



**Arrangements for:**  
**Professional Development Award in**  
**Supported Employment Practice**  
**at SCQF level 7**

**Group Award Code: GF3R 47**

**Validation date: May 2012**

**Date of original publication: July 2012**

**Version: 02 (October 2013)**

## **Acknowledgement**

SQA acknowledges the valuable contribution that Scotland's colleges have made to the development of Higher National qualifications.

## History of changes

It is anticipated that changes will take place during the life of the qualification, and this section will record these changes. This document is the latest version and incorporates the changes summarised below.

Version number	Description	Date
02	Page 6, Further information on the PDA in Supported Employment: Advanced Practice at SCQF Level 8. Page 8, Visiting Speakers added to Guidance on Delivery.	25/10/13

## Contents

1	Introduction .....	1
2	Rationale for the development of the Group Award .....	1
3	Aims of the Group Award .....	2
3.1	General aims of the Group Award.....	2
3.2	Specific aims of the Group Award.....	3
3.3	Target groups .....	3
3.4	Employment opportunities .....	3
4	Access to the Group Award.....	4
4.1	General Requirements.....	4
4.2	Specific Requirements.....	4
5	Group Award structure .....	5
5.1	Framework.....	5
5.2	Development of Core/Transferable Skills.....	5
5.3	Articulation, professional recognition and credit transfer .....	6
6	Approaches to delivery and assessment .....	8
6.1	Content and context.....	8
6.2	Conditions of Award.....	8
6.3	Delivery and Assessment .....	8
6.3.1	Delivery .....	8
6.3.2	Assessment Methodology .....	9
6.3.3	Sequence of Delivery .....	10
6.3.4	Assessment Grid.....	11
7	General information for centres .....	11
8	General information for candidates.....	12
9	Glossary of terms .....	12
10	Appendices.....	14
Appendix 1:	Core Skills Mapping.....	15
Appendix 2:	Relationship of Units to Aims .....	16

## **1 Introduction**

This is the Arrangements Document for the Professional Development Award in Supported Employment Practice at SCQF level 7. This document includes background information on the development of the Group Award, its aims, guidance on access, details of the Group Award structure and guidance on delivery.

## **2 Rationale for the development of the Group Award**

This new award came about as the result of the Scottish Government's initiative to develop and expand the provision of Supported Employment services in Scotland. The strategy is set out in the policy document, *A Working Life for All Disabled People: The Supported Employment Framework for Scotland (2010)*, which 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.

Supported Employment services provide individualised support to secure a sustainable, paid job in the open labour market for people with disabilities, long term conditions and multiple barriers to work. The scope and diversity of Supported Employment has had to expand to meet the growing needs of clients in the face of significant reforms to the welfare system and changing economic climate.

The lack of a nationally certificated Award for this part of the sector was seen as a large gap in provision and development of a qualification was required in order to increase the value and recognition of practice at national level.

The development of this new Award was initiated by the Scottish Government Implementation Board for Supported Employment in 2010.

The Professional Development Award in Supported Employment Practice at SCQF level 7 is a new Award and is designed primarily for staff and/or volunteers involved in face to face delivery of employment/work placement opportunities for clients with additional needs. This Award provides individuals with the opportunity to improve their knowledge, skills and understanding needed to work with clients with additional needs within a variety of work opportunity settings.

The development of this PDA is set against the backdrop of the above Action Plan and a number of other significant external factors:

- ◆ The United Nations Convention on the rights of persons with disabilities (2006) is an international human rights instrument intended to protect the rights and dignity of persons with disabilities. Parties to the Convention are required to promote and protect the human rights of people with disabilities and ensure that they enjoy full equality under the law.
- ◆ European Union of Supported Employment has a set of values and principles that are consistent with the concepts of empowerment, social inclusion, dignity and respect for individuals. Supported Employment is a dynamic process driven by the individual. A five-stage process has been identified and acknowledged as a European model of good practice and one that can be used as a framework within Supported Employment.
- ◆ High levels of unemployment, particularly amongst the young and people with disabilities
- ◆ Impact of the current global economic downturn and stagnant economic growth in the UK and in Europe leading to worries that Europe and the rest of the world may be on the verge of a return to recession.
- ◆ Impact of Welfare Reform in the UK and changes to Incapacity Benefit and Disability Living Allowance. As a result, more disabled people are being assessed as fit for work, which has a knock on effect on the need for more support for them in the workplace.

### **3 Aims of the Group Award**

#### **3.1 General aims of the Group Award**

##### **Primary Aim**

The primary aim of the Award is to provide staff (paid, full or part time/ sessional and volunteers) with the underpinning knowledge and skills required to work in a supported employment setting.

##### **General Aims**

- 1 To provide a formal qualification for those who work directly with clients in supported employment and work settings.
- 2 To develop the skills and experience of those who support clients with additional needs in finding and sustaining work opportunities.
- 3 To support staff to respond to ever-changing environment of policies and initiatives at both local and national level.
- 4 To improve the confidence and ability of staff to raise issues, challenge practice, question values and attitudes and suggest new and innovative ways of engaging and working with clients and employers.
- 5 To enhance confidence and put into practice skills and knowledge gained through training.
- 6 To develop in candidates the appropriate attitudes, skills and knowledge to work effectively and collaboratively with employers and other agencies.
- 7 To develop in candidates transferable interpersonal and communication skills.

## 3.2 Specific aims of the Group Award

- 1 To develop a common understanding of what can be achieved by engaging with clients with additional needs through supported employment.
- 2 To understand and utilise the methodology, styles and approaches embedded in the practice of supported employment practitioners.
- 3 To improve service delivery in response to the needs of clients and employers.
- 4 To develop awareness, sensitivity and empathy to work with clients with disabilities and/or disadvantage.
- 5 To develop knowledge and understanding of national and international policies and legislation in relation to finding and sustaining work.

## 3.3 Target groups

This Group Award is aimed at candidates who are experienced in Supported Employment service delivery and who have either no other formal qualifications, or hold qualifications unrelated to this area of service delivery.

This qualification will provide a first opportunity for these Supported Employment employees who would wish to obtain a work-related qualification to enhance their skills while in employment. The Award is also aimed at those staff who hold formal qualifications which are not directly relevant to Supported Employment.

As part of the Scottish Government's Action Plan for Supported Employment all new Supported Employment Workers are required to work to a competency framework supported by an accredited qualification.

The Group Award will enable staff working in Supported Employment to evidence knowledge in their respective job roles; provide opportunities for career progression and for continuous professional development

## 3.4 Employment opportunities

Candidates will normally be working within the Supported Employment sector at the level of Supported Employment worker.

The following list is not exclusive but is illustrative of the range of potential staff groups in related sectors to whom this Award and its component Units may be of value:

- ◆ Personal Assistants directly employed by people with disabilities and additional support needs
- ◆ Education staff — (school) teaching staff, guidance staff, classroom assistants, family support liaison workers FE College staff
- ◆ Careers Advisors
- ◆ Advice and Guidance staff
- ◆ Counsellors
- ◆ NHS clinical and administrative staff
- ◆ Social work staff — including through-care and aftercare workers
- ◆ Housing staff and benefits advisors
- ◆ Home care support staff/Family Liaison Officers
- ◆ Vocational rehabilitation staff

## **4 Access to the Group Award**

### **4.1 General Requirements**

Entry will be at the discretion of the Centre.

During the selection and admission process, presenting centres should ensure that each prospective candidate has sufficient academic ability and the appropriate personal qualities to succeed. It is essential that candidates are in an appropriate work or volunteering environment in order that they can meet the Evidence Requirements of the component Units.

### **4.2 Specific Requirements**

Candidates should have good interpersonal and communication skills, both written and oral. These could be evidenced either by the achievement of nationally recognised qualifications or by other methods which could include any of the following:

- ◆ SQA qualifications (or their equivalent from other Awarding Bodies), eg English/Communication or other based language-based subjects to a minimum of SCQF level 5
- ◆ SVQ at level 2 in a related area, eg Advice and Guidance
- ◆ Process of application and interview
- ◆ Current relevant evidence from the workplace, eg reference from employer

In addition, candidates should be involved currently in paid or voluntary work in a Supported Employment setting providing services to clients and employers

## 5 Group Award structure

The design principles for PDAs stipulate that there must be at least 16 SCQF Credit Points at the level of the Award. The Award presented exceeds this minimum condition.

All four Units in the Award are mandatory and are designed to meet the occupational requirements of working at frontline delivery in a supported employment environment.

### PDA in Supported Employment Practice at SCQF level 7 GF3R 47

The PDA will be awarded on successful completion of all four component Units. This PDA carries 32 SCQF points at SCQF level 7.

#### 5.1 Framework

##### Mandatory Units

Unit title	Code	SCQF credit points	SCQF level	SQA credit value
Supported Employment Practice: Values and Principles	H1J1 34	8	7	1 HN Credit
Supported Employment Practice: Engaging with Clients	H1HX 34	8	7	1 HN Credit
Supported Employment Practice: On and Off the Job Support	H1HY 34	8	7	1 HN Credit
Supported Employment Practice: Promoting Equality and Diversity in the Workplace	H1J0 34	8	7	1 HN Credit

#### 5.2 Development of Core/Transferable Skills

The Core Skills are not formally assessed in the PDA Supported Employment Practice; however there are opportunities to develop relevant elements of Core Skills in the Units.

##### **Communication (Oral and Written Communication):**

There are ample opportunities in all Units of the PDA Supported Employment Practice for candidates to provide evidence of oral communication skills, for instance when taking part in group discussions and interacting with others. Written communication will be developed through candidates producing written (or word processed) responses to assessments (in a variety of media as appropriate to need) which may include presenting research findings to colleagues and information to clients and employers.

Working with Others: this Core Skill will be developed through the Units, *Supported Employment: Engaging with Clients (H1HX 34)*; *Supported Employment: Promoting Equality and Diversity (H1J0 34)*, *Supported Employment: On and Off the Job Support (H1HY 34)* as candidates will require to work directly with clients, employers and collaborate with other staff and agencies.

***Problem solving:***

There will be opportunities to develop aspects of Problem Solving, particularly in analysing and evaluating in all the Units of the PDA Supported Employment Practice.

***Information and Communication Technology (ICT):***

There will be opportunities to develop aspects of Information and Communication Technology in all Units of the PDA Supported Employment Practice. Candidates will use the internet for research and may utilise intranet/e-mail/professional social networking sites to communicate with their clients and employers.

### **5.3 Articulation, professional recognition and credit transfer**

**Articulation**

There is no direct articulation to other Awards in the SQA framework. There are no existing specialist qualifications for these staff groups. The Units have been developed specifically for this Award and do not overlap with existing SQA provision.

**Progression and articulation opportunities**

The PDA has been designed to allow candidates to undertake the full Group Award or specific Units from the Award to meet their individual development needs through certificated provision and gain formal recognition of their skills. The PDA is also designed to offer opportunities for candidates to undertake individual Units from the Group Award as part of certificated professional development.

Achievement of the PDA in Supported Employment Practice at SCQF level 7 may offer an opportunity to candidates to progress to further professional qualifications and to seek some recognition of prior learning from their studies.

Candidates who successfully complete the PDA in Supported Employment Practice at SCQF level 7 may seek to progress to:

- ◆ PDA in Supported Employment: Advanced Practice at SCQF level 8

The Professional Development Award in Supported Employment Advanced Practice at SCQF level 8 is designed primarily for managers and supervisors with responsibility for staff and/or volunteers involved in face to face delivery of employment/work placement opportunities for clients with additional needs. This PDA provides individuals with the opportunity to improve their knowledge, skills and understanding needed to manage and supervise frontline Supported Employment Workers supporting clients with additional needs within a variety of work opportunity settings. Additionally, it will develop the skills and knowledge needed to negotiate and sustain relationships with employers offering employment or placement opportunities to clients.

The Units that comprise the Advanced Practice PDA are also available as standalone Units, therefore can be taken individually, perhaps for the purposes of Continued Professional Development. Further details of this PDA and its component Units can be found on the SQA website.

There may also be progression to the following qualifications;

- ◆ SVQs in Advice and Guidance at levels 3 and 4
- ◆ HNCD Additional Support Needs: Supporting and Managing the Service
- ◆ HNC Working with Communities
- ◆ HNC Social Care
- ◆ SVQ in Youth Work at level 3
- ◆ SVQs in Community Development Work at levels 3 and 4
- ◆ SVQs in Community Justice: work with offending behaviour at levels 3 and 4
- ◆ SVQs in Health and Social Care at levels 3 and 4
- ◆ PDA Adult Learning and Literacy at SCQF level 6
- ◆ PDA Working with Individuals with Dyslexia at SCQF level 7
- ◆ PDA in Health and Social Care: Personalisation in Practice at SCQF level 8

It should be noted that entry to the qualifications listed above will be at the discretion of the delivering centre and dependent on the individual candidate's circumstances.

### **Credit Transfer**

There is no direct credit transfer at present.

## **6 Approaches to delivery and assessment**

### **6.1 Content and context**

The delivery of this Award should focus on the occupational requirements specific to working within the Supported Employment sector as part of a service provision team.

### **6.2 Conditions of Award**

The Award comprises four mandatory HN Units.

- ◆ *Supported Employment Practice: Values and Principles* H1J1 34
- ◆ *Supported Employment Practice: Engaging with Clients* H1HX 34
- ◆ *Supported Employment Practice: Promoting Equality and Diversity in the Workplace* H1J0 34
- ◆ *Supported Employment Practice: On and Off the Job Support* H1HY 34

### **6.3 Delivery and Assessment**

#### **6.3.1 Delivery**

This PDA has been designed to be delivered by SQA approved centres. This Group Award will be available to candidates across Scotland and should be delivered in an accessible and flexible manner without any candidate being disadvantaged due to their geographical location or other structural factors. The delivery mechanisms adopted for each approved centre should be flexible and demonstrate a widening access approach to recruiting candidates. Delivery approaches such as distance learning, e-learning and workplace learning are actively encouraged and where possible used to enrich all candidates experiences of the Group Award, and not just for those individuals living and working at a distance.

Face to face and other forms of directed/self directed learning can also be facilitated via video conferencing or other web applications (as appropriate) to the candidates and approved center's needs/capabilities.

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

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

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

The Unit specifications provide the approved centres with details of the Outcomes, Evidence Requirements and detailed guidance on the content, context, method of delivery and assessment requirements for each Unit.

### 6.3.2 Assessment Methodology

This qualification allows Centres to develop a range of flexible assessment methods to allow candidates to demonstrate their knowledge and skills. Wherever possible, the holistic assessment of Outcomes within Units is encouraged. The provision of a clear and accessible Recognition of Prior Learning process is also encouraged given the nature and purpose of the Award.

The focus of the qualification is on the development of competence, skills and knowledge. As such, assessments should allow candidate evidence to be based, where appropriate, on naturally occurring circumstances during the course of day to day work activity. This approach will encourage candidates to reflect on the nature of their job role in relation to implementing a person-centred approach to their practice.

Assessments could take a variety of forms including case studies, reports, reflective accounts and structured questions.

Candidates could be encouraged to compile a portfolio of evidence. This will facilitate a holistic approach to delivery and assessment. A portfolio is a collection of the work that has been produced by the candidate. Portfolios of evidence will normally include:

- ◆ Records completed by the candidate
- ◆ Written assignments
- ◆ Reflective accounts of practice
- ◆ Case studies
- ◆ Structured questions
- ◆ Assessor/tutor observation reports and checklists

It is expected that candidates completing the Award will collect evidence for the Award when working in real work settings. This will normally be the candidate's own workplace or volunteer position.

The Unit specifications detail the Evidence Requirements for each Unit. Centres should devise varied assessments in order to meet the needs, learning styles and environments of candidates.

Assessment exemplars will be produced for each Unit of the Award. They will provide assessment and marking guidelines that exemplify the national standard for achievement. They provide a valid, reliable and practicable instrument of assessment. Centres wishing to develop their own assessments should refer to the assessment exemplar to ensure a comparable standard. Assessment exemplars are available on SQA's secure website.

### 6.3.3 Sequence of Delivery

The delivery of the component Units may be either concurrent or sequential. However, where the Units are delivered as part of the PDA, the recommended sequence of delivery is suggested as follows:

- ◆ *Supported Employment Practice: Values and Principles*
- ◆ *Supported Employment Practice: Engaging with Clients*
- ◆ *Supported Employment Practice: Promoting Equality and Diversity in the Workplace*
- ◆ *Supported Employment Practice: On and Off the Job Support*

It is strongly recommended that candidates start with the Unit, *Supported Employment Practice: Values and Principles*, in order to fully understand the value base and philosophy underpinning the provision of employment support.

This should be followed by the Unit, *Supported Employment Practice: Engaging with Clients*. This Unit provides candidates the opportunity to create a vocational profile with a client and develop a plan to support the client in the workplace.

The Unit, *Promoting Equality and Diversity in the Workplace*, requires the candidate to negotiate a reasonable adjustment with an employer on behalf of a client.

The final Unit, *Supported Employment Practice: On and Off the Job Support*, requires the candidate to provide aftercare and negotiate an exit strategy with a client and employer.

### 6.3.4 Assessment Grid

	<b>Assessment</b>
Supported Employment Practice: Values and Principles	Outcome 1 is assessed by a series of structured questions which may be based on a case study. Outcomes 2 and 3 are jointly assessed by a report or an oral presentation.
Supported Employment Practice: Engaging with Clients	Outcome 1 is assessed by a series of structured questions Outcomes 2 and 3 are jointly assessed by an assignment which may be based on a case study.
Supported Employment Practice: On and Off the Job Support	Outcome 1 is assessed by an Action Plan accompanied by structured questions or a report. Outcome 2 is assessed by observation of performance supported by a report or work diary or portfolio. Outcome 3 is assessed by observation of performance supported by a report or work diary or portfolio
Supported Employment Practice: Promoting Equality and Diversity in the Workplace	Outcome 1 is assessed by a series of structured questions Outcome 2 is an assignment in the form of a completed risk assessment. Outcome 3 is assessed by an assignment which may be based on a case study.

## 7 General information for centres

### 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).

### Internal and external verification

All instruments of assessment used within this/these Group Award(s) should be internally verified, using the appropriate policy within the centre and the guidelines set by SQA.

External verification will be carried out by SQA to ensure that internal assessment is within the national guidelines for these qualifications.

Further information on internal and external verification can be found in SQA's *Guide to Assessment* ([www.sqa.org.uk](http://www.sqa.org.uk)).

## 8 General information for candidates

The PDA in Supported Employment Practice at SCQF level 7 is a practice-based qualification. It offers you the opportunity to develop your knowledge and skills of the barriers/issues faced by clients with additional needs in finding and sustaining employment and to work with them using a Supported Employment approach to overcome these barriers. This Award is for you if you have taken up work recently in a supported employment setting, or are volunteering in a work/learning environment. It will also be of value to you if you have some experience in this sector but have no formal qualifications. It is particularly relevant if you are already working in a Supported Employment environment where the remit involves directly working with clients with additional needs. You will therefore be able to draw evidence from your work practice

There are four component Units which you must complete for the Award:

- ◆ H1J1 34 *Supported Employment Practice: Values and Principles*
- ◆ H1HX 34 *Supported Employment Practice: Engaging with Clients*
- ◆ H1J0 34 *Supported Employment Practice: Promoting Equality and Diversity in the Workplace*
- ◆ H1HY 34 *Supported Employment Practice: On and Off the Job Support*

Assessments take a variety of forms including case studies, reports, reflective accounts and structured questions. Evidence may be drawn from your practice in a Supported Employment setting.

There are a number of progression routes such as:

- ◆ PDA in Supported Employment: Advanced Practice at SCQF Level 8
- ◆ SVQs in Advice and Guidance at levels 3 and 4
- ◆ HNCD Additional Support Needs: Supporting and Managing the Service
- ◆ HNC Working with Communities
- ◆ HNC Social Care
- ◆ SVQ in Youth Work at level 3
- ◆ SVQs in Community Development Work at levels 3 and 4
- ◆ SVQs in Community Justice: work with offending behaviour at levels 3 and 4
- ◆ SVQs in Health and Social Care at levels 3 and 4
- ◆ PDA Adult Learning and Literacy at SCQF level 6
- ◆ PDA Working with Individuals with Dyslexia at SCQF level 7
- ◆ PDA in Health and Social Care: Personalisation in Practice at SCQF level 8

## 9 Glossary of terms

**Supported Employment:** 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.

**Supported Employment Worker:** Workers in the Supported Employment field may have a variety of job titles. For the purposes of this Award, the term *Supported Employment Worker* is used to cover the differing titles.

**Candidate:** Person undertaking the qualification — in the context of this PDA, the Supported Employment Worker

**Centre:** an organisation, such as an employer, training agency, employment training provider, Further Education College, having SQA Approval to deliver SQA qualifications.

**EUSE:** European Union of Supported Employment

**SUSE:** Scottish Union of Supported Employment

**PDA: Professional Development Award** — this category of SQA Group Award is available at SCQF levels 6 and above. The minimum size of a PDA is 16 SCQF Credit Points at the level of the award.

**Higher National Unit:** Units contain vocational/subject content and are designed to cover a specific set of knowledge and skills relevant to the occupational/subject area.

**Qualification Design Team:** The QDT works in conjunction with a Qualification Manager/Development Manager to steer the development of qualifications from inception/revision through to validation. The group is made up of key stakeholders representing the interests of centres, employers, universities and other relevant organisations.

**RPL:** Recognition of Prior Learning

**SCQF:** This stands for the Scottish Credit and Qualification Framework, which is a new way of speaking about qualifications and how they inter-relate. We use SCQF terminology throughout this guide to refer to credits and levels. For further information on the SCQF visit the SCQF website at [www.scqf.org.uk](http://www.scqf.org.uk)

**SCQF credit points:** One HN credit is equivalent to 8 SCQF credit points. This applies to all HN Units, irrespective of their level.

**SCQF levels:** The SCQF covers 12 levels of learning. HN Units will normally be at levels 6–9. Graded Units will be at level 7 and 8.

**Signposted Core Skills:** This refers to the opportunities to develop a particular Core Skill at a specified level that lie outwith automatic certification. The five Core Skills are:

- ◆ *Communication*
- ◆ *Numeracy*
- ◆ *Information and Communication Technology (ICT)*
- ◆ *Problem Solving*
- ◆ *Working with Others*

**SVQs** — Scottish Vocational Qualifications — competence-based and workplace assessed qualifications derived from National Occupational Standards (NOS).

## **10 Appendices**

Appendix 1: Core Skills Mapping

Appendix 2: Relationship of Aims to Units

## Appendix 1: Core Skills Mapping

Group Award title: PDA in Supported Employment Practice at SCQF Level 7

### Mandatory Units in Group Award

Unit Name	Communication		Information and Communication Technology		Numeracy		Problem Solving			Working with Others	
	Oral	Written	Accessing Information	Providing/Creating Information	Using Graphical Information	Using Number	Critical Thinking	Planning and Organising	Reviewing and Evaluating	Working Co-operatively with Others	Reviewing Co-operative Contribution
Supported Employment Practice: Values and Principles	X	X		X							
Supported Employment Practice: Engaging with Clients	X	X		X			X	X	X	X	X
Supported Employment Practice: On and off the job support	X	X		X			X	X	X	X	X
Supported Employment Practice: Promoting Equality and Diversity in the Workplace	X	X		X			X	X	X	X	X

## Appendix 2: Relationship of Units to Aims

Units	Aims
SEP: Values and Principles	1,6,7,8,10,11,12
SEP: Engaging with Clients	1,2,5,7,8,9,10
SEP: On and Off the Job Support	1,2,4,5,6,9,10
SEP: Promoting Equality and Diversity in the Workplace	1,2,3,4,5,6,12