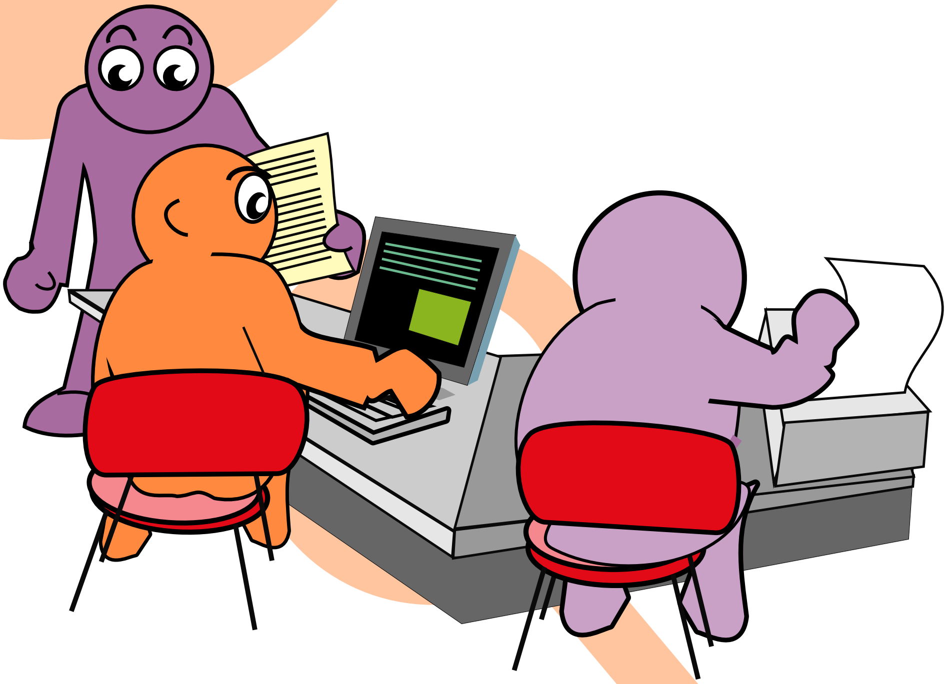
NORTHAMPTONSHIRE

The Connexions Northamptonshire Framework for Professional Practice:

Working One to One with Young People



Introduction

This is a guide for all Personal Advisers to inform their professional practice with young people in Northamptonshire.

It is a collection of documents for use as a reference source and as training materials. The majority of the content is not new guidance but it was thought it would be helpful to collect this together. They outline what is expected of all Personal Advisers in Connexions Northamptonshire.

Contents

Values Underpinning Work with Young People

In addition to the Company values there is a set of values that underpin work with young people. The following value base is adapted from the "National Occupational Standards for Learning, Development and Support Services for children, young people and those who care for them"

In developing this Value Base, the sector has considered the UN Convention on the Rights of the Child and Human Rights legislation.

- Practitioners must recognise that the welfare of the children and young people with whom they work is paramount. They must recognise the individuality of each young person and promote their learning, development and welfare. This must be reflected in all work with young people and their families/carers. The appropriate legislative frameworks must be implemented at all times.

- Practitioners must adopt a client centred approach based on enhanced inclusion and access, honesty, trust and respect. They will promote equality, respect diversity and challenge stereotypes, helping to improve the life chances of their clients and the overall effectiveness of the service provision.

- A key aspect of professional practice is a reflection of own contribution to the quality of the service provision. Included in this is the expectation that practitioners will seek the views of service users (young people and their families/carers) and use them to inform and improve their service delivery. A key aspect of being a reflective practitioner is a commitment to engaging in and encouraging others to participate in appropriate continuous professional development.

- Practitioners should be committed to working in partnership with other individuals and agencies to ensure the coherent and comprehensive provision of quality support services to young people and their families/carers. A critical aspect of this is respect for client confidentiality. Appropriate information exchange protocols should be agreed with colleagues and partner agencies, and these should be followed at all times. There are exceptions to the maintenance of client confidentiality and exchange of information, particularly in relation to child protection issues, risk of harm to self and others and some information exchange between schools and other agencies. The appropriate legislation must be observed at all times.

Personal Advisers Code of Practice

Taken from National Code of practice for Personal Advisers.

Six key principles of PA practice

A Connexions Personal Adviser offers a confidential service to young people; works with them to identify and address their needs; ensures they are able and motivated to engage in education, training and employment; and enables young people to make a successful transition to adult life.

Connexions Service National Unit (CSNU) has defined the six key roles of the Personal Adviser in previous guidance. These six roles should be carried out according to the following key principles of Personal Adviser behaviour:

- Personal Advisers must work in the best interests of young people, placing the young people's needs, welfare and interests before their own beliefs and values.

- Personal Advisers must work to establish and maintain the trust of young people, providing an appropriate and agreed level of confidentiality in all their dealings with young people.

- Personal Advisers must promote the rights of young people when working with other voluntary, statutory and community organisations, advocating on young people's behalf and ensuring there is a coherent approach to support for young people.

- Personal Advisers must, wherever possible, engage parents, carers and families in supporting young people, upholding their trust in the service.

- Personal Advisers must uphold the integrity of the profession at all times.

- Personal Advisers must be responsible for reflecting on their own professional practice and for taking steps to maintain, improve and update their own knowledge and skills so they are able to continually deliver a quality service.

All of this should be carried out in a way that promotes equality of opportunity to all individual young people aged 13-19 (or, where necessary, up to their 25th birthday for young people with learning difficulties or disabilities).

The APIR Framework

APIR is a framework that facilitates good practice for effective work with young people. It is a process which should be applied in all 1:1 interventions and requires that the PA works with the young person through a process as outlined below.

PA's must use this approach with all young people.

Referral

Young person referred to (or identified by) Connexions Service. Needs are identified and contact made with the young person

Assessment

Information is gathered (from the young person and/or others) to establish the issues which need to be addressed and the strengths to be developed. This Assessment forms the basis for action planning and support

Planning

The young person is helped to develop a plan of action to meet their needs

Implementation

The young person is provided with ongoing support (by PA and/or others) to put their plan into action. Progress with the plan is monitored

Review

The young person is helped to reflect on, review and record their progress. Review may bring up the need for re-assessment and revision of the action plan

The APIR Assessment Profile

The assessment profile provides a framework for holistic assessment of young people across 18 factors.

Education and Employment

- Participation
- Achievement
- Basic Skills
- Key Skills
- Life Skills
- Aspirations

Social and Behavioural Development

- Identity and self-image
- Attitudes and motivation
- Relationships in family & society
- Risk of (re-)offending

Personal Health

- Physical health
- Emotional well-being
- Substance use

Family and Environment

- Capacity of parents/carers
- Family history and functioning
- Social and community
- Housing
- Income

- Personal Advisers must record an assessment on the APIR profile on Insight for young people with intensive needs on an active caseload.
- It is also desirable that a profile is recorded for young people with intensive needs on watching brief.
- Assessments for young people at enhanced level on can be recorded on the APIR profile at the Personal Adviser's discretion.

Personal Advisers should remember;

- It is not expected that all clients with an assessment will have been assessed against all 18 factors of the APIR framework. You make a professional judgement when gathering information which factors are appropriate.

- Assessments for Intensive/active clients must be recorded within 6 weeks of the initial meeting.

- Tools such as "Working With Your PA" are there to help and their use is not compulsory in all assessments. Details of this, and other assessment tools can be found in the staff handbook.

- Outcomes of the assessment once recorded on Insight can be displayed as a wheel or a bar chart.

Guidance on Producing a Plan of Work

A Plan of Work is at the heart of active caseload management and the development of reflective practice. It enables Personal Advisers to plan systematically and consciously the work they intend to do with young people and to review and evaluate its impact. In a way you can think of it as the strategy you are going to adopt for working with a particular young person.

Developing Plans of Work is a cyclical process – it may be that as you come to the end of one Plan of Work and review where you have got to with a young person, you need to develop a further Plan of Work. So, it's not as though you have to know all and everything you are going to do with a young person from day one.

What should be in a Plan of Work?

Assessment: What do you know about the young person? Do you need further information either from the young person themselves, partner agencies or through further assessment activities? What are the issues facing the young person? How will you prioritise those issues? What will you work on first? Are there issues that you need to refer the young person to someone else to work with them on?

Planning: What do you want to achieve with the young person? What outcomes will there be for the work that you are going to undertake? Which of the approaches in the Connexions Northamptonshire Standards of Practice for PAs will you adopt and why? How long will you work with the young person on the issue you have identified? How frequently will you meet with the young person?

Implementation: How will you monitor the progress of the young person as you deliver your Plan of Work? How will you monitor the effectiveness of any referrals you make?

Review: How will you review the outcomes of the work you are planning to do with the young person? How will you be able to tell whether the work has been successful in terms of delivering those outcomes? Do you need to develop a further Plan of Work to continue working with the young person?

What will a Plan of Work look like?

Obviously, the detail of any particular Plan of Work will depend on the needs of the young person and the resources you have available in order to help the young person meet those needs. Below are some examples of what Plans of Work might look like for different clients at different stages of your work with them. They are intended to give you a flavour rather than be a template. It is important to bear in mind that quite a lot of background information will be contained in other records - intervention histories in particular - and we do not want you to have to duplicate the recording of information when you are creating Plans of Work, so referring to earlier Insight notes is perfectly OK.

Examples of Plans of Work

Beth PW1:

Referred by school – Year 10. See referral notes.

Need to liaise with EWO to establish what input they are having. Don't know how Beth sees the situation therefore will arrange to meet with her and carry out APIR Profile. Will then agree with Beth what are the main issues that are happening for her at the moment and what it would be useful for us to focus on. Expect two meetings with her by end of the month, by which time we will have agreed whether we are going to work together and if we are, what on.

Contact EWO by end of this week. Arrange initial meeting with Beth by end of next week. APIR Profile by end of the month.

By end of month will be in a position to determine whether any ongoing work is needed with Beth. If it is I will develop a further Plan of Work. If not will de-caseload and advise referrer.

Scott PW1

Scott unclear about post 16 progression.

Arrange initial meeting with Scott in school. Use basic 1-1 skills to explore with Scott his ideas and check out whether he still hopes to go to sixth form. By end of initial meeting will have identified with Scott whether he needs help to develop his ideas. Will plan to see Scott one more time after initial interview to follow up, though may need to refer for careers guidance. Need to get predicted grades from school.

Scott on list for interview week after next. Talk to Head of Year 11 prior to seeing Scott to get predicted grades and any other information that may be useful.

By end of first interview will have produced an action plan with Scott which either outlines a post 16 progression route, or identifies what further work we need to do.

Examples of Plans of Work (cont.)

John PW1

See notes of intervention 23/7/05

Need to understand how John makes sense of his experience of being in and out of work and whether there are behaviours that he could change that would stop it happening. Will use basic 1-1 skills to elicit from John why he thinks it is happening. This stage of work should be completed quickly - will see John next week, and perhaps one more time before developing a further work plan. May use APIR Profile as a starting point.

See John next week - appointment arranged. Assess need to have a further appointment before developing further Plan of Work.

Within three weeks will have either developed a further Plan of Work or have de-caseloaded John.

Following this initial work you might find that you have found out more about John and have begun to understand some of the reasons why he is losing jobs. You could then develop a new Plan of Work.

John PW2

Identified with John issues around his use of cannabis.

During the last meeting discussed with John the possibility of working together in a slightly different way to do some work on how his level of drug use causes difficulties in other parts of his life, therefore plan a series of six to eight Motivational Interviewing sessions over the next twelve weeks.

Will review progress after each session. It may be that John will need to be referred to specialist agency for work on his drug use and I will keep this in mind as we work together.

Plan is that by the end of three months John will have resolved his ambivalence about his level of drug use and will have, at least, developed a plan for how he can change. If he has I would hope to keep him on caseload for a little while longer to help him maintain this change, though probably reduce support level. If he hasn't, will review in supervision.

Recording Plans of Work

Whilst the Observation of Practice Framework does not require the production of a written Plan of Work for every young person, and we certainly don't expect written Plans of Work for one-off interventions, it is good practice to record them where ever possible.

Where written Plans of Work are produced, they need to be recorded on Insight. They will be recorded as a History Type P (Plans), Category A (Plan of Work in preparation). The content of the Plan of Work is then recorded in the notes. Where you are working with a client over a period of time there may be a need to have amended, or completely new, Plan of Work. These are added cumulatively to the Plan of Work - in other words, the original Plan of Work stays in the Notes but you add any further Plan of Work to the end of this. The exception to this is where you have been working with a young person, your work has come to an end, and they are then de-caseloaded - at this point you will close the Plan of Work History by putting an end date. If the young person is subsequently re-caseloaded a new Plan of Work History will need to be created rather than just adding to the old one.

Approaches to Intervention

On the next seven pages are outlines of the models that the Connexions Managers Group has agreed as acceptable for PA practice.

Personal Adviser's with the appropriate training and experience may also choose from these approaches. This guide describes those approaches that have either:

- been gained through the Connexions Northamptonshire training programme; or
- are approaches that a number of staff have appropriate qualifications, training or experience to use.

If, as a PA, you feel you have sufficient training and experience to use models other than those listed in this guide you should discuss it with your manager. If the approach is one that can be shown to have value for working with young people in our client group it can become incorporated into this framework. In this way good practice can be spread and we can support the development of skill in a consistent and coherent way.

Skills for 1:1 Interventions: Information and Advice

From the Connexions training of the same title (3 Day Course).

Phase 1 – Getting started

1. An effective communication pattern is established and sustained.
2. A purposeful and professional relationship is established and sustained.
3. There is a negotiated agreement about the purpose of the interview.

Phase 2 – Exploring further

4. A methodical exploration of the young person's presenting issues and underlying needs is made.
5. A judgement about the young person's presenting issues and underlying issues is made, shared and agreed.

Phase 3 – Moving Forward

6. Appropriate action is taken to address the young person's presenting issues, and to refer on if further needs have identified which cannot be met.

Skills for 1:1 Interventions: Advanced Skills Model

This model is included in the 3 day "Advanced skills for 1:1 work with young people – Guidance" provided by Connexions.

Phase 1 – Establishing Preconditions

1. An effective communication pattern is established maintained and developed.
2. There is a negotiated agreement about the purpose of the interview.
3. There is a negotiated agreement about how the adviser and the client will work together.

Phase 2 – Establishing Needs

4. A systematic exploration of the client's approach to making decisions and managing their future (helping the client to tell their story).
5. Factors that are creating a barrier to making decisions and managing change are identified discussed and agreed.
6. Problematic situations are translated into 'needs' or 'goals' which the client owns as needing to be addressed.

Phase 3 – Moving Forward

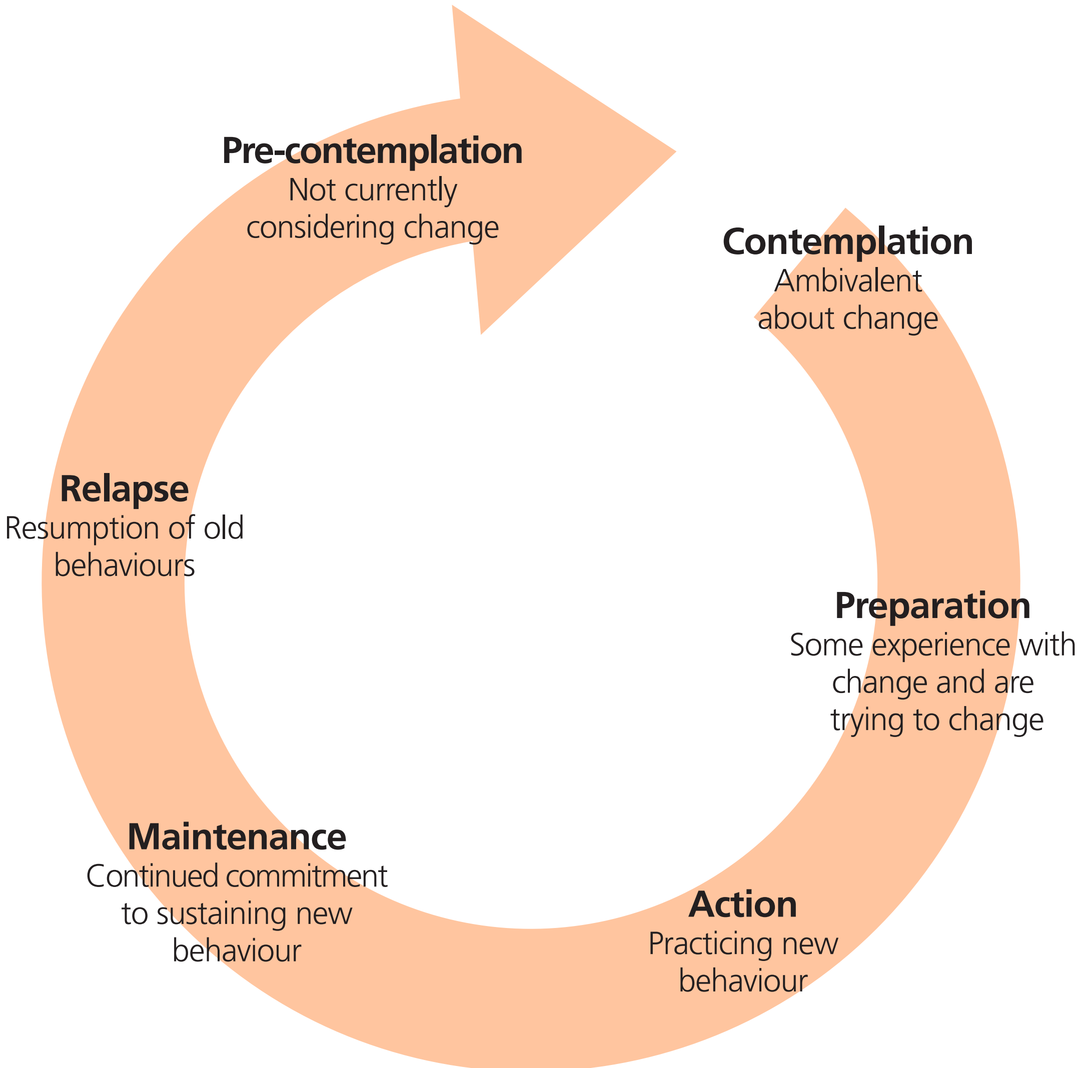
7. The means by which these needs will be addressed are agreed and owned by the client.
8. Where appropriate action is taken to resolve needs within the interview.
9. The outcomes of the interview are agreed and recorded.

Motivational Interviewing

Motivational Interviewing is a client-centred, directive method for enhancing intrinsic motivation to change by exploring and resolving ambivalence. The decision to adopt Motivational Interviewing as an approach will usually be the result of an assessment of the young person's needs and the judgement that Motivational Interviewing may be a useful way of helping the client to change some behaviour.

Within Motivational Interviewing itself there is a need to assess the young persons ambivalence about the "target" behaviour through reflective listening and expressing empathy - acknowledge what is good about the target behaviour (there must be something good about it or the client wouldn't be doing it), before exploring what is bad about it. The PA should work with the client to explore the pros and cons of both current and change behaviour. The aim is encourage the client to become aware of the conflict between their goals and their behaviour and to resolve feelings of ambivalence about making change.

There is also an ongoing need to assess the young person's readiness to change so that the PA does not move too quickly for the client. Prochaska and DiClemente identify stages of change that a client may go through:



In terms of Motivational Interviewing, planning can happen when clients are at any stage of the change process, though what form the planning takes can vary from a tacit agreement about why you are meeting and what the outcome might be - where a client is at the pre-contemplation or contemplation stage, to a written action plan that might be more appropriate at the commitment or maintenance stage. The elements of the Motivational Interviewing model that might be most helpful are:

- Express empathy.
- Develop discrepancy.
- Roll with resistance.
- Eliciting change talk.
- Affirming.
- Reflective listening and making reflective statements.
- Recognising readiness to change.
- Setting goals.
- Considering change options.
- Arriving at a plan.
- Eliciting commitment.

Gerard Egan's Problem-Management Model

This model frequently underpins models of careers guidance and is often part of the training for social work and other professional training. The goal of the model is that the adviser helps the young person to manage the "problem situations" of their lives more effectively. A 'contract' is agreed with the client so that there can be a shared understanding as to the major goals to be pursued and procedures used in the process. This model allows practitioners to borrow ideas, methods and techniques from theories, schools and approaches and integrate them into their own theory or practice. The model provides a structure that allows them to best decide how and when to do this.

The model has three stages;

Stage 1: The problem situation is explored and clarified.

Aided by the adviser, the client explores specific concerns, difficulties and problem situations as concretely and specifically as possible. This process is one that is done with not to the client; client self-responsibility is an important value. Client's should 'own' as much of the process as possible. Some will need more direction or challenge than others but these can be provided without the client abdicating self-responsibility.

The skills the adviser may need at this stage are; attending, active listening, responding, probing and an ability to display respect for the client. Skilled advisers are genuine, spontaneous and open.

Stage 2: Goals based on an understanding of the problem situation are set.

This stage has two parts. First, the client must often be challenged to develop new perspectives on their problem. They must move to the kind of dynamic understanding that calls for some kind of action. Second, they need to set goals based on their new perspective.

The skills the adviser may need in addition to those listed in stage 1 are; an ability to integrate the data the client presents, challenging and goal setting.

Stage 3: Ways of accomplishing goals are devised and implemented.

In this stage the client is helped by the adviser to determine how to implement their goals and then actually going out and doing it. This stage is about turning goals into action.

The skills the adviser may need to demonstrate in addition to those listed are; helping client's to identify possible and ultimately best ways forward. Additionally advisers need to provide challenge and support during the action phase. As part of this phase the client comes back to the adviser to report on how things are going so that goals and strategies can be renegotiated if need be.

Solution-focused Practice

Solution-focused approaches emphasises the achievement of short-term change through small steps. As such it is narrowly focused and aimed at setting the client on their way, rather than providing a cure. It does not claim that difficult problems can be quickly or easily solved but that something constructive can usually be done. Some features of the approach are:

- it accepts the client's view of the problem, it is their perspective which will be used in finding a solution;

- it draws attention away from current problems and looks to the past only to find coping strategies and solutions;

- the adviser's task is to listen to the client's ideas , identifying strengths and resources they may not realise they have;

- the client is encouraged to use strategies they have used before and will therefore be familiar with; and

- the emphasis is to find exceptions to the problem and to encourage clients to discover the potential solutions in these.

Skills and Techniques in Solution-focused Practice

Active and reflective listening

The emphasis is on co-operation with the client.

Goal setting

Goals should be clear, useful and short-term. The adviser makes suggestions rather than advising what the client should do. The client is encouraged to take credit for their role in successful outcomes.

Use of language

This is positive and suggests the likelihood of change. Accepting the client's frame of reference includes using their belief system and, on occasion, using their exact words.

Accepting limitations

If it doesn't work, stop doing it and do something different.

Problem-free talk

Expressing an interest in a successful area of the client's life. Seeing the client as a person not a problem.

Preferred outcome

Asking the client what they hope to gain from the session.

Envisaging the future.
("including the miracle question").

Asking questions to help a client imagine a future when the problem is solved. The client is encouraged to focus on the experience of being problem-free.

The 'miracle question is phrased as "Suppose that when you go home tonight and you go to bed and sleep, a miracle happens and the problem that brings you in here is solved. When you wake up tomorrow morning, what will you notice, what will give you the clues that a miracle has happened?"

Exceptions

The client is asked to identify times when the problem was not so dominant, or where their situation was closer to their preferred future. The idea is that the more clearly a client is able do describe their preferred future the more likely it is they will want to make the effort to achieve it.

Scale questions

These questions help the client to assess the degree of progress already made to their preferred future. They are asked to rate their position on a scale of 1 to 10. It emphasises the value of small steps and to identify ways in which clients might progress up the scale.

Some Skills used in 1:1 Work

Active listening

Active listening involves not only listening but also communicating understanding and acceptance. It is a two-way process of drawing out and feeding back. There a number of skills used in active listening including; paying attention, using encouraging non-verbal communication, asking for examples, paraphrasing, reflecting back.

Advising

Helping clients to interpret information and choose the most appropriate option. To benefit from advice clients must have a fairly clear idea of what their needs are.

Advocating

Negotiating directly with agencies or institutions on behalf of individuals or groups.

Challenging

Allowing the young person to explore values, beliefs or behaviour which may be unhelpful or in some cases inappropriate or unacceptable. Challenging, to be most effective, should avoid being confrontational. Issues which might need to be challenged include:

- Young people using other people's judgements uncritically.
- Stereotypical ideas.
- Unrealistic views of themselves and their options.
- Failure to understand the consequences of their own behaviour.
- Potentially damaging irrational thoughts or beliefs.

Enabling

Supporting the client in dealing with other agencies or learning providers, or in meeting the demands of particular opportunities. This may involve simple advice on completing forms or advice on ways of handling situations.

Evaluating

Checking out whether what you or the young person has done has produced what you expected it to.

Goal setting

Working with a young person to help them express their ideas as achievable goals.

Goals should be SMART. This is stands for Specific, Measurable, Achievable, Relevant and Time-bound…

Specific	Goals should have expected outcome stated as simply, concisely and explicitly as possible.
Measurable	A measurable goal has an outcome that can be assessed.
Achievable	An achievable goal has an outcome that is realistic given the young person's current situation, resources and time available.
Relevant	A relevant goal should help the client move towards their overall objectives.
Time-bound	A time-bound goal includes realistic deadlines.

Informing

Providing up to date, factual information.

Networking

Making appropriate contacts with partners and other agencies.

Questioning

Closed questions tend to elicit a single word or factual response. They should mainly be used when checking factual data such as; name, address, date of birth etc.

Open questions encourage the young person to give a more detailed answer. These should be used most frequently within an intervention. They will tend to begin with "what", "who", "when" and "how". "Why" questions should be used sparingly and carefully as they can come across as judgemental.

Summarising

The adviser presents a summary of what the client has said this can be useful when moving from one topic to another, checking understanding, highlighting key points and agreeing action.

Written Outcomes for Young People

Personal Advisers must produce a written outcome for the young person at each intervention.

There are a range of formats for written outcomes that would be considered acceptable. The decision as to which one to use should be based upon which would best meet the need of the young person and the context in which the intervention occurs.

Formats

Connexions Appointment Card

For clients whose principal action point is to remember to attend a further appointment.

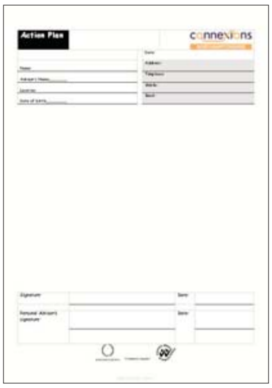
Connexions Postcard

For recording brief action points as a memory jogger.

Action Note (A5)

Used where you need space to record more detail for a variety of reasons, for example:

- the client may need to show the action points to someone else who supports them;
- the client may need details such as addresses or directions to an appointment; or
- the client may need details of where to get further information e.g. web addresses.



Action Plan

These can be used either where the client wants or needs a detailed record of the discussion and action points or where the context requires that the PA provides a written report for others (e.g. statement review). For guidance on writing action plans see "A guide to defining the role, 2004."

Recording One to One Interactions with Young People

It is essential that all interactions with young people are recorded. This ensures that:

- Advisers are not attempting to hold unreasonable amounts of information in their heads.
- Advisers can build on work that has already taken place with a young person.
- The young person does not have to repeat details, every time they work with a different adviser.
- Information is available to support research into what works and develop good practice.
- The necessary Management Information can be collected.

This guidance sets out the principles for gathering and recording information as part of Personal Adviser's work with and on behalf of young people. These principles provide a framework for advisers to work within, but it is not a prescriptive list as it is not possible to create guidance that covers all eventualities.

There are two main types of interaction that need to be recorded:

- **Interventions** – this type of interaction, involves a greater depth of discussion with the young person. The dialogue includes review of circumstances/needs, consideration of options and decisions on future action.

- **Other Contacts** – this covers basic discussions with a young person, such as checking progress, verifying status or providing information. The interaction does not involve any significant element of assessment or discussion of options. E.g. Spoke to Baljit today, she has applied to college but has not heard from them yet.

These different categories of interaction refer to the content of the interaction, rather than the length. A short discussion can still cover all of the elements of an intervention.

This guidance refers primarily to recording interventions, but the main principles also apply to recording other contacts. As "other contacts" do not cover all elements of an intervention, the notes will not be able to cover all aspects set out in this document. This guidance complements other guidance on recording work plans (page 8) and APIR assessment profiles (page 5).

Gathering information

Personal Advisers gather information about young people through their direct work with the young person and through third parties, such as family members or other professionals working with the young person. Relevant information should be recorded and kept up-to-date on the client record, in accordance with instructions for recording on Insight.

Confidentiality and Consent

On beginning work with a young person confidentiality and consent must be clearly explained, this includes explaining:

- what information is collected (ie, adequate and relevant information that enables Connexions to provide appropriate services and support);

- how it will be used and stored (ie, used by Connexions to provide services, and held on a secure confidential client database); and

- with whom it may be shared and how (ie, used internally. In addition, relevant information may be shared with relevant other parties, with the young person's consent, to enable the young person to receive the services they need. The only exception where the young person's consent does not have to be obtained for information to be shared is where there is a risk of significant harm, either to the young person or to another person.)

Principles for Recording Information

The principles set out below apply to all recording not just that which takes place on Insight.

- **Who** –

  In most cases, the details of the young person and the adviser will be automatically identified via the Insight system. Advisers need to be sure that they have selected the correct Insight record for the young person and care must be taken, particularly with common names. Paper records must also indicate the name of the young person and adviser. To assist with accurate identification, the date of birth of the young person must also be included on paper records.

  Some recording may be about the young person, from a third party and it must be made clear where information has been received from some one other than the young person. The name of the person providing the information must be included in full and the details of the agency they work for. In some cases the third party may not be another professional, and in these cases the relationship to the young person should be identified.

- **What** –

  o *The Story*
  The case notes for a young person must include all interactions with the young person and those about the young person. This will ensure that another adviser can continue the work with the young person, with complete knowledge of what has taken place previously. Where the details of an intervention have been recorded on paper records (such as an action plan), a summary must be included on Insight. It is not acceptable to state "see plan in unit", details which cover the elements set out below must be included.

  o *Summary*
  The main elements of the interaction with the young person need to be captured. Notes do not have to recite all the details of the dialogue that has taken place, and a substantial contact with a young person does not have to equal lots of notes. Phrases such as "we had a detailed discussion about the options available" or "Sally talked a lot about her worries about joining the e2e programme" are suitable.

It is important to provide the details of the key elements of the interaction and these must include:

- **Assessment** of needs and/or progress
- **Plan** – the identified goal or outcome for the young person
- **Implementation** – the steps to be taken to achieve the goal, including who will do what and the agreed deadlines. It is important that these details are agreed with the young person and recorded clearly. This will make it easier to review action at the next interaction, and show a clear "trail" of how the young person has been moved forward.
- **Review** – progress against previously agreed goals or actions N.B. After an initial assessment has taken place, review is likely to be the first element undertaken with the young person at any subsequent meetings and therefore should be recorded in that sequence i.e. review first.

TIP - Keep a copy of the action notes for the young written in the intervention. This can be used as an aide to record accurate case notes.

It is not necessary to repeat information that is already held in the case notes. It is acceptable to refer to the notes from a previous intervention. Advisers must indicate where this previous information can be found to assist other advisers who may work with the young person e.g. We discussed Sandra's home situation, (see note from 12/5/04). There has been little change and she is still finding things difficult.

o *Accurate*

Case notes must be a truthful reflection of the interaction that has taken place. When summarising an intervention there is a risk that accuracy is compromised, so it is important to capture what someone says or how they appear and avoid making assumptions. Where advisers wish to record their view this needs to be made clear. Phrases such as "in my opinion", "I am concerned that" can be useful in these circumstances.

For example it would be appropriate to record:

" Stuart appeared to have lost considerable weight since we last met. I asked if he was looking after himself and he said everything was OK. I am concerned that he may not have the practical skills to cook for himself, now that he is living independently, although he said he was managing."

It would not be appropriate to record:

"Stuart is under weight and he is not looking after himself properly."

o *Rationale for decision making*

It is important to include the reasons why particular decisions have been taken, even where the decision is a negative one e.g. Saul does not want to stay on to the 6th form as he feels he would benefit from a fresh start at college.

It is important to include the view of the young person, but this does not exclude advisers from recording their opinion, even when it does not coincide with the view of the young person. In these circumstances the adviser needs to indicate why they hold the opinion. E.g. We discussed referral to……… but Simon does not want to as he thinks all the people there are "wasters". I feel he would benefit from the basic skills training available.

- *Accessible*

  Notes need to be physically available to all advisers, but secure to maintain confidentiality. In most cases this is achieved by recording details on Insight, which is password protected and available only to appropriate staff. Paper records need to be stored in files that are available to all advisers (in the team) and can be retrieved easily for use. A note on Insight must be made to highlight the existence of such paper records and a brief summary of their content.

  The content of notes needs to be comprehensible to others. To assist this abbreviations and jargon should be kept to a minimum and only used where it is commonly understood by all advisers e.g. APIR, JSA, KBT

- **When** -

  - Interactions need to be recorded within 3 working days of the event taking place. This assists with accuracy of information and continuity of support for the young person.

Monitoring

To ensure that all advisers are working to these guidelines and that there is a common approach to recording used across Connexions Northamptonshire, managers will review case notes as part of supervision with an adviser.

Modifications to Defining the Role

Defining the Role still applies. However there have been some modifications and these are summarised here:

At this level...	PAs are expected to...	(See page)	We call this work	This is what services are offered
Standard General advice and support at key periods in a young person's life	• Follow the Standards for 1-1 Interventions • Apply the APIR Framework approach • Produce a written outcome for the young person at each intervention • Record the intervention correctly on Insight	 5 21 22	***Access Work***	• Introductions to the Connexions Service • Scheduled one-off advice sessions with a Connexions Personal Adviser through years 9-13, including Careers Advice • Drop-in clinics • Personal Adviser attendance at Parent's Events • Free products like: XPLORE; XPLORE XTRA; Kangaroo; Year 9 and 11 Organisers; web site www.4you2.org.uk; Routeways/KeyCLIPS (with local information) • Events like the Higher Education Conference
Enhanced (Active) Ongoing, in-depth guidance and help for those at risk of not participating effectively	**All of above, plus:** • Complete a Plan of Work for each young person	7	***Caseload Work***	• Ongoing support from a Connexions Personal Adviser (on a caseload) • Themed group sessions • Job-seeker support
Intensive (Active) Integrated, specialist support for those facing substantial multiple problems preventing them from engaging	**All of above, plus:** • APIR Assessment Profile recorded on Insight	6	***Caseload Work***	• Caseloaded support from a Connexions Personal Adviser (acting either as the Lead Professional or supporting the Lead Professional) • For young people with Statement of Special Educational Need: Year 9 Transition Planning; Section 140 Assessment in Year 11 (or final year of school, as appropriate)

- Personal Advisers with the appropriate training and experience may choose approaches as detailed from Page 11.