

H5PY 04 (SCDHSC0421) — Promote Employment, Training and Education Opportunities for Individuals

Overview

This standard identifies the requirement when promoting employment, training and education opportunities for individuals. This includes raising awareness of the value of employment, training and education for individuals, negotiating employment, training and education opportunities and securing specific agreements.

Additional Information

Scope/range related to Performance Criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS apply; they are not to be regarded as range statements required for achievement of NOS.

NOTE: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

The **individual** is the adult, child or young person you support or care for in your work.

People and organisations are those who are suitable and able to provide employment, training and education opportunities and may include general and specialist providers of education; providers of training; coaches; work placement providers.

Scope/range related to Knowledge and Understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals

may include: adverse circumstances or trauma before or during birth; autistic spectrum conditions; discrimination; domestic violence; family circumstances; foetal alcohol syndrome; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse.

Values

Adherence to codes of practice or conduct where applicable to your role and the principles and values that underpin your work setting, including the rights of children, young people and adults. These include the rights:

- ◆ to be treated as an individual
- ◆ to be treated equally and not be discriminated against
- ◆ to be respected
- ◆ to have privacy
- ◆ to be treated in a dignified way
- ◆ to be protected from danger and harm
- ◆ to be supported and cared for in a way that meets their needs, takes account of their choices and also protects them
- ◆ to communicate using their preferred methods of communication and language
- ◆ to access information about themselves

Performance Criteria — What you do in your job

You must provide evidence to meet all the 23 Performance Criteria for this Unit. The Performance Criteria are grouped under headings to assist you with planning how best to meet these points.

Place the number of the piece of work where this Performance Criteria has been met in the evidence box after each criteria.

Raise awareness of the value of employment, training and education for individuals

	Performance Criteria	Evidence Number where this criteria has been met
1	Identify people and organisations who may have an interest in providing employment, training and education for individuals .	
2	Communicate appropriately with people and organisations to establish their interest in the value of employment, training and education for individuals.	
3	Present information to people and organisations about the relationship and benefits that employment, training and education opportunities can bring to individuals.	
4	Present information to people and organisations regarding the impact of discrimination, oppression and social exclusion on individuals.	
5	Encourage people and organisations to understand appropriate ways of offering employment, training and education opportunities to individuals.	
6	Give people the opportunity to ask questions and confirm their understanding of the information provided.	
7	Seek further support and advice in areas that are outside your expertise to deal with.	
8	Refer people and organisations who need information and advice that is outside your expertise to provide to other appropriate sources.	

Raise awareness of the value of employment, training and education for individuals (cont)

	Performance Criteria	Evidence Number where this criteria has been met
9	Challenge constructively any attitudes and behaviour which are ill informed, misguided, abusive or discriminatory.	
10	Encourage people and organisations to become champions to raise awareness in the provision of employment, training and education opportunities for individuals.	

Negotiate employment, training and education opportunities

11	Clearly explain your role and responsibilities to people and organisations who can provide employment, training and education opportunities.	
12	Encourage people and organisations to consider their capacity to offer individuals employment, training and education.	
13	Encourage people and organisations to consider any reasonable adjustments that they could make to enable them to offer employment, training and education opportunities to individuals.	
14	Examine with those involved the potential challenges, rewards and any resources which will be required.	
15	Evaluate the willingness and capacity of people and organisations to provide employment, training and education opportunities for individuals.	
16	With people and organisations who are willing to offer employment, training and education opportunities, confirm their agreement to do so.	

Agree employment, training and education opportunities for individuals

	Performance Criteria	Evidence Number where this criteria has been met
17	Discuss with the providers the specific type of employment, training and education opportunities they can offer, the number of places available and any reasonable restrictions on who may take up the opportunities.	
18	Discuss any adjustments, including those that are legally required, that providers may need to make.	
19	Negotiate agreement on who will make the adjustments and how they will be resourced.	
20	Examine with people and organisations any issues which may affect contracts of employment or agreements for training and education opportunities.	
21	Confirm all agreements in writing.	
22	Take appropriate actions to enable the employment, training and education opportunities to be accessed.	
23	Complete records and reports on processes and outcomes, within confidentiality agreements and according to legal and work setting requirements.	

Knowledge and Understanding — Why and how you do what you do in your job

You must provide evidence of your knowledge and understanding to meet all the 63 knowledge points for this Unit. The knowledge points are grouped under headings to assist you with planning how best to meet them.

Place the number of the piece of work where each knowledge point has been met in the 'evidence number' box after each point.

Rights

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
1	Legal and work setting requirements on equality, diversity, discrimination and rights.	
2	Your role in promoting individuals' rights, choices, wellbeing and active participation.	
3	Your duty to report any acts or omissions that could infringe the rights of individuals.	
4	How to deal with and challenge discrimination.	
5	The rights that individuals have to make complaints and be supported to do so.	
6	Conflicts and dilemmas that may arise in relation to rights and how to address them.	

Your practice

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
7	Legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard.	
8	Your own background, experiences and beliefs that may have an impact on your practice.	
9	Your own roles, responsibilities and accountabilities with their limits and boundaries.	
10	The roles, responsibilities and accountabilities of others with whom you work.	
11	How to access and work to procedures and agreed ways of working.	
12	The meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual.	
13	The prime importance of the interests and wellbeing of the individual.	
14	The individual's cultural and language context.	
15	How to build trust and rapport in a relationship.	
16	How your power and influence as a worker can impact on relationships.	
17	How to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences.	
18	How to work in partnership with individuals, key people and others.	
19	How to manage ethical conflicts and dilemmas in your work.	
20	How to challenge poor practice.	

Your practice (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
21	How and when to seek support in situations beyond your experience and expertise.	

Theory

22	The nature and impact of factors that may affect the health, wellbeing and development of individuals you care for or support.	
23	Theories underpinning our understanding of human development and factors that affect it.	

Personal and professional development

24	Principles of reflective practice and why it is important.	
25	Your role in developing the professional knowledge and practice of others.	
26	How to promote evidence based practice.	

Communication

27	Factors that can affect communication and language skills and their development in children, young people adults.	
28	Methods to promote effective communication and enable individuals to communicate their needs, views and preferences.	

Health and Safety

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
29	Legal and statutory requirements for health and safety.	
30	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
31	Practices for the prevention and control of infection in the context of this standard.	

Safe-guarding

32	Legislation and national policy relating to the safe-guarding and protection of children, young people and adults.	
33	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
34	Indicators of potential harm or abuse.	
35	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
36	What to do if you have reported concerns but no action is taken to address them.	
37	Local systems and multi-disciplinary procedures that relate to safeguarding and protection from harm or abuse.	

Multi-disciplinary working

38	The purpose of working with other professionals and agencies.	
39	The remit and responsibilities of other professionals and agencies involved in multi-disciplinary work.	

Handling information

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
40	Legal requirements, policies and procedures for the security and confidentiality of information.	
41	Legal and work setting requirements for recording information and producing reports.	
42	Principles of confidentiality and when to pass on otherwise confidential information.	
43	How to record written information with accuracy, clarity, relevance and an appropriate level of detail.	
44	How and where electronic communications can and should be used for communicating, recording and reporting.	

Leading practice

45	Theories about leadership.	
46	Standards of practice, service standards and guidance relating to the work setting.	
47	National and local initiatives to promote the wellbeing of individuals.	
48	Lessons learned from government reports, research and inquiries into serious failures of health or social care practice and from successful interventions.	
49	Methods of supporting others to work with and support individuals, key people and others.	
50	How to contribute to the development of systems, practices, policies and procedures.	
51	Techniques for problem solving and innovative thinking.	

Risk management

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
52	Principles of risk assessment and risk management.	
53	Principles of positive risk-taking.	

Knowledge that is Specific to this NOS

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
54	The importance of employment, training and education as a factor in promoting the needs of individuals and ways of maximising individuals' employability through training and education.	
55	Theories, principles and practice into the relationship between employment, training and education and the benefits to the wellbeing of individuals.	
56	Evidence based practice in promoting employment, training and education opportunities for those individuals' needs and how to apply this evidence to your own work.	
57	Methods of presenting information and encouraging interest in and about the role of employment, training and education in meeting individuals' needs and promoting wellbeing.	
58	The particular difficulties that individuals may face in seeking employment, training and education opportunities.	
59	National and local schemes and agencies (statutory, independent and third sector) which are involved in providing, promoting or creating employment, training and education opportunities, for whom they are designed and how to access them.	
60	The range of local employment, training and education opportunities, the forms these take, who may be eligible and how to access them.	
61	The potential concerns which people and organisations may have regarding offering opportunities for individuals, why it is important to acknowledge their concerns and how to offer information to help them make informed decisions.	

Knowledge that is Specific to this NOS (cont)

	Knowledge and Understanding <i>You need to know and understand:</i>	Evidence Number where this knowledge point has been met
62	How to gauge the level of interest and ability of people and organisations who may offer employment, training and educational opportunities to individuals.	
63	The options for promoting employment, training and education and which are the most appropriate options for the people and organisations concerned.	

The candidate and assessor must only sign below when all Performance Criteria and knowledge points have been met.

Unit assessed as being complete

Candidate's name	
Candidate's signature	
Date submitted to Assessor as complete	

Assessor's name	
Assessor's signature	
Date assessed complete	

Internal Verification

To be completed in accordance with centre's internal verifier (IV) strategy.

Evidence for this Unit was sampled on the following date/s	Internal verifier's signature	Internal verifier's name

This Unit has been subject to an admin check in keeping with the centre's IV strategy.

Date of admin check	Internal verifier's signature	Internal verifier's name

Unit completion confirmed

Internal verifier's name	
Internal verifier's signature	
Date completed	