library)
- ⇒ Attending training
- ⇒ Completing e-learning modules
- ⇒ Gathering tools and resources to improve interventions
- ⇒ Reflective supervision

In the ASYE folder there is a CPD log which you need to keep updated; again **be SMART** with goals and outcomes.

Setting SMART goals

Is my learning goal: **Specific Measurable Achievable Realistic Timely?**

Checking back on what you have written in your PDP with this in mind will help you plan meaningful goals. There is a worked example in the ASYE folder to help you.