



## Higher National Unit specification: general information

**Unit title:** Supported Employment Practice: Values and Principles

**Unit code:** H1J1 34

**Superclass:** AJ

**Publication date:** October 2013

**Source:** Scottish Qualifications Authority

**Version:** 02

### Unit purpose

This Unit is designed for those who are working, or plan to work, for an agency or organisation which provides Supported Employment. This Unit will normally be delivered as part of the Professional Development Award in Supported Employment Practice at SCQF level 7. The Unit develops the candidate's knowledge and understanding of the core values and principles which underpin Supported Employment practice.

On completion of the Unit the candidate should be able to:

- ◆ Explain the core values and principles which underpin Supported Employment practice.
- ◆ Identify and explain the skills required by practitioners working in the field of supported employment.
- ◆ Explain barriers which may face job seekers with additional support needs and methods of overcoming them.

### Recommended prior knowledge and skills

Although entry is at the discretion of the centre, it is recommended that candidates should have good communication skills. In addition, candidates should preferably have undertaken some real work experience of providing employment support to clients with additional support needs.

## **General information (cont)**

### **Credit points and level**

1 Higher National Unit credit at SCQF level 7 (8 SCQF credit points at SCQF level 7\*)

*\*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

### **Core Skills**

Opportunities to develop aspects of Core Skills are highlighted in the Support Notes of this Unit specification.

There is no automatic certification of Core Skills or Core Skill components in this Unit.

### **Context for delivery**

If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

This Unit may be undertaken on its own or as part of the PDA in Supported Employment Practice.

This Unit is one of four HN Units which make up the PDA in Supported Employment Practice at SCQF level 7. This Unit provides the candidate with the knowledge and understanding of the values and principles which underpin Supported Employment.

The Unit is designed for those working in the field of Supported Employment. It should be noted that throughout the Unit the term 'Supported Employment' is used to mean Supported Employment for those who are disabled or for those with other disadvantages.

Throughout the Unit candidates should be encouraged to apply their learning to the experiences of the clients with whom they work.

## Higher National Unit specification: statement of standards

**Unit title:** Supported Employment Practice: Values and Principles

**Unit code:** H1J1 34

The sections of the Unit stating the Outcomes, Knowledge and/or Skills, and Evidence Requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the Knowledge and/or Skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

### Outcome 1

Explain the core values and principles which underpin Supported Employment practice.

#### Knowledge and/or Skills

- ◆ Definition of Supported Employment.
- ◆ Context of Supported Employment.
- ◆ Purpose of Supported Employment.
- ◆ Values of Supported Employment.
- ◆ Core Principles of Supported Employment.
- ◆ Characteristics of a Quality Service.

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Define Supported Employment
- ◆ Describe the context of Supported Employment
- ◆ Explain the purpose of Supported Employment for the client and the employer
- ◆ Explain three values of Supported Employment
- ◆ Explain five Core Principles of Supported Employment
- ◆ Identify three characteristics of quality service.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Supported Employment Practice: Values and Principles

### Outcome 2

Identify and explain the skills required by practitioners working in the field of Supported Employment.

#### Knowledge and/or Skills

- ◆ Range of Communication skills.
- ◆ Negotiation and mediation skills.
- ◆ Sales and marketing skills.
- ◆ Employment Law in relation to Supported Employment.
- ◆ Training and development skills.
- ◆ Networking and relationship Skills.
- ◆ Assessment and planning skills.
- ◆ Data collection and recording skills.
- ◆ Information advice and guidance.
- ◆ Customer service techniques.
- ◆ Observation and analytical Skills.
- ◆ Recruitment and selection techniques relating to client recruitment.

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Explain the different types of communication skills required, in context to where they would be used
- ◆ Identify and explain five other skills required by practitioners in the field of supported employment.

## Higher National Unit specification: statement of standards (cont)

**Unit title:** Supported Employment Practice: Values and Principles

### Outcome 3

Explain the barriers which may face job seekers with additional support needs and methods of overcoming them.

#### Knowledge and/or Skills

- ◆ Range of barriers to employment including:
  - personal difficulties/ disability/extent of disability
  - loss of motivation and confidence
  - low expectations of ability to work
  - fear
  - lack of life skills
  - influence of current environment of client — home/family, carers and friends/school
  - discrimination/personal prejudice/personal bias
  - negative employer attitudes and discrimination at work
  - lack of appropriate support
  - benefits and welfare issues — eg loss of benefits/lack of money advice
  - current equality legislation
  - changing employment market
  - the parameters of the service being offered to the client
- ◆ Methods of overcoming barriers to employment.

#### Evidence Requirements

Candidates will need to provide evidence to demonstrate their Knowledge and/or Skills by showing that they can:

- ◆ Identify and explain five of the barriers which may face job seekers with additional support needs
- ◆ Identify methods of overcoming the five barriers identified above.

## Higher National Unit specification: support notes

**Unit title:** Supported Employment Practice: Values and Principles

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 40 hours.

### Guidance on the content and context for this Unit

This Unit is designed for those who are working, or plan to work, for an agency or organisation which provides Supported Employment. This Unit will normally be delivered as part of the Professional Development Award: Supported Employment Practice at SCQF level 7. This Unit provides the candidate with the opportunity to develop their knowledge and understanding of the values and principles which underpin practice in Supported Employment

The candidate should have an awareness of the following definitions:

The Scottish Union of Supported Employment (SUSE) definition of Supported Employment is:

‘Supported Employment Services provide individualised support to secure people with disabilities, long term conditions and multiple barriers to work in a sustainable paid job in the open labour market.’

The European Union of Supported Employment (EUSE) definition of Supported Employment is:

‘Providing support to people with disabilities or other disadvantaged groups to secure and maintain paid employment in the open labour market’.

Supported Employment is a method of intervention which assists individuals with disability or disadvantage to access paid jobs in the open labour market.

The following document is suggested as suitable background information.

*‘A Working Life for All Disabled People: The Supported Employment Framework for Scotland’* was released by the Scottish Government and COSLA in February 2010. The Framework acknowledges that many disabled people in Scotland face substantial barriers to gaining and sustaining work and that more needs to be done to support those who want to work.

## Higher National Unit specification: support notes (cont)

**Unit title:** Supported Employment Practice: Values and Principles

### Guidance on the delivery of this Unit

This Unit forms part of a PDA that is designed to provide candidates with professional knowledge, values and skills related to working in the field of Supported Employment. Throughout the Unit candidates should be encouraged to apply their learning to the experiences of the clients with whom they work.

Centres are encouraged to develop links with employers and industry representatives who may be able to offer support in terms of visiting speakers. Such visits will be helpful throughout the Course but maybe particularly helpful when investigating career routes and different job roles and will provide candidates with a realistic view of jobs, conditions and barriers to be overcome within the sector.

The Unit has three Outcomes.

#### Outcome 1

Outcome 1 develops the candidate's knowledge of the core values and principles of Supported Employment. Candidates should be encouraged to examine these in relation to their own work situation and the clients they work with.

It would be helpful for the candidate to be given some background to Supported Employment and the following information is suggested as suitable background information.

*'A Working Life for All Disabled People: The Supported Employment Framework for Scotland'* was released by the Scottish Government and COSLA in February 2010. The Framework acknowledges that many disabled people in Scotland face substantial barriers to gaining and sustaining work and that more needs to be done to support those who want to work.

The Scottish Framework identified barriers faced by disabled people or other disadvantaged groups. These groups include those with a physical disability, people with multiple disadvantages, veterans with long term conditions or disability, people with severe mental health issues or learning difficulties. Barriers experienced include: low expectations of their ability to work; discrimination; lack of confidence; lack of money advice; and overall lack of support.

The three consistent elements that are fundamental to the European Supported Employment model are:

- ◆ Paid work
- ◆ Open labour market
- ◆ On-going support.

## Higher National Unit specification: support notes (cont)

**Unit title:** Supported Employment Practice: Values and Principles

### Definition

The candidate should have an awareness of the following definitions:

The Scottish Union of Supported Employment (SUSE) definition of Supported Employment is:

*'Supported Employment Services provide individualised support to secure people with disabilities, long term conditions and multiple barriers to work in a sustainable paid job in the open labour market.'*

The European Union of Supported Employment (EUSE) definition of Supported Employment is:

*'Providing support to people with disabilities or other disadvantaged groups to secure and maintain paid employment in the open labour market.'*

Supported Employment is a method of intervention which assists individuals with disability or disadvantage to access paid jobs in the open labour market.

### Purpose

The purpose of Supported Employment is to provide sustained employment underpinned by specialist, personalised, individualised in-workplace support for individuals who require additional help in finding work.

This can be achieved through various work experience models.

Those working with the job seeker should provide reassurance and confidence to the client.

### Values and Principles

The European Union of Supported Employment has clearly stated values and principles with ethical guidelines for professionals to ensure that the needs of the individual are paramount regarding all decisions in relation to the Supported Employment process.

Values and Principles of Supported Employment relate to the client and underpin the work approach of those who work in the service.

### Values

- ◆ Job seekers should be entitled to both initial and follow on support.
- ◆ All people have the capacity to be employed.
- ◆ Full citizenship rights of individuals should be maintained.
- ◆ The individual job seeker should be given choice and support to meet their needs.
- ◆ Supported Employment workers should work with the client in a way that they ensure inclusion and equality.



## Higher National Unit specification: support notes (cont)

**Unit title:** Supported Employment Practice: Values and Principles

### Core Principles

The core principles of Supported Employment, as agreed throughout Europe, are:

- ◆ Individuality
- ◆ Respect
- ◆ Self –determination
- ◆ Informed choice
- ◆ Empowerment
- ◆ Confidentiality
- ◆ Flexibility
- ◆ Accessibility

**Individuality** — Supported Employment regards each individual as unique, with their own interests, preferences, conditions and life history.

**Respect** — Supported Employment activities are always age-appropriate, dignifying and enhancing.

**Self–determination** — Supported Employment assists individuals to improve their interests and preferences, express their choices, and define their employment/life plan according to personal and contextual conditions. It promotes the principle of self-advocacy by service users.

**Informed Choice** — Supported Employment assists individuals to understand their opportunities fully so that they can choose within their preferences with an understanding of the consequences of their choices.

**Empowerment** — Supported Employment assists individuals to make decisions on their lifestyle and participation in society, and on the learning and work opportunities available to them.

**Confidentiality** — The Supported Employment service provider considers information given by individuals to them as confidential. The service user has access to their personal information gathered by the provider and any disclosure is at the discretion of and with the agreement of the individual.

**Flexibility** — Staff and organisational structures are able to change according to the needs of service users. Services are flexible and responsive to the needs of individuals and can be adapted to meet specific requirements.

**Accessibility** — Supported Employment services, facilities and information are fully accessible to all people with disabilities.

## Higher National Unit specification: support notes (cont)

**Unit title:** Supported Employment Practice: Values and Principles

### Characteristics of a Quality Service

The Values and Principles should underpin a quality service.

The key features of a quality service include:

- ◆ qualified and professional staff
- ◆ quality relationship between Employment Support worker and client.
- ◆ adequate physical resources
- ◆ organisational structure
- ◆ networking
- ◆ recording processes in place
- ◆ evaluation procedures — reviewing progress of client and own contribution.

### Outcome 2

This Outcome introduces candidates to the skills required by practitioners working in the field of supported employment.

The job of an Employment Support worker involves a wide range of roles. Employment Support workers need to have the ability and skills to:

- ◆ undertake client assessments
- ◆ provide vocational advice and guidance
- ◆ develop personalised action plans
- ◆ engage with employers at all levels of management
- ◆ have an awareness of health and safety and workplace risk assessment
- ◆ provide initial and ongoing training around personal and vocational skills
- ◆ have knowledge of a wide range of support services.

Supported Employment practitioners require excellent communication skills.

It should be stressed to the candidate that well developed communication skills are crucial to the role of Supported Employment worker.

The candidate will require the communication skills necessary to initiate and maintain relationships with a wide variety of people — company managers; shop floor staff; family members and client's carers.

It is also important to be able to work with the client to help improve their communication skills.

## Higher National Unit specification: support notes (cont)

### Unit title: Supported Employment Practice: Values and Principles

Candidates require mentoring skills, networking skills and organisational skills. They need to mentor clients, inspire confidence and be able to encourage, cajole and inspire them. They require the skills to negotiate job opportunities but must also have realism and not raise false expectations. The organisational skills required relate to planning, recording and data collection.

These skills are of paramount importance in working with the client and also with the employer.

#### Outcome 3

Outcome 3 develops the candidate's understanding of the barriers facing job seekers who could benefit from Supported Employment.

The purpose of understanding the barriers is to find solutions/strategies to minimise them or to compensate for them while working with the job seeker. Candidates could examine a selection of barriers relating to their own client/s and could explore ways of dealing with these.

The list of barriers below is not exhaustive, and candidates may consider other barriers relevant to their own experience.

#### Barriers

Personal difficulties — candidates should have an understanding of the wide range which could apply and realise that the problems could range from very mild to very severe

Loss of motivation and confidence could be linked to a range of circumstances including: previous difficulties in finding employment or meaningful work; rejections, personal problems, or could be linked to experience of a long term health condition and/or mental health issue.

Low expectation of self and others is again linked to loss of confidence. Candidates need to be aware of this so that they can use their motivational skills to raise realistic expectations.

Fear — could come from thinking that employment would make some existing condition worse, or from the job seeker's lack of life skills, or worry about losing benefits.

Lack of life skills which could include interpersonal skills and communication skills.

Discrimination or fear of discrimination is a key barrier and candidates/practitioners, need strategies to help the jobseeker to overcome discrimination.

Negative employer attitudes and discrimination at work — candidates need to know about this so that they can work with employers to provide them with information which could help change their attitude.

Lack of appropriate support — this could be historical due to a number of circumstances. The Supported Employment worker has to put this support in place.

## **Higher National Unit specification: support notes (cont)**

### **Unit title:** Supported Employment Practice: Values and Principles

Conflict — candidates must recognise that those seeking Supported Employment often come from disadvantaged groups and may have had to face conflict within the family or in other personal circumstances.

Worries may relate to financial insecurity — benefits and welfare issues — eg loss of benefit and lack of money advice.

Changing employment market — candidates should be aware of changes in the employment market which could have an influence on need to keep up to date with these changes in order to help the job seeker.

An in-depth knowledge of all possible barriers is not required. Candidates could explore how, in many cases, multiple barriers are inter-linked. However, they would not be expected to analyse them in detail for the purposes of this Unit.

### **Guidance on the assessment of this Unit**

There are two instruments of assessment for this Unit. Outcomes 1 and 2 could be assessed together.

### **Assessment Guidelines**

#### **Outcome 1**

This Outcome could be assessed in conjunction with Outcome 2 by a series of structured questions.

#### **Outcome 2**

This Outcome could be assessed in conjunction with Outcome 1 by a series of structured questions.

#### **Outcome 3**

This Outcome could be assessed by a combination of short answer questions and a report which could be based on a case study.

### **Online and Distance Learning**

This Unit could be delivered by open learning; however it would require careful planning by the centre to ensure the sufficiency and authenticity of candidate evidence.

## Higher National Unit specification: support notes (cont)

**Unit title:** Supported Employment Practice: Values and Principles

### Opportunities for developing Core Skills

There are opportunities to gather evidence towards Core Skills in this Unit, although there is no automatic certification of Core Skills or Core Skill components.

There will be opportunities to develop the Core Skill of *Communication* at SCQF level 6, *Information and Communication Technology (ICT)* at SCQF level 6, *Problem Solving* at SCQF level 6 and *Working with Others* at SCQF level 6 in this Unit.

### Disabled candidates and/or those with additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments, or considering whether any reasonable adjustments may be required. Further advice can be found on our website [www.sqa.org.uk/assessmentarrangements](http://www.sqa.org.uk/assessmentarrangements)

## History of changes to Unit

Version	Description of change	Date
02	Additional guidance on the use of visiting speakers during the delivery of the Unit.	25/10/13

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## General information for candidates

### **Unit title:** Supported Employment Practice: Values and Principles

This Unit will suit you if you are working, or plan to work, for an agency or organisation which provides Supported Employment. This Unit will normally be delivered as part of the Professional Development Award in Supported Employment Practice although it could also be taken as a standalone Unit, perhaps for the purposes of continued professional development.

In this Unit you will develop your knowledge of the values and principles which underpin Supported Employment practice.

On completion of the Unit, you will be able to:

- ◆ Explain the core values and principles which underpin Supported Employment practice
- ◆ Identify and explain the skills required by practitioners working in the field of supported employment
- ◆ Explain barriers which may face job seekers with additional support needs and methods of overcoming them.

There are two assessments for the Unit.

For Outcomes 1 and 2 you will be asked to provide responses to a series of structured questions. Outcome 3 is assessed by a series of short answer questions and a report based on a case study.