



Core Values of Supported Employment

Unit title

Core Values of Supported Employment

Qualification unit type

RQF

Internal reference

CBC859

Unit level

Level 3

Reference number (optional)

Y/505/2401

Guided learning hours

8

Credit value (optional)

2

Unit description/aim (optional)

Not supplied

Sector subject areas

- 13.2 Direct Learning Support

Assessment methods (optional)

Not supplied

Assessment guidance (optional)

Portfolio of Evidence.

Grading guidance (if relevant) (optional)

Not supplied

Barred unit description (optional)

Not supplied

Review date (optional)

31/07/2023

Withdrawal date (optional)

Not specified

Learning outcomes

- 1
Know the values that underpin supported employment practice.
 - 1.1
Describe the values which underpin supported employment practice.
 - 1.2
Explain how relevant codes of ethics and conduct standards for an organisation relate to the supported employment value base.
- 2
Understand the importance of the supported employment value base.
 - 2.1
Explain why it is important that supported employment practitioners are aware of the underpinning values and that they apply them in their practice.
 - 2.2
Explain the benefits to job-seekers and employers of practitioners adhering to the value base.
- 3
Understand how a supported employment practitioner should apply the value base in their practice.
 - 3.1
Explain how a supported employment practitioner should apply the value base in different aspects of their work.
- 4
Understand the importance of reflecting on own practice.
 - 4.1
Explain the benefits of reflecting on own practice, including how self-reflection helps practitioners to consistently apply the supported employment value base.

Engaging Jobseekers in Supported Employment

Unit title

Engaging Jobseekers in Supported Employment

Qualification unit type

RQF

Internal reference

QU026824

Unit level

Level 3

Reference number (optional)

M/617/1470

Guided learning hours

20

Credit value (optional)

5

Unit description/aim (optional)

Not supplied

Sector subject areas

- 13.2 Direct Learning Support

Assessment methods (optional)

Not supplied

Assessment guidance (optional)

Portfolio of evidence. Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'.

Grading guidance (if relevant) (optional)

Not supplied

Barred unit description (optional)

Not supplied

Review date (optional)

31/07/2023

Withdrawal date (optional)

Not specified

Learning outcomes

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

Working with Job-Seekers to Identify and Plan for Supported Employment

Unit title

Working with Job-Seekers to Identify and Plan for Supported Employment

Qualification unit type

RQF

Internal reference

CBC866

Unit level

Level 3

Reference number (optional)

F/505/2635

Guided learning hours

20

Credit value (optional)

5

Unit description/aim (optional)

Not supplied

Sector subject areas

- 13.2 Direct Learning Support

Assessment methods (optional)

Not supplied

Assessment guidance (optional)

Portfolio of Evidence.

Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'.

Grading guidance (if relevant) (optional)

Not supplied

Barred unit description (optional)

Not supplied

Review date (optional)

31/07/2023

Withdrawal date (optional)

Not specified

Learning outcomes

- 1
Know about the personal and financial information needed to inform the job-seeking process for a jobseeker.
 - 1.1
Explain the different techniques that can be used to work with a jobseeker to identify their experience, skills, abilities, interests, wishes and needs.
 - 1.2
Outline relevant sources of information relating to a jobseeker's experience, skills, abilities, interests, wishes and needs.
 - 1.3
Explain the importance of accessing information on a jobseeker's welfare benefits and income prior to gaining work.
- 2
Be able to carry out a vocational profile.
 - 2.1
Use appropriate vocational profiling techniques and tools to identify a jobseeker's experience, skills, abilities, interests, wishes and needs.
 - 2.2
Support the jobseeker to contribute fully to the vocational profiling process.
 - 2.3
Present the information gathered through the vocational profiling process in a format accessible to the jobseeker.
- 3
Understand how to use information about a client within the job-seeking process.
 - 3.1
Explain how a supported employment practitioner can use information about a jobseeker to support both employer and jobseeker when seeking and securing employment.
- 4
Be able to undertake a person-centred employment planning session.
 - 4.1
Facilitate the active involvement of the jobseeker, and any parties invited by the jobseeker, in
 - a) suggesting and discussing options for employment
 - b) making employment choices and decisions
 - c) identifying job opportunities
 - d) agreeing specific, measurable, achievable, realistic and time-bound plans for gaining employment.

Engaging Employers in Supported Employment

Unit title

Engaging Employers in Supported Employment

Qualification unit type

RQF

Internal reference

QU026827

Unit level

Level 3

Reference number (optional)

T/617/1471

Guided learning hours

20

Credit value (optional)

5

Unit description/aim (optional)

Not supplied

Sector subject areas

- 13.2 Direct Learning Support

Assessment methods (optional)

Not supplied

Assessment guidance (optional)

Portfolio of Evidence. Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'.

Grading guidance (if relevant) (optional)

Not supplied

Barred unit description (optional)

Not supplied

Review date (optional)

31/07/2023

Withdrawal date (optional)

Not specified

Learning outcomes

- 1
Be able to identify potential employers for supported employment.
 - 1.1
Use local, regional and national sources of information to identify potential employers.
- 2
Be able to promote supported employment to employers.
 - 2.1
Explain to employers the concept and benefits of supported employment, including the business case for recruiting and retaining a diverse workforce.
 - 2.2
Challenge any prejudice, use of stereotypes or discrimination by employers.
 - 2.3
Identify the specific concerns of individual employers and propose ways of addressing these, including offering advice on making reasonable adjustments, where appropriate.
- 3
Be able to engage employers and secure their commitment to supported employment.
 - 3.1

Use different strategies to
 - a) set up initial contact with employers
 - b) secure a commitment in principle to offering supported employment
 - c) agree particular opportunities the employer can offer, including opportunities for job carving.
- 4

Be able to use job analysis techniques to understand job roles and culture of the workplace.
 - 4.1

Use job analysis techniques to identify the specific requirements of a job role.
 - 4.2

Assess the possible positive and negative affects of the culture.
 - 4.3

Identify how these positive elements of workplace culture might be harnessed to facilitate the successful employment of a jobseeker.

Job Matching and Securing Supported Employment

Unit title

Job Matching and Securing Supported Employment

Qualification unit type

RQF

Internal reference

CBC864

Unit level

Level 3

Reference number (optional)

A/505/2634

Guided learning hours

20

Credit value (optional)

5

Unit description/aim (optional)

Not supplied

Sector subject areas

- 13.2 Direct Learning Support

Assessment methods (optional)

Not supplied

Assessment guidance (optional)

Portfolio of Evidence. Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'.

Grading guidance (if relevant) (optional)

Not supplied

Barred unit description (optional)

Not supplied

Review date (optional)

31/07/2023

Withdrawal date (optional)

Not specified

Learning outcomes

- 1
Know how to arrive at a job match.
 - 1.1
Outline the different types of information needed about
 - a) jobseekers
 - b) specific jobs in order to arrive at a job match.
 - 1.2
Explain how to balance the needs and wishes of the jobseeker with the requirements of the employer in arriving at a job match.
- 2
Be able to arrive at a job match for a client.
 - 2.1
Use information about a jobseeker and understanding of different jobs to identify potential jobs for an individual.
 - 2.2
Assess the extent to which a jobseeker already possesses the necessary skills and abilities to carry out a specific job.
 - 2.3
Determine whether or not it would be possible to address an identified skills gap between a jobseeker's current abilities and those required for a specific job (e.g. through training, job coaching, reasonable adjustments or job carving).
 - 2.4
Determine whether or not the health, safety and well-being of a jobseeker can be assured within a specific workplace.
 - 2.5
Use appropriate methods to present an identified job match to jobseeker and employer.
- 3
Understand the role of the supported employment practitioner during the recruitment and selection process.
 - 3.1
Outline ways in which a supported employment practitioner can advise and guide an employer about recruitment and selection practices for supported employment.
 - 3.2
Explain how a supported employment practitioner can support a jobseeker to prepare for and participate in the recruitment and selection process.
- 4
Be able to support a client during the recruitment and selection process.
 - 4.1
Explain to a jobseeker the recruitment and selection process for a specific job, in a way that enables them to understand and prepare for the experience.
 - 4.2
Support a jobseeker to prepare a CV in a format that is accessible to them and reflects their experience, skills and interests.
 - 4.3
Work with a jobseeker to prepare for a recruitment interview.

In-Work Support and Career Development for Supported Employment

Unit title

In-Work Support and Career Development for Supported Employment

Qualification unit type

RQF

Internal reference

CBC863

Unit level

Level 3

Reference number (optional)

T/505/2633

Guided learning hours

20

Credit value (optional)

5

Unit description/aim (optional)

Not supplied

Sector subject areas

- 13.2 Direct Learning Support

Assessment methods (optional)

Not supplied

Assessment guidance (optional)

Portfolio of Evidence. Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'.

Grading guidance (if relevant) (optional)

Not supplied

Barred unit description (optional)

Not supplied

Review date (optional)

31/07/2023

Withdrawal date (optional)

Not specified

Learning outcomes

- 1
Know about methods of learning jobs.
 - 1.1
Outline different natural methods of learning jobs.
 - 1.2
Explain the different support strategies and technologies that can be used to supplement the natural method of learning jobs.
- 2
Know how to support employers to provide a safe, enabling environment for a supported employment employee.
 - 2.1
Outline the different types of information, advice and training employers may require to understand an individual's support requirements.
 - 2.2
Outline ways of supporting employers to set or adapt standards and requirements of job specifications for supported employment employees.
 - 2.3
Explain how to support employers in providing a safe working environment for a supported employment employee.
- 3
Be able to plan in-work support for a supported employment employee.
 - 3.1
Identify the support strategies needed to enable a specific employee to
 - a) learn a particular job
 - b) socially integrate into a particular workplace.
 - 3.2
Negotiate the support arrangements of a specific employee with an employer.
- 4
Be able to deliver in-work support.
 - 4.1
Select and use appropriate technology, tools, and/or models to support a specific employee to be productive and independent at work.
 - 4.2
Select and use appropriate techniques for coaching, supporting learning and increasing independence for a specific employee (e.g. task analysis, prompting and fading).
 - 4.3
Select and use appropriate techniques for monitoring the progress of a specific employee and for identifying work-related problems.
 - 4.4
Apply appropriate interventions, including referrals to other agencies or individuals where appropriate, to enable a specific employee to overcome work-related problems.
- 5
Know how to support a supported employment employee and their employer to plan their career development.
 - 5.1
Outline different
 - a) types and sources of information, advice and guidance
 - b) support strategies to help employees plan their future career progression.

