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**South Gloucestershire Council**

Assessed and Supported Year in Employment for

Newly Qualified Social Workers

In Adult Services

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**The critical reflection log**

<<Name here>>

**To be completed by the newly qualified social worker**

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**Completing the critical reflection log**

Responsibility for the completion of the critical reflection log rests with the newly qualified social worker. It should be shared with the assessor during supervision sessions and at the review points.

Completing all sections of this template electronically will assist internal and external moderation processes.

Guidance to help you complete this log is included within text boxes. The text will disappear when you start typing your answer. The text boxes will expand as you type in them.

[Click here](http://www.skillsforcare.org.uk/Document-library/Social-work/ASYE-framework-2015/Guidance-critical-reflection-log-(online-version).pdf) to download a supporting document, which includes all of the relevant guidance you will need to complete this template. You are advised to read this in full before starting.

**Submitting to ASYE Panel**

The record of support and progressive assessment and the critical reflection log should be submitted to the ASYE panel at three, six and twelve months. The panel may request a nine month submission. Dates for the panel are published in advance.

**The NQSW should email the record of support and progressive assessment and the critical reflection log to the ASYE coordinator by 12.00 on the submission date.**

It is important that you meet all submission deadlines. You need to let the ASYE coordinator know if you anticipate problems in doing this, so that we can look at whether additional support is needed to help you to meet the ASYE requirements.

**The assessed and supported year in employment in adult services**

**Critical reflection log part 1: beginning the ASYE**

Part 1 should be completed by the NQSW in preparation for the support and assessment agreement meeting and presented to the assessor in advance of the meeting.

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| **Consider your learning needs for the next three months and over the course of the year.**  Please refer to the guidance document for more information Think about:  1. Learning needs identified on your qualifying programme.  2. Your current level of knowledge against all statements in the Knowledge and Skills Statement(Adults) 2015.  3. The particular learning relevant to your employment setting.  4 The theory and methods relevant to your employment setting. |
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| **Consider key legislation relevant to adult services generally and your employment setting**  **specifically.**  To meet the requirements of the Knowledge and Skills Statement (Adults) 2015 it is advisable to plan how you can demonstrate application of legislation in relation to at least three piecesof legislation. This needs to include the Care Act 2014, the Mental Capacity Act 2005, and a minimum of one other piece of legislation relevant to the service setting e.g. criminal justice or immigration legislation. Identify your learning needs in relation to one or more pieces of legislation for the next three months. |
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| **How do you plan to obtain the practice evidence you need?**  Please refer to the guidance document for more information:   * **Feedback from people in need of care and support** - Think about and plan how you will collect this feedback. There is no one way to gather feedback from people in need of care and support. Advice and guidance on how to approach this can be found in the gathering feedback from people in need of care and support section of the Skills for Care website, [www.skillsforcare.org.uk/asye](http://www.skillsforcare.org.uk/asye) * **Direct observations** - Begin to consider what different practice situations can be observed and what learning needs you have identified that you would like feedback on from the observer. * **Practice documentation** - Identify the areas of recording and report writing that you need to develop. |
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**Initial professional development plan 0 - three months**

This will be discussed and agreed at the initial support and assessment agreement meeting. The plan will be recorded by the Professional

Development Advisor.

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| **Period covered** |  |

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| **Learning objective**  Please refer to the guidance document for more information The learning objectives will have been identified through undertaking the critical reflection activity in part 1 and undertaking a baseline assessment of your knowledge and skills against the Knowledge and Skills Statement. “All social workers should be able to demonstrate knowledge of all aspects of the Knowledge and Skills Statement (Adults) 2015 and development in those aspects which are relevant to the service setting.” Knowledge and Skills Statement (Adults) 2015. | **How will you meet the objective?** Development activity or action planned. | **How does** **this link to the assessment outcomes for the ASYE?** | **How will you know if the objective is met?**  Intended outcomes for practice and people in need of care and support. | **Timescales?** Date for completion and/ or review. | **What was the impact on your practice?**  As the learning outcomes are achieved and recorded this section will assist you in writing and providing evidence for part 2 of the critical reflection log and subsequent sections. |
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**Critical reflection log part 2: reflection on learning in the first three months**

The log, plus practice evidence, including feedback from people in need of care and support, undertaken and received in this period, to be submitted to the assessor in advance of the three month assessment review meeting

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| **Taking into account all your learning to date, reflect critically on how you have progressed in your development as a professional over the last three months and consider your development areas for the forthcoming three months.**  **(Suggested word limit 1,750 words)**  **South Glos: Taking into account your learning to date, reflect critically on one piece of practice (ideally one meeting or visit) which demonstrates your development as a professional over the last three months and consider related areas for your development for the forthcoming three months. We suggest that you provide a very short background then 3 equal sections to describe your preparation, practice and reflection**  **(Suggested word limit 1,750 words)**  You may find it useful to consider:   1. The objectives for this piece of practice and how you prepared to achieve them. 2. How did you practice, describing your actions, thoughts and observations 3. The issues and challenges that you faced in your professional decision-making and the ways in which you have you addressed these. 4. Reflect on the ways in which your practice has been influenced as a result and identify the evidence that supports this. 5. The theory, legislation, local and national policies and procedures, research and evidence that have helped you to develop your thinking and inform your decision making. 6. The application of an identified piece of legislation and how this influenced your practice. 7. Feedback (formal and informal, from other professionals and people in need of care and support) that you have received. Consider the ways in which it has influenced your practice. Identify the evidence that supports this.   In reflecting on your on-going learning needs it may be helpful to consider:  1. Identification of the application of another piece of legislation.  2. Development needs in relation to knowledge, theory and methods.  3. Updating your plan for collecting feedback from children and young people in need of care and support and their parents/carers and other professionals.  4. Identification of suitable practice situations for direct observation.  5. Further development of skills in recording and report writing. These points may need to be considered in your next development plan. |
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**The assessed and supported year in employment in adult services**

**Direct observation template**

Three direct observations to be completed by a registered social worker (at least two of these

to be completed by the assessor). These should be planned in advance to enable the NQSW to

evidence progressive development in their professional practice over the course of the ASYE.

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| **Name of NQSW** |  |
| **Name and role of observer** |  |
| **Date and setting**  **of observation** |  |

**Part 1: NQSW completes boxes on and two before observation**

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| **1. Brief background to observed contact between yourself and those in need of care and**  **Support (max 100 words)** |
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| **2. Planning for intervention (300-600 words)**  Please refer to the guidance document for more information The NQSW and observer should plan the direct observation and agree objectives based on the intervention and the identified areas for development detailed in the critical reflection log and the PDP.   1. The NQSW and observer should agree and clarify the role of the observer during the intervention - how will they be introduced and under what circumstances, if any, will they intervene. 2. The NQSW and observer should agree what happens after the observation—how and when will feedback be given, what reports/documents need to be completed by the NQSW and observer and by when. 3. The NQSW should have the opportunity to reflect and comment on the observer’s report (box five). This will provide information and evidence of their progressive development for the critical reflection log.   Please describe not just the tasks of preparation but the skills and knowledge used. Describe the objectives of the intervention and how you planned to achieve them. |
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**NQSW completes box three after the observation.**

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| **3. Reflections on the observed practice (300-600)**  Describe how you practiced, including your observations, your thinking and your decision-making. Evaluate and analyse your practice linking to your objectives, your underpinning knowledge, your vales and your use of self. |
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**NQSW completes box four after reading the observer’s report.**

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| **4. Critical reflection and professional development (300-600)**  Bearing in mind the Knowledge and Skills Statement (Adults) 2015 capability level and  the Professional Capabilities Framework have you identified any specific areas for further  development? How do you intend to address these? What support do you need? |
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| **NQSW signature** |  |
| **Date** |  |

**Part 2: Observer completes after the direct observation**

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| **5. Holistic assessment of the candidate’s capability demonstrated in the direct observation of practice (up to 500 words)** |
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**Observer completes after the direct observation**

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| **Action plan following the direct observation (if applicable)**  Have areas of development/learning needs been identified that should be addressed in the NQSW’s PDP? What action needs to be taken to address these? Are there any other outstanding issues?  Please refer to the guidance document for more information More detailed reference to the nine domains of the Professional Capabilities Framework will be helpful particularly where learning needs have been identified. This information should feed into the three, six and twelve month assessment reviews and, where appropriate, recorded in the record of support and progressive assessment. |
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| **Feedback from people in need of care and support (if applicable)**  Please refer to the guidance document for more information Seeking feedback from the person in need of care and support in this situation should have been considered in the critical reflection log.  1. The NQSW will need to show evidence of planning for how this is managed appropriately using their knowledge of or/and relationship with the person in need of care and support wherever possible to ensure that this is comfortable for all concerned. This should be discussed in advance with the observer. (Adapted from ‘assessing practice at qualifying level for social work using the Professional Capabilities Framework, The College of Social Work)  2. In all cases the person in need of care and support, or their carer, must be asked if they are willing to be part of the process.  3. If they agree, it is the responsibility of the observer and the NQSW to ensure that they are given the opportunity to comment on the NQSW’s capabilities, and to be offered feedback about the NQSW and assessor’s own assessment. It is important that in all circumstances the NQSW considers the issues of consent and mental capacity.  4. More information about gathering feedback from people who need care and support following direct observations of practice can be found as part of the Skills for Care website, please refer to tool six under www.skillsforcare.org.uk/Gatheringfeedback. |
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| **Observer’s signature** |  |
| **Date** |  |

**The assessed and supported year in employment in adult services**

**Feedback from other professionals**

This can be used by professional colleagues who provide observations of day-to-day practice. These observations may be undertaken by non- social work professionals and practitioners and can cover a range of settings, for example, multi-professional team meetings, case conferences or joint visits.

**Professional colleague to complete following the observation of practice**

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| **NQSW** |  |
| **Name and role of observer** |  |
| **Date and setting**  **of observation** |  |

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| **Based on your observation of the NQSW’s practice:**   * Did the NQSW achieve the desired outcomes for the intervention? * What strengths were identified? * Can you make any suggestion about areas for further development which could be included   in the NQSW’s professional development planning? |
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| **Observer’s signature** |  |
| **Date** |  |

**NQSW to complete after receiving feedback from other professionals**

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| **Reflections on practice** |
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| **Critical reflection and professional development bearing in mind the Knowledge and Skills Statement (Adults) 2015, capability level and the PCF have you identified any specific areas for further development? How do you intend to address these? What support do you need?** |
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| **NQSW signature** |  |
| **Date** |  |

**The assessed and supported year in employment in adult services**

**Feedback from service users, carers and families**

**Please insert feedback from feedback forms, letters, emails or given verbally.**

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| **NQSW** |  |
| **Service User, carer or family member** |  |
| **Date of intervention** |  |

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| **Feedback** |
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**NQSW to complete after receiving feedback**

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| **Reflections on practice**  Critical reflection and professional development bearing in mind the Knowledge and Skills Statement (Adults) 2015, capability level and the PCF have you identified any specific areas for further development? How do you intend to address these? What support do you need? |
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| **NQSW signature** |  |
| **Date** |  |

**Professional documentation (work products)**

**The assessor will be responsible for signing off the professional documentation (work products). The primary documentation will not be presented for internal or external moderation panels.**

**Objectives**

* To support the NQSW to develop high standards of professional recording over their ASYE.
* To ensure the NQSW can demonstrate high standards of professional recording across a variety of requirements and contexts (e.g. assessment, analysis, recording for other settings such as court, safeguarding strategy meetings, funding requests, mental capacity and best interests).
* To ensure, through supervision and other means, that the NQSW engages in continuous critical reflection and learning about the quality of their professional recording.
* To incorporate professional recording into the main review points for the ASYE programme
* To be ‘signed off and dated’ by the assessor on behalf of the ASYE programme.

**Assessment criteria**

In ‘signing off’ the documentation produced by the NQSW, the assessor confirms:

1. They have viewed a representative sample of the NQSW’s work products.

2. The NQSW has demonstrated progress in their capabilities for each element below:

* Reflecting critically about their professional recording, learning from it and implementing change.
* Meeting agency recording standards for:

a) formats/tools used

b) timescales in completing recording.

* Recording robust professional decisions which:

a) distinguish between opinion, statement and fact

b) draw on and tests multiple hypotheses, including contradictory opinions held by different professionals

c) make informed use of intuition

d) build an effective argument/justification with evidence.

e) Understanding and applying appropriate legal and regulatory frameworks.

* Integrating and communicating the perspective of people in need of careand support and their family/carers in all aspects of recording, building on their feedback where appropriate.
* Producing recording that communicates effectively with a range of audiences and settings, including other professionals, courts, service users, family and carers.
* Producing recording that is:

a) clear, concise, and purposeful

b) accurate, using correct spelling, punctuation and sentence structure.

**Professional documentation**

Assessor verification of the progressive development and quality of examples of work products produced through the period

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| **Three month assessment** | **Professional documentation** | **Areas for development** |
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| **Assessor name & date** |  | |

**Guidance note**

The final assessment of the NQSW should incorporate **at least three examples** of written reports and records, including:

* a report written for an external decision making processes, which demonstrates reasoned judgement in a legal context
* a set of case recordings, this may include an internal report or service user assessment.

**Professional development plan three-six months**

To address areas noted by assessor in the three month review as well as areas identified in this document.

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| **Period covered** |  |

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| **Learning objective**  Please refer to the guidance document for more information New learning objectives will have been identified through undertaking the critical reflection activity in part 2. Continue to refer to the Professional Capabilities Framework and Knowledge and Skills Statement (Adults) 2015, for the detail. | **How will you meet the objective?** Development activity or action planned. | **How does** **this link to the assessment outcomes for the ASYE?** | **How will you know if the objective is met?**  Intended outcomes for practice and people in need of care and support. | **Timescales?** Date for completion and/ or review. | **What was the impact on your practice?** |
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**Critical reflection log part 3: reflection on learning, three to six months**

The log, plus practice evidence, including feedback from people in need of care and support, undertaken and received in this period, to be submitted to the assessor in advance of the six month assessment review meeting.

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| **Taking into account all your learning to date, reflect critically on how you have progressed in your development as a professional over the last three months and consider your development areas for the forthcoming three months.**  **(Suggested word limit 1,750 words)**  **South Glos: Taking into account your learning to date, reflect critically on one piece of practice (ideally a different meeting or visit) which demonstrates your development as a professional over the last three months and consider related areas for your development for the forthcoming three months. We suggest that you provide a very short background then 3 equal sections to describe your preparation, practice and reflection**  **(Suggested word limit 1,750 words)**  You may find it useful to consider:   1. The objectives for this piece of practice and how you prepared to achieve them. 2. How did you practice, describing your actions, thoughts and observations 3. The issues and challenges that you faced in your professional decision-making and the ways in which you have you addressed these. 4. Reflect on the ways in which your practice has been influenced as a result and identify the evidence that supports this. 5. The theory, legislation, local and national policies and procedures, research and evidence that have helped you to develop your thinking and inform your decision making. 6. The application of an identified piece of legislation and how this influenced your practice. 7. Feedback (formal and informal, from other professionals and people in need of care and support) that you have received. Consider the ways in which it has influenced your practice. Identify the evidence that supports this.   In reflecting on your on-going learning needs it may be helpful to consider:  1. Identification of the application of another piece of legislation.  2. Development needs in relation to knowledge, theory and methods.  3. Updating your plan for collecting feedback from children and young people in need of care and support and their parents/carers and other professionals.  4. Identification of suitable practice situations for direct observation.  5. Further development of skills in recording and report writing.  These points may need to be considered in your next development plan. |
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**The assessed and supported year in employment in adult services**

**Direct observation template**

Three direct observations to be completed by a registered social worker (at least two of these

to be completed by the assessor). These should be planned in advance to enable the NQSW to

evidence progressive development in their professional practice over the course of the ASYE.

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| **Name of NQSW** |  |
| **Name and role of observer** |  |
| **Date and setting**  **of observation** |  |

**Part 1: NQSW completes boxes on and two before observation**

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| --- |
| **1. Brief background to observed contact between yourself and those in need of care and**  **Support (max 100 words)** |
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| **2. Planning for intervention (300-600 words)**  Please refer to the guidance document for more information The NQSW and observer should plan the direct observation and agree objectives based on the intervention and the identified areas for development detailed in the critical reflection log and the PDP.   1. The NQSW and observer should agree and clarify the role of the observer during the intervention - how will they be introduced and under what circumstances, if any, will they intervene. 2. The NQSW and observer should agree what happens after the observation—how and when will feedback be given, what reports/documents need to be completed by the NQSW and observer and by when. 3. The NQSW should have the opportunity to reflect and comment on the observer’s report (box five). This will provide information and evidence of their progressive development for the critical reflection log.   Please describe not just the tasks of preparation but the skills and knowledge used. Describe the objectives of the intervention and how you planned to achieve them. |
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**NQSW completes box three after the observation.**

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| **3. Reflections on the observed practice (300-600)**  Describe how you practiced, including your observations, your thinking and your decision-making. Evaluate and analyse your practice linking to your objectives, your underpinning knowledge, your vales and your use of self. |
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**NQSW completes box four after reading the observer’s report.**

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| **4. Critical reflection and professional development (300-600)**  Bearing in mind the Knowledge and Skills Statement (Adults) 2015 capability level and  the Professional Capabilities Framework have you identified any specific areas for further  development? How do you intend to address these? What support do you need? |
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| **NQSW signature** |  |
| **Date** |  |

**Part 2: Observer completes after the direct observation**

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| **5. Holistic assessment of the candidate’s capability demonstrated in the direct observation of practice (up to 500 words)** |
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**Observer completes after the direct observation**

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| **Action plan following the direct observation (if applicable)**  Have areas of development/learning needs been identified that should be addressed in the NQSW’s PDP? What action needs to be taken to address these? Are there any other outstanding issues?  Please refer to the guidance document for more information More detailed reference to the nine domains of the Professional Capabilities Framework will be helpful particularly where learning needs have been identified. This information should feed into the three, six and twelve month assessment reviews and, where appropriate, recorded in the record of support and progressive assessment. |
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| **Feedback from people in need of care and support (if applicable)**  Please refer to the guidance document for more information Seeking feedback from the person in need of care and support in this situation should have been considered in the critical reflection log.  1. The NQSW will need to show evidence of planning for how this is managed appropriately using their knowledge of or/and relationship with the person in need of care and support wherever possible to ensure that this is comfortable for all concerned. This should be discussed in advance with the observer. (Adapted from ‘assessing practice at qualifying level for social work using the Professional Capabilities Framework, The College of Social Work)  2. In all cases the person in need of care and support, or their carer, must be asked if they are willing to be part of the process.  3. If they agree, it is the responsibility of the observer and the NQSW to ensure that they are given the opportunity to comment on the NQSW’s capabilities, and to be offered feedback about the NQSW and assessor’s own assessment. It is important that in all circumstances the NQSW considers the issues of consent and mental capacity.  4. More information about gathering feedback from people who need care and support following direct observations of practice can be found as part of the Skills for Care website, please refer to tool six under www.skillsforcare.org.uk/Gatheringfeedback. |
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| **Observer’s signature** |  |
| **Date** |  |

**The assessed and supported year in employment in adult services**

**Feedback from other professionals**

This can be used by professional colleagues who provide observations of day-to-day practice. These observations may be undertaken by non- social work professionals and practitioners and can cover a range of settings, for example, multi-professional team meetings, case conferences or joint visits.

**Professional colleague to complete following the observation of practice**

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| **NQSW** |  |
| **Name and role of observer** |  |
| **Date and setting**  **of observation** |  |

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| **Based on your observation of the NQSW’s practice:**   * Did the NQSW achieve the desired outcomes for the intervention? * What strengths were identified? * Can you make any suggestion about areas for further development which could be included   in the NQSW’s professional development planning? |
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| **Observer’s signature** |  |
| **Date** |  |

**NQSW to complete after receiving feedback from other professionals**

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| **Reflections on practice** |
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| **Critical reflection and professional development bearing in mind the Knowledge and Skills Statement (Adults) 2015, capability level and the PCF have you identified any specific areas for further development? How do you intend to address these? What support do you need?** |
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| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

**The assessed and supported year in employment in adult services**

**Feedback from service users, carers and families**

**Please insert feedback from feedback forms, letters, emails or given verbally.**

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| --- | --- |
| **NQSW** |  |
| **Service User, carer or family member** |  |
| **Date of intervention** |  |

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| --- |
| **Feedback** |
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**NQSW to complete after receiving feedback**

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| **Reflections on practice**  Critical reflection and professional development bearing in mind the Knowledge and Skills Statement (Adults) 2015, capability level and the PCF have you identified any specific areas for further development? How do you intend to address these? What support do you need? |
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| **NQSW signature** |  |
| **Date** |  |

**Professional documentation (work products)**

**The assessor will be responsible for signing off the professional documentation (work products). The primary documentation will not be presented for internal or external moderation panels.**

**Objectives**

* To support the NQSW to develop high standards of professional recording over their ASYE.
* To ensure the NQSW can demonstrate high standards of professional recording across a variety of requirements and contexts (e.g. assessment, analysis, recording for other settings such as court, safeguarding strategy meetings, funding requests, mental capacity and best interests).
* To ensure, through supervision and other means, that the NQSW engages in continuous critical reflection and learning about the quality of their professional recording.
* To incorporate professional recording into the main review points for the ASYE programme
* To be ‘signed off and dated’ by the assessor on behalf of the ASYE programme.

**Assessment criteria**

In ‘signing off’ the documentation produced by the NQSW, the assessor confirms:

1. They have viewed a representative sample of the NQSW’s work products.

2. The NQSW has demonstrated progress in their capabilities for each element below:

* Reflecting critically about their professional recording, learning from it and implementing change.
* Meeting agency recording standards for:

a) formats/tools used

b) timescales in completing recording.

* Recording robust professional decisions which:

a) distinguish between opinion, statement and fact

b) draw on and tests multiple hypotheses, including contradictory opinions held by different professionals

c) make informed use of intuition

d) build an effective argument/justification with evidence.

e) Understanding and applying appropriate legal and regulatory frameworks.

* Integrating and communicating the perspective of people in need of careand support and their family/carers in all aspects of recording, building on their feedback where appropriate.
* Producing recording that communicates effectively with a range of audiences and settings, including other professionals, courts, service users, family and carers.
* Producing recording that is:

a) clear, concise, and purposeful

b) accurate, using correct spelling, punctuation and sentence structure.

**Professional documentation**

Assessor verification of the progressive development and quality of examples of work products produced through the period

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| **Six month assessment** | **Professional documentation** | **Areas for development** |
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| **Assessor name & date** |  | |

**Guidance note**

The final assessment of the NQSW should incorporate **at least three examples** of written reports and records, including:

* a report written for an external decision making processes, which demonstrates reasoned judgement in a legal context
* a set of case recordings, this may include an internal report or service user assessment.

**Professional development plan six-twelve months**

To address areas noted by assessor at the six month review as well as areas identified in this document.

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| **Period covered** |  |

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| **Learning objective**  Please refer to the guidance document for more information New learning objectives will have been identified through undertaking the critical reflection activity in part 3. Continue to refer to the Professional Capabilities Framework and the Knowledge and Skills Statement (Adults) 2015 for the detail. | **How will you meet the objective?** Development activity or action planned. | **How does** **this link to the assessment outcomes for the ASYE?** | **How will you know if the objective is met?**  Intended outcomes for practice and people in need of care and support. | **Timescales?** Date for completion and/ or review. | **What was the impact on your practice?** |
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**Critical reflection log part 4: six to twelve months (the end of the ASYE)**

The log plus practice evidence, including feedback from people in need of care and support, undertaken and received in this period, to be submitted to the assessor in advance of the final review meeting.

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| **Critically reflect on how you have progressed in professional decision-making over the ASYE, by demonstrating reasoned judgement in relation to a practice decision. (Suggested word limit 1,500 words)**  Please refer to the guidance document for more information Base your reflection on a real example of a complex case in which you have demonstrated reasoned judgment in relation to a practice decision, and refer to the professional documentation that you have produced for this case. Identify the ways in which you have drawn on theory, legislation, national and local policies and procedures, research and evidence. Consider what impact this has had on your practice and on people in need of care and support and identify what evidence supports this. Summarise your account by highlighting the ways in which this piece of professional practice enables you to demonstrate how you meet the holistic assessment outcomes. |
|  |
| **In what ways has your professional development over the course of the ASYE impacted on your professional skills, practice and the outcomes for people in need of care and support? (Suggested word limit 1,000 words)**  Please refer to the guidance document for more information Base your reflection on all aspects of your practice and learning over the ASYE, including the feedback you have received at each stage of the year. Demonstrate the ways in which you have used critical reflection on your practice to improve your professional skills. Summarise your account by highlighting the ways in which your overall professional development reflects the holistic assessment outcomes. |
|  |
| **Looking forward how will you ensure your continuing professional development as a social worker?**  Please refer to the guidance document for more information Consider the ways in which you will:   1. Address any development areas in your PDP at the end of the ASYE. 2. Continue to develop your professional decision – making. 3. Continue to seek and learn from feedback to inform your professional development as a social worker. |
|  |

**The assessed and supported year in employment in adult services**

**Direct observation template**

Three direct observations to be completed by a registered social worker (at least two of these

to be completed by the assessor). These should be planned in advance to enable the NQSW to

evidence progressive development in their professional practice over the course of the ASYE.

|  |  |
| --- | --- |
| **Name of NQSW** |  |
| **Name and role of observer** |  |
| **Date and setting**  **of observation** |  |

**Part 1: NQSW completes boxes on and two before observation**

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| --- |
| **1. Brief background to observed contact between yourself and those in need of care and**  **Support (max 100 words)** |
|  |
| **2. Planning for intervention (300-600 words)**  Please refer to the guidance document for more information The NQSW and observer should plan the direct observation and agree objectives based on the intervention and the identified areas for development detailed in the critical reflection log and the PDP.   1. The NQSW and observer should agree and clarify the role of the observer during the intervention - how will they be introduced and under what circumstances, if any, will they intervene. 2. The NQSW and observer should agree what happens after the observation—how and when will feedback be given, what reports/documents need to be completed by the NQSW and observer and by when. 3. The NQSW should have the opportunity to reflect and comment on the observer’s report (box five). This will provide information and evidence of their progressive development for the critical reflection log.   Please describe not just the tasks of preparation but the skills and knowledge used. Describe the objectives of the intervention and how you planned to achieve them. |
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**NQSW completes box three after the observation.**

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| **3. Reflections on the observed practice (300-600)**  Describe how you practiced, including your observations, your thinking and your decision-making. Evaluate and analyse your practice linking to your objectives, your underpinning knowledge, your vales and your use of self. |
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**NQSW completes box four after reading the observer’s report.**

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| **4. Critical reflection and professional development (300-600)**  Bearing in mind the Knowledge and Skills Statement (Adults) 2015 capability level and  the Professional Capabilities Framework have you identified any specific areas for further  development? How do you intend to address these? What support do you need? |
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| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

**Part 2: Observer completes after the direct observation**

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| **5. Holistic assessment of the candidate’s capability demonstrated in the direct observation of practice (up to 500 words)** |
|  |

**Observer completes after the direct observation**

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| **Action plan following the direct observation (if applicable)**  Have areas of development/learning needs been identified that should be addressed in the NQSW’s PDP? What action needs to be taken to address these? Are there any other outstanding issues?  Please refer to the guidance document for more information More detailed reference to the nine domains of the Professional Capabilities Framework will be helpful particularly where learning needs have been identified. This information should feed into the three, six and twelve month assessment reviews and, where appropriate, recorded in the record of support and progressive assessment. |
|  |
| **Feedback from people in need of care and support (if applicable)**  Please refer to the guidance document for more information Seeking feedback from the person in need of care and support in this situation should have been considered in the critical reflection log.  1. The NQSW will need to show evidence of planning for how this is managed appropriately using their knowledge of or/and relationship with the person in need of care and support wherever possible to ensure that this is comfortable for all concerned. This should be discussed in advance with the observer. (Adapted from ‘assessing practice at qualifying level for social work using the Professional Capabilities Framework, The College of Social Work)  2. In all cases the person in need of care and support, or their carer, must be asked if they are willing to be part of the process.  3. If they agree, it is the responsibility of the observer and the NQSW to ensure that they are given the opportunity to comment on the NQSW’s capabilities, and to be offered feedback about the NQSW and assessor’s own assessment. It is important that in all circumstances the NQSW considers the issues of consent and mental capacity.  4. More information about gathering feedback from people who need care and support following direct observations of practice can be found as part of the Skills for Care website, please refer to tool six under www.skillsforcare.org.uk/Gatheringfeedback. |
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| **Observer’s signature** |  |
| **Date** |  |

**The assessed and supported year in employment in adult services**

**Feedback from other professionals**

This can be used by professional colleagues who provide observations of day-to-day practice. These observations may be undertaken by non- social work professionals and practitioners and can cover a range of settings, for example, multi-professional team meetings, case conferences or joint visits.

**Professional colleague to complete following the observation of practice**

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| **NQSW** |  |
| **Name and role of observer** |  |
| **Date and setting**  **of observation** |  |

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| **Based on your observation of the NQSW’s practice:**   * Did the NQSW achieve the desired outcomes for the intervention? * What strengths were identified? * Can you make any suggestion about areas for further development which could be included   in the NQSW’s professional development planning? |
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| **Observer’s signature** |  |
| **Date** |  |

**NQSW to complete after receiving feedback from other professionals**

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| --- |
| **Reflections on practice** |
|  |
| **Critical reflection and professional development bearing in mind the Knowledge and Skills Statement (Adults) 2015, capability level and the PCF have you identified any specific areas for further development? How do you intend to address these? What support do you need?** |
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| --- | --- |
| **NQSW signature** |  |
| **Date** |  |

**The assessed and supported year in employment in adult services**

**Feedback from service users, carers and families**

**Please insert feedback from feedback forms, letters, emails or given verbally.**

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| --- | --- |
| **NQSW** |  |
| **Service User, carer or family member** |  |
| **Date of intervention** |  |

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| --- |
| **Feedback** |
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**NQSW to complete after receiving feedback**

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| --- |
| **Reflections on practice**  Critical reflection and professional development bearing in mind the Knowledge and Skills Statement (Adults) 2015, capability level and the PCF have you identified any specific areas for further development? How do you intend to address these? What support do you need? |
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| **NQSW signature** |  |
| **Date** |  |

**Professional documentation (work products)**

**The assessor will be responsible for signing off the professional documentation (work products). The primary documentation will not be presented for internal or external moderation panels.**

**Objectives**

* To support the NQSW to develop high standards of professional recording over their ASYE.
* To ensure the NQSW can demonstrate high standards of professional recording across a variety of requirements and contexts (e.g. assessment, analysis, recording for other settings such as court, safeguarding strategy meetings, funding requests, mental capacity and best interests).
* To ensure, through supervision and other means, that the NQSW engages in continuous critical reflection and learning about the quality of their professional recording.
* To incorporate professional recording into the main review points for the ASYE programme
* To be ‘signed off and dated’ by the assessor on behalf of the ASYE programme.

**Assessment criteria**

In ‘signing off’ the documentation produced by the NQSW, the assessor confirms:

1. They have viewed a representative sample of the NQSW’s work products.

2. The NQSW has demonstrated progress in their capabilities for each element below:

* Reflecting critically about their professional recording, learning from it and implementing change.
* Meeting agency recording standards for:

a) formats/tools used

b) timescales in completing recording.

* Recording robust professional decisions which:

a) distinguish between opinion, statement and fact

b) draw on and tests multiple hypotheses, including contradictory opinions held by different professionals

c) make informed use of intuition

d) build an effective argument/justification with evidence.

e) Understanding and applying appropriate legal and regulatory frameworks.

* Integrating and communicating the perspective of people in need of careand support and their family/carers in all aspects of recording, building on their feedback where appropriate.
* Producing recording that communicates effectively with a range of audiences and settings, including other professionals, courts, service users, family and carers.
* Producing recording that is:

a) clear, concise, and purposeful

b) accurate, using correct spelling, punctuation and sentence structure.

**Professional documentation**

Assessor verification of the progressive development and quality of examples of work products produced through the period

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| **Final assessment** | **Professional documentation** | **Areas for development** |
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| **Pass/Fail** |  | |
| **Assessor name & date** |  | |

**Guidance note**

The final assessment of the NQSW should incorporate **at least three examples** of written reports and records, including:

* a report written for an external decision making processes, which demonstrates reasoned judgement in a legal context
* a set of case recordings, this may include an internal report or service user assessment.

**Professional development plan end of ASYE/social worker**

To address areas noted by assessor at the final review meeting as well as areas identified in this document.

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| **Period covered** |  |

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| **Learning objective** | **How will you meet the objective?** Development activity or action planned. | **How does** **this link to the assessment outcomes for the ASYE?** | **How will you know if the objective is met?**  Intended outcomes for practice and people in need of care and support. | **Timescales?** Date for completion and/ or review. | **What was the impact on your practice?** |
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**Period covered**

**Appendix 1 - Optional template to support nine month review (nine - twelve months)**

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| **Taking into account all your learning to date, reflect critically on how you have progressed in your development as a professional over the last three months and consider your development areas for the forthcoming three months. (Suggested word limit 1,750 words)** |
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**Professional development plan nine-twelve months (Optional)**

To address areas noted by assessor at the final review meeting as well as areas identified in this document.

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| **Period covered** |  |

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| **Learning objective** | **How will you meet the objective?** Development activity or action planned. | **How does** **this link to the assessment outcomes for the ASYE?** | **How will you know if the objective is met?**  Intended outcomes for practice and people in need of care and support. | **Timescales?** Date for completion and/ or review. | **What was the impact on your practice?** |
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**The assessed and supported year in employment**

**Appendix 2: Record of supervision and protected time**

**1. Supervision Record**

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| **Duration** | **Date** | **Time taken** |
| **First 6 weeks of employment - weekly** |  |  |
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| **Week 7 – 6 month review - fortnightly** |  |  |
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| **Following six month review - monthly** |  |  |
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**2. Record of protected development time**

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| **NQSW Groups**  **The NQSW should attend these groups whilst on the programme.** | | |
| **Date** | **Topic** | **Time Taken** |
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| **Professional Development Sessions (1:1 meetings with PDA).** | | |
| **Date** |  | **Time Taken** |
|  | **Month 1-2** |  |
|  | **Month 3-4** |  |
|  | **Month 5-6** |  |
|  | **Month 7-8** |  |
|  | **Month 9-10** |  |
|  | **Month 11-12** |  |
| **Other Professional Development Time**  **Please agree with your manager how you should use and take this time. You should include regular research and learning to support your casework.** | | |
| **Date** | **Activity** | **Time Taken** |
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3. **Record of Training**

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| Date | Training Event | Learning Outcomes |
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