

# **Unit 50: Supporting Individuals to Access Education, Training or Employment**

**Unit reference number:** R/616/7380

**Level:** 4

**Unit type:** Optional

**Credit value:** 4

**Guided learning hours:** 31

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## **Unit summary**

Participating in education, training or employment helps people develop a sense of purpose; this improves their feelings of self-worth and has a positive impact on mental health and physical wellbeing. The government's green paper on "Improving Lives" encourages people to enter suitable employment and/or engage in education or training to gain skills with a view to increase their opportunities for employment. As a result, this aims to reduce the individual's dependence on state benefits and supports economic viability.

In this unit, you will learn how education, training and employment are crucial in maintaining wellbeing. You will explore how legislation and guidance can support individuals to gain access to the different opportunities available to help meet the government agenda. This unit will also explore how learning providers and employers are tasked to help support individuals into their chosen educational, training or employment pathways.

By working with individuals to clarify their personal circumstances, hopes and interests, this will identify their skills, experience and qualifications to help identify appropriate support needed to choose a suitable, meaningful and realistic career path. You will work with individuals and others, e.g. colleagues or advocates to find information which is appropriate to support decision making. You will support individuals in choosing education or training that will help them to pursue their chosen career.

This unit will prepare you to assist individuals in completing applications and prepare them for interview for education, training or employment opportunities. You will work with individuals and others to find out their goals and aspirations, and identify any help they need to stay on track. Finally, you will assess how well the chosen route has met their expectations, assess what further help is needed and agree with the individual and others any changes to be made.

## Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand the value of engagement in training, education or employment for individuals	1.1 Analyse how engaging in education, training or employment opportunities can have a positive impact on the wellbeing and quality of life of an individual
2 Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1 Explain, with examples, the legislation, guidance and codes of practice that support an individual to access training, education or employment  2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impact on the support provided to an individual in accessing training, education or employment  2.3 Evaluate the assistance that is available to learning providers or employers to support an individual to access education, training or employment opportunities
3 Understand the support available to individuals accessing education, training or employment	3.1 Explain the range of agencies that may provide support to an individual accessing education, training or employment  3.2 Evaluate the support provided by the various agencies
4 Be able to support individuals to identify and access education, training or employment that reflects their needs, skills and preferences	4.1 Work with individuals to identify the education, training or employment opportunities taking account of their: <ul style="list-style-type: none"> <li>• aspirations</li> <li>• skills and abilities</li> <li>• interests</li> <li>• experience</li> <li>• qualifications</li> <li>• support needs</li> <li>• preferred career pathway</li> <li>• personal circumstances</li> <li>• language/communication needs</li> </ul>

Learning outcomes	Assessment criteria
	<p>4.2 Work with the individual and/or others to source accessible information on education, training or employment opportunities</p> <p>4.3 Support the individual to select preferred education, training or employment</p> <p>4.4 Support the individual to complete applications to access education, training or employment</p> <p>4.5 Support the individual to prepare for interview or selection for education, training or employment</p>
<p>5 Be able to support individuals to undertake education, training or employment</p>	<p>5.1 Explain own role and role of others in providing support to an individual to undertake education, training or employment</p> <p>5.2 Work with the individual and/or others to identify assistive technology; resources and support that may be needed to undertake education, training or employment</p>
<p>6 Be able to evaluate engagement in education, training or employment</p>	<p>6.1 Review with the individual and/or others how well the education, training or employment opportunity has met expectations and identified outcomes</p> <p>6.2 Review with the individual and/or others the continued support required to undertake education, training or employment</p> <p>6.3 Agree with the individual and/or others adjustments to be made to education, training or employment arrangements to meet individual needs and preferences</p>

### What needs to be learned

#### **Learning outcome 1: Understand the value of engagement in training, education or employment for individuals**

##### **Individual**

- Someone requiring care or support; it will usually mean the person or people supported by the learner.

##### **Benefits of engagement**

- Physical, emotional, psychological, financial, social.
- Self-esteem, self-concept, self-identity.
- Confidence building, gaining knowledge.

#### **Learning outcome 2: Understand how legislation, guidance and codes of practice support an individual to access training, education or employment**

##### **Legislation, guidance and codes of practice**

- Human Rights Act 1998.
- Equality Act 2010.
- Education Act 2011.
- Welfare Reform Act 2012.
- Care Act 2014.
- Code of Conduct for Healthcare Support Workers and Care Workers in England (Department of Health).
- Employing disabled people and people with health conditions (Department for Work and Pensions).
- Technical guidance as directed by the Equality Act 2010.
- Participation of young people in education, employment or training (Department for Education).
- Statutory guidance issued under the Care Act 2014.

##### **Reasonable adjustments**

- Wellbeing principles for participation under the Care Act 2014.
- Rehabilitation of Offenders Act 1974.
- Legal duty of care, care leavers aged 19–24.
- Statutory guidance for local authorities.

##### **Impact of support**

- Requirements and support for reasonable adjustments, e.g. statutory, local authority, legal duty of care.
- Suitable training, qualification opportunities, e.g. apprenticeships.
- Progression opportunities.
- Improved wellbeing.
- Confidence to secure financial viability.
- Provision of opportunity for care leavers and/or people with disabilities.

## What needs to be learned

### Assistance and support available

- Jobcentre Plus recruitment services (job coaches).
- Citizens Advice.
- Statutory guidance.
- Funding availability, e.g. Skills Funding Agency.

### Learning outcome 3: Understand the support available to individuals accessing education, training or employment

#### Range of agencies

- Jobcentre Plus (Department for Work and Pensions).
- Voluntary agencies: The Prince's Trust, Youth Options, Disability Rights UK, Nacro (social justice charity).

#### Support

- Statutory, e.g. work choice, work clubs.
- Financial practicalities, e.g. travel expenses.
- Recruitment of ex-offenders/reoffenders.

### Learning outcome 4: Be able to support individuals to identify and access education, training or employment that reflects their needs, skills and preferences

#### Others

- Internal colleagues, e.g. care teams, team leaders.
- External professionals, e.g. advocates or social workers, specialist employment agencies, careers services, learning providers, employers.
- Family members/carers.

#### Applications

- Paper-based.
- Online/onscreen.

## What needs to be learned

### Learning outcome 5: Be able to support individuals to undertake education, training or employment

#### Own role

- Organisational job description.
- Organisational policies, procedures and practices.

#### Role of others

- Agreed ways of working; sharing of information, partnership working.

#### Assistive technology

- Equipment.
- Software.

#### Resources

- Organisational staffing; skills mix, operational requirement.
- Finance and funding.
- Action planning and goal setting.

#### Support

- Practical support; writing support, listening systems.

### Learning outcome 6: Be able to evaluate engagement in education, training or employment

#### Expectations and identified outcomes

- Organisational review process, distance travelled charts, wellbeing charts, diagnostic data.

#### Continued support

- Further support identified by the individual, the staff member, service provider.

#### Adjustments

- Identified adjustments following the review process: environmental, timing of service and support, technological, delivery style.

## Information for tutors

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### Suggested resources

#### Books

Storey K and Post M – *Positive Behaviour Supports for Adults with Disabilities in Employment, Community, and Residential Settings: Practical Strategies That Work* (Charles C. Thomas, 2014) ISBN 9780398081126

Welshman J and Walmsley J (editors) – *Community Care in Perspective: Care, Control and Citizenship* (Palgrave Macmillan, 2006) ISBN 9781403992666

#### Websites

<a href="http://www.disabilityrightsuk.org">www.disabilityrightsuk.org</a>	Guidance on legal aspects for individuals with disabilities.
<a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>	Equality and Human Rights Commission
<a href="http://www.gov.uk/work-choice">www.gov.uk/work-choice</a>	Government guidance to help individuals with disabilities to gain employment.
<a href="http://www.nacro.org.uk">www.nacro.org.uk</a>	Social justice charity
<a href="http://www.nationalcareersservice.direct.gov.uk">www.nationalcareersservice.direct.gov.uk</a>	National Careers Service

## Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

### Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment decisions for learning outcomes 4, 5 and 6 must be made based on evidence generated during the learner's normal work activity. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment, but the final assessment decision must be within the real work environment. Simulation cannot be used as an assessment method for any learning outcome

Assessment of learning outcomes 1, 2 and 3 may take place in or outside of a real work environment.