

## **H5SF 04 (SCDHSC0347) — Support Individuals To Access Employment**

### **Overview**

This standard identifies requirements when supporting individuals to access employment. This includes working with individuals to identify their preferences and needs about employment and helping them to seek and apply for employment opportunities. It also includes supporting individuals to prepare for employment interviews and work itself.

## 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 may apply; they are not to be regarded as range statements required for achievement of the 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.

**Active participation** is a way of working that regards individuals as active partners in their own support or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible.

**Circumstances** may include leaving foster care or residential care; sudden and acute illness or disability which could require the individual to retrain or make a career change; anticipated changes or deterioration in health and wellbeing; improvements in health and wellbeing that make employment possible when it has not been before; the individual's physical, mental, emotional needs in the short, medium or long term.

To **communicate** may include using the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports, other non-verbal forms of communication, human and technological aids to communication.

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

**Information** could be verbal, written or electronic and needs to be in a format that is accessible to the individual.

**Relevant documents** may include records about the individual's needs and circumstances that could affect their job opportunities in the short, medium and long term; the types of jobs available; how to apply for relevant jobs; examples of people with similar needs and circumstances who have succeeded in taking up and maintaining employment; how to access additional support needed to enable individuals to seek, take up and maintain employment.

## **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; dementia; family circumstances; frailty; 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 that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children 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 25 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.

### Work with individuals to identify their preferences and needs about employment

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
1	Examine <b>relevant documents</b> that can help you support and advise the <b>individual</b> about the way their <b>circumstances</b> and their short, medium and long term goals could affect their employment opportunities.	
2	Support the individual to consider what changes employment would make to all aspects of their life.	
3	Support the individual to identify the job opportunities open to them, taking account of their aspirations, talents, support needs, abilities, experience, knowledge and qualifications.	
4	Support the individual to explore and compare the range of suitable options which are of interest to them.	
5	Support the individual to consider what training would be required and what career pathways each option would offer.	
6	Support the individual to choose the options that would best suit them.	
7	Access further information and advice where the individual needs additional support in making their selection.	

### Support individuals to investigate employment vacancies

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
8	Work in ways that promote <b>active participation</b> when investigating employment vacancies.	
9	Support the individual to visit places where vacancies for employment of the type they want will be available.	
10	Support the individual to <b>communicate</b> their needs to the people involved in advertising job vacancies, accessing additional support where necessary.	
11	Support the individual to acquire <b>information</b> and advice about the vacancies in which they are interested.	
12	Support the individual to understand the requirements for the jobs in which they are interested.	

### Support individuals to prepare for employment interviews and work

13	Work in ways that promote active participation when supporting the individual to prepare for employment interviews and work.	
14	Support the individual to identify experiences, interests, qualifications and other relevant details to include in curriculum vitae and applications for employment.	
15	Support the individual to acquire application materials for their chosen employment opportunities in accessible formats.	
16	Support the individual to complete applications in formats appropriate to their preferences and needs.	
17	Support the individual to understand the response to their application.	
18	Work with the individual to prepare them for interview, including rehearsal where appropriate.	

**Support individuals to prepare for employment interviews and work (cont)**

	<b>Performance Criteria</b>	<b>Evidence Number where this criteria has been met</b>
19	Work with the individual and prospective employer to ensure that reasonable adjustments are made to address any specific requirements the individual may have at interview.	
20	Support the individual to attend for interview.	
21	Support the individual to understand the outcome of their interview and its implications.	
22	Work with the individual to make any arrangements needed for getting to and from work.	
23	Work with the individual and employer to ensure that reasonable adjustments are made to address any specific requirements the individual may have at work.	
24	Support the individual to access any additional resources and support they may require when working.	
25	Support the individual to prepare themselves for work.	

## 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 45 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

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number</b> <b>where this knowledge</b> <b>point has been met</b>
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.	

## Your practice

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



### Your practice (cont)

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

### Theory

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

### Personal and professional development

23	Principles of reflective practice and why it is important.	
----	--	--

### Communication

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

### Health and Safety

26	Your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment.	
27	Practices for the prevention and control of infection in the context of this standard.	

## Safe-guarding

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
28	The responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices.	
29	Indicators of potential harm or abuse.	
30	How and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties.	
31	What to do if you have reported concerns but no action is taken to address them.	

## Handling information

32	Legal requirements, policies and procedures for the security and confidentiality of information.	
33	Legal and work setting requirements for recording information and producing reports.	
34	Principles of confidentiality and when to pass on otherwise confidential information.	

## Knowledge that is Specific to this NOS

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
35	How and where to access information and support that can inform your practice when supporting individuals to seek, apply for and gain employment.	
36	How you can access, review and evaluate information about employment and employment opportunities relevant to the needs and preferences of the individuals with whom you work.	
37	Theories relevant to the individuals with whom you work about employment and its benefits to the self-esteem, self-image and identity of individuals.	
38	Social, emotional, intellectual and language development that might enhance or inhibit an individual when seeking, applying for, gaining and retaining employment.	
39	The effects of stress and distress caused by seeking, applying for, gaining and retaining employment.	
40	Issues you are likely to face when supporting individuals to apply for, gain and retain employment.	
41	Issues you may face when individuals fail to gain employment or are unable to cope with the job.	
42	Paper work that has to be completed when individuals seek, apply for, gain and retain employment.	
43	What is meant by employers making 'reasonable adjustments' and how these would apply for the individuals with whom you work.	
44	The differing reasons why employers may be apprehensive or anxious when employing people with specific needs and the type of support available to employers.	

### Knowledge that is Specific to this NOS (cont)

	<b>Knowledge and Understanding</b> <i>You need to know and understand:</i>	<b>Evidence Number where this knowledge point has been met</b>
45	The importance of ensuring the individual understands the needs of employment and any support they are receiving, including who to contact if the support is not effective.	

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

**Unit assessed as being complete**

<b>Candidate's name</b>	
<b>Candidate's signature</b>	
<b>Date submitted to Assessor as complete</b>	

<b>Assessor's name</b>	
<b>Assessor's signature</b>	
<b>Date assessed complete</b>	

**Internal Verification**

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

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

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

<b>Date of admin check</b>	<b>Internal verifier's signature</b>	<b>Internal verifier's name</b>

**Unit completion confirmed**

<b>Internal verifier's name</b>	
<b>Internal verifier's signature</b>	
<b>Date completed</b>	