

Completing the critical reflection log

Supporting guidance

The Assessed and Supported Year in Employment in child and family services

NQSW name	
Assessor name	
Start date of the ASYE	
Employing organisation	
Name and address of team where NQSW is based	
Service user group	

In partnership with

The Assessed and Supported Year in
Employment in child and family social work

Completing the critical reflection log: Supporting guidance

Published by Skills for Care, West Gate, 6 Grace St, Leeds LS1 2RP www.skillsforcare.org.uk
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Contents

Purpose of the critical reflection log

Evidence template number 1: CRL

- Critical reflection log part 1: beginning the ASYE
- Evidence template number 1: PDP: initial professional development plan for the first three months

Evidence template number 2: CRL

- Critical reflection log part 2: reflection on learning in the first three months
- Evidence template number 2: PDP: professional development plan for three to six months
- Evidence template number 2: DO: direct observation template which includes part 1 and part 2
- Professional documentation (work products)
- Evidence template number 2: PD: professional documentation
- Evidence template number 2: OP: feedback from other professionals

Evidence template number 3: CRL

- Critical reflection log part 3: reflection on learning, three to six months
- Evidence template number 3: PDP: professional development plan for six to twelve months
- Evidence template number 3: DO: direct observation template which includes part 1 and part 2
- Professional documentation (work products)
- Evidence template number 3: PD: professional documentation
- Evidence template number 3: OP: feedback from other professionals

Evidence template number 3A: CRL

- Optional template to support nine month review (nine – twelve months) (OPTIONAL)
- Evidence template number 3A: PDP: professional development plan for six to twelve months
- Professional documentation (work products)
- Evidence template 3A: PD: professional documentation
- Evidence template 3A: OP: feedback from other professionals

Evidence template number 4: CRL

- Critical reflection log part 4: reflection on learning for six to twelve months (end of ASYE)
- Evidence template number 4: PDP: professional development plan for end of ASYE/social worker (level descriptor of PCF)
- Evidence template number 4: DO: direct observation template which includes part 1 and part 2
- Professional documentation (work products)
- Evidence template number 4: PD: professional documentation
- Evidence template number 4: OP: feedback from other professionals

Purpose of the critical reflection log

The critical reflection log (CRL) is one of the two sets of templates that are linked together to support the newly qualified social worker (NQSW) and the ASYE assessor in evidencing the requirements of the Assessed and Supported Year in Employment (ASYE). These requirements now include assessment against the **Knowledge and Skills Statement, Approved Child and Family Practitioner (2014)** and the **Standards for Employers of Social Workers in England**. These templates were originally developed by a group of employers in adult services who consulted widely across the sector, and have now been adapted for use in child and family settings with the agreement of Skills for Care in partnership with the London Borough of Merton. They have been developed with the intention that they support progressive development and assessment, streamlining previous documentation and taking a step forward by focusing the assessment on the development of critical reflection.

Responsibility for meeting the requirements of the assessment process and for the completion of the CRL rests with the NQSW.

Responsibility for the overview and completion of the **record of support and progressive assessment (RSPA)** lies with the assessor.

The purpose of the CRL is to enable the NQSW to demonstrate their progressive development against the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014), and the professional capabilities framework (PCF).

Completing the critical reflection log

Completion for all evidence templates electronically will assist internal and external moderation processes, however the log can be downloaded for supervision purposes. The expectation is that the NQSW will work on the CRL throughout their ASYE and it's designed to be presented to the assessor in advance of:

- the support and assessment agreement meeting, at the start of the ASYE
- the assessment review meetings at three, six and twelve months
- the assessment at nine months, if applicable.

The evidence templates contained within in the CRL are available as separate evidence templates and can be [downloaded here](#).

Why is all the evidence contained in one log?

This log contains all the evidence necessary for assessment against the Knowledge and Skills Statement Approved Child and Family Practitioner (2014).

The purpose of the amalgamating all of the evidence in this log and linking the elements to critical reflection is to support the NQSW in continuing to develop critically reflective practice which is central to professional development.

The focus is on reflection about practice, discussed within a framework of knowledge and critical thinking and the CRL provides a framework for the NQSW to provide evidence of this through a range of integrated activities. The prime focus of the log is work based not academic, but must draw on and reference relevant social work methods/theories and legislation/policy/procedures.

Assessment against the KSS, Approved Child and Family Practitioner (2014) and PCF

The final assessment is against the KSS and the PCF (where relevant). All NQSWs need to demonstrate progression whatever their level of capability at the start of their ASYE. Refer to further level descriptors of the PCF where NQSW is demonstrating capability beyond the ASYE. For further guidance please visit our [website](#).

Evidence template number 1: CRL

Critical reflection log part 1: beginning the ASYE

Part 1 is designed to be undertaken as part of induction. It could be undertaken as an individual or group activity.

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

Consider your learning needs for the next three months and over the course of the year.

Think about:

1. Learning needs identified on your qualifying programme and recorded in your final university PDP (if completed) and your final placement report.
2. Your current level of knowledge against all statements in the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014).
3. The particular learning relevant to your employment setting.
4. The social work methods and theories relevant to your role and employment setting.

Consider key legislation relevant to Approved Child and Family Practitioner generally and your employment setting specifically.

To meet the requirements of the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014) it's advisable to plan how you can demonstrate application of legislation, policy and procedure. This needs to include the Children Act 1989, Children and Families Act 2014, Children and Social Work Act 2017, Working Together 2015 and other pieces of policy, procedure, legislation and regulatory framework relevant to the service setting (e.g. child and family social work, youth justice). Identify your learning needs in relation to one or more pieces of legislation for the next three months.

How do you plan to obtain the practice evidence you need?

- **Feedback from children and young people in need of care and support and their parents/carers** - Think about and plan how you will collect this feedback. There is no one way to gather feedback from children and young people in need of care and support and their parents/carers. 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
- **Direct observations** - Begin to consider what different practice situations can be observed and what learning needs you have identified and would like feedback on from the observer.
- **Feedback from other professionals** – Begin to consider who you may be able to ask and in what situation.
- **Professional documentation** - Identify the areas of recording and report writing that you need to develop.

Evidence template number 1: PDP

Initial professional development plan for the first three months

To address areas noted by assessor at the support and assessment agreement meeting as well as areas identified in this document.

Period covered				
Learning objective	How will you meet the objective? Development activity or action planned.	How will you know if the objective is met? Intended outcomes for practice and children and young people in need of care and support and their	Timescales? Date for completion and/or review.	What was the impact on your practice?
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, Approved Child and Family Practitioner (2014).				As the learning outcomes are achieved and recorded this section will assist you in writing and providing evidence for part 2 of the CRL.

Evidence template number 2: CRL

Critical reflection log part 2: reflection on learning in the first three months

In completing this part you should draw on part 1 of your reflective log, your PDP, discussions in supervision and your practice evidence. You're advised to keep ongoing reflective notes to enable you to complete part 2 and subsequent parts of this log.

This log is to be submitted to the ASYE assessor in advance of the three month assessment review meeting. The log, plus practice evidence, including feedback from children and young people in need of care and support and their parents/carers, undertaken and received in this period, plus feedback from other professionals to be additionally submitted.

Supervision log

Record dates when you have received supervision in the first three months of your ASYE and with whom

Protected development time log

Record dates and times when you have received protected development time in the first three months of the ASYE and tasks undertaken at these times.

Mandatory training log

Record the dates and titles of any induction and mandatory training undertaken in the first three months of the ASYE (ie induction and organisational training that all social workers in your organisation are required to attend as distinct from learning and development recorded in your PDP)

In the first three months of the ASYE have there been any issues associated with the support arrangements identified in the support and assessment agreement?

Yes /No

If yes, please explain what efforts you and your assessor have made to resolve these issues and the outcome

**Taking into account all of 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)**

You may find it useful to consider:

- the issues and challenges that you have faced in your professional decision-making so far and the ways in which you have addressed these

- reflect on the ways in which your practice has been influenced as a result and identify the evidence that supports this
- the social work methods/theories, legislation and regulatory framework, local and national policies and procedures research and evidence that has helped your thinking and informed your decision making
- the application of an identified piece of legislation and how has this influenced your practice
- the most encouraging or challenging, piece of feedback (formal and informal, from other professionals and children and young people in need of care and support and their parents/carers) that you have received. Consider why you think this is the case, and the ways in which it has influenced your practice. Identify the evidence that supports this.

Whilst reflecting on your on-going learning needs it may be helpful to consider:

- identification of the application of another piece of legislation
- development needs in relation to social work knowledge, methods and theories.
- updating your plan for collecting feedback from children and young people in need of care and support and their parents/carers and other professionals
- identification of suitable practice situations for direct observation.
- further development of skills in recording and report writing.

Evidence template number 2: PDP

Professional development plan for three to six months

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

Period covered				
Learning objective	How will you meet the objective? Development activity or action planned.	How will you know if the objective is met? Intended outcomes for practice and children and young people in need of care and support and their parents/carers.	Timescales? Date for completion and/or review.	What was the impact on your practice?
New learning objectives will have been identified through undertaking the critical reflection activity in part 2. Continue to refer to the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014).				This column should be completed in readiness for the interim review at 6 months. It will form part of the evidence for your completion of part 3.

Evidence template number 2: DO

Direct observation template

A minimum of 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 one and two before observation

1. Brief background to observed contact between yourself and children and young people in need of care and support and their parents/carers.

2. Planning for intervention

- 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 latest PDP.
- 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?
- 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?
- The NQSW should have the opportunity to reflect and comment on the observer's assessment (part two, box five). This will provide information and evidence of their progressive development for the critical reflection log.

NQSW completes box three after the observation.

3. Reflections on the observed practice

NQSW completes box four after reading the observer's report.

4. Critical reflection and professional development Bearing in mind the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014) and the PCF and its' level descriptor for the ASYE, have you identified any specific areas for further development? How do you intend to address these? What support do you need and from whom?

NQSW signature	
Date	

Part 2: Observer completes after the direct observation

5. Assessment of the NQSW's capability demonstrated in the direct observation of practice (up to 500 words)

Observer completes after the direct observation

Action plan following the direct observation

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?

- More detailed reference to the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014) will be helpful particularly where learning needs have been identified.
- This information should feed into the three, six, nine (optional) and twelve month assessment reviews and, where appropriate, recorded in the record of support and progressive assessment.

Feedback from children and young people in need of care and support and their parents/carers (if applicable)

- Seeking feedback from the children and young people in need of care and support and their parents/carers in this situation should have been considered in the critical reflection log.
- The NQSW will need to show evidence of planning for how this is managed appropriately using their knowledge of or/and relationship with children and young people in need of care and support and their parents/carers wherever possible to ensure that this is comfortable for all concerned. This should be discussed in advance with the observer.
- In all cases the children and young people in need of care and support and their parents/carers must be asked if they are willing to be part of the process.
- 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/observer considers the issues of consent and mental capacity.
- More information about gathering feedback from children and young people in need of care and support and their parents/carers following direct observations of practice can be found as part of our website, please refer to the 'specific tools' section (tool six) at www.skillsforcare.org.uk/gatheringfeedback

Observer's 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 in continuing to develop high standards of professional recording.
- To provide a framework for the NQSW to demonstrate high standards of professional recording over their ASYE programme.
- To ensure the NQSW can demonstrate high standards of professional recording across a variety of cases, requirements and contexts (e.g. assessment, analysis, recording for other settings such as court, child protection case conferences and statutory reviews).
- To ensure, through supervision and other means, that the NQSW engages in continuous critical reflection and learning about the quality of their professional recording and implements changes as a result.
- To incorporate professional recording into the main review points for the ASYE programme (e.g. three months, six months, nine months - optional, and final assessment).
- To provide a mechanism for professional documentation 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 (across the year) 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 professional judgement
 - d) build an effective argument/justification with evidence.
 - e) understanding and applying appropriate legal and regulatory frameworks.
 - Integrating and communicating the perspective of children and young people in need of care and support and their parents/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, children, young people and their parents/carers.
 - Producing recording that is:
 - a) clear, concise, and purposeful
 - b) accurate, using correct spelling, punctuation and sentence structure.

Evidence template number 2: PD

Professional documentation

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

Three month review	Description of professional documentation	Areas for development
A minimum of one piece of evidence should be supplied		

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/family assessment e.g. child protection case conference, statutory review report, service user assessment
- If there's an additional supervision agreement between the assessor and NQSW, this can be submitted here.

Evidence template number 2: OP

Feedback from other professionals

This can be used by professionals/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.

NQSW	
Name and role of observer	
Date and setting of observation	

<p>Based on your observation of the NQSW's practice: Did the NQSW achieve the desired outcomes for the intervention? What strengths were identified? Please make suggestions about areas for further development which could be included in the NQSW's professional development plan.</p>

Observer's signature	
Date	

NQSW to complete after receiving feedback from other professionals.

Reflections on practice
<p>Critical reflection and professional development bearing in mind the Knowledge and Skills Statement Approved Child and Family Practitioner (2014), the PCF and its' ASYE level descriptor. Have you identified any specific areas for further development? How do you intend to address these? What support do you need?</p>

NQSW's signature	
Date	

Evidence template number 3: CRL

Critical reflection log part 3: reflection on learning three to six months

In completing this part you should draw on part 2 of your reflective log, your PDP, discussions in supervision and your practice evidence. You're advised to keep ongoing reflective notes to enable you to complete part 2 and subsequent parts of this log.

This log is to be submitted to the ASYE assessor in advance of the six month assessment review meeting. The log, plus practice evidence, including feedback from children and young people in need of care and support and their parents/carers, undertaken and received in this period, plus feedback from other professionals to be additionally submitted.

Supervision log

Record dates when you have received supervision in the three to six month period of your ASYE and with whom

Protected development time log

Record dates and times when you have received protected development time in the three to six month period of your ASYE and the tasks undertaken at these times.

Mandatory training log

Record the dates and titles of any mandatory training undertaken in the three to six month period of your ASYE (ie organisational training that all social workers in your organisation are required to attend as distinct from learning and development recorded in your PDP)

In the three to six month period of your ASYE have there been any issues associated with the support arrangements identified in the support and assessment agreement?

Yes /No

If yes, please explain what efforts you and your assessor have made to resolve these issues and the outcome

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)

You may find it useful to consider:

- the issues and challenges that you and your assessor have faced in your professional decision-making so far and the ways in which you have addressed these.

- reflect on the ways in which your practice has been influenced as a result and identify the evidence that supports this.
- the social work methods/theories, legislation and regulatory framework, local and national policies and procedures research and evidence that has helped your thinking and informed your decision making.
- the application of an identified piece of legislation and how has this influenced your practice.
- the most encouraging or challenging, piece of feedback (formal and informal, from other professionals and children and young people in need of care and support and their parents/carers) that you have received. Consider why you think this is the case, and the ways in which it has influenced your practice. Identify the evidence that supports this.

Whilst reflecting on your on-going learning needs it may be helpful to consider:

- identification of the application of another piece of legislation
- development needs in relation to social work knowledge, methods and theories
- updating your plan for collecting feedback from children and young people in need of care and support and their parents/carers and other professionals
- identification of suitable practice situations for direct observation
- further development of skills in recording and report writing.

Evidence template number 3: PDP

Professional development plan for six to twelve months

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

Period covered				
Learning objective	How will you meet the objective? Development activity or action planned.	How will you know if the objective is met? Intended outcomes for practice and children and young people in need of care and support and their parents/carers.	Timescales? Date for completion and/or review.	What was the impact on your practice?
New learning objectives will have been identified through undertaking the critical reflection activity in part 3. Continue to refer to the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014).				This column should be completed in readiness for the interim review at 12 months. It will form part of the evidence for your completion of 3: CRL

Evidence template number 3: DO

Direct observation template

A minimum of 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 one and two before observation

1. Brief background to observed contact between yourself and children and young people in need of care and support and their parents/carers.

2. Planning for intervention

- 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 latest PDP.
- 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?
- 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?
- The NQSW should have the opportunity to reflect and comment on the observer's assessment (part two, box five). This will provide information and evidence of their progressive development for the critical reflection log.

NQSW completes box three after the observation.

3. Reflections on the observed practice

NQSW completes box four after reading the observer's report.

4. Critical reflection and professional development Bearing in mind the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014) and the PCF and its' level descriptor for the ASYE, have you identified any specific areas for further development? How do you intend to address these? What support do you need and from whom?

NQSW signature	
Date	

Part 2: Observer completes after the direct observation

5. Assessment of the NQSW's capability demonstrated in the direct observation of practice (up to 500 words)

Observer completes after the direct observation

Action plan following the direct observation

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?

- More detailed reference to the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014) will be helpful particularly where learning needs have been identified.
- This information should feed into the three, six, nine (optional) and twelve month assessment reviews and, where appropriate, recorded in the record of support and progressive assessment.

Feedback from children and young people in need of care and support and their parents/carers (if applicable)

- Seeking feedback from the children and young people in need of care and support and their parents/carers in this situation should have been considered in the critical reflection log.
- The NQSW will need to show evidence of planning for how this is managed appropriately using their knowledge of or/and relationship with children and young people in need of care and support and their parents/carers wherever possible to ensure that this is comfortable for all concerned. This should be discussed in advance with the observer.
- In all cases the children and young people in need of care and support and their parents/carers must be asked if they are willing to be part of the process.
- 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/observer considers the issues of consent and mental capacity.
- More information about gathering feedback from children and young people in need of care and support and their parents/carers following direct observations of practice can be found as part of the Skills for Care website, please refer to the 'Specific tools' section (tool six) at www.skillsforcare.org.uk/gatheringfeedback

Observer's 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 in continuing to develop high standards of professional recording.
- To provide a framework for the NQSW to demonstrate high standards of professional recording over their ASYE programme.
- To ensure the NQSW can demonstrate high standards of professional recording across a variety of case requirements and contexts (e.g. assessment, analysis, recording for other settings such as court, child protection case conferences and statutory reviews).
- To ensure, through supervision and other means, that the NQSW engages in continuous critical reflection and learning about the quality of their professional recording and implements changes as a result.
- To incorporate professional recording into the main review points for the ASYE programme (e.g. three months, six months, nine months - optional, and final assessment).
- To provide a mechanism for professional documentation 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 (across the year) 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 professional judgement
 - d) build an effective argument/justification with evidence.
 - e) understanding and applying appropriate legal and regulatory frameworks.
 - Integrating and communicating the perspective of children and young people in need of care and support and their parents/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, children, young people and their parents/carers.
 - Producing recording that is:
 - a) clear, concise, and purposeful
 - b) accurate, using correct spelling, punctuation and sentence structure.

Evidence template number 3: PD

Professional documentation

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

Six month review	Description of professional documentation	Areas for development
A minimum of one piece of evidence should be supplied		

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/family assessment e.g. child protection case conference, statutory review report, service user assessment.

Evidence template number 3: OP

Feedback from other professionals

This can be used by professionals/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.

NQSW	
Name and role of observer	
Date and setting of observation	

<p>Based on your observation of the NQSW's practice: Did the NQSW achieve the desired outcomes for the intervention? What strengths were identified? Please make suggestions about areas for further development which could be included in the NQSW's professional development planning.</p>

Observer's signature	
Date	

NQSW to complete after receiving feedback from other professionals.

Reflections on practice
<p>Critical reflection and professional development bearing in mind the Knowledge and Skills Statement Approved Child and Family Practitioner (2014), the PCF and its' ASYE level descriptor. Have you identified any specific areas for further development? How do you intend to address these? What support do you need?</p>

NQSW's signature	
Date	

Evidence template number 3A: CRL

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

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 final three months of your ASYE. (Suggested word limit 1,750 words)

Evidence template number 3A: PDP

Professional development plan for nine to twelve months (optional)

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

Period covered				
Learning objective	How will you meet the objective? Development activity or action planned.	How will you know if the objective is met? Intended outcomes for practice and children and young people in need of care and support and their parents/carers.	Timescales? Date for completion and/or review.	What was the impact on your practice?
New learning objectives will have been identified through undertaking the critical reflection activity in this CRL. Continue to refer to the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014).				

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 in continuing to develop high standards of professional recording.
- To provide a framework for the NQSW to demonstrate high standards of professional recording over their ASYE programme.
- To ensure the NQSW can demonstrate high standards of professional recording across a variety of case requirements and contexts (e.g. assessment, analysis, recording for other settings such as court, child protection case conferences and statutory reviews).
- To ensure, through supervision and other means, that the NQSW engages in continuous critical reflection and learning about the quality of their professional recording and implements changes as a result.
- To incorporate professional recording into the main review points for the ASYE programme (e.g. three months, six months, nine months - optional, and final assessment).
- To provide a mechanism for professional documentation 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 (across the year) 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 professional judgement
 - d) build an effective argument/justification with evidence.
 - e) understanding and applying appropriate legal and regulatory frameworks.
 - Integrating and communicating the perspective of children and young people in need of care and support and their parents/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, children, young people and their parents/carers.
 - Producing recording that is:
 - a) clear, concise, and purposeful
 - b) accurate, using correct spelling, punctuation and sentence structure.

Evidence template number 3A: PD

Professional documentation

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

Nine month review (optional)	Description of professional documentation	Areas for development
A minimum of one piece of evidence should be supplied		

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/family assessment e.g. child protection case conference, statutory review report, service user assessment.

Evidence template number 3A: OP

Feedback from other professionals

This can be used by professionals/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.

NQSW	
Name and role of observer	
Date and setting of observation	

<p>Based on your observation of the NQSW's practice: Did the NQSW achieve the desired outcomes for the intervention? What strengths were identified? Please make suggestions about areas for further development which could be included in the NQSW's professional development planning.</p>

Observer's signature	
Date	

NQSW to complete after receiving feedback from other professionals.

Reflections on practice
<p>Critical reflection and professional development bearing in mind the Knowledge and Skills Statement Approved Child and Family Practitioner (2014), the PCF and its' ASYE level descriptor. Have you identified any specific areas for further development? How do you intend to address these? What support do you need?</p>

NQSW's signature	
Date	

Evidence template number 4: CRL

Critical reflection log part 4: reflection on learning six to twelve months (the end of the ASYE)

In completing your log you should draw on your part 3 of your reflective log, your most recent PDP, discussions in supervision and your practice evidence.

The log plus practice evidence, including professional documentation, feedback from other professionals and feedback from children and young people in need of care and support and their parents/carers, undertaken and received in this period, plus feedback from other professionals to be submitted.

Supervision log

Record dates when you have received supervision in the previous six month period of your ASYE and with whom

Protected development time log

Record dates and times when you have received protected development time in the previous six month period of your ASYE and the tasks undertaken at these times.

Mandatory training log

Record the dates and titles of any mandatory training undertaken in the previous six month period of your ASYE (ie organisational training that all social workers in your organisation are required to attend as distinct from learning and development recorded in your PDP)

In the previous six month period of your ASYE have there been any issues associated with the support arrangements identified in the support and assessment agreement?

Yes /No

If yes, please explain what efforts you and your assessor have made to resolve these issues and the outcome

Critically reflect on how you have progressed in professional decision-making over the ASYE, including demonstrating reasoned judgement in relation to a practice decision. (Suggested word limit 1,500 words)

Base your reflection on a real example of a **complex case** in which you have demonstrated reasoned judgement in relation to a practice decision, and refer to the professional documentation that you have produced for this case, which may include

a genogram and/or sociogram and a chronology.

Identify the ways in which you have drawn on theory, legislation, regulatory framework, national and local policies and procedures, plus research and evidence. Consider what impact this has had on your practice and on children and young people in need of care and support and their parents/carers 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 KSS child and family practitioner (2014) and PCF (ASYE level descriptor).

In what ways has your professional development over the course of the ASYE impacted on your professional skills, practice and the outcomes for children and young people in need of care and support and their parents/carers? (Suggested word limit 1,000 words)

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.

Looking forward, how will you ensure your continuing professional development as a social worker?

Consider the ways in which you will:

- address any development areas in your PDP at the end of the ASYE.
- continue to develop your professional practice and decision making.
- continue to seek and learn from feedback to inform your professional development as a social worker.

Evidence template number 4: PDP

Professional development plan for end of ASYE/social worker (level descriptor of PCF)

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

Period covered				
Learning objective	How will you meet the objective? Development activity or action planned.	How will you know if the objective is met? Intended outcomes for practice and children and young people in need of care and support and their parents/carers.	Timescales? Date for completion and/or review.	What was the impact on your practice?
New learning objectives will have been identified through undertaking the critical reflection activity in this CRL. Continue to refer to the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014).				

Evidence template number 4: DO

Direct observation template

A minimum of 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 one and two before observation

1. Brief background to observed contact between yourself and children and young people in need of care and support and their parents/carers.

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2. Planning for intervention

- 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 latest PDP.
- 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?
- 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?
- The NQSW should have the opportunity to reflect and comment on the observer's assessment (part two, box five). This will provide information and evidence of their progressive development for the critical reflection log.

NQSW completes box three after the observation.

3. Reflections on the observed practice

NQSW completes box four after reading the observer's report.

4. Critical reflection and professional development
Bearing in mind the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014) and the PCF and its' level descriptor for the ASYE, have you identified any specific areas for further development? How do you intend to address these? What support do you need and from whom?

NQSW signature	
Date	

Part 2: Observer completes after the direct observation

5. Assessment of the NQSW's capability demonstrated in the direct observation of practice (up to 500 words)

Observer completes after the direct observation

Action plan following the direct observation

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?

- More detailed reference to the Knowledge and Skills Statement, Approved Child and Family Practitioner (2014) will be helpful particularly where learning needs have been identified.
- This information should feed into the three, six, nine (optional) and twelve month assessment reviews and, where appropriate, recorded in the record of support and progressive assessment.

Feedback from children and young people in need of care and support and their parents/carers (if applicable)

- Seeking feedback from the children and young people in need of care and support and their parents/carers in this situation should have been considered in the critical reflection log.
- The NQSW will need to show evidence of planning for how this is managed appropriately using their knowledge of or/and relationship with children and young people in need of care and support and their parents/carers wherever possible to ensure that this is comfortable for all concerned. This should be discussed in advance with the observer.
- In all cases the children and young people in need of care and support and their parents/carers must be asked if they are willing to be part of the process.
- 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/observer considers the issues of consent and mental capacity.
- More information about gathering feedback from children and young people in need of care and support and their parents/carers following direct observations of practice can be found as part of the Skills for Care website, please refer to the 'specific tools' section (tool six) at www.skillsforcare.org.uk/gatheringfeedback

Observer's
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 in continuing to develop high standards of professional recording.
- To provide a framework for the NQSW to demonstrate high standards of professional recording over their ASYE programme.
- To ensure the NQSW can demonstrate high standards of professional recording across a variety of case requirements and contexts (e.g. assessment, analysis, recording for other settings such as court, child protection case conferences and statutory reviews).
- To ensure, through supervision and other means, that the NQSW engages in continuous critical reflection and learning about the quality of their professional recording and implements changes as a result.
- To incorporate professional recording into the main review points for the ASYE programme (e.g. three months, six months, nine months - optional, and final assessment).
- To provide a mechanism for professional documentation 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 (across the year) 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 professional judgment
 - d) build an effective argument/justification with evidence.
 - e) understanding and applying appropriate legal and regulatory frameworks.
 - Integrating and communicating the perspective of children and young people in need of care and support and their parents/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, children, young people and their parents/carers.
 - Producing recording that is:
 - a) clear, concise, and purposeful
 - b) accurate, using correct spelling, punctuation and sentence structure.

Evidence template number 4: PD

Professional documentation

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

Final assessment	Description of professional documentation	Areas for development
A minimum of one piece of evidence should be supplied		
Pass/Fail		

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 panel/process, which demonstrates reasoned judgement in a legal context
- a work product which demonstrates critical analysis, this may include an internal report or service user/family assessment e.g. child protection case conference, statutory review report, service user assessment.

Evidence template number 4: OP

Feedback from other professionals

This can be used by professionals/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.

NQSW	
Name and role of observer	
Date and setting of observation	

Based on your observation of the NQSW's practice:

Did the NQSW achieve the desired outcomes for the intervention? What strengths were identified? Please make suggestions about areas for further development which could be included in the NQSW's professional development planning.

Observer's signature	
Date	

NQSW to complete after receiving feedback from other professionals.

Reflections on practice
Critical reflection and professional development bearing in mind the Knowledge and Skills Statement Approved Child and Family Practitioner (2014), the PCF and its' ASYE level descriptor. Have you identified any specific areas for further development? How do you intend to address these? What support do you need?
NQSW's signature
Date