

Unit Title:	Support individuals to access education, training or employment
Sector unit number	SS OP 3.7
Level:	4
Credit value:	4
Guided learning hours:	31
Unit Reference Number:	H/601/3546

Unit purpose and aim

The purpose of this unit is to provide the learner with the knowledge, understanding and skills required to support individuals to access education, training or employment

Learning Outcomes	Assessment Criteria	Exemplification
<p>The Learner will:</p> <p>1 Understand the value of engagement in training, education or employment for individuals</p>	<p>The Learner can:</p> <p>1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the well being and quality of life of individuals</p>	<p>Well Being eg</p> <ul style="list-style-type: none"> • Emotional • Psychological • Physical
<p>2 Understand how legislation, guidance and codes of practice support an individual to access training, education or employment</p>	<p>2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment</p> <p>2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment</p> <p>2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities</p>	

Learning Outcomes	Assessment Criteria	Exemplification
3 Understand the support available to individuals accessing education, training or employment	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment 3.2 Clarify the support provided by the various agencies	
4 Be able to support an individual to identify and access education, training or employment that meet needs 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"> • Aspirations • Skills and abilities • Interests • Experience • Qualifications • Support needs • Preferred career pathway • Personal circumstances • Language/communication needs 4.2 Work with the individual and/or others to source accessible information on education, training or employment opportunities 4.3 Support the individual to select preferred education, training or employment 4.4 Support the individual to complete applications to access education, training or employment 4.5 Support the individual to prepare for interview or selection for education, training or employment	Others could include: <ul style="list-style-type: none"> • Other professionals • Specialist employment agencies • Careers services • Job coach • Learning providers • Employers • Carers/family members • Advocates • Colleagues
5 Be able to support individuals to undertake education, training or employment	5.1 Outline own role and role of others in providing support to an individual to undertake education, training or employment 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	Others could include: <ul style="list-style-type: none"> • Other professionals • Specialist employment agencies • Careers services • Job coach • Learning providers • Employers • Carers/family members • Advocates • Colleagues

Learning Outcomes	Assessment Criteria	Exemplification
6 Be able to evaluate engagement in education, training or employment	6.1 Review with the individual and/or others how well the education, training or employment opportunity has met expectations and identified outcomes 6.2 Review with the individual and/or others the continued support required to undertake education, training or employment 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	Others could include: <ul style="list-style-type: none"> • Other professionals • Specialist employment agencies • Careers services • Job coach • Learning providers • Employers • Carers/family members • Advocates • Colleagues

Assessment

This unit needs to be assessed in line with the Skills for Care and Development QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. 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.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. It provides a key progression route between education and employment (or further study/training leading to employment). It is directly relevant to the needs of employers and relates to national occupational standards developed by Skills for Care and Development.

As such, the unit may provide evidence for the following national occupational standards in the children and young people's workforce developed by Skills for Care and Development.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Administrative Guide for Vocational Qualifications*' (A850).

The *OCR Children and Young People's Workforce Centre Handbook* contains important information for anyone delivering, working towards or involved with the Children and Young People's Workforce qualifications, of which this unit forms a part. This can be downloaded from OCR's website www.ocr.org.uk.

This unit is a shared unit. It is located within the subject/sector classification system 01 Health, Public Services and Care and 01.5 Child Development and Well Being.