

# 421

# PROMOTE EMPLOYMENT, TRAINING AND EDUCATION OPPORTUNITIES FOR INDIVIDUALS

## Unit overview

---

### Elements of competence

- 421a Raise awareness of the value of employment, training and education for individuals  
421b Negotiate employment, training and education opportunities for individuals

### About this unit

For this unit you will need to work with a variety of people and organisations to promote the value of employment, training and education for people using health and care services.

### Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

**Awareness raising audiences:** employers; trade unions; employers' associations; government bodies; Chambers of Commerce; providers of training; providers of education; governors; trustees; shareholders; the general public.

**Communicate** using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

**People and organisations who are suitable and able to provide employment, training and education opportunities:** general and specialist providers of education; providers of training; coaches; work placement providers.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals<sup>1</sup>, key people and others within and outside your organisation.

### Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement<sup>2</sup>, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit 44. If you are working with adults they can be found in unit 45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 44 or unit 45 in your practice and through your knowledge.

---

<sup>1</sup>If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

<sup>2</sup>The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

## PROMOTE EMPLOYMENT, TRAINING AND EDUCATION OPPORTUNITIES FOR INDIVIDUALS

### Key words and concepts

---

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way.

**Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

<b>Awareness raising audiences</b>	The people and organisations who need to be made aware of the needs of and the benefits to individuals of accessing employment, training and education
<b>Individuals</b>	The actual people requiring health and care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers the individual and their advocate or interpreter
<b>Providers of education and providers of training</b>	Providers who manage access to or placement on education and training programmes
<b>Reasonable adjustments</b>	Adjustments that could reasonably be expected to be made to accommodate the needs of individuals
<b>Rights</b>	The rights that individuals have to: <ul style="list-style-type: none"> <li>• be respected</li> <li>• be treated equally and not be discriminated against</li> <li>• be treated as children and young people</li> <li>• be treated in a dignified way</li> <li>• privacy</li> <li>• be protected from danger and harm</li> <li>• be cared for in the way they choose</li> <li>• access information about themselves</li> <li>• communicate using their preferred methods of communication and language</li> </ul>

## 421 PROMOTE EMPLOYMENT, TRAINING AND EDUCATION OPPORTUNITIES FOR INDIVIDUALS

421a Raise awareness of the value of employment, training and education for individuals

### Performance criteria

---

You need to show that:

- 1 You identify, contact, meet and communicate appropriately with people and organisations to establish their interest in the value of employment, training and education for **individuals**
- 2 You present clear, accurate and relevant information to **awareness raising audiences** about:
  - the relationship and benefits that employment, training and education opportunities can bring to individuals
  - the impact of discrimination, oppression and social exclusion on individuals
  - ways of offering employment, training and education opportunities to individuals
- 3 You give people the opportunity to ask questions and confirm their understanding of the information provided
- 4 You seek further support and advice in areas that are outside your expertise to deal with
- 5 You refer people and organisations who need information and advice that is outside your expertise to provide to other appropriate sources
- 6 You challenge constructively, attitudes and behaviour which are ill informed, misguided, abusive or discriminatory
- 7 You identify and encourage people and organisations to become champions in the provision of employment, training and education opportunities for individuals and support them to raise the awareness of other people and organisations

## 421 PROMOTE EMPLOYMENT, TRAINING AND EDUCATION OPPORTUNITIES FOR INDIVIDUALS

421b Negotiate employment, training and education opportunities for individuals

### Performance criteria

---

You need to show that:

- 1 You encourage people and organisations to consider their capacity and any **reasonable adjustments** that they could make to enable them to offer individuals employment, training and education opportunities
- 2 You evaluate the willingness and ability of people and organisations to offer employment, training and education opportunities to individuals
- 3 You identify people and organisations who are suitable and able to provide employment, training and education opportunities
- 4 You examine with people and organisations who are suitable and able to provide employment, training and education opportunities:
  - the potential challenges and rewards
  - any resources which will be required
- 5 You clearly explain your role and responsibilities to people and organisations who can provide employment, training and education opportunities to individuals
- 6 You discuss and agree with people and organisations that have agreed to offer employment, training and education opportunities:
  - the number of places they are able to provide
  - the specific opportunities they can offer
  - any reasonable restrictions on those to whom the opportunities would be made available
  - any reasonable adjustments (beyond those that are legally required) they will need to make and who will resource and make the adjustments
  - any issues which may affect contracts of employment or agreements for training and education opportunities
- 7 You confirm agreements in writing and take appropriate actions to enable the employment, training and education opportunities to be accessed
- 8 You record and report processes and outcomes within confidentiality agreements and according to legal and organisational requirements

**421**

## **PROMOTE EMPLOYMENT, TRAINING AND EDUCATION OPPORTUNITIES FOR INDIVIDUALS**

### **Knowledge specification for the whole of this unit**

---

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit. When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

#### **Values**

- 1 The ways in which stereotyping, discrimination and stigmatisation might affect risk assessment and how to guard against this
- 2 How to apply the principles of equality, diversity and anti-discriminatory practice to your work

#### **Legislation and organisational policy and procedures**

- 3 The specific legislation, guidelines of good practice, charters and service standards which relate to the work being undertaken and the impact of this on the work
- 4 The role of the agency and its services and how they relate to other agencies and services in the sector
- 5 The agency's policy and procedures regarding confidentiality of information and the disclosure of information to third parties and the specific circumstances under which disclosure may be made
- 6 Any particular factors relating to the agency's policies and practices which affect the work undertaken
- 7 Your own role and responsibilities and from whom assistance and advice should be sought if you are unsure

#### **Theory and practice**

- 8 The importance of employment, training and education as a factor in promoting the needs of individuals and ways of maximising individuals' employability through training and education
- 9 Theories, principles and practice into the relationship between employment, training and education and the benefits to the well-being of individuals
- 10 Evidence based practice in promoting employment, training and education opportunities for those individuals' needs and how to apply this evidence to your own work
- 11 Methods of presenting information and encouraging interest in and about the role of employment, training and education in meeting individuals' needs and promoting well-being
- 12 The particular difficulties that individuals may face in seeking employment, training and education opportunities
- 13 National and local schemes and agencies (statutory, private and voluntary) which are involved in providing, promoting or creating employment, training and education opportunities, for whom they are designed and how to access them
- 14 The range of local employment, training and education opportunities, the forms these take, who may be eligible and how to access them
- 15 The potential concerns which people and organisations may have regarding offering opportunities for individuals, why it is important to acknowledge their concerns and how to offer information to help them make informed decisions
- 16 How to gauge the level of interest and ability of people and organisations who may offer employment, training and educational opportunities to individuals

**421**

**PROMOTE EMPLOYMENT, TRAINING AND  
EDUCATION OPPORTUNITIES FOR INDIVIDUALS**

**Knowledge specification for the whole of this unit (continued)**

---

- 17 How to alter communication when working with different individuals and representatives of different agencies
- 18 The options for promoting employment, training and education and which are the most appropriate options for the people and organisations concerned
- 19 Methods for assessing and managing risk
- 20 Methods of evaluating your own competence, determining when further support and expertise are needed and the measures to take to improve your own competence in this area of work

421

## PROMOTE EMPLOYMENT, TRAINING AND EDUCATION OPPORTUNITIES FOR INDIVIDUALS

### Evidence requirements for this unit

---

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and valued and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- Simulation is NOT permitted for this unit.

### Competences can be demonstrated using a variety of types of evidence from the following:

- **Work products:** these can be any record that you would normally use within your normal role eg communication records, reports and records; minutes of meetings. Policies and procedures, etc.
- **Assignment/project:** you may have already completed a project or assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describe your actions in a particular situation(s) and reflect on the reason(s) for you practicing in that way, in relation to people and organisations.
- **Questioning:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.

**NB Confidential records do not require to be included in your portfolio of evidence. These can remain where they are normally stored and checked by your assessor and internal verifier. If they are included, they must be anonymised.**