

Evaluation criteria for the Assessed and Supported Year in Employment (ASYE) Revised 2021

The purpose of the evaluation criteria is to provide a benchmark, which employers can use to ensure their ASYE programme is providing all the elements which are required for a successful ASYE programme and development of their social work workforce.

The evaluation criteria:

- Are drawn from the ASYE framework, the employer standards, innovative practice identified by employers and our learning from the pandemic and underpin all the activities, tools and resources associated with the ASYE.
- Now apply to all ASYE programmes across both child and family and adult settings, to emphasise that the ASYE is a one profession programme and will reflect, where necessary, separate requirements in both service areas. They demonstrate a commitment to inclusivity for all NQSWs and ensuring that the NQSW experience is at the centre of the ASYE.
- Will be written in a way that encompasses what is required of all ASYE programmes and will emphasise what this means for our three key audiences: NQSWs, NQSW assessors and ASYE coordinators.

1. The NQSW experience is central to the ASYE

Arrangements are in place to ensure that:

- Feedback is proactively sought by employers through mechanisms such as the 360-degree evaluation tool to ensure NQSWs are active participants rather than passive recipients in their ASYE.
- NQSWs – along with other stakeholders (i.e. ASYE supervisors/assessors, and people who need care and support and their carers)¹ are able to make a meaningful contribution to ASYE quality assurance and continuous improvement.
- NQSW wellbeing is prioritised from the beginning of the ASYE and NQSWs are made aware of the support structures available to them within the organisation from the outset of their ASYE and how to access this support, such as buddying and peer support networks.
- Equality, diversity and inclusion is central to the ASYE programme, ensuring that all NQSWs are offered an ASYE experience which is tailored to their individual needs, including cultural and learning needs.

¹ This includes children and young people

- ASYE programmes have policies in place to ensure their NQSWs and those supporting them practice from an anti-racist perspective.
- ASYE programmes have an equality and diversity framework in place to ensure their NQSWs and those supporting them are not treated unfairly or discriminated against because of their background or characteristics.
- The organisation has mechanisms in place to gather and monitor data that is reflective of the diversity of the organisation's workforce; then take action where necessary so that employees from a diverse background are not disadvantaged.
- NQSWs are encouraged to engage with the national ASYE framework via the quarterly NQSW online forums.

2. The ASYE programme is delivered in accordance with the ASYE framework and employer standards

Arrangements are in place to ensure that:

- The transition from student to NQSW clearly identifies the individual support and development needs of NQSWs.
- Every NQSW has a Personal Development Plan (PDP).
- The support and development needs of NQSWs are clearly identified, recorded, and reviewed via a personal development plan at each stage of the ASYE process.
- NQSWs receive regular reflective supervision (i.e. weekly for first six weeks, fortnightly for first six months, monthly thereafter) from a registered social worker who has demonstrable skills and experience in developing others.
- NQSWs receive workload relief appropriate to their stage in the programme. Complexity of case work is relevant to the individual NQSW and gradually increases through the ASYE. Overall, the level of workload does not exceed 90% (of the average case load)
- Protected time is made available for NQSWs to undertake personalised continuing professional development (CPD) activities, in line with Social Work England requirements, ASYE dedicated training events and other peer learning opportunities such as action learning and the NQSW online forum.
- The support needs of supervisors/assessors are addressed in ways appropriate to them. Employers should make it possible for them to access peer support through such things as action learning sets and the quarterly ASYE assessors' online forum.
- NQSWs have access to learning opportunities relevant to their individual and collective development needs.
- Supervisors/assessors have access to learning opportunities relevant to their individual and collective development needs.
- Employers should make it possible for them to access peer support

through such things as action learning sets and the quarterly ASYE assessors' online forum.

- All aspects of the ASYE programme place emphasis on the importance of critically reflective practice.
- There is an emphasis on progressive development and assessment evidence is provided by different people, in different situations and over the duration of the ASYE.
- Feedback gathered from people, including children and young people who need care and support, through direct observations is addressed within the assessment process.
- Both NQSWs and supervisors have a clear understanding of what is required of them with regard to the sufficiency and quality of evidence.
- Assessment outcomes are accurate, valid, robust and sufficient.

3. The ASYE programme ensures that post qualifying standards (previously known as the knowledge and skills statement) (PQS) and the professional capabilities framework (PCF) underpin NQSW professional practice

Arrangements are in place to ensure that:

- Links are in place with partner universities so that students have understanding about the PQS in advance of their graduation.
- The NQSW is informed about the PQS and the ASYE and the associated organisational expectations as part of the recruitment process.
- All those involved in the ASYE (NQSWs, supervisors, managers) receive the support they need to understand their role in relation to the development of social work practice underpinned by the PQS and the PCF.
- The PQS and the PCF are mapped against all the available learning and development opportunities provided by the organisation in relation to the ASYE.
- ASYE assessment is based on the PQS and the PCF.

4. The ASYE programme is integrated within the wider organisational system

Arrangements are in place to ensure that:

- The organisation takes ownership of the supervisor/assessor's assessment recommendations through an internal moderation panel.
- A clear and transparent quality assurance and continuous improvement process is in place within the organisation. Identified improvement actions are monitored and reviewed.
- The ASYE is embedded within the workforce strategy and forms part of clearly defined career and CPD pathways for qualified social workers.

- The ASYE is integrated within human resources and performance management processes.
- Senior management are aware of their key role as leaders in championing the success of the ASYE programme. This includes ensuring that NQSWs are not overburdened with their caseloads and that protected CPD and development time is adhered to.

Useful links:

[Employer Standards](#)

[Social Work England CPD Standards](#)

[Guidance on transition from student to NQSW](#)

[Post qualifying standards for Child and Family practitioners](#)

[Post qualifying standards for social work supervisors in adult social care](#)

[Knowledge and skills statements for Social Workers in Adults Services](#)