



# **ASYE child and family**

Annual report to the Department for Education – Year one

August 2019

**Published by Skills for Care**

***ASYE child and family: Annual report to the Department for Education - Year one***

Published by Skills for Care, West Gate, 6 Grace Street, Leeds LS1 2RP [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)

© Skills for Care 2019

**Reference no. BD18026**

Copies of this work may be made for non-commercial distribution to aid social care workforce development. Any other copying requires the permission of Skills for Care.

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

This work was researched and compiled by Hilary Medway, Christine Wint, Wendy Leighton, Julie Statton, Graham Woodham and Davina Figgett at Skills for Care.

# Table of contents

## Acknowledgements

1. Introduction
  - 1.1 Context
  - 1.2 Employer visits
  - 1.3 Key messages
2. Learning from the cycle of quality assurance and continuous improvement
  - 2.1 Evaluation criteria 1: The ASYE programme is delivered in accordance with ASYE Framework and Employer Standards
  - 2.2 Evaluation criteria 2: The ASYE programme ensures that the KSS & the PCF underpin NQSW professional practice
  - 2.3 Evaluation criteria 3: The NQSWs' experience of undertaking the ASYE is central to the quality assurance and continuous improvement process
  - 2.4 Evaluation criteria 4: The ASYE programme is integrated within the wider organisational system
3. Recommendations
4. Data from the 360-degree tool
  - 4.1 Background
  - 4.2 Evaluation criteria theme 1: The ASYE programme is delivered in accordance with ASYE Framework and Employer Standards
  - 4.3 Evaluation criteria theme 2: The ASYE programme ensures that the KSS & the PCF underpin NQSW professional practice
  - 4.4 Evaluation criteria theme 3: The NQSWs' experience of undertaking the ASYE is central to the quality assurance and continuous improvement process
  - 4.5 Evaluation criteria theme 4: The ASYE programme is integrated within the wider organisational system
5. Appendices
  - 5.1 Profile of organisations visited as part of the quality assurance process
  - 5.2 Management and delivery of the ASYE in child and family services

## Acknowledgements

Skills for Care thanks all the employers and employees that are involved in the ASYE for children and families.

# 1. Introduction

Skills for Care is the employer-led workforce development body for social care in England.

We were appointed by the Department for Education (DfE) to manage the support to child and family services with the delivery of the Assessed and Supported Year in Employment (ASYE) programme.

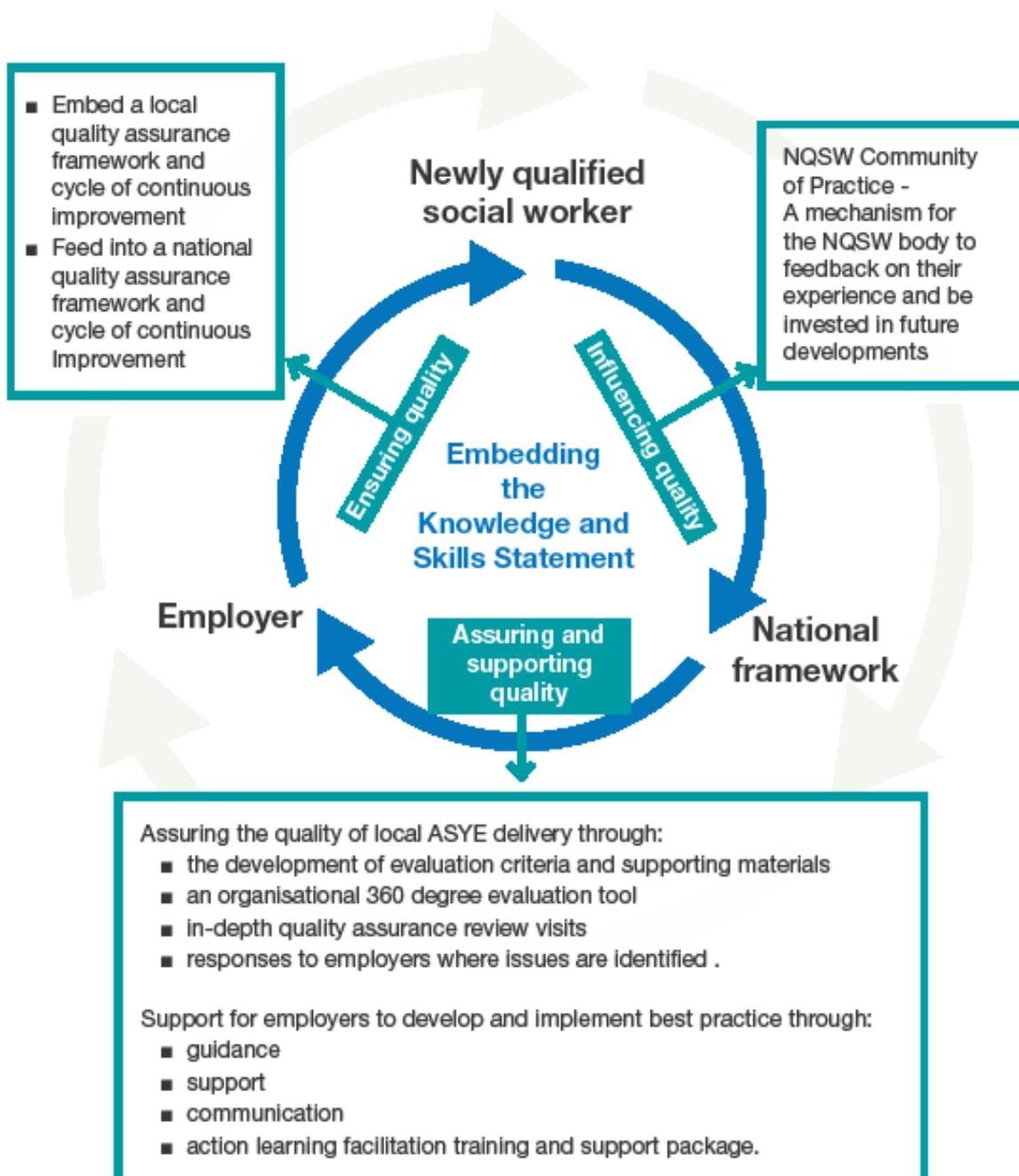
This report seeks to present the overall state of play with regards to the delivery of the ASYE programme for children and families across the country in 2018-2019. Thus, providing an assessment of the consistency in delivery of the ASYE programme nationally.

The report is underpinned by the four overarching themes of the evaluation criteria set out in establishing a Cycle of Quality Assurance and Continuous Improvement:

- 1) The ASYE programme is delivered in accordance with ASYE Framework and Employer Standards
- 2) The ASYE programme ensures that the Knowledge and Skills Statement (KSS) and the Professional Capabilities Framework (PCF) underpin Newly Qualified Social Worker (NQSW) professional practice
- 3) The NQSWs' experience of undertaking the ASYE is central to the quality assurance and continuous improvement process
- 4) The ASYE programme is integrated within the wider organisational system

## The child and family ASYE

# Cycle of quality assurance and continuous improvement



## 1.1 Context

The report brings together both quantitative and qualitative data and information from a range of sources including:

- the NQSW registration portal
- the 360-degree organisational evaluation tool
- the NQSW and Employer Champion Communities of Practice
- in-depth quality assurance review visits.

Section 2 focusses on the findings of the qualitative data obtained during the quality review visits. Sections 3 and 4 set out the quantitative data obtained through the Skills for Care portal and the 360-degree evaluation tool. Section 4 also cross references data from the 2018 consultation events where appropriate. The triangulation of all data provides a rich source of information and enables the identification of progress over time.

## 1.2 Employer visits

The NQSW registration and 360-degree data (included in sections 3 and 4 of this report) has been used to support the qualitative information gathered through a series of employer visits.

Sixteen quality assurance visits were conducted between the end of February and mid-April 2019. Employers were selected using a random sampling framework which enabled us to gather feedback from a range of ASYE employers (see Appendix 5.1 for a breakdown).

Four organisations who were identified for visits in this round were unable to participate. Three of these will be included in the next round of visits (the other a small voluntary organisation will not be, because they are not offering ASYE again in the immediate future). The visits consisted of discussions with those involved with the programme, which included NQSWs, supervisors, principal social workers and ASYE leads. Discussions were based around the online 360-exercise completed by employers prior to the visit and the evaluation criteria.

Each employer received a letter prior to the visit outlining the purpose, how the visit would be conducted and a request to meet with a range of people involved in the ASYE programme. Each organisation identified a suitable date and time and arranged times for discussion with relevant parties involved with the programme. Visits to large organisations lasted approximately 3 hours, smaller organisations were slightly less.

### 1.3 Key messages

- There remain differences in the level and frequency of supervision despite the availability of grant funding.
- Workload management clearly remains a challenge. Senior management engagement and support is necessary.
- Evidence gathered during the visits has led us to the view that a restating of the basic criteria for ASYE would be helpful in establishing consistency in quality assurance.
- Existing partnerships could offer further support and enable other employers, especially small and voluntary sector organisations, to become involved in and benefit from partnership activity.
- Assessors need support in their use of the KSS and the PCF in supervision and in their ASYE assessment.
- Organisations need to consider how to embed the KSS and PCF framework across the wider organisation including through better collaboration with universities in recruitment processes.
- A constant focus on NQSW feedback is invaluable in creating an overall analysis of the impact of the ASYE programme.
- It is important that NQSWs have the full picture of the impact of their feedback on the ASYE programme, and how it fits within the organisation as well as the wider ASYE system.
- The national framework needs to be transparent about how it receives and uses feedback from the NQSW Community of Practice and employers.
- Regardless of organisational size or type, senior management ownership is fundamental to ensuring the success and sustainability of the ASYE programme.
- A clear quality assurance process that informs and drives the ASYE programme is crucial for continuous improvement.
- Where there are weaknesses in the link between the ASYE programme and senior leadership, the experience of the NQSW is likely to be poorer and is evidenced by a less cohesive programme.

## 2. Learning from the cycle of quality assurance and continuous improvement

### 2.1 Evaluation criteria 1: The ASYE programme is delivered in accordance with ASYE Framework and Employer Standards

The 360-degree data and the findings from the quality review visits and the NQSW national community of practice, reflect both the established nature of the ASYE framework and the limited guidance previously in place to support national consistency.

The evidence suggests that most employers have an understanding about the required components of the ASYE and have adapted them according to the circumstances and needs of their organisations. The resulting picture of practice across organisations is a varied one.

A general finding of the review visits is that there are examples of excellent practice and robust programmes, valued by employers and NQSWs as a vehicle for developing professional standards of practice. Where there are inconsistencies, these are primarily the result of varying levels of organisational ownership rather than a lack of commitment on the part of the people directly involved in the programme. This is reflected across all sizes and types of organisations and, therefore, challenges the assumption that smaller organisations with limited resources will find it more challenging than larger organisations to offer a high quality ASYE experience.

#### **Supervision**

Many of the programmes visited have a mentor/assessor/reflective supervisor role in place to provide supervision support alongside the line manager which ensures that the combination of workload, performance, reflective practice and development issues are addressed within the parameters of the ASYE programme. In some cases, these 'additional' roles are filled by external/independent practitioners, but those who we met clearly had a strong and committed relationship to the NQSWs and the programme.

Despite such arrangements being in place there still remains variability in the level and frequency of supervision. However, in many cases, even where NQSWs told us that work and other pressures can get in the way of supervision, there was also a strong message that they were able to ask for assistance when needed. Further review of the different experiences of supervision frequency will be possible as a greater body of data is gathered via the 360-degree evaluation tool. All the evidence we have gathered to date suggests that the support and development of supervisors continues to need further input and resources.

**Key point**

There remain differences in the level and frequency of supervision despite the availability of grant funding.

**Workload management**

There were some examples of excellent relationships between managers and ASYE programme leads which enabled the workload pressures of NQSWs to be addressed. NQSWs also gave examples of how identified issues had been addressed and changes made such as a more experienced colleague getting involved when a case became more complex than at first thought.

There is some evidence of policies and procedures being in place, but far greater evidence that the demands of child and family social work too often mean that NQSWs workloads become too large or even unmanageable. It should be noted that most NQSWs we spoke to probably felt this was par for the course, and that pressure of wanting to be seen to succeed, 'pull their weight', fit in as a new member of the team also impacted on the way they approached managing and challenging (or not) their workload. It's also the case that often "ASYE programme work" can get put to one side because of service pressures.

Workload of NQSWs can also be affected by the service model and the way that teams and services are organised in any given organisation, for example, the transitions between assessment teams and longer-term care provision.

Examples of innovation and learning regarding workload management from the visits are being collated and will be published on the Skills for Care website in due course.

**Key point**

Workload management clearly remains a challenge. Senior management engagement and support is necessary.

**Resources**

There is no specific requirement for documentation to be used to support the ASYE assessment process. Many child and family employers are using documentation which is based on the Skills for Care adult ASYE documentation which was adapted by employers some time ago. From the visits we also know that there has been a fair bit of adaption and refinement within individual programmes in some organisations, whilst in other places external partnerships which support moderation mean that some consistency has been maintained.

It was also clear that the current resources and documentation provided by Skills for Care provide the means to establish a programme and effectively support the moderation of assessment of an NQSW. This was clearly seen in some of the very small organisations with no programme structure and little or no HR/learning and development support. Managers and practitioners were able to download and use resources to both facilitate and support a 'programme' of activity around the NQSW.

### **Key point**

Evidence gathered during the visits has led us to the view that a restating of the basic criteria for ASYE would be helpful in establishing consistency in quality assurance.

### **Partnerships**

In many areas of the country employers have been working together on ASYE planning and quality assurance. Within child and family services this has often been linked to the more formal requirements in adult's services for a moderation process. Those partnerships are clearly also making a contribution to the quality assurance of child and family ASYE.

Some programmes also clearly benefitted from being aligned to a Teaching Partnership, but there is not consistency nationally in either the relationship between ASYE and Teaching Partnerships or the aforementioned moderation partnerships and teaching partnerships.

Partnerships with universities are also a feature of a number of ASYE programmes. However, we learned that these are extremely varied from an informal representative on a moderation panel through to commissioned learning programmes and formal academic assignments.

### **Key point**

Existing partnerships could offer further support and enable other employers, especially small and voluntary sector organisations, to become involved in and benefit from partnership activity.

## **2.2 Evaluation criteria 2: The ASYE programme ensures that the KSS and the PCF underpin NQSW professional practice**

The ASYE as a vehicle for embedding the KSS and the PCF at the start of a social worker's career is a key component of the government's commitment to driving up standards of professional practice.

The 360-degree data supports the findings of the quality assurance review visits in that employers are, to varying extents embedding the KSS within their ASYE programmes.

Most of the local authority employers, especially those who are members of teaching partnerships, are involved to some extent with under-graduates, principally through student placements. There is, however, limited evidence of employers visiting universities to talk about the KSS with students. Feedback from NQSWs indicated that where employers had participated in recruitment campaigns at the universities, this had significantly enhanced their understanding.

At recruitment stage, there was evidence to suggest that unless they come across the ASYE or the KSS while on placement, a high number of NQSWs do not have a clear understanding of the ASYE programme and underpinning links to the KSS

Most of the organisations (local authority and independent organisations) visited were able to demonstrate ways in which the KSS and the PCF are included within the assessment process and several provide support and guidance for NQSWs about how best to reference them within critical reflection logs. Assessor's understanding remains an issue and there is a continuing need to ensure they are clear on these frameworks and their application within the portfolio.

This connects to a further issue in that the emphasis on the KSS in the ASYE does not necessarily act as a driver on the wider workforce training and development offer. Gaps were identified where it was apparent that they are not being aligned to the learning and development framework of the wider organisation. Given that the ASYE programme is an important link to the National Assessment and Accreditation System (NAAS), in particular through employer endorsement, this is an important issue.

### **Key points**

- Assessors need support in their use of the KSS and the PCF in supervision and in their ASYE assessment.
- Organisations need to consider how to embed the KSS and PCF framework across the wider organisation including through better collaboration with universities in recruitment processes.

### **2.3 Evaluation criteria 3: The NQSWs' experience of undertaking the ASYE is central to the quality assurance and continuous improvement process**

For the Department for Education a key indicator of a successful ASYE programme is the NQSW's experience.

The 360-degree evaluation data supports the findings of the quality assurance review visits and the first meeting of the national NQSW community of practice in that this is developmental. It is evident from the data we have collated that constant focus on gathering feedback from NQSW's effectively is essential to the continuous improvement and quality of both local and national ASYE frameworks.

Most of the organisations visited were able to share several ways in which they canvassed their NQSWs about different aspects of the programme. Where major programme reviews had taken place, NQSW's views were taken into account to varying degrees. In several cases however, there was a lack of transparency about the ways that their feedback had been acted upon.

Those NQSWs that participated in the review visits were usually very open and relaxed about answering Skill for Care's questions frankly. They provided an invaluable level of insight about how the programme is working for them and highlighted some areas of inconsistency with the perceptions of the ASYE leads/senior management.

An interesting observation concerned the levels of 'buy-in' within the smaller independent organisations that were visited. In these environments the NQSWs had often needed to be proactive in terms of accessing the learning opportunities required for their ASYE, and they took a significant role in ensuring it progressed according to plan. The fact that their employer had supported them in accessing the programme meant that they felt valued as individuals and their satisfaction levels were correspondingly high.

In some of the larger programmes a more passive approach was evident. Examples of feedback suggested varying levels of enthusiasm, which ebbed and flowed for different parts of the programme and over time as it progressed. There were variations in the level of understanding about the underpinning workforce development rationale, and the ways in which participation in the ASYE connected with other aspects of the system. As mentioned elsewhere, the priority given by the senior management on such things as ensuring workload relief, time for CPD and access to supervision, had a profound impact on the level of NQSW engagement and their overall experience.

## **Key points**

- A constant focus on NQSW feedback is invaluable in creating an overall analysis of the impact of the ASYE programme.
- It is important that NQSWs have the full picture of the impact of their feedback on the ASYE programme, and how it fits within the organisation as well as the wider ASYE system.
- The National Framework needs to be transparent about how it receives and uses feedback from the NQSW Community of Practice and employers.

## **2.4 Evaluation criteria 4: The ASYE programme is integrated within the wider organisational system**

The extent to which the ASYE programme is embedded within the organisation is a significant indicator of success.

Data from the 360-degree evaluation indicated that while a majority of ASYE programmes are embedded at some level within their organisational systems, some disparity is evident. More detail about this was evidenced through the quality assurance review visits.

There was a significant correlation with the level of strategic investment in the programme and programme success. An immediate indicator was the participation of a member of the senior management team (assistant director/principal social worker/CEO) in the review visit/process.

Most of the employers visited were able to provide examples of the ways in which ASYE programmes are integrated within the wider business such as:

- Organisational ownership of the ASYE assessment decisions through some form of internal moderation or senior manager sign off process.
- The existence of reporting processes and feedback loops with senior staff, and tangible evidence of feedback being responded to in practice e.g. in cross-organisational responses to workload relief/professional development time.
- The embedding of the ASYE within workforce strategies around such things as CPD opportunities, and the recruitment and retention of staff, reduced the need for agency workers.
- The embedding of the ASYE within performance management processes.
- The value placed on ASYE celebration events and the engagement of senior personnel in these.

A smaller number of the employers visited shared a sense that the ASYE is not as integrated within the organisational system. Where this was the case the implications for the ASYE were far-reaching, including from the information we have collected to date:

- Limited buy in from NQSWs evidenced by such things as poor engagement/attendance in CPD opportunities and delays in completing the portfolios.
- Engagement/capacity issues for team managers in terms of understanding what was required of them with regards to the necessary support and supervision.
- The general perception that the ASYE is an added burden and a lack of recognition about its value and purpose.
- Lack of alignment with HR processes which is highlighted when, for example, capability issues emerge and in the duplication of performance management processes.

Most of the larger employers reviewed used the NQSW grant to create an ASYE lead/co-ordination role(s). In most cases these roles are occupied by social work qualified staff with the support of administrative personnel.

The impact of this dedicated resource is seen as significant in demonstrating the organisational commitment to the programme and in ensuring the quality of the delivery. Without the back-up of their senior management however, ASYE leads cannot address the capacity/resource issues that can have so much impact on the robustness of the ASYE programme.

### **Key points**

- Regardless of organisational size or type, senior management ownership is fundamental to ensuring the success and sustainability of the ASYE programme.
- A clear quality assurance process that informs and drives the ASYE programme is crucial for continuous improvement.
- Where there are weaknesses in the link between the ASYE programme and senior leadership, the experience of the NQSW is likely to be poorer and is evidenced by a less cohesive programme.

### 3. Recommendations

This report documents the first year’s implementation of the Cycle of Quality Assurance and Continuous Improvement for ASYE programmes in child and family services. A number of key messages have been identified throughout the report and have been used to inform the recommendations set out below.

1. The employer standards for supervision should be echoed in the implementation of ASYE programmes.
2. Senior leadership ownership of the ASYE programme should be secured.
3. The minimum standard for managing work load relief should be embedded in the ASYE scheme.
4. A consistent approach for all NQSWs across different teams and departments should be adopted across the organisation.
5. ASYE programmes should have a clear governance process which includes quality assurance.
6. Consideration should be given to partnership with HEI’s to support ASYE programmes in the context of wider recruitment and retention initiatives.
7. To consider resilience training for NQSWs’ which includes supporting them to reflect and question organisational norms (e.g. challenging workload pressures).
8. To continue the provision of appropriate resources to further support the development of supervisors, including the embedding of KSS and PCF in assessment.
9. To further explore the implementation of the ASYE scheme and the lessons learnt in the PVI sector.
10. Consistent senior management support so that the ASYE is fully integrated within organisations.
11. Greater transparency is needed to show how NQSW feedback received is incorporated into future practice.
12. A re-statement of the basic requirements of ASYE will support further consistency in the design and delivery of ASYE programmes, and the assessment of NQSWs. The following table gives an indication of what might be included:

<b>ASYE assessment requirements</b>	<b>Current child and family</b>	<b>Future recommendation for child and family</b>
Audit against the KSS	Yes	Yes
Learning agreement and PDP	Yes	Yes
Direct observations	Yes, but number not prescribed	Minimum of three
Feedback from other professionals	Highly recommended but number not prescribed	Minimum of three
Feedback from people in need of care and support, children and their carers	Highly recommended but number not prescribed	Minimum of three
Critical reflection	Required but no prescribed format	Critical reflection log or equivalent

Assessment of record and report writing	Highly recommended	Yes
Holistic assessment	Yes against the KSS and the PCF	Yes against the KSS and the PCF
Moderation	Recommended	Required

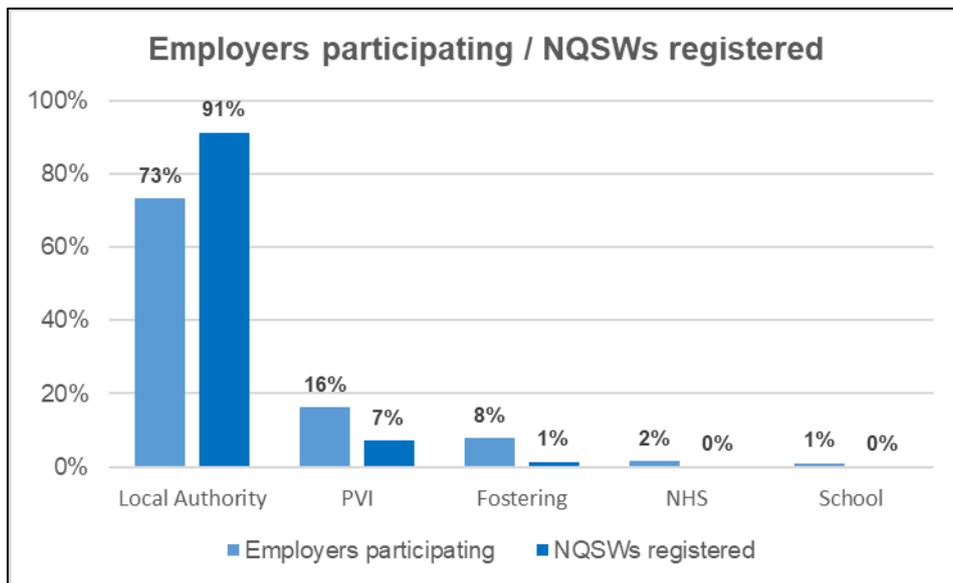
## 4. Data from the portal

This section contains a summary of the data collected on the Skills for Care portal in respect of employer applications for grant funding. It shows that in 2018-19 a total of 190 different employer organisations registered 2827 newly qualified social workers onto the ASYE programme.

### 4.1 Total registrations by employer type

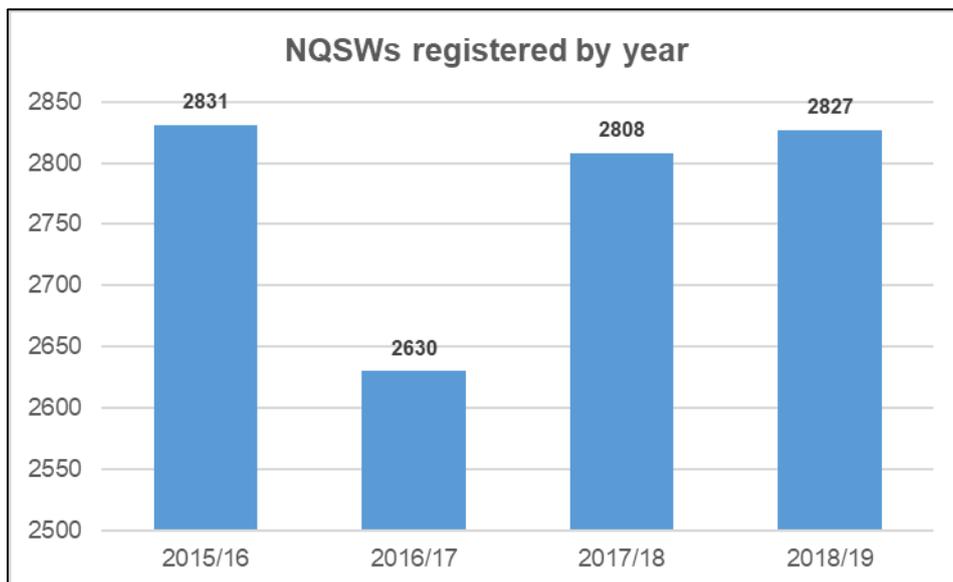
The total number of ASYE registrations for 2018-19 was 2827. Applications were received from 190 employers:

Employer type	Number of employers participating	Number of NQSWs registered
Local authority	139	2579
PVI	31	203
Fostering	15	39
NHS	3	4
School	2	2
<b>Total</b>	<b>190</b>	<b>2827</b>



## 4.2 Total NQSW registrations by year

The number of NQSW registrations in 2018-19 was similar to 2017-18 and also 2015-16 (2827 compared with 2808 and 2831 respectively).



## 5. Data from the 360-degree tool

The data submitted via the 360-degree tool to date indicates that the ASYE is functioning well for participants across most statement measures.

The evaluation criteria statements scoring the highest nationally were:

- The development needs of individual NQSWs are clearly identified, recorded, and reviewed via a PDP at each stage of the ASYE process (score = 4.4)
- NQSWs have access to learning opportunities relevant to their individual and collective development needs (score = 4.4)
- Assessment outcomes for individual NQSWs are quality assured by the organisation's internal moderation process to ensure that they are accurate, valid, robust and sufficient (score = 4.4)

The evaluation criteria statements scoring the lowest nationally were:

- NQSWs are able to engage with the national quality assurance and continuous improvement framework via the National Community of Practice for NQSWs (score = 3.5)
- NQSWs receive workload relief appropriate to their stage in the programme with a minimum level of 10% (score = 3.8)
- There is a transparent approach to the way that workload relief is managed for NQSWs participating in the ASYE programme (score = 3.8)

### 5.1 Background

A 360-degree tool has been provided to help employers gather feedback that will help them to review and quality assure their ASYE programmes. The tool enables employers to gain a balanced view of their progress because feedback is gathered from multiple stakeholders.

The tool is based around the ASYE programme's evaluation criteria and consists of 32 statements organised under four overarching themes:

- 1) The ASYE programme is delivered in accordance with ASYE Framework and Employer Standards

- 2) The ASYE programme ensures that the KSS and the PCF underpin NQSW professional practice
- 3) The NQSWs' experience of undertaking the ASYE is central to the quality assurance and continuous improvement process
- 4) The ASYE programme is integrated within the wider organisational system

Respondents rate how they feel about each statement using a scale from 1 ('Not functioning for any participants') to 5 ('fully functioning for all participants').

Employers complete the assessment themselves ('self-assessment'), as well as inviting their NQSWs, line managers and others to complete it. Feedback is provided anonymously.

Once complete each employer receives a personalised report which shows their results as an average for their organisation as well as broken down by type of respondent. As more data is input into the tool Skills for Care will be able to provide employers with comparative results for their region or Teaching Partnership.

The following pages show the composite results for the 33 organisations who had submitted their data up to 31<sup>st</sup> March 2019<sup>1</sup>. Using this we are able to report on the national average for each statement, as well as the range of scores, from the minimum (0) to the maximum (5). The results have been coded as follows:

- |           |         |   |  |
|-----------|---------|---|--|
| 1.0 - 1.9 | = Red   |  | (1 = Not functioning for any participants)   |
| 2.0 - 3.9 | = Amber |  |  |
| 4.0 - 5.0 | = Green |  | (5 = Fully functioning for all participants) |

Where applicable, comparisons have been made with the data collected at the consultation events (July 2018) and through the follow-up online survey<sup>2</sup>.

## **5.2 Evaluation criteria theme 1: The ASYE programme is delivered in accordance with ASYE Framework and Employer Standards**

The results for the statements in this section were generally high. Fourteen out of the nineteen statements scored an average, nationally, of at least 4 out of 5 ('Green'), with

---

<sup>1</sup> A further 26 organisations have registered, but not submitted any data and a further 10 organisations have submitted some data but have not met the minimum criteria for inclusion in our reporting.

<sup>2</sup> A note of caution: The 360-degree tool results are based on a relatively small number of organisations and the questions asked/answer scales used at the consultation events/in the online survey were slightly different to those employed in the 360-degree tool, therefore the comparisons made are indicative only.

the remaining five statements scoring an average, nationally, of 3.8 or 3.9 ('Amber') (see overleaf).

Looking back at the results from the consultation events/follow-up survey, the results of the 360-degree tool suggest that:

- the ASYE is now more commonly in place at the commencement of employment (42% of respondents said NQSWs had the opportunity to commence the ASYE 'immediately')
- the minimum of 10% reduction in caseload has been embedded more consistently (29% of respondents said it was 'always' the case and 42% that it was 'mostly' the case)
- the Employer Standards relating to the frequency of supervision are being more consistently applied (29% of respondents said this 'always' happened in their organisation and 47% that it 'mostly' happened)
- the addressing of the development needs of NQSWs has become more embedded (the previous results suggested that the development needs were generally identified but weren't always being addressed)
- more could still be done to ensure that supervisors/assessors are adequately trained and supported to undertake their role (the previous results suggested that only a fifth of supervisors/assessors received specific training and three in ten received specific support).

	National average	Min	Max
The support needs of individual NQSWs are clearly identified and recorded and plans are in place to meet them from the start of the ASYE	 4.2	 2.1	 4.9
Plans are in place to meet an NQSWs support needs from the start of the ASYE programme	 4.2	 2.2	 5.0
NQSWs receive regular reflective supervision from a registered social worker who has demonstrable skills and experience in developing others.	 4.1	 1.5	 4.9
Supervision takes place as stated in the Employer Standards and is appropriate to the stage the NQSW is at in the ASYE	 4.1	 2.3	 4.7
NQSWs receive work-load relief appropriate to their stage in the programme with a minimum level of 10%.	 3.8	 1.8	 4.9
There is a transparent approach to the way that workload relief is managed for NQSWs participating in the ASYE programme.	 3.8	 2.2	 4.9
Protected time is made available for NQSWs to undertake personalised CPD activities, ASYE dedicated training events and other peer learning opportunities such as action learning.	 4.1	 2.8	 5.0
Opportunities are available for NQSWs to access peer support	 4.2	 2.3	 4.9
The support needs of supervisors / assessors are addressed in ways appropriate to their needs and level of experience in this role	 3.9	 1.8	 4.9
The development needs identified in the NQSW's final placement report (pre-qualification) are addressed in the initial PDP of the ASYE.	 3.9	 2.7	 4.9
The development needs of individual NQSWs are clearly identified, recorded, and reviewed via a PDP at each stage of the ASYE process.	 4.3	 2.3	 4.9
NQSWs have access to learning opportunities relevant to their individual and collective development needs.	 4.4	 2.7	 4.9
Supervisors / assessors have access to learning opportunities relevant to their individual and collective development needs	 3.9	 2.4	 4.9
NQSWs are supported to develop critically reflective practice within the ASYE programme	 4.2	 2.2	 4.9
NQSWs and supervisors / assessors are supported to understand the emphasis on progressive development within the ASYE assessment process.	 4.1	 1.9	 4.9
Both NQSWs and supervisors have a clear understanding of what is required of them with regard to the sufficiency and quality of assessment evidence	 4.0	 1.8	 4.8
Feedback gathered from service-users as part of the ASYE programme is addressed within the assessment process	 4.1	 2.8	 5.0
Detailed action plans are put in place and reviewed regularly where there are concerns about an NQSW's conduct and performance at any stage of the ASYE	 4.2	 2.0	 5.0
Assessment outcomes for individual NQSWs are quality assured by the organisation's internal moderation process to ensure that they are accurate, valid, robust and sufficient.	 4.3	 1.8	 4.9

### 5.3 Evaluation criteria theme 2: The ASYE programme ensures that the KSS and the PCF underpin NQSW professional practice

The results for the statements in this section were generally high. All five statements scored an average, nationally, of at least 4 out of 5 ('Green') (see below).

	National average	Min	Max
The NQSW is informed about the KSS and the ASYE plus the associated organisational expectations as part of the recruitment process	 4.0	 2.4	 4.7
Measures are in place to ensure that NQSWs have an understanding of the KSS and its' significance to their professional practice as soon as possible after they start their employment, and before they commence the ASYE	 4.1	 2.7	 4.9
ASYE supervisors / assessors and line managers (where different) support NQSWs to develop their professional practice underpinned by the KSS and the PCF	 4.1	 2.3	 4.9
There is clarity about the ways in which the ASYE learning and assessment process is mapped against the KSS and the PCF and this is clearly referenced in the assessment documentation.	 4.2	 2.5	 4.9
Supervisors / assessors base their ASYE assessment on the KSS and the PCF	 4.3	 2.5	 5.0

Looking back at the results from the consultation events / follow-up survey, the results of the 360-degree tool suggest that:

- the KSS and ASYE are now being more routinely incorporated into the recruitment process (62% of respondents said the ASYE was 'always' introduced as part of the recruitment process and 22% that the KSS was 'always' introduced)

### 5.4 Evaluation criteria theme 3: The NQSWs' experience of undertaking the ASYE is central to the quality assurance and continuous improvement process

The results for the statements in this section were slightly lower than the previous two sections. Both scored an average, nationally, of at least 3.4 out of 5 ('Amber') (see overleaf).

Looking back at the results from the consultation events/follow-up survey, the results of the 360-degree tool suggest that:

- NQSW feedback is being collected and incorporated into the continuous improvement process more consistently (40% of respondents said the information was 'always' collected and acted upon).

	National average	Min	Max
The views of NQSWs about their experience of the ASYE programme are fully represented within the local quality assurance and continuous improvement process	 3.8	 1.7	 4.6
NQSWs are able to engage with the national quality assurance and continuous improvement framework via the National Community of Practice for NQSWs.	 3.4	 1.3	 4.6

## 5.5 Evaluation criteria theme 4: The ASYE programme is integrated within the wider organisational system

The results for the statements in this section were generally high. Four out of the six statements scored an average, nationally, of at least 4 out of 5 ('Green'), with the remaining two statements scoring an average, nationally, of 3.8 or 3.9 ('Amber') (see below).

	National average	Min	Max
The organisation takes ownership of the supervisor / assessor's assessment recommendations as part of practice endorsement for child and family social workers.	 4.1	 2.1	 4.8
A clear and transparent quality assurance and continuous improvement process is in place within the organisation	 4.0	 2.2	 4.8
The perspectives of supervisors / assessors and service users informs the quality assurance and continuous improvement cycle.	 3.9	 1.9	 4.7
Senior management is engaged with all aspects of the quality assurance and continuous improvement process	 3.8	 2.1	 4.7
Career / CPD progression opportunities following on from the ASYE are in place for social workers	 4.2	 2.4	 4.9
Performance within the ASYE is linked to supervision, appraisal and other performance management processes.	 4.2	 2.1	 4.9

## 6. Appendices

### 6.1 Profile of organisations visited as part of the quality assurance process

Employer type	NQSW Count	Region
LA	5	North West
LA	8	South West
LA	10	North East
LA	10	North West
LA	12	Midlands
LA	14	London and South East
LA	18	Yorkshire and Humber
LA	25	Midlands
LA	30	North West
LA	32	Eastern
LA	57	North West
Fostering	1	London and South East
Fostering	2	London and South East
Fostering	2	North West
School	1	Midlands
PVI	1	North West

Skills for Care  
West Gate  
6 Grace Street  
Leeds  
LS1 2RP

Telephone: 0113 245 1716  
Email: [info@skillsforcare.org.uk](mailto:info@skillsforcare.org.uk)  
Web: [www.skillsforcare.org.uk](http://www.skillsforcare.org.uk)