



**PROFESSIONAL DEVELOPMENT
AWARD IN SUPPORTED EMPLOYMENT PRACTICE AT
SCQF LEVEL 7**

GF3R 47

Implementation Support Pack

Advice on the delivery of the qualification for SQA Approved Centres

This pack has been produced with the support of the Scottish Government

Contents

The Support Pack has **three** sections;

Section 1 Page 4 Useful information about the pack and the qualification.

Section 2 Page 8 Guidelines on how to become an SQA Approved Centre and information on SQA Quality Assurance procedures.

Section 3 Page 15 Guidance on the delivery, sequencing and assessment of the qualification.

There are also **four** appendices;

Appendix 1 Unit Specifications and Assessment Exemplars

Appendix 2 Assessment Grid

Appendix 3 Glossary of Terms

Appendix 4 Contact details and links to SQA publications

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	Authorised by

Section 1

About the Support Pack and the Qualification

Who is the Support Pack for?

This Support Pack is designed to support Centres to implement the Professional Development Award (PDA) in Supported Employment Practice at SCQF Level 7 (referred to in this pack as 'the PDA').

The Support Pack provides information on the structure of the PDA and guidance on how to deliver and assess it.

It will be of use to Centres and to Assessors.

Centres – for personnel in Centres who will have responsibility for agreeing assessments and/or designing them and also for those who have responsibility for registering candidates, organising internal verification, recording candidate results and retaining evidence for the purposes of external verification.

Assessors - assessors are required to assess candidates on the **four** Units in the qualification. Assessors will also contribute to Centre internal verification, and will record results in accordance with the Centre's policies and SQA procedures.

The Support Pack aims to:

- explain who the qualification is for and what it is about
- provide advice on how to become as SQA Approved Centre
- provide an introduction to SQA Quality Systems and information on SQA Quality Assurance processes
- provide advice on delivery and assessment – for assessors and also for those in the Centre who manage training, or who will liaise with SQA to record results and have the assessments externally verified
- provide practical examples of assessment instruments which can be adapted for use.

If you are involved in training in the Supported Employment sector, the general information in the Support Pack may be of interest to you.

If you are involved in administering the qualification, you will find Section 2 on How to become an Approved Centre and SQA Quality Assurance Processes helpful.

If your role involves assessment – if you are an assessor, you should find all sections of relevance, but you are likely to find Section 3 most relevant to your needs

What is Supported Employment?

Supported Employment is a service offered by private and public sector agencies and some charitable organisations. The practitioners, usually called Supported Employment workers, provide individualised support for people with disabilities, long term conditions and multiple barriers to work, to secure sustainable, paid jobs in the open labour market.

Supported Employment:

- offers specialised, personalised and individualised work-place support for those who require additional support in finding and maintaining employment
- provides an ethos of recognising the client, the Supported Employment worker and the employer as partners in the learning/work opportunity process
- fosters a positive relationship between the client and the employer
- offers Individualised and ongoing support
- encourages partnership working: to overcome multiple barriers to employment for disabled and disadvantaged people
- should be inclusive, promote self-determination and be based on person- centred planning

What is the qualification about?

The development of the qualification was initiated by the Scottish Government Implementation Board for Supported Employment in 2010. It was recognised that Supported Employment workers had no recognised qualification or route for personal development. This qualification was developed to address this. The development has been funded by the Scottish Government and developed by SQA in conjunction with a range of stakeholders.

The PDA in Supported Employment Practice is the first national qualification to be designed primarily for staff and/or volunteers who will be involved in face to face delivery of employment/work placement opportunities for clients with additional needs. Practitioners in the field may have a variety of job titles. For the purposes of this document the term **Supported Employment worker** will be used to cover all those who perform the function of supporting clients with disabilities and/or disadvantages.

This PDA will provide the Supported Employment worker with the opportunity to improve their knowledge, skills and understanding, needed to work with individuals with additional needs within a variety of work opportunity settings. Throughout the document the term **client** will be used for the job seeker/ person the Supported Employment worker is supporting.

The PDA is designed to develop the specialist skills and knowledge to support both clients and employers. Each component Unit will allow candidates to enhance their professional practice and encourage the development of reflective practice. The Award also seeks to develop in candidates an awareness of what constitutes good practice and how this may be promoted in places of employment and used to evidence continuing professional development

The PDA will normally be delivered as a Group Award, with candidates working towards achieving all four component units. However, each of the Units is a free-standing Unit and may be used for purposes such as induction and continuing professional development.

Full details of the qualification can be found in the Arrangements Document for the PDA which can be accessed from the SQA web-site.

http://www.sqa.org.uk/sqa/files_ccc/GF3R47.pdf

Who is the qualification for?

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

The primary target group would be staff working in organisations in the public, private and voluntary sectors involved in providing Supported Employment services. This qualification will provide a first opportunity for these Supported Employment workers to obtain an occupationally-specific qualification, and will also help to enhance their skills while in employment. These Supported Employment practitioners may or may not have formal qualifications, but may be looking to improve on their professional practice, keep up-to-date with legislation and develop best practice within their own working environment. The PDA is also aimed at workers who hold formal qualifications in other disciplines which are not directly relevant to Supported Employment.

In addition, the PDA and the individual component Units could be utilised for the Continuing Professional Development (CPD) of staff and volunteers from other professions who may be seeking to improve their professional practice in relation to contact with clients with additional needs. The PDA is also aimed at candidates who wish to further enhance their skills with a view to career development.

The following list is not exclusive but illustrates the range of potential staff groups in related sectors for whom this PDA 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

What is in the qualification?

The qualification is made up of four Higher National Units

- 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

The four HN Unit specifications are designed to give clear information on the content and the standards that have to be achieved:

- The **Knowledge and Skills** that have to be taught
- The **Evidence Requirements** which have to be assessed
- The **Standard** which has to be attained

What are assessment exemplars?

SQA provides assessment exemplars for each of the component Units. These are designed to support staff in Centres to assess the Units and to assist in establishing and maintaining assessment standards.

The four HN Unit assessment exemplars provide worked examples of assessment and marking guidelines which will help Centres to devise appropriate assessments. Assessors may use them as they stand (and this may be a good idea for new assessors), or they may adapt and modify them to make them more relevant to particular work situations. They are particularly helpful for new Centres, or for a Centre delivering the PDA for the first time.

Centres are encouraged to develop their own assessments for the Units and will find that the exemplars provide a guide and a benchmark to assessment. Centres may be able to adapt their own existing training materials for assessment purposes. If they develop their own assessments, they must meet the Evidence Requirements stipulated in the particular Unit specification.

It should also be noted that different Centres work in different ways and may have different personnel in each role, depending on the size of the Centre. Normally the senior members of the team will make the decision on whether to use the assessment exemplars or devise their own. The assessor will then need to become familiar with the assessments agreed by the Centre.

SECTION 2

How to become an Approved Centre and SQA Quality Assurance Processes

This section has three parts:

- Part A Becoming an Approved Centre
- Part B Approval to Offer Specific Qualifications
- Part C Quality Assurance Processes

Part 2A Becoming an Approved Centre

SQA qualifications can be delivered and assessed in various types of organisation, following approval to become an 'SQA approved Centre'. The main categories of SQA Centres are:

- training providers whose purpose is the delivery of training and assessment of candidates
- employers who offer training to their staff
- schools
- colleges*

SQA approved Centres can potentially deliver and assess any SQA qualifications.

There are two types of approval:

- approval as an SQA Centre and to offer specific qualifications (new Centre approval)
- approval to offer specific qualifications (existing Centre approval)

The Approval Process

Initial approval involves Centre approval and approval to offer a minimum of one SQA qualification.

At the initial approval stage SQA will ensure that your Centre has the management structure and quality assurance systems to support the delivery, assessment and internal verification of SQA qualifications.

SQA will:

- visit your Centre to discuss details of the qualification(s) you wish to offer and provide detailed guidance on the approval process
- advise you on building the required capability of structures and systems to support your application

- provide the approval form and assist with the completion of this to meet SQA's approval criteria
- scrutinise the completed application form prior to submission for approval

Once all the required information has been provided to SQA, your nominated SQA coordinator will be contacted to arrange a convenient date and time for a Centre approval visit by a Quality Enhancement Manager (QEM) and confirm the arrangements in writing. The QEM will look for evidence that your Centre has the potential to meet the criteria for approval as an SQA Centre.

An External Verifier (EV) for each subject area involved in the initial qualification approval application may accompany the QEM on the centre approval visit or they may make separate arrangements to visit on a date that is suitable to you. If several EVs need to visit at the same time they are likely to be accompanied by one of SQA's QEMs.

If the team is large it would be helpful if a room could be provided for their use during the visit.

At the end of the visit the EV will provide SQA with a report outlining their recommendations; however the responsibility remains with the QEM for final Approval. The SQA coordinator will receive written confirmation of the decision within 10 days of the approval visit taking place.

An SQA Centre number will be issued when successful Centre approval and approval to offer your first qualification is confirmed.

Further detailed information can be found on the Approvals section of SQA's website. The required forms and other proforma documentation and supporting publications can also be downloaded.

<http://www.sqa.org.uk/sqa/38979.1942.html>

Part 2B Approval to Offer Specific Qualifications

During approval to offer specific qualifications SQA ensure that the Centre has the staff, reference and learning materials, assessment materials, and the equipment and accommodation needed to deliver and assess the specific qualification. SQA will also check the Centre's internal verification system to ensure it meets quality requirements.

Development Visits: Centres can request a development visit from an SQA external verifier(EV) prior to submitting a request to offer a specific qualification. The EV can offer further subject specific advice and help on teaching and learning resources and assessment materials. There is a charge for this visit.

SQA's Business Development team will also visit Centres coming forward for Approval to offer advice on the overall process.

If you are thinking of applying for approval, please contact SQA's Business Development Team (tel: **0303 333 0330**, or e-mail: **mycentre@sqa.org.uk**) as they will be able to answer any queries you may have about approval, help you through the approval process and tell you about the full range of SQA qualifications we award. We realise you will have your own questions to ask about the approval process. We aim to provide all the assistance we can to ensure that your application for approval is successful. Don't hesitate to ask as we are here to help. There is **no charge for this service** and you can request a visit by e-mail at **mycentre@sqa.org.uk**.

*Colleges may hold 'Devolved Approval' status. This means that they conduct the specific qualification approval process themselves by applying their own internal quality processes.

For further information please refer to SQA's Guide to Approval.

http://www.sqa.org.uk/files_ccc/GuideToApproval_July09.pdf

Part 2C

Quality Assurance Processes

SQA's Quality Framework involves a number of key processes. Approval and External Verification are crucial parts of this system. Each SQA Centre may be responsible for the delivery and assessment of many awards, so there is a system of checks in place to ensure that each assessment decision is consistent and of a high quality.

The general principle that SQA applies to Quality Assurance, in order to maintain a rigorous and credible national standard, is that assessment must be:

Valid assesses the knowledge and /or skills it set out to assess (as stated in the Unit Specification)

Reliable assessment tasks should be applied fairly and assessment decisions must be made consistently and in accordance with the Unit Specification

Practicable Centres should make the best use of human and physical resources and of time

The process which SQA uses to make sure that delivery of its qualifications is valid, reliable and practicable is called **Verification**

Roles and Responsibilities within the Centre

You need to know what your role and responsibilities are within the Centre. SQA Approved Centres have a number of requirements to meet in relation to assessment of candidates and quality assurance

Centre Responsibilities

The Centre takes responsibility for the assessment and internal verification process and the management of candidate registration and results

The Centre;

- confirms that the assessment instruments are of a suitable standard for the relevant Unit specification(s)
- appoints appropriately qualified assessors and internal verifiers
- arranges Internal Verification
- records the assessment results with SQA

The role of the Centre Co-ordinator

There should be a named person in the Centre to act as SQA co-ordinator. The person holding this role within the Centre is the primary point of contact between the Centre and SQA, including arrangements for obtaining approval. The SQA coordinator of an Approved Centre will be provided with a password for the SQA secure website to enable access to assessment exemplars.

Once the Centre has been approved to offer the qualification, the SQA co-ordinator will be responsible for ensuring that the following functions are carried out.

- liaising with all sections/ personnel in the Centre involved in the delivery, assessment and internal verification of the qualification
- maintaining candidate records
- sending candidate registration and entry information to SQA
- notifying SQA of candidates' results
- ensuring that visiting Quality Enhancement Managers (QEMs) and EVs have access to all necessary materials, evidence, and where applicable, sites where assessment will take place.

The role of the Assessor

The assessor is responsible for assessing evidence of candidates' competence and recording attainment.

Assessment is the process of evaluating an individual's learning. It involves generating and collecting evidence of a learner's attainment of Knowledge and Skills, judging that evidence against defined standards and recording assessment decisions

Staff involved in the delivery and assessment of the qualification need to be:

- competent in the subject/occupational area to a level appropriate to the qualification
- competent in assessment involved in the qualification
- familiar with the procedures and documentation for the qualification

The Role of the Internal Verifier

The Internal Verifier is appointed by the centre to ensure that assessors apply standards of assessment uniformly and consistently. Internal Verifiers should be;

- competent in the subject/occupational area to a level appropriate to the qualification
- competent in assessment and internal verification involved in the qualification
- familiar with the procedures and documentation for the qualification

Internal Verification is designed to ensure that staff in Centres are making consistent assessment decisions in accordance with the assessment criteria defined in SQA qualifications

Internal Verification is an element of SQA's Quality Assurance framework which ensures that Centres make consistent and accurate assessment decisions. It is the process of checking that the Assessment decision is accurate, fair and in accordance with the assessment criteria defined in the Unit Specifications.

The candidate's work should be annotated to indicate that Internal Verification has taken place and records retained, as these may be required for External Verification purposes.

The Internal Verifier will ensure that;

- results are consistent between assessors where more than one assessor assesses the same Unit for different candidates
- assessors' judgements are consistent for different candidates
- assessment and recording procedures are followed
- evidence of assessment and internal verification is available for External Verification purposes

External Verification

External Verification is the process of ensuring that national standards are being maintained consistently across all centres. It is the responsibility of SQA to appoint and deploy External Verifiers to check that candidate's work is being assessed in line with national standards.

The role of the External Verifier

- to ensure that the Centre's quality assurance processes and records continue to meet the requirements of SQA's Quality framework
- to ensure the assessors and internal verifiers have the subject competence, currency and records of continuing professional development (CPD) required of their role
- to ensure that all Centre personnel involved in the delivery, assessment and internal verification of a qualification, participate in standardisation activities
- to sample the assessment decisions of all assessors involved in the assessment of the specific qualification
- to sample the internal verification decisions of all internal verifiers involved in the internal verification of the specific qualification
- to consider and provide feedback on the effectiveness of the quality assurance processes, procedures, assessment and internal verification system within the Centre

For further information please refer to SQA's Quality Framework

http://www.sqa.org.uk/files_ccc/SQAQualityFramework-cropped.pdf

SECTION 3

Delivering and Assessing the Qualification

This section has two parts:

Part A Delivery
Part B Assessment

Part 3A

Delivery

It is envisaged that this PDA will be delivered by a range of training providers across the public, private and Third Sectors. These include Further Education Colleges, Local Authorities, voluntary sector organisations and private training companies. Candidates for this PDA could be employed in public/Third sector organisations or in a Supported Employment setting offered by providers in the private sector.

The delivery of the Units could be enhanced by direct involvement of practitioners. When delivering the PDA, Centres are encouraged to take the opportunity to use experts and individuals who have experience of Supported Employment services. As the PDA focuses on the acquisition of both knowledge and skills, a significant amount of experiential learning is expected. Candidates should be able to operate effectively under direction, with minimal supervision and be encouraged to critically analyse and reflect on their experiences, behaviours and learning and be able to use this to inform their professional development and improve practice.

It is important that candidates gain an understanding of concepts, procedures and relevant legislation as well as an understanding of the principles of practice associated with Supported Employment as an on-going, person-centred process.

Delivery mechanisms adopted by Centres should be flexible to allow comprehensive access and participation. An outcomes-based approach, centred on the learning needs of the individual, may provide the basis of a flexible delivery model. Centres should make candidates aware of the requirements of the Award, including the need to gather appropriate evidence and to provide guidance on the type of evidence required to meet the Outcomes. It is likely that at the commencement of each Unit, delivery will include initial orientation and briefing sessions and candidates will be encouraged to take responsibility for independent learning. Centres should make suitable arrangements to support and guide candidates throughout the duration of the qualification. This could involve regular meetings with candidates on an individual basis, in groups or through web-based discussion.

Sequence of Delivery

The delivery of the component Units may be either concurrent or sequential as suggested below:

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* 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

It is 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 *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 *Supported Employment Practice: 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 a plan for aftercare and negotiate an exit strategy with a client and employer.

This recommended sequence of delivery reflects the 5 stage process of employment support which is acknowledged as a European model of good practice and one that is promoted in the Supported Employment Framework produced by the Scottish Government.

However, Centres offering the full qualification are at liberty to deliver the Units in a manner that is best for their needs, and may manage the course in a logical way that meets the needs of the learner.

In relation to continuing professional development, there is flexibility in delivery which will allow trainers/tutors/lecturers/assessors/mentors to take account of the levels and knowledge and experience of candidates.

This PDA will be suitable for a range of delivery methods which may combine both face-to-face and distance learning approaches. Although candidates are encouraged throughout to draw from their own day- to- day work experience, aspects of the PDA could be delivered through a blended learning format. Workshops could supplement e-learning. This would require planning by the Centre to ensure the sufficiency and authenticity of candidate evidence

Candidates could be encouraged to use online methods to support their learning such as the use of discussion forums and internet research, and a blended learning approach would effectively support delivery.

For further information, please refer to the section on Assessment and Quality Assurance on the SQA website <http://www.sqa.org.uk/sqa/2424.html>

Part 3B ASSESSMENT

Information for Centres

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.

Recognition of Prior Learning (RPL) also known as **Accreditation of Prior Learning (APL)**. This is the process which allows a candidate to receive formal recognition through certification of their prior learning, training or work experience. It is a method of assessing whether a learner's experience and achievements meet the Evidence Requirements (i.e. the standard) of SQA Units(s) and which may or may not have been developed through a course of learning.

SQA recognises that learners develop knowledge and skills through experience and achievements. This includes knowledge and skills acquired through formal, non- formal and informal learning contexts.

Principles for the recognition of prior learning

1. Evidence of prior learning must:
 - a) be valid, reliable and of equal rigour to the standard assessment of the Unit(s)
 - b) broadly match the Evidence Requirements of the Unit(s)
 - c) reflect the SCQF level and credit value attached to the Unit(s), where appropriate
 - d) ensure the currency of the learner's knowledge, skills and achievement within the context of the Unit(s)
 - e) be presented in English or as appropriate, Gaelic
2. The recognition of prior learning may be used to assess complete or partial SQA Units. Where prior learning only partially meets the Evidence Requirements of a Unit, standard assessment should be used to complete the outstanding requirements. The minimum level of awarding/certification will be a complete SQA Unit

3. The recognition of prior learning can be considered in relation to more than one Unit in a Group Award. The proportion of credit in a Group Award that may be achieved through the recognition of prior learning is provided in the Design Principles for the respective Group Award
4. Recognition of prior learning decisions must be made by competent assessors and all decisions should be documented for internal and/or external verification purposes
5. Assessment of prior learning will be subject to the same quality assurance as standard assessment by both centres and SQA
6. Appeals from learners will follow the same process applicable to standard assessment of the Unit(s) or Group Award and/or centre type concerned
7. Standard Unit and Group Award entry fees apply
8. Previous qualifications used to support the recognition of prior learning must have been:
 - a. awarded by a recognised awarding body or professional body
 - b. delivered, assessed and certificated in English or, as appropriate, Gaelic

Please contact SQA for further information on the Recognition of Prior Learning Policy.

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.

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. Assessments 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
- Assignments/presentations
- Reflective accounts of practice
- Case studies
- Responses to structured questions
- Observation checklists

It is expected that candidates completing the PDA will collect evidence when working in real work settings. This will normally be the candidate's own workplace or volunteer position. Authentication that evidence is the candidate's own work can be achieved by use of personal reflective logs and observation of practice and the use of relevant current work products.

The key principles of assessment are that it should:

- Meet the evidence requirements detailed in the Unit specification
- Be objective, fair and equitable
- Be understandable, transparent and in a format appropriate to the candidate
- Be proportionate and aligned to the content of the Unit Outcomes at the relevant SCQF level
- Be timely and on-going throughout the delivery of the Award, ie, incremental and developmental
- Be redeemable, i.e., provide the opportunity for re-assessment

The way Centres operate assessment and record information will depend on the size and the type of the organisation. The model may vary as to who does what, depending on the resources of the Centre

For further information on this, please refer to the SQA document *Guide to Assessment* http://www.sqa.org.uk/sqa/files_ccc/GuideToAssessment.pdf

The personnel in Centres who require to know about assessment procedures may vary depending on the size and structure of the organisation, but could include the Centre manager, the Centre assessment coordinator, the SQA contact and administrative staff as well as assessors and verifiers.

NB – It is the responsibility of the Centre to ensure candidate evidence is retained for a minimum of 3 weeks after the completion date as entered to SQA during the candidate registration process or until such time as external verification has taken place if prior notified of a forthcoming EV visit. All data and records in relation to assessment decisions etc must be retained for 1 year.

Centre personnel, in particular the assessors, need to know how to use the exemplars provided or, alternatively, how to devise assessments which generate evidence in relation to the requirements of the SQA Unit specifications. They need to know what standard is required.

It may help those involved in the process to ask the questions:

where?

Where will the assessment take place? e.g. on the job/ test-like conditions/ candidates' own time

why?

Does it test the candidate on the Evidence Requirements in the Unit Specification?

how ?

What type of instrument of assessment should I use? e.g. short report, questions, observation

which?

Shall I produce my own instrument of assessment, or should I consider using the exemplar assessments in the Support Pack?

when ?

Assessment should take place when you (as the assessor) are confident that the candidate is likely to achieve the Unit or component part of it

What you need to do; before, during and after assessment***This section is important for senior staff and assessors***

This qualification is assessed internally – i.e. there is no external assessment/examination by SQA

Before Assessment

The Centre will require to enrol candidates with SQA, deliver the teaching programme and prepare candidates for assessment.

Preparing for assessment - Assessment Planning

It is the Centre's responsibility to ensure that those assessing the evidence have appropriate experience and competence, as detailed in Section 2, pages 10 and 11. 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

Working with the Unit Specifications

All those involved with delivery and assessment should become familiar with the Unit Specifications as they contain the national standard. It would be a good idea to look at each specification alongside the appropriate assessment exemplar.

The Units in this qualification are internally assessed. Assessors are responsible for deciding how candidates have performed in relation to the standards for the PDA. They do this by using appropriate assessment instruments that meet the Evidence Requirements.

When devising assessments, the information in the Unit should be used to identify the standard to which the activity is to be performed by the candidate. You should consider the way the outcomes are worded to identify what it is that needs to be assessed. From this you can start to identify the best assessment instruments for your purpose.

Your choice of instrument of assessment will depend on a number of factors.

The assessment instrument must:

- allow candidates to produce sufficient evidence of the skills, knowledge and understanding specified in the Unit to ensure coverage of the Outcomes
- generate evidence that can be measured against the standards specified in the Unit
- integrate assessment where possible by, for example, combining the assessment of Outcomes within a Unit or across a range of Units into one problem-solving situation or scenario
- ensure that the level of demand of the assessment is appropriate to the SCQF level of the Unit
- be chosen to make best use of available resources
- take account of cost effectiveness in terms of staff and candidate time
- be designed to help all assessors to make reliable assessment decisions where the same assessment task has been applied

In devising an assessment, it is important to think about what you will accept as evidence and how this can be marked or measured. You should develop your marking guidelines as you devise your assessment.

It is advantageous for all Centre staff to understand the way the Unit is set out but this information is essential for Assessors. At this point it would be helpful to have one of the four Units in front of you. These can be found in Appendix 1.

To make it more specific, look at the Unit *Supported Employment Practice: Engaging with Clients*

Pages 1 and 2 of the Unit specification give general information - Title, Purpose, Credit points and Level.

The most important part for assessors is the section in the middle of page 1 where the Unit Outcomes are stated:

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

- *Describe the process of client engagement in supported employment*
- *Develop and agree a vocational profile with a client using a person centred approach*
- *Develop a plan for providing support and aftercare to a client to secure and sustain employment*

On page 3, Outcome 1, you will note two sections in bold type:

Knowledge and Skills - is what you teach – and what the candidate has to learn (The four bullet points under Knowledge and Skills expand on the Outcome statement – i.e. they state the parameters)

Evidence Requirements - are what you assess. These state what candidates have to do, to what standard, and how much evidence they have to produce to demonstrate that they have achieved the outcome

These sections are repeated for the other Outcomes in the same pattern up to page 4. This is the **Statement of Standards**. Together these pages form the **mandatory** part of the unit specification.

The information on pages 5 to 8 are the Support Notes for the Unit. These Support Notes have three main sub-sections:-

- **Guidance on the content and context of this Unit** (mainly about the Knowledge and Skills)
- **Guidance on approaches to delivery of this Unit**
- **Guidance on approaches to assessment of this Unit**

These sections are **not mandatory** but are very useful in providing additional information for the assessor.

E.g. The Assessment Guidelines for Outcomes 2 and 3 on Page 8 state:

‘Evidence for Outcomes 2 and 3 should be an assignment based on a case study. The case study could be based on a client with whom the candidate is working.’

Case studies

These are designed to provide opportunities for exercising problem-solving and decision-making skills. They are particularly useful when a particular situation is difficult to evidence naturally and where the time-scale for the learning is limited.

A case study consists of a description of an event, usually in the form of a piece of text, a picture or an electronic recording that concerns a realistic situation. This is then followed by a series of instructions which prompt the learner, as a detached observer of events, to analyse the situation, drawing conclusions and making decisions or suggesting courses of action.

It is important to remember that in many case studies there are no 'correct' answers and no 'correct' methods of arriving at the decisions. What is important is the process of interpretation and decision-making, and the conclusion that the learner arrives at.

Case studies should be developed that take account of the range of approaches learners may take. Reliable marking schemes should be adopted for use across each assessment.

If the candidates are unable to base their case study on clients with whom they are working, the Centre should provide appropriate examples.

Three examples of case studies follow on Pages 24 and 25. These are for information and guidance only and are not to be used for candidate assessment.

Example 1

Unit Supported Employment Practice: Engaging with Clients

Outcome 2

'Develop and agree a vocational profile with a client using a person centred approach'

Outcome 3

'Develop a plan for providing support and aftercare to a client to secure and sustain employment'

Case Study

Andy has worked in the construction industry as an electrician since leaving school until he had a bout of clinical depression three years ago at the age of 31. He believes his depression was triggered by the stress of running his own business and a relationship breakdown. A suicide attempt was followed by a lengthy spell in hospital. Andy now feels ready to return to work but is anxious about his ability to obtain employment because of his medical history. He would like a job as a handyman working in a school or hospital. Andy is lacking in confidence and feels anxious in new situations.

Example Assessment

- Explain how the person centred approach used by the Supported Employment worker facilitates engagement with the client.
- Explain the vocational profiling process and, based on the information contained in the Case Study, describe what should be included in this client's profile.
- Explain how to develop a plan for support and aftercare for this client to secure and sustain employment.

Example 2

Unit Supported Employment Practice: Values and Principles

Outcome 3

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

Case Study

Gary is 17 and currently not in education, employment or training. He has never managed to gain any work experience and desperately wants to do something; get some money, stop being bored, and feel fulfilled. As a small boy he had an illness which left him with mobility difficulties and he found it difficult to take part in games at school. He never enjoyed class-work relating to writing and reading. He loved working in his Grandfather's allotment and dreamed of working in a garden centre. He had been for many interviews but had been unsuccessful. He wanted to start a Horticulture course at the local Further Education college but he couldn't afford the bus fares.

Example Assessment

- Describe Gary's predicament/personal situation. Assess his needs and suggest ways in which the Supported Employment Service could support him to secure and maintain a job opportunity.
- Identify the barriers to work which Gary faces and explain how the Supported Employment worker could set out an Action Plan to overcome these barriers.
- Identify issues you would discuss when engaging with Gary and explain how you would help him to overcome the barriers he faces
- What kind of work/employment would you recommend for Gary?

OR

Produce a report based on the information in the case study

- Explain the client's difficulties and barriers to work
- Describe how the Supported Employment Service could support the client
- Explain the skills the Supported Employment worker uses to engage with the client
- Explain how to develop a plan to overcome the client's barriers to work

Example 3

Unit Supported Employment Practice: On and Off the Job Support

Outcome 3

'Agree level of aftercare and produce an exit strategy based on client needs'

Case Study

Stephanie has a physical disability and requires a wheel chair. Her work placement was a 'Place and Train' opportunity with an electronics components company on a new industrial estate. She was employed on a short-term contract as an operative and was mentored by her Supported Employment worker who put in place extra support. At first she didn't enjoy the experience. The work required considerable dexterity and she had no experience of this. At first she was very nervous and found the work hard, but she began to get to know people and settled in. She had needed help in a number of ways and was a bit worried that as time went on she wouldn't see so much of her Supported Employment worker.

Example Assessment Questions

1. Describe the Place and Train model and explain why it was appropriate for this client.
2. Identify the client's possible on-going needs
3. Explain an exit strategy which includes support for the client's on-going needs

During Assessment

It is the responsibility of the centre to:

- Ensure that the candidates are assessed using appropriate assessment instruments
- Ensure internal verification is carried out in accordance with Centre procedures.
- Ensure that results of assessments are recorded
- Retain evidence for SQA External Verification

After Assessment

It is the responsibility of the centre to:

- Ensure feedback to candidates is provided
- Retain evidence for SQA External Verification
- Enter candidate's results for SQA certification

You can find out more about assessment in SQA's Guide to Assessment available on the SQA website. There is also more detailed information on verification and quality assurance on the Assessment Standards and SQA Academy websites

Checklist for Centre Personnel with Quality Assurance Responsibilities

Appoint appropriately competent assessors and internal verifiers

Apply to become an SQA approved Centre

Enroll candidates with Centre

Register candidates with SQA

Ensure that assessors are clear on their role

Oversee assessment

Carry out Internal Verification

Record results

Provide feedback to candidates

Process results for SQA

Retain results/ records and candidate evidence for SQA External Verification

Additional Information for Assessors

The assessment of the qualification is the responsibility of the Centre's assessor(s). The assessor should ensure that the requirements of the Unit Specification are met, working in line with SQA guidance and subject to SQA quality assurance.

If you are an assessor you should be aware that this pack should be used in conjunction with the four Unit specifications. You need to make yourself familiar with these. Detailed information on how to get to know the Units is given under the section – Information for Centres, Pages 18 – 23

What you need to do before assessment

You need to prepare candidates for assessment. You may or may not be involved in the teaching and learning aspects (i.e. the delivery of the course). The staff involved in delivery, whether you as the assessor, or another individual, should explain to the candidates where, when and how they are being assessed. Good candidate support is essential.

What you need to do during (to implement) assessment

Your main task is to assess if the candidates knowledge and/or skills meet the standards as stated within the Unit specification.

Your key responsibility is to carry out the assessment fairly and in accordance with the Unit Specification and the Centre's agreed procedures.

Assessment should take place when you (as the assessor) are confident that the candidate is likely to achieve the Unit or component part of it. Evidence for the Outcomes can be gathered individually or all at once, in any order at any time.

Good Practice

It is good practice to integrate assessment of Outcomes in the Unit, where appropriate . This lets the candidate get a feel for the links within the course, and may also reduce the assessment load.

Integration of assessment within a Unit can be partial e.g. integration of two Outcomes, or holistic – integration of all Outcomes. SQA recommends that Centres consider ways to integrate assessments within Units to minimise the overall assessment burden. More information on this can be found in SQA's ***Guide to Assessment***.

SQA recommends a holistic approach to assessment and evidence can be gathered on an ongoing basis during naturally occurring workplace activities.

Assessment Exemplars

SQA has developed Exemplar Assessments for each of the 4 Units which Centres may use as models to devise their own assessments. Extracts from these are provided in Appendix 1.

SQA Exemplars are developed for use by teaching staff only. Please follow the confidentiality requirements as stated within the introduction to each exemplar.

Each Exemplar gives an example of how the assessment for the particular HN Unit might be approached. It is not mandatory to use these exemplars and Centres are free to develop their own assessments to meet the evidence requirements.

If you intend to use one (or more) of the exemplars for your assessment, you should review the exemplar in conjunction with the Unit Specification. You can then decide whether you are able to use the exemplar as it is or whether you will use it as the basis for developing your own assessment.

You may also adapt your own training materials as long as they meet the evidence requirements of the Units e.g. the European Union Supported Employment Toolkit, which is primarily aimed at service providers for use in their staff development programmes. The aim is to provide flexibility.

It is expected that candidates undertaking the PDA will collect evidence when working in real work settings. This will normally be the candidate's own workplace or volunteer position. Candidate evidence gathered from real work situations must comply with the requirements for client confidentiality. Candidates should 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

It is also important to ensure that the assessments are as interesting as possible, and those involved in designing them should try to make them varied in style (by using different instruments of assessment) and by using stimulating and challenging techniques. This is demonstrated in the exemplars in the Support Pack, whereby each Unit has a distinct assessment style.

These are recommended approaches. The exemplars supplied in this pack are not mandatory assessments. They are examples of how the required standard can be met. What is important is that the assessment should be fit for purpose. It should be appropriate to the evidence required, should be varied (for example, not too many essays), and where possible should be in a context that is appropriate and relevant to the candidates. Thus, what may suit one Centre, may not be appropriate for another.

Assessment has to comply with the Evidence Requirements in the Unit Specification. Keep assessment uncomplicated, and, where appropriate, make it relevant to the work situation.

An important aspect of good practice is to give constructive feedback to the candidates on their performance in the assessment

Reassessment Opportunities

Where candidates have not attained the standard necessary to achieve a particular Outcome, they should have the opportunity to be reassessed.

SQA's advice is that there should normally be a minimum of one reassessment opportunity, but the decision on this rests with the Centre.

Reassessment should focus on the Outcome(s) concerned, and candidates should be given feedback on where their evidence was not adequate or successful, and given constructive advice on how to improve.

Evidence from the original assessment should assist the tutor/assessor to identify why the candidate has not achieved a particular Outcome and to plan focused support for additional learning.

The candidate may re-submit his/her original work which has been revised to take account of areas requiring further development. Alternatively, the candidate may produce new or additional evidence which takes account of the gaps in evidence identified in the initial assessment.

***Assessment should be fair and in accordance with SQA's procedures
Assessment should be valid and appropriate to the evidence requirements
Assessment for the PDA should be robust, but not excessive***

Plagiarism

Assessors should be aware of the potential for plagiarism in candidates' work. Care should also be taken to discourage candidates from relying solely on internet sourcing. When including material from such sources candidates must be made aware that they must acknowledge the source and provide sourcing references. Where possible, candidates should be encouraged to draw on their own personal experience and on the issues specific to their work environment. Using case studies which require candidates to draw from their own experiences can also help to minimise the opportunity for plagiarism.

What you need to do after assessment

All assessments must be internally verified in accordance with your Centre's procedures. For more information on Internal Verification, see Section 3

It is the responsibility of the Centre to retain evidence of candidate assessments which may be required for External Verification by SQA as part of its Quality Assurance procedures

Assessment decisions should be recorded in accordance with agreed SQA procedures. The results of assessment should then be forwarded to SQA in order for candidates to be certificated.

Checklist for Assessors; Stages of Assessment

Get to know the Units

Plan the broad assessment, using an appropriate model

Inform the candidates of the assessment schedule and the model/s of assessment

Think about the responses possible within assessments

Assess the candidate evidence

Check the consistency of the assessment decision (Internal Verification)

Record your assessment decision

Make opportunities for re-assessment if necessary

Record the final result of assessment

Appendix 1

Unit Specifications and Assessment Exemplars

Units

Supported Employment Practice: Values and Principles H1J1 34

<http://www.sqa.org.uk/sqa/files/hn/H1J134.pdf>

Supported Employment Practice: Engaging with Clients H1HX 34

<http://www.sqa.org.uk/sqa/files/hn/H1HX34.pdf>

Supported Employment Practice: Promoting Equality and Diversity in the Workplace
H1J0 34

<http://www.sqa.org.uk/sqa/files/hn/H1J034.pdf>

Supported Employment Practice: On and Off the Job Support H1HY 34

<http://www.sqa.org.uk/sqa/files/hn/H1HY34.pdf>

Assessment Exemplars

The following extracts give details of example assessments. Full Assessment Exemplars which contain answers and marking guidelines can be downloaded from the secure section of the website. (Password required)



Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Values and Principles

H1J1 34

Note

This exemplar should be used in conjunction with the document *Guidance note: Introduction and How to Generate Evidence*. This document is available to download as a separate publication on SQA's secure website (see under HN Sectors, then Guidance note: Introduction and Evidence). On this page class checklists (covering up to four Outcomes) are also available to download as a Word file for you to adapt for your own use for any given exemplar.

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Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Values and Principles

H1J1 34

Conditions of assessment

There are three instruments of assessment for this Unit.

Assessment Guidelines

- | | |
|------------------|-------------------------------------------------------------------------------------------------------|
| Outcome 1 | This Outcome is assessed in conjunction with Outcome 2 by a series of structured questions. |
| Outcome 2 | This Outcome is assessed in conjunction with Outcome 1 by a series of structured questions |
| Outcome 3 | This Outcome is assessed by short answer questions and a report which could be based on a case study. |

Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Values and Principles H1J1 34

Assessment Task 1

Outcomes covered 1 and 2

Assessment task instructions

Answer the following questions:

- 1 Define Supported Employment
- 2 Describe the context of Supported Employment
- 3 Explain the purpose of Supported Employment for the client and the employer
- 4 Explain three values of Supported Employment
- 5 Explain five core principles of Supported Employment
- 6 Identify three characteristics of quality service
- 7 Explain the different types of communication skills required in context to where they will be used
- 8 Identify and explain five other skills required by practitioners in the field of Supported Employment

Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Values and Principles H1J1 34

Assessment tasks 2 and 3

Outcome covered 3

Assessment task instructions

Answer questions 1 and 2 and produce a report (Question 3)

- 1 Identify and explain five of the barriers which may face job seekers with additional support needs
- 2 Identify methods of overcoming the five barriers identified above.
- 3 Write a report about a client you have worked with and identify the barriers to employment for the client, and explain how those barriers were overcome.

Please note that client personal details should not be disclosed.



Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Engaging with Clients H1HX 34

Note

This exemplar should be used in conjunction with the document *Guidance note: Introduction and How to Generate Evidence*. This document is available to download as a separate publication on SQA's secure website (see under HN Sectors, then Guidance note: Introduction and Evidence). On this page class checklists (covering up to four Outcomes) are also available to download as a Word file for you to adapt for your own use for any given exemplar.

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Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Engaging with Clients H1HX 34

Conditions of assessment

There are two instruments of assessment for this Unit.

Assessment Guidelines

Outcome 1 Outcome 1 is assessed by a series of structured questions.

Outcome 2 and 3 Evidence for Outcomes 2 and 3 is an assignment based on a case study. The case study is based on a client with whom the candidate is working. Candidates need to evidence the personal action planning process including a review of the plan, and carry out an assessment of the support and after-care needs of a client. Evidence includes the completion of a detailed vocational profile.

Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Engaging with Clients H1HX 34

Assessment task 1

Outcome covered 1

Assessment task instructions

Answer the following questions

- 1 Explain **two** core values underpinning client engagement
- 2 Describe the **five** stages in the process of client engagement
- 3 Explain the process of job support
- 4 Describe **three** forms of job support

Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Engaging with Clients H1HX 34

Assessment task 2

Outcomes covered 2,3

Assessment task instructions

- 1 Develop and agree a vocational profile with a client using a person-centred approach
- 2 Develop a plan for providing support and aftercare to a client to secure and sustain employment

Please Note that all information about clients should respect the confidentiality of the client and preserve anonymity.



Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Promoting Equality and Diversity in the Workplace H1J0 34

Note

This exemplar should be used in conjunction with the document *Guidance note: Introduction and How to Generate Evidence*. This document is available to download as a separate publication on SQA's secure website (see under HN Sectors, then Guidance note: Introduction and Evidence). On this page class checklists (covering up to four Outcomes) are also available to download as a Word file for you to adapt for your own use for any given exemplar.

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Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Promoting Equality and Diversity in the Workplace H1J0 34

Conditions of assessment

There are three instruments of assessment for this Unit.

Assessment Guidelines

- | | |
|------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|
| Outcome 1 | Outcome 1 is assessed by a series of structured questions |
| Outcome 2 | The evidence for Outcome 2 is in the form of a completed risk assessment. The risk assessment should be carried out in a real or simulated setting |
| Outcome 3 | Evidence for Outcome 3 is based on a case study. The case study could be based on an individual with whom the candidate is working |

Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Promoting Equality and Diversity in the Workplace H1J0 34

Assessment task 1

Outcome covered 1

Assessment task instructions

Answer the following questions:

- 1 Explain current legislation in relation to equality
- 2 Outline statutory responsibilities of employers in relation to equality
- 3 Outline obligations of employers in relation to health and safety
- 4 Outline duties of employees in relation to health and safety
- 5 Explain the impact that harassment and victimisation may have on clients

Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Promoting Equality and Diversity in the Workplace H1J0 34

Assessment task 2

Outcome covered 2

Assessment task instructions

- 1 Explain the concept of risk assessment in relation to employment
- 2 Carry out a workplace risk assessment for a client which:
 - a. Outlines the support needs of a client
 - b. Contains a basic analysis of the job function

Please Note that all information about clients should respect the confidentiality of the client and preserve anonymity.

Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: Promoting Equality and Diversity in the Workplace H1J0 34

Assessment task 3

Outcome covered 3

Assessment task instructions

Candidate response should be based on a Case study of a client with whom they are working.

- 1 Negotiate and agree a reasonable adjustment with an employer based on client needs
 - a. Describe three requirements of the employer's duty to provide reasonable adjustments
 - b. Outline the support needs of a client
 - c. Use appropriate strategies to seek adjustments and resolve problems
 - d. Negotiate adaptations and/or restructuring based on client needs
 - e. Evaluate the effectiveness of the intervention.

Please Note that all information about clients should respect the confidentiality of the client and preserve anonymity.



Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: On and Off the Job Support H1HY 34

Note

This exemplar should be used in conjunction with the document *Guidance note: Introduction and How to Generate Evidence*. This document is available to download as a separate publication on SQA's secure website (see under HN Sectors, then Guidance note: Introduction and Evidence). On this page class checklists (covering up to four Outcomes) are also available to download as a Word file for you to adapt for your own use for any given exemplar.

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Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: On and Off the Job Support H1HY 34

Conditions of assessment

There are three instruments of assessment for this Unit

Assessment Guidelines

- | | |
|------------------|---------------------------------------------------------------------------------------------------------------------------|
| Outcome 1 | Outcome 1 is assessed by an assignment based on an Action Plan |
| Outcome 2 | Outcome 2 is assessed by observation of performance and a portfolio of evidence which could include a work diary |
| Outcome 3 | Outcome 3 is assessed by observation of performance supported by a portfolio of evidence which could include a work diary |

Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: On and Off the Job Support H1HY 34

Assessment task 1

Outcome covered 1

Assessment task instructions

Answer the following questions

- 1 Describe the job support process
- 2 Identify the types of support that can be offered

Complete an action plan for a client you have worked with, which details the on and off the job support you provided in a Work Experience opportunity designed to lead to work or open employment. **Your action plan must**

- a Identify the needs of a client
- b Describe a model of work placement experience
- c Include the types of support offered to the client

Your Action Plan should be jointly negotiated with the client and should be client centred, specialised, personalised and individualised. It should be presented in accordance with your organisation's procedures and could include:

- Brief information gained from the vocational profile
- Immediate objectives
- long-term objectives
- methodology
- review dates

Please note that all information about the client should be presented in a way which ensures the client's anonymity.

Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: On and Off the Job Support H1HY 34

Assessment task 2

Outcome covered 2

Assessment task instructions

Compile a portfolio of evidence including an observation from your manager / assessor to provide evidence to demonstrate that you can

- 1 Identify the role and responsibilities of the Supported Employment worker in a Work Experience opportunity
- 2 Identify the roles of the employer and other employees in a Work Experience opportunity
- 3 Work with the employer and other employees to set up and sustain the Work Experience opportunity for the client.
- 4 Record outcomes, progress, incidents and decisions regarding the client

The Portfolio could include:

- the contract/ extract from the contractual agreement with the employer
- the observation/performance checklist
- records of progress, incidents and agreements/decision
- notes of meetings with the client
- notes of meetings with the employer
- briefing notes from line manager
- e mails
- communications with specialists/ family

Extract

Higher National Unit: Assessment Exemplar

Supported Employment Practice: On and Off the Job Support H1HY 34

Assessment task 3

Outcome covered 3

Compile a portfolio of evidence including an observation from your manager / assessor to provide evidence to demonstrate that you can

- 1 Negotiate and agree an exit strategy with the client, other employees and employer
- 2 Implement an exit strategy with the client, other employees and the employer
- 3 Apply crisis management techniques
- 4 Evaluate the effectiveness of the exit strategy

The Portfolio could be a combined piece of work with Outcome 2

The Portfolio could include:

- records of meetings
- the observation/performance checklist
- reports
- checklist/diary/competence grid to evaluate own performance
- evaluation of the work experience
- employer feedback including reports/questionnaires
- contingency plan

Appendix 2

Assessment Grid

The table below summarises the assessment guidelines for each Unit

UNIT	ASSESSMENT
Supported Employment Practice: Values and Principles	Outcome 1 is assessed by a series of structured questions 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 based on a case study.
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 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

Appendix 3

Glossary of Terms

Supported Employment: The provision of 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 provider or Further Education College, having SQA Approval to deliver SQA qualifications.

EUSE: European Union of Supported Employment

SUSE: Scottish Union of Supported Employment

Professional Development Award (PDA): PDAs are principally designed for those already in a career or vocation who wish to extend or broaden their skills base.

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

Recognition of Prior Learning (RPL): is the process which allows a candidate to receive formal recognition through certification of their prior learning, training or work experience.

SCQF: The Scottish Credit and Qualification Framework. We use SCQF terminology throughout this guide to indicate the credit points and level of the individual Units and the Award.

Appendix 4

Contact details and links to SQA publications

Scottish Qualifications Authority

All enquiries: <http://www.sqa.org.uk/sqa/39083.html>

Supported Employment Practice Web-Page:

http://www.sqa.org.uk/sqa/controller?p_service=Content.show&p_applic=CCC&pContentID=58041

Publications

Guide to Approval: http://www.sqa.org.uk/sqa/files_ccc/GuideToApproval_July09.pdf

SQA's Quality Framework: A Guide for Centres

http://www.sqa.org.uk/files_ccc/SQAQualityFramework-cropped.pdf

Guide to Assessment

http://www.sqa.org.uk/sqa/files_ccc/GuideToAssessment.pdf

Assessment Arrangements (for disabled candidates and/or those identified as having additional support needs): <http://www.sqa.org.uk/sqa/14976.html>

Internal Verification: A Guide for Centres

http://www.sqa.org.uk/sqa/files_ccc/InternalVerificationGuideforSQAcentres.pdf

External Verification: A Guide for Centres

http://www.sqa.org.uk/sqa/files_ccc/ExternalVerificationGuideForCentres.pdf

External Links

British Association for Supported Employment: <http://base-uk.org>

Scottish Union of Supported Employment: <http://www.susescotland.co.uk>

Wales Association of Supported Employment Agencies:

<http://www.learningdisabilitywales.org.uk/supported-employment-networks.php>

Northern Ireland Union of Supported Employment: <http://www.niuse.org.uk>

Ireland Association of Supported Employment <http://www.iase.ie>

European Union of Supported Employment: <http://www.euse.org>

Scottish Credit and Qualifications Framework: <http://www.scqf.org.uk/>