



Higher National Unit specification: general information

Unit title: Supported Employment Practice: Professional Practice

Unit Code H1J5 35

Superclass: AJ

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Unit purpose

This Unit is designed for those who work in a position of responsibility for an agency or organisation which provides Supported Employment. It is a free-standing Unit and can be delivered for purposes of Continuing Professional Development. In this Unit candidates will apply the values and core principles of Supported Employment in a working context when examining management practice. In addition they will take a reflective approach and evaluate the Service at organisational level, and also reflect on their own performance. This Unit provide progression from the Unit, *Supported Employment Practice: Values and Principles* at SCQF level 7.

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

- ◆ Analyse management practice in relation to the values of Supported Employment.
- ◆ Evaluate the effectiveness of services provided.
- ◆ Reflect on and develop own practice and skills.

Recommended prior knowledge and skills

Although entry is at the discretion of the centre, it is recommended that candidates should have good communication and interpersonal skills. Candidates must have experience of providing employment support to clients with additional support needs, and will normally be working in a position of responsibility. It would be beneficial if candidates have completed the following HN Units:

Supported Employment Practice: On and Off the Job Support at SCQF level 7

Supported Employment Practice: Engaging with Clients at SCQF level 7

Supported Employment Practice: Values and Principles at SCQ level 7

General information (cont)

Credit points and level

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

**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

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.

It should be noted that throughout the Unit the term 'Supported Employment' is used to mean Supported Employment for those with disabilities or from other disadvantaged groups and the term 'client' refers to the person with the disability or disadvantage.

This is a free-standing Unit at SCQF level 8. It has been designed to provide progression from the PDA in Supported Employment Practice at SCQF level 7. It could also be used independently for purposes of Continuing Professional Development.

It is designed to develop the professional knowledge, values and skills required by those in a position of responsibility within a Supported Employment Service or agency in order to equip them to apply these skills in all aspects of their job. It offers these candidates an opportunity to apply their knowledge by analysing a management situation, develops their evaluation skills in order to evaluate the effectiveness of the service at organisational level and allows them to reflect on their own practice and develop their own skills for purposes of Continuing Professional Development. It is one of three free-standing HN Units which provide progression from the PDA in Supported Employment at SCQF level 7. Normally candidates will have had experience of working in a position of responsibility in Supported Employment and will have worked directly with clients and employers or staff in other agencies.

Higher National Unit specification: statement of standards

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The sections of the Unit stating 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

Analyse management practice in relation to the values of Supported Employment.

Knowledge and/or Skills

- ◆ Context and purpose of Supported Employment.
- ◆ Values of Supported Employment.
- ◆ Management of resources.
- ◆ Strategies to develop the service.
- ◆ Strategies to secure funding.
- ◆ Impact of changes in external operating environment.
- ◆ PEST analysis.

Evidence Requirements

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

- ◆ Analyse the management of an aspect of Supported Employment
- ◆ Explain how values are embedded in the management practice
- ◆ Identify and explain one situation of human resource management and one of managing physical resources
- ◆ Identify one strategy to secure funding
- ◆ Describe one means of developing the service
- ◆ Produce a PEST analysis identifying how the political, economic, social and technological factors impact on the service.

Higher National Unit specification: statement of standards (cont)

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Outcome 2

Evaluate the effectiveness of services provided.

Knowledge and/or Skills

- ◆ Principles of good practice.
- ◆ Ethos of organisation.
- ◆ Services provided by organisation.
- ◆ Organisation's aims, objectives.
- ◆ Organisation's working relationship with employers.
- ◆ Alignment of organisation's operations to the values and principles of Supported Employment.
- ◆ Organisation's strategies to expand the service.
- ◆ SWOT Analysis.

Evidence Requirements

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

- ◆ Produce a detailed SWOT analysis which should include an examination of the strengths, weaknesses, opportunities and threats relating to aspects of the service provided by the organisation.
- ◆ Draw conclusions and make recommendations based on the SWOT analysis.

Higher National Unit specification: statement of standards (cont)

Unit title: Supported Employment Practice: Professional Practice

Outcome 3

Reflect on and develop own practice and skills.

Knowledge and/or Skills

- ◆ Principles underpinning personal and professional development and reflective practice.
- ◆ Skills and knowledge needed to practice effectively.
- ◆ Development opportunities to improve practice.
- ◆ Personal action planning.
- ◆ Personal and professional boundaries.
- ◆ Training and development opportunities.
- ◆ Evaluation tools.
- ◆ Evaluation techniques.

Evidence Requirements

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

- ◆ identify own strengths and weaknesses
- ◆ reflect on practice and identify development needs
- ◆ identify own needs in relation to CPD
- ◆ identify own responsibilities in relation to CPD for others
- ◆ identify personal and professional boundaries
- ◆ Identify and address learning needs for ongoing personal development
- ◆ produce an action plan for own professional development
- ◆ review a training or development opportunity and explain how personal practice has improved.

Higher National Unit specification: support notes

Unit title: Supported Employment Practice: Professional Practice

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 is a free-standing Unit at SCQF level 8. It has been designed to provide progression from the PDA in Supported Employment Practice at SCQF level 7. It could also be undertaken as a standalone Unit for purposes of Continuing Professional Development.

Candidates will normally be in a position of responsibility within Supported Employment where they undertake a range of activities which could include recruiting, training and mentoring Supported Employment workers, negotiating placements with employers and other agencies, expanding the service by finding new placement opportunities, and evaluating the service.

This Unit provides the candidate with the opportunity to apply their knowledge and understanding of the values and principles which underpin practice in Supported Employment in order to analyse and evaluate provision and practice at national, local and organisational level. Candidates will also evaluate their own practice and consider ways of developing their own skills.

Throughout the Unit candidates should use their knowledge and experience from their own work environment and relate this to their analyses and evaluations.

Underpinning knowledge and understanding

The following information will be of benefit to candidates who may not have previously completed the HN Unit *Supported Employment Practice: Values and Principles* at SCQF level 7.

This information is accurate at the time of Validation, however tutors should be aware that it is likely to change over time and, therefore, should use the most current, relevant information, websites and legislation.

- ◆ The paper *A Working Life for All Disabled People: The Supported Employment Framework for Scotland* which was published 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 European Union of Supported Employment (EUSE) Toolkit
- ◆ EUSE Position papers
- ◆ The Scottish Union of Supported Employment (SUSE) e learning portal

Higher National Unit specification: support notes (cont)

Unit title: Supported Employment Practice: Professional Practice

In addition, candidates should be familiar with definitions of Supported Employment.

The 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.’

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

The values of Supported Employment, as agreed through Europe, are:

- ◆ 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.

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

- ◆ Individuality
- ◆ Respect
- ◆ Self-determination
- ◆ Informed choice
- ◆ Empowerment
- ◆ Flexibility

Those working with the job seeker/client should be aware of the importance of:

- ◆ providing reassurance and confidence to the client
- ◆ providing individualise and ongoing support
- ◆ promoting social inclusion at work and support diversity and equality of opportunity.

These objectives can be achieved through various work experience models. One of these models is the ‘Place and Train’ model whereby people learn on-the-job. This is a tried and tested model which encourages an employment first approach.

Higher National Unit specification: support notes (cont)

Unit title: Supported Employment Practice: Professional Practice

Guidance on the delivery of this Unit

The Unit has three Outcomes.

Candidates should be encouraged and supported to carry out their own research, to consult with colleagues and participate in group work. This approach will provide a basis of information for the analysis and evaluation required throughout the Unit.

Templates are available to support the evaluation of practice using PEST/SWOT analysis models. These can be found on various websites, eg <http://www.businessballs.com/pestanalysisfreetemplate.htm>

The learning and teaching for all Outcomes could be complemented by group discussion, lectures from senior practitioners, self study and investigation.

Throughout the Unit candidates should be encouraged to apply their learning to the experiences of the clients, organisation/agency, and employers with whom they work.

Delivery and discussion should focus on the principles of providing a Supported Employment Service. This could include:

- ◆ mentoring a practitioner
- ◆ setting up a contract
- ◆ advising the employer
- ◆ recruiting, training and supporting the practitioner
- ◆ managing human and physical resources.

Much of the learning will be achieved on an ongoing basis in a real working environment and as much as possible should occur naturally in the workplace. Candidates should be encouraged to keep appropriate paperwork relating to all aspects of their work, and relating to personal reviews, as this could be useful for a portfolio of evidence.

Outcome 1

For this Outcome, delivery/discussion should focus on managing the process of providing Supported Employment Service. This will include managing human and physical resources.

Candidates will apply their knowledge to analyse an aspect of management practice and should identify opportunities to promote the values of Supported Employment in practice. Ideally the candidate could draw on his/her own experience from a real situation in the workplace. Where this is not possible a case study could be used. Candidates will also identify one means of developing the Service. Candidates could explore different opportunities, eg ways of developing relations with employers; new ways of securing funding; new technologies which could assist clients.

Higher National Unit specification: support notes (cont)

Unit title: Supported Employment Practice: Professional Practice

The analysis could be a focussed piece of work relating to managing the process of providing a Service, eg

- ◆ mentoring a Supported Employment practitioner
- ◆ monitoring his/her progress
- ◆ setting up a contract with an employer
- ◆ advising the employer on the client's needs:
- ◆ managing people/resources
- ◆ recruiting SE practitioners: training and supporting SE practitioners.

When delivering this Outcome emphasis should be placed on:

- ◆ economic and political influences
- ◆ strategies to secure funding
- ◆ impact of external factors
- ◆ labour market trends
- ◆ management of human and physical resources.

Outcome 2 gives the candidate the opportunity to evaluate the effectiveness of the service provided, by examining the aims and objectives and practices of the organisation and to assess how well these relate to the core values and principles of Supported Employment.

Candidates should, where possible, draw on their own experiences. It is not necessary to examine their own organisation in detail. Candidates should be made aware of how an organisation relates its ethos to the values and principles of Supported Employment. Candidates should be encouraged to carry out their own research, eg data collection, interviews with clients and consultation with service managers.

Delivery/discussion of this Outcome with candidates should focus on:

- ◆ the management of relationships with employers
- ◆ building capacity of employers to support disabled people and those who have specific difficulties in gaining employment
- ◆ empowerment
- ◆ importance of sustainability
- ◆ maintaining employment, ie supporting clients to maintain employment, promoting career progression and the further acquisition of skills.

Higher National Unit specification: support notes (cont)

Unit title: Supported Employment Practice: Professional Practice

Outcome 3 gives the candidate the opportunity to reflect on their own practice and to develop their professional skills.

Candidates should be encouraged to keep records and notes of own progress and appraisals/evaluations.

Delivery/discussion should focus on the importance of candidates being able to evaluate their skills and knowledge needed to practice effectively and should explore their learning needs for ongoing personal development. These should include:

- ◆ communication skills
- ◆ interpersonal skills
- ◆ listening skills
- ◆ leadership skills and styles
- ◆ skills in handling appraisals of self/others
- ◆ counselling skills
- ◆ awareness of professional boundaries
- ◆ methods of self assessment
- ◆ ability to promote social inclusion at work and support diversity and equality of opportunity.

Candidates should be encouraged to begin the process with a self- assessment and could reflect on values, attitudes and experiences and could assess own strengths and weaknesses. This should include analysing their own existing capabilities, learning styles, needs and opportunities.

They should also consider how to reflect on the impact of own values and ethical practice when working as a Supported Employment practitioner.

Guidance on the assessment of this Unit

This Unit could be assessed holistically. Evidence could be presented in a portfolio of evidence which should include a PEST analysis for Outcome 1, a SWOT analysis for Outcome 2, and a reflective report for Outcome 3. This should be supplemented by a brief outline explaining the context of the PEST analysis, the SWOT analysis and the reflective report and any relevant paperwork or other product evidence from the workplace.

In the learning and teaching, and in the evaluations required for assessment, candidates should be reminded of the central ideas relating to the purpose of Supported Employment, which is to provide sustained employment underpinned by specialist, personalised, individualised in-workplace support for individuals who require additional help in finding work.

Higher National Unit specification: support notes (cont)

Unit title: Supported Employment Practice: Professional Practice

Assessment Guidelines

Outcome 1

This Outcome could be assessed jointly with Outcomes 2 and 3. The assessment should be based on a PEST analysis from the aspect of management selected and should include an introductory section explaining the scenario being used for the analysis.

Within this analysis, the candidate should demonstrate underpinning knowledge of the core values and principles of Supported Employment in professional practice.

The PEST analysis should be based on the candidate's management experience or on a case study. In addition to the PEST analysis, the candidate should prepare a short introductory brief which should describe the particular management project.

The PEST analysis should explain:

Political factors which impact on the management project

- ◆ evidence of ways which the service responds to political influences

Economic factors

- ◆ evidence/examples of how the service responds to economic influences
- ◆ identification of sources of funding

Social factors

- ◆ evidence of management of both human and physical resources
- ◆ reference to one appropriate trend
- ◆ identification and explanation of one external social factor which impacts on the work
- ◆ identification of one opportunity to develop the service

Technological factors

- ◆ identification and explanation of one external technological factor which impacts on the work being carried out

Higher National Unit specification: support notes (cont)

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Outcome 2

The assessment for this Outcome will include a SWOT analysis and an evaluation report which could be included in a portfolio of evidence.

The evidence should include an introductory section which should outline the purpose of the SWOT analysis and should provide information on how the organisation relates its ethos to the values and principles of Supported Employment. It could include notes on any research undertaken by the candidate, eg data collection, interviews with clients and consultation with service managers and should draw conclusions and make recommendations.

The candidate should consider:

- ◆ the effectiveness of the organisation in aligning its operations to the values of Supported Employment
- ◆ the effectiveness of this provision for the clients, employers and the service.

The SWOT analysis could include an analysis/investigation of:

- ◆ services provided
- ◆ good practice
- ◆ practices of organisation
- ◆ structure of organisation
- ◆ working relationship with employers
- ◆ services provided by own organisation
- ◆ opportunities to expand the service
- ◆ management of resources — physical — including specific technology required for those with disabilities
- ◆ management of resources — human-including managing personnel (both paid employees and volunteers) and undertaking performance reviews and progression interviews
- ◆ the effectiveness of the organisation in aligning its operations to the values of Supported Employment
- ◆ the effectiveness of this provision for the clients, employers and the service.

Higher National Unit specification: support notes (cont)

Unit title: Supported Employment Practice: Professional Practice

Outcome 3

The assessment for this Outcome should include a reflective account of own practice, a learning opportunity undertaken and an action plan for own Continuing Professional Development. If the Unit is assessed holistically, this will be included in the portfolio of evidence.

The evaluation should include:

- ◆ identification of current skills, qualities and abilities
- ◆ identification of own strengths and weaknesses
- ◆ identification of own development needs
- ◆ development opportunities to improve practice
- ◆ a recognition of the boundaries of own competence as a supported employment practitioner and relationship with other professionals
- ◆ a review and update of the continuous professional development plan taking account of feedback.

The evaluation/self-assessment could take cognisance of information gained from activities the candidate has engaged in such as:

- ◆ obtaining feedback from others
- ◆ reflection techniques
- ◆ evaluation of own performance on the job or on a training course
- ◆ amendment to initial analysis in the light of experience, reflection and evaluation
- ◆ a record the Outcomes of continuous professional development in accordance with organisational policies and procedures.

Candidates should record at least two of the following:

- ◆ evaluation of how learning occurred
- ◆ implications for future development
- ◆ identification of ways to improve performance
- ◆ action taken to improve performance.

It should be stressed that strengths as well as areas which may require improvement need to be identified.

An Action Plan should be produced and should have the following stages:

- ◆ a progress review
- ◆ list of learning and development needs
- ◆ summary of own overall performance and identify strengths and learning needs.

Higher National Unit specification: support notes (cont)

Unit title: Supported Employment Practice: Professional Practice

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.

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 Skills of *Communication* at SCQF level 6, *Problem Solving* at SCQF level 6 and *Working with Others* at SCQF level 6.

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

General information for candidates

Unit title: Supported Employment Practice: Professional Practice

This Unit will be of interest to you if you work in a position of responsibility for an agency or organisation which provides Supported Employment. This is a free standing Unit which has been designed to offer progression from the Unit *Supported Employment Practice: Values and Principles* at SCQF level 7 and can also be taken for the purposes of continued professional development.

In this Unit you will apply your knowledge of the values and principles which underpin Supported Employment practice, and analyse issues relating to an aspect of management relating to Supported Employment, where possible in the context of your own work situation.

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

- ◆ Analyse management practice in relation to the values of Supported Employment.
- ◆ Evaluate the effectiveness of services provided.
- ◆ Reflect on and develop own practice and skills.

The Unit will normally be assessed holistically by a portfolio of evidence which should include assessments relating to the management of Supported Employment and aspects relating to the evaluation of a service/agency, and also a reflective account of your own contribution/performance.