



Centre for Professional Practice

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

## Programme Guide And Handbook



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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.

Darren Shaw  
Principal Social Worker  
Dudley Children's Services

## Message from Chief Officer Sue Butcher

*Welcome to Dudley Children's Services.*

*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 support them to undertake their role more effectively – and social work is no exception. This hand book is one of those tools designed to help you make a difference to the lives of Dudley's most vulnerable children.*

*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 through their first year of employment in social work. 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*

Sue Butcher  
Chief Officer  
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 social work. The final statement describes what a child and family social worker should be able to do at the end of their first year in practice. For NQSWs registering for the ASYE programme after 28 November 2014 the Department for Education requires that employers use the knowledge and skills statement for child and family social work as the basis of their assessment. For those NQSWs that registered before that date their assessment should be against the Professional Capabilities Framework.

In October 2014 the Secretary of State for Education announced the government's intention to develop new assessment and accreditation systems for three levels of professional practice for children's social workers in England. The first level of these, the Approved Child and Family Practitioner status (ACFP), is intended for those who are lead professionals for named children working under the local authority's statutory framework. An external assessment is currently being developed and will be tested across the sector.

In 2018 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 Statements provide 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 together with Dudley's certificate of completion.

### **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 progressively produce work and critical reflection of a higher quality over the year.

The assessment process shall be robust and feedback shall be developmental. The assessment criteria is specified later in this guide/handbook together with the moderation process to ensure a consistent application of a fair standard. Assessment will be against the Children and Families Knowledge and Skills Statements.

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

When it is clear about the proposals for the accreditation for Children and Families Practitioner status, these will be incorporated into the ASYE programme.

## 4. ROLES AND RESPONSIBILITIES

### The Principal Social Worker

- Responsible for overall programme
- Monitoring and management of moderation, 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
- Manage and supervise the Advanced Practitioner/assessor
- Manage and supervise administrative support for ASYE programme
- Complete application for and ensure grant requirements met as per Skills for Care
- Assess NQSW alongside the Advanced Practitioner/assessor, attending review meetings of ASYE progress.

### 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.
- Bi weekly reflective supervision with all NQSW up to the first six months of the ASYE. Completing supervision learning agreement, Professional Development plan and continuing professional development record.
- 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 ASYE
- Present NQSW to ASYE moderation panel in month twelve of programme

### Team Manager

- Overall case responsibility of NQSW case loads, ensuring case needs are met and children safeguarded.
- Agree workload for each NQSW with Advanced Practitioner 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 to support as necessary, managing any performance issues in discussion with Principal Social Worker and Advanced Practitioner.
- Contribute to final assessment of NQSW, attending and contributing to review meetings and RSPA meeting
- Bi weekly case work supervision with NQSW, copies of supervision records to be shared with Advanced Practitioner (Monthly after 6 months).

## 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. It should have also 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 shall 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. Should this time not be made readily available in line with the ASYE programme this should be brought to the attention of the Principal Social worker by the ASYE.

### **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

## Support

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 2 formal reviews, at 3, 6 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 and advanced practitioner/assessor which will be assessed as whether this can be reduced at your 6 monthly review
- Work based learning through coaching and work-shadowing. These may be formal or informal
- 10 Direct taught training days exploring key areas of practice, work management and professional development
- Direct observations
- Review of work products
- Service user feedback
- Feedback from other professionals

## Equal opportunities

The programme will ensure equality of access to support and assessment. Any special needs will be identified and action taken to improve access. In addition the programme will actively promote a positive approach to equal opportunities through workshop content and attitude towards workers. Any concerns regarding access or ideas for improvement should be addressed to the Principal Social Worker.

## Assessment

Assessment will be done by your nominated ASYE advanced practitioner/assessor. Assessment will include:

- Work products
- Service user feedback
- Feedback from other professionals
- Critical reflective logs
- CPD record
- Direct observations
- PDP

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 included 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, your nominated 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 Child and Family Knowledge and Skills Statements. You will be expected to produce evidence of having passed the ASYE via various documents/ work products over the year. Therefore you must produce the evidence in order set out the timeline below. Failure to do this will result in a fail being awarded. To achieve a pass grade, you will need to produce the following at an acceptable level:

- 4 work products
- 3 feedbacks from service users
- 3 feedbacks from professionals (outside children's services)
- 4 Critical reflective logs
- 4 work shadowing opportunities (assessment, care management, LAC and Children Disability team) with 4 self evaluations
- A CPD record
- 3 Direct observations, one of which must be completed by your assessor
- A completed PDP

Details of the assessment criteria are given later in this guide/handbook.

### **Direct observation**

An important part of the programme is the Direct Observation. 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.

At six months you may be asked to submit your interim portfolio for internal moderation. This will ensure that there is confidence in the assessment and support given so far and identify any potential problem areas. You will be given written feedback on the portfolio and it is expected that this will be incorporated into subsequent planning.

### **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.**

Failure to submit your portfolio on the agreed submission date may result in a fail being awarded. Should you fail your ASYE, your employment contract may be terminated with Dudley.

It is your responsibility to ensure that your portfolio is:

- Complete – contains everything
- Accurate
- Clear and unambiguous
- Your own work
- Respectful of the need to protect the identify of service users and families

The Assessed & Supported Year in Employment is completed without studying for a formal qualification however successful completion of the programme will lead to becoming an accredited Child & Family Practitioner as a mandatory programme of development as a qualified social worker. More information will be published as it becomes available from Department for Education.

## 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 shall 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 (part one and two)
- 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

### Records of achievement and attendance

Prior to the review meetings line manager will send to the NQSW and the ASYE advanced practitioner/assessor a record of your achievement to-date and of their attendance. It is expected that any issues arising from this data will be discussed at the review meeting.

### 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 9 full day workshops and as an ASYE social worker you will be expected to attend as mandatory training. These will cover:

Topic	Dates
<b>ASYE Day 1</b> – Introduction Day- Managing Practice/ Critical Reflection /CPD	<b>October</b>
<b>ASYE Day 2</b> –Safeguarding	<b>November</b>
<b>ASYE Day 3</b> – Recording with Care/ Effective use of Chronologies	<b>December</b>
<b>ASYE Day 4</b> – Putting Analysis within Assessment-making evidenced based decisions.	<b>January</b>
<b>ASYE Day 5</b> – Engaging with Children & Young people and their families	<b>February</b>
<b>ASYE Day 6</b> – Child Development and Attachment theory	<b>March</b>
<b>ASYE Day 7</b> – Law, PLO and Developing Competence in Court	<b>April</b>
<b>ASYE Day 8</b> – Neglect and the Toxic Trio (DV/Mental Health/Alcohol-Drug Use)	<b>May</b>
<b>ASYE Day 9</b> – Portfolio building/critical reflection and evaluation	<b>June</b>
2 Study Days – Independent study and portfolio preparation	<b>July</b>
Submission of Portfolio to Moderation panel	<b>September</b>
Moderation Panel Decision	<b>October</b>

You will also have ten study days of independent learning which shall be taken one day per month between November to June and two days in July 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 shall therefore be lost.

### Equal opportunities

The programme will ensure equality of access to support and assessment. Any special 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 HCPC 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 to assure 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 would ideally consist of five people:

- 1 Principal Social Worker
- 3 ASYE Team Managers
- 1 ASYE Advanced Practitioner
- 1 Head of Service relevant to team managers for ASYE reviewed

### 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 twelve of the ASYE for the final internal moderation panel and minutes of proceeding recorded by the ASYE programme administrator. Each panel agenda shall be set by the Principal Social Worker prior to the meeting, the Principal social worker shall chair the meeting and the Advanced practitioner shall present each NQSW to panel on the basis of their recommendation.

## 9. 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 workers 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 line 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.

In our assessment of learners 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 of 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 FF1). 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.

## 11.ASYE Timeline

<p><b>Month 1</b></p>	<ul style="list-style-type: none"> <li><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)</li> <li><input type="checkbox"/> Self assessment of Knowledge and Skills statements</li> <li><input type="checkbox"/> Critical Reflective Log 1 – beginning ASYE</li> <li><input type="checkbox"/> Professional Development Plan (PDP)</li> <li><input type="checkbox"/> Continuing Professional Development (CPD)</li> <li><input type="checkbox"/> Fortnightly supervision- Group supervision and manager supervision</li> <li><input type="checkbox"/> Work shadowing x 4 (assessment team, care management, looked after children and children with disability team) over 2 – 4 working days</li> <li><input type="checkbox"/> Shadow a MASE meeting, Achieving Permanency panel, Legal Gateway and Accessing Resources Panel</li> <li><input type="checkbox"/> Meet with Independent Reviewing Officers to understand their role</li> <li><input type="checkbox"/> RSPA meeting (end of month)</li> </ul>
<p><b>Month 2</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in and contribute to fortnightly supervision between Team manager and Advanced Practitioner/assessor</li> <li><input type="checkbox"/> Planning and complete Direct Observation 1</li> <li><input type="checkbox"/> Write ups of reflective evaluations of work shadowing experiences (1 per team attended)</li> <li><input type="checkbox"/> Day 1 of taught skill based session; introductions, managing practice, critical reflection and CPD</li> <li><input type="checkbox"/> 1 study day</li> <li><input type="checkbox"/> CCM Training session</li> </ul>
<p><b>Month 3</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in and contribute to fortnightly supervision between Team manager and Advanced Practitioner/assessor</li> <li><input type="checkbox"/> Service User Feedback 1</li> <li><input type="checkbox"/> Professional feedback 1</li> <li><input type="checkbox"/> Critical Reflective log 2</li> <li><input type="checkbox"/> Day 2 of taught skill based session; Safeguarding</li> <li><input type="checkbox"/> 1 study day</li> <li><input type="checkbox"/> Review meeting 1; minutes taken of meeting; submission of observation 1, reflective log 1 and 2 and PDP to assessor</li> </ul>
<p><b>Month 4</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in and contribute to fortnightly supervision between Team manager and Advanced Practitioner/assessor</li> <li><input type="checkbox"/> Day 3 of taught skill based session;</li> <li><input type="checkbox"/> Supervision record 1 – reflective of case work</li> <li><input type="checkbox"/> 1 study day</li> <li><input type="checkbox"/> CCM Trouble shooting session</li> </ul>

	<input type="checkbox"/> 4 work products (basis of 1 x assessment, 1 x care plan, 1 x case note and 1 x chronology which must have been completed since the 6 month review meeting)
<b>Month 5</b>	<input type="checkbox"/> Engage in and contribute to fortnightly supervision between Team manager and Advanced Practitioner/assessor <input type="checkbox"/> Service user feedback 2 <input type="checkbox"/> Professional feedback 2 <input type="checkbox"/> Day 4 of taught skill based session; <input type="checkbox"/> Update PDP/CPD <input type="checkbox"/> 1 study day
<b>Month 6</b>	<input type="checkbox"/> Engage in and contribute to monthly supervision between Team manager <input type="checkbox"/> Direct observation 2, planning and complete <input type="checkbox"/> Critical Reflective log 3 <input type="checkbox"/> Day 5 of taught skill based session; <input type="checkbox"/> 1 study day <input type="checkbox"/> Review meeting 2; minutes taken of meeting; submission of critical reflective log 3, direct observation 2, PDP Meeting to identify supervision frequency (monthly) and whether 9 month review meeting is necessary dependent upon need of NQSW
<b>Month 7</b>	<input type="checkbox"/> Engage in and contribute to monthly supervision between Team manager <input type="checkbox"/> Service User feedback 3 <input type="checkbox"/> Professional feedback 3 <input type="checkbox"/> Day 6 of taught skill based session; <input type="checkbox"/> 1 study day
<b>Month 8</b>	<input type="checkbox"/> Engage in and contribute to monthly supervision between Team manager <input type="checkbox"/> Supervision record 2 – reflection on performance <input type="checkbox"/> Observation 3; planning and complete <input type="checkbox"/> Update PDP <input type="checkbox"/> Day 7 of taught skill based session; <input type="checkbox"/> 1 study day
<b>Month 9</b>	<input type="checkbox"/> Engage in and contribute to monthly supervision between Team manager <input type="checkbox"/> Begin Critical Reflective log 4 <input type="checkbox"/> Day 8 of taught skill based session <input type="checkbox"/> Possible review meeting if identified as necessary <input type="checkbox"/> 1 study day

<p><b>Month 10</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in and contribute to monthly supervision between Team manager</li> <li><input type="checkbox"/> Continue Critical Reflective log 4</li> <li><input type="checkbox"/> Update PDP</li> <li><input type="checkbox"/> Day 9 of taught skill based session; Portfolio building, critical reflection and evaluation</li> <li><input type="checkbox"/> 1 study day</li> </ul>
<p><b>Month 11</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in and contribute to monthly supervision between Team manager</li> <li><input type="checkbox"/> Completion of Critical Reflective log 4</li> <li><input type="checkbox"/> Update CPD</li> <li><input type="checkbox"/> Update PDP</li> <li><input type="checkbox"/> KSS Self-assessment: evidence of practice against each element of KSS (case work examples)</li> <li><input type="checkbox"/> 4 work products (basis of 1 x assessment, 1 x care plan, 1 x case note and 1 x chronology which must have been completed since the 6 month review meeting)</li> <li><input type="checkbox"/> 2 study days</li> <li><input type="checkbox"/> Final Group Supervision session</li> </ul>
<p><b>Month 12</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Engage in and contribute to monthly supervision with Team manager</li> <li><input type="checkbox"/> Compile final portfolio to include- Critical logs 1-4, all CPD, all PDP, KSS Self-assessment (checklist from start of ASYE and second written evidence against completed month 11), evaluations of shadowing, planning and observations x3, service user feedback x 3, professional's feedback x3, 8 work products (2 assessments, 2 chronologies, 2 case notes and 2 care plans- 1 half to be completion dates to be prior to 6 month review and second products to have completion dates to be post 6 month review meeting), review meeting minutes, assessor interim progress report, 2 supervision records and final progress report by assessor. Opportunity to attend protected Portfolio day off site</li> <li><input type="checkbox"/> Submit to Internal Panel for verification</li> <li><input type="checkbox"/> Internal moderation panel to confirm pass or fail</li> </ul>

## 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.

## 12.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.

## 13. GLOSSARY

**Approved Child and Family Practitioner Status** – Approved Child and Family Practitioner for those who are lead professionals for named children and working with them under the local authority’s statutory framework (commonly referred to as “case responsibility”)

**ASYE** – assessed and supported year

**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** – Knowledge and Skills Statements set out what a child and family support social worker 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 meeting. This is the first meeting between the NQSW, the advanced practitioner/assessor, team manager and Chief Social Worker/ Principal Social Worker. At this meeting the critical reflection 1 and the self-assessment is reviewed and the support needs identified.

## 14. ASSESSMENT CRITERIA

You will be assessed against the Knowledge and Skills Statement for Child and Family social work. Below provides guidance on the assessment for work products/ documents and the holistic assessment

Assessment requirements for work products and documents	
Products	Criteria
Work products	<p>In 'signing off' the documentation produced by the NQSW, the assessor confirms:</p> <ol style="list-style-type: none"> <li>1. They have viewed a representative sample of the NQSW's work products.</li> <li>2. The NQSW has demonstrated progress (across the year) in their capabilities for each element below: <ul style="list-style-type: none"> <li>▪ Reflecting critically about their professional recording, learning from it and implementing change.</li> <li>▪ Meeting agency recording standards for: <ol style="list-style-type: none"> <li>a) formats/tools used</li> <li>b) timescales in completing recording.</li> </ol> </li> <li>▪ Recording robust professional decisions which: <ol style="list-style-type: none"> <li>a) distinguish between opinion, statement and fact</li> <li>b) draw on and tests multiple hypotheses, including contradictory opinions held by different professionals</li> <li>c) make informed use of intuition</li> <li>d) build an effective argument/justification with evidence.</li> <li>e) Understanding and applying appropriate legal and regulatory frameworks.</li> </ol> </li> <li>▪ Integrating and communicating the perspective of children and young people in need of care and support and their parents/carers in all aspects of recording, building on their feedback where appropriate.</li> <li>▪ Producing recording that communicates effectively with a range of audiences and settings, including other professionals, courts, children, young people and their parents/carers.</li> <li>▪ Producing recording that is: <ol style="list-style-type: none"> <li>a) clear, concise, and purposeful</li> </ol> </li> </ul> </li> </ol>

	<p>b) accurate, using correct spelling, punctuation and sentence structure.</p>
Feedback from service users	<ul style="list-style-type: none"> <li>• Seeking feedback from the children and young people in need of care and support and their parents/carers in this situation should have been considered in the critical reflective log.</li> <li>• The NQSW will need to show evidence of planning for how this is managed appropriately using their knowledge of or/and relationship with children and young people in need of care and support and their parents/carers wherever possible to ensure that this is comfortable for all concerned. This should be discussed in advance with the observer.</li> <li>• In all cases the children and young people in need of care and support and their parents/carers must be asked if they are willing to be a part of the process.</li> <li>• If they agree, it is the responsibility of the observer and the NQSW to ensure that they are given the opportunity to comment on the NQSW's capabilities and to be offered feedback about the NQSW and the assessors own assessment. It is important that in all circumstances the NQSW/observer considers the issues of consent and mental capacity.</li> </ul>
Feedback from other professionals	<ul style="list-style-type: none"> <li>• Did the NQSW achieve the desired outcomes for the intervention?</li> <li>• What strengths were identified?</li> <li>• Please make suggestions about areas for further development which could be included in the NQSW's professional development planning.</li> </ul>
Critical reflective logs	<p>Reflected critically about their practice, using information from a range of sources.</p> <ul style="list-style-type: none"> <li>▪ Continuous learning and development of practice.</li> <li>▪ Increased self-awareness and recognition of progressive, professional development.</li> <li>▪ Consistent demonstration of sound</li> </ul>

	<p>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.</p> <ul style="list-style-type: none"> <li>▪ The ability to explain and critically evaluate the role of social work as part of a system of support to children and their families.</li> </ul> <p>Increased understanding of the role and purpose of social workers and social work.</p> <p>Integrated the perspective of service users (including children, families and carers) across all aspects of their critical reflection, building on their feedback where appropriate.</p> <ul style="list-style-type: none"> <li>▪ 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</li> </ul> <p>Integration of feedback from service users and their families/carers in development of practice.</p> <p>Used critical reflection in professional decision-making and accountability</p> <ul style="list-style-type: none"> <li>▪ Ability to draw critically on theory, legislation, research and evidence in order to demonstrate effective practice in the management of risk and child safeguarding.</li> <li>▪ Skilled assessments that draw critically on theory, law, policy, research, and evidence as well as information from a range of sources.</li> </ul> <p>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</p> <p>Worked effectively in increasingly complex situations</p> <ul style="list-style-type: none"> <li>• Providing evidence of all of these requirements will incorporate this element.</li> </ul>
CPD record	Record what you have learned from a range of sources and identify how this has improved your practice and benefited children and young people their parents/carers.

	Continue to record you're learning to ensure you are HCPC compliant.
Direct observations from the designated assessor	Holistic assessment of the candidate's capability demonstrated in the direct observation of practice.
Completed PDP	<ul style="list-style-type: none"> <li>• Address any development areas in your PDP continually during the ASYE programme.</li> <li>• Continue to develop your professional decision-making</li> <li>• Continue to seek and learn from feedback to inform your professional development as a social worker</li> </ul>

<p><b>Holistic assessment of practice</b></p> <p>Over the course of the ASYE, the NQSW has:</p>	<p><b>Assessment outcomes</b></p> <p>The critical reflection log and the record of support and progressive assessment provide evidence of:</p>
<p>Consistently demonstrated proficient practice across a wide range of tasks and roles.</p>	<ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Skilled demonstration of child centred practice.</li> <li>▪ 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.</li> <li>▪ Working practice that demonstrates the active participation of children and young people, their families and carers wherever possible.</li> <li>▪ Progressive development of knowledge and skills in identifying, assessing and responding to risk, balancing this with family strengths and potential solutions.</li> <li>▪ Capacity to work effectively with a range of professionals in multi-disciplinary teams and in multi-disciplinary settings.</li> <li>▪ Ability to lead investigations of allegations of significant harm.</li> </ul>
<p>Become more effective in their interventions.</p>	<ul style="list-style-type: none"> <li>▪ Progressive development of practice skills and knowledge.</li> <li>▪ Skilled application of social work methods and theories.</li> <li>▪ Skilled demonstration of effective and empathic relationships with children and young people to ensure that the best possible outcomes are achieved for them.</li> <li>▪ Ability to analyse and demonstrate reasoned, robust decision making.</li> <li>▪ Use of professional curiosity and authority while maintaining a position of partnership.</li> </ul>
<p>Developed confidence and earned the confidence and respect of others</p>	<ul style="list-style-type: none"> <li>▪ Confident demonstration of the social work role.</li> <li>▪ Active participation in team and multi-disciplinary settings with appropriate use of authority.</li> <li>▪ 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.</li> <li>▪ 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.</li> <li>▪ Ability to recognise and manage conflict.</li> <li>▪ Authoritative professional practice drawing on knowledge and</li> </ul>

	evidence based practice.
Gained experience and skills in relation to a particular setting and user group.	<ul style="list-style-type: none"> <li>▪ Development and confident application of knowledge relevant to the service setting. Increased ability to work autonomously. Reliably operating within organisational requirements.</li> <li>▪ 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.</li> <li>▪ The ability to recognise concerning adult behaviours that may indicate a risk, or increased risk to children and young people.</li> </ul>
Consistently used supervision appropriately to seek support, exercise initiative and evaluate their own practice.	<ul style="list-style-type: none"> <li>▪ Proactive use of supervision.</li> <li>▪ Increased ability to reflect on, evaluate and alter their own practice.</li> <li>▪ Progressive development of initiative and informed decision making.</li> <li>▪ Recognising how and when to seek advice from a range of people and sources.</li> <li>▪ Demonstration of the ability to set and respond to learning needs/goals.</li> </ul>
Reflected critically about their practice, using information from a range of sources.	<ul style="list-style-type: none"> <li>▪ Continuous learning and development of practice.</li> <li>▪ Increased self-awareness and recognition of progressive, professional development.</li> <li>▪ 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.</li> <li>▪ The ability to explain and critically evaluate the role of social work as part of a system of support to children and their families.</li> <li>▪ Increased understanding of the role and purpose of social workers and social work.</li> </ul>
Integrated the perspective of service users (including children, families and carers) across all aspects of their critical reflection, building on their feedback where appropriate.	<ul style="list-style-type: none"> <li>▪ 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</li> <li>▪ Integration of feedback from service users and their families/carers in development of practice.</li> </ul>

## Social Care Learning and Development

### Assessment Extension Form

Name:		Scheduled submission date:	
Assessment:			

Reason(s) for request for extension:
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NQSW signature:		Date:	
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Agreed date for assessment submission			
Assessor		Date:	
Principal Social Worker :			

Attach one copy of this assessment extension form to the submitted work.

