

## The North Central London (NCL) Social Work Education Partnership

Working together to promote and develop excellence in social  
work practice in North Central London

# The Assessed and Supported Year in Employment (ASYE) Programme



## Guidance for Newly Qualified Social Workers (NQSWs) and Assessors

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## 1. Introduction to Assessed and Supported Year in Employment (ASYE)

**The ASYE programme is a 12 month programme for Newly Qualified Social Workers (NQSW) to help them make the transition from qualifying education to the world of professional social work in their first year of employment.**

The expectation is that the knowledge and skills gained through qualifying education will be consolidated in the first year of practice, and that specialist knowledge and skills will be developed in relation to the employment setting and service user group. This is not just about assessment; it is about the newly qualified social worker's right to a supported and protected year in which they can find their feet in the social work setting with all its complexities and challenges.

With regards to the assessed part of the ASYE programme, the emphasis in the ASYE programme is on direct evidence of the NQSW's work and progression. The key documents required over the year are based around service user and professional feedback and direct observations. This is supplemented by critical reflection logs: 3 in Targeted and Specialist Children and Family Services (TSCFS) and 4 in Adult Social Care (ASC) written by the NQSW at intervals throughout the year. A professional development plan is also completed at the start of the programme and at 3, 6 and 12 months to guide the NQSW in areas they need to develop.

The support part of ASYE programme is provided through protected caseloads, increased supervision and a financial allowance for resources.

An assessor is allocated to each NQSW (in LBI, this is normally the senior practitioner / deputy team manager). The assessor will review the evidence provided by the NQSW and produce a report at three intervals (3, 6 and 12 months) during the year. Where the line manager of the NQSW is not a social worker, then an assessor will be put in place who will share the supervision and provide the assessment for the NQSW (with input from the line manager).

The expectation is that the NQSW will complete the programme over 12 months. The ASYE can be extended beyond 12 months if the NQSW works part-time (on a pro-rata basis, e.g. 18-24 months if they work 17.5 hours per week) and/or if they take a period of leave (e.g. maternity, sickness) but not to provide further opportunity to meet the standards if they have not taken any absences.

## 2. Eligibility criteria

All NQSWs who are employed by an organisation based in England are eligible to complete the ASYE programme provided that they are registered on the programme **within two years** of completing a recognised social work degree programme. They should also have less than 6 months experience as working as a social worker.

It is a requirement of the employers within the North Central London ASYE Partnership that all NQSWs must complete the ASYE programme.

Only NQSWs who are employed as social workers or where the social work qualification is a requirement of their job role will be supported to complete the ASYE programme in LBI.

If a NQSW has completed 6 months or less of the ASYE programme with another organisation, they will be supported to complete the programme with LBI. However, if they have completed more than 6 months they will not be eligible to complete the ASYE unless this is agreed by the Team and Operational Manager / Service Lead.

See table below for full eligibility criteria in relation to the ASYE:

	<b>Eligible for:</b>
<b>New starter's first Social Worker post</b>	The full 12 month ASYE programme.
<b>New starter that has less than 6 months Social Work experience elsewhere and has never started the ASYE course</b>	The full 12 month ASYE programme.
<b>New starter that has completed less than 3 months of the ASYE course elsewhere.</b>	The full 12 month ASYE programme.  They would have to start again with LBI.
<b>New starter that has more than 6 months Social Work experience elsewhere and has never started the ASYE course</b>	Not eligible to do the ASYE programme with LBI. This is based on national guidance but can be discussed further if needed by operational manager or head of service for individual cases.
<b>New starter that has completed up to 6 months of the ASYE course elsewhere (minimum 3 month period)</b>	Can complete the remainder of the ASYE programme with LBI.  For example, if a new starter has completed 3 months of the ASYE elsewhere and has had their 3 month review, the remaining 9 months can be completed with LBI.  If the 6 month review has just been completed, the remaining six months can be done with LBI.
<b>New starter that has completed more than 6 months of the ASYE course elsewhere and is 1 month past their 6 month review.</b>	Not eligible to do ASYE programme with LBI.  This is based on national guidance but can be discussed further if needed by operational manager or head of service for individual cases.
<b>An existing employee that moves to a Social Worker position (irrespective of Service Area) and has qualified as a Social Worker in the last two years</b>	The full 12 month ASYE programme.

### 3. Requirements of the ASYE programme

#### 3.1 The Professional Capabilities Framework (PCF)

With the support of their employers, NQSWs will need to show that they have met the capability statements at ASYE level as set out in the PCF.

The PCF is divided into nine domains covering the professional capabilities which social workers are expected to demonstrate in their day-to-day work. These domains are interdependent not separate, reflecting the ways in which social workers use a blend of skills and knowledge in their practice.

Each domain is divided into a number of levels, which are cumulative – that is, a social worker is expected to demonstrate capabilities up to and including the level they are at. This can be achieved through submitting a range of evidence which should include direct observations of practice and feedback from service users and carers. Evidence will be built up and reviewed over the year to show sufficiency in a range of essential skills, knowledge and values that cover the whole of the PCF at ASYE level. It is very important that the NQSW and their assessor familiarise themselves with the capabilities required at qualifying level.

See **Appendix F** for further details

#### 3.2 The Knowledge and Skills Statement (KSS)

There is now a KSS for Child and Family Social Work (**Appendix I**) and for Social Workers in Adult Services (**Appendix J**). Each statement is designed to strengthen and enhance the PCF by setting out what is expected of NQSWs working in their particular setting and importantly, reinforcing the support and arrangements employers need to provide as set out in the Standards for Employers.

The statement represents the first step on a social worker's career pathway, starting from the end of their final placement in their social work degree, to the end of their first year in practice and through the PCF levels thereafter.

Each statement has been developed by the relevant Chief Social Worker in partnership with key stakeholders, including the College of Social Work, the British Association of Social Workers, Skills for Care, Social Care Institute for Excellence (SCIE), educators and Principal Social Workers.

NQSWs will be required to undertake a self-assessment (template provided) against the respective KSS at the start and end of the ASYE programme.

#### 3.3 The relationship between the KSS and PCF

NQSW's and assessors who have been practice educators for students will be familiar with the content and the expectations of the PCF from qualifying education. However, the use of the PCF changes once a social worker becomes qualified and begins the ASYE programme. The PCF is the overarching standards framework intended to be applicable to all social workers in whatever role or setting. It is important to remember that the PCF is the generic framework and provides the standards for social workers throughout their careers not just at qualifying and ASYE

levels. The KSS however sets out what a social worker working with adults or children and families should *know* and be able to *do* by the end of the ASYE programme.

### **3.4 Support and Assessment Agreement**

NQSWs and assessors are required to complete and sign an agreement (see **Appendix C**) which outlines the requirements of the programme. This should be discussed and signed in a meeting within three weeks of the commencement of the ASYE programme. The meeting will be arranged and chaired by the ASYE programme co-ordinator.

### **3.5 Workload management and protected time for professional development**

By the end of the ASYE, a NQSW should have a workload equivalent to 90% of what is expected of a confident social worker in the same role in their second or third year of employment. The caseload needs to be weighted over the course of the year by things such as case complexity, risk and growing proficiency. The NQSW's case load should be carefully managed; they should be assigned work at a level of complexity and risk that fit their experience.

The NQSW should be fully supported by the assessor with **all complex cases** throughout their ASYE, especially those involving safeguarding / child protection (which must be discussed in every supervision session). The NQSW's cases should be regularly discussed and the assessor should ensure the NQSW is managing their caseload and working safely. The NQSW should seek support with all decisions regarding complex cases and ensure they keep their manager fully informed of the progress with these cases.

For further information please see **Appendices G (ASC) and H (TSCFS)**.

Assessors are expected to take into account the capabilities of NQSWs as new practitioners when allocating cases and allow the NQSWs time to undertake learning and development activities in order to reflect on their developing practice.

10% of the NQSW's time should be set aside to undertake learning and development activities (not including mandatory training required for their role). This could include attendance at formal training courses, research and reading, shadowing colleagues, visiting other services, attendance and participation in critical reflective groups / supervision sessions and also the completion of the ASYE paperwork. This should be discussed and negotiated as part of the support and assessment agreement and reviewed regularly in supervision and during review meetings. One way of NQSWs ensuring they take this time is for them to diarise a half day per week or 2 days per month (or pro-rata if part-time) for learning and development activities and then reduce this time if they attend learning events outside of these dates.

For further information regarding mandatory training for NQSWs in TSCFS please see **Appendix G** and **Appendix H** for ASC.

### **3.6 Supervision**

Regular, supportive and critically reflective supervision is essential for NQSWs in order to help them build emotional intelligence and effective professional relationships, develop good practice and exercise both professional judgement and discretion in decision-making.

All NQSWs should receive weekly supervision for the first six weeks of employment, followed by at least fortnightly supervision for the remainder of the first six months, and at least monthly thereafter. Supervision should take place for a minimum of 90 minutes.

We aim to provide all NQSWs in LBI (up to 6 sessions of) 1:1 critical reflective supervision with a suitably trained professional. This is in addition to supervision with their line manager/assessor.

### **3.7 Professional development plan (PDP) and continuous professional development (CPD)**

All candidates undertaking the ASYE programme must complete a PDP, at the beginning of the programme and then following the three, six and twelve month review meetings. The KSS and/or the PCF should be used as diagnostic tools to identify areas of development and to support these developments during the ASYE year.

We offer a comprehensive programme of learning and development for all social workers. NQSWs will also be offered the opportunity to take part in training specifically designed for the ASYE programme as and when available. They will also be actively encouraged to use research as part of an approach to enhance evidenced based practice.

## **4. The assessment process**

The purpose of the ASYE programme is for the assessor to determine whether the NQSW can evidence that they have met the capability statements at this level as set out in the PCF and also that they meet the standards outlined in the relevant KSS. This assessment should form part of the supervisory meetings and includes at least three progress review meetings.

### **4.1 NQSW's responsibilities**

Prior to the review meetings, NQSWs are expected to provide evidence to their manager of having completed the required learning and development activities. NQSWs can demonstrate this by submitting a range of evidence drawn from direct practice which meets the requirements of the PCF and KSS.

Please see **Appendices D (ASC) and E (TFSCFS)** for the holistic outcomes for the ASYE programme.

For full details of the assessment role and responsibilities, please refer to the Support and Assessment Agreement (**Appendix C**).

## 4.2 Employer responsibilities

Employers are ultimately responsible for making accurate, valid and robust assessment decisions. An internal moderation panel will meet to review the NQSW's portfolio and ratify the recommendation of the assessor. The co-ordinator will record the assessment outcome with the DfE / Skills for Care.

Employers are also responsible for ensuring that the support provided to every NQSW is of a high standard and meets all the requirements outlined in the Support and Assessment Agreement.

## 5. Support for NQSWs and assessors

The ASYE programme co-ordinator will arrange the meeting to complete the support and assessment agreement within 3 weeks of the NQSW's start date.

### 5.1 Support and training for assessors

Assessors will be required to familiarise themselves with the ASYE programme and liaise with the ASYE programme co-ordinator regarding their individual learning needs in relation to the programme.

ASYE briefing sessions and/or workshops for assessors may be organised on an internal and/or sub-regional level during the programme. These will be made available to assessors to attend.

### 5.2 Support and training for NQSWs

The ASYE programme is primarily about supporting NQSWs during their first year of employment as qualified social workers. Listed below are a number of structured activities aimed at supporting the development and learning of NQSWs.

Summary of support accessible to NQSWs	
Activity	Comments
Regular Supervision with line manager / assessor	Weekly supervision in the first 6 weeks, then fortnightly up to 6 months, at least monthly thereafter (this frequency can be divided between 2 supervisors where the assessor is not the line manager).
Critical reflective supervision with external consultant or practice educator	This is provided to each NQSW to give them an opportunity to discuss cases in depth, use reflective tools, consider the application of theory to practice and prepare evidence for meeting the PCF domains and KSS.
Access to in-house and North Central London learning and development programmes	Please see the internal learning and development programmes and ISCB for details.  A NCL ASYE conference is held once per year.
On-going support from ASYE programme co-ordinator	NQSWs have unlimited access to approach the ASYE programme co-ordinator for support.
Managed caseload	When allocating cases, assessors will take into account the status of NQSWs as new practitioners to ensure they have managed caseloads to enable them to participate in the activities listed above.

## 6. Links with probation and appraisal processes and failing ASYE

### 6.1 Probation

The ASYE programme is now used as the probation system for all NQSWs joining LBI. Therefore all NQSW will complete a **12-month probation period** (rather than 6 months as other staff do) and the ASYE paperwork is completed by the line manager in place of the usual probation reports.

Where a NQSW has completed part of the ASYE with another organisation, their probation will last up to the end of the ASYE programme (at least 6 months) with LBI and again the ASYE paperwork will be used for this.

### 6.2 Appraisals

Normal appraisal processes will continue to apply and must be undertaken in parallel with this programme as per the timescales required. It is suggested that one objective in the appraisal is the successful completion of the ASYE programme.

### 6.3 Failing the ASYE programme

The assessor is responsible for identifying any concerns about the practice and performance of a NQSW and discussing them with the NQSW and ASYE programme co-ordinator at the earliest point.

The process for managing concerns about the practice and performance of NQSW is as follows:

#### 0-3 months:

- Where concerns are raised in the early stages of the ASYE programme the assessor will use the *Review of Progress and Interim Assessment – Part 1* (in TSCFS) or *Record of Support and Progressive Assessment* report (in ASC) at 3 months to outline the standards required and where and how the NQSW is failing to meet them.
- The report will be discussed with the NQSW and ASYE Co-ordinator during the 3 month review meeting and an action plan to address the specific concerns will be developed using the *3 – 6 month professional development plan* (PDP). The PDP should address any remedial action, training and management support that is required.
- The NQSW will have the opportunity between the 3 and 6 month review meeting to gather evidence to reflect that they have addressed the concerns identified during the 3 month review meeting.
- The assessor will use *Review of Progress and Interim Assessment – Part 2* (in TSCFS) or *Record of Support and Progressive Assessment* report (in ASC) at 6 months to either confirm satisfactory performance or identify where improvements are needed to meet required standards.

- A copy of the assessor's reports and the PDP's to be sent to HR for information only – Paul Tannett for TSCFS and Shashi Bearne for ASC.

### **3-6 months:**

- If concerns are raised between 3 – 6 months of the ASYE programme (or there is insufficient evidence of satisfactory performance following concerns raised at an earlier stage) the assessor will use the *Review of Progress and Interim Assessment – Part 2* (in TSCFS) or *Record of Support and Progressive Assessment* report (in ASC) at 6 months to outline the standards required and where and how the NQSW is failing to meet them.
- The report will be discussed with the NQSW and ASYE Co-ordinator during the 6 month review meeting an action plan to address the specific concerns will be developed using the *6 – 9 month professional development plan* (PDP). The PDP should address any remedial action, training and management support that is required.
- A 9 month review meeting will be scheduled to review progress made against the 6 – 9 month PDP.
- The NQSW will have the opportunity between the 6 and 9 month review meeting to gather evidence to reflect that they have addressed the concerns identified during the 6 month review meeting.
- The assessor will use *Review of Progress and Interim Assessment – Additional 9 month* report (in TSCFS) or *Record of Support and Progressive Assessment* (in ASC) (template to be provided by ASYE programme coordinator) to either confirm satisfactory performance or identify where improvements are needed to meet required standards.
- A copy of the assessor's reports and the PDP's to be sent to HR for information only – Paul Tannett for TSCFS and Shashi Bearne for ASC.

### **6-9 months:**

It is most likely that concerns will have been identified and addressed by the 6-9 month point of the ASYE programme; however in the event they arise or persist at this stage of the programme the following process will apply:

- If concerns are raised post 6 month review, a 9 month review can be requested and arranged at any point and the above process followed.

### **9-12 months:**

- If a significant concern arises post 9 months of the ASYE programme or there is insufficient evidence of satisfactory progress following concerns raised at an earlier stage) the assessor will use the *Review of Progress and Interim Assessment – Additional 9 months* report (in TSCFS) or *Record of Support and Progressive Assessment* (in ASC) at 9 months to outline the standards required and where and how the NQSW is failing to meet them.

- A meeting will need to be held with NQSW, assessor, ASYE Co-ordinator and Team Manager. The assessor will share their report including evidence for their concerns and where improvements are needed to meet required standards.
- An action plan to address the specific concerns raised by the assessor will be developed using the *9 – 12 month professional development plan (PDP)*. The PDP should address any remedial action, training and management support that is required.
- The NQSW will have the opportunity between the 9 and 12 month review meeting to gather evidence to reflect that they have addressed the concerns identified during the 9 month review meeting.
- The outcome of the action plan will be reviewed at the 12 month/final ASYE review meeting. If the assessor's decision is for social worker to fail their ASYE, the ASYE Co-ordinator and HR should be notified at least a week before the final review meeting..
- A copy of the assessor's reports and PDP's to be sent to HR for information only – Paul Tannett for TSCFS and Shashi Bearne for ASC.

### **Failure to meet required standards during the ASYE**

At the end of the ASYE the assessor considers whether or not the NQSW has demonstrated that s/he fully meets the requirements of the ASYE programme and whether or not the NQSW's employment should be confirmed.

If the assessor concludes the NQSW has failed to meet the required standards during their ASYE, and the assessor has been designated by the Head of Service as having authority to dismiss under the scheme, the assessor's decision and recommendations will be discussed with the NQSW (with a trade union official or Islington Council colleague if required by the NQSW) at the final ASYE review meeting.

If the assessor has not been designated by the Head of Service as having authority to dismiss under this scheme the matter should be referred to a manager who is so designated and s/he should attend the final review ASYE review meeting.

### **Consideration of the NQSW's continued employment**

Action which may be taken by the manager (who has the authority to dismiss) at the 12 month / final review meeting includes, but is not limited to the following:

- the NQSW's employment may be confirmed.
- the probationary period should be extended.
- continue in employment but in a lower graded job.
- the NQSW should be dismissed with notice.

The NQSW will be given three clear working days written notice of the 12 month/final review meeting together with access to a copy of the assessor's *final review and*

*assessment (including recommendation of assessment decision) – Part 3 report and any supporting evidence.*

The NQSW will be invited to submit written observations on the report, and advised that this procedure allows for the business to be conducted in writing if s/he fails to attend the meeting.

The outcome of the meeting must be confirmed in writing to the NQSW by the Head of Service.

### **Appeals**

If an NQSW fails their ASYE and this leads to dismissal, s/he may appeal in writing against dismissal under this scheme within **TEN WORKING DAYS** of the issue of written confirmation of the decision.

An appeal meeting will take place within ten working days of the appeal being lodged.

The appeal will be considered by a more senior manager than the manager who took the decision to dismiss the NQSW except where a head of service took the decision personally, in which event another head of service may consider the appeal.

The following will be required to attend an appeal meeting:

- NQSW
- Assessor
- Team Manager / Head of Service
- ASYE Co-ordinator
- HR representative – Paul Tannett for TSCFS and Shashi Bearne for ASC

The NQSW may be represented by a trade union official or Islington Council colleague in the appeal if s/he wishes.

The meeting will be chaired by HR and will follow the appeal's process for probation scheme.

If the assessor decision is upheld at appeal meeting DfE/Skills for Care will be informed of the NQSWs failure to meet the requirements of the programme.

HR will take the lead on advising on any additional requirements in relation to the termination of the NQSW's employment with LBI.

## **7. Recognition and rewards**

The NCL ASYE Partnership will issue a certificate of completion to NQSWs who successfully complete the ASYE programme.

NQSWs have an allowance of £150 to use during the year to support their learning, development and practice. This can be spent on books and resources (but not external training). NQSWs should contact the programme co-ordinator for details on accessing this allowance and what they would like to purchase with it.

Assessors are eligible to receive a payment of £500 for supporting a NQSW through the ASYE programme. This payment will be made via Payroll and will be given in two instalments of £250 after the 6 month and final reviews, providing all conditions outlined in the Support and Assessment Agreement have been met. Please note: payments will not be processed until the assessor reports at 6 and 12 months are fully completed. Deductions may be made if some conditions are not met, depending on the circumstances.

Upon successful completion of ASYE programme and HR being notified, the NQSW will receive an incremental increase of scale point from 34 to 35. Please note there is no backdated increment from the 6 month point.

## 8. Quality Assurance (QA)

The overall purpose of the ASYE QA system is to ensure consistency of assessment and support across the organisation and NCL partnership thereby ensuring equality of experience for NQSWs on the ASYE programme.

### 8.1 Internal QA process

Who	Activities	Purpose	When
ASYE programme co-ordinator	Read reports completed by the assessor (Record of Progressive Support and Assessment and direct observation) and give feedback*	Ensure all ASYE paperwork completed by assessors in LBI are sufficient and comparable in terms of methods, quality and depth of assessment	Prior to each review meeting
ASYE Programme Co-ordinator	Monitor the support, caseload and protected time for CPD of NQSW in accordance with the Support and Assessment Agreement and programme requirements	Ensure programme requirements are being followed and equality of experience for all NQSWs across the organisation	At each review meeting
Programme Co-ordinator + <b>TSCFS:</b> Deputy Principle Social Worker and relevant Operational Manager <b>HASS:</b> Strategic Social Work Lead and relevant Service Lead / Head of Social Care for Mental Health Foundation Trust	Meeting to review the NQSW's ASYE portfolio and overall assessment decision following completion of the programme.	To support the overall standardisation of the assessment process across the service.	At the end of the ASYE programme for each NQSW

\* After reading the completed assessor paperwork, the ASYE Programme Co-ordinator will provide feedback to the assessor. The assessor should then address any areas of feedback and make changes to the document(s) as necessary before the review meeting takes place. **Please note these changes must be made before the review meeting or the review may need to be re-scheduled.**

## 8.2 External QA process

The purpose of external partnership moderation is to scrutinise both the ASYE final assessment judgements and the ASYE support and assessment process. The aim is to ensure the quality and consistency of the ASYE programme and consider whether employer assessments against the KSS and the PCF are consistent, robust and accurate.

Partnership moderation will not overturn an employer's final assessment judgement.

The moderation process also aims to identify examples of best practice and areas to be developed. This will allow the partnership to identify the key skills needed for ASYE assessors and develop appropriate support for them.

The process complies with the requirements to ensure Department of Health funding for adult services and therefore all adult representatives will take the lead to ensure the moderation process takes place as per this agreement. The NCL Partnership has agreed, however, to use the same quality assurance process for the ASYE programmes in TSCFS also.

Within a 12 month period the partnership will review and discuss the following:

### ASYE portfolios in ASC:

- All fails and marginal submissions
- In addition, a 10% random sample of average and good submissions (or no fewer than 4 sets of evidence)

### ASYE portfolios in TSCFS:

- All fails and marginal submissions
- In addition, a 10% random sample of average and good submissions (or no fewer than 4 sets of evidence)

## 9. ASYE Programme Co-ordinators

### **For Adult Social Care Services:**

Heidi Rossetter

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020 7527 8887

### **For Targeted and Specialist Children and Families Services:**

Mayuri Mistry

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## Appendix A: The ASYE Journey – TSCFS

<b>Week 1 – 3</b>	<ul style="list-style-type: none"> <li>• Assessor / line manager and NQSW read all ASYE information</li> <li>• ASYE Programme Co-ordinator prepares and schedules the Support and Assessment Agreement</li> <li>• NQSW completes the Initial Self-assessment against the Knowledge and Skills Statement (KSS) for Child and Family Social Work and saves to SharePoint</li> <li>• NQSW begins keeping a record of their CPD</li> <li>• The Support and Assessment Agreement meeting is held</li> <li>• NQSW completes the initial Professional Development Plan (PDP) and reviews this with their assessor in supervision</li> <li>• ASYE Co-ordinator registers NQSW on DfE portal</li> </ul>
<b>Week 1 - 6</b>	<ul style="list-style-type: none"> <li>• Weekly reflective supervision with assessor / line manager</li> <li>• ASYE Programme Co-ordinator reviews initial KSS self-assessment &amp; PDP and provides feedback (where appropriate)</li> <li>• First meeting with critical reflective supervisor</li> </ul>
<b>Month 1 – 3</b>	<ul style="list-style-type: none"> <li>• Assessor undertakes direct observation of practice of NQSW and both write up using pro-forma provided</li> </ul>
<b>Week 6 to 3 months</b>	<ul style="list-style-type: none"> <li>• Fortnightly reflective supervision with line manager</li> <li>• Critical reflective supervision every 6-8 weeks</li> </ul>
<b>2 weeks before the 3 month review</b>	<ul style="list-style-type: none"> <li>• NQSW completes and uploads to SharePoint : <ul style="list-style-type: none"> <li>○ Critical Reflection Log Part 1</li> <li>○ Record of CPD</li> <li>○ Feedback from a colleague/professional and a service user and a piece of direct work</li> <li>○ Direct observation of practice report</li> </ul> </li> <li>• NQSW informs assessor once uploaded</li> </ul>
<b>1 week before the 3 month review</b>	<ul style="list-style-type: none"> <li>• Assessor completes Review of Progress and Interim Assessment - Part and saves to SharePoint</li> <li>• Assessor informs ASYE Co-ordinator once completed</li> </ul>
<b>3 months</b>	<ul style="list-style-type: none"> <li>• Review meeting is held</li> <li>• NQSW completes 3 month PDP following review meeting and saves to SharePoint</li> </ul>
<b>Months 3-6</b>	<ul style="list-style-type: none"> <li>• Assessor or Team Manager undertakes direct observation of practice of NQSW and both complete pro-forma.</li> <li>• Fortnightly reflective supervision with line manager</li> <li>• Critical reflective supervision every 6-8 weeks</li> </ul>
<b>2 weeks before the 6 month review</b>	<ul style="list-style-type: none"> <li>• NQSW completes and uploads to SharePoint <ul style="list-style-type: none"> <li>○ Critical Reflection Log Part 2</li> <li>○ Record of CPD</li> <li>○ Feedback from a colleague/professional and a service user and a piece of direct work</li> <li>○ Direct observation of practice report</li> </ul> </li> <li>• NQSW informs assessor once uploaded</li> </ul>
<b>1 week before the 6 month review</b>	<ul style="list-style-type: none"> <li>• Assessor completes Record of Support and Progressive Assessment (in ASC) or Review of Progress and Interim Assessment - Part 2 (in TSCFS) and saves to SharePoint</li> <li>• Assessor informs ASYE Co-ordinator once completed</li> </ul>
<b>Month 6</b>	<ul style="list-style-type: none"> <li>• Midway review is held</li> <li>• NQSW completes 6 month PDP following review meeting and saves to SharePoint</li> </ul>

<b>Months 6-12</b>	<ul style="list-style-type: none"> <li>• Assessor or Team Manager undertakes direct observation of practice of NQSW and both complete pro-forma.</li> <li>• Supervision is held at least every month with line manager</li> <li>• Critical reflective supervision held every 6-8 weeks</li> </ul>
<b>2 weeks before the final review</b>	<ul style="list-style-type: none"> <li>• NQSW completes and uploads to SharePoint: <ul style="list-style-type: none"> <li>○ Critical Reflection Log (Part 3 in ASC and Part 3 TSCFS),</li> <li>○ Record of CPD</li> <li>○ Feedback from a colleague/professional, service user, direct work</li> <li>○ Direct observation of practice report</li> <li>○ Final Self-assessment against the Knowledge and Skills Statement (KSS) for Child and Family Social Work</li> </ul> </li> <li>• NQSW informs assessor once uploaded</li> </ul>
<b>1 week before the final review</b>	<ul style="list-style-type: none"> <li>• Assessor completes Final review and assessment (including recommendation of assessment decision) – Part 3 (in TSCFS) and saves to SharePoint</li> <li>• Assessor informs ASYE Co-ordinator once completed</li> </ul>
<b>Month 12</b>	<ul style="list-style-type: none"> <li>• Final Review held</li> <li>• NQSW completes final PDP following review meeting and submits to assessor and ASYE Co-ordinator</li> </ul>
<b>Month 12 (after review)</b>	<ul style="list-style-type: none"> <li>• Internal panel to verify result of ASYE</li> </ul>
<b>Post - ASYE</b>	<ul style="list-style-type: none"> <li>• ASYE Co-ordinator will send assessor letter to be completed and sent to HR confirming outcome</li> <li>• ASYE Co-ordinator update DfE portal and issue certificate of completion to NQSW</li> </ul>

**PLEASE NOTE:**

- **ALL documents must be completed before review meetings can take place.**

The ASYE Co-ordinator must have access to the assessors report and all the supporting documents **AT LEAST 1 WEEK** before the review meeting is due to be held. (The assessor will need the NQSW's documents **AT LEAST 2 WEEKS** before the review meeting).

- After reading the completed assessor paperwork, the ASYE Programme Co-ordinator will provide feedback to the assessor if necessary. The assessor should then address any areas of feedback and make changes to the document(s) as necessary **BEFORE** the review meeting takes place.
- **Review meetings will be cancelled by the ASYE Co-ordinator if documents are not received in this timescale.**
- ASYE Co-ordinator to inform Team Manager for NQSW and assessor if a review meeting is cancelled due to non-completion of documents.
- ASYE Co-ordinator to inform Operations Manager / Service Lead of NQSW and assessor if two or more review meetings are cancelled due to non-completion of paperwork.

**Re-scheduling review meetings:**

- Social work is a fast paced and dynamic sector and it is appreciated that things can arise at the last minute which could impact the scheduling of ASYE review meetings. **However, it is also important that ASYE meetings are prioritised as they are key part of probationary period.**
- Court appearances, Child Protection conferences and S47 investigations and exceptional personal circumstances (i.e. sickness etc.) are considered valid reasons for rescheduling an ASYE review meeting. However, other requests for re-scheduling may also be discussed with ASYE Co-ordinator.

## Appendix B: The ASYE Journey – ASC

<b>Week 1 – 3</b>	<ul style="list-style-type: none"> <li>• Assessor / line manager and NQSW read all ASYE information</li> <li>• ASYE Co-ordinator prepares and schedules the Support and Assessment Agreement</li> <li>• NQSW completes Part 1 of the Critical Reflection Log <b>and sends to assessor and co-ordinator</b></li> <li>• NQSW completes the Initial Self-assessment against the Knowledge and Skills Statement (KSS) for Social Workers in Adult Services and sends to assessor and ASYE Co-ordinator</li> <li>• NQSW begins keeping a record of their CPD</li> <li>• The Support and Assessment Agreement meeting is held</li> <li>• NQSW completes the initial Professional Development Plan (PDP) and reviews this with their assessor in supervision and sends to the ASYE Co-ordinator</li> <li>• ASYE Co-ordinator registers NQSW Skills for Care portal</li> </ul>
<b>Week 1 - 6</b>	<ul style="list-style-type: none"> <li>• Weekly reflective supervision with line manager</li> <li>• ASYE Programme Co-ordinator reviews initial KSS self-assessment &amp; PDP and provides feedback (where appropriate)</li> <li>• First meeting with critical reflective supervisor</li> </ul>
<b>Month 1 – 3</b>	<ul style="list-style-type: none"> <li>• Assessor undertakes direct observation of practice of NQSW and both write up using pro-forma provided</li> </ul>
<b>Week 6 to 3 months</b>	<ul style="list-style-type: none"> <li>• Fortnightly reflective supervision with line manager</li> <li>• Critical reflective supervision every 6-8 weeks</li> </ul>
<b>2 weeks before the 3 month review</b>	<ul style="list-style-type: none"> <li>• NQSW completes and sends the following to ASYE Programme Co-ordinator: <ul style="list-style-type: none"> <li>○ Critical Reflection Log Part 2</li> <li>○ Record of CPD</li> <li>○ Feedback from a colleague/professional and a service user and a piece of direct work</li> <li>○ Direct observation of practice report</li> </ul> </li> </ul>
<b>1 week before the 3 month review</b>	<ul style="list-style-type: none"> <li>• Assessor completes Record of Support and Progressive Assessment and sends to ASYE Co-ordinator</li> </ul>
<b>3 months</b>	<ul style="list-style-type: none"> <li>• Review meeting is held</li> <li>• NQSW completes 3 month PDP following review meeting and sends to co-ordinator</li> </ul>
<b>Months 3-6</b>	<ul style="list-style-type: none"> <li>• Assessor or Team Manager undertakes direct observation of practice of NQSW and both complete pro-forma.</li> <li>• Fortnightly reflective supervision with line manager</li> <li>• Critical reflective supervision every 6-8 weeks</li> </ul>
<b>2 weeks before the 6 month review</b>	<ul style="list-style-type: none"> <li>• NQSW completes and sends the following to assessor and ASYE Co-ordinator <ul style="list-style-type: none"> <li>○ Critical Reflection Log Part 3</li> <li>○ Record of CPD</li> <li>○ Feedback from a colleague/professional and a service user and a piece of direct work</li> <li>○ Direct observation of practice report</li> </ul> </li> </ul>
<b>1 week before the 6 month review</b>	<ul style="list-style-type: none"> <li>• Assessor completes Record of Support and Progressive Assessment and sends to ASYE Co-ordinator</li> </ul>

<b>Month 6</b>	<ul style="list-style-type: none"> <li>• Midway review is held</li> <li>• NQSW completes 6 month PDP following review meeting and sends to assessor and co-ordinator</li> </ul>
<b>Months 6-12</b>	<ul style="list-style-type: none"> <li>• Assessor or Team Manager undertakes direct observation of practice of NQSW and both complete pro-forma.</li> <li>• Supervision is held at least every month with line manager</li> <li>• Critical reflective supervision held every 6-8 weeks</li> </ul>
<b>2 weeks before the final review</b>	<ul style="list-style-type: none"> <li>• NQSW completes the following and sends to the assessor and ASYE Co-ordinator: <ul style="list-style-type: none"> <li>○ Critical Reflection Log Part 4</li> <li>○ Record of CPD</li> <li>○ Feedback from a colleague/professional, service user, direct work</li> <li>○ Direct observation of practice report</li> <li>○ Final self-assessment against the Knowledge and Skills Statement (KSS) for Social Workers in Adult Services</li> </ul> </li> </ul>
<b>1 week before the final review</b>	<ul style="list-style-type: none"> <li>• Assessor completes Record of Support and Progressive Assessment and sends to ASYE Co-ordinator</li> </ul>
<b>Month 12</b>	<ul style="list-style-type: none"> <li>• Final Review held</li> <li>• NQSW completes final PDP following review meeting and submits to assessor and ASYE co-ordinator</li> </ul>
<b>Month 12 (after review)</b>	<ul style="list-style-type: none"> <li>• Internal panel to verify result of ASYE</li> </ul>
<b>Post - ASYE</b>	<ul style="list-style-type: none"> <li>• ASYE Co-ordinator will send assessor letter to be completed and sent to HR confirming outcome</li> <li>• ASYE Co-ordinator update Skills for Care portal and issue certificate of completion to NQSW</li> </ul>

**PLEASE NOTE:**

- **ALL documents must be completed before review meetings can take place.**

The assessor must send the ASYE Co-ordinator the assessors report and all the supporting documents **AT LEAST 1 WEEK** before the review meeting is due to be held. (The assessor will need the NQSW's documents **AT LEAST 2 WEEKS** before the review meeting).

- After reading the completed assessor paperwork, the ASYE Programme Co-ordinator will provide feedback to the assessor if necessary. The assessor should then address any areas of feedback and make changes to the document(s) as necessary **BEFORE** the review meeting takes place.
- **Review meetings will be cancelled by the ASYE Co-ordinator if documents are not received in this timescale.**
- ASYE Co-ordinator to inform Team Manager for NQSW and assessor if a review meeting is cancelled due to non-completion of documents.

- ASYE Co-ordinator to inform Operations Manager / Service Lead of NQSW and assessor if two or more review meetings are cancelled due to non-completion of paperwork.

**Re-scheduling review meetings:**

- Social work is a fast paced and dynamic sector and it is appreciated that things can arise at the last minute which could impact the scheduling of ASYE review meetings. **However, it is also important that ASYE meetings are prioritised as they are key part of probationary period.**
- Court appearances, Child Protection conferences and S47 investigations and exceptional personal circumstances (i.e. sickness etc.) are considered valid reasons for rescheduling an ASYE review meeting. However, other requests for re-scheduling may also be discussed with ASYE Co-ordinator.

## Appendix C: The Support and Assessment Agreement

The support and assessment agreement meeting should take place within three weeks of the commencement of the ASYE.

This agreement should be reviewed at the 3 and 6 month review meetings. If any changes need to be made to the agreement, these will be discussed and agreed at the meetings and recorded in the minutes.

<b>Name of newly qualified social worker</b>	
<b>HCPC registration no</b>	SW
<b>Date of qualification</b>	
<b>Employer</b>	
<b>Team</b>	
<b>Service / Department</b>	
<b>Name of line manager/supervisor</b>	
<b>Name of assessor (if different from line manager)</b>	
<b>Name of ASYE programme co-ordinator</b>	
<b>Completion date of SW degree</b>	
<b>University</b>	
<b>MSc / BA / BSc</b>	
<b>Degree classification</b>	
<b>Information re: placements (team, organisation)</b>	1 <sup>st</sup> -
	2 <sup>nd</sup> -
<b>No. of years of pre-qualifying social care experience</b>	
<b>Date of support and assessment agreement meeting</b>	
<b>Name and role of others present at the support and assessment meeting</b>	

<b>Date ASYE commenced</b>	
<b>Date set for 3 month review</b>	
<b>Date set for 6 month review</b>	
<b>Date set for final review</b>	
<b>Date set if additional review is required</b>	
<b>Date of the internal moderation panel when the final assessment outcome will be confirmed</b>	

## 1. Supervision

<b>Supervision will be provided by</b>	
<b>Supervision sessions will be as follows:</b>	
<b>Duration</b>	
<b>Frequency for first six weeks of employment</b>	
<b>Frequency for Week 7 – six month review</b>	
<b>Frequency following six month review</b>	
<b>What will supervision include?</b>	<ul style="list-style-type: none"> <li>• Review of caseload and workload allocation</li> <li>• Critical reflection</li> <li>• Addressing development needs</li> <li>• ASYE assessment</li> </ul>
<b>Supervision agreement</b>	<p>See also LBI Supervision Agreement. The line manager is responsible for the following areas –</p> <ul style="list-style-type: none"> <li>• Case management/direction</li> <li>• Identifying and addressing the learning needs of NQSW</li> <li>• Critical reflection</li> <li>• ASYE assessment against the PCF and KSS</li> <li>• Performance management</li> <li>• Support</li> <li>• HR issues e.g. annual leave, sick leave</li> </ul> <p>If the line manager is absent, another deputy team manager or the team manager will facilitate the supervision</p>

	<p>sessions with the NQSW.</p> <p>The purpose of the sessions with the external critical reflective supervisor is for the NQSW to use appropriate reflection tools to review and discuss their cases, practice and development. The reflective supervisor will not provide case direction or management to the NQSW or deal with any personnel issues or those regarding performance of the NQSW (as detailed in the responsibilities of the line manager).</p>
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## 2. Workload management

<p><b>How will workload be agreed and allocated?</b></p>	<p>The workload will be allocated by the NQSW's line manager.</p> <p>Workload will be allocated according to the NQSW's capability and development needs, based on their professional development plan and according to the needs of the service. This will be reviewed and revised during the course of the ASYE programme.</p> <p>Over the course of the year, the workload of the NQSW should grow to 90 per cent of what is expected of a confident social worker in the same role in their second or third year of employment. The workload is weighted over the course of the year by things such as case complexity, risk and growing proficiency.</p> <p>The NQSW's case load should be carefully managed; they should be assigned work at a level of complexity and risk that fit their experience.</p> <p>See also the specific LBI guidance re: complex cases / cases involving court work, child protection, safeguarding which applies to NQSWs.</p>
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## 3. Protected development time

<p><b>How will the 10% professional development time be allocated and</b></p>	<p><i>Developmental activities will include:</i></p> <ul style="list-style-type: none"> <li>• Training courses</li> </ul>
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<b>utilised? (10% equates to 0.5 day per week or 2 days per month)</b>	<ul style="list-style-type: none"> <li>• Co-working</li> <li>• Consulting other professionals</li> <li>• Reading and research</li> <li>• Reflective writing</li> <li>• Shadowing</li> <li>• Visits</li> <li>• Completion of ASYE paperwork</li> <li>• Critical reflective supervision</li> </ul>
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#### 4. Requirements and responsibilities

<b>The NQSW is required to:</b>	<ul style="list-style-type: none"> <li>➤ Complete and submit the Critical Reflection Log Part 1 and submit to co-ordinator at the start of the program (in ASC only)</li> <li>➤ Complete and submit a self-assessment against the Knowledge and Skills Statement (KSS) at the start and end of the programme</li> <li>➤ Complete Part 2 in ASC and Part 1 in TSCFS of the Critical Reflection Log and submit to the assessor at least 2 weeks before the 3 month review</li> <li>➤ Complete Part 3 in ASC and Part 2 in TSCFS of the Critical Reflection Log and submit to the assessor at least 2 weeks before the 6 month review</li> <li>➤ Complete Part 4 in ASC and Part 3 in TSCFS of the Critical Reflection Log and submit to the assessor at least 2 weeks before the final review</li> <li>➤ Complete and submit a Professional Development Plan (PDP) at the start of the programme and following the 3, 6 and 12 month reviews.</li> <li>➤ Maintain a record of continuous professional development (CPD) throughout the ASYE</li> <li>➤ Obtain at least three pieces of feedback from service users and a further three from colleagues or other professionals. At least one of each must be submitted to the assessor and programme co-ordinator in advance of each review.</li> <li>➤ Complete and submit their section of the direct observations of practice reports (at least three must take place during the ASYE)</li> </ul>
<b>The Assessor is</b>	<ul style="list-style-type: none"> <li>➤ Provide an appropriate induction for the NQSW</li> </ul>

<p><b>required to:</b></p>	<ul style="list-style-type: none"> <li>➤ Review and provide feedback on the completed self-assessment against the KSS and PDP's</li> <li>➤ Allocate work and monitor amount / complexity</li> <li>➤ Read the NQSW's Critical Reflection Log prior to each review and give feedback to them on their self-assessment, reflection and analysis</li> <li>➤ Complete the assessors report in advance of each of the review meetings and submit this to the programme co-ordinator at least 1 week before the review date</li> <li>➤ Make any necessary changes to the assessment following feedback from the co-ordinator prior to the review</li> <li>➤ Undertake an holistic assessment of the NQSW against the ASYE level of the PCF and the KSS using the following: <ul style="list-style-type: none"> <li>• Supervision</li> <li>• Case files</li> <li>• Written assessments</li> <li>• Reports</li> <li>• Direct Observation of practice – minimum of 3, 1 in advance of each review meeting (one of these can be done by a colleague)</li> <li>• Colleague and professional feedback</li> <li>• Service user feedback</li> <li>• The NQSW's record of CPD and reflections on formal learning</li> </ul> </li> </ul>
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<p><b>If different, the line manager / supervisor is required to:</b></p>	<ul style="list-style-type: none"> <li>➤ Oversee management of the NQSW's workload and integration into the team</li> <li>➤ Liaise with assessor regarding workload and selection of cases</li> <li>➤ Contribute to holistic assessment of NQSW</li> <li>➤ Contribute to progressive feedback and assessment</li> <li>➤ Attend the initial, 3, 6 and final review meetings</li> </ul>
<p><b>The Programme Co-ordinator is required to:</b></p>	<ul style="list-style-type: none"> <li>➤ Arrange and chair the review meetings and provide minutes</li> <li>➤ Read the assessor's report prior to the reviews and provide feedback as necessary to the assessor</li> <li>➤ Manage and comply with the quality assurance</li> </ul>

	<p>system for the ASYE programme and provide feedback to NQSWs and assessors following the internal and partnership moderation panels</p> <ul style="list-style-type: none"> <li>➤ Arrange payments to the assessor for their involvement with the programme (provided the assessor has completed all stated activities)</li> <li>➤ Co-ordinate and monitor all aspects of the ASYE programme</li> <li>➤ Arrange the ordering of books for the NQSW (up to a maximum of £150)</li> <li>➤ Arrange critical reflective supervision for NQSW</li> </ul>
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## 5. Assessment, review and quality assurance

<b>How will ASYE reviews and assessment be linked to employer's probation and appraisal processes?</b>	<p>The ASYE programme is now used as the probation system for all NQSWs joining LBI. Therefore all new social workers will complete a 12-month probation (rather than 6 months as other staff do) and the ASYE paperwork is completed by the line manager rather than the usual probation reports.</p> <p>Where a NQSW has completed part of the ASYE with another organisation, their probation will last up to the end of the ASYE programme (at least 6 months) with LBI and the ASYE paperwork will be used for this.</p> <p>Normal appraisal processes will continue to apply and must be undertaken in parallel with this programme as per the timescales required. It is suggested that one objective in the appraisal is the successful completion of the ASYE programme.</p>
<b>What are the contractual implications of failure to complete, or failure of, the ASYE year?</b>	<p>It is expected that the comprehensive and on-going review processes included in the ASYE programme will enable the assessor/line manager to identify concerns at an early stage and take appropriate action. If the NQSW is deemed to be failing at any stage during the programme, the assessor/line manager should agree and implement an action plan (using PDP form) to support them to meet the required outcomes of the PCF and KSS. The progress of the NQSW will be monitored at the review meetings.</p> <p>If a NQSW fails their ASYE, they have therefore failed</p>

	<p>their probation which could lead to the termination of their contract as social worker with LBI.</p> <p>Please see below for details of the probation appeals process.</p> <p>The Department for Education / Skills for Care will be informed if an NQSW fails the programme and the co-ordinator provides information of the action to be taken by Islington as a result of this failure.</p>
<p><b>What arrangement does the employer use internally and externally (e.g. in partnerships etc) to quality assure assessment?</b></p>	<p>There are both internal and external quality assurance processes in place for the ASYE programme in LBI. Full details of this process are included in the ASYE Guidance for assessors and NQSWs</p>
<p><b>How will the employer and NQSW deal with any disagreements over decisions?</b></p>	<p>The LBI probation appeals process is outlined below (if it is decided that the NQSW will fail their probation/ASYE):</p> <ul style="list-style-type: none"> <li>• If an NQSW fails their ASYE and this leads to dismissal, s/he may appeal in writing against dismissal under this scheme within <b><u>ten working days</u></b> of the issue of written confirmation of the decision.</li> <li>• An appeal meeting will take place within ten working days of the appeal being lodged.</li> <li>• The appeal will be considered by a more senior manager than the manager who took the decision to dismiss the NQSW except where a head of service took the decision personally, in which event another head of service may consider the appeal.</li> <li>• The following will be required to attend an appeal meeting: <ul style="list-style-type: none"> <li>➤ NQSW</li> <li>➤ Assessor</li> <li>➤ Team Manager / Head of Service</li> <li>➤ ASYE Co-ordinator</li> <li>➤ HR representative – Paul Tannett for TSCFS and Shashi Bearne for ASC</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>• The NQSW may be represented by a trade union official or Islington Council colleague in the appeal if s/he wishes.</li> <li>• The meeting will be chaired by HR and will follow the appeal's process for probation scheme.</li> <li>• If the assessor decision is upheld at appeal meeting DfE/Skills for Care will be informed of the NQSW's failure to meet the requirements of the programme.</li> <li>• HR will take the lead on advising on any additional requirements in relation to the termination of the NQSW's employment with LBI.</li> </ul>
<b>How is successful completion of ASYE recognised by the employer?</b>	The NCL ASYE Partnership will issue a certificate of completion.

## 6. Additional considerations

<b>Have any reasonable adjustments been agreed to the arrangements due to the NQSW having a medical condition, disability, or specific learning need?</b>	
<b>Have any other factors been identified that may affect the progress of the NQSW?</b>	

## 7. Record of discussions re: expectations of NQSW

<b>Taking into account the NQSW's context and previous experience what areas should the NQSW address in their</b>	
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<b>initial PDP?</b>	
<b>Date agreed for programme co-ordinator and assessor to receive the self-assessment against the KSS and initial PDP</b>	
<b>Dates agreed for the assessor to receive the NQSW's completed report in advance of the review meetings</b>	
<b>Three month review</b>	
<b>Six month review</b>	
<b>Final review</b>	

**8. Record of discussions re: expectations of assessor**

<b>Taking into account the assessor's context and previous experience does the assessor have any learning needs in relation to the ASYE programme (e.g. understanding of holistic assessment, PCF etc)? If there are any, how will these be addressed?</b>	
<b>Deadlines agreed for the ASYE programme co-ordinator to receive the completed report in advance of the review meetings</b>	
<b>Three month review</b>	
<b>Six month review</b>	
<b>Final review</b>	

**9. Declarations and signatures**

<b>NQSW name</b>	
<b>I have read and understood my role and responsibilities and commit to fulfilling them. I confirm the arrangements set out in this agreement.</b>	

<b>Signature</b>	
<b>Date</b>	

<b>ASYE assessor name</b>	
<b>I have read and understood my role and responsibilities and commit to fulfilling them. I confirm the arrangements set out in this agreement.</b>	
<b>Signature</b>	
<b>Date</b>	
<b>NQSW's line manager/supervisor name</b>	If applicable
<b>I have read and understood my role and responsibilities and commit to fulfilling them. I confirm the arrangements set out in this agreement.</b>	
<b>Signature</b>	
<b>Date</b>	

<b>ASYE Co-ordinator name</b>	
<b>I have read and understood my role and responsibilities and commit to fulfilling them. I confirm the arrangements set out in this agreement.</b>	
<b>Signature</b>	
<b>Date</b>	

## Appendix D: Holistic Assessment Outcomes for Adult Social Workers

### Holistic assessment outcomes mapped against the Professional Capabilities Framework (PCF) and the Knowledge and Skills Statements for Adult Social Workers.

The following is a schedule of key assessment outcomes that have been mapped against the knowledge and skills statement and the professional capabilities framework to assist in the construction of the PDP, the structure of the evidence and the final assessment.

These level descriptors are the minimum requirements at the end of the ASYE. All NQSWs need to demonstrate progression whatever their level of capability at the start of the year. Refer to further levels of the Professional Capabilities Framework where the NQSW is demonstrating capability beyond the ASYE.

<b>Holistic assessment of practice</b> Over the course of the ASYE, the NQSW has	<b>Assessment outcomes</b> The critical reflection log and the record of support and progressive assessment provide evidence of:
Consistently demonstrated proficient practice across a wide range of tasks and roles.	<ul style="list-style-type: none"> <li>• Confident application of the law to include the Care Act and Mental Capacity Act demonstrated in a variety of cases and settings.</li> <li>• Skilled demonstration of person centred practice.</li> <li>• Progressive development of skills in identifying and responding to risk, including positive risk taking.</li> </ul>
Become more effective in their interventions.	<ul style="list-style-type: none"> <li>• Progressive development of practice skills and knowledge.</li> <li>• Skilled application of social work methods.</li> <li>• Skilled in developing effective and empathic relationships to ensure that the wishes of those in need of care and support are at the core of assessment and intervention.</li> </ul>
Developed confidence and earned the confidence and respect of others.	<ul style="list-style-type: none"> <li>• Confident articulation of the social work role.</li> <li>• Leadership skills in team and multi-disciplinary settings.</li> <li>• Consistent demonstration of reasoned decision making.</li> </ul>
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.</li> <li>• Increased ability to work autonomously.</li> <li>• Reliably operating within organisational requirements.</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> </ul>

	<ul style="list-style-type: none"> <li>• Progressive development of initiative and appropriate decision making.</li> </ul>
Worked effectively in increasingly complex situations	<ul style="list-style-type: none"> <li>• Providing evidence of all of these requirements will incorporate this element.</li> </ul>

<b>Assessment of critical reflection - outcomes</b>	<b>The critical reflection log provides evidence of:</b>
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.</li> <li>• Increased understanding of the role and purpose of social work.</li> </ul>
Integrated the perspective of those in need of care and support 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 people in need of care and support which ensures their voice and wishes are always considered.</li> <li>• Integration of feedback from people in need of care and support in development of practice.</li> </ul>
Used critical reflection in professional decision-making and accountability	<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, capacity and safeguarding.</li> <li>• Skilled assessments which draw critically on theory, law, research, and evidence as well as information from a range of sources.</li> </ul>

## Appendix E: Holistic Assessment Outcomes for Child and Family Social Workers

### Holistic assessment outcomes mapped against the Professional Capabilities Framework (PCF) and the Knowledge and Skills Statements for Adult Social Workers.

The following is a schedule of key assessment outcomes that have been mapped against the knowledge and skills statement and the professional capabilities framework to assist in the construction of the PDP, the structure of the evidence and the final assessment.

These level descriptors are the minimum requirements at the end of the ASYE. All NQSWs need to demonstrate progression whatever their level of capability at the start of the year. Refer to further levels of the Professional Capabilities Framework where the NQSW is demonstrating capability beyond the ASYE.

<b>Holistic assessment of practice</b> Over the course of the ASYE, the NQSW has	<b>Assessment outcomes</b> The critical reflection log and the record of support and progressive assessment provide evidence of:
Consistently demonstrated proficient practice across a wide range of tasks and roles.	<ul style="list-style-type: none"> <li>• Confident application of the law to include the Children Act 1989, Children and Families Act 2014, 'Working Together' 2015 and other legislation relevant to the role, demonstrated in 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 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>
Become more effective in their interventions.	<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</li> </ul>

	<p>empathic relationships with children and young people to ensure that the best possible outcomes are achieved for them</p> <ul style="list-style-type: none"> <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 evidence based practice</li> </ul>
<p>Gained experience and skills in relation to a particular setting and user group</p>	<ul style="list-style-type: none"> <li>• Development and confident application of knowledge relevant to the service setting.</li> <li>• Increased ability to work autonomously.</li> <li>• 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 and 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>
<p>Consistently used supervision appropriately to seek support, exercise initiative and evaluate their own practice.</p>	<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 appropriate decision making.</li> <li>• Recognising how and when to seek advice from a range of people and sources</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstration of the ability to set and respond to learning needs/goals</li> </ul>
<b>Assessment of critical reflection - outcomes</b>	<b>The critical reflection log provides evidence of:</b>
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 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) support 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>
Used critical reflection in professional decision-making and accountability	<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> <li>• 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.</li> </ul>
Worked effectively in increasingly complex situations	Providing evidence of all of these requirements will incorporate this element.



## Appendix F: ASYE Level Descriptor and Individual PCF Capability Statements

### **ASYE Level Descriptor:**

“By the end of the ASYE social workers should have consistently demonstrated practice in a wider range of tasks and roles, and have become more effective in their interventions, thus building their own confidence, and earning the confidence of others. They will have more experience and skills in relation to a particular setting and user group, and have demonstrated ability to work effectively on more complex situations. They will seek support in supervision appropriately, whilst starting to exercise initiative and evaluating their own practice.”

### **Professional Capabilities Framework (PCF) - ASYE Level Capabilities:**

*Where capability statements are in italics this indicates that they should have been met at a previous level and do not need to be met again. However, the expectation should be that social workers will maintain capability in that area of practice.*

#### **1. Professionalism: Identify and behave as a professional social worker, committed to professional development**

Social workers are members of an internationally recognised profession, a title protected in UK law. Social workers demonstrate professional commitment by taking responsibility for their conduct, practice and learning, with support through supervision. As representatives of the social work profession they safeguard its reputation and are accountable to the professional regulator.

- 1.1. Be able to meet the requirements of the professional regulator
- 1.2 *Be able to explain the role of the social worker in a range of contexts, and uphold the reputation of the profession*
- 1.3 Make pro-active use of supervision to reflect critically on practice, explore different approaches to your work, support your development across the nine capabilities and understand the boundaries of professional accountability
- 1.4 *Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness*
- 1.5 Demonstrate workload management skills and develop the ability to prioritise
- 1.6 Recognise and balance your own personal/professional boundaries in response to changing and more complex contexts
- 1.7 *Recognise your own professional limitations, and how to seek advice*
- 1.8 Identify your learning needs; assume responsibility for improving your practice through appropriate professional development
- 1.9 Develop ways to promote wellbeing at work, identifying strategies to protect and promote your own well-being and the well-being of others
- 1.10 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 values to guide professional practice**

Social workers have an obligation to conduct themselves ethically and to engage in ethical decision-making, including through partnership with people who use their services. Social workers are knowledgeable about the value base of their profession, its ethical standards and relevant law.

*2.1 Understand and apply the profession's ethical principles and legislation, taking account of these in reaching decisions*

2.2 Recognise, and manage the impact of your own values on professional practice

2.3 Recognise and manage conflicting values and ethical dilemmas to arrive at principled decisions

*2.4 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*

*2.5 Recognise and promote individuals' rights to autonomy and self-determination*

*2.6 Promote and protect the privacy of individuals within and outside their families and networks, recognising the requirements of professional accountability and information sharing*

## **3. Diversity: 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 and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person's life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

3.1 Identify and take account of the significance of diversity and discrimination on the lives of people, and show application of this understanding in your practice

3.2 Recognise oppression and discrimination by individuals or organisations and implement appropriate strategies to challenge

3.3 Identify the impact of the power invested in your role on relationships and your intervention, and be able to adapt your practice accordingly

## **4. Rights, Justice and Economic Wellbeing: Advance human rights and promote social justice and economic well-being**

Social workers recognise the fundamental principles of human rights and equality, and that these are protected in national and international law, conventions and policies. They ensure these principles underpin their practice. Social workers understand the importance of using and contributing to case law and applying these rights in their own practice. They understand the effects of oppression, discrimination and poverty.

4.1 Begin to integrate principles of and entitlements to social justice, social inclusion and equality in your analysis and practice, by identifying factors that contribute to inequality and exclusion, and supporting people to pursue options to enhance their well being

4.2 Address oppression and discrimination applying the law to protect and advance people's rights, recognising how legislation can constrain or advance these rights

4.3 Apply in practice principles of human, civil rights and equalities legislation, and manage competing rights, differing needs and perspectives

*4.4 Recognise the impact of poverty and social exclusion and promote enhanced economic status through access to education, work, housing, health services and welfare benefit*

4.5 Empower service users and carers through recognising their rights and enable access where appropriate to independent advocacy

## **5. Knowledge: Apply knowledge of social sciences, law and social work practice theory**

Social workers understand psychological, social, cultural, spiritual and physical influences on people; human development throughout the life span and the legal framework for practice. They apply this knowledge in their work with individuals, families and communities. They know and use theories and methods of social work practice.

5.1 Consolidate, develop and demonstrate comprehensive understanding and application of the knowledge gained in your initial training, and knowledge related to your specialist area of practice, including critical awareness of current issues and new evidence-based practice research

5.2 Demonstrate knowledge and application of appropriate legal and policy frameworks and guidance that inform and mandate social work practice. Apply legal reasoning, using professional legal expertise and advice appropriately, recognising where scope for professional judgement exists

*5.3 Demonstrate and apply to practice a working knowledge of human growth and development throughout the life course*

*5.4 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*

*5.5 Recognise how systemic approaches can be used to understand the person-in-the-environment and inform your practice*

*5.6 Acknowledge the centrality of relationships for people and the key concepts of attachment, separation, loss, change and resilience*

*5.7 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*

*5.8 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*

*5.9 Demonstrate a critical understanding of social welfare policy, its evolution, implementation and impact on people, social work, other professions, and inter-agency working*

*5.10 Recognise the contribution, and begin to make use, of research to inform practice*

*5.11 Demonstrate a critical understanding of research methods*

*5.12 Value and take account of the expertise of service users, carers and professionals*

## **6. Critical reflection and Analysis - Apply critical reflection and analysis to inform and provide a rationale for professional decision-making**

Social workers are knowledgeable about and apply the principles of critical thinking and reasoned discernment. They identify, distinguish, evaluate and integrate multiple sources of knowledge and evidence. These include practice evidence, their own practice experience, service user and carer experience together with research-based, organisational, policy and legal knowledge. They use critical thinking augmented by creativity and curiosity.

6.1 Show creativity in tackling and solving problems, by considering a range of options to solve dilemmas

6.2 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. Intervention and Skills: Use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse**

Social workers engage with individuals, families, groups and communities, working alongside people to assess and intervene. They enable effective relationships and are effective communicators, using appropriate skills. Using their professional judgement, they employ a range of interventions: promoting independence, providing support and protection, taking preventative action and ensuring safety whilst balancing rights and risks. They understand and take account of differentials in power, and are able to use authority appropriately. They evaluate their own practice and the outcomes for those they work with.

7.1 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

7.2 Demonstrate clear communication of evidence-based professional reasoning, judgements and decisions, to professional and non-professional audiences

7.3 Build and use effective relationships with a wide range of people, networks, communities and professionals to improve outcomes, showing an ability to manage resistance

- 7.4 Use appropriate assessment frameworks, applying information gathering skills to make and contribute to assessments, whilst continuing to build relationships and offer support
- 7.5 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
- 7.6 Use a planned and structured approach, informed by social work methods, models and tools, to promote positive change and independence and to prevent harm*
- 7.7 Recognise how the development of community resources, groups and networks enhance outcomes for individuals*
- 7.8 Record information in a timely, respectful and accurate manner. Write records and reports, for a variety of purposes with language suited to function, using information management systems. Distinguish fact from opinion, and record conflicting views and perspectives
- 7.9 Share information consistently in ways that meet legal, ethical and agency requirements
- 7.10 Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives, be able to prioritise your intervention*
- 7.11 Use authority appropriately in your role
- 7.12 Demonstrate understanding of and respond to risk factors in your practice.
- 7.13 Contribute to the assessment and management of risk, including strategies for reducing risk, distinguishing levels of risk for different situations
- 7.14 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 contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings**

Social workers are informed about and pro-actively responsive to the challenges and opportunities that come with changing social contexts and constructs. They fulfil this responsibility in accordance with their professional values and ethics, both as individual professionals and as members of the organisation in which they work. They collaborate, inform and are informed by their work with others, inter-professionally and with communities.

- 8.1 Taking account of legal, operational and policy contexts, proactively engage with your own organisation and contribute to its evaluation and development
- 8.2 Proactively engage with colleagues, and a range of organisations to identify, assess, plan and support to the needs of service users and communities
- 8.3 Understand legal obligations, structures and behaviours within organisations and how these impact on policy, procedure and practice*
- 8.4 Be able to work within an organisation's remit and contribute to its evaluation and development*

8.5 *Understand and respect the role of others within the organisation and work effectively with them*

8.6 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: Take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management**

The social work profession evolves through the contribution of its members in activities such as practice research, supervision, assessment of practice, teaching and management. An individual's contribution will gain influence when undertaken as part of a learning, practice-focused organisation. Learning may be facilitated with a wide range of people including social work colleagues, service users and carers, volunteers, foster carers and other professionals

9.1 Show the capacity for leading practice through the manner in which you conduct your professional role, your contribution to supervision and to team meetings

9.2 Take steps to enable the learning and development of others

## Appendix G: Policy and Guidance for NQSWs and Assessors, Mandatory Training and Cases Involving High Levels of Complexity and/or Safeguarding (in Adult Social Care)

*Please note this policy has been developed in conjunction with the Safeguarding Team in HASS and ratified by the Social Work Development Group on 2/6/14.*

### NQSW's and cases involving safeguarding

The NQSW's level of skill and competence is first reviewed at 3 months. If the Team Manager and Assessor agree that they have reached the sufficient level of competence to undertake the 2-day Specialist Enquiries into the Abuse of Adults at Risk course, this needs to be clearly recorded in the minutes by the ASYE Co-ordinator. **The NQSW must have completed all the basic training before they can undertake this 2-day course (see Section 4).**

If the NQSW and/or the assessor do not feel the NQSW is ready to undertake this level of training/work at this point, they should wait until at least the six-month point of the programme. It is ultimately the decision of the assessor and team manager to determine the level of competence and confidence of the particular NQSW and their skills and learning needs. The assessor and team manager must feel confident that the NQSW is able to apply the theory of the course to their practice and must have a clear assessment of their skills and abilities before allowing them to lead this area of work.

Once the relevant training course has been completed and the NQSW has shadowed the safeguarding process at least once, the assessor and/or team manager will then decide if that worker has the level of competence to lead an investigation, or if they need to co-work a case first.

**The NQSW must have shadowed a safeguarding investigation and have completed the 2-day course before they can lead on this area of work.** The shadowing can take place prior to the training if such an opportunity arises (and it is advised that this happen during the first three months of the ASYE where possible). If NQSWs and/or assessors do not feel that the NQSW is ready to take the lead on safeguarding cases after 3 or 6 months (or at any point during the ASYE), they should encourage and facilitate them to shadow colleagues and co-work relevant cases and review procedures in order to gain familiarity with this level of work.

### NQSWs and complex cases

The NQSW should be fully supported by the assessor with **all complex cases** throughout their ASYE, especially those involving safeguarding. The cases should be regularly discussed and the assessor should ensure the NQSW is managing their caseload and working safely. The NQSW should seek support with all decisions regarding complex cases and ensure they keep their manager fully informed of the progress with these cases.

*The following guidance is taken from The College of Social Work's Roles and Functions of Social Workers and is specific to NQSWs:*

“During this first year following qualification, newly qualified social workers should be expected to take overall responsibility for cases they work on, but should regularly seek feedback and support, especially in relation to decision-making.”

“They should not be expected to take responsibility alone for cases involving complex risk or high levels of ambiguity – for example, cases that involve taking court/legal action, or deciding if a case meets the threshold for statutory intervention in safeguarding and child protection cases.”

Assessors and team managers should therefore consider the above when assigning cases to NQSWs and in supporting them to manage these cases

### Mandatory training for NQSWs

Before an NQSW can undertake the Specialist Enquiries into the Abuse of Adults at Risk course (2 days), they must have completed the following two courses:  
Safeguarding Adults – Introduction **OR** Safeguarding E-Learning

In addition all NQSW's must undertake the following training within the 12 months of their ASYE and ideally within the first six months:

- Mental Capacity Act - Basic Awareness
- Deprivation Of Liberty Safeguards – Basic Awareness
- MCA - How To Do Capacity Assessments And Make Best Interest Decisions
- Mental Capacity Assessments – A One Day Course For Social Workers On Court Of Protection Applications
- The Mental Capacity Act And Deprivation of Liberty Safeguards – Case Law Updates
- Applying for DoLS in supported living and community settings

## Appendix H: Policy and Guidance for NQSWs and Assessors, Mandatory Training and Cases Involving Child Protection and/or Court Work or Complex CIN/CLA Cases (in TSCFS)

The NQSW's level of skill and competence is first reviewed at 3 months. If the Team Manager and Assessor agree that they have reached the sufficient level of competence to undertake the Section 47 training this needs to be clearly discussed and recorded in the minutes of the review meeting.

If the NQSW and/or the assessor do not feel the NQSW is ready to undertake this level of training at this point, they should wait until at least the six-month point of the programme. It is ultimately the decision of the assessor and team manager to determine the level of competence and confidence of the particular NQSW and their skills and learning needs.

During the first six months of the programme, the NQSW **MUST HAVE** shadowed the following activities:

- Section 47 referral and investigation process
- Core group meeting
- Child Protection conference
- Strategy meeting

These can be in relation to one case or multiple cases, depending on the cases held in the team and/or the availability of the NQSW and their colleagues who are leading on the cases. The assessor should actively look for opportunities both within their own team and in other CIN teams to ensure the NQSW has access to these shadowing opportunities.

The minimum that an NQSW must have shadowed before being able to lead a case involving Child Protection is a Section 47 referral / investigation, a conference and a core group, as well as having completed the mandatory Section 47 training.

Once the relevant training course has been completed and the NQSW has completed the minimum shadowing requirements, the assessor and/or team manager will decide if the NQSW has the level of competence to lead in Child Protection work, or if they need to co-work a case first. *Please note they must have completed at least 6 months of the ASYE programme before they can take a lead on Child Protection cases.* If they have done the training and shadowed the process before the six month point, they can co-work Child Protection cases but **cannot be the lead or sole worker.**

If the NQSW has a case that moves into the threshold for Child Protection before they have completed the training and shadowing, then the NQSW should remain involved in the case but it should be transferred to another social worker in the team to lead on. This could then be used to provide the required shadowing opportunities for the NQSW.

Ultimately, the assessor and team manager must feel confident that the NQSW is able to apply the theory of the course and the learning from the shadowing to their

practice and they must have a clear assessment of their skills and abilities before allowing them to lead in this area of work and this needs to be recorded in the managers assessment reports as well as in the ASYE's supervision record. The assessor and team manager will also need to provide a high level of support and maintain clear oversight/involvement of these cases. Cases involving child protection must be discussed at every supervision session between the assessor and NQSW.

If NQSWs and/or assessors do not feel that the NQSW is ready to take the lead on Child Protection cases after 3 or 6 months (or at any point during the ASYE) even after completing the training and shadowing, they should jointly identify the learning and development needs and support required in order in order to demonstrate they are capable of taking the lead in this area of work.

### NQSWs and court work<sup>1</sup>

A NQSW should not be solely responsible for cases involving court work for the first six months of the ASYE programme. During this time they can and should undertake a combination of co-working / shadowing until they have fully developed their skills and confidence in this area of work. **NQSW's cannot be solely responsible for court proceedings and / or agreeing a child's care plan.**

At their six month review the assessor/manager will make a decision as to whether the NQSW is sufficiently skilled and competent to lead on court work cases. This needs to be clearly recorded in the minutes of the review meeting.

If the NQSWs and/or assessors do not feel that the NQSW is ready to take the lead on cases involving court work after 6 months (or at any point during the ASYE) even after shadowing / co-working and completing relevant training, they should jointly identify the learning and development needs and support required in order in order to demonstrate they are capable of taking the lead in this area of work. This will then need to be reviewed at the final twelve month review and if necessary linked to their probation/confirmation in post.

If the NQSW is the allocated worker for a case that escalates to care proceedings prior to their six months review (or after if they have not yet reached the required level of proficiency to lead) then they should remain involved in the case but it should be transferred to another social worker in the team to lead on.

The assessor and team manager will also need to provide a high level of support and maintain clear oversight/involvement of the all the cases the NSQSW holds. Cases involving court work must be discussed at every supervision session between the assessor and NQSW.

NQSW's in CLA must complete the essential Best Practice in Court course during the ASYE programme, as well as other mandatory training that all social workers need to undertake.

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<sup>1</sup> NQSW's in the Youth Offending Service will not be solely responsible for young people subject to a custodial sentence.

### NQSWs and complex cases

The level of case complexity for a NQSW should grow steadily over the 12 months of the ASYE programme. The assessor should consider this carefully when allocating cases to a NQSW particularly in the first six months of their practice.

The NQSW should be fully supported by the assessor with all complex CLA/CIN cases throughout their ASYE. The cases should be regularly discussed and the assessor should ensure the NQSW is managing their caseload and working safely.

The NQSW should seek support with all decisions regarding complex cases and ensure they keep their manager fully informed of the progress with these cases.

*The following guidance is taken from The College of Social Work's Roles and Functions of Social Workers and is specific to NQSWs:*

“During this first year following qualification, newly qualified social workers should be expected to take overall responsibility for cases they work on, but should regularly seek feedback and support, especially in relation to decision-making.”

### Mandatory training for NQSWs

There are 2 complementary training programmes; TSCFS Training Programme and Multi-Agency Safeguarding Training delivered by Islington Safeguarding Children Board (ISCB). Both include mandatory courses for social workers.

All NQSWs in TSCFS must undertake the following training during the ASYE, ideally within the first six months:

#### TSCFS Courses:

- ICS Familiarisation
- TSCFS Induction
- TSCFS MSW Core Training (4 days)
- TSCFS Analysis Planning and decision making (2 days)
- TSCFS Prevent Duty Briefing (2.5 hours)
- TSCFS Child Sexual Exploitation (1 day)
- TSCFS Child Protection / Section 47 Enquires<sup>2</sup> (2 days)
- TSCFS Domestic Abuse and Child Protection (1 or 2 day)
- TSCFS Essential Best Practice in Court<sup>3</sup>

#### ISCB Courses:

- ISCB Safeguarding and Information Sharing Foundation (1 day)
- ISCB Working Together to Safeguard Children – Parts 1 and 2 (2 days)
- ISCB Parental Factors and Safeguarding (1 day)
- ISCB Safeguarding and Disabled Children<sup>4</sup> (1 day)
- ISCB Domestic Abuse and Child Protection (1 or 2 day)

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<sup>2</sup> Attendance must be agreed after midway review meeting or following 3 month review if NQSW and assessor can evidence NQSW is ready

<sup>3</sup> Applicable to NQSW's in CLA

<sup>4</sup> Applicable to NQSW's in the Disabled Children Team

There are several other courses available for social workers in the ISCB and TSCFS brochures. Training needs should be discussed in supervision and agreed with managers.

NQSW's must use MYHR via izzie to book places on TSCFS courses. For additional support with booking TSCFS courses, please email TSCFS training administrator Zahra Clarke-Johnney ([Zahra.Clarke-Johnney@islington.gov.uk](mailto:Zahra.Clarke-Johnney@islington.gov.uk)) or call 020 7527 5529.

To book places on ISCB courses NQSW's will need to open ISCB account online <https://iscb.islingtoncs.org/courses/bookings/default.asp> For additional support with booking onto ISCB courses, please email the ISCB Co-ordinator Maria Gilby ([Maria.Gilby@islington.gov.uk](mailto:Maria.Gilby@islington.gov.uk)) or call 020 7527 4234.

## Appendix I: KSS for Child and Family Social Work (*click on page to show full document*)



Department  
for Education

### Knowledge and skills for child and family social work

The child and family social worker will know and be able to do the following:

#### 1. The role of child and family social work

Apply a wide range of knowledge and skills to help build family relationships, resource and resilience so that the welfare of the child remains paramount; identify the full range of risks to children and help manage those risks; ensure proportionate intervention, including securing and supporting alternative homes for children, including those in and beyond public care placed with family and friends and for adoption; and to provide care and support to young people as they move towards independence and adulthood.

Explain and critically evaluate the role of social work as part of a system of welfare support to children and their families, including parents as vulnerable adults, and how this relates to the social contract between citizenship and the state and the role of family, kinship and community; explain the impact of poverty, inequality and diversity on social and economic opportunities and how that relates to child welfare, family functioning and the highest context of child protection.

#### 2. Child development

Critically evaluate theory and research findings and demonstrate informed use in practice of: typical age related physical, cognitive, social, emotional and behavioural development, and the influence of cultural and social factors on child development; the impact of different parenting styles on development; and the impact of loss, change and uncertainty in the development of normative resilience.

Understand that normative developmental tasks are different for each child depending on the interaction between environmental and genetic factors e.g. chromosomal disorders, temperament, IQ, attention difficulties, the impact of ill-health and disability, and apply a range of helpful strategies and resources to support children and families where there are difficulties.

#### 3. Adult mental ill-health, substance misuse, domestic violence, physical ill-health and disability

Explain the impact that: mental ill-health, substance misuse, domestic violence, physical ill-health and disability can have on family functioning and social circumstances; apply a working knowledge of the presentation of concerning adult behaviours which may indicate increasing risk to children and the likely impact on, and inter-relationship between, parenting and child development; be able to deploy a range of strategies to help families facing these difficulties; be able to recognise and act upon escalating social needs and risks ensuring that vulnerable adults are safeguarded, and a child's best interests are always prioritised.

Apply a comprehensive working knowledge of the role of other professions in the identification and prevention of adult social need and risk, including mental health and learning disability assessment;

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## Appendix J: KSS for Social Works in Adult Services (*click on page to view full document*)



# Knowledge and Skills Statement for Social Workers in Adult Services

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### 1. Statement overview

This statement sets out what a social worker working with adults should know and be able to do by the end of their Assessed and Supported Year in Employment (ASYE). The statement incorporates the experiences and perspectives of front line social workers, their managers, organisations and educators. It has been developed by the Chief Social Worker for Adults in partnership with key stakeholders, including the College of Social Work, the British Association of Social Workers, Skills for Care, Social Care Institute for Excellence, educators and Principal Social Workers. The statement relates to all social workers working with adults who contribute to delivering statutory health and wellbeing outcomes for people and their carers, regardless of the sector in which they are employed and provides a national benchmark for social workers, employers and the public.

It sets out a national framework for the assessment of newly qualified social workers at the end of their first year in practice, including provision for independent validation and quality assurance of the assessment process. It should be used by social workers and their employers to build a wider framework for induction, supervision and the continuing professional development of social workers and the social work profession.

Social work is an international profession and is practiced in many different settings and specialisms. This statement builds on the global definition for social work,<sup>1</sup> the Health and Care Professions Council (HCPC) Standards of Proficiency for social workers<sup>2</sup> and the generic Professional Capabilities Framework, which sets the professional standards for social workers in England. It also builds on key policy documents developed by the College of Social Work, namely:

<sup>1</sup> <http://ifsw.org/policies/definition-of-social-work/>

<sup>2</sup> <http://www.hcpc-uk.org/assets/documents/10003B08Standardsofproficiency-SocialworkersinEngland.pdf>