



**A Guide for
E2E Providers and
Local Learning and
Skills Councils on the
APIR Framework**



1. What is the APIR Framework?

The Connexions Service National Unit (CSNU) developed the Connexions APIR Framework to provide both guidance and a structure to underpin the work of Personal Advisers. It provides a methodology and supporting materials through which a young person supported by their Personal Adviser can develop and implement a personal action plan for realising their goals based on a holistic assessment of their needs. By setting out a common approach it aims to bring together a degree of consistency to service delivery across Connexions Partnerships and facilitate information sharing between agencies working to support young people.

The Framework consists of the

- APIR process (including identification of 18 factors)
- Profiling kit
- Profile (wheel or linear format)

2. What does the process involve?

The Connexions Framework describes a process of assessment, planning, implementation and review (APIR). It provides a structure to assist Personal Advisers in their one-to-one work with young people. This process of identifying needs, planning effectively and taking action to address those needs is a key element of a Personal Adviser's role working one-to-one with a young person.

The Framework has identified 18 factors which have the potential to impact on a young person's participation and progression in learning in both positive and negative ways. Personal Advisers need to be aware of all 18 factors to ensure they take a holistic view of a young person.

<p>EDUCATION AND EMPLOYMENT: Participation Achievements Basic skills Key skills Life skills Aspirations</p>	<p>SOCIAL AND BEHAVIOURAL DEVELOPMENT: Identity and self-image Attitudes and motivation Relationships within family and society Risk of (re-) offending</p>
<p>FAMILY AND ENVIRONMENTAL FACTORS: Capacity of parents/carers Family history and functioning Social and community factors Housing Income</p>	<p>PERSONAL HEALTH FACTORS: Physical health Emotional well-being Substance use issues</p>

3. How can APIR help training providers offering E2E?

The APIR Framework is designed to promote and assist information sharing between agencies working to support young people.

The content of E2E programmes needs to be matched with the individual needs of the young person. For each learner on E2E a clear rationale is needed for the particular mix of learning activities they will undertake as part of their E2E learning plan.

Initial assessment is the process of identifying learning and support needs and prioritising them to enable the design of a learning programme. Learning needs are those skills, knowledge and competences that a young person will need to acquire to help them fulfil their aims and aspirations. Support needs are the additional help required to address and overcome barriers to full participation.

The APIR process recommends the development of an individual assessment profile for each young person who requires long-term sustained support. Providers may be able to reduce duplication of assessment processes when they take account of the information collected through the APIR process.¹

The APIR process is unlikely to collect all the information a provider will wish to consider in designing a learner's E2E programme. Providers need to consider a range of interlocking pieces of information to build up a complete picture of an individual. The APIR process may provide some of the pieces in this jigsaw.

Adapted from Initial Assessment of Learning and Support Needs and Planning Learning to Meet Needs, DfEE May 2001

Learner information to be considered during the initial assessment process (show below as a jigsaw graphic)

Career preferences and suitability	Qualifications and achievements	Aptitude and potential	Prior learning and experience
Basic Skills	Key Skills	Learning difficulties	Interests
Learning styles	Job role	Personal effectiveness	Personal circumstances

¹ The transfer of learner's personal information between Connexions and providers needs to be authorised by the young person, the E2E Connexions referral document provides a facility for learners to give their permission.

4. Why is it called a **Framework rather than a tool?**

The APIR Framework provides a structure to underpin the work of Personal Advisers. It is not an assessment tool.

CSNU encourages Personal Advisers to use specific assessment tools and techniques they are familiar with and trained to use to provide more detailed information. Where appropriate, Personal Advisers are encouraged to refer young people for more detailed assessment on specific issues of concern. The outcome of any assessment tools should be used to inform the personal action plan.

5. Will every young person referred to an E2E provider have a full APIR profile?

The APIR Framework will become mandatory for all Connexions services from April 2004. Application of the Framework will be based on the needs of the young person.

For those young people requiring sustained support personal advisers will be expected to complete the profiling kit and produce a profile. If the PA plans to complete a profile it should be completed where possible before referral and at the latest within 8 weeks of referral to E2E. If the PA indicates on the referral form that the profiling kit and profile have not been completed – then the E2E provider may wish to confirm the reasons why with the PA. Providers may wish to check the reason for the referral in the first instance as this may provide some useful information. Equally some young people may arrive at a provider because they self refer or have just moved into an area. It may not be in the best interest of the learner to hold them outside E2E until an APIR profile is completed. Connexions need to confirm the young person's eligibility and suitability for E2E as the learner begins the process of initial assessment in E2E.

6. What does assessment involve?

The first part of the APIR assessment process is information gathering; the key source of information is the young person himself or herself as their views are central to the APIR process. Any contact with the young person provides the opportunity to gather information, through informal discussion, structured assessments or self-assessment tools. Involving young people and giving them the opportunity to express in their own words the issues and needs they are facing is vital to a successful assessment process, and will give the young person much greater ownership of the results of the assessment. The referring agency will also be a key source of information. The Personal Adviser should also identify whether there are other sources of information on the young person which already exist and which they can access.

Information gathered during the first part of APIR, with the young person's consent, will inform the initial assessment process undertaken

by E2E providers. This will usually be a more comprehensive process than that undertaken by Connexions. Providers should avoid duplicating assessments and questions which have recently been undertaken by Connexions with the learner.

7. How does planning take place?

It is likely that as the Personal Adviser continues working with a young person through the assessment stage their work will naturally begin to suggest ways to address some of the issues that have been identified.

The Personal Action Plan is at the heart of the APIR process. It should summarise the young person's current situation, strengths and recent achievements and give clear milestones and specific commitments from the young person themselves and from those whose support is necessary to achieve the plan. It should also include an agreement of what happens next, in terms of contact and support from the Personal Adviser, how contact will be maintained when progress will be reviewed.

It is vital that the plan derives from the young person and not the agenda of the Personal Adviser. For some young people with complex or multiple needs, it may be important to help them determine short-term objectives and priorities.

8. Does this mean a young person will have an E2E plan and an APIR plan?

No. Young people are more likely to start taking responsibility for their learning when they are working to a single clear plan. It is the responsibility of agencies working in partnership to bring together their planning processes to enable individual young people to take part in a straightforward planning and review process. Planning and review arrangements in E2E will be based on the process identified in the LSC document *Guidance on Documentation to Support the Processes of Referral, Assessment, Planning, Recording and Reviewing of Learning in E2E: A Passport for E2E Learners*. This process will be informed by information gathered through the APIR process.

9. What does implementation mean?

The Personal Adviser has two critical elements to their role that will impact upon the successful delivery of the plan. They may have to continue to provide one-to-one support to the young person such as assisting the young person with a specific task, as well as keeping in contact with them to ensure they carry out their action plan. Or the Personal Adviser may act as a broker for the young person. They will refer to other agencies and negotiate the relevant provision for the young person, and then ensure the elements of the plan are delivered.

In E2E the Connexions Service National Unit and LSC National Office have jointly agreed that the responsibility for confirming a young person's suitability for E2E is with the Connexions Service. The *E2E Programme* document, part of the *E2E Passport*, will be used to confirm suitability by a Connexions Service Personal Adviser and that they agree with the young person's identified objectives, programme of learning and support, and anticipated outcomes. The Personal Adviser will need to sign the document within eight weeks of the young person starting E2E. If for any reason this cannot be achieved, the provider should record the efforts, which they have made to secure this.

10. What does reviewing involve?

This is an on-going process which will require the Personal Adviser to keep in regular contact with a young person. At specific intervals, it will be necessary to review progress against the Personal Action Plan, and use this as a basis for updating the assessment profile of the young person. The review process should focus on the young person's successes. Where there are goals that have not been achieved, the Personal Adviser should discuss the reasons for this with the young person and decide whether or how to take this forward.

In E2E, providers and Connexions PAs will work together to plan and undertake a single programme of regular reviews. As a minimum recorded reviews will take place every four weeks. Where possible Connexions PAs should be involved reviews. It is essential that the PA is involved in agreeing the E2E programme plan with the learner and the training provider. The plan should be challenging, achievable and realistically based on movement towards a positive progression route. Locally, Connexions service managers and training providers will need to agree the how PAs will contribute to these reviews. Reviews will lead to the production of an E2E activity plan and review record.

11. How does APIR link to the E2E Passport?

The content of E2E programme needs to be matched with the needs of the individual young person. This will clearly be linked to the assessment and planning work undertaken by Connexions. The mix of activities and reason for them will be described in the long term by the *E2E Programme plan* and in the short term by the *E2E activity plan and review record*. Developing the E2E plan will require proactive involvement of the young person and a committed, partnership approach from Connexions staff and the learning provider.

The E2E Passport has been developed by the Learning and Skills Council National Office (LSC NO) in consultation with the Connexions Service National Unit (CSNU), the Adult Learning Inspectorate (ALI), local LSCs and providers. The passport aims to facilitate seamless transition from Connexions and share information with E2E providers.

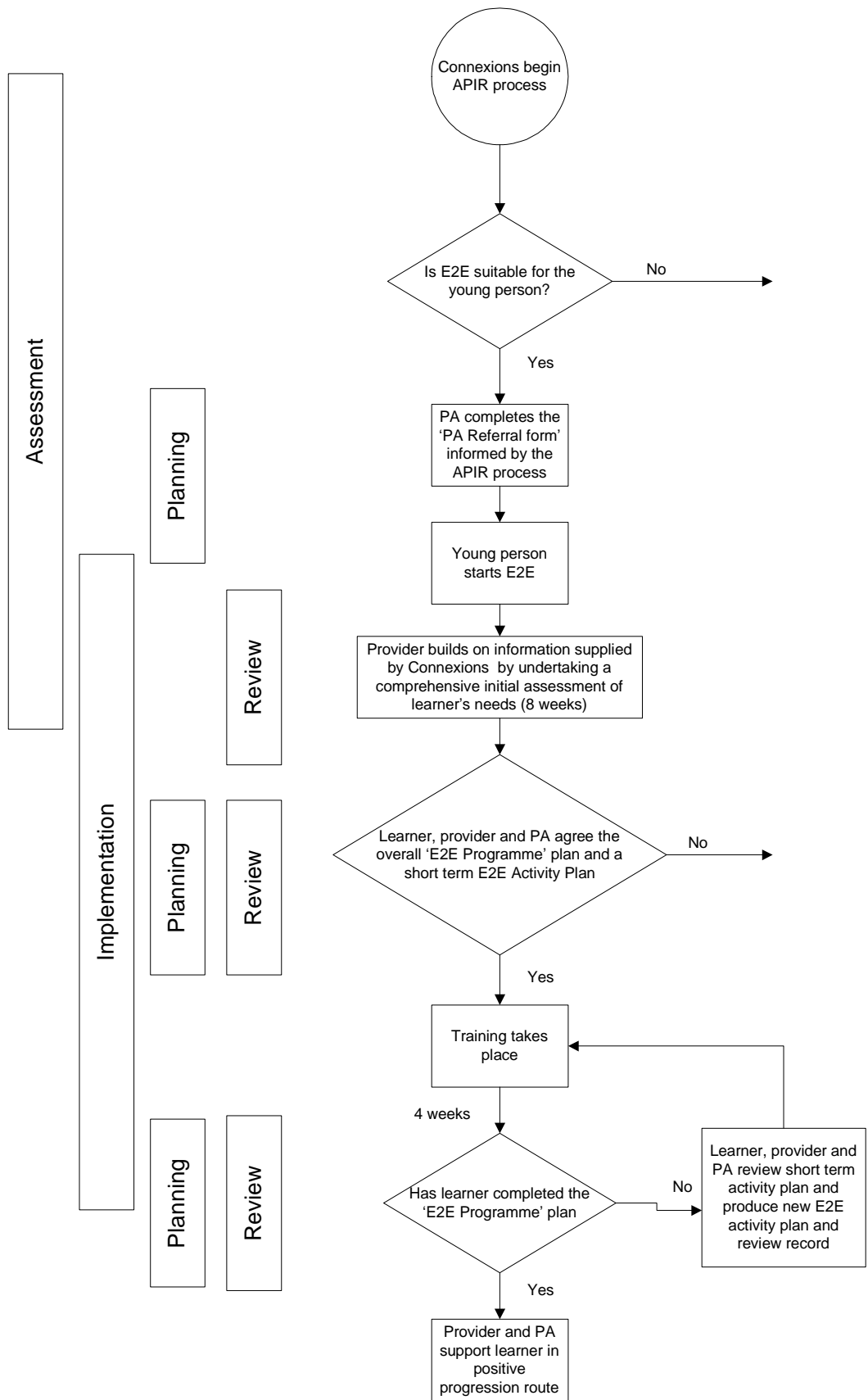
The passport will integrate and provide a record of the key processes of initial assessment, planning individual learning and progress review.

There are four new documents in the passport, they are:

- Personal Adviser Referral Form – this will be used by Personal Advisers in the Connexions Service when referring young people to E2E. It will replace the requirement for them to complete an Individual Development Plan for young people who are referred to E2E. This document has been jointly developed by the LSC NO and CSNU.
- Initial Assessment Summary – this will be a new requirement for E2E providers. It has been introduced to address identified weaknesses in carrying out comprehensive initial assessment to identify learners' needs. It aims to provide a summary of the young person's starting point to their programme and a simple benchmark by which distance travelled can be measured. It will inform the setting of the young person's key objectives and programme whilst on E2E, which will be identified in their individual E2E Programme.
- E2E Programme – this will identify the key objectives for the young person whilst on E2E, the components of their E2E programme and anticipated accredited and non-accredited learning outcomes. Through regular updating, it will also serve as a simple record of achievement for a young person.
- E2E Activity Plan and Review – this is a new type of plan, which supports the implementation of the young person's E2E programme and also provides a record of their progress review. It is designed to cover a short time period and the young person will build up a number of these depending on the length of time they spend on E2E. The young person will constantly refer to this document as it will provide a timetable of their planned activities along with their short-term targets and space for them to record comments on their own learning. Short-term targets provide 'bite size' chunks towards achievement of the young person's overall key objectives identified on their Programme. Progress against targets will be reviewed and recorded on the document during the young person's review.

Full guidance on the E2E Passport is available on the LSC website.

Figure 1 Integration of the APIR process and the E2E Passport



12. How can I find out more about APIR?

- To find out more about APIR in your area, speak to your local Connexions service manager. Connexions may be able to provide a short training session on the basics of APIR to other agencies working with young people.
- Visit the Learning and Skills Council website at www.lsc.gov.uk - This contains the E2E Framework, E2E Passport and information for providers
- Visit the Connexions website at www.connexions.gov.uk – This provides information on the APIR process.
- Visit the LSDA website at www.lsda.org.uk - This provides case study material from the pathfinder phase of E2E

APPENDIX 1 THE PROFILING KIT

A profiling kit has been designed to assist Personal Advisers during the assessment process. The profiling kit is not an assessment tool or list of questions which a Personal Adviser should go through systematically with a young person. This would be alienating and unhelpful for the young person. The profiling kit should be referred to by the Personal Adviser as a professional tool and used as a basis for discussions, to help them draw up an assessment profile. The Personal Adviser does not need to go through each of the factors with the young person when preliminary conversations or existing information may be sufficient to reassure a Personal Adviser that, across a large number of the assessment factors, there are no issues hindering a young person's transition.

The kit contains a profiling sheet for each of the 18 factors and it sets out suggestions for areas to explore in discussion with the young person, and provides a description of how differing level of need might be categorised; this translates into a position on a generic five-point scale (P, N, G, S, and C). The Personal Adviser will need to use their expertise and skills of engagement to come to a shared understanding with the young person as to which point on the scale best represents their circumstances. In these discussions, Personal Advisers should draw on or refer to any other information they have available. They are also encouraged to use any specific assessment tools they are familiar with to provide more information.

To summarise and utilise the information gathered, the Framework recommends the development of an assessment profile. This is a visual representation of a young person at a particular point in time. The assessment profile in wheel (Appendix 2) or linear format (Appendix 3) should be the prime means of communicating to the young person their current circumstances and strengths. It should also record what action, if any, is already being taken through existing plans or other agencies.

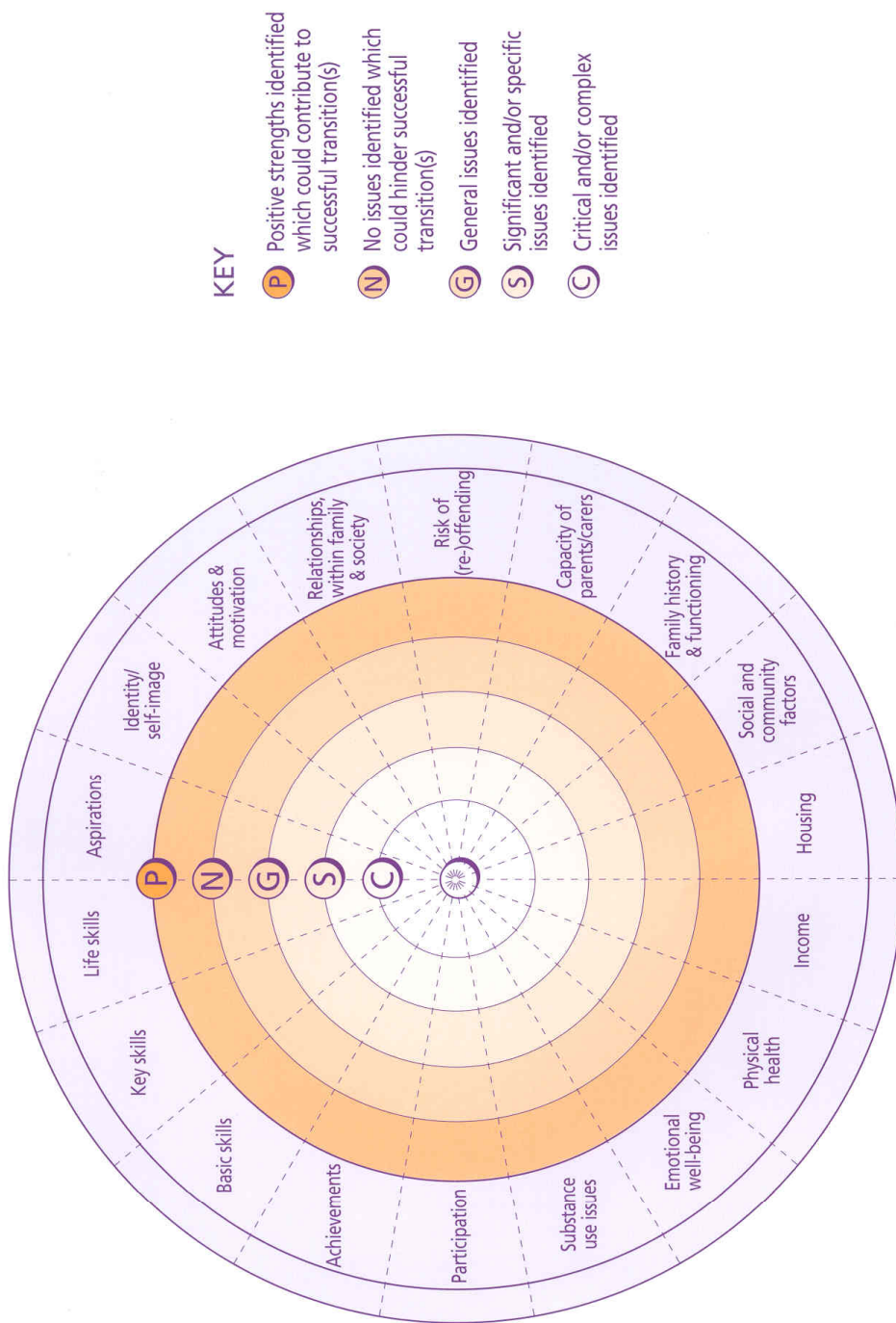
In areas where a young person faces barriers or issues the outer ring provides scope for recording what action, if any, is being taken through existing plans or through work with other agencies. A '✓' or 'X' will indicate this, if there is a need to gather further information, this will be indicated by '1?'.

The outer edge of the wheel indicates areas in which the young person has positive strengths on which the intervention can build or where there are no immediate presenting issues. Areas where there are serious or critical issues will be positioned towards the centre of the wheel.

APPENDIX 2 – APIR WHEEL PROFILE

Appendix I

Name: Date created:



APPNDIX 3 – APIR LINEAR PROFILE

Appendix J

Name:

Date created:

	Participation	Achievements	Basic skills	Key skills	Life skills	Aspirations	Identity/self-image	Attitudes & motivation	Relationships, within family & society	Risk of (re)offending	Capacity of parents/carers	Family history & functioning	Social & community factors	Housing	Income	Physical health	Emotional well being	Substance use issues	
P																			
N																			
G																			
S																			
C																			

KEY

- P** Positive strengths identified which could contribute to successful transition(s)
- N** No issues identified which could hinder successful transition(s)
- G** General issues identified
- S** Significant and/or specific issues identified
- C** Critical and/or complex issues identified