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| **Unit Title:** | Engaging Jobseekers in Supported Employment |
| **Unit Reference Number:** | M/617/1470 |
| **Level:** | Level 3 |
| **Guided Learning Hours:** | 20 |
| **Credit Value:** | 5 |
| **Unit Review Date:** | 31/07/2023 |
| **Withdrawal Date:** | N/A |
| **Sector Subject Area:** | 13.2 Direct Learning Support |
| **Grading Guidance:** | N/A |
| **Assessment Guidance:** | Portfolio of evidence.Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'. |
| **Unit Aim:** | N/A |

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| **LEARNING OUTCOMES** | **ASSESSMENT CRITERIA** |
| **The learner will:** | **The learner can:** |

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| |  |  | | --- | --- | | 1 | Understand the benefits to jobseekers of supported employment. | | |  |  | | --- | --- | | 1.1 | Outline the different jobseeker groups who can benefit from supported employment. | |

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| |  |  | | --- | --- | | 2 | Be able to engage with jobseekers considering supported employment. | | |  |  | | --- | --- | | 2.1 | Access potential jobseekers through different routes, including local services for disabled and disadvantaged people. | | 2.2 | Use accessible material to: a) explain and promote the benefits of supported employment to jobseekers b) provide impartial information, advice and guidance about possible employment options. | | 2.3 | Use different strategies to identify and address the concerns, misapprehensions and potential barriers to employment for specific jobseekers. | | 2.4 | Use different strategies to challenge any prejudice, use of stereotypes or discrimination that jobseekers encounter. | | 2.5 | Support jobseekers to make their own decisions in relation to supported employment. | |

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| |  |  | | --- | --- | | 3 | Understand the importance of working with a jobseeker’s circle of support during the job-seeking process. | | |  |  | | --- | --- | | 3.1 | Identify individuals and groups of significance to jobseekers, who can offer support during the job-seeking process. | | 3.2 | Explain the benefits of involving the jobseeker’s circle of support and the role that they can play. | |