

**THE ASSESSED &  
SUPPORTED YEAR IN  
EMPLOYMENT**

**Halton Borough Council's  
Guidebook for Newly Qualified  
Social Workers**

***2020***

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## Introduction

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Welcome to the Assessed and Supported Year in Employment (ASYE). ASYE is the bridge between being a newly qualified social worker and a career in social work. In Halton it combines a personalised programme of development, support and professional discussion with monitoring and assessment against the relevant standards of the Knowledge and Skills Statements (KSS) and Professional Capabilities Framework (PCF). The ASYE is designed to help newly qualified social workers (NQSW's) develop their skills, knowledge and capability and strengthen professional confidence. It will therefore provide you with the opportunity of having access to regular, focused support during your first year in employment, enabling you to meet the required standards as well as equipping you with the knowledge, tools and competence to develop into an effective, successful social worker. Over this next year it's expected you'll consolidate the learning from your degree by developing your knowledge and experience in your employment setting. Over the course of your first year in Halton you'll benefit from:

- ✓ Reflective Supervision
- ✓ Reduced Workload
- ✓ A Personal Development Plan
- ✓ Protected time for personal development
- ✓ Quarterly Progress Reviews
- ✓ ASYE Workshops
- ✓ 1-1 Support Sessions from Halton's ASYE Co-ordinator.

The coordination and management of the ASYE regionally is led by the Cheshire and Merseyside Social Work Teaching Partnership. The Partnership operates within an agreed Memorandum of Understanding between social work employers and higher education institutions (HEIs) to which the heads of all partnership organisations have agreed and signed up to.

## Background

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In the past newly qualified social workers benefitted from a 12 month support programme in their first year. This was designed to ensure they had access to high quality developmental opportunities to broaden their skills and knowledge and gain a firm foundation for future career development. The development of the ASYE was one of the recommendations of the Social Work Task Force during 2009 and its implementation has been a very important step within the social work reform process. Through the ASYE initiative the Social Work Reform Board has encouraged employers to continue investing in newly qualified social workers during their initial 12 months of employment. As such from September 2012 a new single sector-wide Assessed and Supported Year in Employment replaced the outgoing NQSW programme. ASYE is designed to be used in all settings where a qualified and registered social worker is employed in England and includes all newly qualified social workers working in public, voluntary, private and independent sectors. . The implementation of the ASYE is intended to build on collaborative partnership working between employers and higher education institutions (HEIs), and on good practice developed through the piloting of NQSW Framework programmes in adults services (supported by Skills for Care) and in children's services (supported by CWDC, now incorporated into the Department for Education). The ASYE is a single programme across both children's and adult's services.

This programme is intended to be implemented alongside other SWRB reforms; in particular, the Professional Capabilities Framework (PCF) for social work is owned and regulated by The British Association of Social Workers and the Knowledge and Skills Statements. It's also undertaken alongside the mandatory standards set by the Health and Care Professions Council (Standards of Proficiency; Standards of Conduct, Performance and Ethics; and Standards for Continuing Professional Development); by good practice set out in the Standards for Employer Standards (2014), and other national recommendations for social work such as the Munro Report.

## Eligibility & Timescale

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At the time of your appointment Halton Borough Council will have ensured that you have successfully completed a recognised social work degree programme no more than two years before the start of your ASYE. For those outside this timescale the Council must be satisfied with the currency of the NQSW's knowledge and skills for them to be able to begin the ASYE.

It will normally take 12 months for NQSWs to complete the ASYE. The programme period is pro rata and the timescales can be adjusted in exceptional circumstances, for example if you work part-time the council will take account of the normal pattern of work and adjust the timescales accordingly, for instance a worker employed on a part-time contract would be expected to complete within 2 years. Clarity about your pattern of work (e.g. full time, part time) must be recorded at your initial meeting within your Support and Assessment agreement (contained within the Record of Support and Progressive Assessment (RSPA))

## The Cheshire and Merseyside Social Work Teaching Partnership

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Halton Borough Council is a member of the Cheshire and Merseyside Social Work Teaching Partnership and agrees to work within agreed partnership arrangements in order to assess newly qualified social workers by using the following to provide evidence of competence:

- ✓ Skills for Care (SfC) documentation – Critical Reflection Log (CRL) to be completed by NQSW and Record of Support and Progressive Assessment (RSPA) to be completed by assessor
- ✓ Written Academically Marked Assignment
- ✓ Quality Assurance of SfC documentation
- ✓ Internal Moderation Panel (with HEI representation)
- ✓ External Moderation of the SfC documentation within the Teaching Partnership

## Roles & Responsibilities

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### The Newly Qualified Social Worker

You are expected to prepare for and contribute fully to your Support and Assessment agreement, supervision, and professional development reviews, reflecting on your structured development over the whole course of your programme, raising any relevant concerns at the earliest opportunity. You will electronically compile a

portfolio using the CRL throughout the ASYE year and a written academic assignment towards the end of the programme. When completing your CRL you must specifically identify which KSS, PCF and holistic outcomes you feel the work you refer to within your CRL evidences. Prior to each review meeting you will need to provide your assessor and ASYE co-ordinator with a copy of your CRL. This should be provided no later than one week before the review meeting takes place. Failure to provide this within the agreed timescale may result in the meeting being postponed until your Assessor and ASYE co-ordinator have had sufficient time to review the documentation. Ongoing failure to provide the documentation may result in an Action Plan being required and consultation with Principal and Divisional Managers as to the reasons for this.

## Line Manager/Assessor

Your line manager or assessor will be the person who provides professional supervision, allocates work and assesses you throughout your ASYE programme. This element of support will be critical to safe and effective practice. Your manager will be familiar with the ASYE programme and its related documentation. Your manager or assessor must be a qualified registered social worker. There must only be one named assessor. Others may contribute to the assessment process, for example in informally observing your practice. Your manager/assessor should be familiar in working with the Knowledge and Skills Statements and the PCF and the principles of holistic assessment. Your line manager/assessor will assess your progress throughout the ASYE against the KSS, PCF and Holistic Assessment Outcomes contained within the Skills for Care documentation. Skills for Care provide the following guidance for undertaking a holistic assessment of workers completing the ASYE Programme

*It may be helpful to consider the relationship between the [knowledge and skills statement \(KSS\)](#) and the [professional capabilities framework \(PCF\)](#) as follows.*

- *The KSS provides an overall context that describes the role and expectations of the social worker in adult services*
- *The KSS is designed to build upon and enhance the PCF, which remains the overarching standards framework applicable to all social workers in whatever role or setting*
- *All social workers should be able to demonstrate knowledge of all aspects of the KSS and development in those aspects which are relevant to the service setting*
- *The PCF details the level expected of the NQSW at the end of the ASYE*
- *All social workers need to demonstrate progression; the ASYE and KSS level descriptors are the minimum requirement at the end of ASYE.*

<http://www.skillsforcare.org.uk/Learning-development/The-ASYE-adults/ASYE-documents-and-supporting-guidance.aspx>

## Practice Manager for SW Professional Development

The final responsibility for agreeing the outcome of the assessment of NQSWs lies with Halton Borough Council and is managed and co-ordinated by the Practice Manager for Social Work Professional Development who has overall responsibility for the final outcome of assessment.

The Practice Manager for Social Work Professional Development is responsible for ensuring:

- Arrangements for the support and assessment of newly qualified social workers are in place at the start and throughout the programme
- Your required supervision and professional developmental reviews take place
- Your induction, training and developmental opportunities are identified and delivered via quarterly developmental reviews with your assessor/manager.

## Social Work Teaching Partnership

The Partnership will endeavour to ensure there is adequate support and training for NQSWs and assessors. NQSWs will have regular opportunities for peer support and group development.

Support for supervisors may be coordinated across the region through the Partnership. Assessors who want support particularly with implementing holistic assessment and help interpreting the PCF and KSS will also have access to facilitated peer support that compliments other forms of management or practice educator training. The Partnership commissions the necessary academic assessment and moderation elements from partner HEIs.

The Partnership ensures the programme meets national expectations and ensures that employers, along with relevant education and training partners are fully involved in the development and implementation of the programme. They will monitor individual outcomes of NQSWs in the region and will evaluate and revise the programme as necessary both locally and sub-regionally to review and share best practice.

## Procedural Activities

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### Support and Assessment Agreement (Formally known as Learning agreement)

The Support and Assessment agreement should be completed as soon as possible after you begin employment as a qualified, registered social worker. It is signed by yourself, your assessor and ASYE coordinator. It will be countersigned by a senior manager at the final stage of assessment to confirm the assessment decision.

The Support and Assessment Agreement is to help establish and clarify roles and responsibilities of the NQSW and their assessor, and to record the expectations of the ASYE. It is an agreement between Halton Borough Council and you. It also helps to establish how you will be assessed throughout ASYE and the support you will receive. The Support and Assessment agreement is offered to assist in setting out and agreeing the support that is to be provided and how the assessment process will be conducted. It's a working document and as such is reviewed regularly throughout the assessed year and is updated and confirmed as necessary at the three month, six month and nine month reviews to record your progress and development. The Agreement provides space for key points and actions from previous reviews and should be recorded in each of the relevant

sections before being signed and dated by the designated signatories on the summary page. In addition it's recommended the agreement refers to any other outcomes of review discussions in the form of an action plan.

The ASYE is aligned to Halton Borough Council's Induction arrangements. Information about the Induction Programme should be given to you by your manager on your first day of employment. The Induction document should be completed and used to provide supporting evidence of your ASYE programme.

## Quarterly Reviews

Reviews are held at 3, 6, 9 and 12 months to review progress and tailor support to your individual learning and professional developmental needs. Discussion at review meetings form part of the portfolio evidence and are recorded within the Record of Support and Progressive assessment, Critical Reflection Log and related annexes covering relevant stages of the ASYE. Reviews capture the formative assessment of progress over the ASYE programme. The Support and Assessment agreement can be used to clarify the format of the evidence required as well as setting out the type of evidence to be used and the date by which it will be required. As an example, evidence used to support assessment can be taken from documents such as:

- ✓ Relevant Supervision Records
- ✓ Direct Observations
- ✓ Case Records
- ✓ Critical Reflection Commentaries
- ✓ Case audits
- ✓ Reflective Reports for Reviews
- ✓ 6-12 Month reflective log task
- ✓ Service User and Carer Feedback

## Supervision

All supervision should include the opportunity for reflection and critical analysis of practice alongside caseload and workload management, organisational accountability and personal development in the context of the Standards for Employers and Supervision Framework. The supervision process will feed into the ASYE quarterly reviews which should also provide opportunity for a more formal reflection and analysis of practice. Please refer to Halton Borough Council's Supervision Policy for further information.

Newly qualified social workers should only be supervised by a registered and qualified social worker. Supervision should be for the duration of at least 90 minutes at the following frequencies during the ASYE.

- ✓ Once a week for the first six weeks
- ✓ Once a fortnight up to the first 6 months
- ✓ Monthly thereafter

## Caseload Management

Normally, over the course of the year the newly qualified social worker should have a workload equivalent to 90% of what would be 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 complexity, risk and growing proficiency.

There may be times when social workers are working slightly below or slightly above the suggested maximum number of cases. The reasons for this **must** be recorded in your supervision notes and discussed at quarterly reviews.

## Professional Development Time

As a newly qualified social worker you will be given time off for professional development. The time allocated is 12 days study leave and access to regular ASYE workshops over the course of the assessment and supported year, and should be used for study and personal development. It is expected you take responsibility for ensuring all designated days are taken.

## ASYE 1-1 Support Sessions

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Prior to every review meeting you will have the opportunity to meet with the Practice Manager for Social Work Professional Development for a 1-1 support session. These sessions last between 1 – 1 and a half hours and are an opportunity to discuss your ongoing progress, specific cases you wish to include within your critical reflective log and how these evidence your skills and ability to meet the relevant KSS/PCF. In total, workers will be able to access four 1-1 sessions over the course of the ASYE, however additional support sessions can be arranged at the request of the social worker or their assessor/line manager.

## ASYE Workshops

Halton Council provide designated workshops held exclusively for newly qualified social workers. Attendance at these workshops is mandatory. They provide you with an opportunity to have space away from the office setting, away from interruption. They are held to facilitate group supervision and learning; an opportunity to meet and discuss issues with your ASYE peers and to receive advice and support about all aspects of the programme over the course of the year.

## Learning & Development – The Personal Development Plan

Professional development plans are a requirement of the SFC documentation in the assessment of the ASYE and of the Council. A useful starting point will be for you to complete a self-assessment against the Knowledge and Skills Statements (KSS) at ASYE level; this will provide a benchmark to help inform professional development and measure your progress against the KSS throughout the programme. The Personal Development Plan (PDP) will be reviewed at every scheduled ASYE review in line with Halton Council's policy and procedures and the recommended review schedule advised by the Social Work Teaching Partnership. Training requirements will also be determined through your individual Personal Action Plan via local arrangements for performance management, appraisal and staff development.

## Escalation by NQSW



If during the ASYE you believe you are not receiving your contractual entitlements in accordance with this guidance, you should in the first instance speak with your Principal Manager. If the situation is not resolved then the matter should be escalated to the Practice Manager for Social Work Professional Development and Divisional Manager. There is an expectation that you take full responsibility for managing your own progress during the ASYE and ensure you have the necessary support, developmental and training opportunities as outlined in the Learning Agreement. If these issues are escalated and the NQSW remains unsatisfied with the outcome the matter can be further escalated to the Operational Director whose decision will be final.

## The Assessment Process

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Work based learning and assessment is at the heart of the ASYE. The robust and transparent assessment strategy adopted below sets out what NQSWs, supervisors and assessors can expect from a programme that aims to meet national standards for ASYE.

In Halton the assessment process is undertaken in collaboration with the Social Work Teaching Partnership. This partnership arrangement allows for a broader assessment strategy whilst providing consistency of the assessment process across the region. Over the course of this programme you will be invited to take part in a number of events hosted by the partnership and will include training, networking and shadowing opportunities. Further details about the contribution of the Partnership in the assessment process are detailed below.

The Knowledge and Skills Statement (KSS): In October 2014 the Secretary of State for Education asked the Chief Social Worker for Children and Families to develop a new assessment and accreditation system for the professional practice of children's social workers in England. These changes are meant to restore confidence in the service. The new professional standards are set to drive a culture of change, refocusing professionalism on the front line. The development of the Knowledge and Skills Statement is intended to act as a vehicle for universal change across the social work career pathway including qualification, recruitment and retention of social workers across the entire children's workforce. The ASYE is included in the first of the three levels and contributes towards a new Approved Child and Family Practitioner status (ACFP). This status will be seen as an essential requirement for any social worker holding cases of children in need, children at risk of harm and looked-after children; setting a broad new standard for all those employed in the most demanding front-line social work roles.

In addition to the Knowledge and Skills Statement (KSS) in Children's services, the Department of Health has also created a specific KSS for Adult's services, which was published in March 2015. The statement sets out what a social worker working with adults should know and be able to do by the end of their ASYE and applies to all social workers working with adults who contribute to delivering statutory health and wellbeing outcomes for people and their carers, in both the public, private and voluntary sectors.

The Professional Capabilities Framework (PCF) is the criteria against which knowledge and capability is judged. The Framework is owned and regulated by the British Association of Social Workers on behalf of the social work profession. Further information about the PCF, including an interactive flash version can be obtained from the BASW website.

Assessment will measure professional capability in the employment context. The standards for the judging NQSWs are benchmarked and assessed against the criteria set out within the Knowledge and Skills Statements and the Professional Capabilities Framework for ASYE. The principles of ‘holistic assessment’ are central to the use of the Professional Capabilities Framework. Rather than focussing on a ‘single point’ of assessment, or isolated skill or capability, evidence will be accumulated and reviewed over the year to show sufficiency in a range of essential skills, knowledge and values to cover the Knowledge and Skills Statements and the domains of the PCF. There are specific holistic assessment outcomes contained within the CRL and RSPA – both assessor and ASYE should review these on an on-going basis and make reference to these within the documentation for each review meeting.

Evidence gathered from a range of work must be sufficient to demonstrate how the NQSW has met all of the Knowledge and Skills Statements in their relevant area of practice and the nine domains of the PCF at ASYE level. Assessment of progress is documented in a portfolio and written assignment so that a range of evidence can be submitted that simultaneously meets the requirements across the Statements and domains.

Over the duration of the ASYE you’ll need to show how you have met the requirements of the Knowledge and Skills Statements and all nine domains of the PCF at ASYE level, demonstrating your professional progression throughout the year. Evidence will be gathered from a range of work and will be built up and reviewed over the year to show your sufficiency in a range of essential social work skills. Assessing learning, performance and progression in relation to the PCF requires an approach compatible with the framework and ‘holistic assessment’ is the recognised approach for assessing in these circumstances. The following principles of holistic assessment apply to assessment across the whole of the PCF.

- ✓ Assessment is progressive over the 12 month period, for example capability is measured at different stages to evidence your development
- ✓ Assessment must be consistent with the Knowledge and Skills Statements and the PCF level descriptors for the ASYE and include sufficiency and depth of evidence
- ✓ Evidence must include the ability to reflect critically, including reference to difference sources of knowledge and research

To assist in providing evidence of progression of capability assessment should include:

- ✓ Observations of several parts of practice over the course of the ASYE
- ✓ In different settings and at different times over the year
- ✓ By different observers who are capable of assessing and making judgements

## **Electronic Portfolio – The Critical Reflective Log and The Record of Support and Progressive Assessment**

The Critical Reflection Log (CRL) provides a standardised range of evidence from an NQSW’s practice for assessment. It also demonstrates how support and professional development have contributed to the NQSW’s progress. The CRL should not be seen as a ‘piece of work’ to be completed at the end of the ASYE, but rather as an on-going record of achievement and a resource for promoting continuous professional development throughout the programme period. The Support and Assessment Agreement will give details for the submission of the CRL towards the end of the ASYE. The CRL will remain the property of Halton Borough Council but you should retain a copy.

Alongside the CRL, your ASYE assessor will have completed The Record of Support and Progressive Assessment (RSPA.) This contains the Support and Assessment agreement, Progressive assessment reviews completed at each quarterly review and documentation to record the internal moderation process. **Prior to each review meeting, you must submit your CRL for review by your assessor no later than one week before your review meeting takes place.** Your CRL will be reviewed within the meeting and will help inform and provide evidence in support of the assessors recommendation. This will also help inform your quarterly PDP.

The CRL and RSPA should contain:

- A signed and fully completed Support and Assessment Agreement
- A signed and fully completed Personal Development Plan and Reviews in line with each ASYE review period
- Supervision Contract
- Three Formal Direct Observations - a minimum of two to be completed by Line Manager/Assessor – one to be completed by a registered social worker who is a stage 2 Practice Educator
- Three written feedback testimonies from service users/carers
- Three written feedback testimonies from other professionals and colleagues
- 6-12 Month reflective log task
- Matrix of Evidence against the KSS and PCF
- Reflective commentaries
- A record detailing Continuing Professional Development (CPD)
- Evidence of two case audits

**Portfolio Confidentiality:** Information recorded in the CRL and RSPA must pay regard to and underpin policy, procedure and legislative guidance as adopted by Halton Borough Council to ensure the protection of service users, carers and other professionals. All names and distinguishing facts relating to service users and their carers involved in case work evidenced must be anonymised with names changed or removed to preserve confidentiality. In particular, any case information, either personal or professional, must be treated with utmost care with respect for the service users' right to dignity and confidentiality.

## Observation of Practice

**Formal Observation of Practice:** There should be three formal direct observations of your practice taken over the ASYE – between the start and three month period; between the three and six month period and between the six and nine month period. Observations would normally focus on practice which involves interaction with service users and carers. Your observer should be a qualified registered social worker and at least two of your observations should be undertaken by your line manager. Further guidance for involving people who use services is provided on page 13.

You must ensure service users and carers participate in the observation, having gained their consent for the interaction to be observed. They should be given the opportunity to decide with you how the observation will proceed and what their role will be in the observation of your practice. See portfolio template.

**Informal Observation of Practice:** Usually undertaken by peers and multi-agency non-social work practitioner colleagues. See portfolio template.

## Guidance for Undertaking Observations

**1 Formal Observation:** can be used for planned observations of the NQSW's practice. In these cases the observer will normally be the Manager/Assessor and therefore a registered social worker and be familiar with the ASYE capabilities.

**2 Indirect Observation:** can be used for less formal observations of day-to-day practice. These observations may be undertaken by non-social work professionals and practitioners and include a range of settings, for example, multi-professional team meetings, case conferences or joint visits. In these cases, the observer completing the template may not necessarily be a registered social worker. The observer will still need to have a basic understanding of what is required of an NQSW at ASYE level and should be given the ASYE level descriptor before the observation.

### 3 Guidance for using the Formal Observation Template contained within the CRL

Preparation for the direct observation of practice:

- The NQSW and observer should plan the direct observation and agree objectives and assessment criteria for the observation (what do they want to achieve in the intervention and there any specific capabilities, identified as areas for development or concern, they would like the observer to focus on and provide feedback). The NQSW should complete and share boxes 1 and 2 of the observation form with the observer as part of the preparation for the observed session.
- The service user or carer involved **must** be asked if they are willing to be part of the process. If they agree, it is the responsibility of the observer and the candidate to ensure that they are given the opportunity to comment on the NQSW's capabilities, and for the service user to be given feedback about the NQSW and assessor's own assessment. Not all service users will be able to or want to be involved in the process; others will be willing to contribute and be part of the assessment process. The observer and candidate will need to plan how this is managed using their knowledge of or/and relationship with the service user wherever possible to ensure that this is comfortable for all concerned (Adapted from 'Assessing practice at qualifying level for social work using the PCF')
- NQSW and observer should agree and clarify the role of the observer during the intervention: how will they be introduced, under what circumstances, if any, will they intervene.
- NQSW and observer should agree what happens after the observation—how and when will feedback be given, what reports/documents need to be completed by the NQSW and observer and by when.
- The NQSW should have the opportunity to reflect and comment on the observer's report.

### 4 Planning for intervention

*Questions you might want to think about:*

How did you prepare for this intervention?

What is your purpose, role and responsibility?

What outcomes or objectives do you want to achieve? (These can be linked to areas for development identified in reviews, supervision or previous observations).

### **5 Brief description of the intervention**

*Questions you might want to think about:*

What happened, what was achieved?

Describe your role and the action of others.

### **6 Reflections on the observed practice**

*Questions you might want to think about:*

What went well?

How did you know it had gone well?

Were the outcomes achieved?

What action do you need to take next in this intervention?

How did you feel generally and about being observed?

What key points have you learnt from this experience?

Were there any surprises for you in this observation?

### **7 Critical reflection and professional development**

*Questions you might want to think about:*

Bearing in mind the ASYE capabilities and level descriptor, have you identified or confirmed any specific areas for further development? (Cross reference to capability statements if required)

How do you intend to address these areas of development?

What support do you require?

## **Involving People who use Services**

Direct observation is also an ideal time to gain feedback from service users and carers, whether they are children, young people or adults. It will be to some extent a matter of judgement as to how this can best be achieved. At least two examples of feedback from service users or carers should be obtained.

You will be expected to record why the service user or carer was chosen to provide feedback, and why a particular format for feedback was chosen. Justification for verbal interviews or written questionnaires should be given by you with consideration of other methods or materials for communication as necessary. You are expected to anticipate the complexities of seeking feedback with support from your observer regarding decisions about who will elicit feedback and how.

Two useful questions to ask service users and carers are:

‘Can you give examples of what has been helpful or less helpful to you?’

‘Your social worker is newly qualified. What advice would you give them to take with them through their career?’

## Reflective Academic Assignment – “Critical Reflection on ASYE”

Six weeks before the end of your programme you’ll be required to submit a reflective assignment of 3,000 words assessed against Masters Level 7. The academic marking criteria used to will help NQSWs to link evidence from their practice to the relevant theory as well as the Knowledge and Skills Statement and PCF domains. The assignment title is “**Critical reflection on ASYE**”. There will not be a requirement to enrol with any university and there are no academic credits associated with this assignment.

The Assignment should be structured as follows:

Part 1            1,500 words professional decision making

- i)            Demonstrate reasoned application of critical reflection in 1 complex case
- ii)           Critically evaluate the validity of your clinical judgement in that case

Part 2            1,000 words professional development

- i)            Critically reflect and analyse your knowledge base for professional Social Work Practice

Part 3            500 words future development

- i)            Outline and justify your professional development priorities and action plan for the next 12 months

**Learning outcomes:** After completing the ASYE programme, you should be able to:

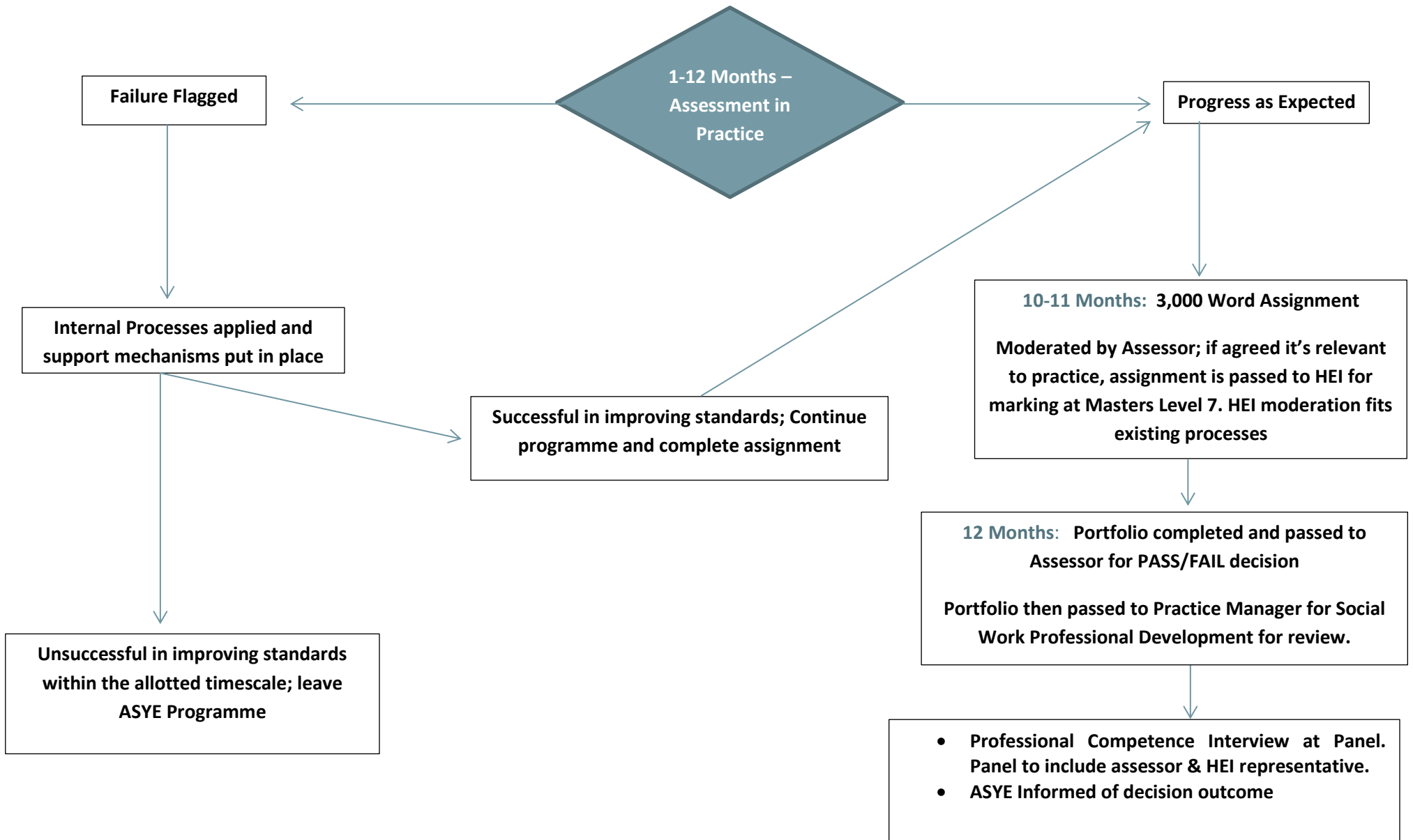
1. Demonstrate a critical understanding of key theoretical ideas, research and current debates within your area of practice
2. Demonstrate reasoned, independent thought in the application of theoretical ideas, research and other knowledge in your practice

3. Demonstrate your capability to reflect purposefully on the quality and effectiveness of your own practice
4. Demonstrate your commitment and capability to plan for and achieve continuous professional development and practice related learning

Having a written assignment as well as a portfolio complied of the relevant SfC documentation will help you to identify your capacity for reflection, informed analysis and critical thinking across the PCF as they relate to social work practice. It's intended to promote the highest standards of reflective learning valued in effective social work practice. The written assignment also provides further opportunity for independent assessment and external moderation to strengthen the assessment process.

Assignments will be graded for the purposes of providing developmental feedback, but this mark will be converted to a pass or fail for assessment purposes. Consideration of how a 'fail' in the assignment relates holistically to assessment and of other sources of evidence will be undertaken at the interview.

# The Assessment Process





1st Quarter  
1-3 months

- Induction Programme
- Supervision Contract - written up at first supervision
- Personal Action Plan - written up at first supervision
- Support and Assessment agreement- Initial Meeting held as soon as possible after start date and completion of self assessment against the Knowledge and Skills Statements
- Registration with the Department for Education or Skills for Care
- 1st Formal Direct Observation
- Attendance at training and Partnership tutorials
- 1-1 meeting with ASYE Co-ordinator

2nd Quarter  
3-6 months

- 3 Month Review of Progress and Updating of Learning Agreement and related annexe
- 2nd Formal Direct Observation
- Attendance at ASYE Workshops, training and Partnership tutorials
- Portfolio Audit
- 1-1 meeting with ASYE co-ordinator

3rd Quarter  
6-9 months

- 6 Month Review of Progress and Updating of Learning Agreement and related annexe
- 3rd Formal Direct Observation
- Portfolio Audit
- Attendance at ASYE Workshops, training and Partnership tutorials
- 1-1 meeting with ASYE co-ordinator

Final Quarter  
9-12 months

- 9 Month Review of Progress and Updating of Learning Agreement & related annexe
- Academic Assignment Submission
- Assessor/Managers Report
- Portfolio submission and quality assurance
- Moderation Panel

## THE NQSW'S JOURNEY THROUGHOUT THE ASYE – WEEKLY ACTIVITY CHART

Week	Activity	Responsibility:
1	Induction programme begins follow link: <a href="#">Induction Programme</a>	As part of the induction process the Manager will inform the Practice Manager for SWPD of the ASYE's start of employment. Guidance about the ASYE is available for managers and NQSW's on the Skills for Care website. <a href="http://www.skillsforcare.org.uk/socialwork/introductionsw.aspx">http://www.skillsforcare.org.uk/socialwork/introductionsw.aspx</a>
1	NQSW meets with the Practice Manager for Social Work Professional Development and is briefed about the ASYE, responsibilities, the support, development, the processes and documentation	NQSW & Practice Manager for SWPD
1	Weekly supervision begins for 6 weeks based on the KSS and Professional Capabilities framework (PCF) using the ASYE Level domains.  Supervision Contract completed.	NQSW & Manager  NQSW & Manager
2	Personal Development Plan Completed. Training and developmental opportunities are identified and planned.	NQSW & Manager
2	Support and Assessment Agreement Initial Meeting. Agreement is completed and approved using relevant SfC documentation.	NQSW, Manager & Practice Manager for SWPD
2	NQSW is registered onto the ASYE via the Department for Education or Skills for Care portal.	Practice Manager for SWPD.

4	NQSW starts work on electronic portfolio of evidence using SfC documentation	NQSW supported by Manager and Practice Manager for SWPD
6	1 <sup>st</sup> Direct Observation takes place	NQSW, Manager/Practice Manager for SWPD
7	Fortnightly supervision begins for six months and includes developmental supervision sessions based on the KSS and PCF at ASYE Level	NQSW, Manager & Practice Manager for SWPD
12	NQSW prepares CRL for Review  3 Month Review takes place to review: <ul style="list-style-type: none"> <li>• Learning Agreement</li> <li>• Assessment Process</li> <li>• Personal Development Plan</li> <li>• Caseload Management</li> <li>• Professional Development Time</li> </ul>	NQSW  NQSW, Manager & Practice Manager for SWPD
20	2 <sup>nd</sup> Direct Observation takes place	NQSW, Manager, Practice Manager for SWPD
24	NQSW prepares CRL for Review  6 Month Review takes place to review: <ul style="list-style-type: none"> <li>• Learning Agreement</li> <li>• Assessment Process</li> <li>• Personal Development Plan</li> <li>• Caseload Management</li> <li>• Professional Development Time</li> </ul>	NQSW  NQSW, Manager & Practice Manager for SWPD
28	Supervision at Monthly intervals begins based on the Professional Capabilities framework (PCF), ASYE Level domains	NQSW & Manager

<p><b>36</b></p>	<p>NQSW prepares CRL for Review</p> <p>9<sup>th</sup> Month Review takes place</p> <ul style="list-style-type: none"> <li>• Learning Agreement</li> <li>• Assessment Process</li> <li>• Personal Development Plan</li> <li>• Caseload Management</li> <li>• Professional Development Time</li> </ul>	<p>NQSW</p> <p>NQSW, Manager &amp; Practice Manager for SWPD</p>
<p><b>39</b></p>	<p>3<sup>rd</sup> Direct Observation takes place</p>	<p>NQSW, Manager, Practice Manager for SWPD</p>
<p><b>42</b></p>	<p>Assignment Plan submitted to HEI tutor in preparation for submission of assignment.</p>	<p>NQSW</p>
<p><b>46</b></p>	<p>NQSW submits 3000 word assignment to the HEI</p>	<p>NQSW with support from Practice Manager for SWPD</p>
<p><b>48</b></p>	<p>3,000 Assignment marked and decision and feedback provided to the NQSW, Manager and Practice Manager for SWPD</p>	<p>HEI Representative</p>
<p><b>51</b></p>	<p>ASYE Final Report Submitted to the Practice Manager for SWPD</p>	<p>Assessor Manager</p>
<p><b>51</b></p>	<p>Final Panel</p>	<p>Arranged subject to the successful outcome of the academic assignment and portfolio of evidence. The meeting will be arranged by the Practice Manager for SWPD and chaired by a Divisional Manager and attended by the NQSW, Manager and an HEI representative The Practice Manager for SWPD will provide a recommendation, (pass/fail or deferred). The Divisional Manager endorses the decision.</p>

52	Halton Borough Council informs Skills for Care and the Department for Education of Assessment outcome.  Application for an ASYE Certificate submitted	Practice Manager for SWPD  Practice Manager for SWPD
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## Final Assessment & Assessment Outcomes

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The framework for the ASYE is compatible with Halton Borough Council's HR policies. Inadequate progress or difficulties in achieving the ASYE outcomes should be acknowledged as early as possible so that additional support can be identified and provided. Progress should also be monitored and recorded at quarterly reviews via an action plan - there should be no surprises towards the end of programme. Where NQSW's are making insufficient progress across the ASYE, a decision about initiating capability procedures should be considered. NQSW's should be aware of the potential consequences of a 'fail' outcome from the start of the ASYE period. Extending the completion of ASYE on the grounds of capability will not be possible. Deferment can only be used for maternity or paternity leave and long term sickness absence. Deferment **cannot** be on the grounds of capability.

Newly qualified social workers who do not successfully complete their assessed year because their skills and knowledge fall below the required standard do not have an opportunity to re-take the assessed year either within Halton or via the national programme. In addition, if the social worker does not successfully complete the ASYE because of concerns about conduct or competence, Halton Borough Council is required to pass the concerns to the Health and Care Professions Council.

### Contractual Obligations

As a newly qualified social worker you must successfully complete the Assessed and Supported Year in Employment to remain eligible as an employee of Halton Borough Council. Your progress will be monitored as part of the quarterly reviewing processes. In the event that issues are raised regarding unsatisfactory performance the outcome will be recorded in writing and a warning letter will be issued detailing the improvements required and the implications for you continuing to remain in the employment of the council. In the instance of concerns regarding capability or performance appropriate Halton HR policy and procedures will be utilised with guidance from the HR department.

Your contract of employment states that it is a requirement of all newly qualified social workers to successfully complete the ASYE within the appropriate period of time. In the event that you fail to successfully complete the ASYE programme to the satisfaction of the council, your employment may be terminated by reason of failing to comply with your contractual obligations. Employment will be terminated by giving the appropriate period of notice. You will be offered a right of appeal to the Director of your service area.

### Final Assessment Panel

The final assessment panel will make the formal decision about whether you've successfully completed your ASYE. The Panel representation should come from a cross section of the Children & Families or Adult & Community personnel and include a Divisional Manager, Principal Manager and Practice Manager for Social Work Professional Development and the NQSW. External moderators are provided by means of HEI representation. The role of the panel will be to evaluate the standard of evidence produced; provide a statement confirming the evidence within the portfolio and confirm the satisfactory outcome of the academic assignment. The decision of the panel can only be a 'pass' or 'fail'.

Outcomes will be recorded by the Practice Manager for Social Work Professional Development and details of the assessment outcome will be notified to the Department of Education and Skills for Care as they hold the national

record of social workers who have successfully completed their ASYE and issue Certificates to those NQSW's who have successfully completed their ASYE. Following Panel you'll receive a copy of the outcomes document completed at Panel summarising achievements for your information.

Skills for Care will quality assure and review the assessment and decision-making processes used by Halton Borough Council and the Social Work Teaching Partnership to ensure there is national and regional consistency. The partnership will use any feedback to inform review and future development of the programme.

## Appeals

There may be occasion when a Newly Qualified Social Worker completing their ASYE wishes to appeal against the decision outcome of their assessment. In these circumstances NQSW's should in the first instance refer to policies and procedures for conduct, performance management, discipline, equality and diversity, grievance and any other local standards as deemed necessary. These may be informed by national expectations of social work registration, regulatory and professional bodies, and vice versa.

For those NQSW's wishing to request an appeal against the assessment process information is detailed below:-

**Portfolio – Critical Reflectio Log/Record of Support and Progressive Assessment:** If there is disagreement relating to the portfolio, a “third reader” system can address potential disagreements about competence. An appeal cannot overturn the professional judgement of the readers of the portfolio. A request for a third reader should be made in writing to the Practice Manager for Social Work Professional Development clearly outlining the reasons for appeal, within **21 working days** of the candidate receiving notification of the outcome.

**Assessment Panel Decision:** An appeal against an assessment panel decision will only be valid if it's based on either or both of the following grounds:

- the Assessment Panel did not follow the assessment procedures or have acted unreasonably
- Further evidence is now available which was not available at the time of the Assessment Panel decision due to extenuating circumstances such as illness or bereavement.

The candidate must clearly indicate their reasons for considering the grounds for the appeal are met. That is, they must indicate where they believe:

- The assessment procedures have not been properly carried out **or**
- Evidence is now available and the reasons why it was not available at the time of assessment.

Appeals against a final panel decision should be made in writing to the Practice Manager for Social Work Professional Development clearly outlining the reasons for appeal, within **21 working days** of the candidate receiving notification of the assessment decision.

An Appeals Panel will be appointed within **30 working days** of receiving notification in writing of the appeal. No representative on the Appeals Panel will have been involved in the original assessment nor have any connection with the candidate concerned.

In the first instance, the Appeals Panel will initially meet to consider whether there are grounds for an appeal. If this is the case then the panel has the right to call for evidence from any person it deems appropriate.

The candidate has a right to give evidence and question evidence given to the panel and to this end has a right to be accompanied by a representative.

If the Appeals Panel upholds the appeal they can recommend to the Final Panel:

- The portfolio be reassessed according to the appropriate procedures **or**
- Additional evidence provided should be included in the portfolio so that it can be re-assessed according to the procedures

The Final Panel will notify the candidate of the outcome and arrange for any re-assessment of the portfolio that may be required. The candidate will be informed when the re-assessment is to take place and when they can expect to be informed of the outcome of the re-assessment.

## **INFORMATION & NOTES ON THE USE OF THE ASSESSOR REPORT TEMPLATE**

### **Principles vs. Method**

We have developed principles to help partnerships develop processes that are accurate, valid and robust, when undertaking assessments (see [www.skillsforcare.org.uk/asye](http://www.skillsforcare.org.uk/asye) section 3: support and assessment). These have informed the development of the assessment report template (the method by which you could collect evidence and make a final decision), but all partnerships are free to adapt these forms, or to develop their own if they wish. However, if you do so, please make sure that the principles continue to influence your processes.

The principles for holistic assessment and how these apply to ASYE can be found at the web link above.

These principles, including the recommendation to provide a breadth of evidence to assure quality, underpin this template.

### **1a Assessment form**

The first two pages of the assessment form help the assessor to record the evidence they have gathered over the ASYE programme for each NQSW. It is up to each employer working with partner organisations to decide what evidence is needed to meet the principles for holistic assessment.

You may also wish to use this front sheet to provide summary information to The Department of Education and/or Skills for Care for quality assurance purposes, and it is possible that this report could form the core requirement for ensuring consistency of judgements internally and externally in partnership with other employers and HEIs.

**1b** When thinking about evidence tools, we would suggest a principle of ‘quality rather than quantity’ would be a useful guide, but clearly where the NQSW is finding the process more challenging, more evidence may need to be collected to establish whether the NQSW is making progress.

### **2a Assessing holistically**

Assessment is intended to be across time as well as across the breadth of the PCF and KSS. The focus at the end of the year should be on whether, in the professional view of the assessor, the NQSW has reached the required ASYE level. It isn't necessary to have an individual piece of evidence that someone has met each of the capability



statements within the domains. The capability statements should be used diagnostically with the NQSW through the year to help identify areas of strength and areas for development, and provide additional monitoring in situations where there are concerns. This is why the second part of the form starts with an overall assessment of the NQSW's capability against the KSS and PCF, before you focus on the domains and the evidence, if needed.



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# Professional Capabilities Framework



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[www.basw.co.uk/pcf](http://www.basw.co.uk/pcf)

## THE PROFESSIONAL CAPABILITIES FRAMEWORK AT NEWLEY QUALIFIED SOCIAL WORKER (ASYE) LEVEL

### 1. PROFESSIONALISM - Identify and behave as a professional social worker, committed to professional development

Social workers are members of an internationally recognised profession. Our title is protected in UK law. We demonstrate professional commitment by taking responsibility for our conduct, practice, self-care and development. We seek and use supervision and other professional support. We promote excellent practice and challenge circumstances that compromise this. As representatives of the profession, we safeguard its reputation. We are accountable to people using services, the public, employers and the regulator. We take ethical decisions in the context of multiple accountabilities.

I...

- am able to meet the requirements of the professional regulator
- am able to explain the role of the social worker in a range of contexts and uphold the reputation of the profession
- understand that social work is an international profession with a global definition that supports professional identity and practice with diverse communities in England
- make proactive use of supervision to reflect critically on practice, explore different approaches to my work, support my development across the nine capabilities and understand the boundaries of professional accountability
- demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
- demonstrate workload management skills and develop the ability to prioritise
- recognise and balance my own personal/professional boundaries in response to changing and complex contexts
- demonstrate effective use of self in practice

- recognise my own professional strengths and limitations, and how to seek advice
- identify my learning needs; assume responsibility for improving my practice through appropriate professional development
- develop ways to promote wellbeing at work, identifying strategies to protect and promote my own wellbeing and self-care, and the wellbeing of others
- identify and implement strategies for responding appropriately to concerns about practice or procedures, seeking guidance if required.

## **2. VALUES AND ETHICS - Apply social work ethical principles and value to guide professional practices**

Social workers have an obligation to conduct themselves and make decisions in accordance with our [Code of Ethics](#). This includes working in partnership with people who use our services. We promote human rights and social justice. We develop and maintain our understanding of the value base of our profession throughout our career, its ethical standards and relevant law.

I...

- understand and apply the profession's ethical principles ([Code of Ethics](#)) and legislation, taking account of these in reaching decisions
- recognise and manage the impact of my own values on professional practice
- recognise and manage conflicting values and ethical dilemmas to arrive at principled decisions
- demonstrate respectful partnership work with service users and carers, eliciting and respecting their needs and views, and promoting their participation in decision-making wherever possible
- recognise and promote individuals' rights to autonomy and self-determination
- promote and protect the confidentiality and privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing
- am able to communicate confidentiality and privacy in decisions effectively and compassionately.

### 3. DIVERSITY AND EQUALITY - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multi-dimensional and includes race, disability, class, economic status, age, sexuality, gender (including transgender), faith and belief, and the intersection of these and other characteristics. We understand that because of difference, and perception of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim. We identify this and promote equality.

I...

- identify and take account of the significance of diversity, discrimination and inequality on the lives of people, and show application of this understanding in my practice
- recognise oppression and discrimination by individuals or organisations and implement appropriate strategies to challenge, in partnership and with the involvement of people affected where possible
- identify and understand the impact of the power invested in my role on relationships and interventions, and am able to adapt my practice accordingly, striving to reduce the risk of power misuse.

#### 4. RIGHTS, JUSTICE AND ECONOMIC WELLBEING - Advance human rights and promote social justice and economic wellbeing

Social workers recognise and promote the fundamental principles of human rights, social justice and economic wellbeing enshrined in national and international laws, conventions and policies. These principles underpin our practice and we use statutory and case law effectively in our work. We understand and address the effects of oppression, discrimination and poverty. Wherever possible, we work in partnership with people using services, their carers and families, to challenge inequality and injustice, and promote strengths, agency, hope and self-determination.

I...

- begin to integrate principles of and entitlements to social justice, social inclusion and equality in my analysis and practice, by identifying factors that contribute to inequality and exclusion, and supporting people to pursue options to enhance their wellbeing and challenge injustice
- address oppression and discrimination applying the law to protect and advance people's rights, recognising how legislation can constrain or advance these rights
- apply in practice principles of human, civil rights and equalities legislation, and manage competing rights, differing needs and perspectives
- recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefit
- empower service users through recognising their rights and enable access where appropriate to independent advocacy
- demonstrate skills and approaches to practice that promote strengths, agency, hope and self-determination in people using services, carers, families and communities.

## **5. KNOWLEDGE – Develop and apply relevant knowledge from social work practice and research, social sciences, law, other professional and relevant fields, and from the experience of people who use services**

We develop our professional knowledge throughout our careers and sustain our curiosity. As a unified profession, we develop core knowledge that relates to our purpose, values and ethics. We also develop specific knowledge needed for fields of practice and roles. Our knowledge comes from social work practice, theory, law, research, expertise by experience, and from other relevant fields and disciplines. All social workers contribute to creating as well as using professional knowledge. We understand our distinctive knowledge complements that of other disciplines to provide effective services.

I...

- consolidate, develop and demonstrate comprehensive understanding and application of the knowledge gained in my initial training, and knowledge related to my specialist area of practice, including critical awareness of current issues and new evidence-informed practice research
- demonstrate knowledge and application of appropriate legal and policy frameworks and guidance that inform and mandate social work practice. This may include Knowledge and Skills statements in adults or children’s social work
- apply legal reasoning, using professional legal expertise and advice appropriately
- recognise where scope for professional judgement exists and the importance of this to ensure ethical practice
- demonstrate and apply to practice a working knowledge of human growth and development throughout the life course

- recognise the short and long term impact of psychological, socio-economic, environmental and physiological factors on people’s lives, taking into account age and development, and how this informs practice
- understand the value of systemic approaches and how they can be used to understand and work with the person or family in their environment, social context and relationships, and inform social work practice
- acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience
- understand forms of harm and their impact on people, and the implications for practice, drawing on concepts of strength, resilience, vulnerability, risk and resistance, and apply to practice
- demonstrate a critical knowledge of the range of theories and models for social work intervention with individuals, families, groups and communities, and the methods derived from them
- demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working
- recognise the contribution, and begin to make use, of research to inform practice
- demonstrate a critical understanding of research methods
- value and take account of the expertise of service users, carers and professionals
- apply knowledge and understanding of the opportunities and risks of new technologies, digital resources, online communications, virtual environments and social media in social work.



## **6. CRITICAL REFLECTION AND ANALYSIS - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

Social workers critically reflect on their practice, use analysis, apply professional judgement and reasoned discernment. We identify, evaluate and integrate multiple sources of knowledge and evidence. We continuously evaluate our impact and benefit to service users. We use supervision and other support to reflect on our work and sustain our practice and wellbeing. We apply our critical reflective skills to the context and conditions under which we practise. Our reflection enables us to challenge ourselves and others, and maintain our professional curiosity, creativity and self-awareness.

I...

- apply imagination, creativity and curiosity to practice, considering a range of options to solve dilemmas and problems
- use reflective practice techniques to evaluate and critically analyse information, gained from a variety of sources, to construct and test hypotheses and make explicit evidence-informed decisions.

## **7. SKILLS AND INTERVENTIONS - Use judgement, knowledge and authority to intervene with individuals, families and communities to promote independence, provide support, prevent harm and enable progress**

Social workers engage with individuals, families, and communities, working alongside people to determine their needs and wishes, and what action may be helpful. We build productive working relationships and communicate effectively. Using our professional judgement, we employ appropriate interventions, promoting self-determination, support, protection and positive change. We develop and maintain skills relevant to our roles. We understand and take account of power differentials and use our authority appropriately. We evaluate our own practice and its impact, and how we improve outcomes for those we work with.

I...

- use a range of methods to engage and communicate effectively with service users, eliciting the needs, wishes and feelings of all those involved, taking account of situations where these are not explicitly expressed

- demonstrate clear communication of evidence-informed professional reasoning, judgements and decisions, to professional and non-professional audiences/stakeholders
- build and use effective relationships with a wide range of people, networks, communities and professionals to improve outcomes, showing an ability to understand and work effectively with negative responses
- use appropriate assessment frameworks, applying information gathering skills to make and contribute to assessments, whilst continuing to build relationships and offer support
- select, use and review appropriate and timely social work interventions, informed by evidence of their effectiveness, that are best suited to the service user(s), family, carer, setting and self
- use a planned and structured approach informed by social work methods, models and tools to promote positive change, independence and to prevent harm
- recognise how the development of community resources, groups and networks enhance outcomes for individuals and the role of social work in promoting this
- record information in a timely, respectful and accurate manner. Write records and reports, for a variety of purposes with language suited to purpose and audience, using plain English and optimising use of information management systems. Distinguish fact from opinion and record conflicting views and perspectives.
- share information consistently in ways that meet legal, ethical and agency requirements
- recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives and am able to prioritise my intervention
- use authority appropriately in my role
- demonstrate understanding of and appropriate response to risk factors in my practice. Contribute to the assessment and management of risk, including strategies for reducing risk, distinguishing levels of risk for different situations and the value of positive risk taking when this supports self-determination and autonomy
- demonstrate application of principles and practice for safeguarding adults and children including consideration of potential abuse. Apply strategies that aim to reduce and prevent harm and abuse.

## **8. CONTEXTS AND ORGANISATIONS - Engage with, inform, and adapt to changing organisational contexts and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings**

Social workers are informed about and proactively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

I...

- take account of legal, operational and policy contexts, proactively engage with my own organisation and contribute to its evaluation and development
- proactively engage with colleagues, and a range of organisations to identify, assess, plan and support the needs of service users and communities
- understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice
- am able to work within an organisational remit and contribute to its evaluation and development
- understand and respect the role of others within the organisation and in the wider professional and service system of which it is a part, and work effectively with them
- work effectively as a member of a team, demonstrating the ability to develop and maintain appropriate professional and inter-professional relationships, managing challenge and conflict with support.

## **9. PROFESSIONAL LEADERSHIP – Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession**

We develop and show our leadership, individually and collectively, through promoting social work's purpose, practices and impact. We achieve this through diverse activities, which may include: advancing practice, supervising, educating others, research, evaluation, using innovation and creativity, writing, using social media positively, being active in professional networks and bodies, contributing to policy and taking formal leadership/management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

I...

- show capacity for leading practice through the way I conduct my professional role, my contribution to supervision and to team and other professional meetings, promoting our purpose, practice and impact
- take steps to enable the learning and development of others
- contribute to collective/collaborative professional leadership through participating in peer support, social work forums and meetings within and/or outside my organisation
- understand my responsibility to seek, plan and undertake ongoing professional development.