
The social work ASYE

A 'mini-guide' to the Assessed and Supported Year in Employment

November 2012

“we help support
newly qualified
social workers”

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This material was first written by Skills for Care to be an appendix to Keen *et al*, *Newly Qualified Social Workers: a Practice guide to the Assessed and Supported Year in Employment* (Sage 2012) and is reproduced here with permission of Sage Publications Ltd.

The social work ASYE: A 'mini-guide' to the Assessed and Supported Year in Employment
Published by Skills for Care, West Gate, 6 Grace Street, Leeds LS1 2RP www.skillsforcare.org.uk
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Reference no. SW029

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Skills for Care is the employer-led strategic body for workforce development in social care for adults in England. It is part of the sector skills council, Skills for Care and Development.

This work was researched and compiled in Skills for Care's social work team by Mary Keating with Cheryl Wall.

Bibliographic reference data for Harvard-style author/date referencing system:

Short reference: Skills for Care [or SfC] 2012

Long reference: Skills for Care, *The social work ASYE: An introduction to the Assessed and Supported Year in Employment*, (Leeds, 2012) www.skillsforcare.org.uk

Skills for Care would like to acknowledge the assistance of Sage Publications Ltd in the development of this work.

Introduction

The Assessed and Supported Year in Employment (ASYE) introduced in September 2012, follows on and takes the best from the two previous newly qualified social worker (NQSW) frameworks introduced in 2008 for children's services and 2009 for adults'. The new ASYE is one element of the total reform of social work recommended by the Social Work Task Force (SWTF 2009), carried forward to implementation by the Social Work Reform Board (SWRB 2012). It is vital to understand that the ASYE dovetails with other SWRB products and, indeed, without their support and structure (e.g. SWRB 2012a) it will not be able to be implemented effectively. The interaction of the ASYE with other elements of reform will be examined in more detail later. If you are not already fully

acquainted with the recommendations and implementation of these social work reforms then the most recent report, *Building a safe and confident future: Maintaining Momentum* (SWRB 2012), is the place to start.

Skills for Care and the then Children's Workforce Development Council, who had separately held responsibility for the two NQSW frameworks, were given the task of working together to create a single generic framework for the ASYE. The development of the ASYE progressed in partnership with other organisations holding responsibility for developing and implementing the Social Work Task Force (2009) recommendations, including The College of Social Work (TCSW), universities and employers of social workers.

1. The benefits of supporting the first year in social work practice

The benefits to employers and to the individual social worker of the separate NQSW frameworks have been identified in independent evaluations (see Carpenter *et al* 2011 and SfC 2011). The recognition of these benefits has ensured that the ASYE was not only a key plank in the implementation of the SWTF recommendations, but that its introduction was seen as so important that the SWRB accelerated its implementation to September 2012. The key messages from these evaluations include:

- Substantial increases in NQSWs' self-efficacy (confidence) (Carpenter *et al* 2011; SfC 2011). High levels of intrinsic job satisfaction are related to self-efficacy — 80% of respondents were satisfied or very satisfied with their work "in general" (Carpenter *et al* 2011).
- Two thirds of NQSWs agreed that supervision had improved the quality of their practice (SfC 2011). Regular structured supervision was rated as the most beneficial component of the programme (Carpenter *et al* 2011).
- More NQSWs completing personal development plans and embarking on post-qualifying education. Three quarters of NQSWs agreed with the statement, 'My employer takes my professional development seriously' (SfC 2011).
- Most NQSWs were satisfied with the overall package of training and support (Carpenter *et al* 2011).
- More than half the supervisors felt that protected development time had contributed to NQSW development (SfC 2011).
- Two thirds of NQSWs agreed that their overall quality of practice had 'improved a great deal' and so had their 'own professional abilities'. Three quarters of NQSW supervisors believed the quality of NQSW practice had improved as a

result of the framework (SfC 2011). The second most commonly identified benefit of the NQSW programme for managers was the improved skills, confidence and performance of NQSWs. NQSWs were seen as better equipped for practice and this had improved the quality of service delivered (Carpenter *et al* 2011).

- The benefit most commonly identified by managers was that, following implementation of the programme, they had seen a significant improvement in staff retention which resulted in more stable staffing (Carpenter *et al* 2011).

It may be argued that the recognition of these benefits ensured a wide take up of the NQSW programmes, despite the fact they were not mandatory. Taken together, these NQSW programmes supported nearly 10,000 social workers (2,325 in adults' services; 7,159 in children's).

Of the 152 local authority employers in England, 149 registered with the then Children's Workforce Development Council over the period of its NQSW programme. Similarly, 125 local authorities, and seven

health organisations providing adult social care services received NQSW funding support from Skills for Care, indicating the strength of commitment from the statutory sector. The SWTF had originally intended that the ASYE would be a mandatory requirement linked to registration. This is no longer the case, but the extension of funding available to employers to support the ASYE in its transitional year (2012/13) would indicate continued commitment. In addition, it is expected that certification of the ASYE will allow employers to ask for proof of successful completion of the first year as yet another indicator of quality.

For those NQSWs who have concerns that they may have been misinformed about the requirements for qualifying as a social worker when embarking on their social work qualification, in that they did not anticipate a further assessment during their first year of practice, the message is: **Grasp this opportunity with both hands**. This is not just about assessment; it is about your right to a supported and protected year in which you can find your feet in the social work setting with all its complexities and challenges. You will still be expected to hit the ground running...but jogging, not sprinting.

2. The differences between the ASYE and the old NQSW frameworks

The major differences between the ASYE and the original NQSW programmes are that:

- the ASYE is a single programme for all social workers irrespective of the setting in which they are employed
- the ASYE includes registered social workers who are employed in the private and voluntary sectors in roles that may not be classed as 'social work'
- the ASYE is assessed
- a certificate to confirm achievement will be available, issued by TCSW
- the standards by which your practice during your ASYE will be judged are contained in the Professional Capability Framework (PCF)
- the assessment of capability is holistic rather than competence-based
- under normal circumstances there is an expectation that the ASYE will be completed in 12 months
- defined support is incorporated in the Standards for Employers and Supervision Framework (SWRB 2012a).

3. The PCF and the assessment of social work practice

In the introduction, we talked about the interrelationship between the ASYE and other SWRB products. Central to social work reforms and to the ASYE has been the development of the PCF (TCSW 2012). In supporting the development of the profession and the capability and confidence of every individual social worker, the PCF is crucial. The use of the PCF is pivotal to ensuring the achievement of professional expertise, judgement and confidence that are central to the reforms outlined by the Social Work Task Force (see www.education.gov.uk/swrb) and to the recommendations for improvement in professional practice outlined by Professor Munro (Munro 2011) and the recently published *Caring for our future: Reforming care and support* white paper (DH 2012). The PCF provides the context to the profession in exercising judgement about quality of practice for individuals receiving care.

There is a description of the shift that is required in terms of organisational processes and individual social workers to move from an over-bureaucratised system focused on compliance to one that values and develops professional expertise and centres on the safety and welfare of people who use services (Munro 2011).

Social work practice is a complex activity, requiring interplays of knowledge, skills and values. This is exemplified by the PCF.

Although there are nine separate domains in the PCF, these need to be seen as interdependent as they interact in professional practice. So, there are overlaps between the capabilities and many practice issues will be relevant to more than one domain. Moreover, understanding what a social worker does can only be complete by taking into account all nine domains.

The PCF describes the standard for all social workers, from pre-admission to qualifying education through to Principal Social Worker. It is a new way to help social workers and other people understand what they should be capable of at any stage in their career. The PCF is therefore relevant not only to the NQSW but also to those with responsibility for them. The framework also applies to social workers in settings where the employer base is from another profession (e.g. health, education and social care). If there is one piece of advice for an NQSW embarking on the ASYE, or for those social workers supporting them in it, it is to make sure that you are familiar with the PCF at the qualifying, ASYE and social worker levels. Having this information not only identifies the standards to be achieved but pinpoints the level required for the ASYE. The challenge for the NQSW and for assessors is that this first transitional year of implementation will be the first time that the PCF has been used to describe and assess standards.

4. The A in ASYE stands for 'assessed'

Performance and progression in relation to the PCF therefore requires an approach congruent with this framework. 'Holistic assessment' is a recognised approach for assessing in such circumstances (TCSW 2012b). The holistic assessment of capability signals a shift away from a competence-based approach and demands a new focus on the way that assessment is undertaken.

Holistic assessment of learning is used where learning or performance objectives are inter-related and complex (TCSW 2012b). This form of assessment is particularly suitable for social work, where the development of professional judgement and practice requires the interplay of all the capabilities, because only this interaction – this holistic approach – is able to reflect the complexity of social work practice.

On your qualifying course you are most likely to have been assessed against the National Occupational Standards for Social Work (Topss England 2002). These standards have been mapped onto the PCF, so they have not disappeared. The big difference is that the occupational standards were a competence-based approach to defining standards and the assessment was a competence-based assessment process. A competence-based assessment at its most extreme has a danger of becoming a 'tick box' exercise reflecting a reductionist approach. The result of that is that each competence may be demonstrated with a separate piece of evidence to prove your competence in that discreet area. Overall competence therefore is assumed as the sum of all the parts successfully achieved. The separate competences add up to an overall competent social worker. In practice, this might not necessarily be the case because, as has already been noted, social work is a complex activity and good practice necessitates the interplay of knowledge, skills and values and therefore this interplay is the dynamic activity that needs to be judged.

There have been some concerns expressed about the move from a competence-based assessment to a holistic one, and what this will mean in practice. TCSW, in their paper on holistic assessment (TCSW 2012b, p2), give the analogy of the preparation, serving and assessment of a meal:

A holistic assessment is made when the meal is judged on its overall taste, quality and presentation, etc., however if one part of the preparation or an ingredient is missing or below standard, then this will impair the quality of the final product. In making an analysis of what was deficient, the process and individual components will need to be examined.

This is a useful way of conceptualising the interplay of all the factors that make up this particular task. However, it is important to remember that holistic assessment is a fundamental aspect of social work

practice. This is no different from the activity and assessments that you will have been expected to undertake as part of your practice on placements. You will also find examples of how you have already undertaken holistic assessments in the writing of your 'pre-qualifying' academic assignments. You can find examples of holistic assessment in the Skills or Care case studies (see www.skillsforcare.org.uk/socialwork/ASYE4Casestudies/asyecasestudies.aspx).

Holistic assessment and the ASYE

The important aspects to take note of in moving to a holistic assessment of your practice at ASYE are:

- *validity*, i.e. a progressive assessment, no longer a snapshot of a competence evidenced at one point in time
- *accuracy*, i.e. a consistent assessment across all nine PCF domains
- *robustness*, i.e. a trustworthy assessment including reliable evidence from more than one source and over time
- *the centrality of critical reflection* in the development of professional practice and expertise.

In addition, *reflection on your interaction with people who use services, and with carers*, is pivotal to your critical reflection on practice.

Assessment is no longer a 'snapshot' of a competence demonstrated at a single point in time, but is now a demonstration of progressive development over the ASYE, culminating in evidence of consistently reaching the PCF standard. Suggestions have been made as to ways in which employers can choose to collect evidence of capability (see www.skillsforcare.org.uk/socialwork/introductionsw.aspx) but it will be up to your employer to design the assessment process that meets their local needs. This may include accredited learning through a university (see chapter 2 of Keen *et al* 2012 for further guidance) as part of the process, or that successful completion of the ASYE

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forms the entrance requirement for admission to accredited learning. Whatever the model, there are principles for assessment that TCSW includes in its quality assurance processes, such as:

- observations of a range of examples of practice
- observations in different settings and at different times
- observations by different observers, e.g. those capable of making reliable assessments with reference to known and agreed criteria or standards (in this case, the PCF).

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

The upshot of this is that there is no fast track mechanism for achieving the ASYE. This progressive assessment is over the period of a year. (For part-time staff, employers are asked to adjust the timescale of the interim reviews and final assessment – see figure

2.1 in chapter 2 of Keen *et al* 2012 – so, if you are working half-time then you will be expected to complete within two years.) You may have had previous experience, and/or have been seconded, and you may feel that you are already equipped and operating at the social worker level on the PCF, but you will still need to demonstrate the ability to progress and take responsibility for your continuing professional development.

Progression between levels is demonstrated by complexity, risk, ambiguity and increasingly autonomous decision making across a range of situations. Further detailed information may be found at www.collegeofsocialwork.org in the document *Progression between levels* (TCSW 2012c). The expectation is that it will not take longer than a year unless there are legitimate reasons to defer the NQSW's final assessment due to prolonged ill-health, maternity or parental leave. It is important to note that deferral is not intended for NQSWs who consistently fail to meet the standards in the Professional Capabilities Framework. The expectation is that a year is sufficient under normal circumstances to demonstrate progressive development of capability to the required minimum standard.

5. The centrality of critical reflection and supervision

Central to social work practice and to the development of professional judgement and expertise is the ability of every social worker to critically reflect on their work, including making reference to sources of knowledge that have informed the intervention. Although there is a specific domain in the PCF that describes the capability for critical reflection, in practice the nine domains interact. Put another way, the development of critical reflection runs through professional practice right across the PCF (see chapter 2 of Keen *et al* 2012 for further advice on critical thinking and reflection).

Therefore, the expectation within the ASYE is that the development of critical reflection is supported through the reflective supervision

process, but also that the NQSW builds on this and makes progress via the writing up of their analyses (again, chapter 2 and chapter 4 of Keen *et al* 2012 should be a help here).

It is desirable, therefore, that evidence of progression in critical reflection will be found in the majority of the pieces of evidence that support the final ASYE assessment decision. There are a series of case studies on the Skills for Care website that demonstrate this assessment process (see www.skillsforcare.org.uk/socialwork/ASYE4Casestudies/asyecasestudies.aspx). In addition, TCSW has produced principles for evidencing critical reflection on their website that will assist you in this process.

The use of critical reflection in the development of practice has, at its core, a response to feedback from the person or people (users of services) being supported. Holistic assessment requires that the development of practice starts from an analysis of the person's situation and reflection on all aspects of an intervention. At every stage of their work, social workers are expected to consider, obtain evidence from, and respond appropriately to, the views of the people they are supporting about the social work intervention and the professional relationship the social worker has with them.

There is no single correct way by which a social worker should seek feedback, and indeed best practice would dictate that the process and tools could differ according to situation and those supported. To support you, your supervisors and assessors in this process, TCSW has produced a document outlining the principles for gathering and using feedback from people who use services and those who care for them (see www.collegeofsocialwork.org/uploadedFiles/TheCollege/Media_centre/SUandCarerFeedbackPCF20.pdf). In addition, case studies of how service user feedback has been collected and reflected on, and the impact of this on the development of practice, may also be useful to you (see www.skillsforcare.org.uk/socialwork/ASYE4Casestudies/asyecasestudies.aspx).

As an NQSW, you will receive professional supervision regularly from your line manager, or from another experienced social worker if your line manager isn't a registered social worker or for other operational reasons. Supervision is not just about reporting on your day-to-day social work practice with your line manager, clarifying policies and procedures and agreeing the next steps, although these are all important. Supervision is crucially important and should give you the opportunity to critically reflect on your practice and enable you to grow and develop in confidence and capability as a social worker. The supervision framework (SWRB, 2012a) clearly sets out

the support and opportunities that employers and managers should offer social workers throughout their careers in order to meet the expectations of them expressed in the overarching PCF (TCSW 2012).

Your supervisor should help you to review all aspects of your practice, including, for example, your direct work with the people you support and as a member of a team or working with other partners or external organisations. Most importantly, reflective supervision sessions should help you to develop skills in critical analysis and reflective practice by providing a forum for you to:

- describe and think about what you have learnt from your practice (what is going well and not so well)
- explore your feelings/emotions and how these may be impacting on your practice
- plan what you can do to improve and develop your practice as a social worker. This could be practical, for example by undertaking reading to give you a greater understanding of an area of practice or going on a training course. Or it could be through discussing practice your supervisor has observed and considering whether a different approach might result in a better outcome. Have a look at "Simon's" case study, www.skillsforcare.org.uk/socialwork/ASYE4Casestudies/simon_case_study.aspx, for an example of how reflective supervision can help NQSWs develop skills in critical analysis reflection.

TCSW's guide on developing integrated critical analysis and reflective practice, [www.collegeofsocialwork.org/uploadedFiles/TheCollege/Media_centre/PCF21IntegratedCriticalReflectivePractice\(1\).pdf](http://www.collegeofsocialwork.org/uploadedFiles/TheCollege/Media_centre/PCF21IntegratedCriticalReflectivePractice(1).pdf), states that critical reflection entails insight, exploratory and creative thinking for each unique piece of practice. The aim, over time, is for you to become highly skilled in this area and you should use supervision to share and gain feedback on your insights and ideas.

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You should take a proactive approach and prepare for supervision sessions and suggest items for the agenda. It may also be helpful to prepare reflective accounts or journals for discussion within the session (see chapter 4 of Keen *et al* 2012 too).

The PCF reinforces this approach and states that by the end of their ASYE social workers should "...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." You can expect to receive professional reflective supervision every week for the first six weeks as an NQSW, after that bi-weekly until the six month period, and then at least monthly for the rest of your year as an NQSW.

6. Eligibility for funding

The ASYE is primarily concerned with supporting the NQSW to establish themselves on the first rung of their professional career. The expectation is that knowledge and skills gained in qualifying education are consolidated and that new knowledge and skills are developed in practice relevant to the employment setting. It follows, therefore, that the knowledge and skills gained while qualifying need to remain current and not be a distant memory with no practice experience or CPD between qualifying and the ASYE. There is therefore a time eligibility criterion of no more than two years between graduation and commencing the ASYE.

There has been some concern expressed that this may disqualify some qualified and registered social workers who have been unable to find social work posts immediately. There is, however, a caveat to the two year time boundary in that it is possible beyond this timescale for the employer to assure themselves of the currency of the social worker's knowledge and skills. If you have been offered a post as a social worker after the two year period it is most likely to be because you have at least maintained if not developed your knowledge and skills. Generally the way to do that is by employment in a social care or other related role and to complement this by reading, reflecting and taking advantage of opportunities for CPD. This will not only equip you for future

employment but will also be necessary for you to maintain your registration with the Health and Care Professions Council (see www.hpc-uk.org). TCSW is making available to its members an electronic CPD portfolio that will be of assistance in this process.

If you are one of those graduates who have chosen not to be employed in a post that is designated 'social worker' and/or have taken a post in wider social care then the big difference from the previous NQSW frameworks is that the ASYE is a single programme for all social workers irrespective of the setting in which they are employed. This includes registered social workers who are employed in the private or voluntary sectors in roles that may not be classed as 'social work', as long as the role in which the NQSW is employed includes work of a sufficient level and kind to meet the expectations of all nine PCF domains.

We are living in a changing world for the delivery of social work services. Social workers are, and will increasingly be, found employed outside of local authorities, e.g. in smaller agencies, social enterprises, social work practices, and in multidisciplinary teams. The intention has been to provide an ASYE framework that can be flexibly implemented across a diverse range of employment settings and roles.

For those social workers and employers outside of statutory settings there are benefits in taking up the ASYE. A Skills for Care pilot project in 2011 supported employers and NQSWs in the private and voluntary sectors to implement the old NQSW framework and identified a number of benefits. For the manager and the organisation, comments included benefits for marketing, staff retention, service efficiency and improved quality of service provision. To illustrate:

- “A well-trained and qualified workforce improves our reputation!”
- “Our funding is tied to targets so we need workers to be confident in their ability to do the job.”

For the NQSWs, the feedback included a growth in confidence, the development of professional practice, a stronger sense of professional identity and recognition of the need to continue developing professionally. Again, to illustrate:

- “I have really grown in confidence this year in particular regarding sensitive challenging of other professionals.”
- “I think that it has definitely improved my employability in the sense that it has substantially developed my social work skills.”

If you are an NQSW employed in social care or other related field and you feel that your job includes work of a sufficient level and kind to meet the expectations of all nine PCF domains, then talk to your employer about registering for the ASYE (see www.skillsforcare.org.uk/socialwork/introductionsw.aspx).

Social workers are increasingly employed on short-term contracts in local authority, health and social care settings. This does not mean that if your contract is not for a whole year your employer cannot register you for the ASYE. At the end of the twelve month period it is your employer at that time who will decide on the sufficiency of evidence that you present for assessment, and this can include any statements from previous employers about your progression, the standard achieved and any evidence to illustrate your development. This allows some flexibility but also puts an onus on the individual NQSW to ensure that the evidence and statements are available to be transferred to the next employer and that this new employer is willing to continue to provide the relevant support and assessment.

In a similar way this will also apply to agency workers; however, in this scenario the recruitment agency as the employer will be registering the NQSW for the ASYE after having sought agreement from the social work provider commissioning the service. The both parties and the employee would need to agree on the responsibilities around supervision, assessment and the funding to support this. The supervision arrangement would need to be laid out clearly in the learning agreement (see below). In many instances the feasibility of these arrangements for those on short term contracts and agency workers may well depend on the length of contract.

7. The S in ASYE stands for 'supported'

We have spent a lot of time describing and considering the implications for the assessment of the ASYE. This is not to say that the other side of the coin in this contract between employer and NQSW, the expectation of support, is not equally important. The SWRB has listed the support expectations for the ASYE within the requirements laid down in the employer standards and supervision framework (SWRB, 2012a) and by so doing have mainstreamed the level of support for those undertaking the ASYE within an overall expectation of support that applies to all employers, managers and social workers.

An important part of the ASYE, therefore, is the learning agreement completed at the start of the programme. The learning agreement helps to establish and agree how the support and assessment will be undertaken between the employer and the NQSW. It also helps to clarify the roles and responsibilities of all those involved.

This includes:

- details of the frequency of reflective supervision
- a statement on the reduced workload during the first year of employment
- a personal development plan
- a time allocation for personal development.

In preparing for the learning agreement, it would be useful to take note of the transcript, personal development plan or needs analysis developed at the end of your qualifying programme, and if not included in this, to think about the learning needs identified at the end of your final placement.

In addition, with your ASYE supervisor, think about what your learning needs are now in relation to the job and the setting in which you are now employed. From these discussions, and based on your learning to date, a personal development plan can be constructed.

Taking a pro-active role in this already indicates that you are putting a marker down for demonstrating your capability within domain one of the PCF – Professionalism: Identify your learning needs; assume responsibility for improving your practice through appropriate professional development (TCSW, 2012).

This learning agreement should be reviewed on regularly—at least at three and six months. This review will be an opportunity for all involved to come together to consider how well your assessment is progressing and to put in place action plans if necessary. This is also the time for all parties to consider and, importantly, record whether all aspects of the agreement are being adhered to—and that includes contributions and comments from the NQSW on the level of support received. Guidance and suggestions on the construction of the learning agreement are available, together with case study examples of how these have been used in practice (see www.skillsforcare.org.uk/socialwork/ASYE4Casestudies/asyecasestudies.aspx).

8. Summary

The SWRB has always maintained that the changes it has proposed and the products that have been generated are all interrelated (SWRB 2010). In other words, the ASYE does not stand alone. The success of its introduction depends equally on other aspects of reform, namely the PCF, Employer Standards and Supervision Framework, and the CPD framework, of which the ASYE forms the first rung of the ladder.

Successful, efficient and sustainable delivery of the ASYE is most likely to be achieved if employers – statutory, voluntary and private – together with universities, are working in partnership and adhering to the SWRB partnership principles. This partnership working holds the potential to ensure that the vision of the SWRB for a nationally consistent assessment of the ASYE can be realised. Skills for Care is supporting employers to come together through these partnership arrangements to set up and manage a process by which assessment judgements can be compared.

All organisations are therefore being encouraged to compare judgements internally and to work in partnership with other organisations to increase sector and public confidence about judgements. It is hoped that this development will allay fears expressed by some NQSWs about the transparency of decision-making. An additional check and balance will be available through the TCSW

certification process. For all NQSWs who successfully complete the ASYE a certificate can be issued by TCSW. As part of assuring the quality of the assessment decision, TCSW is devising a mechanism to monitor the support and assessment process offered by employers.

The suite of reforms detailed here that underpin and overlap with the ASYE have in common an expectation that the responsibility for take-up and adoption of these products is not just one sided. We clearly see a responsibility for employers, but the responsibility is laid also at the door of the profession through the workings of TCSW, and – importantly for the readers of this text – it also belongs to every individual social worker. For the NQSW, the supervisor and the first line manager, the responsibility for achieving and maintaining the standards described at each level of the PCF is an individual professional responsibility, and is likely to form the basis of your CPD activity.

As the first cohort of ASYE NQSWs and their supervisors and managers in this transitional first year, you are the pioneers leading the field not only in introducing the ASYE but also in assessing against the PCF. We wish you well with your ASYE—we're here to support you, and through our joint efforts with other social work bodies we are expecting and hoping for even better results than the previous programmes had!

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The social work ASYE

A 'mini-guide' to the Assessed and Supported Year in Employment

This material was first written by Skills for Care to be an appendix to Keen *et al*, *Newly Qualified Social Workers: a Practice guide to the Assessed and Supported Year in Employment* (Sage 2012) and is reproduced here with permission of Sage Publications Ltd.

Newly-Qualified Social Workers: a Practice guide to the Assessed and Supported Year in Employment

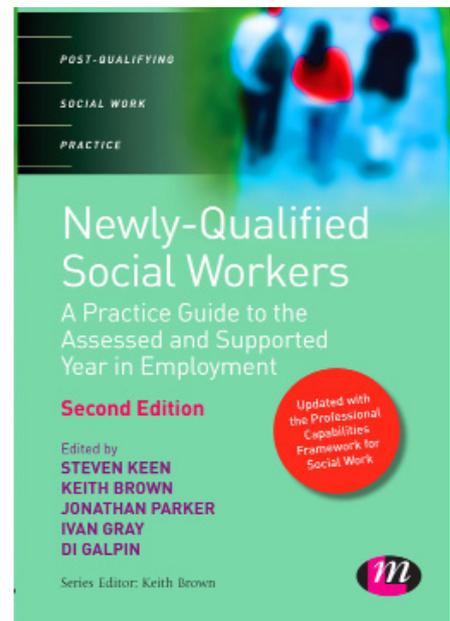
Edited by **Steve Keen, Keith Brown, Jonathan Parker, Ivan Gray** and **Di Galpin**

With a foreword by **Prof. David Croisdale-Appleby, Independent Chair, Skills for Care.**

The first year of practice can be a particularly challenging time for newly-qualified social workers. This practical book is essential reading not only for NQSWs entering the workplace but for students on qualifying programmes who wish to develop their skills beyond graduation.

Now in its second edition, this book now includes:

- Guidance on the new Assessed and Supported Year in Employment for NQSWs.
- Revised material by service users, NQSWs and managers – which will provide students with a varied range of perspectives and experiences that they can then keep in mind and apply in their own practice.
- Links to current legislation and policy – which will keep students up-to-date with recent changes to the profession and new information for those working in children's or adults' settings.
- Practical features written to support undergraduates as well as NQSWs, including tips on report writing, what to expect when attending a court hearing and how to avoid stress and burnout.



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SfC ref: SW029