

Assessed and Supported Year of Employment (ASYE) Handbook



Tameside Children's Social Work Academy 2024/25



The Tameside ASYE Framework

Underpinning principles

1. The voice of the NQSW is at the centre of the ASYE programme
2. The ASYE framework supports a “whole-profession” approach to NQSW development
3. Employers are responsible for their ASYE programme
4. The ASYE is fully inclusive and promotes anti-racist practice

Professional development and support

Regular supervision which includes time for critical reflection.

- 1-6 weeks (weekly)
- 6 weeks-6 months (fortnightly)
- 7-12 months (monthly)
- Protected development time
- Half day per week (equivalent)
- Professional development
- Opportunities based on the identified needs of the NQSW.
- Reduced workload allocation.

Evidence requirements and Assessments

Holistic assessment based on the PCF and the PQS (used to be KSS). Assessor must be a registered social worker.

Evidence of progressive development of professional capability demonstrated through:

- 3 direct observations
- 3 pieces of feedback from children and young people/adults who need care and support
- 3 pieces of feedback from other professionals
- Critical reflections at 6 and 12 months record of support and progressive assessment (RSPA) and the NQSW's evidence of progression.

Quality Assurance

- The development of programmes based on a cycle of quality assurance and continuous improvement.
- The use of sector approved criteria to support the continuous development of a programme.
- Action plan for the continuous development of a programme.



Introduction

Welcome to Tameside Children's Social Work Academy.

As a Newly Qualified Social Worker (NQSW) we are pleased you have chosen Tameside to start your social work career. You have just started your 12 month journey where you will be supported through a structured Programme of training and professional development so that you can grow into an autonomous, confident and skilled, aspiring professional Social Worker. We know that when you feel safe and supported, your practice will thrive enabling you to provide an effective service to children and families in Tameside.

The Assessed and Supported Year in Employment (ASYE) is a 12-month, employer led and employment-based programme of support and assessment for newly qualified social workers (NQSWs).

The ASYE Programme will provide additional support in NQSWs first year of employment. The programme's aim is to support and develop NQSWs, professional skills, knowledge and confidence. Regular and focused support will be provided during their first year of employment.

Over the year, NQSWs practice is assessed against the statement of Post Qualified Standards (PQS) and Professional Capabilities Framework (PCF) for children and families.

The PQS is a set of post qualifying assessment standards and accreditation criteria for social workers working with vulnerable children and families. The ASYE Programme will ensure NQSWs have regular support and development opportunities in meeting these standards. NQSW's will be supported by Advanced Practice Leads in their learning, development and practice.

The framework provides:

- A set of templates for Child and Family services
- Tailored information for NQSWs, ASYE coordinators and ASYE assessors/supervisors

We provide a robust cycle of Quality Assurance and continuous development through your second and third year in employment as a Social Worker.



Tameside Equality Strategy

Legal Duties

The Council has a legal duty under the Equality Act 2010 to produce and publish equality objectives every four years. These objectives should be specific and measurable. The approach to equality must account for all “protected characteristics”. These are attributes that can underlie a person’s or community’s marginalisation. There are nine such characteristics:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity
- Race, including colour, nationality, ethnicity, and national origin
- Religion or belief
- Sex
- Sexual orientation

In Tameside, there are six further protected characteristics considered:

- Current and former members of the armed forces
- Mental health
- Carers
- Breastfeeding
- Socio-economic disadvantage.
- Cared for children and care leavers

These legal duties, as well as the ethical imperative outlined above, underpin the development of this Equalities Strategy.

Tameside Council received the ‘Role Model’ accreditation from the All Equals Charter - Manchester Pride’s equality, diversity and inclusion programme. As an organisation, high praise was offered for “exceptional” efforts to improve equality and inclusion and support diversity.



The All Equals Charter is based on a set of commitments (as outlined below) which members pledge to follow;

- Recognition of the Diversity of LGBTQ+ People.
- Challenging Prejudice and Discrimination
- Employing a diverse workforce through open and fair recruitment procedure
- Develop and review specific policies to implement this Charter
- Working with Partners
- Progress Tracking and Reporting

In 2021, The Council were reaccredited with Mindful Employer for Employers Positive about Mental Health'. This charter helps us as an organisation to be recognised as those employers who are working towards better mental health in the workplace, no matter where they are in their journey. It is clear that people experiencing mental ill health continue to report stigma and discrimination at work.

Through the 'Charter for Employers Positive about Mental Health a commitment to creating a supportive and open culture, where colleagues feel able to talk about mental health confidently, and aspire to appropriately support the mental wellbeing of all staff.

This includes Tameside's on-going commitment to:

- Provide non-judgmental and proactive support to staff experiencing mental ill health.
- Not make assumptions about a person with a mental health condition and their ability to work.
- Be positive and enabling towards all employees and job applicants with a mental health condition.
- Support line managers in managing mental health in the workplace.
- Ensure we are fair in the recruitment of new staff in accordance with the Equality Act (2010).

Make it clear that people who have experienced mental ill health will not be discriminated against, and that disclosure of a mental health problem will enable both the employee and employer to assess and provide the right level of support or adjustment.

https://www.tameside.gov.uk/TamesideMBC/media/Comms/Equality-Strategy-2023-27_1.pdf



Employment Training and Organisational Development Guidelines:

Statement of Principles

Tameside MBC is committed to ensuring that all its employment policies, procedures, guidelines and circulars will reflect and reinforce the Councils' commitment to equality.

The Council will through its policies and training seek to create a:

- Prejudice-free and supportive working environment.
- Workforce which reflects the diversity of the local population, ensuring that people from all sections of Tameside's local communities have equality of opportunity to obtain employment in all areas and levels of the Council.

Recruitment and Selection

The Council will strive to:

- Ensure that all employees are recruited and promoted on the basis of ability and other objective relevant criteria.
- Work towards ensuring that through recruitment that its workforce

better represents the community it serves.

- Be committed to equality of opportunity for all people and protect against all forms of discrimination, with a particular regard to:
 - Sex; Race; Disability; Religious and Belief; Age; Sexuality
- Ensure that it communicates job opportunities to all sections of the community. We will scrutinise the recruitment process to ensure that we do not discriminate or discourage applications from any section of the community.
- Ensure that all its employees who are part of the recruitment selection panel are trained on equalities issues.
- Work with disadvantaged sections of the community in support of recruitment
- Use appropriate legislation as a framework for action to support the recruitment process in a positive way.
- Collect and use recruitment information to support a fair and effective recruitment process.



Equal Opportunities policy;

- **Race Equality:** Tameside Council is committed to promoting a cohesive society and eliminating unlawful racial discrimination. The Authority will promote equality of opportunity and good relations between people of different racial, national and ethnic groups.
- **Disability Equality:** Tameside Council will not treat a person less favourably directly or indirectly on the basis of his/her disability and will promote equality of opportunity for people with disabilities.
- **Sex Equality:** Tameside Council will not treat a person less favourably directly or indirectly due to sex or marital status.

Equality of Employment:

Tameside Council will through its policies and training seek to create:

- A prejudice free and supportive working environment;
- A workforce which reflects the diversity of the local population ensuring that people from all sections of Tameside's local community have equality of opportunity to obtain employment in all areas and levels of the Council. This will include working with disadvantaged sections of the community to support and encourage recruitment. (See Employment and Training Guidelines).

- **Accessibility:** The Council's services must be accessible and appropriate for all members of the community who might wish or need to use them. The Council will ensure its employment arrangements are accessible. (See Accessibility Guidelines).
- **Sexual Orientation:** Tameside Council will not discriminate directly or indirectly on the grounds of sexual orientation.
- **Gender Reassignment:** Tameside Council will not discriminate directly or indirectly on the grounds of gender reassignment.
- **Religion and Belief:** Tameside Council will not discriminate directly or indirectly on the grounds of religion or belief.

(This is defined as any religion, religious belief or similar philosophical belief. It excludes philosophical or political beliefs unless those beliefs are similar to a religious belief, e.g. the belief has a profound affect on the person's way of life.)

- **Age:** A person's age will not lead to unfair discrimination.



Purpose of the handbook:

This handbook outlines Tameside's ASYE Programme and identifies the requirements and expectations of the Local Authority and the Newly Qualified Social Worker.

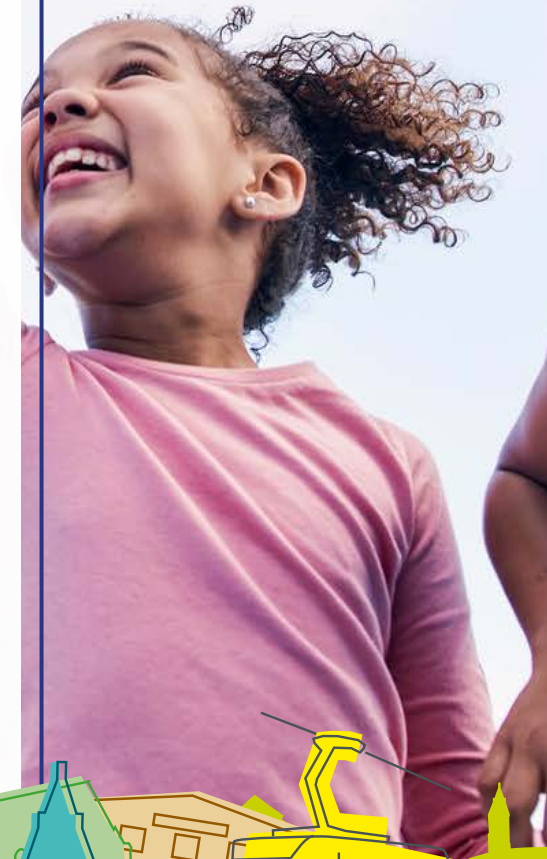
ASYE Programme:

Induction – On beginning employment as an NQSW the induction process will begin. The NQSW will be supported by an Advanced Practice Lead amongst their teams. Caseload and shadowing opportunities should be explored in the first two weeks. You will undergo your Tameside induction within this period.

As part of the Induction, the NQSW needs to complete their Tameside Detail document and Self-Assessment against the Post-qualifying Standards Assessment (PQS), which will be reviewed throughout the ASYE Programme.

When a NQSW is enrolled on the Programme, the Initial Learning Agreement meeting is to take place, with the NQSW, their Assessor/Team Manager and Advanced Practice Lead. The Learning Agreement maps key dates, for the 3, 6, 9 and 12 month reviews with an end date for portfolio submission to be one year in the future. Additionally, it identifies an overview of expectations around supervision, workload, and support and build a Professional Development Plan which is mapped against the PQS.

NQSW will also include PCF in conjunction with PQS when completing their portfolio. PCF stands for Professional Capabilities Framework. PCF has 9 standards which include; Professionalism, Values and Ethics, Diversity and Equality, Rights, Justice and Economic Wellbeing, Knowledge, Critical Reflection and Analysis, Skills and Interventions, Contexts and Organisations and finally Professional Leadership.



ASYE Journey at Tameside Children Social Work Academy

Day 1	<p>Introduction to the allocated Advanced Practice Lead (APL) who will support, assist and mentor alongside Assessor/Team Manager throughout Assessed and Supported Year in Employment (ASYE). Introduction document on Children's Services structure and welcome video from Director, Senior Management and children and young people in Tameside.</p> <ul style="list-style-type: none">• Tour around Tameside One and Ashton Old Library offices.• Introduction to allocated team and Advanced Practice Lead team.• Information provided with relevant contact numbers
Within 5 Days	<p>Mandatory meeting between Newly Qualified Social Worker (NQSW), Team Manager and APL will take place. Meeting will include;</p> <ul style="list-style-type: none">• ASYE and Assessor handbook will be shared and explored, discussion on ASYE portfolio expectations, blank portfolio documents and checklist will be explored and provided for the Assessor and NQSW.• Expectations of all parties throughout the ASYE, including the requirement in attending training and supervision held by Team Manager/Assessor and Advanced Practice Lead conducting reflective and wellbeing supervision and sessions with peer groups, this will be discussed and arranged with NQSW and their Team Manager.• Mandatory IT training, including LCS, GDPR and other essential training will need to be completed.• Awareness and knowledge of Tameside's Framework.



<p>Week 1 - 4</p>	<p>NQSW's will be supported in their ongoing practice throughout their ASYE, learning opportunities are;</p> <ul style="list-style-type: none"> • Recording Casenotes • Genogram/Ecomap • Children and Family law • Impact Chronologies • Assessments • Professional Curiosity • Capturing the Child's voice <p>During the first 4 weeks of the ASYE process, NQSW will also be provided with opportunities to shadow social workers from their allocated team. ASYE Workshops will take place in supporting portfolio enquires.</p>
<p>Month 2</p>	<p>NQSW will have a discussion with Team Manager/Assessor on allocation working with children and families. Advanced Practice Lead will continue to support and mentor NQSW. Reflective supervision will take place every week between NQSW and Advanced Practice Lead, and Team Manager/Assessor will arrange monthly supervision NQSW, Advanced Practice Lead will offer drop-in sessions for NQSW and ASYE peer group to attend, and offer support with their ASYE portfolio. Mandatory ASYE training sessions will commence. ASYE Workshops will take place in supporting portfolio enquires.</p>



<p>Month 3</p>	<p>Within the 1st and 2nd week reflective supervision will take place between NQSW and Advanced Practice Lead. By the end of the 2nd week, Direct Observation 1 will need to be undertaken and completed on timescale and sent to APL. (please look at portfolio checklist below) NQSW and Assessor's will be provided with Tameside portfolio documents and guidance when ASYE Process begins. NQSW will be required to complete the 3 month Professional Development Plan (PDP). Team Manager/Assessor will need to complete the 3 Month Review document and Verification document with NQSW. 3 month review document needs to be sent to APL prior to the meeting. These documents will assist in 3 month review meeting. In the 3rd week, review Meeting will be held, the meeting is chaired by the Assessor/Team Manager. Further shadowing opportunities will be identified at the review meeting by the Assessor/Team Manager and NQSW. In the 4th week, mandatory restorative and reflective supervision will continue with NQSW and APL. Mandatory ASYE training will be ongoing throughout the ASYE process. ASYE Workshops will take place in supporting portfolio enquires.</p>
<p>Month 4</p>	<p>Within the 1st and 3rd week reflective and restorative supervision will take place between the NQSW and APL. Advanced Practice Lead will offer drop-in sessions to NQSW with allocated ASYE group, and offer support with ASYE portfolio. During this month there will be ongoing mandatory ASYE training sessions. ASYE Workshops will take place in supporting portfolio enquires.</p>
<p>Month 5</p>	<p>Within the 1st and 3rd week reflective and restorative supervision will take place between NQSW and APL. The APL will continue to offer drop-in sessions for NQSW and APL's allocated ASYE group to attend, and offer support with their individual ASYE portfolio. ASYE Workshops will take place in supporting portfolio enquires.</p>



Month 6	<p>Reflective and restorative supervision will take place in the 2nd week between NQSW and APL. By the end of the 3rd week, Direct Observation 2 will need to be completed on timescale and sent to APL. NQSW will be required to complete Critical Reflection, Verification, 1 Service User and Professional feedback and Professional Development Plan. (Please see portfolio checklist below). Completed documents need to be sent to the APL. Team Manager/Assessor will need to complete the 6 month review document prior to the review meeting takes place and sent to APL. In the 4th week, 6 month review will be held, this is chaired by Team Manager/Assessor. During the review meeting, further shadowing opportunities will be identified and mandatory NQSW training discussed. ASYE Workshops will take place in supporting portfolio enquires.</p>
Month 7	<p>Reflective and restorative supervision will take place in the 2nd week between NQSW and APL. The APL will continue to offer drop-in sessions for NQSW and APL's allocated ASYE group to attend, and offer support with their individual ASYE portfolio. During this month there will also be mandatory training sessions. ASYE Workshops will take place in supporting portfolio enquires.</p>
Month 8	<p>Reflective and restorative supervision will take place in the 2nd week between NQSW and APL. The APL will continue to offer drop-in sessions for NQSW and APL's allocated ASYE group to attend, and offer support with their individual ASYE portfolio. During this month there will also be mandatory training sessions. ASYE Workshops will take place in supporting portfolio enquires.</p>
Month 9	<p>Reflective and restorative supervision will take place in the 2nd week between NQSW and APL. The APL will continue to offer drop-in sessions for NQSW and APL's allocated ASYE group to attend, and offer support with their individual ASYE portfolio. By the end of the 3rd week, NQSW will need to complete Direct Observation 3 and 2nd Critical Reflection, 1 Service User and Professional feedback and Professional Development Plan (PDP) please look at Portfolio checklist below. Team Manager/Assessor will need to complete 9 month review document and send to APL prior to 9 month review meeting. In the 4th week, NQSW 9 month review will be held, this is chaired by Assessor/Team Manager. Further opportunities in shadowing and mandatory training will be discussed. ASYE Workshops will take place in supporting portfolio enquires.</p>



Month 10	<p>Reflective and restorative supervision will take place in the 2nd week between NQSW and APL. The APL will continue to offer drop-in sessions for NQSW and APL's allocated ASYE group to attend, and offer support with their individual portfolio. During this month there will also be mandatory training sessions. ASYE Workshops will take place in supporting portfolio enquires.</p>
Month 11	<p>Reflective and reflective supervision will take place in the 2nd week between NQSW and APL. NQSW to complete Service User and Professional feedback (please look at portfolio checklist below) The APL will continue to offer drop-in sessions for NQSW to attend and support with portfolio in order to ensure that all portfolio tasks are completed and NQSW is ready for the 12 month panel (Completion of ASYE). During this month there will be ongoing mandatory training. ASYE Workshops will take place in supporting portfolio enquires.</p>
Month 12	<p>Reflective and restorative supervision will take place in the 2nd week between NQSW and APL. Mandatory training is ongoing. NQSW will be offered additional training opportunities that will further support their learning development and practice in Social Care. Team Manager/Assessor is required to complete the Assessor Report including a recommendation for final panel. In the 4th week, 12 month panel will be held, this is chaired by the Head of Social Work Academy. NQSW, Team Manager/Assessor and Advanced Practice Lead will attend panel. NQSW will be offered ongoing support for 2nd Year and 3rd Year through Tameside Social Work Academy. There will be celebratory Lunch arranged for the successful completion of your ASYE, and invites will be sent accordingly.</p>



Assessor's Role; Completing Tameside ASYE Portfolio Documents;

(DOCUMENTS ARE TO BE COMPLETED BY ASSESSORS AND NQSW)

Assessors are usually Team Managers or in some instances Senior Practitioners. Portfolio documents that need to be completed for 3, 6, 9, and 12 Month Reviews. Advanced Practice Leads will support in arranging Review meetings and Assessors to complete review document and send to APL prior to meeting.

Assessor/Team Manager's role:

- Provide learning opportunities to promote and develop NQSW social work practice and ensure they are able to meet the PQS and PCFs. Provide regular personal, case and reflective supervision in line with the local authority's supervision policy.
- Ensure social workers have protected development time so they can attend training to continue their professional development. Work in an inclusive way, considering the individual learning style. Raise and record any concerns of the social worker's practice, at the earliest opportunity.
- Provide critical feedback to promote practice change. Ensure emotional and practical support is provided to the NQSW and complete an assessment of the NQSW professional development leading to a pass or fail recommendation.



Tameside ASYE Portfolio documents to complete;

- Support and assessment agreement – to be completed by the Assessor – to be completed 1 week prior to the Initial Agreement meeting.
- Record of support and progressive assessment Meeting, Reviews - 3 month, 6 month, 9 month - to be completed by Assessor – to be completed 1 week prior to meetings.
- Verification of professional documentation (for three-month foundational review) (for three-month foundational review) to be completed by Assessor and ASYE – To be completed 1 week prior 3 Month meeting.
- Verification of professional documentation (for interim/six month review) to be completed by Assessor and ASYE – to be completed 1 week prior to 6 Month Review
- Direct Observations 1, 2 and 3 - To be completed by the NQSW and the observer to enable the NQSW to evidence progressive development in their knowledge, skills, and professional practice, the three observations should be completed at (approximately) three monthly intervals over the course of the ASYE. 3, 6, and 9 Month Reviews
- Record of support and progressive assessment/Assessor Report, Final review (for six to twelve month period) to be completed by the ASYE assessor – 1 week prior to Panel

(Please look at Portfolio checklist below)



Month 1

NQSW will be supported by their allocated Advanced Practice Lead – Introduction and arranging Initial Learning Agreement meeting. NQSW is to complete PQS self-assessment form, as this is what they will be assessed against throughout their year. Submit NQSW Detail form to APL.

Month 2-3

Initial Agreement meeting will take place in month 2, Assessor/ Team Manager and ASYE to complete 3 Month Review document and send to APL prior to meeting, review meeting will take place in 3 month mark.

3-6 month review

A reflection on NQSW support and progress. Identifying continuing learning opportunities and development needs, professional development plan to next review and review evidence collated for portfolio. Assessor/Team Manager and NQSW to complete 6 Month review document and send to APL

A critical reflection on NQSW progress. Identifying continuing learning opportunities and development needs, professional development plan to next review and review evidence collated for portfolio.

9 Month progressive development meeting

This meeting will discuss the NQSW progressive development, specifically focusing on the six to nine month stage of their ASYE. This meeting should also agree the NQSW learning objectives for the last three months of their ASYE. A date for moderation panel will be arranged.

11 month review

Is an opportunity for the NQSW, Assessor to come together to review portfolio evidence to ensure the NQSW is on track to progress with arranged panel date. This can be discussed in Supervision.

12 months

NQSW will progress to ASYE panel; this is a day to celebrate the NQSW successfully completing their ASYE. On the panel, there will be the social worker, practice and team manager, the Team's Service Manager, Principal Social Worker, Advanced Practice Lead.

On successful completion, celebratory lunch will be arranged and Tameside certificate will be provided.



ASYE Structured Support:

Supervision;

- **Weeks 1 – 6:** Weekly supervision
- **Week 7 – 6 months:** Fortnightly supervision
- **6 – 12 months:** Monthly Supervision

The supervision policy:

- All supervision will take place in line with good practice guidance and be to a consistent standard.
- The Service is committed to the supervisory process and views the quality of supervision as having a direct bearing on the quality of services and outcomes for Children and their families.
- Supervision has an essential role in the effective management of staff performance and practice and is a primary means by which staff are supported and held accountable.
- At a minimum of monthly intervals, planned and competent supervision is both a right and a requirement for all members of staff working for the service regardless of role or grade. This would include temporary, part or full time staff, volunteers and, where agreed, staff employed by another agency but seconded to, or undertaking work on behalf of, the service.

- Supervision is an authority relationship in which the dynamics of power and the recognition of difference are crucial. The good practice guidelines set out in this document value people and acknowledge and work with difference. In this way, issues relating to anti-discriminatory practice and equal opportunities should become integral to good practice.
- All staff will have a named supervisor with whom they will have an explicit arrangement regarding their supervision and a supervision agreement.

You will be linked to an Advanced Practice Lead to ensure that your reflective practice needs are being met.

When a NQSW is enrolled on the programme, the Initial Learning Agreement meeting is to take place, with the NQSW, their Assessor/ Team Manager and Advanced Practice Lead. The Learning Agreement maps key dates, for the 3, 6 and 9 and 12 month reviews with an end date for portfolio submission to be one year in the future. Additionally, it identifies an overview of expectations around supervision, workload, and support and build a Professional Development Plan which is mapped against the PQS and PCF.



Roles and Responsibilities

Assessor/Team Manager

Provide learning opportunities to promote and develop NQSW social work practice and ensure they are able to meet the PQS and PCFs. Provide regular personal, case and reflective supervision in line with the local authority's supervision policy.

Ensure social workers have protected development time so they can attend training to continue their professional development. Work in an inclusive way, considering the individual learning style. Raise and record any concerns of the social worker's practice, at the earliest opportunity.

Provide critical feedback to promote practice change. Ensure emotional and practical support is provided to the NQSW and complete an assessment of the NQSW professional development leading to a pass or fail recommendation.

The role of the Advanced Practice Lead;

Advanced Practice Lead will be allocated to NQSW as soon as they start their ASYE Programme, in some instances, this can happen before they acquire their Social Work England registration. Advanced Practice Leads are highly experienced in Social Work practice, they will support NQSWs in their practice and ASYE programme. APL's will arrange Review meetings with Assessors and NQSWs, advise and provide guidance to ASYEs in completing their portfolio documents, and ensuring that documents are completed on timescale.

More information about the assessor's roles and responsibilities will be discussed in the Initial Agreement Meeting and in Assessor's Workshops.



Roles and Responsibilities

Tameside Portfolio;

Your portfolio is your evidence file, it demonstrates you are meeting the PQS and PCFs and Tameside's practice standards. Your supervisor, prior to each review meeting will check the evidence file to ensure the relevant evidence is completed. This evidence file supports your manager to complete their final assessor's report. It is the manager's role to make a recommendation on a pass/fail. The ASYE templates, evidence for your portfolio, needs to be included in the ASYE portfolio throughout the year. They are divided into five parts to highlight which ones you need to use at each stage of the ASYE.

Your portfolio must be submitted electronically.

Evidence that is mapped against PQS/PCFS, which include:

- Three direct observations-two must be completed by your Assessor. One observation to be completed by the 3 month review, one to be completed by six month review and last one to be completed before 11 month review. These evidence the social worker's progressive development through the year.
- Two critical reflections, the first is for the first 6 months of your ASYE year and the second for the 6-12 month stage.
- Three service user and three professional feedback
- Assessor's report-an assessment on the NQSW professional progression focused on seven key areas
- 12 months critical reflection of the social worker's experience of their ASYE



Roles and Responsibilities

Workload/ Protected development time;

Throughout your ASYE, your workload is reviewed. This is to ensure you are being protected; holding the right workload for where you are in your ASYE. The NQSW in the first three months should be building a caseload of children at Child In Need (CIN). However if Line Managers feel that the NQSW is ready for more complexity sooner they must be able to evidence this rationale around your caseload decision making. Tameside recognise individual' s different experiences and skills; someone's work experience, they may have had a statutory placement here at Tameside and then undertaken a role as a Family Support Worker therefore be in a different position to someone with no statutory or prior work experience. Additionally a Child in Need may progress to Child Protection and the social worker has a positive working relationship with the family so it would not be in the best interests of the child/ren or family to change social workers.

The Social Worker's Line Manager and Assessor will develop a plan to increase your workload and the complexity of your work throughout your ASYE. This is important to develop NQSW practice knowledge and skills to support with managing increasing work, responsibly and complex work throughout the year. 10% reduction in workload will be allocated for study days, to support with completing university element of the ASYE and with collating portfolio evidence. The NQSW is entitled to four study days throughout their ASYE.

4 Study days are to be blocked in NQSW diary in completing your ASYE Portfolio, NQSW to discuss with Team Manager and arrange dates.



Roles and Responsibilities

Moderation

Once your portfolio is submitted it will be internally moderated by your APL and the Head of Academy

Your portfolio may also be audited by Skills for Care as part of their national moderating of standards.

The ASYE panel is to quality assure the portfolio to ensure it meets the expected standards. The portfolio is to be submitted five working days prior to the panel to allow it to be shared with panel members so it can be quality assured. Any outstanding work means this will be sent back or if further evidence is required. If your portfolio is not submitted within five working days prior to panel, you will not progress to panel.

It is also the function of the ASYE panel to have a reflective discussion around how the year has been for you and focus on your professional development plan and aspirations in your second and third year at Tameside Social Work Academy and moving forward in your career. (Please look below)



2nd Year at Tameside Children Social Work Academy

To further promote the development of practitioners in their learning development and career, the academy will continue to support Social Workers post ASYE to assist in their on-going learning and development. We will work collaboratively to implement a holistic development plan to assist practitioners to reach their goals.

The progression to Level 2 is a stepping stone towards Level 3, this provides practitioners with an opportunity to consolidate their practice skills and increase their confidence in working with more complex caseloads. Practitioners will be able to work effectively and competently, with an increasing level of autonomy and independence when working with more complex families.

Tameside Social Work Academy will offer support to practitioners as work becomes greater in volume and complexity. This will enable practitioners to evidence best practice for children, young people and the families they work with.



3rd Year at Tameside Children Social Work Academy

Year 3 Practitioners will be expected to be autonomous in their role, capable of using own initiative, managing higher level risks and have advanced decision making skills, also model professional standards and good practice to others. Tameside are committed in promoting progression.

Social Workers will be at different stage of their journey's within their third year, however we will work collaboratively to implement a holistic development plan to assist practitioners to reach their goals.

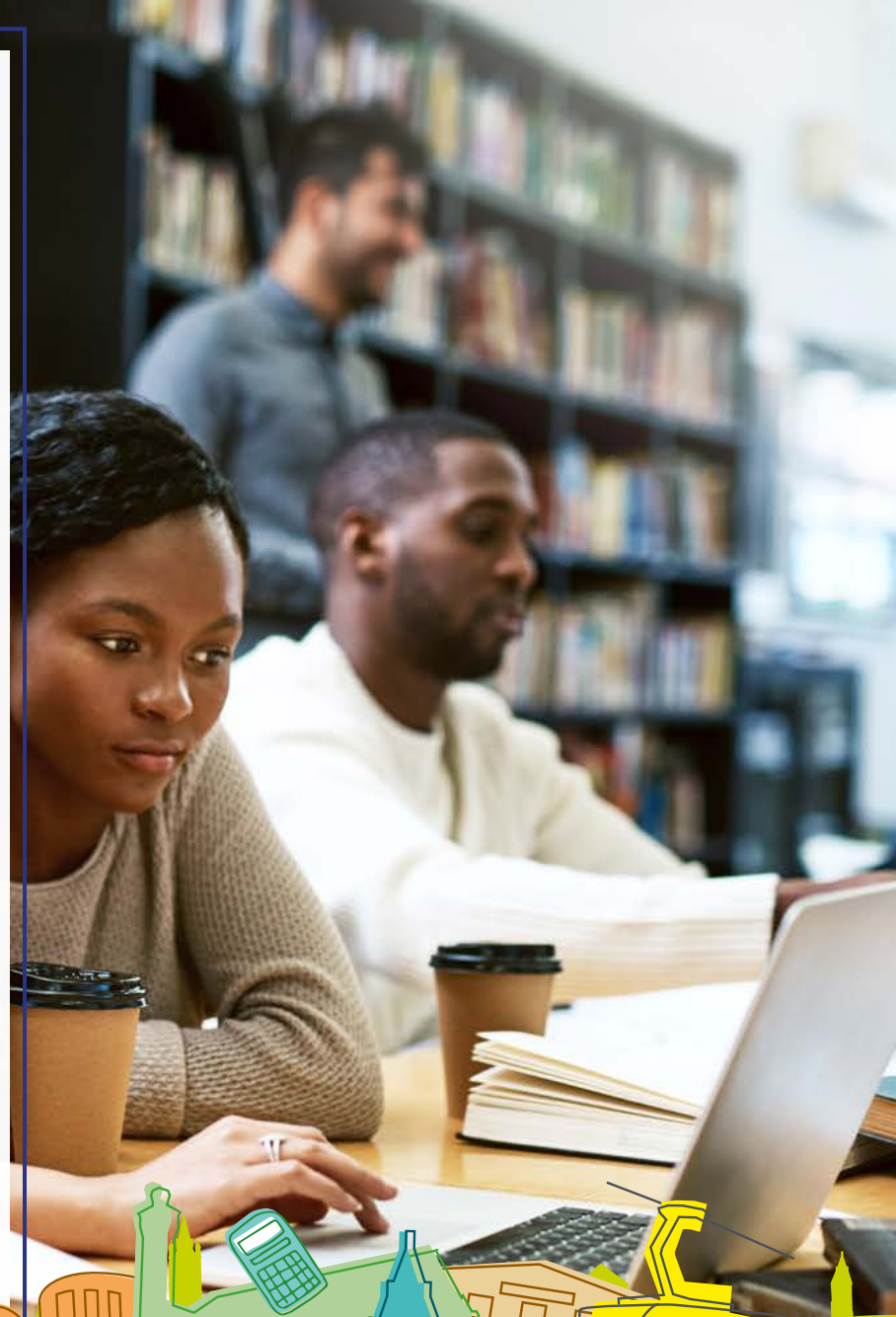


Mandatory Training for NQSW

**4 session training on;
Relationship Based Practice and Emotional Resilience
Assessment and Analysis
Child Protection, Section 47 Enquiries and Risk Assessment
Children Act 1989, Legal Threshold and Court Skills**

Further training will be shared and invites sent to Assessors/Team Managers, /2nd Year and 3rd Year Practitioners accordingly.

- Training is available through Tameside Safeguarding Children Partnership.
- Skills for Care training for Assessors and ASYEs, please look at Skills for Care website.
- Access through Me Learning at Tameside - course bundles contain a multitude of work related courses, some of which are mandatory and some which are recommended.
- Tameside Children's Workforce Induction - The induction will provide new workers with a sound overview of Tameside Children's Services and short videos of Senior Management



Professional Standards

Professional Capabilities Framework (PCF)

1. Professionalism – identify and behave as a professional social worker, committed to professional development.

Social workers are members of an internationally recognised profession. As a NQSW you must demonstrate professional commitment by taking responsibility for your conduct, practice, self-care and development.

- Am able to meet the requirements of the professional regulator
- Am able to explain the role of the social worker in a range of contexts and uphold the reputation of the profession
- Demonstrate professionalism in terms of presentation, demeanour, reliability, honesty and respectfulness
- Demonstrate workload and managements skills and develop the ability to prioritise.
- Demonstrate effective use of self in practice.

1



Professional Standards

2. Values and Ethics - apply social work ethical principles and value to guide professional practices

Social workers have an obligation to conduct themselves and make decisions in accordance with our code of ethics.

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

2



Professional Standards

3. Diversity and Equality - Recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

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

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



Professional Standards

4. Rights, Justice and Economic Wellbeing – Advance human rights and promote social justice and economic wellbeing

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

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

4



Professional Standards

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

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

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



Professional Standards

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



Professional Standards

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

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

6



Professional Standards

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

- Use a range of methods to engage and communicate effectively with service users, eliciting the needs, wishes and feelings of all those involved, taking account of situations where these are not explicitly expressed
- Demonstrate clear communication of evidence-informed professional reasoning, judgements and decisions, to professional and non-professional audiences/stakeholders
- Build and use effective relationships with a wide range of people, networks, communities and professionals to improve outcomes, showing an ability to understand and work effectively with negative responses
- Use appropriate assessment frameworks, applying information gathering skills to make and contribute to assessments, whilst continuing to build relationships and offer support select, use and review appropriate and timely social work interventions, informed by evidence of their effectiveness, that are best suited to the service user(s), family, carer, setting and self



Professional Standards

- Use a planned and structured approach informed by social work methods, models and tools, to promote positive change, independence and to prevent harm
- Recognise how the development of community resources, groups and networks enhance outcomes for individuals and the role of social work in promoting this record information in a timely, respectful and accurate manner.
- Write records and reports, for a variety of purposes with language suited to purpose and audience, using plain English and optimising use of information management systems. Distinguish fact from opinion and record conflicting views and perspectives.
- Share information consistently in ways that meet legal, ethical and agency requirements
- Recognise complexity, multiple factors, changing circumstances and uncertainty in people's lives and am able to prioritise my intervention
- Use authority appropriately in my role
- Demonstrate understanding of and appropriate response to risk factors in my practice. Contribute to the assessment and management of risk, including strategies for reducing risk, distinguishing levels of risk for different situations and the value of positive risk taking when this supports self-determination and autonomy
- Demonstrate application of principles and practice for safeguarding adults and children including consideration of potential abuse. Apply strategies that aim to reduce and prevent harm and abuse.

7



Professional Standards

8. Contexts and Organisations – Engage with, inform, and adapt to changing organisational contexts and the social and policy environments that shape practice. Operate effectively within and contribute to the development of organisations and services, including multi-agency and inter-professional settings Social workers are informed about and proactively respond to the challenges and opportunities that come from changing social, policy and work contexts. We fulfil this responsibility in accordance with our professional values and ethics, as individual and collective professionals and as members of the organisations in which we work. We collaborate, inform and are informed by our work with other social workers, other professions, individuals and communities.

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



Professional Standards

9. Professional Leadership – Promote the profession and good social work practice. Take responsibility for the professional learning and development of others. Develop personal influence and be part of the collective leadership and impact of the profession we develop and show our leadership, individually and collectively, through promoting social work’s purpose, practices and impact. We achieve this through diverse activities, which may include: advancing practice, supervising, educating others, research, evaluation, using innovation and creativity, writing, using social media positively, being active in professional networks and bodies, contributing to policy and taking formal leadership/management roles. We promote organisational contexts conducive to good practice and learning. We work in partnership with people who use services and stakeholders in developing our leadership and aims for the profession.

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



Post Qualified Standards - PQS

1. Relationships and effective direct work

- Build effective relationships with children, young people and families, which form the bedrock of all support and child protection responses. Be both authoritative and empathic and work in partnership with children, families and professionals, enabling full participation in assessment, planning, review and decision making. Ensure child protection is always privileged.
- Provide support based on best evidence, which is tailored to meet individual child and family needs, and which addresses relevant and significant risks. Secure access to services, negotiating and challenging other professionals and organisations to provide the help required. Ensure children and families, including children in public care, receive the support to which they are entitled.
- Support children and families in transition, including children and young people moving to and between placements, those returning home, those being adopted or moving through to independence. Help children to separate from, and sustain, multiple relationships recognising the impact of loss and change.

1



Post Qualified Standards - PQS

2. Communication

- Communicate clearly and sensitively with children of different ages and abilities, their families and in a range of settings and circumstances. Use methods based on best evidence. Create immediate rapport with people not previously known which facilitates engagement and motivation to participate in child protection enquiries, assessments and services.
- Act respectfully even when people are angry, hostile and resistant to change. Manage tensions between parents, carers and family members, in ways that show persistence, determination and professional confidence.
- Listen to the views, wishes and feelings of children and families and help parents and carers understand the ways in which their children communicate through their behaviour. Help them to understand how they might communicate more effectively with their children.
- Promote speech, language and communication support, identifying those children and adults who are experiencing difficulties expressing themselves. Produce written case notes and reports, which are well argued, focused, and jargon free. Present a clear analysis and a sound rationale for actions as well as any conclusions reached, so that all parties are well informed.

2



Post Qualified Standards - PQS

3. Child development

- Observe and talk to children in their environment including at home, at school, with parents, carers, friends and peers to help understand the physical and emotional world in which the child lives, including the quality of child and parent/carer interaction and other key relationships. Establish the pattern of development for the child, promote optimal child development and be alert to signs that may indicate that the child is not meeting key developmental milestones, has been harmed or is at risk of harm.
- Take account of typical age-related physical, cognitive, social, emotional and behavioural development over time, accepting that normative developmental tasks are different for each child depending on the interaction for that child between health, environmental and genetic factors. Assess the influence of cultural and social factors on child development, the effect of different parenting styles, and the effect of loss, change and uncertainty in the development of resilience.
- Explore the extent to which behavioural and emotional development may also be a result of communication difficulties, ill health or disability, adjusting practice to take account of these differences. Seek further advice from relevant professionals to fully understand a child's development and behaviour.

3



Post Qualified Standards - PQS

5. Abuse and neglect of children

- Exchange information with partner agencies about children and adults where there is concern about the safety and welfare of children. Triangulate evidence to ensure robust conclusions are drawn. Recognise harm and the risk indicators of different forms of harm to children relating to sexual, physical, emotional abuse and neglect. Take into account the long-term effects of cumulative harm, particularly in relation to early indicators of neglect.
- Consider the possibility of child sexual exploitation, grooming (on and offline), female genital mutilation and enforced marriage and the range of adult behaviours which pose a risk to children, recognising too the potential for children to be perpetrators of abuse.
- Lead the investigation of allegations of significant harm to children in consultation with other professionals and practice supervisors. Draw one's own conclusions about the likelihood of, for example, sexual abuse or non-accidental injury having occurred and the extent to which any injury is consistent with the explanation offered. Commission a second professional opinion and take legal advice where necessary.

5



Post Qualified Standards - PQS

6. Child and family assessment

- Carry out in-depth and ongoing family assessment of social need and risk to children, with particular emphasis on parental capacity and capability to change. Use professional curiosity and authority while maintaining a position of partnership, involving all key family members, including fathers. Acknowledge any conflict between parental and children's interests, prioritising the protection of children as set out in legislation.
- Use child observation skills, genograms, ecomaps, chronologies and other evidence based tools ensuring active child and family participation in the process. Incorporate the contributions that other professional disciplines make to social work assessments.
- Hold an empathic position about difficult social circumstances experienced by children and families, taking account of the relationship between poverty and social deprivation, and the effect of stress on family functioning, providing help and support. Take into account individual child and family history and how this might affect the ability of adults and children to engage with services.
- Recognise and address behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action, and what other steps can be taken to protect children.

6



Post Qualified Standards - PQS

7. Analysis, decision-making, planning and review

- Establish the seriousness that different risks present and any harm already suffered by a child, balanced with family strengths and potential solutions. Set out the best options for resolving difficulties facing the family and each child, considering the risk of future harm and its consequences and the likelihood of successful change.
- Prioritise children's need for emotional warmth, stability and sense of belonging, particularly those in public care, as well as identity development, health and education, ensuring active participation and positive engagement of the child and family. Test multiple hypotheses about what is happening in families and to children, using evidence and professional judgement to reach timely conclusions. Challenge any prevailing professional conclusions in the light of new evidence or practice reflection.
- Make realistic, child centred, plans within a review timeline, which will manage and reduce identified risks and meet the needs of the child. Ensure sufficient multi-disciplinary input into the process at all stages. Apply twin and triple track planning to minimise chances of drift or delay, being alert to the effectiveness or otherwise of current support plans.

7



Post Qualified Standards - PQS

8. The law and the family and youth justice systems

- Navigate the family and youth justice systems in England using legal powers and duties to support families, to protect children and to look after children in the public care system, including the regulatory frameworks that support the full range of permanence options. Participate in decisions about whether to make an application to the family court, the order to be applied for, and the preparation and presentation of evidence.
- Seek advice and second opinion as required in relation to the wide range of legal issues which frequently face children and families involved with statutory services including immigration, housing, welfare benefits, mental health and learning disability assessment, education and support for children with learning difficulties.
- Use the law, regulatory and statutory guidance to inform practice decisions. Take into account the complex relationship between professional ethics, the application of the law and the impact of social policy on both.

8



Post Qualified Standards - PQS

9. The role of supervision

- Recognise one's own professional limitations and how and when to seek advice from a range of sources, including practice supervisors, senior practice leaders and other clinical practitioners from a range of disciplines such as psychiatry, paediatrics and psychology. Discuss, debate, reflect upon and test hypotheses about what is happening within families, and with children.
- Explore the potential for bias in decision-making and resolve tensions emerging from, for example, ethical dilemmas, conflicting information or differing professional positions. Identify which methods will be of help for a specific child or family and the limitations of different approaches. Make use of the best evidence from research to inform the complex judgements and decisions needed to support families and protect children.
- Reflect on the emotional experience of working relationships with parents, carers and children, and consciously identify where personal triggers are affecting the quality of analysis or help. Identify strategies to build professional resilience and management of self.

9



Post Qualified Standards - PQS

10.Organisational context

- Operate successfully in a wide range of organisational contexts complying with the checks and balances within local and national systems which are a condition of employment. Maintain 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.
- Act in ways that protect the reputation of the employer organisation and the social work profession, whilst always privileging the best interests of children. Manage the specific set of organisational tasks relating to lead responsibility for children with the support of an appropriately qualified supervisor and use of the multi-agency support network.
- Contribute to the organisation's role as corporate parent to children in public care, encouraging and advocating for organisational focus, resource and support so that children and young people can thrive and enjoy their childhood and move into independence with confidence in and ambition for their futures.

(Please note that you are not expected to be an expert in the PQS by the end of the ASYE and this is part of your on-going development).

10



Social Work England Professional Standards

1. Promote the rights, strengths and wellbeing of people, families and communities.

- Value each person as an individual, recognising their strengths and abilities.
- 1.2 Respect and promote the human rights, views, wishes and feelings of the people I work with, balancing rights and risks and enabling access to advice, advocacy, support and services.
- 1.3 Work in partnership with people to promote their wellbeing and achieve best outcomes, recognising them as experts in their own lives.
- 1.4 Value the importance of family and community systems and work in partnership with people to identify and harness the assets of those systems.
- 1.5 Recognise differences across diverse communities and challenge the impact of disadvantage and discrimination on people and their families and communities.
- 1.6 Promote social justice, helping to confront and resolve issues of inequality and inclusion.
- 1.7 Recognise and use responsibly, the power and authority I have when working with people, ensuring that my interventions are always necessary, the least intrusive, proportionate, and in people's best interests.



Social Work England Professional Standards

2. Establish and maintain the trust and confidence of people.

- 2.1 Be open, honest, reliable and fair.
- 2.2 Respect and maintain people's dignity and privacy.
- 2.3 Maintain professional relationships with people and ensure that they understand the role of a social worker in their lives.
- 2.4 Practice in ways that demonstrate empathy, perseverance, authority, professional confidence and capability, working with people to enable full participation in discussions and decision making.
- 2.5 Actively listen to understand people, using a range of appropriate communication methods to build relationships.
- 2.6 Treat information about people with sensitivity and handle confidential information in line with the law.
- 2.7 Consider where conflicts of interest may arise, declare conflicts as early as possible and agree a course of action.



Social Work England

Professional Standards

3. Be accountable for the quality of my practice and the decisions I make.

- 3.1 Work within legal and ethical frameworks, using my professional authority and judgement appropriately.
- 3.2 Use information from a range of appropriate sources, including supervision, to inform assessments, to analyse risk, and to make a professional decision.
- 3.3 Apply my knowledge and skills to address the social care needs of individuals and their families commonly arising from physical and mental ill health, disability, substance misuse, abuse or neglect, to enhance quality of life and wellbeing.
- 3.4 Recognise the risk indicators of different forms of abuse and neglect and their impact on people, their families and their support networks.
- 3.5 Hold different explanations in mind and use evidence to inform my decisions.
- 3.6 Draw on the knowledge and skills of workers from my own and other professions and work in collaboration, particularly in integrated teams, holding onto and promoting my social work identity.



Social Work England Professional Standards

- 3.7 Recognise where there may be bias in decision making and address issues that arise from ethical dilemmas, conflicting information, or differing professional decisions.
- 3.8 Clarify where the accountability lies for delegated work and fulfil that responsibility when it lies with me.
- 3.9 Make sure that relevant colleagues and agencies are informed about identified risks and the outcomes and implications of assessments and decisions I make.
- 3.10 Establish and maintain skills in information and communication technology and adapt my practice to new ways of working, as appropriate.
- 3.11 Maintain clear, accurate, legible and up to date records, documenting how I arrive at my decisions.
- 3.12 Use my assessment skills to respond quickly to dangerous situations and take any necessary protective action.
- 3.13 Provide, or support people to access advice and services tailored to meet their needs, based on evidence, negotiating and challenging other professionals and organisations, as required.
- 3.14 Assess the influence of cultural and social factors over people and the effect of loss, change and uncertainty in the development of resilience.
- 3.15 Recognise and respond to behaviour that may indicate resistance to change, ambivalent or selective cooperation with services, and recognise when there is a need for immediate action.



Social Work England Professional Standards

4. Maintain my continuing professional development.

- 4.1 Incorporate feedback from a range of sources, including from people with lived experience of my social work practice.
- 4.2 Use supervision and feedback to critically reflect on, and identify my learning needs, including how I use research and evidence to inform my practice.
- 4.3 Keep my practice up to date and record how I use research, theories and frameworks to inform my practice and my professional judgement.
- 4.4 Demonstrate good subject knowledge on key aspects of social work practice and develop knowledge of current issues in society and social policies impacting on social work.
- 4.5 Contribute to an open and creative learning culture in the workplace to discuss, reflect on and share best practice.
- 4.6 Reflect on my learning activities and evidence what impact continuing professional development has on the quality of my practice.
- 4.7 Record my learning and reflection on a regular basis and in accordance with Social Work England's guidance on continuing professional development.
- 4.8 Reflect on my own values and challenge the impact they have on my practice.



Social Work England Professional Standards

5. Act safely, respectfully and with professional integrity.

- 5.1 Abuse, neglect, discriminate, exploit or harm anyone, or condone this by others.
- 5.2 Behave in a way that would bring into question my suitability to work as a social worker while at work, or outside of work.
- 5.3 Falsify records or condone this by others.
- 5.4 Ask for, or accept any money, gifts or hospitality which may affect or appear to affect my professional judgement.
- 5.5 Treat someone differently because they've raised a complaint.
- 5.6 Use technology, social media or other forms of electronic communication unlawfully, unethically, or in a way that brings the profession into disrepute.



Social Work England Professional Standards

6. Promote ethical practice and report concerns.

- 6.1 Report allegations of harm and challenge and report exploitation and any dangerous, abusive or discriminatory behaviour or practice.
- 6.2 Reflect on my working environment and where necessary challenge practices, systems and processes to uphold Social Work England's professional standards.
- 6.3 Inform people of the right to complain and provide them with the support to do it, and record and act on concerns raised to me.
- 6.4 Take appropriate action when a professional's practice may be impaired.
- 6.5 Raise concerns about organisational wrongdoing and cultures of inappropriate and unsafe practice.
- 6.6 Declare to the appropriate authority and Social Work England anything that might affect my ability to do my job competently or may affect my fitness to practice, or if I am subject to criminal proceedings or a regulatory finding is made against me, anywhere in the world.
- 6.7 Cooperate with any investigations by my employer, Social Work England, or another agency, into my fitness to practice or the fitness to practice of others.



Tameside ASYE Portfolio Checklist

0-3 months

Date	To be completed by;	Portfolio Documents	Completed
	ASYE	Post Qualifying Self-Assessment	
	Assessor	Initial professional development meeting (IPDM)	
	Assessor, supported by ASYE Coordinator	Initial Agreement Meeting	
	ASYE	Confidentiality Statement	
	ASYE	Heading Page	
	ASYE, Assessor, SP or APL	Direct Observation 1	
	ASYE and Assessor	Verification of professional documentation for three-month foundational review	
	ASYE	Critical reflection zero to six months for interim/six month review	
	ASYE and Other Professional	Feedback from other professionals for interim/six month review	
	ASYE and Service User	Feedback from Service Users	
	ASYE	Initial professional development plan for first three months	
	Assessor	Record of support and progressive assessment for first three months, foundational review Meeting (3 Month Review) (please also refer to the Supporting Information template, 2: SI, completed by ASYE)	



Tameside ASYE Portfolio Checklist

3 – 6 months

Date	To be completed by;	Portfolio Documents	Completed
	Assessor	Record of support and progressive assessment for interim/six month review meeting covering month three to month six of ASYE - 6 Month Review Meeting	
	ASYE	Heading Page	
	ASYE, Assessor, SP or APL	Direct Observation 2	
	ASYE and Assessor	Verification of professional documentation interim/six month review	
	ASYE and Other Professional	Feedback from other professionals 2 for three/six month review	
	ASYE and Service User	Feedback from Service Users 2	
	ASYE	Professional development plan: three to six months	



Tameside ASYE Portfolio Checklist

6 – 9 months

Date	To be completed by;	Portfolio Documents	Completed
	Assessor and ASYE	Progressive development meeting for nine month stage, 9 Month Review Meeting	
	ASYE	Heading Page	
	ASYE, Assessor, SP or APL	Direct Observation 3	
	ASYE	Critical reflection log: six to twelve months (for final review)	
	ASYE and Other Professional	Feedback from other professionals 3 for three/six month review	
	ASYE and Service User	Feedback from Service Users 3	
	ASYE	Professional development plan: for six to nine months	



Tameside ASYE Portfolio Checklist

9 – 12 months

Date	To be completed by;	Portfolio Documents	Completed
	ASYE	Heading Page	
	Assessor	Assessors Report/12 Month Report	
	ASYE	Professional development plan - Nine months to end of ASYE	



Key

ASYE	Assessed & Supported Year in Employment
NQSW	Newly Qualified Social Worker
PQS	Post Qualified Standard
PCF	Professional Capabilites Framework
PDP	Professional Development Plan
Level 1	Social Worker
Level 2	Experienced Social Worker
Level 3	Senior Social Worker
SWE	Social Work England
Buddy/Mentor	Experienced social worker will provide support and assistance to NQSW



J007849 - May 2025

