**The holistic assessment outcomes and the final assessment decision**

The ‘Chief Social Worker’s (children and families) expectations about the ASYE outcomes and the final assessment decision are laid out in the Knowledge and Skills Statement (child and family social work) 2014.

To support the assessment process and decision a guide to the holistic assessment outcomes is included. These outcomes incorporate the Knowledge and Skills Statement (child and family social work) 2014 underpinned by the PCF capabilities.

At the end of the ASYE, the assessor makes a professional recommendation about the final assessment decision which is then scrutinised and confirmed by the employer through an internal moderation process. Details of this process are included in appendix 1 of this record.

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

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

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

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| **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. | * 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. | * 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 | * 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 public bodies, including the family courts. * 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. | * Development and confident application of knowledge relevant tothe 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. | * 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. | * Continuous learning and development of practice. * Increased self-awareness and recognition of progressive, professional development. * Consistent demonstration of sound professional judgement, demonstrating evidence based practice that draws on knowledge, including legal literacy, the regulatory framework and practice experience to understand, assess and work with families. * The ability to explain and critically evaluate the role of social work as part of a system of support to children and their families. * Increased understanding of the role and purpose of social workers and social work. |
| Integrated the perspective of service users (including children, families and  carers) across all aspects of their critical reflection, building on their feedback where appropriate. | * Skilled demonstration of partnership-working with children, 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. |
| Used critical reflection in professional decision-making and accountability. | * Ability to draw critically on theory, legislation, research and evidence in order to demonstrate effective practice in the management of risk and child safeguarding. * Skilled assessments that draw critically on theory, law, policy, research, and evidence as well as information from a range of sources. * Capacity to triangulate evidence, from a range of sources, to ensure that robust conclusions are drawn allowing for the potential for bias in decision-making. |
| Worked effectively in increasingly complex  situations. | * Providing evidence of all of these requirements will incorporate this element. |