Reflective Account

Candidate Name	[redacted]
Assessor Name	[redacted]
Course	Level 4 NVQ Diploma in Advice and guidance
Date	14/02/2021
Reflective No:	1

A Reflective Account is designed to justify your competence, level of knowledge and understanding. You will need to use the first person when referring to yourself. Please write your account bearing in mind of the two points below:

1] Please describe your actions in detail and give an explanation that supports your action. Make sure you make links to any relevant theories, policies and legislation as part your explanation.

2] You will need to highlight what you have learnt from your action or activities? You are expected to highlight how you develop your skills as a result of your actions, activities knowledge, understanding and experience?

Please state the assessment criteria you believe you have met at the end of every paragraph. For example “Unit 1: Criteria 2.2”. Supporting evidence will be required to supplement your reflective account.

My Reflective Account

Prior to the meeting on 04/01/21 I had telephoned MN to arrange a suitable time and date for the appointment. He was happy to come to our offices. The phone call was also an opportunity to assess his communication skills. It is important to remove communication barriers as soon as possible. He had a good understanding of the English language. I was also able to ascertain his needs were not a crisis and therefore did not require immediate action. Had this be a situation where he needed immediate medical help, risk of harm or suicide I would have intervened immediately and raised an alarm and referrals which could have included to statutory agents such as local authorities. (Unit 1:2.1 and 2.3)

I informed him the visitor etiquette he needed to follow. This involved going to the reception on arrival to get a visitor identity card and sign in electronically. This is important for health and safety reasons, in particular when it comes to the Covid 19restrictions in place such as social distance. It is our organisational policy for all visitors to be clearly identified. Accurate records of all people within the building will need to be known in case of a fire. I have reflected the importance of this especially when I recall a fire that tragically killed people a few years ago which resulted in much deliberations regarding the number of people who were within the building.

On the day of the meeting on 14/02/21, I greeted MN by calling him by his preferred name (first name). He appeared in good spirits and relaxed. I led him to the meeting room for privacy. I ensured the place was safe, comfortable and had appropriate room temperature. A colleague of mine joined the meeting. I had sought MN's permission for him to seat in. As part of respect, recognising choices and privacy it is always important to ask for permission from clients regarding the involvement of others. This also saved two purposes, the first one was to allow my colleague who is still new on the job to shadow and learn from this opportunity. It also reduces safety risks as I was meeting MN for the first time. (Unit 2, 1.1)

I informed MN where to find the toilets and that there was no expected fire alarm test. I informed him about our fire evacuations procedures and offered him a hot or cold drink. I started by asking MN what he knew about our services? He was not sure only that he had got our details from a leaflet he picked from church. I informed him about our services, procedures and how we worked. I explained about our confidentiality procedures and how we do not share information without his permission unless when there are circumstances, which might result in him and others being harmed. It is important to set boundaries as soon as possible. From experience, I always find it easier to ask what people know first to assess perceptions. It makes it easy to address any misunderstanding at the first opportunity. I always use open questions and provide a lot of time to encourage clients to provide more information. I also explain the reason why certain information might be needed and how it contributes to the assessment. This also encourages people to be more open. (Unit 2: 2.2)

I doubled checked the basic information I had on file to check it was correct. This included personal information regarding his address, telephone numbers and next of kin. It is important this information is accurate in case of an emergency and to also facilitate effective communication. I informed him more about our privacy policy. It is critical I had to ask MN to sign some consent forms. I checked he understood what he was signing by explaining the contents of the documents. With the introduction of the GDPR regulations 2018 it is important clients know the information that is recorded about them and how it is used and kept. Failure to do so can easily lead my organisation into trouble with the Information Commissioner who can impose hefty fines. Compromising confidentiality can also lead to bad reputation with clients and other stakeholders. I also reflected on our other key polices such as equality, anti-oppressive practice, health and safety and realised how compromising these could lead to individuals being harmed or being sued. (Unit 1,1.3)

I then commenced to carry out the assessment using my organisational forms. I recorded MN's responses to the assessment questions. It is important for all information recorded to be accurate and reflect the views of our client. As a practitioner I am aware that I have my own values and views which I have to ensure will not creep in the assessment. I should be professional at all times. These records need to be legible, accurate, factual and detailed in line with organisational procedures. I am aware they can be subject to legal proceedings and impact on the assessment criteria and services that can be provided. I also needed to upload them on our shared G-Drive so that others can access them in order to provide continuity of service and allow auditing. I am required to upload the assessments within 24 hours from the assessments which I did before the end of the day. Once the records are on the G-Drive only authorised people have access to them. The system will also record whenever the records are accessed or modified. (Unit 1:3.1,3.2, 3.3 and 3.4, Unit 3: 1.1,1.2,1.3 and 1.4)

When MN told me about the issues he needed assistance with, I asked him what he had done to address the issues prior to coming. He had just recently immigrated to the country. He needed support with opening a bank account, obtaining a National Insurance number, registering with a GP, getting a job and accessing education. He told me that he had researched for opportunities in the local paper and had also gone to the job centre. It is important at this stage to find out how he was proactive and motivated. Successful intervention will only work if he wanted to change his situation. I also asked him about his support network. This is important especially as I have to be holistic, promote resilience and assist MN to fully take ownership and responsibility as the main change agent. Our organisation believes in active support and empowering individuals. As a practitioner I am aware of theories such as system which state that everybody is part of a wider system and smaller others. Problem with one part of the system can easily affect the others. For example you cannot expect someone to be proactive when they are ill. I was also aware of motivational theories such as Maslow, which suggests the levels of basic needs, individuals require. MN already had accommodation as he lived with his family. This was currently not an issue with him. He just wanted support to be independent from his family and to start to contribute effectively to society. From the information provided by MN, I realised that although he had tried to access some support, this was not effective, he needed to gain online access where there were more resources and opportunities. From the information and feedback I got from previous clients they had also successfully ended up in employment responding to adverts on shop windows and notice boards. (Unit 13:2.1)

I assisted him with making informed decisions by simply providing information about services that addressed his needs and getting him to reflect on the barriers and how to overcome in order to achieve his goals. He came up with the best solutions to address his needs and what needed to be prioritised. He chose to register with a GP and dentist first as his well being was more important. He was going to effectively look for a job, as this will assist him with opening a bank account and obtain a National Insurance Number. (Unit 2:1.2 and 1.3)

I provided him leaflets from other services and sign posted him to a local college. I was confident these would be effective, as MN had used a leaflet to find out about our services. These services are nationally known such as Citizen's Advice Bureau, Shelter and Mind. It is important to ensure that only reliable information is provided as misleading information can have negative consequences. For example it could result in false hope or appearing to make a situation much worse. I only provide leaflets that are approved by my organisation. All information passed to clients is subject to quality assurance activities, which normally takes place during standardisation or when we have team meetings. The main criteria applied is the credibility of the source and the availability of the service. It does not help giving outdated information, which does no longer apply or exist. All approved leaflets are stored in the resources room and reception area. (Unit 13: 1.2,1.3,2.3 and 2.4)

I asked MN if there were any other issues he wanted to discuss. We agreed to end the meeting and speak over the phone after two weeks to find out about his progress. We agreed to have another meeting after four weeks to evaluate progress of everything. Depending on this I was going to close his case or make follow up appointments to discuss other options.

I reflected on my conduct during the meeting, I did not rash MN. I relied on my listening skills and non-verbal communication. I noticed MN relaxed and contributed voluntarily more as the meeting and assessment progressed. He ended up providing eye contact and appeared more focused. I try not to be too official and use simple English to promote better communication and understanding. I avoid jargon and acronyms, which might be a barrier to communication as not everyone, can easily understand their meaning. (Unit 2: 1.4)

After the meeting I had a feedback session with my colleague regarding his views about the meeting. He informed that he had learned a lot especially about the different services and how ground rules were established and maintained throughout the session. He need to shadow at least

two more support sessions before he feels comfortable to be the lead practitioner who will conduct the assessment and record all information. I agreed and supported him as part of his development.
List all your supporting evidence
1] Assessment forms and case notes 2] Consent form 3] Referral form 4] Supervision report

Signature of Candidate	[redacted]	Date	14/02/21
Signature of Assessor	[redacted]	Date	14/02/21