Independent sector employers and the ASYE

A guide to the Assessed and Supported Year in Employment (ASYE) for employers in the private and voluntary sectors

October 2013

“we support employers to embed social work reform”
Independent sector employers and the ASYE: A guide to the Assessed and Supported Year in Employment (ASYE) for employers in the private and voluntary sectors

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

Increasing numbers of employers in the private and voluntary (or ‘independent’) sectors are recognising that the specialist skills, knowledge and experience that a social work graduate brings to an organisation can increase the effectiveness of their business and enhance outcomes for people who need care and support.

Even in situations where a social work qualification has not been specified as an essential requirement for a particular job role, employers are appreciating the value of investing in this workforce and are regarding the ASYE as an important means of achieving this.

Following the introduction of the ASYE in September 2012 there has been a steady rise in the number of NQSWs registering for the programme.

Skills for Care is supporting this development within the private and voluntary sectors. The number of social work qualified workers employed in diverse and evolving community environments will only increase as the implications of the personalisation agenda, together with the economic constraints facing local authorities come into effect.

1.1 About this guide
This guide is intended as a comprehensive resource to inform employers who wish to introduce the ASYE in the private and voluntary sectors.

It provides:
- information to help employers understand the ASYE
- an account of the beneficial impact of involvement in ASYE
- guidance to support the introduction of ASYE within organisations.

The content of this guide draws on the experience of private and voluntary sector employers who are currently engaged with the ASYE, and also from those who were involved with the previous NQSW Framework.

1.2 What is the ASYE?

“At the end of the ASYE they [the employer] will have a more rounded social worker, who will be more competent and confident”

Supervisor/Assessor, ‘Concept to reality: implementation of the ASYE for social workers in adult services’, HOST Policy Research & Skills for Care (SfC) (HOST & SfC 2013)

The ASYE is a 12-month programme designed to help newly qualified social workers (NQSWs) in all social work or social care settings during their first year in employment. This includes those registered social workers who are employed in non-local authority positions that may not be classed as “social work” or have the term “social worker” within their title.
Participation in the ASYE supports NQSWs to consolidate their degree learning, develop capability and strengthen their professional confidence in an employment environment. It is an employer-led process that provides planned access to regular and focused support and development within the workplace, together with the assessment of an individual’s professional practice against national standards.

The aim of this is to achieve consistency in what social workers across all settings know, understand and are able to do at the end of their first year in employment.

The ASYE should be regarded as the first rung on a ladder of career-long continuing professional development (CPD) which will enhance not just the individual social worker, but social care as a whole.

1.3 Context
Introduced in September 2012, the ASYE follows on and takes the best from the two previous newly qualified social worker (NQSW) frameworks introduced in 2008/2009 (see Carpenter et al 2011 and Skills for Care 2011).

The ASYE includes social workers in all sectors of the economy. It is one element of the total reform of social work recommended by the Social Work Task Force (SWTF 2009), then carried forward to implementation by the Social Work Reform Board (SWRB 2012).

The SWRB always maintained that the changes it proposed and the products that were to be generated would all be interrelated. The success of the ASYE depends equally on other aspects of reform, namely the Professional Capabilities Framework (PCF) (The College of Social Work (TCSW 2012)), the Standards for Employers and Supervision Framework (SWRB 2012a), and the Continuing Professional Development (CPD) framework, of which it forms the first rung of the ladder – please refer to the glossary for further information.

Good practice suggestion
If you are not already fully acquainted with the recommendations and implementation of SWRB reforms then the report, “Building a safe and confident future: Maintaining Momentum” (SWRB 2012) www.education.gov.uk/swrb provides a clear overview.
2 The ASYE explained

“The ASYE programme raises professional standards, and engages social workers with developing professional practice at all levels”

(HOST & SfC 2013)

2.1 Eligibility to take part

Who can take part in the ASYE?
All registered social workers are eligible for the ASYE, including those who are employed in positions that may not be classed as “social work” or have the term “social worker” within their title. So long as the role includes work that is of sufficient complexity and type to meet the requirements of the PCF at ASYE level, an NQSW should be encouraged to participate. Skills for Care has published a number of scenarios demonstrating the sufficiency, range and complexity of work in independent sector organisations:
http://www.skillsforcare.org.uk/PVIscenarios

Good practice suggestion
Taking the time to map job descriptions against the PCF will help employers to identify if a particular job role is suitable for the ASYE.

How long is a social worker considered “newly qualified” for?
The information for NQSWs and employers jointly published by Skills for Care and the Department for Education states that NQSWs should start the ASYE no more than two years after attaining their social work qualification.

In order to avoid disadvantaging those qualified and registered social workers who have been unable to find social work posts immediately, there is a caveat to this two year boundary. So long as an employer has assured themselves of the currency of the individual’s knowledge and skills they can still register them outside the recommended two year period.

Good practice suggestion
Employers should satisfy themselves of the currency of an NQSW’s knowledge and skills by looking for evidence of employment in a related role complemented by reading and reflection, as well as evidence of the pursuit of opportunities for CPD.
NQSWs employed on short term or part time contracts, working for an agency, or who take sick or maternity leave midway through the year

NQSWs on short term contracts can still be registered for the ASYE. However, if the contract is for less than six months the employer should give serious consideration to whether the ASYE will be beneficial.

NQSWs can start the ASYE with one employer and finish it with another: it is entirely possible to transfer evidence of progress and development if the new employer is willing to continue to provide the relevant support and assessment. This does, of course, put the responsibility on the individual NQSW to ensure that their learning agreement, evidence and statements are up to date.

As it is not possible for an NQSW to complete their ASYE in under 12 months, those on part time contracts can extend the length of the ASYE \textit{pro rata} to the duration of the full year.

In situations where the NQSW has two part-time jobs in relevant roles, it is possible for the employers to work together to support the worker through the process.

NQSWs employed by an agency and working for a social work provider can participate in the ASYE. In this instance, the agency, the provider commissioning the service and the NQSW will need to agree on the responsibilities around supervision and assessment, which should be documented in the learning agreement. An agreement will also need to be reached about the distribution and use of available funding.

While the ASYE cannot be extended on the grounds of capability, adjustments can be made in the case of an NQSW taking extended sickness or maternity leave.

2.2 Key features of the ASYE

2.2.1 The Learning Agreement
This is the key document within the ASYE process.

It is completed by the ASYE supervisor and the NQSW at the start of the year in order to establish and agree the support and assessment that will be in place for the duration of the programme. The effect of this is to clarify the roles and responsibilities of all those involved.

The learning agreement identifies:
- the way that reflective supervision will be organised including frequency and who will be involved
- the arrangements involved in the holistic assessment e.g. details of direct observations
- a statement on the reduced workload during the first year of employment
- a professional development plan
- a time allocation for personal and professional development.

This learning agreement should be reviewed regularly, at least at three and six months, as a minimum. This review will be an opportunity for all involved to come together to consider how well the NQSW’s 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.
Good practice suggestion

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 http://www.skillsforcare.org.uk/ASYEcasestudies. An example of a learning agreement for an NQSW employed in the private and voluntary sectors can be found in the Skills for Care ‘Anya’ case study: http://www.skillsforcare.org.uk/Anya

2.2 Key features of the ASYE

2.2.2 Critical reflection and supervision

“[the ASYE allows you to] think about what you’re doing, why you’re doing it, what you have done and how you could do it better”

NQSW participating in the ASYE, (HOST & SfC 2013)

Regular supervision which includes time for critical reflection is central to the ASYE. The suggested frequency of supervision within ASYE guidance is:

- 1 – 6 weeks: weekly
- 6 weeks - 6 months: fortnightly
- 7 – 12 months: monthly.

However, approaches to the provision of this supervision can be flexible and, as with the assessment arrangements, employers may choose to meet the requirements by a range of means. An example of the kind of flexible arrangement employers can take can be found in the learning agreement of the Skills for Care ‘Anya’ case study: http://www.skillsforcare.org.uk/Anya

In order to be sustainable, the responsibility for supervision may be shared by the registered social worker supervisor and, if they are different, the NQSW’s line manager. It may also include additional mentoring or action learning which also meets the requirements of the professional development plan.

Good practice suggestion

Before making a judgement about the capacity of the organisation to provide this level of supervision, consider what is already available for workers in your setting. Between existing supervision arrangements, and the formal support that is available from other people, you may find that the expectation can be met with limited time investment and in a range of creative ways such as group supervision and action learning.

As with assessment, employers can commission professional supervision from an external source. Contact your Skills for Care area officer for further information: to find out who your area officer is please email ASYE@skillsforcare.org.uk
2.2.3 Professional Development Plan (PDP)

“I [the supervisor/assessor] can see NQSWs becoming more skilled and confident”

(HOST & SfC 2013)

A robust professional development plan for all employees is recognised good practice within most organisations and, where these are in place, it only requires a small adjustment to make them fit for the purpose of the ASYE.

In this context the existence of a PDP ensures that steps to improve and develop the NQSW’s practice have been identified and planned right at the start of their ASYE.

**Good practice suggestion**

Build the PDP for the ASYE around the development opportunities that would normally be available to members of staff in the organisation. Remember to relate the learning opportunities to the PCF and ensure that the plan is individualised so that it links to the skills and knowledge the NQSW brings with them from their qualifying degree and any other relevant experiences.

2.2.4 A time allocation for personal development plus a reduced workload allocation

The information published by Skills for Care and the Department for Education, states that over the course of the ASYE year an NQSW should have a workload equivalent to 90% of what is expected of an experienced social worker in their second or third year of practice. This reduced workload should be used to ensure that time is available for critical reflection, working towards the goals laid out in the PDP, and preparation of evidence for the holistic assessment.

Ensuring that this workload relief happens is a major challenge for most organisations, and particularly so in small organisations where there are no other means or resources to cover the NQSW’s role.

While the specification about work load relief is important in terms of ensuring the consistency of ASYE experience, it is inevitable that there has to be a level of flexibility and compromise between the NQSW and the employer.

**Good practice suggestion**

One possible use of any available funding is to purchase back-fill hours to enable the NQSW to have some workload relief.
2.2.5 The Professional Capabilities Framework (PCF) and holistic assessment

The PCF is made up of nine domains with capabilities against each which set out what is expected of social workers at every stage in their career. These are generic statements, they are not related to a particular job role, type of need being addressed, or setting.

Holistic assessment is a process used where learning or performance objectives are inter-related and complex and the extent of learning or performance is measured against established standards. Given the complexity of social work practice and the interplay between the domains of the PCF, holistic assessment represents the most effective way of assessing the ASYE and ensuring that the overlap between capabilities is recognised.

Responsibility for undertaking holistic assessment within the ASYE sits with the supervisor who must be a registered social worker. However, they will undertake this task in conjunction with the line manager if this is a different person.

Good practice suggestion

More than one person may be involved in the assessment process: employers may choose to contract with an external assessor in addition to an internal member of staff. This would particularly apply where there is no registered social worker in the organisation.

A local partnership where employers work together on the ASYE may be able to provide details about external assessors and funding may be available to support the employer with this cost. Contact Skills for Care for further information.

2.2.6 Implications for employers if an NQSW fails the process

The implications for an NQSW who does not complete or fails the ASYE will depend on their place of employment and their role within that organisation.

If they are employed in a designated social work role, the employer will have to consider the implications in relation to their continuation in the job and will need to ensure that the performance management processes are robust enough to manage this situation.

Where the NQSW is not employed in a designated social worker role, the employer can adopt a more flexible approach to the individual’s continuation in their role. They may decide that it is not an issue for their particular job function. However, failure may be an indication of more general concerns in which case the employer would need to address these in line with their usual employment and HR practices.

If a social worker does not successfully complete the ASYE because of concerns about their conduct or competence, those concerns should be passed to the Health and Care Professions Council (HCPC). There is more information on raising concerns about the practice of any social workers, regardless of whether they are an NQSW or not, at http://www.hpc-uk.org.complaints/
Good practice suggestion

Failure of the ASYE could have significant implications for an individual’s future career. In coming to a final assessment decision about a failing NQSW, it is very important to be confident that the employer commitments laid out in the learning agreement have been delivered and that the review process has been fully adhered to.

It is advisable to align the ASYE process as much as possible to the performance management and HR practices within the organisation. This provides the employer with a robust mechanism to deal with the implications of a failing NQSW.

3 The ASYE as an employer-led process

The government’s aim “to put trust in professionals to do the job they trained to do and take pride in doing” (SWRB 2012) underpinned the SWRB’s approach to sector-led reform.

Now that the recommended reforms are being embedded, the social work profession, through The College of Social Work, is establishing a collective identity and voice, expressing views about professional standards and identifying what is needed to enable social workers to give their best.

The onus is on social workers, wherever they work, to take responsibility for their own professional capability and to work positively with their employers to find ways of progressing their learning and development. As they gain in experience it is also expected that they will support other similar workers.

In the context of the ASYE, this means judgements about the NQSW’s overall capability can only be made by an experienced registered social worker.

However, this should not be confused with the fact that the ASYE is an employer-led process, and an NQSW cannot undertake the programme without the active commitment of the organisation in which they work.

In order for an NQSW to participate in the ASYE, the employing organisation needs to take responsibility for the provision of a supportive learning environment within the parameters of the human resources policies and procedures that already exist within that organisation.

Key message

Employers do not need to tackle this task in isolation. Help is available from a range of sources.
3.1 ASYE partnerships
The SWRB was very clear that successful, efficient and sustainable delivery of the ASYE (and other related reforms) is most likely to be achieved if employers – statutory, independent and health – together with universities, work in partnership to undertake necessary development work. The SWRB partnership principles can be found here: http://www.education.gov.uk/swrb/employers/a00198613/partnership-principles

Skills for Care supports employers to come together in local partnerships and work on a range of activities such as:
- training for ASYE assessors and supervisors
- development of shared documentation and guidance
- protocols for managing cross-organisational issues in local areas, e.g. transferability of the ASYE between employers if an NQSW moves jobs part-way through the year
- processes to compare assessment judgements and standardise decision making.

Partnerships exist in most parts of England. They take a range of forms, and involve differing numbers of employers.

Independent employers can engage with existing local authority partnerships in a range of ways:
- direct participation in the partnership
- joining together with other independent organisations and adopting a representation approach

Alternatively, independent employers might choose to form their own separate partnership focusing on the needs of their own types of service provision.

Good practice suggestion
For further information and guidance independent employers should contact either the lead partner of their local employer partnership or their Skills for Care area officer. Contact details for employer partnerships can be found at: http://www.skillsforcare.org.uk/ETFPartnerships

To find out who your area officer is please email ASYE@skillsforcare.org.uk

3.2 Guidance materials and resources
Skills for Care - in partnership with The College of Social Work and the Department for Education - have developed a suite of resources to support independent employers and NQSWs through all aspects of the ASYE process. The resources are regularly updated and include information, templates, and sector specific case studies and are available on the Skills for Care website: http://www.skillsforcare.org.uk/ASYEvoluntarysector

3.3 The College of Social Work (TCSW) certification
All NQSWs who successfully complete the ASYE can be issued with a certificate by TCSW http://www.tcsw.org.uk/asye-certification
4 Making the most of your social work qualified workforce: the beneficial impact of involvement in the ASYE and the value of workforce planning

Increasingly employers in the private and voluntary sectors are recognising the benefits to their organisations of offering the ASYE.

They are seeing the longer term advantages of investing in the skills profile of their social workers in in terms of:
- business viability
- recruitment and retention
- improved service provision and outcomes for people who need care and support.

4.1 Business viability
The increasing demands of competitive tendering, in order to secure continuing financial viability, mean that organisations need to focus on activities that will provide them with a business advantage.

One manager of an organisation that has a target driven contract has observed that any training that supports an employee “getting up to speed” is a significant gain for the agency (PLC 2012).

The ASYE provides employers with evidence of the high skills profile within their workforce by demonstrating the capacity of the organisation to undertake activities such as working with people with complex and challenging needs, undertaking assessments, developing care and support plans, taking an active role in safeguarding work and liaising with other agencies. More generally, they can demonstrate ways in which relationships are formed, how professional judgements are reached and how practice is adapted to a variety of settings and tasks.

Furthermore, several employers have benefited from NQSWs introducing new areas of work into their organisations, adding to the quality and range of services provided. A Practice Learning Consortium report commissioned by Skills for Care (PLC 2013) includes NQSWs:
- developing a new programme for survivors of domestic abuse
- setting up a new ‘No Panic’ self-help group for people being supported.

4.2 Recruitment and retention
“We cannot plan too far ahead but giving staff the opportunity to progress and develop means we keep them”

Independent employer, Practice Learning Consortium (PLC 2012)

“It has enhanced our [the organisation’s] own induction and training programme which benefits all new employees”

Manager in an independent organisation, (PLC 2012)
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There is evidence to demonstrate the ways in which a high quality supported introduction to employment linked to further opportunities for continuing professional development is beneficial to the job satisfaction of individual employees.

Further guidance on the recruitment and retention of staff can be found in ‘Finders Keepers: The adult social care recruitment and retention toolkit’ (SfC 2013), which includes the specific themes ‘Foster talent and increase skills’ and ‘Keep your staff’

http://www.skillsforcare.org.uk/finderskeepers

4.3 Improved service provision and outcomes for people who need care and support

“As a manager, I am more confident about the NQSW’s ability to work safely and confidently with service users”

Manager in an independent organisation, (PLC 2012)

“..[the NQSW] is really encouraging and has been there to point me in the right direction and praise my strengths and achievements”

Person receiving care and support, (PLC 2013)

Employers report that in providing a supported and structured first year in employment, organisations gain not only from improved individual performance and practice, but also from wider innovations in service delivery and ultimately improved outcomes for people who need care and support.

“The NQSW programme has enhanced, defined and developed our own induction and training programme further”

Manager in an independent organisation, (PLC 2013)

Support for a learning culture within the organisation has also been identified. Employers report a raised profile for training and development within their organisations. This has included the promotion of the idea of individual employees taking more responsibility for their continuing development, and the wider perspective of learning being about more than “training”, but involving other factors such as communication and support between employees, mentoring and mutual problem-solving.

Many of the benefits outlined above have been further supported by the findings of independent evaluations, of the transitional year of the ASYE and of the previous NQSW Frameworks (see Carpenter et al 2011 and SfC 2011).
4.4 Workforce planning
The government policies which underpin the way in which social work and social care services currently operate, together with economic constraints, have significant implications for all organisations in social care.

Organisation-wide forward planning enables the unique combination of skills, knowledge and experience that a social worker brings to be used to best effect. A commitment to facilitating the learning and development that is needed to maintain professional skills is essential to help employers meet the challenges inherent in the current social, political and economic climate.

Good practice suggestion
Skills for Care have developed resources to support social care employers with workforce commissioning and planning; these are regularly updated and refreshed and are available on the Skills for Care website.

5 Summary and next steps
In this guide we have considered the reasons why it is beneficial for private and voluntary employers to address the specific development needs of their social work qualified personnel by introducing the ASYE in their organisations. We have provided an overview of the process and outlined the key features of relevance to the employer.

Employers come to the ASYE in different ways. The starting point for some is ongoing service development and workforce planning. For others the impetus comes from the NQSW themselves.

Whichever scenario applies, the first step in taking this initiative forward is to examine job roles in relation to the ASYE level of the PCF, and come to a judgement as to whether the complexity of the role reflects each of the nine domain requirements.

Good practice suggestion
Current graduates should be familiar with the framework. Graduates emerging from programmes in the future will have been assessed against it as part of their training and should be able to assist you in mapping their job role against the PCF.

The next step is to make contact with your local ASYE partnership which will be in a position to provide further support and guidance. The Skills for Care officer in your area will be able to provide information and advice; to find out who your area officer is please email: asye@skillsforcare.org.uk Details of existing partnerships are on the Skills for Care website: http://www.skillsforcare.org.uk/ETFpartnerships
6 Related Skills for Care resources

Beyond the ASYE, Skills for Care support employers to meet the SWRB standards for employers and embed continuing professional development by developing information and guidance, as well as promoting and sharing best practice. Employers may find the following resources of use:

- ‘Effective deployment of social workers in adult services’ – second ADASS advice note and supporting resources’: Please refer to the Skills for Care website for a link to this resource.
- ‘Developing social workers’ practice: Core principles for employers providing opportunities for social workers continuing professional development’:
  http://www.skillsforcare.org.uk/swcpd/
- ‘360 degree tool, supporting the development of social work managers’:
  https://www.skillsforcare.org.uk/360

Further resources are continually being developed and will be announced in the social work section of the website www.skillsforcare.org.uk and fortnightly e-news, as they become available.
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References


PLC 2012 Practice Learning Consortium, Building Capacity within the third and voluntary sectors to support Newly Qualified Social Workers (NQSWs) in Adult Services (2012)

PLC 2013 ‘Cost benefit analysis: Building capacity within the voluntary and private sectors to support Newly Qualified Social Workers (NQSWs) in adult services’ (2013)


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Glossary

Assessed and Supported Year in Employment (ASYE):
The ASYE is a twelve month long programme designed to help newly qualified social workers (NQSWs) in all social work / social care settings during their first year in employment. This includes those registered social workers who are employed in non-local authority positions that may not be classed as “social work” or have the term “social worker” within their title.

Continued Professional Development (CPD):
Planned professional development for individual employees.

CPD Framework:
Held by TCSW – spells out the importance of continuing professional development in ensuring that social workers remain up-to-date with professional developments, and can adjust their practice in line with new evidence. The approach of the framework is to recognise that learning can, and does, take place in a range of different ways and circumstances. It is not always associated with a training course and individual development needs can be met through a range of different activities. As long as the learning is related to the capabilities in the PCF, PVI employers can be creative in finding ways of meeting their worker’s development needs.

Department of Health (DH):
Government department with ultimate responsibility for health and social care policy

Holistic Assessment:
Holistic assessment is a process used where learning or performance objectives are inter-related and complex and the extent of learning or performance is measured against established standards.

HR:
Human Resources

Independent sector:
Private and voluntary sectors, i.e. commercial and not-for-profit organisations, respectively, as distinct from local authority and NHS bodies.

Learning Agreement:
- Details about the way that reflective supervision will be organised including frequency and who will be involved.
- The arrangements involved in the holistic assessment e.g. details of direct observations.
- A statement on the reduced workload during the first year of employment.
- A professional development plan.
- A time allocation for personal and professional development.

Local Government Association:
National organisation which supports, promotes and improves local government.

Mentoring:
Support and guidance offered by a more experienced individual to a less experienced individual, in a specific field.

NQSW:
Newly Qualified Social Worker
NQSW Framework:
The NQSW Framework encouraged employers to support NQSWs through their first year of practice by helping them to make use of available tools and resources and build on existing good practice. It has been superseded by the ASYE.

Principal social worker:
The lead social worker in an organisation, responsible for the strategic direction of social work services in that environment.

Professional Capabilities Framework (PCF): (The College of Social Work (TCSW 2012))
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 where ever they work and what -ever their role is. The PCF is therefore relevant not only to NQSWs but also to those with responsibility for them, and, as such, all employers who are introducing the ASYE in their organisations should ensure that they are familiar with its content. http://www.tcsw.org.uk/pcf.aspx

Professional Development Plan (PDP):
A personalised plan for a person’s continuous professional development, which recognises and responds to individual learning needs.

Reflective supervision:
Supervision which allows an NQSW to reflect on their practice and consider and respond to feedback from people who need care and support

Registered social worker:
Qualified social worker registered with the Heath and Care Professions Council (HCPC)

Social Work Reform Board (SWRB):
The Social Work Reform Board was set up to drive the reforms recommended by the Social Work Task Force.

Social Work Task Force (SWTF):
The Social Work Task Force made 15 recommendations for a comprehensive reform programme for social work.

Standards for Employers and Supervision Framework (the Local Government Association (LGA)):
Lays out national standards for the support social workers should expect from their employers and managers in order to do their jobs effectively, plus national requirements for the supervision of social workers. Although these standards lean towards local authority employers, they do inform the requirements of the ASYE and, in order to ensure “a level playing field” for all NQSWs, employers in the PVI sector should consider the support that they offer in this context.
http://www.local.gov.uk/workforce/-/journal_content/56/10180/3511605/ARTICLE

Statutory organisation:
An organisation that holds the responsibility for those social work activities that are governed by statute – local authorities and NHS bodies.

The College of Social Work (TCSW):
The College of Social Work is an independent organisation that represents and supports the social work profession. http://www.tcsw.org.uk/pcf.aspx
Independent sector employers and the ASYE

A guide to the Assessed and Supported Year in Employment (ASYE) for employers in the private and voluntary sectors

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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 Gaplin
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.