

# Connexions

The connexions service: professional framework for personal advisers

proposals for consultation



# Professional Framework for Personal Advisers in the Connexions Service - proposals for consultation

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# Professional Framework for Personal Advisers in the Connexions Service - proposals for consultation

## Introduction

- 1 The Connexions strategy document, *Connexions: The best start in life for every young person* published in February 2000, set out the Government's proposals to develop a new Connexions Service. The Service will be delivered through a network of personal advisers who will be responsible for providing information, advice and guidance support services for **all** young people aged 13-19. It will be a universal service, with intensive help and support targeted at those in greatest need.
  - 1.1 Since publication of the document the DfEE have been working in a number of areas to prepare for the phased introduction of the Connexions Service from April 2001. Activities to date have included consultations to develop:
    - the *Connexions Service: prospectus and specification* which was published in early May
    - transition arrangements for existing organisations
    - arrangements for contract delivery of the Connexions Service
    - data and tracking systems for the new Service
    - piloting arrangements in a number of regions to help develop and test how the Service will operate

## What are we consulting on?

- 2 In the Connexions strategy document the Government stated that it would consult on the professional and training framework for Connexions Service personal advisers including:

- whether **the training framework** for personal advisers should include:
  - **a Foundation Programme** to enable relevant professionals to undertake some initial accredited training to prepare them to meet the key accountabilities of their new role. This would also provide accreditation for those from the community with the aptitude and ability to engage with young people but without a professional background;
  - **an Extension Programme** for those personal advisers who wish to extend their core skills. Over the medium term, this would be the level that professionals have to reach to achieve qualified personal adviser status;

- **a Management Programme** at post-qualifying level which would address the needs of the following three groups:
  - ▶ Connexions managers;
  - ▶ senior personal advisers responsible for the supervision of staff;
  - ▶ and those personal advisers wishing to progress into management;
- ▶ whether there should be a National Occupational Standards for personal advisers;
- ▶ whether there should be a National Centre or Professional College for personal advisers and others working closely with personal advisers, such as community mentors, to promote the key principles which underlie the personal adviser role. These would include, for example, multi-disciplinary practice and management, community involvement and links with neighbourhood renewal, and the promotion of evidence-based practice and equal opportunities;
- ▶ how most efficient use can be made of information and communications technology (ICT), via the Connexions website, for professional development and support;
- ▶ what implications there would be for professionals working in closely related fields, such as the provision of information, advice and guidance for adults.

**2.1** This consultation document is part of that process. It invites your views and advice on the initial development of the **training framework** and **professional framework for personal advisers** in the Connexions Service. Your answers will also inform the longer term development of the personal adviser profession. This emergent role is currently developing in a range of settings - for example the Employment Service, leaving care teams and schools - as well as in the Connexions pilots, with the shared aim of increasing access, participation and progression within education, training and employment for young people. It is important that these roles develop in a holistic way and support other cross-government initiatives for supporting and helping young people. **We have attached questionnaires at the end of this document for your responses. We are seeking responses in two stages. The deadline for responses on the training framework is 14 July 2000 and the professional framework 28 July 2000.**

**2.2** It is important that as the profession develops there are opportunities to consult on its evolution, and that this occurs through regular networking or feedback on good practice being developed through the implementation of the Connexions Service. This consultation document is the first stage in 'early development' of the profession and is an initial exploration which should provide a good starting base for development.

**2.3** The professional framework and the training framework for personal advisers will be key vehicles for assuring the quality of provision. We envisage that either prior to, or soon, after their appointment all personal advisers should attend appropriate training at a recognised centre offering approved personal adviser Foundation Training. Connexions Partnerships will have responsibility for ensuring that the professional development of personal advisers meets requirements set out in the professional framework. They will also have responsibility for identifying and

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spreading effective practice. The training framework will evolve to reflect the lessons learned from the Connexions pilots and those involved in the first phase of national roll-out.

### Timescales

- 2.4** Key milestones for the implementation of the training framework include:
- ▶ completion of the design phase in late summer 2000
  - ▶ tendering for delivery of training and development completed in autumn 2000;
  - ▶ delivery of preliminary training for existing professionals to start in January 2001.
- 2.5** The priority is to have sufficient numbers of trained personal advisers for the first phased implementation of the Connexions Service in April 2001.
- 2.6** Whilst we have asked you to comment on the need for National Occupational Standards, we will be consulting at a later date on whether there should be a new and discrete National Training Organisation (NTO) to represent personal advisers - including those operating outside the Connexions Service - or whether the role can be successfully carried out by an existing NTO.
- 2.7** Questions on other issues are set out in the questionnaires at the end of this document. The deadline for responses on the Training Framework is 14 July 2000 and the Professional Framework is 28 July 2000.

# Background

## Rationale for the personal adviser role

- 3** The concept of a new support service for young people was first proposed in the Social Exclusion Unit's *Bridging the Gap* report, and in the White Paper *Learning to Succeed*. These proposals were in response to the current fragmentation of services that impact on young people. At the heart of the Service is the personal adviser, an emergent new professional responsible for ensuring that young people receive a 'seamless' service, appropriate to their needs, between the ages of 13 and 19. Consultation is currently underway as to how the Connexions Service can make effective links to agencies working with clients post-16.
- 3.1** The introduction of the personal adviser role does not simply represent the extension of boundaries of the existing professionals working with young people. The role of personal adviser will for the first time offer a single, accountable professional to provide one-to-one support for young people and to oversee the effectiveness of interventions. They will be equipped with the knowledge and skills to provide information, advice and guidance on education/career pathways, health, social welfare and youth justice issues, as well as the knowledge to decide when to refer young people to specialist services. They will broker on behalf of young people and their families to secure appropriate provision and support, and they will ensure that young people do not fall into the gaps between statutory providers.
- 3.2** Their practice will be based on a clear understanding of a young person's needs, and involve work with education, training, health, social welfare and criminal justice agencies in order to ensure the participation and progression of young people through mainstream education and training.
- 3.3** Recent reforms in a range of settings have been advocating such a role, for example, the learning mentors within schools, the young person's adviser for care leavers, the personal officer within prisons and the New Deal personal adviser within the Employment Service. It is our intention that responses to this consultation document and all ensuing work, feed into the wider development of a new personal adviser profession. This will ensure that all these related roles do not develop in isolation, and personal advisers employed in a range of settings work together to ensure the progress and participation of all young people.

## The role of the Connexions Service personal adviser

- 3.4** The personal adviser will ensure that 13 - 19 year olds have access to and can participate effectively in mainstream education and training as part of their preparation for adult and working life. They will work with a wide range of young people, tailoring advice, guidance and support to meet their individual needs, and removing barriers to learning and progression.

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- 3.5** Personal advisers will be drawn from a range of backgrounds and bring a mix of skills and knowledge. There will be a particular emphasis on bringing into the role people from community and voluntary organisations, for example, those from black and minority ethnic communities, as well as current practitioners in careers companies and the statutory youth services. The aim is that personal advisers will be representative of the population, and through appropriate professional standards and training, will be able to work effectively with young people of all ethnic origins and backgrounds.
- 3.6** Personal advisers will operate across a range of different agencies and will have different lines of accountability. Together with the Connexions Partnerships, and in discussion with head teachers, college principals and others, the local management committee will agree an integrated and coherent structure for personal advisers, including staff seconded to the service or working under formal or informal partnerships agreements.
- 3.7** In order to provide high quality information, advice, guidance and support to young people, the personal adviser's role will include:

### ***Working with, or as part of, the school or college or training provider***

- 3.8** Most young people under the age of 16 are likely to have access to personal advisers based in schools - building on the current model of learning mentors being introduced in *Excellence in Cities* areas. Personal advisers will also be accessible through further education colleges and community and voluntary organisations, which will be particularly relevant to those young people who are disengaged from education.
- 3.9** Personal advisers will provide support for teachers and others in developing careers education, personal, social and health education, special educational needs transition processes and the provision of relevant information, including the use of information and communications technology (ICT) and advice on labour market developments. This will ensure that all young people based within schools and colleges have access to high quality information, advice and guidance.
- 3.10** Personal advisers will support these institutions in promoting a culture that values diversity and an environment in which young people from all backgrounds can participate and progress. This will involve the personal advisers in developing approaches which challenge existing practices that prevent young people from participating fully.

### ***One-to-one support and providing information, advice and guidance***

- 3.11** Every young person will have access to a personal adviser. Where personal advisers help young people on an individual basis, the effectiveness of the one-to-one relationship with a young person over a sustained period will be a crucial determinant of future life and educational success. The personal adviser will provide this support where and whenever it is appropriate to do so.
- 3.12** The personal adviser will have the skills to assist the young person in navigating key life episodes - for example, finishing compulsory education or leaving home. They will need to be able to work in an appropriate and sensitive manner with young people from a range of backgrounds and in different settings.

- 3.13** Through training, they will be equipped with the skills to identify and arrange appropriate provision to meet the needs of young people who may be vulnerable due, for example, to their ethnic background, family status, disability or health. They will also require skills in working with young people who are, or are in danger of becoming disengaged from education, including those who have been excluded from school. In their work with young people, the personal adviser will challenge stereotyping and bias, tackle racism and engender an awareness of such issues in young people.
- 3.14** We will be looking at ways of making the Service flexible so that personal adviser support can be based on the needs of the young person, rather than being defined by agency boundaries.

### ***Assessment, planning and review***

- 3.15** To enable the personal adviser to work effectively across agency boundaries, we are working with other government departments and relevant organisations to develop an integrated assessment, planning and review mechanism. The aim is to develop a common framework for identifying young people's needs across education, health and social welfare, and produce a set of assessment tools. This will offer a basis for referral or inter-agency discussions on how best to meet the support needs identified.
- 3.16** The Connexions assessment framework currently being developed by the Department of Health and the Youth Justice Board will provide a method for identifying a range of needs. In order to assess these effectively, personal advisers will be trained in appropriate techniques and will be equipped to undertake initial vocational assessments and initial assessments in areas such as basic and key skills, drug misuse and mental health, in order to identify barriers to learning. This will ensure that effective action can be taken to address need, including referral to specialist agencies and services where appropriate.
- 3.17** The Connexions assessment framework will be supported by guidance and training and will include clear guidelines on the trigger points for an assessment to be undertaken.
- 3.18** Personal advisers will work closely to support young people with Special Educational Needs (SEN) / learning difficulties and /or disabilities (LDD). Where personal advisers identify previously unrecognised SEN, they will need to ask special educational needs co-ordinators (SENCOs) whether extra support from the school is needed, or a formal assessment for a statement. Where a child already has a statement, the Connexions personal adviser must attend the Year 9 Transition review and contribute to drawing up and monitoring the Transition Plan. In addition, for those with statements in their last year of schooling who are moving from school to further education or training, the Connexions Service will be responsible for arranging assessments of their needs and the provision to meet those needs in these settings. Advisers will also be able to identify others with SEN/LDD, but without statements, who would benefit from an assessment of their learning difficulty and/or disability covering Post -16 Learning.



### ***Working with parents and carers***

- 3.19** Parents and carers have a key role to play in encouraging and enabling participation in learning. The personal adviser will work with parents and carers as active partners in the education of children facing barriers to learning by, for example, assisting parents in understanding the education system, encouraging high expectations in the home setting and supporting the development of young people's skills and aspirations.

### ***Community support***

- 3.20** The personal adviser will link into local welfare, health, arts, sport and study support networks to assist young people to participate in and gain maximum benefit from education and training provided in a variety of settings.
- 3.21** This work will contribute to neighbourhood renewal by ensuring that all sections of the community are consulted and involved in the education and development of its young people. Voluntary organisations and community groups already provide support to young people. We will be encouraging them to be involved in the Connexions Service, including becoming personal advisers where appropriate. The Connexions Service will encourage and ensure appropriate training for members of the community wishing to act as mentors. The Service will also encourage young people to become involved in their communities, for instance through Millennium Volunteers and the Neighbourhood Support Fund.

### ***Working with other agencies***

- 3.22** Brokerage skills will be central to the personal adviser role, ensuring that a young person has access to appropriate education / training provision and that this is co-ordinated with any other specialist services they may need, for example, social services, paediatric services, child and adolescent mental health services, financial support services, housing, young people's drug services, or teenage parent support services. A co-ordinated and coherent approach to removing barriers to learning will assist the young person to progress within, or re-engage with, education or training.
- 3.23** The personal adviser will have a crucial role in challenging outcomes where young people are prevented from accessing, participating fully or progressing in mainstream education or training, due to their ethnic background, gender, sexuality, learning difficulty or disability. This may include advocating on behalf of the individual to achieve a satisfactory outcome.
- 3.24** The personal adviser will also link with other agencies to ensure smooth transitions for young people, for example, further education colleges and training providers; the Employment Service for young people unemployed at the ages of 18 and 19; secure institutions for young people who are detained, in order that they can continue their education and development.

### ***Keeping in contact and monitoring***

**3.25** Personal advisers will need to maintain appropriate contact with the young people allocated to them. This will allow them to manage their caseload effectively, and to identify potential barriers to learning at an early stage. Their involvement with individuals and liaison with schools, colleges and others will help the Service maintain a reliable database of all 13-19 year olds. The database will also be a means to monitor the progress and outcomes for those individuals receiving in-depth or specialist support, and those in the target groups for the Connexions Service.

### **Child protection**

**3.26** It is crucial that the Connexions Service protects and safeguards young people and ensures that people becoming personal advisers have undergone stringent vetting procedures. The DfEE has commissioned experts within this field to review current best practice and recommend an appropriate robust vetting process for the Connexions Service.

**3.27** Further information about the Connexions Service and the role of the personal adviser can be found in the document *Connexions: The best start in life for every young person* available from DfEE publications. Tel: 0845 60 222 60 and the Connexions website: [www.connexions.gov.uk](http://www.connexions.gov.uk)

# Proposals for consultation

## Training Framework for personal advisers

- 4** The implementation of a network of personal advisers and the creation of a new profession will require development of appropriate training, a professional identity, a change in culture and some redefining of existing professional and practitioner roles to link with the Connexions Service.
- 4.1** Developing the profession of the personal adviser in the longer term will also include a range of supporting structures such as standards, career development routes, continuous development, values for the profession and possibly codes of practice. It may also require significant supportive structures such as the establishment of a National Centre and the development of a National Training Organisation for personal advisers.
- 4.2** It is our intention that the professional framework will be flexible to enable entry into the profession for people with a range of different skills, knowledge and qualifications. It is important that there is access for people from non-academic routes and this will entail development of access courses and examination of apprenticeship modules, which encourage wider access.
- 4.3** A comprehensive training programme will be put in place to ensure that personal advisers can meet and deliver the key functions of the role. In the short term, we need to ensure that we have personal advisers who are trained in the core skills and functions of the role by April 2001. To meet this objective it is proposed that the training framework for personal advisers is initially structured as follows:
- ▶ Foundation Programme;
  - ▶ Extension Programme;
  - ▶ Management Programme.
- (Annex A shows the framework diagram)
- 4.4** Although there will always be a range of people entering the service from different routes, the longer term aim would be to merge the Foundation Programme with the Extension Programme to form the basis of entry into the profession.
- 4.5** Featured below are some early thoughts on the structure and content of the framework. The personal adviser role represents a blend of skills and experience, some of which are new and some of which are currently spread over several professional groupings such as teaching, youth work, care work, youth justice, careers guidance, employment advice and education welfare.

## **Foundation Programme and Extension Programme**

- 4.6** The aim of the Foundation Programme will be to build on the skills and knowledge of existing professionals and others working with young people through training and development to enable them to undertake the role of personal adviser, as well as providing an introduction to the Connexions Service and the way in which the personal adviser network will operate.
- 4.7** There are existing training programmes for personal advisers which may provide helpful information on core training, for example, the Learning Gateway, New Start and New Deal. In addition, the development of the professional framework will take account of a number of similar initiatives such as; development work on personal advisers within the youth offending teams and the social services' young person's advisers for those in and leaving care. It will also link with training developed for the learning mentors employed in schools through the *Excellence in Cities* initiative.
- 4.8** It is essential that the training framework is underpinned by key themes which should inform all aspects of the personal adviser role. The following have been identified as being critical to working in ways which ensure equality of opportunity in all areas:
- ▶ working with regard and respect for ethnic and cultural diversity
  - ▶ understanding gender differences
  - ▶ respect for individual sexual orientation
  - ▶ comprehending learning disability and learning difficulty issues
  - ▶ understanding and addressing bullying.
- 4.9** In determining the training framework a crucial factor will be the identification of key skills and knowledge for the role. Based on the outline of the personal adviser role, it is proposed that training should cover:
- ▶ Information gathering and assessment, eg.
    - ▶ understanding the principles of good assessment
    - ▶ understanding the significance of assessment and other kinds of information for action planning with young people
    - ▶ undertaking a wide range of relevant informal and formal Connexions assessments
    - ▶ securing specialist assessments
    - ▶ understanding the particular needs of vulnerable young people, exploring issues with young people, including conflict resolution.

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- ▶ Planning, intervention, support and guidance, eg.
  - ▶ providing information, advice and guidance (individually and in groups)
  - ▶ engaging with other educational professionals in a mainstream setting
  - ▶ working with young people with significant problems or difficulties
  - ▶ engaging with young people and their parents to secure change
  - ▶ brokerage on behalf of young people with professionals and agencies
  - ▶ developing criteria for access to, and exit from, support
  - ▶ working preventatively
  - ▶ joint goal setting with young people.
  
- ▶ Working with other agencies, eg.
  - ▶ understanding one's own specialist setting (education, youth offending team, care, etc.) and the personal adviser's key roles and responsibilities
  - ▶ understanding the roles, responsibilities and resources of other relevant agencies and services
  - ▶ negotiating and brokerage opportunities for young people
  - ▶ influencing other agencies
  - ▶ challenging inadequate training or education
  - ▶ accessing services on behalf of young people
  - ▶ providing the pivotal point of contact for services linked with a young person.
  
- ▶ Monitoring, reviewing and evaluating, eg.
  - ▶ grounding work in evidence-based practice
  - ▶ understanding one's own effectiveness in interventions with young people
  - ▶ monitoring the practice and standards of delivery of other agencies in their engagement with young people.

**4.10** The section below outlines the proposed programme of activity. As the Connexions initiative develops, the programme will be adjusted as necessary to take account of feedback from other areas, for example, lessons learned from the pilots.

### ***Foundation Programme***

**4.11** It is proposed that this is developed on the basis of the four skills and knowledge areas outlined above. The concepts of assessment, planning and intervention within a multi-professional context will form critical skills for all personal advisers, along with the capacity to monitor, review and evaluate practice.

**4.12** The Programme needs to be robust enough to provide learning opportunities for a wide range of professionals. Flexibility is necessary because some participants may be bringing extensive knowledge and skills to this new role, whereas others might have quite limited experience.

**4.13** Inevitably, there will be some duplication of learning but all prior learning needs to be re-evaluated within the context of the Connexions Service. The training needs to be grounded in the eight key Connexions principles of:-

- ▶ raising aspiration
- ▶ meeting individual needs
- ▶ taking account of the views of young people
- ▶ inclusion
- ▶ partnership
- ▶ community involvement and neighbourhood renewal
- ▶ extending opportunity and equality of opportunity
- ▶ evidence-based practice.

**4.14** Training will take account of and develop the four skills and knowledge areas. These skills will be required in a range of situations and settings, therefore we propose to structure the foundation training around a number of key areas, all of which will be core elements of the training:

- ▶ engaging with young people
- ▶ working to secure change with young people, their parents and /or carers, and practitioners in the mainstream learning environment
- ▶ securing an optimal response from all agencies and the community in supporting a young person through change
- ▶ demonstrating success, keeping in touch, record keeping, measurement and evaluation
- ▶ improving service delivery to young people through reflective practice in context

**4.15** In *Excellence in Cities* areas, personal advisers will be working alongside learning mentors in the school setting. The roles they perform will have broadly similar aims, that is, to remove the barriers to learning for the young person. However, at least in the initial phase, the personal adviser may have more of a focus on post-16 provision and should be better able to offer careers information, advice and guidance. We would welcome your views on whether and how we might introduce a bridging route for learning mentors to become Connexions Service personal advisers should they wish to do so. We also propose offering some separate training for headteachers which would cover their role in managing personal advisers within a school setting.

### ***Extension Programme***

**4.16** The aim of the Extension Programme is to enable personal advisers to build on their initial training, taking account of their professional practice, and providing them with high level skills to work more effectively in different settings. The following are examples of possible extension areas:

- ▶ working with young people with complex special needs/learning difficulties and/or disabilities
- ▶ working preventatively with young people at risk of offending
- ▶ securing personal independence with young people who have experienced multiple parenting
- ▶ working with young parents
- ▶ developing life and opportunity choices with disaffected young people.

**4.17** In developing the Extension Programme, we will draw on the experience of developing the Foundation Programme, the evaluation of initial delivery, and lessons learned from the Connexions Service pilots.

**4.18** It is proposed that the Extension Programme will be introduced later in 2001 and will take account of accreditation of prior learning where possible. This will build on training and development already received and will be available for those who have successfully completed the Foundation Training and who wish to progress to fully qualified level.

**4.19** The Extension Programme will include self-assessment and training needs analysis to identify which elements are appropriate to individual practitioners. In this way it should be possible to tailor training to meet identified needs.

**4.20** In the longer term, it will be possible to merge the Foundation and Extension Programmes into an entry level qualification for personal advisers. This will be undertaken as part of a broader exercise to develop qualifications and accreditation for the profession. Further consultation will be needed on how to enable entry from academic and vocational routes.

### ***Management Programme***

**4.21** As part of the work to develop the personal adviser role, we are looking at the necessary management structures. In addition to local Connexions managers, for example, a key role could be that of senior personal adviser. This role could focus support on those personal advisers working with young people with multiple problems who may therefore need a higher level of support for their practice. In addition, we are proposing that personal advisers could be supported through a supervisory model akin to those in youth work and social work, that is, with a team leader. Related to this, we are exploring whether it is practical and appropriate for those in managerial positions to have caseloads. We would welcome your views on this.

**4.22** To support developments in this area, we propose running a Management Programme alongside the Foundation and Extension Programmes. This would form part of the career development programme and would provide specific training for Connexions managers, senior personal advisers and personal advisers who wish to progress into management.

**4.23** The aim of the management programme would be to train managers to operate effectively within the structures that develop. It could also include the development of sophisticated leadership and management skills. For example, the Connexions manager is potentially a high level strategic role encompassing skills such as change management and work at a senior level across institutions. The management programme would facilitate the development of such skills. Alongside these roles it is important to acknowledge the role of the manager in providing support for the practitioner.

In the longer term, how should the profession develop to include qualifications and accreditation?

Do you agree with the structure of the personal adviser Training Framework shown in Annex A?

Do you agree with the required skills and suggested “themes” identified in the Foundation Programme?

What skills and themes would you add to, or remove from the list?

Should we introduce a bridging route for learning mentors to become personal advisers, and if so how?

Should the Management Programme be post qualification?

- ▶ what further accredited training will be needed?
- ▶ how should we ensure continuous professional development?
- ▶ what are the supervision needs of personal advisers?
- ▶ how can the supervision needs of personal advisers be addressed?
- ▶ what is the appropriate supervisory/support model for personal advisers?

Should team leaders and managers within the Connexions Service have a caseload of young people, and if so what are the training implications?

What existing training programmes should we take account of in developing the Training Framework?



## Professional Framework for personal advisers

- 5 In addition to the training framework which is highlighted in the next section, the professional framework includes the following items:

### ***National Occupational Standards for personal advisers***

- 5.1 Initial work has been completed on the mapping of existing National Occupational Standards against the personal adviser's role. Early indications from this exercise suggest that there are some key gaps in relation to the personal adviser role, in particular in the areas of assessment to identify barriers to learning, brokerage across agencies and working with parents/carers.
- 5.2 National Occupational Standards for the personal adviser profession will, if introduced, reflect good practice in relation to racial awareness and cultural diversity.
- 5.3 The development of National Occupational Standards will allow practitioners to evaluate their skills and knowledge using nationally agreed standards as a benchmark of best practice. These Standards could form the basis of National Vocational Qualifications. We would welcome your views on whether National Occupational Standards should be developed for the profession.
- 5.4 In the longer term, we would want to develop appropriate qualifications and accreditation which reflect the status of the profession and which widen access to participation. They should include entry routes for people who have the ability to work with young people. Qualifications will be developed at an appropriate level and accredited accordingly.

Do you agree that there should be National Occupational Standards for the new profession?

- are there relevant existing National Occupational Standards which could be used and tailored?

### ***A National Centre or Professional College for all personal advisers***

- 5.5 To enable personal advisers to cohere as a profession, and to facilitate professional development and the sharing of effective practice, the DfEE is proposing the establishment of a National Centre or Professional College for all personal advisers, including those working within the Connexions Service. The scope of the centre or college could include other related professionals, advisers and mentors, such as New Deal advisers and learning support assistants within schools. The DfEE is continuing discussions with Employment Service colleagues over the potential of this approach. The centre could promote the key principles which underlie the personal adviser role and cover areas such as multi-disciplinary practice and management, community involvement and links with neighbourhood renewal, equal opportunities and the promotion of evidence-based practice. It could promote training and development and develop training materials.

**5.6** The centre or college could be 'virtual' i.e. a website that can be accessed from any computer linked to the internet, or a physical college or centre located somewhere in the UK.

**5.7** The centre could for example be responsible for:

- ▶ promoting the training and development of professionals working to ensure the participation and progression of all young people
- ▶ disseminating issues among policy makers, management and practitioners groups and those in informal groupings and community organisations and the voluntary sector.
- ▶ establishing and managing a knowledge management system
- ▶ monitoring quality in education, training and research
- ▶ facilitating the dissemination of good practice, including equal opportunities
- ▶ co-ordinating the provision of information about education, training and research
- ▶ developing training materials including those for distance learning through an interactive website.

Should there be a National Centre or Professional College?

- ▶ should there be a 'virtual' college/centre?
- ▶ should there be a 'physical' college/centre?
- ▶ should there be a combination of both?
- ▶ do you see a role for allied professions becoming stakeholders in the centre?

### ***Efficient use of ICT***

**5.8** Professional development could be supported by information, and communications, technology (ICT), including making use of websites such as the National Grid for Learning or the Connexions website. The website could include resource materials, information on training, on-line training packages and the sharing of good practice.

How can most efficient use be made of ICT?

What scope is there to link with existing websites to facilitate professional development?

### ***Implications for professionals working in closely related areas***

**5.9** What are the implications for professionals working in closely related fields, such as the provision of information, advice and guidance for adults?

# Responding to this consultation

- 6 We welcome your views on this consultation. There are two questionnaires at the back of this document. Please complete the questionnaires included in this document and return to:

Connexions Service: Professional Framework for Personal Advisers  
Consultation Unit  
DfEE  
Castle View House  
East Lane  
Runcorn  
WA7 2DN

Alternatively, you may send an email response to [personal.advisers@dfee.gov.uk](mailto:personal.advisers@dfee.gov.uk)  
A copy of the consultation document and questionnaire is also available on the website [www.connexions.gov.uk](http://www.connexions.gov.uk)

**Closing date for responses on the Training Framework is 14 July 2000**

**Closing date for responses on the Professional Framework is 28 July 2000**

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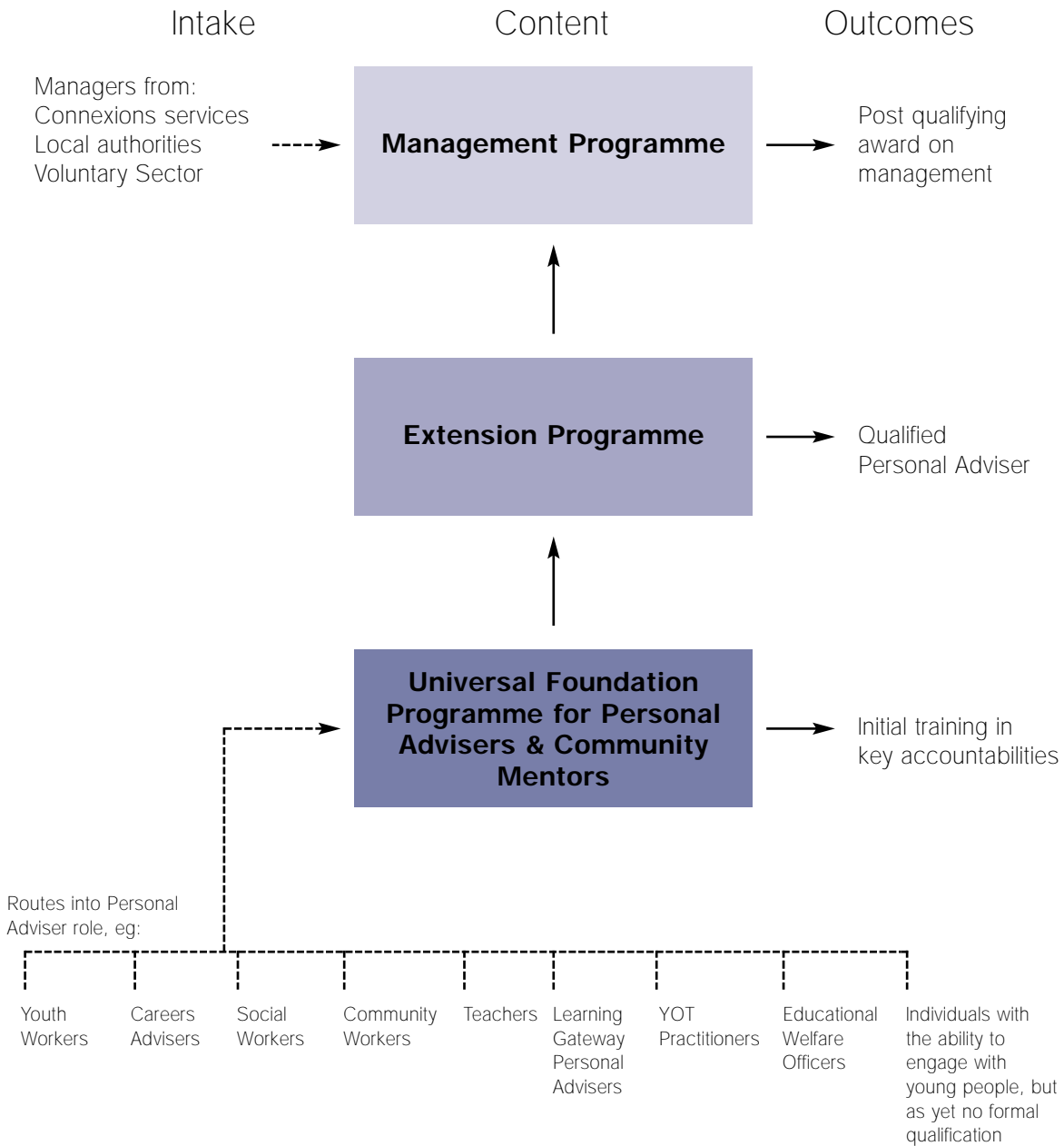
If you require the document in an alternative format, please contact:

Judy Leavesley  
W4A  
Moorfoot  
Sheffield  
S1 4PQ

We will acknowledge all replies, however, we are sorry that we cannot respond separately to individuals or organisations but all views will be fully considered. When the consultation is complete we will publish a summary of the outcomes.

# Annex A

## The Personal Adviser Training Framework





# QUESTIONNAIRE CONNEXIONS SERVICE:

## TRAINING FRAMEWORK FOR PERSONAL ADVISERS

### We welcome your views on the following questions:

1. In the longer term, how should the profession develop to include qualifications and accreditation?
  
  
  
  
  
  
  
  
  
  
2. Do you agree with the structure of the personal adviser Training Framework shown in Annex A? Yes  No
  
  
  
  
  
  
  
  
  
  
3. a) Do you agree with the required skills and suggested "themes" identified in the Foundation Programme? Yes  No   
b) What skills and themes would you add to, or remove from the list shown?
  
  
  
  
  
  
  
  
  
  
4. Should we introduce a bridging route for learning mentors to become personal advisers, and if so how?
  
  
  
  
  
  
  
  
  
  
5. a) Should the Management Programme be post qualification i.e. follow completion of the Extension Programme? Yes  No   
b) What further accredited training will be needed?

c) How should we ensure continuous professional development?

d) What are the supervision needs of personal advisers?

e) How can the supervision needs of personal advisers be addressed?

f) What is the appropriate supervisory/support model for personal advisers?

6. Should team leaders and managers within the Connexions Service have a caseload of young people, and if so, what are the training implications?

Yes  No

7. What existing training programmes should we take account of in developing the Training Framework?

8. Additional comments on the Training Framework for personal advisers



## Type of Organisation

Please tick whichever applies (one box only)

Local education authority	<input type="checkbox"/>	Higher education	<input type="checkbox"/>
Social services	<input type="checkbox"/>	Schools	<input type="checkbox"/>
Voluntary sector	<input type="checkbox"/>	Religious /denomination and related bodies	<input type="checkbox"/>
Trade union	<input type="checkbox"/>	National Training Organisation	<input type="checkbox"/>
Careers services	<input type="checkbox"/>	UFI	<input type="checkbox"/>
Local authority youth service	<input type="checkbox"/>	Employment Service	<input type="checkbox"/>
Further education	<input type="checkbox"/>	Training Provider	<input type="checkbox"/>
		Other	<input type="checkbox"/>

Name:

Organisation:

Your response may be made public unless you indicate otherwise.

Is your response confidential?

Yes

No

**Thank you for completing this questionnaire.**

**Please return by 14 July 2000 to:**

**Connexions Service: Professional Framework for  
Personal Advisers  
Consultation Unit  
DfEE  
Castle View House  
East Lane  
Runcorn  
WA7 2DN**

# QUESTIONNAIRE CONNEXIONS SERVICE:

## PROFESSIONAL FRAMEWORK FOR PERSONAL ADVISERS

***We welcome your views on the following questions:***

1. a) Do you agree that there should be National Occupational Standards for the new profession? Yes  No
  
- b) Are there relevant existing National Occupational Standards which could be used and tailored? Yes  No
  
2. a) Should there be a National Centre or Professional College? Yes  No
- b) Should there be a 'virtual' college/centre? Yes  No
- c) Should there be a physical college/centre? Yes  No
- d) Should there be a combination of both? Yes  No
- e) Do you see a role for allied professions becoming stakeholders in the centre? Yes  No
  
3. a) How can most efficient use be made of ICT?
  
  
- b) What scope is there to link with existing websites to facilitate professional development?



## Type of Organisation

Please tick whichever applies (one box only)

Local education authority	<input type="checkbox"/>	Higher education	<input type="checkbox"/>
Social services	<input type="checkbox"/>	Schools	<input type="checkbox"/>
Voluntary sector	<input type="checkbox"/>	Religious /denomination and related bodies	<input type="checkbox"/>
Trade union	<input type="checkbox"/>	National Training Organisation	<input type="checkbox"/>
Careers services	<input type="checkbox"/>	UFI	<input type="checkbox"/>
Local authority youth service	<input type="checkbox"/>	Employment Service	<input type="checkbox"/>
Further education	<input type="checkbox"/>	Training Provider	<input type="checkbox"/>
		Other	<input type="checkbox"/>

Name:

Organisation:

Your response may be made public unless you indicate otherwise.

Is your response confidential?

Yes  No

Thank you for completing this questionnaire.

Please return by 28 July 2000 to:

**Connexions Service: Professional Framework for  
Personal Advisers  
Consultation Unit  
DfEE  
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ISBN 1 84185 292 9

PP80/41627/500/33



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