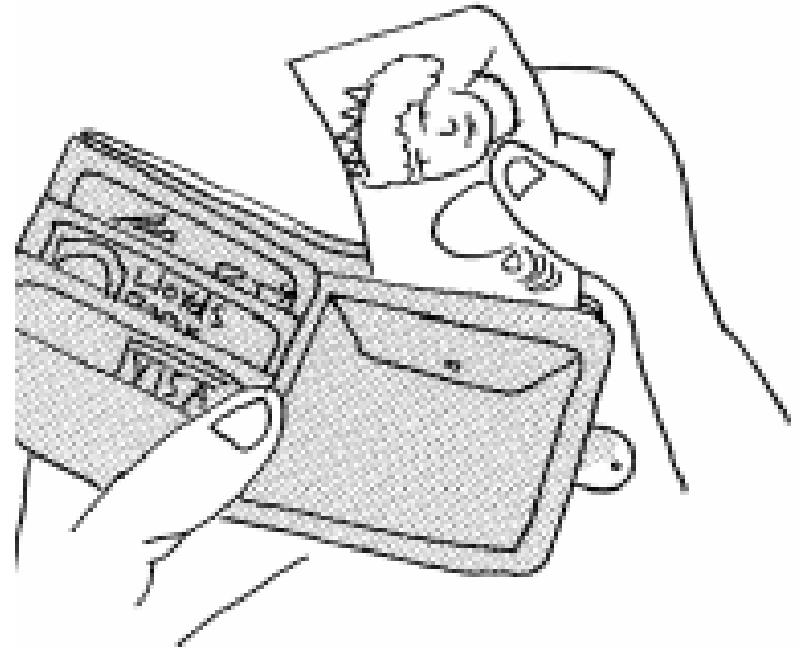


Supported Employment Qualifications Framework including TSI



The policy context

- Valuing People (White Paper 2001)
- Valuing People Now (2007)
- Valuing Employment Now (2009)
- SEN Green Paper (2010)
- Getting in, staying in and getting on (Sayce Review, 2011)



What has been happening?

- MOG and change of Government interrupted the flow of work
- VEN and some BIS colleagues displaced
- People working hard in the background to keep the agenda at the forefront of civil servants minds
- Scoping study on existing courses and qualifications for job coaches - undertaken by Dr S. Beyer and results published in Feb. 2010
- Supported employment; best practice principles published (March, 2010)

What's out there?

“Job coaching is not a well-developed professional role, in the sense that teaching and qualifications to support it have been slow to develop” (Beyer, S., 2010)

“The development of good practice in job coaching and job coaching standards, all underpinned by training and qualifications, is an important aspect of the VEN strategy” (ibid)

- 17 courses (including TSI) – Northern Ireland, Wales, England
- Some accredited, some not
- Blended learning – face to face, e learning, phone support, residential
- Open training and in house training – but NOTHING nationally recognised

Training courses with core relevance to job coaching in a supported employment context can be divided into five categories;

- Courses preparing people broadly for the job coach role (7 courses by 4 providers)
- Training in Systematic Instruction- concentrating on workplace task training (3 with 3 providers)
- Introductions to Supported Employment, including job coaching training (5 courses with 4 providers)
- Training in Customised Employment (1 with one provider)
- Training for workplace mentors in employment support (1 with one provider)

What else?

- Job coaching is not a well developed professional role
- Course delivery structure fragile
- Funding largely reliant on service budgets
- The current workforce is largely unqualified
- No established national career structure
- Different skills set for job coaches working with clients with different impairments? The move from the NQF to the QCF and levels
- Lack of experienced trainers to deliver the courses
- Lots of people already doing the job for a long time – would they want to return to learn?
- Cost /Business case

A workforce plan?

Step 1

- Good Practice Guidelines inform the creation of **National Occupational Standards (NOS)** for Supported Employment – for job coaches, managers ??? – these set out the skills, knowledge and understanding a person would need in order to do their job

Step 2

- NOS can be used to inform job descriptions, QA processes
- NOS would inform the content of **qualifications** (Level 3, 4, 5?)
- Include current other appropriate qualifications e.g. TSI
- Process for **APL**

Step 3

- **Guidance** written for Awarding Bodies
- Lobby awarding bodies to take it on – the business case will need to be very clear



CCNQ Level 3 Certificate in Training in Systematic Instruction (TSI) (QCF)



City College Norwich Qualifications

- **CCNQ became an awarding organisation in 2008**
- **Quality assured by Ofqual in the same way as any other awarding organisation**
- **Works with employers and others to accredit existing in-house training**
- **Norfolk Constabulary, Chartered Institute of Bankers in Scotland, NHS, Aviva, Marsh, VirginMoney, other financial services companies**
- **13 accredited qualifications**

Development of TSI

- **Project Search**
- **Valuing People Now**
- **Department of Business, Innovation and Skills**
- **BASE**
- **TSI trainers**

Qualification

- 10 units
- All compulsory
- 19 credits (15 at level 3, 4 at level 2)
- 38 guided learning hours

Who is the qualification for?

- **Job coaches**
- **Those providing one to one support in the context of supported employment**

Aim of the Qualification

- provides service provider employees with the skills to enable learners to learn new tasks
- recognises training that is already taking place nationally
- provides a recognised standard for the training that is taking place
- recognises the existing skills of the workforce
- develops those skills and support career progression across a path of care and employability

Content

- **promote a values framework within an historical context**
- **how information required to help the person to learn the job is organised**
- **ensures exposure to as many of the natural methods, teaching strategies and teaching personnel within the workplace as possible**
- **improves the quality of preparation for training prior to a person commencing employment**

Assessment

- Observation and peer review
- Portfolio
- Reflective journal
- Oral discussions