

Overview

What is this Standard about?

This standard is about ensuring own practice adheres to the relevant ethical principles, values and codes of ethical practice that apply within supported employment.

In the context of this standard the term "job seeker" applies to an individual seeking some form of supported employment.

Who is this Standard for?

This standard is for all supported employment practitioners.

Apply values and ethical practice as a practitioner within supported employment

Performance criteria

You must be able to:

1. adhere to relevant codes of ethics, conduct standards and guidance required by own organisation
2. promote **supported employment** as a place, train and maintain model in own practice
3. access and use information regarding individuals' needs, wishes and preferences to assist them to gain and maintain employment
4. promote the **zero rejection** philosophy of **supported employment** to stakeholders
5. give information, advice and support to those seeking **supported employment**
6. encourage individuals to make autonomous decisions and to take responsibility in implementing them
7. promote social inclusion at work for disabled/disadvantaged job seekers
8. challenge any prejudice, use of stereotypes, discrimination, assumptions and unethical or oppressive behaviour by self, other people or organisational processes
9. minimise risks in order to keep individuals safe and healthy

Apply values and ethical practice as a practitioner within supported employment

Knowledge and understanding

You need to know and understand:

1. relevant codes of ethics, conduct standards and guidance required by own organisation
2. relevant current UK legislation, organisational requirements, procedures and practices for accessing records, recording, reporting, confidentiality, managing risk, health and safety, safeguarding and equality
3. the values of **supported employment** as a place, train and maintain model as applied to ethical practice
4. how to support job seekers to exercise their choice and control
5. the types of records and information that may be available to identify individuals' needs, wishes and preferences
6. the concept of and philosophy underpinning **zero rejection** within supported employment
7. that the employer is a customer of **supported employment** with requirements that need to be satisfied
8. the employer requirements in recruitment, selection and professional development of employees to meet business needs and in line with current UK equality legislation
9. how to provide impartial information, advice and support to those seeking **supported employment**
10. how to encourage the autonomy of the individual to make their own decisions about choices and their responsibility for implementing them
11. methods of **self-determination**
12. how to proactively promote social inclusion at work, inclusivity in **supported employment, diversity** and equality of opportunity
13. the impact of stigma, discrimination and social exclusion and ways to actively challenge any prejudice, use of stereotypes, discrimination, assumptions and unethical or oppressive practice by self, other people or organisational processes
14. legal and organisational requirements for managing risk to keep individuals and practitioners safe and healthy when seeking work and employment

Values

For a supported employment practitioner to practice competently he or she must apply skills and knowledge that is informed by a set of values. Supported employment practitioners are expected to be aware of and to apply a value based and ethical approach in their practice. It is also recognised that the values as well as the NOS may need to be placed within the local, national, social and political context in which supported employment activities are undertaken.

Supported employment practitioners embrace the philosophy that:

1. People with disabilities and/or disadvantages can make a positive contribution in the workplace.
2. People with disabilities / disadvantage should have access to a real job where
 - wages are paid at the going rate for the job,
 - the employee enjoys the same terms and conditions as all other employees;
 - the job helps the person to meet their life goals and aspirations;
 - the role is valued by managers and colleagues;
 - the job has similar hours and times at work as other employees, with safe working conditions.
3. Practitioners uphold the "zero rejection" philosophy of supported employment so that, with the right job and the right support, everyone who wants to work, can work.
4. Supported employment does not adhere to a work readiness model and a 'place, train and maintain' approach is implemented.
5. Job search should happen at the earliest opportunity.
6. People are encouraged to exercise choice and control in achieving their career aspirations. Support is individualised and all options assume successful employability.
7. There is genuine partnership between the person, their family carers, employers, community supports and the provider of supported employment.
8. People are supported to be full and active members of their workforces and wider communities, both socially and economically.
9. Support services recognise the importance of the employer as a customer of supported employment in their own right with requirements that need to be satisfied.

10. Supported employment draws on Social Role Valorisation (SRV) in recognising that employment is a valued social role and becoming employed can help reverse societal devaluation, with wider positive consequences for the person.

11. Supported employment draws on the social model of disability recognising that disability is the product of the physical, organisational and attitudinal barriers present within society. The removal of discrimination requires a change of approach and thinking in the way in which society is organised, in this case removing barriers to employment.

12. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

Glossary

Diversity: Aims to recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive culture for everyone.

Self-Determination: An ethical principle that recognises the rights and needs of people who use services to be free to make their own choices and decisions.

Supported Employment: Supported employment is the term for high quality, personalised support for people with disabilities and/or disadvantages which enables them to seek, access and retain employment in the open labour market. It is a "place, train and maintain" approach that does not rely on long periods of pre-vocational training or a basic level of qualification or experience.

Zero Rejection: Part of the underlying philosophy of supported employment, this means that anyone who wishes to work can work, provided the correct level of support is available. It stems from a rejection of assessments in the past that categorised people into those who could or could not work without taking into account effective job match, task teaching and support.

External Links

British Association for Supported Employment:
<http://base-uk.org/> for England, Scotland and Wales

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

Northern Ireland Union of Supported Employment:
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Apply values and ethical practice as a practitioner within supported employment

Developed by	BASE
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Suite	Supported Employment
Keywords	Supported Employment

Overview

What is this Standard about?

This standard is about enabling those people who have disabilities and/or disadvantages to raise their aspirations and to make informed decisions about employment. It also identifies how the supported employment practitioner works with families, communities and other partners to address their concerns and to enable prospective job seekers to raise their aspirations for work.

In the context of this standard the term "job seeker" applies to an individual seeking some form of supported employment.

Who is this Standard for?

This standard is for all supported employment practitioners.

Assist prospective job seekers who aspire to paid employment

Performance criteria

You must be able to:

1. engage with individuals, local services and communities with access to disabled and/or disadvantaged people who may benefit from or aspire to paid employment
2. provide accessible information about the social and financial impact of paid employment, including **better-off calculations**, to prospective job seekers to enable them to make informed job decisions
3. engage with families, community support organisations and individuals who can influence job seekers' aspirations and choices
4. develop partnerships, networks and **circles of support** to develop and support the individual's aspiration to work and have a career
5. address the concerns of job seekers, families and **circles of support** about the prospective job seeker entering paid employment
6. **advocate** for the job seekers with families, employers and other interested parties
7. negotiate **work tasters** to enable employers and prospective job seekers to determine if their respective needs will be met through **supported employment**

Knowledge and understanding

You need to know and understand:

1. the range of local services and communities with access to disabled and/or disadvantaged people who may benefit from or aspire to **supported employment**
2. the types of accessible information and the media within which they are presented that may be available for those with specific needs
3. how to engage with job seekers, families and community support organisations and individuals in order to raise aspirations for employment and career progression
4. the value of partnerships, networks and **circles of support** for the prospective job seeker, and how to build them
5. why job seekers, families and other interested parties may be concerned about the prospective job seeker taking paid employment and how to overcome those fears
6. why it may sometimes be necessary to **advocate** for job seekers
7. the value of establishing **work tasters** for some job seekers as appropriate to need
8. the financial and social impact of being in paid employment

Values

For a supported employment practitioner to practice competently he or she must apply skills and knowledge that is informed by a set of values. Supported employment practitioners are expected to be aware of and to apply a value based and ethical approach in their practice. It is also recognised that the values as well as the NOS may need to be placed within the local, national, social and political context in which supported employment activities are undertaken.

Supported employment practitioners embrace the philosophy that:

1. People with disabilities and/or disadvantages can make a positive contribution in the workplace.
2. People with disabilities / disadvantage should have access to a real job where
 - wages are paid at the going rate for the job,
 - the employee enjoys the same terms and conditions as all other employees;
 - the job helps the person to meet their life goals and aspirations;
 - the role is valued by managers and colleagues;
 - the job has similar hours and times at work as other employees, with safe working conditions.
3. Practitioners uphold the "zero rejection" philosophy of supported employment so that, with the right job and the right support, everyone who wants to work, can work.
4. Supported employment does not adhere to a work readiness model and a 'place, train and maintain' approach is implemented.
5. Job search should happen at the earliest opportunity.
6. People are encouraged to exercise choice and control in achieving their career aspirations. Support is individualised and all options assume successful employability.
7. There is genuine partnership between the person, their family carers, employers, community supports and the provider of supported employment.
8. People are supported to be full and active members of their workforces and wider communities, both socially and economically.
9. Support services recognise the importance of the employer as a customer of supported employment in their own right with requirements that need to be satisfied.
10. Supported employment draws on Social Role Valorisation (SRV) in recognising that employment is a valued social role and becoming

employed can help reverse societal devaluation, with wider positive consequences for the person.

11. Supported employment draws on the social model of disability recognising that disability is the product of the physical, organisational and attitudinal barriers present within society. The removal of discrimination requires a change of approach and thinking in the way in which society is organised, in this case removing barriers to employment.

12. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

Glossary

Advocate: To support or defend the rights of the job seeker

Better-off Calculations: This is a calculation that aims to show jobseekers whether they will be better off in work than when living on welfare benefits. It will take into account details of the amount of welfare benefit income and the amount of money they can earn in paid work, along with any welfare benefits they can receive when in work, and shows if they will be better off going into paid work.

Circles of Support: A Circle of Support is a group of people who help an individual in achieving their personal goals in life,. Often used in person centred planning, the Circle acts as a community around that person (the 'focus person') who, for one reason or another, is unable to achieve what they want in life on their own and decides to ask others for help.

Supported Employment: Supported employment is the term for high quality, personalised support for people with disabilities and/or disadvantages which enables them to seek, access and retain employment in the open labour market. It is a "place, train and maintain" approach that does not rely on long periods of pre-vocational training or a basic level of qualification or experience.

Work Tasters: A work taster is defined as a bespoke, one-off experience in a workplace of a particular vocational area. They can be from a few hours to a few days, designed to help a job seeker make informed career choices.

Assist prospective job seekers who aspire to paid employment

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Suite	Supported Employment
Keywords	Supported Employment

Identify the needs of job seekers to enable a good job match

Overview

What is this Standard about?

This standard is about the supported employment practitioner identifying the needs of the individual in terms of their skills, abilities and experiences to enable a good job match. It includes finding ways to address any difficulties in their personal circumstances that might create a barrier to paid employment.

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Who is this Standard for?

This standard is for all supported employment practitioners

Identify the needs of job seekers to enable a good job match

Performance criteria

You must be able to:

1. assist job seekers to identify their experiences, skills, needs, talents and employment preferences through **vocational profiling**
2. gather information from professionals and circles of support about the job seeker, with their consent, to identify their skills, needs, talents and employment preferences
3. check that steps have been taken to ascertain the impact of paid work on job seeker's finances and benefits
4. advise job seekers of the financial and social impact of being in paid employment
5. present the information from the **vocational profiling** back to the job seeker in a format that is accessible to them
6. assist job seekers in preparing their curriculum vitae in a format that is accessible to them,
7. gain agreement on how to present the person's strengths to prospective employers to achieve a good job match
8. assist job seekers to identify and address personal, health, financial, housing or childcare barriers that may impact on gaining employment
9. organise and evaluate short term, focused, work experiences and/or other **work-related activity** to enable the job seeker to identify their skills, needs, talents and preferences

Identify the needs of job seekers to enable a good job match

Knowledge and understanding

You need to know and understand:

1. how to carry out a **vocational profile** and the benefits of this type of assessment
2. information sources that are available about the job seeker from professionals and circles of support and how to access them
3. why it is essential to get the consent of the job seeker before seeking further information about them from a third party to identify their skills, needs, talents and employment preferences
4. why it is essential and how to evaluate short term experiences or other **work-related activity** with the job seeker in order to determine their implications for employment
5. why the job seeker needs to **co-produce** the **vocational profile**
6. appropriate and accessible formats to present **vocational profiling**
7. how to assist a job seeker to write a curriculum vitae in a format that is accessible to them that reflects their experience, skills and interests
8. typical personal, health, financial, housing or childcare barriers that may be confronted by job seekers and how to provide support to address them
9. sources of information about welfare and job-related benefits
10. how to calculate the financial and social benefits of work and compare them with not working
11. how to organise short term work experiences or other **work-related activity** to meet the job seeker's needs
12. the importance of matching short term work experiences or other **work-related activity** to job seeker skills, needs, talents and preferences
13. specific support strategies or technologies that may be required to facilitate the employment of a job seeker, and where to seek further advice about them

Identify the needs of job seekers to enable a good job match

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Glossary

Co-produce: A relationship where professional and individuals share power to plan and deliver support together, recognising that both have vital contributions to make

Vocational Profile: The tool/form used to record the information from the vocational profiling

Vocational Profiling: A person-centred approach to identify and collect relevant information about the individual's aspirations, interests, skills and abilities for work

Work-related activity: A range of short job-specific tasks and other hands-on experiences which provide opportunities for job seekers to understand their strengths and talents, and make informed career choices.

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Suite	Supported Employment
Keywords	Supported Employment

Create and agree development plans for job seekers to gain and maintain employment

Overview

What is this Standard about?

This standard is about working with job seekers to develop and agree development plans that meets their employment, personal and financial needs.

In the context of this standard the term "job seeker" applies to an individual seeking some form of paid employment.

Who is this Standard for?

This standard is for all supported employment practitioners.

Create and agree development plans for job seekers to gain and maintain employment

Performance criteria

You must be able to:

1. conduct person-centred employment planning sessions with job seekers and their **circles of support**, to identify their **employment pathway**
2. provide job seekers with information and experiences to ensure they have choice and control over the process of job searching and entering paid employment
3. gain agreement with job seekers which employers and employment sectors to target for specific types of paid work
4. Agree Specific, Measurable, Achievable, Realistic and Time-bound development plans with the job seekers to gain paid employment
5. review and update development plans with job seekers for them to gain and maintain employment

Create and agree development plans for job seekers to gain and maintain employment

Knowledge and understanding

You need to know and understand:

1. how to enable job seekers, and others they choose to involve, to contribute to discussions about employment consistent with their skills and abilities
2. how to gain the active involvement of family, **circles of support** and individuals in planning, decision making, job finding and **job development**
3. methods used to enable job seekers to make their own decisions
4. methods to write Specific, Measurable, Achievable, Realistic and Time-bound plans
5. methods to engage job seekers in person-centred employment planning

Values

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Supported employment practitioners embrace the philosophy that:

1. People with disabilities and/or disadvantages can make a positive contribution in the workplace.
2. People with disabilities / disadvantage should have access to a real job where
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 - the job helps the person to meet their life goals and aspirations;
 - the role is valued by managers and colleagues;
 - the job has similar hours and times at work as other employees, with safe working conditions.
3. Practitioners uphold the "zero rejection" philosophy of supported employment so that, with the right job and the right support, everyone who wants to work, can work.
4. Supported employment does not adhere to a work readiness model and a 'place, train and maintain' approach is implemented.
5. Job search should happen at the earliest opportunity.
6. People are encouraged to exercise choice and control in achieving their career aspirations. Support is individualised and all options assume successful employability.
7. There is genuine partnership between the person, their family carers, employers, community supports and the provider of supported employment.
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9. Support services recognise the importance of the employer as a customer of supported employment in their own right with requirements that need to be satisfied.
10. Supported employment draws on Social Role Valorisation (SRV) in

recognising that employment is a valued social role and becoming employed can help reverse societal devaluation, with wider positive consequences for the person.

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12. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

Glossary

Circles of Support: A Circle of Support is a group of people who help an individual in achieving their personal goals in life. Often used in person centred planning, the Circle acts as a community around that person (the 'focus person') who, for one reason or another, is unable to achieve what they want in life on their own and decides to ask others for help.

Employment Pathway: A clear and defined routeway into paid employment, which might include self employment. It maps out the activities and experiences that may be needed to inform career choices and gain paid employment.

Job Development: This refers to finding a person's preferred job through contact with employers. It includes all aspects of identifying suitable jobs and potential employers, approaching employers on behalf of a job seeker, obtaining a job and, where necessary, negotiating reasonable adjustments.

External Links

British Association for Supported Employment:
<http://base-uk.org/> for England, Scotland and Wales

Scottish Union of Supported Employment:
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Create and agree development plans for job seekers to gain and maintain employment



European Union of Supported Employment:
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Suite	Supported Employment
Keywords	Supported Employment

Advise employers about the benefits, processes and practices to recruit and retain a diverse workforce

Overview

What is this Standard about?

This standard is about engaging with employers to enable them to understand the benefits of developing processes and practices to recruit and retain a diverse workforce. It includes providing support to the employer to review their employment practices, to facilitate workforce diversity, while at the same time meeting their business needs. In the context of this standard the term "job seeker" applies to an individual seeking some form of paid employment.

Who is this Standard for?

This standard is for all supported employment practitioners

Advise employers about the benefits, processes and practices to recruit and retain a diverse workforce

Performance criteria

You must be able to:

1. access local, regional and national sources of labour market information to identify potential employers
2. articulate and promote the business case for a diverse workforce to employers in the local area, to secure their commitment and involvement in the **supported employment** process
3. make initial contact with employers to introduce supported employment and identify potential job opportunities
4. provide support to employers to overcome perceived and actual barriers to employing and retaining a diverse workforce
5. advise employers on how to **customise** and/or **carve jobs** to meet the needs of individual job seekers
6. propose **reasonable adjustments** that employers could make to facilitate the recruitment and selection, support, mentoring and management of a diverse workforce
7. advise employers on how to meet current national and international employment and equality legislation requirements for the workforce

Advise employers about the benefits, processes and practices to recruit and retain a diverse workforce

Knowledge and understanding

You need to know and understand:

1. local, regional and national sources of market information and how to access them
2. key employers locally, regionally and nationally and their interest in **supported employment**
3. the business case for employers recruiting and retaining a diverse workforce
4. how to make initial contact with employers across different sectors in a way that engages and interests them
5. the main concerns and perceived barriers for employers in recruiting and retaining a diverse workforce and how to address them
6. how to secure and maintain the employer's commitment to engage in the **supported employment** process
7. the types of advice and awareness training employers may require to understand the support requirements of job seekers
8. ways in which jobs and recruitment and selection processes can be adapted to meet employer and job seeker needs
9. processes that employers may adopt to support employees who become sick, disabled or stressed while at work
10. how to support employers in developing their organisational culture to embrace **diversity** and inclusion
11. the type of **reasonable adjustments** that employers can be encouraged to make to attract, support, mentor and manage a diverse workforce
12. current national and international employment and equality legislation requirements for the workforce

Advise employers about the benefits, processes and practices to recruit and retain a diverse workforce

Values

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12. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

Glossary

Carve Jobs: Jobs can be carved by selecting and combining duties from one or more existing jobs into a new position.

Customise: Jobs can be customised based on an individualised match between the strengths and interests of a job seeker and the identified business needs of an employer.

Diversity: Aims to recognise, respect and value people's differences to contribute and realise their full potential by promoting an inclusive culture for everyone.

Reasonable Adjustment: Equality Law recognises that bringing about equality for disabled people may mean changing the way in which employment is structured, the removal of physical barriers and/or providing extra support for a disabled worker or job applicant, this is the duty to make reasonable adjustments.

Supported Employment: Supported employment is the term for high quality, personalised support for people with disabilities and/or disadvantages which enables them to seek, access and retain employment in the open labour market. It is a "place, train and maintain" approach that does not rely on long periods of pre-vocational training or a basic level of qualification or experience.

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Overview

What is this Standard about?

This standard is about working with job seekers and employers to match individuals to jobs based on the job seeker's needs, skills and abilities, and available employment opportunities. It includes carrying out job analyses and assessments to ensure that employment opportunities are suitable and reflect the aspirations of the job seeker, their health, safety and wellbeing is addressed and that there are support structures in place.

In the context of this standard the term "job seeker" applies to an individual seeking some form of paid employment.

Who is this Standard for?

This standard is for all supported employment practitioners.

Performance criteria

You must be able to:

1. source current and potential vacancies from employers which match the skills, talents and preferences of job seekers
2. carry out **job analyses** to understand prospective employment opportunities
3. assist employers to identify their requirements for productivity, quality and professional standards, rules, codes of conduct and expectations for specific job roles
4. assist job seekers through recruitment and selection processes to help them gain employment
5. advise employers about recruitment and selection processes to ensure that best methods are used to assess the suitability of the job seeker for the specific job role
6. advise employers on to how to adapt standards and requirements in job specifications to facilitate paid employment
7. advise job seekers and employers on any **reasonable adjustments** that may be needed to ensure the productivity, health, safety and wellbeing of the job seeker
8. advise job seekers and employers on **natural support** mechanisms that can promote skills development and social inclusion in the workplace

Knowledge and understanding

You need to know and understand:

1. the different characteristics and social cultures offered by local employers
2. the nature of current and potential job vacancies in order to match job seekers to available vacancies
3. how to conduct **job analyses** to understand all aspects of employment opportunities
4. typical productivity, quality and professional standards, rules, codes of conduct and expectations found in different employment sectors and organisations
5. why some standards and requirements may need to be adapted in job specifications to ensure equal access to all prospective job seekers
6. how to **customise** and/or **carve jobs** that match job seeker's skills, talents and preferences
7. what can be learned about organisational culture from observing co-workers, and why this information is important
8. methods to match individual job seekers to paid employment opportunities
9. support that job seekers and employers may require to prepare for any recruitment and selection exercise
10. how to **advocate** on behalf of job seekers in order to encourage employers to recognise their skills, abilities and needs
11. how to risk assess and ensure with employers the safety, security and wellbeing of those in paid employment
12. why and how **reasonable adjustments** may need to be made to secure equal access to paid employment as well as the safety and welfare of those in paid employment
13. the forms of **natural support** available in the workplace from co-workers, systems and processes

Values

For a supported employment practitioner to practice competently he or she must apply skills and knowledge that is informed by a set of values. Supported employment practitioners are expected to be aware of and to apply a value based and ethical approach in their practice. It is also recognised that the values as well as the NOS may need to be placed within the local, national, social and political context in which supported employment activities are undertaken.

Supported employment practitioners embrace the philosophy that:

1. People with disabilities and/or disadvantages can make a positive contribution in the workplace.
2. People with disabilities / disadvantage should have access to a real job where
 - wages are paid at the going rate for the job,
 - the employee enjoys the same terms and conditions as all other employees;
 - the job helps the person to meet their life goals and aspirations;
 - the role is valued by managers and colleagues;
 - the job has similar hours and times at work as other employees, with safe working conditions.
3. Practitioners uphold the "zero rejection" philosophy of supported employment so that, with the right job and the right support, everyone who wants to work, can work.
4. Supported employment does not adhere to a work readiness model and a 'place, train and maintain' approach is implemented.
5. Job search should happen at the earliest opportunity.
6. People are encouraged to exercise choice and control in achieving their career aspirations. Support is individualised and all options assume successful employability.
7. There is genuine partnership between the person, their family carers, employers, community supports and the provider of supported employment.
8. People are supported to be full and active members of their workforces and wider communities, both socially and economically.
9. Support services recognise the importance of the employer as a customer of supported employment in their own right with requirements that need to be satisfied.
10. Supported employment draws on Social Role Valorisation (SRV) in recognising that employment is a valued social role and becoming

employed can help reverse societal devaluation, with wider positive consequences for the person.

11. Supported employment draws on the social model of disability recognising that disability is the product of the physical, organisational and attitudinal barriers present within society. The removal of discrimination requires a change of approach and thinking in the way in which society is organised, in this case removing barriers to employment.

12. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

Glossary

Advocate: To support or defend the rights of the job seeker

Carve Jobs: Jobs can be carved by selecting and combining duties from one or more existing jobs into a new position.

Customise: Jobs can be customised based on an individualised match between the strengths and interests of a job seeker and the identified business needs of an employer.

Job Analysis: is a different way of looking at a job as opposed to a job description. A job analysis will look at all aspects of the job including:

- The precise tasks that an employee will be asked to perform regularly or occasionally, together with their priority taking into consideration productivity and quality;
- Physical, sensory, communication and basic skills requirements for the job;
- Workplace culture and standards;
- The workplace environment including any pressures and natural supports

Natural Supports: The focus on natural supports emphasises the participation of supervisors and co-workers in the hiring, training and supervising supported employees. The concept of natural support highlights the need to understand the worksite culture and what is "natural" or "typical" for that particular situation."

Reasonable Adjustment: Equality Law recognises that bringing about

equality for disabled people may mean changing the way in which employment is structured, the removal of physical barriers and/or providing extra support for a disabled worker or job applicant, this is the duty to make reasonable adjustments.

External Links

British Association for Supported Employment:
<http://base-uk.org/> for England, Scotland and Wales

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

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

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

Work with job seekers and employers to match individuals to jobs

Developed by	BASE
Version Number	2
Date Approved	July 2017
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Originating Organisation	LSIS
Original URN	LSI SE06
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Suite	Supported Employment
Keywords	Supported Employment

Overview

What is this Standard about?

This standard is about enabling individuals in paid employment and their employers to have the support and resources they require to be productive in work and do a job which meets the employer's requirements. It enables the practitioner to explore and use proven techniques to support task training, problem solving and coaching in the workplace. It includes working with the employer and the individual to identify and obtain any special resources or assistive technologies to enable the individual to do their job and become as independent as possible in the workplace. This also includes identification of funding sources that may be available to enable the job seeker to enter and perform productively within the workplace.

The standard also identifies help to those employed to play a full role in the social life of the workplace.

In the context of this standard the term "job seeker" applies to an individual seeking some form of paid employment.

Who is this Standard for?

This standard is for all supported employment practitioners.

Enable individuals in supported employment to be productive and integrated in their workplace

Performance criteria

You must be able to:

1. assess the **resources** needed to enable individuals to become productive and independent in the workplace
2. use tools, models and **assistive technology** to support people to be productive and independent at work
3. assist individuals to learn their job
4. collect information, feedback and/or data on achievement of tasks to identify the individual's progress in learning their job
5. access sources of support in and/or outside of the workplace to ensure individuals overcome employment-related and/or personal issues
6. refer individuals to additional sources of support with consent to overcome employment-related and/or personal issues when problems and issues are outside of your competence or authority
7. provide advice, **social training** strategies and/or **natural supports** to ensure individuals are socially included at work
8. assist individuals and employers in applying for funding or other support for individuals to learn and/or retain their job
9. give advice to individuals to plan and develop their career progression

Enable individuals in supported employment to be productive and integrated in their workplace

Knowledge and understanding

You need to know and understand:

1. methods to assess the **resource** needs of individuals, including any need for intensive **training in systematic instruction**
2. models, tools and **assistive technology** as part of plans for delivery improvement to gain and retain jobs or be more productive and independent at work
3. how to conduct **task analyses** to break jobs down into their constituent parts and to identify the key tasks that make up each part of the job
4. techniques for coaching, prompting, fading and supporting learning in and outside the workplace for the full range of disabled and/or disadvantaged people
5. how to use **reinforcement techniques** for motivational purposes and how to enable people access to naturally occurring rewards in paid jobs
6. how to collect relevant information, feedback and/or data on successful, independent achievement of tasks and levels of independence to determine whether an individual is making progress
7. how to agree with employers and individuals options for performance improvement when progress is not being made
8. common employment related problems, such as getting to work, working with colleagues and personal issues, such as finding childcare, housing, debt management encountered by individuals in paid employment
9. interventions in and outside work needed by individuals to help them to overcome common employment related problems and personal issues
10. options for further referral when any problems and issues are outside own competence or authority
11. local community and development partners able to provide support for disabled and/or disadvantaged individuals and employers
12. current government funding, programmes and organisations which may provide funding or other support to disabled and/or disadvantaged individuals
13. sources of information on career progression

Values

For a supported employment practitioner to practice competently he or she must apply skills and knowledge that is informed by a set of values. Supported employment practitioners are expected to be aware of and to apply a value based and ethical approach in their practice. It is also recognised that the values as well as the NOS may need to be placed within the local, national, social and political context in which supported employment activities are undertaken.

Supported employment practitioners embrace the philosophy that:

1. People with disabilities and/or disadvantages can make a positive contribution in the workplace.
2. People with disabilities / disadvantage should have access to a real job where
 - wages are paid at the going rate for the job,
 - the employee enjoys the same terms and conditions as all other employees;
 - the job helps the person to meet their life goals and aspirations;
 - the role is valued by managers and colleagues;
 - the job has similar hours and times at work as other employees, with safe working conditions.
3. Practitioners uphold the "zero rejection" philosophy of supported employment so that, with the right job and the right support, everyone who wants to work, can work.
4. Supported employment does not adhere to a work readiness model and a 'place, train and maintain' approach is implemented.
5. Job search should happen at the earliest opportunity.
6. People are encouraged to exercise choice and control in achieving their career aspirations. Support is individualised and all options assume successful employability.
7. There is genuine partnership between the person, their family carers, employers, community supports and the provider of supported employment.
8. People are supported to be full and active members of their workforces and wider communities, both socially and economically.
9. Support services recognise the importance of the employer as a customer of supported employment in their own right with requirements that need to be satisfied.

10. Supported employment draws on Social Role Valorisation (SRV) in recognising that employment is a valued social role and becoming employed can help reverse societal devaluation, with wider positive consequences for the person.

11. Supported employment draws on the social model of disability recognising that disability is the product of the physical, organisational and attitudinal barriers present within society. The removal of discrimination requires a change of approach and thinking in the way in which society is organised, in this case removing barriers to employment.

12. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

Glossary

Assistive Technology: Assistive technology is technology used by individuals with disabilities to carry out functions that might otherwise be difficult or impossible. Assistive technology can include personal aids as well as hardware, software, and peripherals that assist people with disabilities in accessing computers or other information technologies. In the context of employment it can include hand-held devices that can prompt work tasks, jigs that can hold or guide materials and equipment adapted to specific tasks.

Natural Supports: The focus on natural supports emphasises the participation of supervisors and co-workers in the hiring, training and supervising supported employees. The concept of natural support highlights the need to understand the worksite culture and what is "natural" or "typical" for that particular situation."

Reinforcement Techniques: are used to either strengthen or extinguish a response or behaviour and is central to operant conditioning. There are a range of techniques by which the likelihood of a behaviour occurring is increased either by giving a pleasant stimulus (positive reinforcement) or removing an unpleasant stimulus (negative reinforcement).

Resources: Resources are things such as support, on-the-job training, aids and adaptations, materials, expertise and advice for individuals to learn their jobs.

Social Training: training and approaches to support individuals to socially integrate at work.

Task Analysis: A task analysis is the process of breaking down a work task into smaller parts. The best way to develop a task analysis is to observe someone performing a task and write down every step that is performed. Used more commonly with people who have cognitive problems and find it difficult to learn steps, task analysis makes a task easy to replicate and teach parts of a job and link these together until the person does them independently.

Training in Systematic Instruction (TSI): makes use of reinforcement techniques to ensure that people learn to complete tasks in the correct way.

External Links

British Association for Supported Employment:
<http://base-uk.org/> for England, Scotland and Wales

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Enable individuals in supported employment to be productive and integrated in their workplace

Developed by	BASE
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Suite	Supported Employment
Keywords	Supported Employment

Overview

What is this Standard about?

This standard is about the way in which the supported employment practitioner develops their own competence and practice through supervised guidance, review and reflection.

Who is this Standard for?

This standard is for all supported employment practitioners.

Performance criteria

You must be able to:

1. Record your reflections as a **supported employment** practitioner regarding your values, behaviours, attitudes and commitment to improve your professional and personal development
2. work within the boundaries of your competence as a **supported employment** practitioner and your relationship with other professionals to ensure good support for individuals and employers
3. seek feedback on your performance from job seekers, employers, colleagues and stakeholders to improve your practice
4. maintain and update your knowledge of **supported employment** in order to develop own practice
5. review and update your professional and personal development to improve your practice
6. record the outcomes of continuous professional development in accordance with organisational policies and procedures

Knowledge and understanding

You need to know and understand:

1. models, tools and techniques of reflection
2. the importance of critically reflecting on your values, behaviours, attitudes and commitment and how they impact on your practice
3. why it is important to have a clear understanding of your competence
4. how to receive objective feedback on your performance from job seekers, employers, colleagues and stakeholders
5. the purpose of professional guidance for the development of your role
6. how to identify communities of practice that can provide advice and support
7. how to use professional guidance to set priorities for and review your professional development plan
8. why it is important to keep your knowledge of **supported employment** current
9. opportunities available to support your professional and personal development
10. how to update your continuous professional development plan taking account of feedback, in accordance with organisational policies and procedures

Values

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12. Supported employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

Glossary

Supported Employment: Supported employment is the term for high quality, personalised support for people with disabilities and/or disadvantages which enables them to seek, access and retain employment in the open labour market. It is a "place, train and maintain" approach that does not rely on long periods of pre-vocational training or a basic level of qualification or experience.

External Links

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<http://www.niuse.org.uk>

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

Develop yourself as a reflective supported employment practitioner

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Suite	Supported Employment
Keywords	Supported Employment