

Mental Health Social Work in the NHS: The Assessed and Supported Year in Employment (ASYE) Good Practice Guide for NHS Employers



Foreword

It gives me great pleasure to introduce this guide, which is dedicated to enabling the right support for our newly-qualified social workers (NQSWs). The transition from learning to the demands of frontline practice is both exciting and challenging. It is crucial that we, as leaders, ensure that this journey is underpinned by strong support systems, professional development opportunities and an unwavering commitment to anti-discriminatory and anti-racist practice.

Newly-qualified social workers are vital to the future of our mental health services. I know from my position as Chief Executive of Central and North West London NHS Foundation Trust that their energy, fresh perspectives, and commitment to holistic care enrich our multidisciplinary teams and strengthen our ability to meet the needs of those we serve. It is therefore essential that all NHS trusts, local authorities, and other health and social care organisations provide them with the tools, resources, and supportive environments they need to thrive in their first year.

The Assessed and Supported Year in Employment (ASYE) framework is one such tool, offering structured, reflective supervision, manageable caseloads and tailored training. This framework helps new social workers build confidence and competence, ensuring that they grow into skilled professionals who contribute meaningfully to the well-being of our communities. However, access to ASYE programmes can vary significantly across mental health service providers. We must work to ensure equitable access, recognising that high-quality support in this formative period leads to better outcomes for social workers and service users alike.

Equally important is the need to create welcoming, inclusive environments where newly-qualified social workers, including those from overseas, feel valued and safe. By fostering cultures of diversity, equity and inclusion, we can enable our social workers to bring their whole selves to their practice, benefiting not only their professional development but also the diverse populations they serve. Embedding anti-racist practice in the support we provide is essential, as is cultivating the cultural competency of all staff.

The recruitment and retention of social workers are critical to addressing our workforce challenges. As demand for mental health services grows, it is our responsibility to create pathways for career development and long-term success for our social workers. Investing in their early career support will pay dividends in building a stable, skilled, and reflective workforce that is ready to meet the complexities of modern mental health care.

I encourage all leaders, managers, and practitioners within our services to engage fully with this guide. Let us work together to ensure that our newly-qualified social workers are supported, valued and empowered to deliver the highest standard of care. Their success is our success, and ultimately, it is the people who use our services who benefit the most.

Together, we can build a stronger, more resilient workforce, ready to meet the evolving challenges of mental health care in England.



Claire Murdoch

Chief Executive
Central and North West London
NHS Foundation Trust

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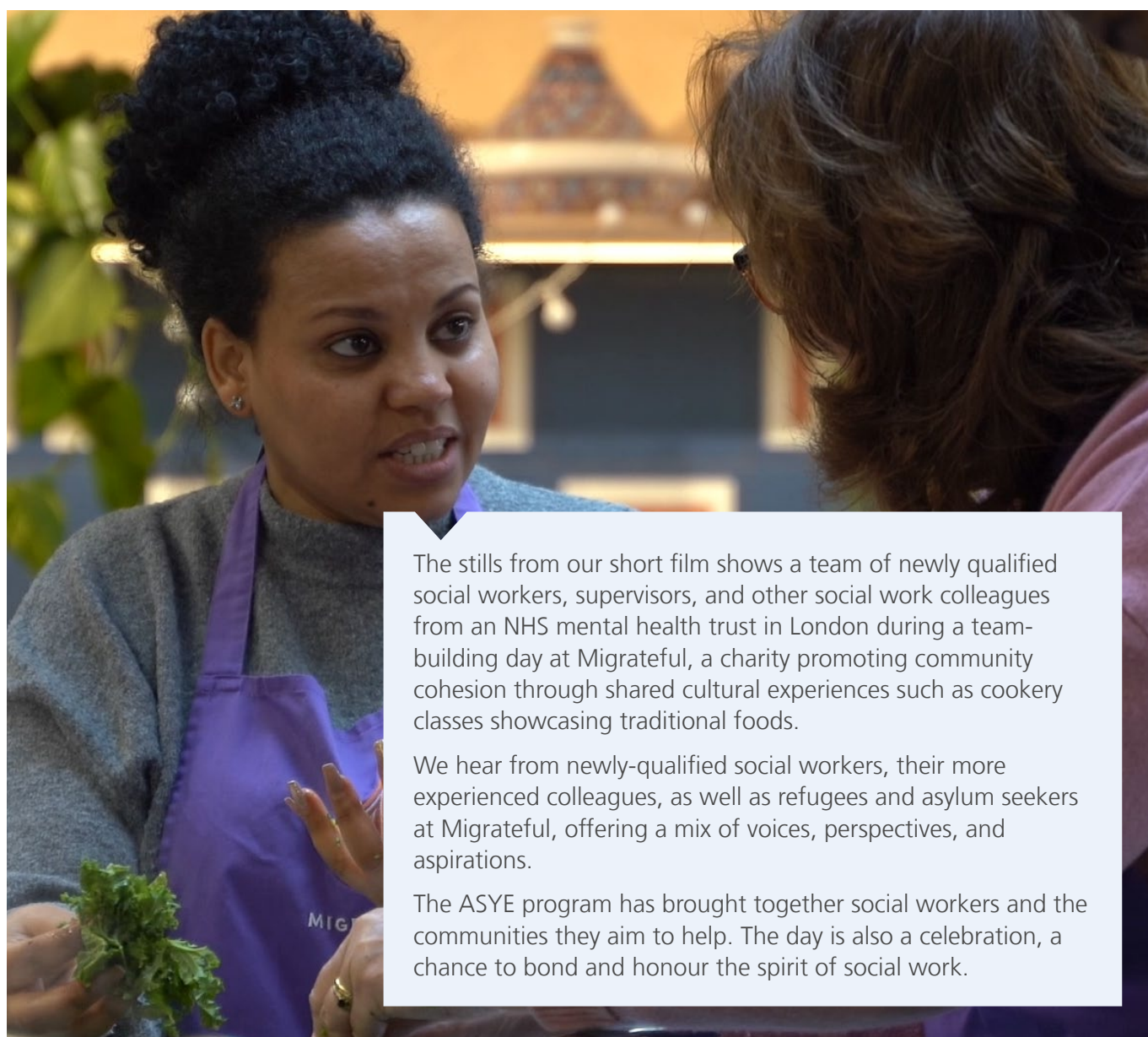
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1. Introduction

This Guide will support NHS organisations in providing a structured and supportive environment for newly-qualified social workers during their transition into the workforce by:

- providing an overview of the expectations of the ASYE and how it is currently delivered;
- showcasing good practice;
- providing clear practical guidance for trusts to establish their own ASYE programmes; and
- by framing ASYE in line with [employer standards for social workers](#).

It is part of a suite of [resources and guidance](#) developed by NHS England (NHSE) in partnership with stakeholders to support social workers employed by NHS Trusts (see also www.skillsforcare.org.uk/MentalHealthSocialWorkers



The stills from our short film shows a team of newly qualified social workers, supervisors, and other social work colleagues from an NHS mental health trust in London during a team-building day at Migrateful, a charity promoting community cohesion through shared cultural experiences such as cookery classes showcasing traditional foods.

We hear from newly-qualified social workers, their more experienced colleagues, as well as refugees and asylum seekers at Migrateful, offering a mix of voices, perspectives, and aspirations.

The ASYE program has brought together social workers and the communities they aim to help. The day is also a celebration, a chance to bond and honour the spirit of social work.

i. Why set up an ASYE programme?

The NHS is undergoing significant transformation in its workforce with the introduction of the [NHS Mental Health Implementation Plan](#).

Newly-qualified social workers are a vital part of the skill mix in mental health services and their effective recruitment and retention form a key part of meeting changing workforce demands. It is vital that NHS trusts ensure that they secure access to an ASYE programme for their staff, whether it is provided directly or in partnership.

ii. National workforce picture

The most recent [NHS Benchmarking survey](#) found there were 3,332 directly employed social workers (WTE) reported by NHS trusts as working in mental health services on the census date of March 31, 2023. Four per cent of social workers were undertaking the Assessed and Supported Year in Employment. Although the direct employment of social workers by NHS trusts has increased, it is nevertheless a small workforce when compared with other professions in the NHS; this can therefore pose challenges for organising early career support.

iii. Access to the ASYE

Access to robust ASYE can vary, depending on local arrangements and leadership. Some social workers may find they have no access to a programme. NHS organisations need to consider the ASYE systemically, alongside paying attention to several interventions such as onboarding, and induction, CPD and career support and effective wellbeing and team support strategies.

iv. Partnership provision

In partnerships between trusts and local authorities, some NHS staff have relied on the ASYE programmes being delivered in the local authority. It is important that whatever programme arrangement is agreed meets the needs of newly-qualified social workers in the NHS.

If we can ensure a better understanding at leadership level of the importance of offering ASYE in NHS teams, it can help promote the role and

strengthen the identity of the social worker in the multidisciplinary team. Offering programmes that address the specific needs of newly-qualified social workers is essential. This includes training on legal frameworks, assessment methods, communication skills and cultural competency. This is particularly important should trusts wish to recruit and support newly-qualified social workers from overseas. See [International Recruitment and Induction Standards | BASW](#)

v. Supporting staff retention

All NHS Trusts as employers of newly-qualified social workers should be clear on the expectations of the ASYE year and support their staff in accessing such a programme. Ongoing professional development opportunities help people undertaking their ASYE to enhance their skills and keep up with emerging best practice.

This affects the skills of the workforce and supports retention of staff. As more trust ASYE programmes develop, there are opportunities for sharing learning across programmes. This can help establish a culture of joint training, career development events and learning opportunities across local authorities and trust programmes. It can be helpful if Trusts ensure that the role of the social worker and the expectations of the support and training for this role are clear, in the same way that other allied professionals are supported.



2. Who is the Guide for?

Trust Board and senior leaders

Engaging with the ASYE as good practice

This section outlines the benefits and advantages of implementing the ASYE programme in the organisation. It highlights the positive impact on workforce development, retention and the overall quality of social work practice. Senior leaders can gain a comprehensive understanding of the value the ASYE programme brings to the organisation.

Developing organisational support

Senior leaders play a crucial role in creating a supportive environment for ASYE participants. This section provides guidance on what good organisational support looks like, including resource allocation, training opportunities and mentorship programmes. It helps senior leaders understand their responsibilities in fostering a supportive culture for ASYE participants.

Middle managers and team managers

Training managers

This section provides guidance on training managers to fulfil their role effectively. It may cover topics such as providing constructive feedback, conducting performance evaluations and supporting the professional development of ASYE participants.

Role of managers in the ASYE

This section delves into the specific responsibilities of managers in supporting ASYE participants. It highlights the importance of regular supervision, facilitating reflective practice and creating a supportive working environment. Middle managers can gain insights into their role and how they can best contribute to the success of the ASYE programme.

ASYE lead professionals and ASYE co-ordinators

Developing the ASYE assessor role

ASYE lead professionals and co-ordinators are responsible for overseeing the ASYE programme and supporting assessors. This section offers guidance on how to develop the ASYE assessor role, including recruitment, training, and ongoing support. It provides insights into the responsibilities of assessors and how they can effectively support and assess ASYE participants.

Anti-racist practice and the ASYE

ASYE lead professionals can benefit from the section on anti-racist practice. It explores how anti-racist principles and an understanding of the intersectionality of anti-racist practice can be incorporated into the support provided to ASYE participants. This section may include examples, resources and strategies for promoting diversity, equity and inclusion in the ASYE programme.

3. General introduction to the ASYE

The ASYE framework was established to ensure that newly-qualified social workers receive consistent support in their first year of practice so that they can become confident and capable professionals. It is designed to provide support and protection for newly-qualified social workers as they transition from their academic training to becoming more experienced professionals. It offers a structured framework to facilitate their professional development and enhance their skills and capabilities.



It typically includes the following components:

- **Set training**

ASYE participants are provided with specific training opportunities tailored to their needs. It can cover legal frameworks, assessment methods, communication skills and working with diverse populations. The training is designed to bridge the gap between academic learning and real-world practice.

- **Protected caseload and supervision**

ASYE participants are allocated a caseload that is manageable and appropriate for their level of experience. This allows them to gain hands-on experience while receiving support and guidance from experienced practitioners. They have regular supervision sessions with their assigned ASYE assessor, who provides feedback, guidance and assistance in managing complex cases. If the assessor is not the line manager, they may offer reflective case supervision.

- **Reflective practice sessions**

The ASYE programme emphasises the importance of reflective practice. Participants have access to a range of forums where they can reflect on their experiences, discuss challenges they encounter and explore strategies for improvement. These sessions promote self-awareness, critical thinking, and continuous learning.

Overall, the ASYE programme provides structured support for newly-qualified social workers, ensuring they receive the necessary support and resources to develop their professional skills and competencies. It provides a structured environment where they can gain experience, receive supervision, access relevant training, and engage in reflective practice, all of which contribute to their growth and development as social work professionals.

It is underpinned by a robust assessment designed to assure professional standards and adoption of [Social Work England standards](#), as the regulator for social work. The leads to a holistic assessment against the [Professional Capabilities Framework](#) and the [Knowledge and Skills Statement](#) includes regular formal observation by experienced supervisors /practice educators and feedback from people who use services.

The scheme is open to any employer of social workers (including the voluntary sector and NHS). Employers are responsible for managing and quality assuring their own ASYE programmes. They are expected to meet [specified criteria for doing so in a process overseen by Skills for Care](#).

These criteria are to:

- facilitate learning, development and assessment requirements for NQSWs, such as regular supervision (initially weekly for the first six weeks and then every second week until the sixth month when it becomes monthly), 10% protected work time for learning and learning opportunities relevant to their needs;
- ensure the programme's practice is underpinned by [post-qualifying standards for child and family practitioners](#) and the [Professional Capabilities Framework](#);
- keep the NQSWs' experience of the programme central to the quality assurance process; and
- integrate the programme into organisational strategy and a clear career progression pathway.

During the Migrateful session, insights shared by these professionals highlight the importance of support and guidance, showing the critical role of experienced mentors in nurturing new social workers.

The year-long support of the ASYE program helps build confidence, competence, and a deeper understanding of their impact on people's lives.

The ASYE program is not just about honing skills – it can be a transformative experience for new practitioners, fostering resilience, empathy, and a commitment to social justice.

There is a wealth of good practice available, informed by successive evaluations ([Skills for Care, 2013 and 2015](#)) and a 360-audit tool to ensure robust design.



4. Difference between ASYE and preceptorship programmes

The purpose of both the ASYE programme and preceptorship is to provide support, guidance and development for all newly-registered practitioners to build confidence and competence as they transition from student to autonomous professional. The primary difference is that the ASYE programme includes formal assessment and the preceptorship programme does not.

| | ASYE | Preceptorship |
|----------------------------|---|---|
| For | Newly-qualified social workers | Newly-qualified nursing and allied health professions |
| Aim | To provide support and protection for newly-qualified social workers as they transition from academic training to becoming more experienced professionals | Welcome and integrate newly-registered practitioners into their new team and place of work. Preceptorship helps professionals to translate and embed their knowledge into everyday practice, grow in confidence and have the best possible start to their careers |
| Purpose | <ul style="list-style-type: none"> Improved retention of newly-qualified social workers. High standards of practice Deliver positive outcomes for children, young people, families, and adults who draw on care and support. | Improved retention for newly registered nurses and allied health professionals |
| Programmes | <ul style="list-style-type: none"> Training based on identified need Protected caseload and supervision Reflective practice sessions Learning through shadowing other services | Preceptorship programmes may include classroom teaching, attainment of role-specific competencies, online support, clinical supervision, and coaching. The most important element is the individualised support provided in practice by the preceptor |
| Length of programme | 12 months | Core standard is 6 months but varies according to individual need. Typically 12 months |
| Protected time | <p>Regular supervision which includes time for critical reflection.</p> <ul style="list-style-type: none"> 1-6 weeks (weekly) 6 weeks to 6 months (fortnightly) 6-12 months (monthly) Protected development time Half day per week (equivalent) Professional development opportunities based on the identified needs of the NQSW. Reduced workload allocation. Equivalent to 90% of an experienced social worker | Should have learning time protected in their first year of qualified practice and access to a preceptor with whom regular meetings are held. A core standard of eight hours' protected time is also recommended for each preceptor per year to accommodate their development, meetings and peer support needs. For the gold standard, 12 hours' protected time is proposed. |

| | | |
|--|---|--|
| Super-numerary period | None | Varies between organisations |
| ASYE supervisor/preceptor | The ASYE assessor is responsible for assessing the progress and competence of ASYEs throughout their programme. Assessor must be a registered social worker, ideally with two-year post-qualification experience and able to work to the Practice Educator Professional Standards , acknowledging that being a PEP is not a requirement. The recommendation is that the practice assessor is the team manager, but could be another senior social worker in the team. | Any registered healthcare professional of an equivalent or senior level to the preceptee, and within the same discipline (for example, nursing), may be a preceptor. They should have a minimum of 12 months' experience post-registration, with experience of working within the setting, and they should attend initial training or development. |
| Payment for ASYE supervisor/preceptor | Employer decision | No |
| Meeting requirements | The support input is intense with weekly supervision and close allocation of work to meet competencies. The time allocated could include supervision, regular direct observations and submission of required assessments | The first meeting with the preceptor should take place within their first two weeks. There should be a minimum of a further two meetings, with an interim meeting halfway through the preceptorship period and a final sign-off meeting towards the end of the preceptorship period. A gold standard includes bi-monthly meetings during the preceptorship period. These meetings should be around an hour long and should include protected time for both preceptee and preceptor |
| Formal assessment requirements | <p>Yes. It can be linked to the organisations probationary policy. Evidence of progressive development of professional capability demonstrated through:</p> <ul style="list-style-type: none"> • 3 direct observations • 3 pieces of feedback from children and young people/adults who need care and support • 3 pieces of feedback from other professionals • Assessment of 3 examples of written reports • Critical reflections at 6 and 12 months <p>Recorded in the RSPA and the NQSW's evidence of progression. Skills for Care oversees and regulates the ASYE.</p> | No. Final sign off meeting required |

5. Why employ NQSWs and what to think about when planning their recruitment as part of your workforce

5.1 Reasons for employing newly-qualified social workers

- **Fresh perspective and energy**

Newly-qualified social workers bring fresh ideas, enthusiasm, and a contemporary understanding of social work practice to the organisation.

- **Development of home-grown talent**

Investing in newly-qualified social workers allows the organisation to develop its own talent pool, nurturing professionals who align with the organisation's values and culture.

- **Addressing workforce needs**

NQSWs help address workforce shortages and meet the demand for social work services within the organisation and the community. It helps to reduce the reliance on agency staff. Placing a NQSW in a team with no other social worker in it should be avoided.

- **Career progression and retention**

It gives experienced social workers the opportunity to gain supervisory experience which in turn will support career progression. It enables experienced social workers to keep abreast of the most up-to-date social work theories and research.

- **Creates a reflective workforce**

Social workers who critically reflect on their work can grow and develop and encourages excellent social work practice.

- **Supports a stable social work culture**

Statistics evidence an ageing social work workforce, ensuring that that social workers can continue to make significant contributions towards holistic patient care and the overall well-being of individuals and communities.

5.2 Recruitment planning

Newly-qualified social worker should be placed in a team where the manager understands the requirements of the ASYE programme and can support the workload reduction during the programme.

The ASYE supervisor needs to be employed in the same team as the NQSW to provide oversight of their work and appropriate support ideally, or have a good understanding of the discipline of the team. However, this is not always possible or ideal, and having a supervisor from another team works better in some cases. There are strengths and limitations to having either an internal or external assessor, for instance, an external assessor may bring challenge but an internal assessor holds detailed knowledge.

There should be experienced multi-disciplinary team workers in the team who can also provide support to the NQSW.

[Social work employer standards](#) should be recognised, visible and met by the organisation.



6. Key areas for NHS organisations to consider

6.1 The challenges

Challenges to the role of the mental health social worker and the development of the ASYE programme include poor understanding of the social work role overall and limited knowledge of professional requirements ([Social work for better mental health - A strategic statement \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)).

This lack of understanding is compounded when trying to set up the ASYE programme in an NHS setting. A lack of understanding of the requirements of ASYE moderation processes, where experienced social workers are needed to review portfolios has resource implications for teams.



Challenges which have sometimes blocked the establishment of ASYE programmes include:

- **Resource allocation**

Allocating sufficient resources, including funding, staffing and time can be a significant challenge. Developing and implementing an ASYE programme requires financial investment to cover training costs, additional supervision capacity and resources for caseload allocation. Securing adequate resources within the NHS budget can be a complex process that requires careful planning and negotiation. Income from Skills for Care can be used to provide resources to support the programme if candidates are registered.

- **Coordination and collaboration**

This includes collaboration between the internal teams, human resources, training departments, and senior management. Organisations should also consider their relationships with HEI providers of initial training/ local Teaching Partnerships, as part of the ASYE partnerships. This can provide continuity/ build on knowledge/ values/ skills assessed at point of qualification. Effective communication and coordination are necessary to ensure smooth implementation and ongoing support for ASYE participants. Establishing clear lines of responsibility and effective mechanisms for collaboration is essential.

- **Integration with existing structures**

The programme needs to align with the NHS policies, procedures, and performance management frameworks. It requires careful consideration of how the ASYE programme fits into the broader organisational context, including any existing preceptorship or induction programmes. Ensuring a seamless integration can require careful planning, engagement with key stakeholders, and potentially adapting existing structures to accommodate the ASYE programme. The programme should align with and be reflected within the NQSWs Professional Development Plan.

- **Caseload allocation**

Allocating appropriate and manageable caseloads for ASYE participants can be challenging at a time of high demand. It is crucial to strike a balance between providing opportunities for learning and development while ensuring the workload is manageable. Allocating cases that offer a breadth of experience and exposure to different practice areas is important, but it must support the ASYE's learning and avoid overwhelming them. Ongoing monitoring and review of caseloads are necessary to maintain a suitable balance.

- **Supervision and support**

Providing adequate supervision and support for ASYE participants can be a challenge, especially if there are limited capacity or experienced practitioners. Ensuring that supervisors have the necessary skills, knowledge, and time to provide effective supervision is crucial. Organisations may need to invest in additional training for supervisors or consider external supervision options to support the ASYE programme effectively.

Addressing these challenges requires proactive planning, engagement with key stakeholders and a commitment to providing the necessary resources and support. It is important to plan for potential challenges and develop strategies to overcome them, ensuring the successful implementation and sustainability of the ASYE programme in the NHS setting.





6.2 Opportunities for improvements

- Ensure that the key benefits of ASYE (protected time, good supervision and bespoke training/learning opportunities) are at the heart of the programme are supported and understood at all levels of the organisation.
- Ensure a CPD offer for ASYE assessors, improving training and development in the role to ensure they can support NQSWs.
- Ensure that the ASYE assessors are supported to provide the required amount of supervision and this time commitment is recognised by their managers and the organisation.

Regular and good quality supervision is fundamental to the ASYE programme. This ensures that ASYE participants receive feedback, support, and guidance from experienced practitioners. Supervision sessions provide an opportunity to discuss cases, reflect on practice, and identify areas for growth and improvement.

6.3 Outcomes

These opportunities in turn contribute to the following outcomes:

- **Workforce development**

The ASYE programme contributes to the professional development of newly-qualified social workers, ensuring they have the necessary skills, knowledge, and confidence to deliver high-quality social work practice. It helps bridge the gap between academic learning and real-world application, enabling social workers to enhance their capabilities.

- **Retention and job satisfaction**

By offering protected caseloads, access to training, reflective practice sessions and dedicated supervision, the ASYE programme enhances job satisfaction and reduces burnout among newly-qualified social workers. It provides a supportive framework that helps retain talented social workers within the organisation.

- **Enhanced practice standards**

The ASYE programme promotes consistent and evidence-based practice, leading to improved outcomes for service users. It ensures that newly-qualified social workers are equipped with the necessary skills to effectively assess and intervene in complex social situations. This, in turn, contributes to the overall quality of social work practice within the organisation.

7. What do early career social workers need?

7.1 The ASYE assessor role

Providing experienced and skilled assessors to ASYE participants is crucial. Assessors offer guidance, support and a safe space for reflection, helping ASYEs navigate their professional challenges and develop their practice. Assessors often find the role enjoyable, and it helps develop their own supervision skills as well as keeping updated on social work theory and practice.

The support input is intense with minimum weekly supervision and close allocation of work to meet competencies. It is expected that protected time would be provided to allow for supervision, regular direct observations and submission of required reports.

The role of the assessor is to:

- support the NQSW in the development of their social work practice;
- provide ongoing improvement and confidence feedback to promote practice change;
- provide written feedback and reports of the NQSW's progressive development, leading to a pass/fail recommendation at the end of the programme for which they are professionally accountable; and
- ensure that the NQSW receives the support set out in the [Standards for Employers of Social Workers](#) (together with the NQSW's line manager).

Organisations can support ASYE assessors by providing comprehensive training, clear guidance on assessment criteria and ongoing support and supervision to ensure fair and consistent assessment processes.



I'd definitely do the ASYE programme again because East London have simplified the paperwork and process.

I was initially overwhelmed with the paperwork, but I've gotten into the swing of things since the three-month review. I would prefer to support someone in borough next time so we have the option to have face to face supervisions and it being easier to carry out direct observations during my shifts rather than on days off (I do get the time back), but it's not a must. The only challenge I've found was the NQSW not having any caseload supervision, but this was quickly resolved by emailing her new manager, and she should have had her first session on Monday.



I'm finding the ASYE role enjoyable – would do again.



Being outside of the team – sometimes this can be a benefit, allows NQSW to use the space very specifically.



7.2 For experienced social workers to take on the role

The ASYE lead in the organisation should routinely ensure that all suitable experienced social workers are asked about taking on this role in their supervision and annual appraisal.

The benefits of this role should be clearly outlined to social workers in the organisation.

Organisational agreement regarding additional payment for taking on this role might not be available in every area.

7.3 Supporting teams and managers

Managers play a critical role in providing guidance, feedback, and support to ASYEs. They should:

- provide regular performance feedback, opportunities for skill development, and resources to address any challenges faced by ASYEs in their roles.
- clarify the role of the ASYE assessor and provide insights on how organisations can support them effectively within the NHS.
- explain the role of managers in the ASYE programme, emphasising their responsibilities in providing guidance, feedback, and support to ASYEs.

The one-page briefing for managers (Appendix 1) can be given to all team managers outlining the ASYE programme and their role in supporting a NQSW through their first year of employment.



8. Anti-discriminatory practice and the ASYE

The ASYE programme should incorporate anti-racist, anti-oppressive and anti-discriminatory practice by promoting diversity, equality and inclusion. This includes:

- **Cultural curiosity**
Ensuring ASYE participants receive training on cultural curiosity and addressing issues of bias and discrimination in practice. It emphasises the importance of understanding and valuing diverse identities and experiences. As part of the ASYE, social workers should be encouraged to explore the diverse make-up of their local communities and explore community engagement as part of this.
- **Reflective practice on power and privilege**
Encouraging ASYE participants to critically reflect on power dynamics, privilege, intersectionality and systemic inequalities in their practice. This reflection can help them challenge and address any discriminatory practices or biases.
- **Support for those experiencing discrimination**
There is evidence to suggest many early career social workers are on the receiving end of discrimination at work and ASYE programmes should be clear about where social workers can gain support and be explicit about how they will respond.

Black and ethnic minority social workers are disproportionately likely to fail their assessed and supported year in employment (ASYE). [Skills for Care found from 2018 to 2021](#) that 3.2% of global majority and ethnic minority social workers failed to complete their ASYE, compared with only 0.9% of white social workers. Global majority men had an even higher failure rate of 8.1%

Managers and assessors must crucially provide informed, helpful and consistent feedback on performance in an inclusive environment and understand the often hidden pressures and burdens of discrimination.

ASYE programmes should ensure they build in consulting with those with lived experience on how well the programme is addressing their needs.



Recommendations for employers ([Skills for Care](#))

- Ensure that NQSWs and supervisors have the necessary training and support to enable them to call out racist practices.
- Ensure that NQSWs from global minority backgrounds were linked into peer support groups if this was their choice.
- Encourage 'hard to have' conversations, where individuals are not afraid to say the wrong thing and learn from the ensuing dialogue, take place at the outset of the ASYE and keep them on supervision and team meeting agendas throughout.
- Consider how to capture and analyse data on ethnicity, recruitment, achievement and attrition, and incorporate this, along with feedback from NQSWs, into the quality assurance process.
- Ask how the ASYE programme could develop an ethos of allyship, and what more action could be taken to tackle conscious and unconscious biases that result in black and ethnic minority NQSWs having worse outcomes than white colleagues on the programme.

Also see

[Anti-Racist Social Work Practice \(Researchgate\)](#)

[Anti-Racism Resources \(BASW\)](#)

[Intersectionality \(Research in Practice\)](#)



Participants in the Migrateful team building day.

9. Resources for further support

9.1 Films and narratives addressing anti-discriminatory practice

The context of the ASYE programme can be valuable resources for promoting inclusivity and combating discrimination.

These resources offer real-life examples, discussions, and insights into issues related to diversity, equity, and social justice. They can help ASYEs, and stakeholders deepen their understanding of anti-discriminatory practice and guide their actions towards creating inclusive and equitable social work environments. Some options for accessing these resources include

By engaging with films and narratives, ASYEs and stakeholders can:

- Gain awareness: Films and narratives offer first hand experiences and perspectives of individuals who have encountered discrimination. They raise awareness about the various forms of discrimination and the impact they have on individuals, communities, and social work practice.
- Foster empathy and understanding: By watching these resources, ASYEs can develop empathy towards individuals facing discrimination and gain a deeper understanding of their lived experiences. This understanding helps ASYEs provide more sensitive, culturally responsive, and inclusive support to service users.

Online platforms and websites

Various online platforms and websites provide access to films, documentaries, and narratives related to anti-discriminatory practice. Examples include:

Social work organisations' websites

Check the websites of professional social work organisations, such as the [British Association of Social Workers \(BASW\)](#) or the [National Association of Social Workers \(NASW\)](#), which often provide resources and links to relevant films and narratives.

Educational institutions' online libraries

Many universities and educational institutions have online libraries that offer access to films and resources on social work practice, including anti-discriminatory practice.

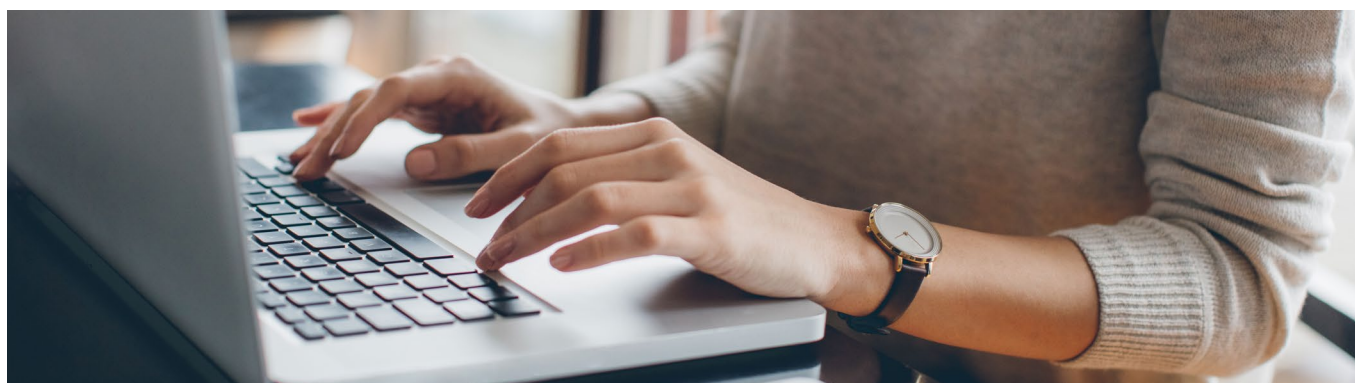
Streaming services and video platforms

Popular streaming services and video platforms often feature documentaries and films related to social issues, including anti-discriminatory practice.

Develop your own video resources to show case local community issues or groups.

[CNWL Migrateful film](#)

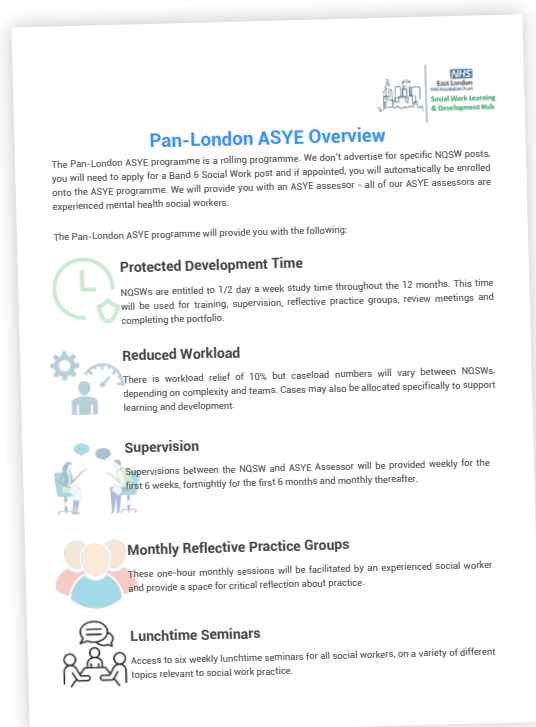
Support ASYEs local exploration of community resources through visits to advocacy organisations



9.2. Setting up your own ASYE in the NHS

There are many examples of mature ASYE programmes in the NHS to learn from.

[East London NHS Foundation Trust Case Study - Pan-London NHS ASYE Programme](#)



9.3. Legacy social workers

The legacy mentor programme is a national initiative, endorsed by NHS England, which forms a key part of improving experience at work and creating a sense of belonging. BASW provides access to mentoring/coaching forms of support for social workers.

This project, part of the Community, Health and Care programme, is a collaboration between Mid and South Essex Integrated Care System, Anglia Ruskin University (ARU) and Cambridgeshire & Peterborough Integrated Care System.

Legacy social work practitioners provide additional support to colleagues in early career as well as students in placements and those returning to practice. In this way, they support the delivery of the ASYE programme and a further year (year 2)

These roles can be for individuals who are at the end of their career or equally those who want to do something different and achieve a work/life balance that is right for them.

The initiative means that the role

- supports social workers returning to practice, those on placement, NQSWS, those undertaking their ASYE and year 2
- communicates and collaborates with clinical and academic/education providers
- provides clinical and pastoral support
- undertakes health and wellbeing signposting
- helps to share and use best practice
- supports collaborations with practice educators
- provides training sessions where required.

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Migrateful

Migrateful is an award-winning UK charity with a mission to support migrants and refugees on their journey to integration and independence by enabling them to teach cookery classes to the public

www.migrateful.org

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