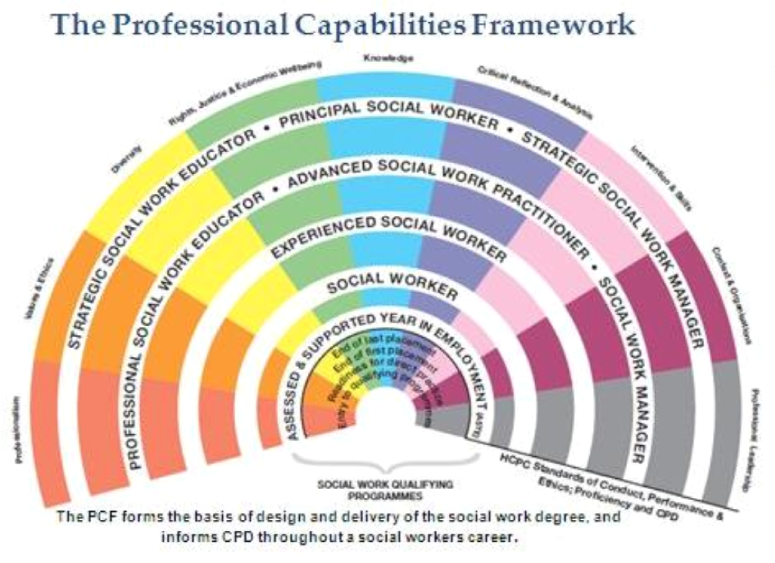
**Guidebook For**

**for Newly Qualified Social Workers**

**& Supervisor**

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| Vc. 1.3 amended FEB 2014 |







   The Royal Borough of Kensington and Chelsea logo

Contents

[1. How to use the guidebook 3](#_Toc381017397)

[2. Introduction 3](#_Toc381017398)

[3. Background 3](#_Toc381017399)

[4. Assessment 4](#_Toc381017400)

[4.1. Evidence to be presented for assessment 4](#_Toc381017401)

[4.2. Supporting judgements and processes 5](#_Toc381017402)

[5. The centrality of the Professional Capabilities Framework (PCF) 6](#_Toc381017403)

[6. Roles and responsibilities 7](#_Toc381017404)

[7. ASYE Flowchart 10](#_Toc381017405)

[8. Monthly requirements/activities 11](#_Toc381017406)

[9. Induction principles 13](#_Toc381017407)

[10. Learning Agreement 14](#_Toc381017408)

[10.1. ASYE Learning Agreement – Introduction 14](#_Toc381017409)

[10.2. Supervision 15](#_Toc381017410)

[10.3. Workload management 15](#_Toc381017411)

[10.4. Professional development Plan 16](#_Toc381017412)

[10.5. Assessment – collection of evidence 16](#_Toc381017413)

[10.6. Assessment – review 17](#_Toc381017414)

[10.7. Assessment – assessment process 17](#_Toc381017415)

[11. The Direct Observations 17](#_Toc381017416)

[11.1. Guidance notes for Direct Observation Template 18](#_Toc381017417)

[12. Service user/ Carer feedback 19](#_Toc381017418)

[13. Assessors report (Holistic Assessment) 19](#_Toc381017419)

[14. The Record of Achievement 22](#_Toc381017420)

[15. The reflective logs 22](#_Toc381017421)

[16. ASYE Panel Guidance notes 23](#_Toc381017422)

[17. The Portfolio Grid 25](#_Toc381017423)

[18. Links 27](#_Toc381017424)

# How to use the guidebook

The guidebook has been developed to support NQSWs, ASYE assessors, team managers and all those involved in the ASYE Programme and it is intended to be a tool to ensure all elements of the programme are highlighted and mapped against each stage of the ASYE. It is compiled in two sections for ease of use – section one details all the elements of the ASYE Programme that need to be completed and section two provides the evidence and assessment templates for completion. Throughout the handbook are tips that we hope will help to demystify the process.

# Introduction

The London Boroughs of Brent, Ealing, Hammersmith & Fulham, Harrow, Hillingdon, Hounslow, Kensington & Chelsea and Westminster partnership is collaboration between employers and higher education institutions (HEIs), funded and supported through the Skills for Care Employer Transition fund. This fund aims to support social work employers and HEIs to manage the transition from newly qualified social worker programmes to the assessed and supported year in employment and beyond through to Continuing Professional Development and embedding the Professional Capabilities Framework.

We have come together to contribute to leading the social work profession within our organisations in the directions set out by the Social Work Reform Board, the Munro Report and the College of Social Work.

We aim to raise professional standards of newly qualified social workers by supporting and enabling their supervisors, managers, and other educators to model professional capabilities and standards.

The partnership will provide a flexible programme of accredited courses, and other continuing professional development (CPD) activities in line with the College of Social Work’s CPD strategy and the professional capabilities framework (PCF) to meet, as far as is feasible, individual development needs of staff providing support and assessment to newly qualified social workers.

# Background

The Assessed and Supported Year in Employment (ASYE) for newly qualified social workers (NQSWs) was one of the 15 recommendations made by the Social Work Task Force in 2009. The Social Work Reform Board (SWRB) has been overseeing the ASYE scheme which was jointly developed by Skills for Care and the Department for Education (DfE).

The ASYE was implemented in 2012 for all NQSW’s across all sectors and services including statutory, voluntary and private. The ASYE is not compulsory for NQSW’s but will be a necessity as a majority of employers are going to expect social workers to have successfully completed an ASYE before being considered for employment.

The ASYE is designed to help NQSW’s to develop their skills, knowledge and capability and strengthen their professional confidence. It provides NQSW’s access to regular and focused support during their first year of employment.

# Assessment

Employers are ultimately responsible for the decisions about success and failure in the ASYE. They will wish to ensure that judgements and processes for assessing a newly qualified social worker's (NQSW's) work under the ASYE are:

* **Accurate** - consistent with the expectations of the Professional Capabilities Framework (PCF) and a genuine reflection of the NQSW's performance
* **Valid** - based on evidence reflecting the breadth of the NQSW's work throughout the year and on appropriate processes for the NQSW's

development and assessment over the year

* **Robust** - judgements and processes are checked, confirmed and consistent within and across organisations; judgements and processes are reliable and defensible if scrutinised or challenged either inside or outside the organisation. Employers may find it useful to take advice from a range of sources, including HR colleagues.

The strength of decisions about ASYE performance is therefore dependent on effective contributions from the individual NQSW, the employer and representatives of the wider social work profession.

## Evidence to be presented for assessment

NQSWs should produce evidence which illustrates their developing performance, knowledge and skills in an employment context and meets the requirements of the PCF at ASYE level. There is no fixed number or types of evidence required for success in the ASYE - the measure is the ability to meet PCF requirements in full. However, employers and NQSWs may come to an agreement about the number and types of evidence likely to meet these requirements. The following are likely to be useful evidence to show sufficient evidence of capability:

* supervision records
* direct formal observation
* work products (e.g. case records, reports, etc.)
* critical reflection
* service user feedback.

The types of evidence suggested above, taken from a range of cases, occasions and people within and outside the employing organisation, should provide a breadth of evidence over the period of the ASYE on which the assessor can make a robust judgement.

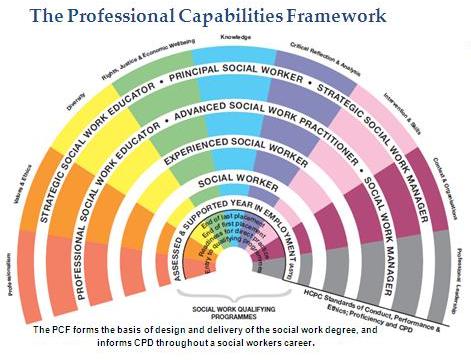
## Supporting judgements and processes

While employers retain ultimate responsibility for the final assessment decision in respect of their own NQSWs, the accuracy, validity and robustness of this decision-making process may be enhanced through reflecting on the assessment judgements of other employers and reviewing with other organisations the processes through which judgements are made. This is in line with the Reform Board partnership principles. Partnership working during the course of the ASYE as well as at the end of the year should:

* help confirm the accuracy of judgements
* assist in developing reliable and consistent processes
* reinforce elements of good practice across organisations
* contribute to a nationally consistent level of assessment at ASYE.

Employers may also be able to demonstrate consistency with professional standards through such working as well as alignment with the expectations of the Employer Standards and Supervision Framework. Organisations will have different processes leading to judgements, which will vary according to their size, depth of experience and capacity. Partnership working offers ways to support organisations in developing NQSWs and assessing their work under the ASYE.

# The centrality of the Professional Capabilities Framework (PCF)



Assessment takes place against the PCF at ASYE level. NQSWs and others in organisations who are directly involved in the ASYE - including managers, supervisors and assessors - should from an early point in the year:

* be familiar with performance requirements as set out in the nine domains of PCF at ASYE
* be familiar with the principles of holistic assessment
* ensure personal development time is allocated as set out in the learning agreement to prepare material for assessment or to make judgements as appropriate.

Those who supervise and assess NQSWs will also find it helpful to understand the standards demanded by the PCF at qualifying and social worker levels.

# Roles and responsibilities

This is an example of the roles and responsibilities. Please check with your borough for details.

|  |
| --- |
| **NQSW**   1. To undertake ASYE and participate fully in the review/assessment process 2. To work as a member of the team under the direction of the team manager and/or delegated assessor 3. To take full advantage of the support offered via ASYE to develop practise 4. To take joint responsibility for ensuring registration on the ASYE programme 5. To collate all necessary evidence as part of the assessment process 6. To commit to all supervision sessions and prepare for sessions accordingly |

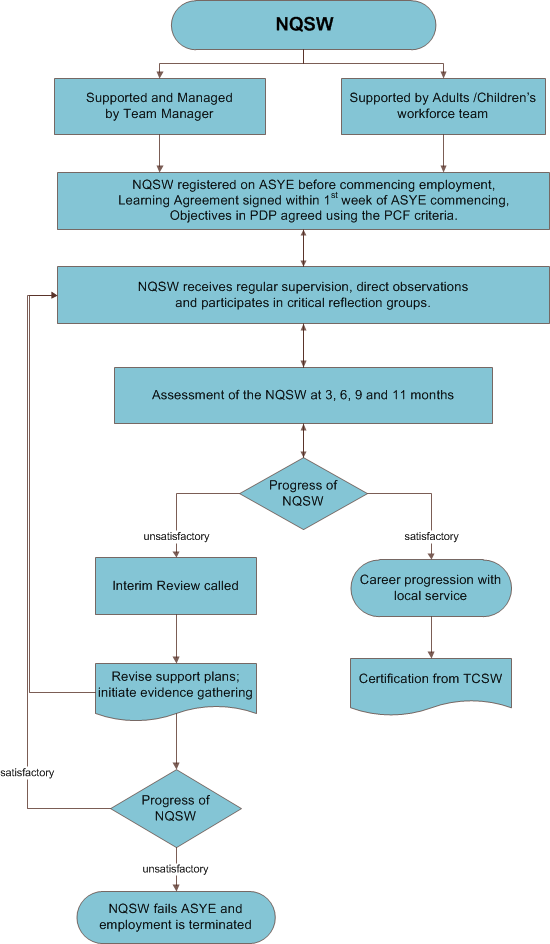
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| **Manager**   1. To ensure the NQSW has received the correct contract of employment for ASYE 2. To ensure that the NQSW is inducted on ASYE within the first week of employment 3. To ensure there is a suitable Assessor within the team to oversee the assessment of the NQSW, or undertake the role themselves. 4. To ensure the NQSW is registered on ASYE with the Adult/ Children’s Workforce Team 5. To ensure the NQSW receives their entitlement on ASYE, including a 90% caseload and 10% development time 6. Discuss the NQSW’s caseload with the Assessor, but have responsibility for work allocation 7. Have ultimate responsibility for the quality of the NQSW’s work and performance and retain responsibility for absence management 8. To facilitate the additional supervision afforded to the NQSW on ASYE 9. To facilitate the time and support for the ASYE Assessor to undertake the role adequately 10. To liaise with the ASYE Assessor and NQSW to keep abreast of progress by the NQSW 11. If not the assessor to attend at least the final assessment meeting with the NQSW, Assessor and Workforce team. 12. To facilitate and/or participate in any additional support that is required for a NQSW failing to make satisfactory progress 13. To liaise with the Workforce Team as required. |

|  |
| --- |
| **Adults/Children’s ASYE Lead**   1. To provide quality assurance of the ASYE assessment process by supporting all parties involved. 2. To offer critical reflection groups. 3. To attend assessment/review meetings with the NQSW, Assessor and/or Team Manager as and when appropriate. 4. To ensure a Learning Agreement is signed with the NQSW at the beginning of ASYE 5. To ensure a Professional Development Plan is in place for the NWSQ at the beginning of ASYE 6. To undertake an interim review of the NQSW and offer additional support when progress is unsatisfactory and to participate, as required, in any appeal process that might occur in the event of failure of the ASYE 7. To co-ordinate the establishment of a policy for ASYE and to ensure it is reviewed each year 8. To provide supporting materials in the implementation, such as Handbook and Templates 9. To liaise with employing teams and receive all registrations for ASYE 10. To provide inductions for NQSWs, Assessors and Team Managers 11. To provide training for ASYE Assessors 12. To liaise with local and regional partners as appropriate 13. To forward details of NQSWs successfully completing ASYE to the College of Social Work for certification |

|  |
| --- |
| **Assessor**   1. All assessors will be experienced social workers with at least two years post qualifying experience. 2. The overall role of the assessor is to assist the candidate in planning ways of gathering evidence and judge the evidence which NQSW’s present in order to demonstrate their competence. 3. NQSW’s are consistent in performing tasks to the PCF requirements. 4. NQSW’s must meet all of the requirements of each of the 9 Domains for which they are being assessed. 5. Competency is achieved in a range of difference situations. 6. NQSW’s should have good knowledge and understanding of the tasks they are being assessed on. 7. At the first meeting plan holistically with NQSW, discuss all the NQSW’s needs, which will ensure completion of the ASYE scheme. For example, discuss training needs. 8. Discuss and agree a plan on how each Domain will be achieved. Meet up with NQSW on a regular basis to assess their work, give feedback and review Learning and Evidence Log. 9. Ensure all evidence is recorded on an ongoing basis. 10. Ensure NQSW actively seeks out evidence from various sources. 11. Undertake direct observations of NQSW and complete report. Gather clients/service user feedback and consent. 12. Check all documents in candidate’s portfolio and meet the requirements of the ASYE scheme. 13. Monitor progress of the NQSW and complete monitoring forms quarterly. 14. Ensure that all relevant forms are completed on time. 15. Check that all evidence in NQSW portfolio is signed and dated by both assessor and NQSW, this is to ensure authenticity. 16. Liaise with Learning and Development Advisor on a regular basis to update on NQSW progress. 17. Take positive steps to develop your own continuous professional development. 18. You will need to be clear on the decision. For example, you must record whether the NQSW has passed or failed. 19. You will need to review your NQSW’s progress quarterly and plan for the future accordingly. 20. It is important to discuss progress with NQSW and any concerns need to be taken forward through identified procedures and discussed with team manager. 21. It is important that you keep yourself up to date with all information relating to the ASYE scheme. |

# ASYE Flowchart

This may or may not be applicable to you, check with your ASYE Lead



# Monthly requirements/activities

This is an example and not necessarily what will happen as part of your own programme

|  |  |  |  |
| --- | --- | --- | --- |
| **Month** | **NQSW Activity** | **ASYE Assessor** | **Periodical requirements** |
| Month 1 | Critical Reflective Practice  Core Skills Seminars  Support Sessions  Mentoring  Action Learning  Supervision  Learning Log  Organisational Induction  Induction to the programme including: learning agreement, supervision arrangements, targets and goals | Complete Learning Agreement, PDP and Supervision arrangements with NQ  Feedback and sign off on Learning Logs |  |
| Month 2 | Critical Reflective Practice  Core Skills Seminars  Support Sessions  Mentoring  Action Learning  Supervision  Learning Log | Sign off learning log in supervision discuss which  Review Learning agreement  PCF domains NQ is working on  Help NQ to think about type of evidence that could be used.  Review PDP  Review PCF Record of Achievement |  |
| Month 3 & 4 | Critical Reflective Practice  Core Skills Seminars  Support Sessions  Mentoring  Action Learning  Supervision  Learning Log  Setting up 1st Direct Observation  Review and completer: PCF record of achievement and PDP | Complete 3 month review with NQ in supervision and set date for first observation of practice to be completed before month 5.  Prepare for 1st Panel/Review | 3 month review  Service managers will attend if this is a panel and verify NQs work to date  Review Learning Agreement |
| Month 5 | Critical Reflective Practice  Core Skills Seminars  Support Sessions  Mentoring  Action Learning  Supervision  Learning Log | Sign off learning log in supervision discuss which PCF domains NQ is working on.  Help NQ to think about type of evidence that could be used.  Review PDP  Prepare for 6 month programme review/panel | Review Learning Agreement  Complete and sign off direct observation |
| Month 6 | Critical Reflective Practice  Core Skills Seminars  Support Sessions  Mentoring  Action Learning  Supervision  Learning Log | Sign off learning log in supervision discuss which PCF domains NQ is working on. Help NQ to think about type of evidence that could be used. Review PDP | 6th Month review  Review Learning Agreement |
| Month 7&8 | Critical Reflective Practice  Core Skills Seminars  Support Sessions  Mentoring  Action Learning  Supervision  Learning Log  Setting up 2nd Direct Observation  Review and completer: PCF record of achievement and PDP | Sign off learning log in supervision discuss which PCF domains NQ is working on.  Help NQ to think about type of evidence that could be used. Review PDP  Set date or 2nd Observation to be completed before final Panel.  Prepare for 1st Panel/Review |  |
| Month 9 | Critical Reflective Practice  Core Skills Seminars  Support Sessions  Mentoring  Action Learning  Supervision  Learning Log  If needed, NQSW to submit a 500 word critical reflection report about their progress over the year, knowledge gained and areas of development ready for Panel/Review | Sign off learning log in supervision discuss which PCF domains NQ is working on.  Help NQ to think about type of evidence that could be used. Review PDP | Review Learning Agreement |
| Month 10 | Critical Reflective Practice  Core Skills Seminars  Support Sessions  Mentoring  Action Learning  Supervision  Learning Log | Sign off learning log in supervision discuss which PCF domains NQ is working on.  Help NQ to think about type of evidence that could be used. Review PDP  Identifying gaps in the NQ portfolio for Panel and plan for completion on time. |  |
| Month 11 & 12 | Critical Reflective Practice  Core Skills Seminars  Support Sessions  Mentoring  Action Learning  Supervision  Learning Log  Add reflection and comments to assessor holistic assessment report | Complete holistic assessment report  Prepare for 11mth review/panel  Final completed portfolio sign off | Final Assessment Panel assessing completed portfolio. NQ and Supervisor to attend to summarise progress. |
|  |  | WLA and NWL Partnership Quality Assurance/Standardisation Panel | Certificate issued by College of Social Work |

# Induction principles

The foundation to the ASYE is a positive induction period. The following provides a broad picture of what you can expect in terms of induction. Depending on your team and service, there may be some variation.

**Induction Activities**

* A tour of the workplace in which you are located
* Administrative arrangements e.g. ID cards, HR processes
* Meeting with Team Manager and/or other members of the team
* Reading case files, assessments and other documents relevant to the team and job role
* Shadowing / observation relevant to the team and job role
* Visits to key partner agencies
* An overview of case recording for the team provided by an experienced member of the team
* Identification of key training to be completed as part of the learner agreement

**Case allocation**

* Gradually increase/adjust the number of cases on the newly qualified social worker’s caseload in relation to case complexity, risk and the social worker’s growing proficiency.

**Supervision**

* With line manager – weekly for first 6 weeks
* With line Manager – fortnightly for remainder of the first 6 months
* With line manager – monthly thereafter

**Useful Information to Provide**

* Demographic information and other key information about the borough
* Key strategies and plans outlining service vision and standards
* Directory of services available to children/adults in the borough – internal and external
* Contact details / telephone lists
* Local information e.g. maps, transport links
* The London Child Protection Procedures / Pan-London Safeguarding Procedures
* Links to relevant policies and procedures on the intranet
* Guidance about key processes e.g. finance, booking interpreters, IT systems, health and safety etc.

# Learning Agreement

## ASYE Learning Agreement – Introduction

The Assessed and Supported Year in Employment (ASYE) is for all newly qualified and registered social workers (NQSWs) in their first year of professional practice. The support and assessment should be provided and undertaken by and through the employer, clarify the roles and responsibilities of those involved.

Employers may wish to use the downloadable template and this set of information.

The ASYE is available to be used in any employment setting where a newly qualified social worker, registered with the Health and Care Professions Council (HCPC), is employed.

The learning agreement helps to establish and agree how the support and assessment will be undertaken between the employer and the NQSW. The agreement offers to help employers and newly qualified social workers consider, set out and agree:

* the support which will be provided to the NQSW
* how the assessment process will be conducted.

Employers who already have their own procedures for new staff may continue to use or adapt them as appropriate to fit their running of the ASYE.

It is recommended that the learning agreement should be completed, owned and signed by:

* the NQSW
* the person who will be supervising and assessing them
* the line manager (if this is a different person from the supervisor/assessor)

**Practice tips**

## Supervision

**a)** All supervision sessions should include the opportunity for reflection and critical analysis of practice alongside caseload and workload management, line management and organisational accountability and personal development in the context of the Standards for Employers and Supervision Framework. The supervision process will feed into the recommended three and six month reviews which should also provide opportunities for a more formal reflections and analyses of practice.

**b)** NQSWs should be supervised by a registered, qualified social worker. Supervision is traditionally provided in a one-to-one session. However many employers use a range of methods including, for example, group work and action learning sets, to ensure that supervision meets all the expectations of the Standards for Employers and Supervision Framework. In the learning agreement the methods (individual/group) and frequency of supervision can be clarified, including the responsibilities of the line manager, professional supervisor (where different) and any mentoring or group work used by the employer. It would also be helpful to set out how each is expected to link to the other(s).

**PracticeTip**

## Workload management

Normally, over the course of the year, an 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, weighted over the course of the year by things such as case complexity, risk and growing proficiency.

## Professional development Plan (see Workbook for full scale version)

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Professional Development Plan** | | | | | | | | |
| NQSW Name: |  | | | | Completed by: | | | |
| ASYE start date: |  | | | | | | | |
| What? | | **Links to which PCF domain?** | **What will success look like**? | **Progr. at 3 months** | | **Progr. at 6 months** | **Progr. at 9 months** | **Progr. at Final**  **Assessment** |
| **Area of need / skill gap identified** | **Development activity or action** |

**a)** Alongside the learning agreement the Professional Development Plan (PDP) is an important tool for managing the NQSW’s professional development throughout the year.

For NQSWs in particular it is not something to be filled in and filed away. Rather it is a way of proactively identifying learning and developmental opportunities for the NQSW and should be discussed regularly in supervision

**b)** Time off for personal development, will normally equate to 10% of work time over the course of the ASYE year.

**c)** NQSWs should ensure that training and other learning opportunities are signed off.

**PracticeTip**

## Assessment – collection of evidence

An employer may decide to use a particular method or approach for the collection and format of evidence required for ASYE. The learning agreement can be used to clarify this alongside setting out the type of evidence and the date by which it is required.

It is recommended that employers and NQSWs should refer to the www.skillsforcare.org.uk/asye sections on assessment and on informing judgements and processes for ASYE when considering the nature of the evidence required and how to collect it.

## Assessment – review

Formal reviews should ideally take place after three and six months and also provide opportunities for a more formal reflections and analyses of practice. It is recommended that clear arrangements are in place to align ASYE reviews with the employer’s induction and probation arrangements.

**Practice tips**

It might be helpful to consider the following in completing this section

The learning agreement provides space for key points and actions from the formal reviews to be recorded in each of the relevant sections before being dated and re-signed on the summary page. It is recommended that the learning agreement refers to any other outcomes of review discussions (e.g. an action plan).

## Assessment – assessment process

This section helps the employer confirm how they intend to quality assure the assessment decisions made, and how they will deal with any disagreements about those decisions. It is helpful if the NQSW is clear about this from the outset.

# The Direct Observations

Part of the requirements for the ASYE programme is that the NQSW is observed in practice. The Template to be used for these formal planned observations can be found in the workbook. In these cases the observer will normally be the primary assessor for the ASYE and therefore a registered social worker and be familiar with the ASYE capabilities. NQSW and Observer should directly reference the PCF and the appropriate domain to be developed. The observer should then use the PCF to feedback as part of the holistic assessment. However the **second** **observation** can be carried out by another social work trained colleague

* The NQSW and observer should plan the direct observation and agree objectives and assessment criteria for the observation (what do they want to achieve in the intervention and there any specific capabilities, identified as areas for development or concern, they would like the observer to focus on and provide feedback). The NQSW should complete and share boxes 1 and 2 of the NQSW form (section 1) with the observer as part of the preparation for the observed session.
* Wherever possible the service user(s)/carer involved should be asked if they are willing to be part of the process. If they agree, it is the responsibility of the observer and the candidate to ensure that the service user/carer is given the opportunity to comment on the NQSW’s capabilities, and/or for the service user to be given feedback about the NQSW and assessor’s own assessment. Not all service users will be able to or want to be involved in the process; others will be willing to contribute and be part of the assessment process. The observer and candidate will need to plan how this is managed using their knowledge of or/and relationship with the service user wherever possible to ensure that this is comfortable for all concerned (Adapted from ‘Assessing practice at qualifying level for social work using the PCF’)
* NQSW and observer should agree and clarify the role of the observer during the intervention: how will they be introduced, under what circumstances, if any, will they intervene.
* NQSW and observer should agree what happens after the observation—how and when will feedback be given, what reports/documents need to be completed by the NQSW and observer and by when.
* The NQSW should have the opportunity to reflect and comment on the observer’s report (box 6).

## Guidance notes for Direct Observation Template

*Questions you might want to think about:*

* How does the intervention link to the PCF?
* How did you prepare for this intervention?
* What is your purpose, role and responsibility?
* What outcomes or objectives do you want to achieve? (These can be linked to areas for development identified in reviews, supervision or previous observations).
* **Brief description of the intervention**

*Questions you might want to think about:*

How does the intervention link to the PCF?

What happened, what was achieved?

Describe your role and the action of others.

* **Reflections on the observed practice**

*Questions you might want to think about:*

* What went well?
* How did you know it had gone well?
* How does the intervention link to the PCF?
* Were the outcomes achieved?
* What action do you need to take next in this intervention?
* How did you feel generally and about being observed?
* What key points have you learnt from this experience?
* Were there any surprises for you in this observation?
* **Critical reflection and professional development**

*Questions you might want to think about:*

* Bearing in mind the ASYE capabilities and level descriptor, have you identified or confirmed any specific areas for further development? (cross reference to capability statements if required)
* How do you intend to address these areas of development?
* What support do you require?

**Practice Tip**

# Service user/ Carer feedback

It is a requirement of the ASYE that feedback from service users/carers on the NQSW’s practice is sought and evidenced within the assessment documentation.

Assessor may include feedback from service users, carers and other professionals within the body of the report.

# Assessors report (Holistic Assessment)

The assessor will be asked to undertake a holistic assessment of the NQSW’s practice over the course of the year. At 3/6 months the assessor will be asked to provide a summary (250 words) or, depending on the borough, update the

learning agreement on the NQSWs progress and then at 11 months produce the full holistic assessment. This includes a 500 word overview of the NQSWS development and future developmental needs. At each stage the holistic assessment needs to be based on the PCF but as a conceptual framework rather then set of competencies to be “ticked off”. What is crucial is that the assessor is mindful that at each stage that they are making a decision as to whether the NQSW is on target and then has met the required level of practice (in all its dimensions) of the ASYE programme.

**Holistic assessment – what is it?**

**(The College of Social Work)**

***Social work practice is a complex activity, requiring the interplay of knowledge, skills and values, as exemplified by the PCF. It comprises nine domains that are interdependent, not separate; they interact in professional practice, so there are links between the capabilities, and many circumstances will be relevant to more than one capability.***

***Understanding what a social worker does will only be realised by taking into account all nine capabilities. Similarly, it is important that assessment of progression should be made holistically: neither the nine domains nor the capability statements set for each level should be evaluated in isolation from each other.***

***Where learning or performance objectives are complex, Biggs suggests that:***

***‘…the judgment of the assessor is considered central in making a holistic decision about the quality of performance.***

***He explains that ‘we arrive at [such judgments] by understanding the whole in the light of the parts’, and that ‘the assessment is of the integrated action, not of the performance of each part.’ He argues that analytic marking (i.e. individuated marking of the parts) destroys the essential meaning of the task, although this does not mean that the detail of the parts is ignored.***

***According to Doel et al5, achieving this hinges on the assessor understanding and integrating the differences between two approaches:***

***Partial: this means a detailed understanding of the various behavioural competences which constitute practice***

***Contextual: at a local level, this means an awareness of how practice is influenced by time and place; and at a social level this is an understanding of structural influences on practice***

***Doel et al argue that there is a risk of swinging from one approach to another, thus creating a false dichotomy between the partial and the contextual.***

***‘To understand and undertake a holistic approach to assessment, the partial and the contextual must be considered together. In this way, we arrive at a synthesis of specific and general, discrete and dynamic.***

***This is a truly holistic approach to assessment.' (Doel et al, 1992, p39).***

***Thus the skill of the practice educator lies in bringing together different levels of assessment to make a judgment.[[1]](#footnote-1)6***

***'The ability to move…..from the partial to the contextual, and understand the relationship between the local and the structural, is what we understand as a holistic approach.' (Doel et al, op cit, p 34).***

***This definition has implications for the way a holistic assessment is constructed, evidenced and recorded, and this is the focus of this guidance. It aims to build on existing good practice in a number of key ways:***

***The progress of students on any specific placement should be considered as part of their overall learning journey as professionals. Placements should build on students’ previous stage of learning, assess the progress that has occurred during the placement and then identify the students’ learning and development needs for the next stage. ``***

***Assessment should be progressive and on-going, to lead to a final assessment decision. This will result from the overall interaction between students and practice educators, and it should not be confined to particular points in the process. Students are effectively being assessed in relationship to the PCF all the time, and practice educators’ decisions can be based on any relevant evidence from the students’ time on placement, whilst taking into account their development and progress over the period of the placement.***

***The assessment should be supported by the sample of evidence presented, but not be driven by it. A range of different types of evidence, linked to the PCF, should be used. There is an important role for students as a source and provider of evidence, since it is essential that students understand what is required of them, and they are able to critically reflect on their practice in relation to the PCF; however, evidence will also come from other sources. The role of practice educators is to achieve a defendable judgment, drawing on all the evidence available. Holistic assessment should make it neither easier nor harder to fail a student.***

***Practice educators will continue to back up their concerns with evidence –but there are now more overarching criteria for the concerns.***

***On-going assessment and, specifically, the use of a formal interim review should mean that practice educators can address and act on concerns prior to the final assessment point.***

***This might be achieved using a personal development plan/profile based on the PCF have concerns. It also means that students can be given clear expectations with SMART7 objectives about how they can improve at an interim review (or earlier if needed).***

# The Record of Achievement

Over the course of the Programme the NQSW needs to complete the record of achievement. Very simply this is the format on which the NQSW identifies how she/he is meeting each of the nine capabilities in the PCF. The NQSW identifies from which of the five sources of evidence she/ he is drawing upon to evidence that the capability has been met. The Record of Achievement specifies five sources of evidence

* 1:1 casework
* Reflective logs
* Discussions in supervision
* Training
* Direct observations

The NQSW and the Assessor should consider evidence that demonstrated links to specific areas of the PCF, for example: good pieces of work, challenging cases and critical reflective practice.

The NQSW does not need to fill in all of the grid and only needs to identify two sources of evidence per capability. It is essential that the overall grid is verified and signed off by the assessor

**Practice Tip**

# The reflective logs

The reflective logs are a key component of both the learning and assessment process in the ASYE programme. Each month the NQSW is asked to complete a learning log reflective of the PCF (see workbook for template). Support around completing the log may be provided in the form of a workshop, meeting with the ASYE lead and/or with in supervision with the ASYE assessor.

The logs should be discussed in supervision and the Assessor is required to provide some brief written feedback and sign off the log as complete and to confirm that is of a satisfactory standard. Logs should be linked to the PCF and feedback should be linked to the PCF as well.

**Practice Tip**

# ASYE Panel Guidance notes

The ASYE is a new initiative that was proposed by the Social Work Reform Board and is supported by both the DH and DfE. The skills sector council, Skills for Care and the College of Social Work are responsible for its on-going development.

While the Government are not making this mandatory as such and it is not directly linked to registration it is being introduced into ever local authority in England is regarded in across the sector as being a long term feature of the early professional development of newly qualified social workers.

The ASYE therefore has a more formal role that its predecessor, the NQSW programmes in adult and children’s services and is distinctive in that it is an integrated adult / Children’s programme. Local authorities need to be assured that local programmes are robust in both the assessed and supportive dimensions of the programme. In contrast to NQSW there is no single national model for ASYE which means that the programme can be tailored to individual needs.

An important element in the new programme is the assessment panel that will meet at least 3 times during the year.

The following are prompts that the panel may wish to consider.

Learning agreement

* Has this be signed off and completed by all parties?
* Are there clear expectations of each of the parties?
* In particular is there a range of developmental opportunities identified for the NQSW and is the assessment process clear?

Supervision record (with dates)

* Has the NQSW been regularly supervised?
* If this hasn’t been the case is there an explanation for this?

Quarterly review/ panel

* Have the reviews/panel taken place as set out in the learner agreement?
* If it has taken place how is the NQSW progressing?
* Are there any significant changes to the learning agreement and why?
* If there are any difficulties has a sufficiently clear strategy been put into place to address these?
* If this review has not taken place is it scheduled to do so in the near future?

Observations

* Have the assessors undertaken at least two observations at different stages through the course of the year?
* If this has taken place were the observations of an appropriate piece of practice?
* Was there evidence of this being planned and undertaken as a discrete piece of work (i.e. not a write up of a joint meeting / visit that the NQSW and assessor happened to attend together)?
* Is the assessors write up/ feedback sufficiently analytical and does it model a reflective approach to the work
* Does the observation identify strengths? Are there any concerns and if so evidence of how these will be addressed
* Is there any service user feedback?

Learning logs

* Have learning logs been completed (1 per month)?
* Are the subjects of these logs appropriate as learning events for NQSWs?
* Has each of the logs been signed off by the manager?
* Do the logs contain sufficient reflection and an ability to recognise the implications for practice from that reflection?
* Are the logs linked to the PCF (this my a fairly broad link)?
* Is the manager’s feedback helpful?
* Are there any concerns about the NQSWs practice emerging form these logs?

Holistic assessment

The assessors (managers) are asked to write a 250 word holistic assessment of the NQSW. This is an attempt to move away from a “tick box” approach that has characterised much of social work education over the last 20 years and give the assessor an opportunity to provide a coherent overview of the NQSWs progress. Has this been achieved? Are there any concerns about the NQSWs practice? Are these being addressed?

# The Portfolio Grid

The portfolio is submitted to the panel and at the 12 month point should be complete. It should contain:

* Learning agreement , at least 2 direct observations , Service user feedback , 12 reflective logs , Record of achievement , Final assessment report by the assessor (including feedback and reflection from NQSW)

|  |  |  |
| --- | --- | --- |
| **Month** | **What should be in portfolio** | **Issues for panel to consider** |
| **3 month** | * Learning agreement * PDP * 3 reflective logs * Possibly 1 direct observation * Holistic assessment summary | * How is the NQSW getting on? Any worries on concern about the individuals performance * Has induction taken place? * Are both parties engaging with the ASYE process (supervision, paperwork being completed)? Are we happy with the quality of what is being produced? * Is the ASYE programme functioning satisfactory * Any wider workforce / practice/ service issues? |
| **6 month** | * Learning agreement + review * PDP (updated) * 6/7 reflective logs * 1 direct observation * Holistic assessment summary | * How is the NQSW getting on? Any worries on concern about the individual’s performance? * Are both parties engaging with the ASYE process (paperwork being completed)? * Any issues about levels of supervision/ workload? * Are we happy with what the ASYE and supervisor are producing? Do we need to do anything about this? * Is the ASYE programme functioning satisfactory * Any wider workforce / practice/ service issues? |
| **9 month** | * Learning agreement + 2nd review * PDP (updated) * 9 reflective logs * 2 direct observation * Holistic assessment summary | * How is the ASYE getting on? Any worries on concern about the individuals performance * Do we have any concerns this NQSW is not going to complete the programme? If so what steps need to be taken now * Are both parties engaging with the ASYE process? * Any issues about levels of supervision/ workload? * Are we happy with what the ASYE and supervisor are producing? Do we need to do anything about this? * Is the ASYE programme functioning satisfactory * Any wider workforce / practice/ service issues? |
| **12 month** | * Learning agreement + reviews * PDP (updated) * 12 reflective logs * 2 direct observation * Final assessment report * NQSW’s reflections on final report * Other QA materials (evaluations etc.) * Confidentiality statement | * How is the ASYE getting on? Any worries on concern about the fitness to practice * Are we confident that this SW is functioning at that of a PQ SW * Are we happy to support “sign off” * If not how are we going to manage this * Are concerns serious enough to inform HCPC * Are we confident that the SW is fit to practice but ASYE tasks remain incomplete? How are we going to manage this? * What have we learnt as an agency about a) generally b) about the programme |

# Links

|  |  |
| --- | --- |
| 1. Action for Children | [www.actionforchildren.org.uk/](http://www.actionforchildren.org.uk/) |
| 1. Age UK | [www.ageuk.org.uk/](http://www.ageuk.org.uk/) |
| 1. ATD Fourth World | [www.atd-uk.org/](http://www.atd-uk.org/) |
| 1. Barnados | www.barnardos.org.uk/ |
| 1. British Association for Adoption & Fostering | [www.baaf.org.uk](http://www.baaf.org.uk) |
| 1. British Association of Social Workers | [www.basw.co.uk](http://www.basw.co.uk) |
| 1. British Institute of Learning Disability | [www.bild.org.uk/](http://www.bild.org.uk/) |
| 1. Centre for Excellence and Outcomes in | [www.c4eo.org.uk/](http://www.c4eo.org.uk/) |
| 1. Children and Young People's Services |  |
| 1. College of Social Work | [www.collegeofsocialwork.org](http://www.collegeofsocialwork.org) |
| 1. Community Care | [www.communitycare.co.uk](http://www.communitycare.co.uk) |
| 1. Current Education & Children’s Services Research | [www.ceruk.ac.uk](http://www.ceruk.ac.uk) |
| 1. Department for Education | [www.education.gov.uk](http://www.education.gov.uk) |
| 1. Department of Health | [www.dh.gov.uk/en/SocialCare](http://www.dh.gov.uk/en/SocialCare) |
| 1. Fostering network | [www.fostering.net/](http://www.fostering.net/) |
| 1. Health and Care Professions Council | [www.hpc-uk.org](http://www.hpc-uk.org) |
| 1. Institute of Psychiatry | [www.iop.kcl.ac.uk/](http://www.iop.kcl.ac.uk/) |
| 1. Joseph Rowntree | [www.jrf.org.uk/](http://www.jrf.org.uk/) |
| 1. Kings Fund | [www.kingsfund.org.uk/](http://www.kingsfund.org.uk/) |
| 1. Mencap | [www.mencap.org.uk/](http://www.mencap.org.uk/) |
| 1. National Children’s Bureau | www.ncb.org.uk/ |
| 1. NSPCC | www.nspcc.org.uk |
| 1. Office for Standards in Education | [www.ofsted.gov.uk](http://www.ofsted.gov.uk) |
| 1. Quality Care Commission | [www.cqc.org.uk](http://www.cqc.org.uk) |
| 1. Research in Practice | [www.rip.org.uk](http://www.rip.org.uk) |
| 1. Research Register for Social Care | [www.researchregister.org.uk](http://www.researchregister.org.uk) |
| 1. Rethink | www.rethink.org/ |
| 1. Skills for Care | [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk) |
| 1. Skills for Health | [www.skillsforhealth.org.uk](http://www.skillsforhealth.org.uk) |
| 1. Social Care Institute for Excellence | [www.scie.org.uk](http://www.scie.org.uk) |
| 1. Social Work Reform Board | [www.dcsf.gov.uk/swrb](http://www.dcsf.gov.uk/swrb) |
| 1. The National electronic Library for Mental Health | [www.nelmh.org/index.asp](http://www.nelmh.org/index.asp) |
| 1. Voice | www.voiceyp.org/ngen |

1. 4

   Biggs, J (2007) Teaching for Quality Learning at University, Buckingham, SHRE and OU,

   quoted in TCSW/Skills for Care/Higher Education Academy statement on holistic assessment.

   5 Doel, M, Sawdon, C and Morrison, D (2002), Learning, Practice and Assessment, London:

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   2-4 Cockspur Street London SW1Y 5BH [↑](#footnote-ref-1)