Holistic assessment against the PCF

**ASYE Assessment Report Template**

*Part 1: You may wish to use this section for TCSW for quality assurance purposes*

This form is intended for electronic completion. The answer spaces will expand to accommodate text.

**Box 1: Identities**

<table>
<thead>
<tr>
<th>Role</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>NQSW Professional supervisor/assessor</td>
<td>Robert Green (FICTIONAL EXAMPLE)</td>
</tr>
<tr>
<td></td>
<td>Michael Holloway</td>
</tr>
<tr>
<td>Line manager (if different role to above)</td>
<td>Janice Lee</td>
</tr>
<tr>
<td>Agency /employer</td>
<td>X Local Authority</td>
</tr>
<tr>
<td>Date ASYE commenced</td>
<td>October 2012</td>
</tr>
</tbody>
</table>

**Box 2: Progressive assessment** *(see guidance note 1a)*

<table>
<thead>
<tr>
<th>Date</th>
<th>Strengths and areas for development</th>
<th>Action plans</th>
</tr>
</thead>
</table>
| October 2012 | Robert identified strengths as having experience in residential child care with adolescents. Areas identified for development were developing assessment skills and developing knowledge and skills in working with looked after children of all ages, including care planning and working with carers and professionals. | 1. Develop assessment skills – in house assessment skills development workshop.  
2. Develop role as a field social worker with looked after children. Research and discuss in supervision.  
3. Update on legislation. Research and discuss in supervision. |
| 1st review | 10 January 2013 | Robert has now had experience in working with a number of looked after children and their carers. However he is having problems in managing his time and his workload. He is finding it difficult to work within his professional boundaries. His knowledge of legislation is poor. He has not developed critical reflection of his work to an expected standard. | 1. Develop workload and time management. Attend course.  
2. Discuss issues of professional boundaries identified with supervisor and in reflective supervision.  
3. Develop assessment skills. Attend course and supervision.  
4. Update on legislation and guidance related to looked after children (own web research).  
5. Attend reflective supervision sessions regularly and with direction explore different models. Use critical reflection in supervision to improve casework. |
| 2nd review | 20 April 2013 | Robert has established a good relationship with some of the looked after young people but continues to have problems in his work in relation to boundaries and understanding his role as a social worker with looked after children. He is also having difficulties working with other professionals. He is not managing his time or workload to a level that would be expected at this stage. He has recently attended the time management course. His written work is not of a high standard. He has not completed any web research to update on legislation | 1. Continue to look at issues of workload and time management and implement suggestions from the course.  
2. Continue to work on issues of professional boundaries identified with supervisor and in reflective supervision.  
3. Develop assessment and report writing skill. Attend course on report writing and in supervision.  
4. Update on legislation and guidance related to looked after children (own web research).  
5. Attend reflective supervision sessions regularly and explore different models. Use critical reflection in supervision to improve casework.  
6. Discuss issues of multi-professional working in supervision. |
| Final assessment | | Fail | |
Box 3: Minimum basis for robust judgements (see guidance note 1a)

<table>
<thead>
<tr>
<th>Does the evidence contain:</th>
<th>Confirmation &amp; examples (cross reference to box 4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence of identifying and meeting learning need via:</td>
<td>The learning agreement was written at the beginning of the programme and has been updated at reviews. The dates of supervision and reflective supervision offered have been noted. There have been reviews held within the timescale.</td>
</tr>
<tr>
<td>• learning agreement</td>
<td></td>
</tr>
<tr>
<td>• professional supervision</td>
<td></td>
</tr>
<tr>
<td>• reviews</td>
<td></td>
</tr>
<tr>
<td>Observations of a range of examples of practice</td>
<td>Three observations.</td>
</tr>
<tr>
<td>In different settings</td>
<td>One observation on home visit to looked after child. One observation at a looked after children review. One observation at home visit to foster carers.</td>
</tr>
<tr>
<td>By different observers</td>
<td>One before 1st review by supervisor. One just after 2nd review by assessor. One a month ago by assessor.</td>
</tr>
<tr>
<td>Over the period of the programme</td>
<td>Before 1st review, after 2nd review and month before final review.</td>
</tr>
<tr>
<td>Final assessment recommendation made by experienced registered social worker</td>
<td>Yes</td>
</tr>
</tbody>
</table>

Box 4: Summary of evidence (see guidance note 1b)

<table>
<thead>
<tr>
<th>Evidence for final assessment (This is not a prescriptive list of evidence requirements and you may wish to add other examples)</th>
<th>Please give a summary of the pieces of evidence that were used to contribute to the final assessment. Give details (dates, type, etc.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Manager report (where the assessor is not the line manager – see attached template)</td>
<td>Learning agreement.</td>
</tr>
<tr>
<td>Learning agreement</td>
<td>Notes from review.</td>
</tr>
<tr>
<td>Interim review 1</td>
<td>Notes from review.</td>
</tr>
<tr>
<td>Interim review 2</td>
<td>Notes from review.</td>
</tr>
<tr>
<td>Supervision records – dates</td>
<td>List of supervision dates attached. List of reflective supervision dates attached.</td>
</tr>
<tr>
<td>Work products (list)</td>
<td>Examples of case work notes, reports, reviews and assessments.</td>
</tr>
<tr>
<td>Extended piece of critical reflection (date/s)</td>
<td>Robert has produced two pieces of critical reflection.</td>
</tr>
</tbody>
</table>
Other

- Feedback from foster carers.
- Feedback from looked after young people.
- Feedback from colleagues.
- Complaint email from school.

Robert has attended two (of six) NQSW workshops. He has had monthly reflective supervision sessions over the 14 months, and has attended nine sessions.

<table>
<thead>
<tr>
<th>Box 5: Signatures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assessor</strong></td>
</tr>
<tr>
<td><strong>Line manager</strong></td>
</tr>
<tr>
<td>(if different role to above)</td>
</tr>
<tr>
<td><strong>NQSW</strong></td>
</tr>
<tr>
<td>(to confirm you have received this report)</td>
</tr>
</tbody>
</table>

*Continue to part 2*
Holistic assessment report, part 2 (see guidance note 2a)

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

Feedback on overall capability

Building on interim reviews including the progressive assessment of the NQSW’s capability please provide an overall judgment of professional capability at ASYE level, taking into account capability across all nine domains of the PCF, with reference to the level descriptor for ASYE and to the requirements for progression between levels. Link your comments to examples of the evidence presented over the course of the year. (Guideline approx. 500 words; box will expand to accommodate text.)
Feedback on overall capability

Robert started work in the looked after children team in October 2012. Robert was keen to work in the looked after children team as he had experience in working with children in the children's home. However, he does not seem to have progressed to a point of capability over the 13 months since he has started in this post. He has had quite a bit of sick leave, including two periods of two weeks for back problems, and it was agreed that the final assessment would be extended for a month. However, he has been unable to demonstrate progression during this time.

Robert finds meeting timescales very difficult and allowances have been made to ensure that he has not been overstretched. I have been checking this with his manager. He has had appropriate cases of looked after children, including stable foster placements, children living with extended family and also several teenagers who are in residential placements. He has co-worked on several more complex cases of placement breakdown, but the feedback from the co-worker colleague has not been positive.

I feel that Robert has problems with professional boundaries and roles (Domains 1 and 7). While accepting that these are difficult areas for many NQSWs, I feel that Robert has not progressed in his understanding and skills in this area. He has not worked well with professional colleagues in other areas and I understand from his manager he received a complaint from a teacher about his attitude on one occasion.

There have been concerns about his ability to critically reflect and this can be seen in his critical case study, which is not of a satisfactory standard. He has not consolidated his academic learning with his practice. Critical reflection is not embedded in his practice (Domain 6).

Robert has been offered supervision on a regular basis. His manager says that Robert is often unprepared and a lot of time is wasted trying to organise the session. He has missed a number of the sessions, as evidenced by the manager (Domains 1 and 7).

Robert has some knowledge of legislation and social work theory and practice, but is not able to apply this consistently (Domain 5). His reports are of an unacceptable standard, and have not developed over the period (Domain 5).

Robert did attend the three month and six month reviews and, as can be seen, issues were raised with him and a plan made to support him. He found it difficult to accept some of the criticism, saying that he was 'overloaded'. Evidence used for the reviews is located in his supervision records, case recording and communication from other professionals.

I have based my assessment on examining records, my reflective supervision sessions, discussion with Robert and his manager, the reviews and the three observations. I have also sought feedback from some of the young people and also foster carers.

I do not feel that Robert has met the level of capability which could be expected of an NQSW at this stage.

Continue to holistic assessment of each domain
Part 2 cont/d: Holistic assessment of each domain

Please provide information to support your overall assessment against the nine domains identifying strengths and areas for development/concern. Looking at the individual capability statements may help you with making and articulating your decision. (Please delete ‘Pass’ or ‘Fail’ as required.)

### Domain 1  Professionalism: identify and behave as a professional social worker, committed to professional development

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

Robert has found it difficult to respond positively to supervision. His supervisor offered weekly supervision for the first six weeks and then fortnightly supervision throughout the period. His manager reports that he has missed a number of these sessions, sometimes through being on sick leave and sometimes as he has booked a visit and forgotten the session.

He has not demonstrated that he can manage his work load and prioritise.

Robert has had a learning plan which has been regularly updated, but he has missed his targets and often not attended courses he has been booked on.

**Source of evidence used to support judgement** (Link to box 4 in part 1, above):
- Supervision notes, feedback from supervisor (timescales not adhered to for visits and reports), learning agreement reviews

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fail</td>
</tr>
</tbody>
</table>

### Domain 2  Values and ethics: apply social work ethical principles and values to guide professional practice

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

When Robert was on his qualifying course there were some concerns about how his own views impacted on his work as a social worker. However, it was felt that he could work well with service users and did promote their right to self determination.

Unfortunately since qualification he does not seem to have moved on in his ability to manage conflicting views and ethical dilemmas he has in relation to working as a social worker in his role within the looked after children team.

There have been examples where he has shared information inappropriately, including views with young people about his own adolescence. These have blurred professional boundaries.

He has not reached the required standard in this domain.

**Source of evidence used to support judgement** (Link to box 4 in part 1, above):
- Case notes, reports, feedback from foster carers and other professionals, supervision

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Fail</td>
</tr>
</tbody>
</table>
### Domain 3  Diversity: recognise diversity and apply anti-discriminatory and anti-oppressive principles in practice

Social workers understand that diversity characterises and shapes human experience and is critical to the formation of identity. Diversity is multidimensional and includes race, disability, class, economic status, age, sexuality, gender and transgender, faith and belief. Social workers appreciate that, as a consequence of difference, a person’s life experience may include oppression, marginalisation and alienation as well as privilege, power and acclaim, and are able to challenge appropriately.

Robert recognises diversity and is able to work with children and adults from a range of backgrounds. He takes account of discrimination when working with children and young people, and will challenge incidents. However, this is not always done appropriately and has caused problems with other agencies and also with foster carers. His manager reports that at times he has used the authority of his role insensitively and the outcome has not been positive for the children involved.

He has not reached the required standard in this domain.

**Source of evidence used to support judgement** (Link to box 4 in part 1, above):
- Case notes, supervision, observations, other professionals’ feedback

### Domain 4  Rights, justice and economic well-being: advance human rights and promote social justice and economic well-being

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

Robert has a good understanding of human rights issues and also the rights of young people to challenge the system. He has encourages young people to seek advocacy when they have been unhappy about services they have been receiving, which on one occasion was positive (in relation to education) but has also brought him into conflict with his managers. He has also received a complaint against him by a teacher.

Although he has an understanding of human rights he is not applying it appropriately in his casework.

He has not reached the required standard in this domain.

**Source of evidence used to support judgement** (Link to box 4 in part 1, above):
- Supervision, critical reflective case study, feedback from young people and foster carers. email from school
Domain 5  Knowledge: apply knowledge of social sciences, law and social work practice theory

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

Robert says that he does not like studying law and he does not recognise that this is an important element of understanding his role and giving accurate information. He has a broad understanding of the law related to children, but has not developed this knowledge over the year in practice. This has been highlighted in his reviews and he has been encouraged to update his knowledge and apply this knowledge to his casework. He has only done this to a limited extent.

Similarly, in relation to theories and methods in social work, he has some knowledge but is weak in being able to discuss what he is doing in relation to his casework or theories which may impact on his work. I have seen no attempt by Robert to consider evidence based practice, although I have given him references to follow up. There is evidence that this has been discussed with him in his supervision sessions with his manager. It has also been addressed in the reviews.

He has not reached the required standard in this domain.

Source of evidence used to support judgement (Link to box 4 in part 1, above):
Supervision, reflective case study, review of learning agreement, case review

Fail

Domain 6  Critical reflection and analysis: apply critical reflection and analysis to inform and provide a rationale for professional decision-making

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

Robert said that his course did not provide much guidance on critical reflection. However, over this year he has been offered an opportunity to look at theoretical perspectives in some depth and apply these to a number of cases. He has found this difficult and says that he does not find the models helpful.

He is able to identify evidence from different sources, but unable to discern which bits of evidence are relevant to the assessment being undertaken or the decision which needs to be made. This has proved particularly difficult when he has been arranging contact between children and family members, when he is assessing risk and making practical arrangements. There is one example where he arranged for contact between a child and an unsuitable family friend. Fortunately this was picked up by the manager before the contact took place.

He has not reached the required standard in this domain.

Source of evidence used to support judgement (Link to box 4 in part 1, above):
Supervision records, reflective case study, observations

Fail
### Domain 7  Intervention and skills: use judgement and authority to intervene with individuals, families and communities to promote independence, provide support and prevent harm, neglect and abuse

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

Robert is liked by some of the young people he has worked with over the year, but has found it difficult to work with some of his team members and other professional colleagues. This is evidenced by emails sent to his manager.

His time and workload management has been an issue, which has meant that he is seen as unreliable. His reports have not been completed in a timely way and are often of a poor quality. Robert has attended the time management course and has also been supported by his manager with a reduced caseload but this has remained a problem.

As he works with a number of foster carers I have asked them for feedback and they report that he is often late for visits and they do not feel that he follows up on issues raised by them or the young people they care for.

There is evidence that these issues have been discussed in supervision and raised in the review meetings.

He has not reached the required standard in this domain.

**Source of evidence used to support judgement** (Link to box 4 in part 1, above):

| Supervision notes, feedback from foster carers, case notes, review meetings, feedback from other professionals, observations | Fail |

### Domain 8  Contexts and organisations: engage with, inform, and adapt to changing contexts that shape practice. Operate effectively within own organisational frameworks and contribute to the development of services and organisations. Operate effectively within multi-agency and inter-professional partnerships and settings.

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

Robert feels he has worked well to support the looked after children and promote their views, but has not developed a good understanding of his role.

Robert has not got on well with a number of his team members. The manager has tried hard to resolve disputes between him and his colleagues, but there has been continued tension.

He has not reached the required standard in this domain.

**Source of evidence used to support judgement** (Link to box 4 in part 1, above):

| Feedback from colleagues, supervision notes, reviews | Fail |
Domain 9  Professional leadership: take responsibility for the professional learning and development of others through supervision, mentoring, assessing, research, teaching, leadership and management

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

Robert has made some contribution to the learning of the team. He recently attended a seminar on a local police initiative to combat drugs and presented information on this to the team.

However, he does not have a positive attitude to his own learning and has not attended a number of courses he has been booked on. He has not taken advantage to research any areas of interest or to consolidate his knowledge.

He has only attended two of the six NQSW sessions and has not made a positive contribution to the group.

He has not reached the required standard in this domain.

Source of evidence used to support judgement  (Link to box 4 in part 1, above):
Supervision sessions, information received from the learning and development manager  Fail

NQSW: Any comments you wish to make?

I do not agree with everything which has been said about me. I do have problems in organising my work, but this is because I have been given too much work.

I get on well with the young people I work with, but do find the foster carers difficult. The teacher who complained about me just did not accept my point of view about his school.

I do reflect on my work, and feel I have followed what has been said to me.

I don’t think I should be failing, but should be able to go to another team.

Continue to line manager assessment report, if required
Line manager assessment report
(Where the line manager has not been primarily responsible for providing reflective supervision or final professional assessment.)

Overall assessment
Building on interim reviews including the progressive assessment of the NQSW’s capability, please provide an overall judgement of professional capability at ASYE. Where there are concerns make reference to the individual capability statements.

I have been Robert's manager throughout. I do not feel he has progressed well since qualification. He has not really settled into the team well, and unfortunately feedback has not been good from colleagues within or outside of the team. I have had regular contact with the assessor and have fed back my concerns and how I have tried to support Robert.

I have provided him with regular supervision (weekly for first six weeks and then fortnightly) and have also offered him support outside of these sessions. He does sometimes come to see me, but I have been concerned that he will sometimes make decisions and act when he should seek advice.

He is not knowledgeable about legislation and guidance. In this team we have to be sure about different legal status of children in placement (e.g. s20, Special Guardianship). He has not checked this when visiting children and there have been some issues raised.

Robert can be enthusiastic about the rights of young people, but does not seem to be able to understand his role as a social worker when working with young people. This has meant that he has found it difficult to work well with the foster carers and also other professionals. A number have emailed me with concerns and even complaints.

I have tried hard to encourage him to organise his work and to complete reports within the standards we expect here, but his work is very ‘sloppy’. I have given him a protected workload. I have not been able to allocate him the more complex cases. He has not had a court case which he has worked with independently, but he has made a contribution to one court report. Unfortunately even for this case he was late in providing the information.

At the review meeting we have set a programme for him, including training and support which will be offered, but he has not achieved the targets set.

I agree with the assessment provided by the outside assessor, who has provided Robert with reflective supervision sessions and tried hard to encourage him to reflect on his work and issues raised. I do not consider that he has passed any of the domains fully.
Performance management
Have performance management concerns been indicated and addressed through the interim review process?

The line manager has discussed issues throughout the year and developed action plans to support Robert. These have been raised at the interim reviews.

Support
Provide details of how the NQSW has been supported. Indicate if there have been issues in the provision of the level of support and reflective supervision as expected by the employer standards at ASYE with reference to the learning agreement and interim reviews.

- Supervision has been weekly for the first 6 weeks and then fortnightly. The line manager has been available in between for case discussion. Robert has had the same supervisor throughout the period.
- Reflective supervision sessions have been offered.
- The learning agreement outlined courses which were offered to Robert.
- Robert has had a reduced caseload.
- NQSW workshops were offered to Robert.
Information and notes on use of the assessor report template

Principles vs Method

We have developed principles to help partnerships develop processes that are accurate, valid and robust, when undertaking assessments (see www.skillsforcare.org.uk/asye section 3: support and assessment). These have informed the development of the assessment report template (the method by which you could collect evidence and make a final decision), but all partnerships are free to adapt these forms, or to develop their own if they wish. However, if you do so, please make sure that the principles continue to influence your processes.

The principles for holistic assessment and how these apply to ASYE can be found at the web link above.

These principles, including the recommendation to provide a breadth of evidence to assure quality, underpin this template.

1a Assessment form

The first two pages of the assessment form help the assessor to record the evidence they have gathered over the ASYE programme for each NQSW. It is up to each employer working with partner organisations to decide what evidence is needed to meet the principles for holistic assessment.

You may also wish to use this front sheet to provide summary information to TCSW for quality assurance purposes, and it is possible that this report could form the core requirement for ensuring consistency of judgements internally and externally in partnership with other employers and HEIs.

1b When thinking about evidence tools, we would suggest a principle of ‘quality rather than quantity’ would be a useful guide, but clearly where the NQSW is finding the process more challenging, more evidence may need to be collected to establish whether the NQSW is making progress.

2a Assessing holistically

Assessment is intended to be across time as well as across the breadth of the PCF. The focus at the end of the year should be on whether, in the professional view of the assessor, the NQSW has reached the required ASYE level. It isn’t necessary to have an individual piece of evidence that someone has met each of the capability statements within the domains. The capability statements should be used diagnostically with the NQSW through the year to help identify areas of strength and areas for development, and provide additional monitoring in situations where there are concerns. This is why the second part of the form starts with an overall assessment of the NQSW’s capability against the PCF, before you focus on the domains and the evidence, if needed.