

PDA Supported Employment Practice 2012

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History of the qualification

Scottish Parliamentary Enquiry 2006

"Removing Barriers and Creating Opportunities"
recommended:

- Scottish Executive should establish a national framework for Supported Employment
- Fund 2 year pilot projects with local authorities looking at how SE could be delivered effectively
- Develop a standard JD and training to national standards for employment support workers

History

- 2008 Lobbying by SUSE and others, 2 pilots undertaken by Midlothian and Stirling
- Supported Employment Implementation Board (SEIB) set up
- 2010 A Working Life for All Disabled People: the Supported Employment Framework for Scotland developed and launched

History

2010 A Working Life for All Disabled People: the Supported Employment Framework for Scotland stated:

This framework sets out how we aim to improve the skills of the workforce, improve standards and quality of provision, and develop sustainable funding proposals

It also set up a Task group to address the lack of quality standards, underpinned by accredited staff training

History

The aims of the Supported Employment Framework for Scotland was to:

Set national standards

Ensure consistency in service delivery

Ensure sustainable funding (clarifying the relationship with CPPs)

History

Action Plan stated:

"Supported Employment Workers should work to an competency framework supported by an accredited Qualification."

Outcome expected stated:

"New Employment Support Workers will be required to work towards accreditation....."

History

- SEIB initiated the development of a qualification for SE, Scottish Government agreed funding and commissioned SQA
- SQA consulted with SUSE members as to the requirements and carried out a literature review
- Workshadow visits with practitioners in the field
- Qualification development team appointment

Context of the qualification

PDA recognises that:

Supported employment services provide individualised support to secure a sustainable, paid job in the open labour market for people with disabilities, long term conditions and multiple barriers to work

Context

Recognises:

The 5 step model of Supported Employment

South Lanarkshire DVD

EUSE Toolkit

PDA has been developed in a time of high

unemployment and a weakening economy

Self Directed support and the impact on services

The impact of the changes in welfare benefits

EUSE Toolkit

- Design and develop a range of learning, practical guidance and instructional materials that will support service providers/participants in the acquisition and use of knowledge, skills and awareness to support disabled/disadvantaged people into the European labour market
- Develop the SE model in Europe to facilitate improvements to standards and practices in the vocational education and training of SE services throughout Europe

EUSE Toolkit

- Improve the quality and increase the cooperation between organisations, institutions and professionals involved in the delivery of SE services throughout Europe
- Facilitate the development of innovation and good practices in the field of SE/Vocational Education and training between the participating countries (Austria, Denmark, England, Finland, Germany, Greece, Ireland, Northern Ireland, Norway, Scotland, Spain, Sweden)

EUSE Toolkit

Set of position papers and 'How to' guides covering:

- Values, Standards and Principles of SE
- Client Engagement
- Paid and unpaid work
- Vocational profile
- Work Experience Placements
- Job finding
- Working with employers
- On and off the Job Support

EUSE Toolkit

- Career development and progression
- SE for Policy Makers
- SE for employers

EUSE Toolkit

'How To' Guides:

- Client Engagement
- Vocational Profile
- Job finding and employer engagement
- On and off the job support
- Qualities of a good Employment Support Worker

Shared Values

- To arrange support for disabled people to sustain employment
- To promote choice by giving accurate information on jobs and available support
- To build self-esteem and self confidence
- To create learning and develop new skills
- To find work opportunities
- To secure and maintain paid employment in the open labour market

Shared Values

- The work must build from where the client is, i.e., respecting the client's life experience
- It should provide an ethos of recognising the client, supported employment worker and employer as partners in the learning/work opportunity process
- It should be inclusive, promote self determination and be based on person centred planning

Shared Values

- It should foster a positive relationship between the client and the employer
- It should offer specialised, personalised, individualised in-work-place support for those who require additional support in finding and maintaining employment
- Open access: anyone who wants to work can, with the right support
- Individualised support: services are based on client preferences and choices

Shared Values

- Ongoing support/sustainability: that is, support into work initially followed by in-work support
- Partnership working: to overcome multiple barriers to employment for disabled and disadvantaged people.
- Rapid job search: the 'place and train' approach
- Gaining a competitive job in an open labour market: i.e., not being confined to sheltered employment

SQA role

- Appointing a qualification development team (QDT)

Practitioners

Funders

SQA staff

Qualification writers (specialised role)

SUSE

Local Authority (as employer)

FE college

SQA role

- Looking at National Occupational Standards (NOS) for Advice and Guidance; Careers, Information, Advice and Guidance
- PDA mapped to the draft and now finalised NOS for Supported Employment
- Gone through SQA validation process which involved peer review by associated professionals
- SQA centres can deliver once approved to deliver the qualification

SQA role

SQA centres:

- Sufficient trainers, assessors and verifiers
- A co-ordinator who will liaise with SQA; maintain candidate records; enter and result candidates; support external verification; co-ordinate action in all the different places where training and verification going on under the centre's umbrella; organise external verification etc.

SQA role

SQA centres:

- Policies and procedures, particularly written policies on:
 - Health and safety
 - Data protection
 - Complaints and appeals
 - Plagiarism

SQA role

To be an assessor or verifier you need either to have

- a. qualification for teaching or lecturing at secondary or tertiary level, e.g high school teacher or college lecturer
- or
- b. a SQA assessor or verifier award. The assessor award is **Learning and Development Standard 9.**

SQA role

Learning and Development Standard 9.

For people who assess in the workplace using the following assessment methods:

- observation and possibly
- related questioning *and/or*
- inspecting work products (created at the time of the observation)
- To take the award you need to be undertaking assessments.

SQA role

External Verification

- Possible role for SUSE as requires suitable qualified individuals with occupationally relevant experience and can ensure standard of delivery?
- SQA appointment

Target Group

- Experienced in Supported Employment Delivery but no formal qualifications
- No experience of Supported Employment
- Have qualifications but not related to Supported Employment delivery
- Interested in the sector and can gain a placement (paid or unpaid) in a Supported Employment environment

Target Group

- Vocational rehabilitation staff
- Personal assistants directly employed by people with disabilities
- Education staff - both school and FHE
- Careers Advisors
- Advice and Guidance workers
- Counsellors
- Social Work staff
- Etc

Level

PDA in Supported Employment Practice consists of:

4 mandatory units notionally 40 hours per unit

Based at Scottish Credit and Qualifications Framework
(SCQF) Level 7

Equivalent to HNC Level

At that level to take account the reflective practice and the
skills needed to complete

Units

1. Supported Employment Practice: Values and Principles
2. Supported Employment Practice: Engaging with clients
3. Supported Employment Practice: Promoting Equality and Diversity in the Workplace
4. Supported Employment Practice: On and Off the Job Support

This is the approved route to achieve the qualification

Supported Employment Practice: Values and Principles

- Explain the core values and principles which underpin SE practice
- Identify and explain the skills required by practitioners working in the field of SE
- Explain barriers which may face job seekers with additional support needs and methods of overcoming them

Supported Employment Practice: Engaging with clients

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

Supported Employment Practice: Promoting Equality and Diversity in the Workplace

- Explain the impact that current legislation may have on employment for clients with additional support needs
- Carry out a workplace risk assessment for a client
- Negotiate and agree a reasonable adjustment with an employer based on client needs

Supported Employment Practice: On and Off the Job support

- Provide on and off the job support got the client in a Work Experience opportunity
- Support the employer and other employees in a Work Experience opportunity
- Agree level of aftercare and produce an exit strategy based on client need

Delivery

- SQA Centre, SQA arrangements

Scottish Government is funding a pilot for up to 40 practitioners to undertake the Qualification

Competitive process and SUSE will be circulating information via its e-bulletin soon

Mixture of work-based and some college delivery

Can be done solely in the workplace depending on prior experience.

Delivery

- Candidates should have good interpersonal and communication skills (not necessarily a recognised qualification)
- Can be in a paid or voluntary position in a supported employment setting
- Flexible development of portfolios include: records, written assignments, reflective practice, case studies, structured questions, observations. No one prescribed way of providing evidence and dependent on SQA centre

Next steps

- SG open the call for participants in the pilot
- 2 FE colleges identified: Stow and Motherwell with a possible more 'northern' hub
- Competitive selection process to ensure students can cope with the course e.g. level of literacy, independent study etc.
- SCQF Level 8 qualification being developed for managers of a Supported Employment service with 4 mandatory units

Some questions

How can SUSE ensure the SE put pressure on SQA centres to offer the qualification?

How can we ensure we get a qualified workforce in place?

How can this qualification be used elsewhere in the UK?

What role should SUSE and/or BASE have in the qualification?

Thank You

For further information contact:

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