

<b>Unit Title:</b>	<b>Support individuals to access education, training or employment</b>
Unit sector reference:	SS OP 3.7
Level:	4
Credit value:	4
Guided learning hours:	31
Unit accreditation number:	H/601/3546

## Unit purpose and aim

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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.

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

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
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"> <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> 4.2 Work with the individual and/or <b>others</b> 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	<b>Others</b> could include: <ul style="list-style-type: none"> <li>• other professionals</li> <li>• specialist employment agencies</li> <li>• careers services</li> <li>• job coach</li> <li>• learning providers</li> <li>• employers</li> <li>• carers/family members</li> <li>• advocates</li> <li>• colleagues</li> </ul>
5 Be able to support individuals to undertake education, training or employment	5.1 Outline own role and role of <b>others</b> in providing support to an individual to undertake education, training or employment 5.2 Work with the individual and/or <b>others</b> to identify assistive technology; resources and support that may be needed to	<b>Others</b> could include: <ul style="list-style-type: none"> <li>• other professionals</li> <li>• specialist employment agencies</li> <li>• careers services</li> <li>• job coach</li> <li>• learning providers</li> <li>• employers</li> <li>• carers/family members</li> </ul>

<b>Learning Outcomes</b> The learner will:	<b>Assessment Criteria</b> The learner can:	<b>Exemplification</b>
	undertake education, training or employment	<ul style="list-style-type: none"> <li>• advocates</li> <li>• colleagues</li> </ul>
6 Be able to evaluate engagement in education, training or employment	<p>6.1 Review with the individual and/or <b>others</b> how well the education, training or employment opportunity has met expectations and identified outcomes</p> <p>6.2 Review with the individual and/or <b>others</b> the continued support required to undertake education, training or employment</p> <p>6.3 Agree with the individual and/or <b>others</b> adjustments to be made to education, training or employment arrangements to meet individual needs and preferences</p>	<p><b>Others</b> could include:</p> <ul style="list-style-type: none"> <li>• other professionals</li> <li>• specialist employment agencies</li> <li>• careers services</li> <li>• job coach</li> <li>• learning providers</li> <li>• employers</li> <li>• carers/family members</li> <li>• advocates</li> <li>• colleagues</li> </ul>

## Assessment

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

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.

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.

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

For this unit, learning outcomes 4, 5 and 6 must be assessed in a real work environment.

## Guidance on assessment and evidence requirements

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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.

## National Occupational Standards (NOS) mapping/signposting

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This unit has been developed by Skills for Care and Development in Partnership with Awarding Organisations. 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 health and social care developed by Skills for Care and Development:

Sensory Services 5

**NOS can be viewed on the relevant Sector Skills Council's website or the Occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk)**

## Functional skills signposting

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This section indicates where candidates may have an opportunity to develop their functional skills.

**Link to functional skills standards <http://www.qcda.gov.uk/15565.aspx>**

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening		Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

## Additional information

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

This unit is a shared unit. It is located within the subject/sector classification system O1 Health, Public Services and Care.