

# QUALIFICATION SPECIFICATION



## Supported Employment (Level 3)

- Access to HE
- Apprenticeships
- Digital
- Employability & Enterprise
- English & Maths
- ESOL
- Personal & Social Development
- Professional Development
- Vocational



This qualification specification covers the following qualifications:

Qualification Number	Qualification Title
600/9893/4	Gateway Qualifications Level 3 Award In The Core Values of Supported Employment
600/9889/2	Gateway Qualifications Level 3 Award In Engaging Employers In Supported Employment
600/9888/0	Gateway Qualifications Level 3 Award In Engaging Job-Seekers in Supported Employment
600/9890/9	Gateway Qualifications Level 3 Award In In-Work Support and Career Development for Supported Employment
600/9891/0	Gateway Qualifications Level 3 Award In Job-Matching and Securing Supported Employment
600/9894/6	Gateway Qualifications Level 3 Award In Working with Job-Seekers to Identify and Plan for Supported Employment
600/9892/2	Gateway Qualifications Level 3 Certificate For Supported Employment Practitioners

## 1. About this qualification specification

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This qualification specification is intended for tutors, assessors, internal quality assurers, centre quality managers and other staff within Gateway Qualifications recognised centres and/or prospective centres.

It sets out what is required of the learner in order to achieve the qualification. It also contains information specific to managing and delivering the qualification(s) including specific quality assurance requirements.

The specification should be read in conjunction with the Gateway Qualifications Centre Handbook and other publications available on the website which contain more detailed guidance on assessment and verification practice.

In order to offer this qualification you must be a Gateway Qualifications recognised centre.

If your centre is not yet recognised, please contact our Development Team to discuss becoming a Gateway Qualifications Recognised Centre:

Telephone: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

Website: [www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/](http://www.gatewayqualifications.org.uk/advice-guidance/delivering-our-qualifications/become-recognised-centre/)

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## 1. Qualification Information

### 1.1. About the qualifications

The qualifications have been approved by the Office of Qualifications and Examinations Regulation (Ofqual) that regulates qualifications, examinations and assessments in England.

The suite of Supported Employment qualifications have been developed by Gateway Qualifications in conjunction with LSIS and BASE (British Association for Supported Employment) the membership body for supported employment agencies (SEAs). The qualifications have been based on the supported employment NOS produced in 2012 in response to the growing demand for the professionalising of the supported employment sector.

### 1.2. Objective

The Gateway Qualifications suite of Supported Employment qualifications are categorised as having the following objective:

Qualifications that indicate an individual can undertake a specific role in the workplace and that may be relied upon by employers.

### 1.3. Key facts

Qualification Title	Total Qualification Time	Guided Learning	Credit Value
Gateway Qualifications Level 3 Award In The Core Values of Supported Employment	20	8	2
Gateway Qualifications Level 3 Award In Engaging Employers In Supported Employment	70	28	7
Gateway Qualifications Level 3 Award In Engaging Job-Seekers in Supported Employment	70	28	7
Gateway Qualifications Level 3 Award In In-Work Support and Career Development for Supported Employment	70	28	7
Gateway Qualifications Level 3 Award In Job-Matching and Securing Supported Employment	70	28	7
Gateway Qualifications Level 3 Award In Working with Job-Seekers to Identify and Plan for Supported Employment	70	28	7
Gateway Qualifications Level 3 Certificate For Supported Employment Practitioners	270	108	27

**Total Qualification Time** is the number of notional hours which represents an estimate of the total amount of time that could be reasonably expected to be required for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of the qualification.

Total Qualification Time is comprised of the following two elements:

- the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place by – but, unlike Guided Learning, not under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.

#### 1.4. Achievement methodology

The qualification will be awarded to learners who successfully achieve an approved combination of units through a Portfolio of Evidence that has been successfully verified and monitored through Gateway Qualifications' Quality Assurance process. Achievement is therefore determined by successful completion of unit assessment with no further requirement for additional/summative assessment.

#### 1.5. Geographical coverage

This/these qualification/s has/have been approved by Ofqual to be offered in England and by Qualification Wales to be delivered in Wales.

If a centre based in Northern Ireland or overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Gateway Qualifications.

#### 1.6. Progression opportunities

There is internal progression within the suite of qualifications.

#### 1.7. Funding

For information regarding potential sources of funding please visit the following the Education and Skills Funding Agency:

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>.

The qualification is not listed for public funding in Wales.



## 1.8. Equality, diversity and inclusion

It is Gateway Qualifications' aim that there shall be equal opportunities within this organisation and in all the services it provides and within its recognised centres and via the services they provide and so meet the organisation's legal responsibilities to prevent discrimination.

In particular it is the organisation's intention that there should be no discrimination on the grounds of a protected characteristic including age, disability, gender assignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation. It is acknowledged that this is not an exhaustive list.

## 1.9. Relationship with other frameworks

The Gateway Qualifications suite of Supported Employment qualifications is based on the National Occupational Standards (NOS) in Supported Employment developed by *LSIS*. It provides of the key knowledge, understanding and skills development to underpin occupational competence in job roles within the supported employer sector.

The units within the qualifications have been developed in consultation with practitioners in the sector.

## 2. Learner Entry Requirements

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### 2.1. Age

The approved age range for these qualifications is: 19+.

### 2.2. Prior Qualifications

There is no requirement for learners to have achieved prior qualifications.

### 2.3. Prior Skills/Knowledge/Understanding

There is no requirement for learners to have any particular prior skills, knowledge or understanding. However, for all but the Award in The Core Values of Supported Employment, learners must have access to a relevant workplace in order to meet the assessment requirements of the units within each qualification. It is likely, therefore, that learners will be employed within the supported employment sector and that they will bring with them some relevant skills, knowledge and understanding.

### 2.4. Restrictions

There are no restrictions to entry for the Award in The Core Values of Supported Employment. For the remaining qualifications in this suite, learners must be able to demonstrate competence in the workplace.

### 2.5. Access to qualifications for learners with disabilities or specific needs

Gateway Qualifications and recognised centres have a responsibility to ensure that the process of assessment is robust and fair and allows the learner to show what they know and can do without compromising the assessment criteria.

Gateway Qualification has a duty to permit a reasonable adjustment where an assessment arrangement would put a disabled person at a substantial disadvantage in comparison to someone who is not disabled.

The following adaptations are examples of what may be considered for the purposes of facilitating access, as long as they do not impact on any competence standards being tested:

- adapting assessment materials;
- adaptation of the physical environment for access purposes;
- adaptation to equipment;
- assessment material in an enlarged format or Braille;
- assessment material on coloured paper or in audio format;

- British Sign Language (BSL);
- changing or adapting the assessment method;
- changing usual assessment arrangements;
- extra time, e.g. assignment extensions;
- language modified assessment material;
- practical assistant;
- prompter;
- providing assistance during assessment;
- reader;
- scribe;
- transcript;
- use of assistive software;
- using assistive technology;
- use of CCTV, coloured overlays, low vision aids;
- use of a different assessment location;
- use of ICT/responses using electronic devices.

It is important to note that not all of the adjustments (as above) will be reasonable, permissible or practical in particular situations. The learner may not need, nor be allowed the same adjustment for all assessments.

Learners should be fully involved in any decisions about adjustments/adaptations. This will ensure that individual needs can be met, whilst still bearing in mind the specified assessment criteria for a particular qualification.

A reasonable adjustment for a particular learner may be unique to that individual and may not be included in the list of available access arrangements specified above.

### **Special Considerations**

Requests for special consideration should be submitted as soon as possible. Please refer to the [Reasonable Adjustments and Special Consideration Policy](#).

## **2.6. Recruiting learners with integrity**

It is vital that centres recruit with integrity with regard to qualifications. Centres must ensure that learners have the correct information and advice on their selected qualification(s) and that the qualification(s) will meet their needs.

The recruitment process must include the centre assessing each potential learner and making justifiable and professional judgements about the learner's potential to successfully complete the assessment and achieve the qualification. Such an assessment must identify, where appropriate, the support that will be made available to the learner to facilitate access to the qualification(s).

### 3. Achieving the Qualification

#### 3.1. Qualification structure

The knowledge, skills and understanding that will be assessed as part of the qualification are set out within the unit specifications published on the Gateway Qualifications website and available to download from the qualification library in the online system Prism. These include the learning outcomes and associated assessment criteria.

For information on Recognition of Prior Learning/Exempt and Equivalent units please see section **3.2 Recognition of Prior Learning (RPL)/Exemptions/Equivalencies**

#### Gateway Qualifications Level 3 Award In The Core Values of Supported Employment

Learners must complete one mandatory unit totalling 2 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
Y/505/2401	Core Values of Supported Employment	3	8	2

#### Gateway Qualifications Level 3 Award In Engaging Employers In Supported Employment

Learners must complete the two mandatory units totalling 7 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
Y/505/2401	Core Values of Supported Employment	3	8	2
T/617/1471	Engaging Employers in Supported Employment	3	20	5

#### Gateway Qualifications Level 3 Award In Engaging Job-Seekers In Supported Employment

Learners must complete the two mandatory units totalling 7 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
Y/505/2401	Core Values of Supported Employment	3	8	2
M/617/1470	Engaging Jobseekers in Supported Employment	3	20	5

### Gateway Qualifications Level 3 Award In In-Work Support and Career Development for Supported Employment

Learners must complete the two mandatory units totalling 7 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
Y/505/2401	Core Values of Supported Employment	3	8	2
T/505/2633	In-Work Support and Career Development for Supported Employment	3	20	5

### Gateway Qualifications Level 3 Award In Job-Matching and Securing Supported Employment

Learners must complete the two mandatory units totalling 7 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
Y/505/2401	Core Values of Supported Employment	3	8	2
A/505/2634	Job Matching and Securing Supported Employment	3	20	5

### Gateway Qualifications Level 3 Award In Working with Job-Seekers to Identify and Plan for Supported Employment

Learners must complete the two mandatory units totalling 7 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
Y/505/2401	Core Values of Supported Employment	3	8	2
F/505/2635	Working with Job-Seekers to Identify and Plan for Supported Employment	3	20	5

## Gateway Qualifications Level 3 Certificate For Supported Employment Practitioners

Learners must complete the six mandatory units totalling 27 credits.

Unit Number	Unit Title	Level	Guided Learning	Credit Value
Y/505/2401	Core Values of Supported Employment	3	8	2
M/617/1470	Engaging Jobseekers in Supported Employment	3	20	5
T/617/1471	Engaging Employers in Supported Employment	3	20	5
T/505/2633	In-Work Support and Career Development for Supported Employment	3	20	5
A/505/2634	Job Matching and Securing Supported Employment	3	20	5
F/505/2635	Working with Job-Seekers to Identify and Plan for Supported Employment	3	20	5

### 3.2. Recognition of prior learning

Recognition of Prior Learning (RPL) provides learners and Centres with an alternative assessment method by which a learner's previous achievements can meet the assessment requirements for a unit/qualification through the knowledge, understanding or skills that they already possess and so, do not need to develop these through a course of learning.

It enables the recognition of achievement from a range of activities using any valid assessment methodology. Provided that the assessment requirements of a given unit or qualification have been met, the use of RPL is acceptable to contribute to a unit, units or a whole qualification according to the RPL criteria for a given qualification.

\*The recognition of prior learning is permitted for this qualification and includes the prior attainment of units on a qualification offered by Gateway Qualifications, e.g. where a learner progresses from a smaller qualification to a larger qualification and where the qualifications have shared content such as an Award, Certificate and/or Diploma.

Centres should refer to the Gateway Qualifications' Recognition of Prior Learning policy and follow the process available on the website.

Qualification Number	Qualification Title	RPL Permitted
600/9893/4	Gateway Qualifications Level 3 Award In The Core Values of Supported Employment	No
600/9889/2	Gateway Qualifications Level 3 Award In Engaging Employers In Supported Employment	No
600/9888/0	Gateway Qualifications Level 3 Award In Engaging Job-Seekers in Supported Employment	No
600/9890/9	Gateway Qualifications Level 3 Award In In-Work Support and Career Development for Supported Employment	No
600/9891/0	Gateway Qualifications Level 3 Award In Job-Matching and Securing Supported Employment	No
600/9894/6	Gateway Qualifications Level 3 Award In Working with Job-Seekers to Identify and Plan for Supported Employment	No
600/9892/2	Gateway Qualifications Level 3 Certificate For Supported Employment Practitioners*	Yes

### 3.3. Links to other qualifications

There are no direct links to other qualifications.

## 4. Assessment and Quality Assurance

The following are in addition to the standard assessment and quality assurance requirements set out in the Gateway Qualifications Centre Handbook.

### 4.1. Method of assessment

The method of assessment for the qualifications is through a portfolio of evidence. Learners might include in their portfolio, for example, completed vocational profiles, action plans for job-seekers, completed risk assessments or health and safety checks, job search logs, observation records, monitoring reports or meeting notes.

### 4.2. Assessment language

This qualification is assessed in English only.

### 4.3. Assessment Materials

There are no specific assessment materials provided for this qualification.

### 1.1 Qualification-Specific Centre Requirements

All the qualifications in this suite with the exception of Gateway Qualifications Level 3 Award In The Core Values of Supported Employment require the skills-based learning outcomes within the units to be evidenced in the workplace. Therefore there is a requirement that learners have access to a relevant workplace in order to meet these assessment requirements.

### 4.4. Qualification-Specific Tutor/Assessor Requirements

Tutors must have relevant experience of working in the supported employment sector and be able to demonstrate on-going CPD in the sector, evidenced by, for example, articles, newsletters, events, training, conferences, professional body membership.

### 4.5. Qualification-Specific Verification Requirements

Verifiers must have recent, relevant experience of working in the supported employment sector.



#### **4.6. Additional requirements/guidance**

There are no additional requirements that Learners must satisfy in order for assessment to be undertaken and the unit/qualification to be awarded.

## 5. What to do next

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For existing centres please contact your named Development Manager or Development Officer.

For organisations, not yet registered as Gateway Qualifications centre please contact:

Gateway Qualifications  
Gateway House  
3 Tollgate Business Park  
Colchester  
CO3 8AB

Tel: 01206 911211

Email: [enquiries@gatewayqualifications.org.uk](mailto:enquiries@gatewayqualifications.org.uk)

## 6. Gateway Qualifications

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Gateway Qualifications, a not for profit registered charity, is an Awarding Organisation based in Colchester.

We work with learning providers and industry experts to design and develop qualifications that benefit the learner and the employer.

We support flexible, responsive and quality assured learning opportunities whether it's in the classroom, at work, in the community or through distance learning.

We are recognised by Ofqual, to design, develop and submit qualifications to the Regulated Qualifications Framework (RQF) and Qualification Wales to offer regulated qualifications in Wales.

## 7. Appendices

### 7.1. Unit Details

### 7.2. Appendix 1 – Unit Details

#### Core Values of Supported Employment

<b>Level:</b>	Level 3
<b>Credit Value:</b>	2
<b>GLH:</b>	8
<b>Unit Number:</b>	Y/505/2401
<b>Assessment Guidance:</b>	Portfolio of Evidence

This unit has 4 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Know the values that underpin supported employment practice.	1.1	Describe the values which underpin supported employment practice.
1		1.2	Explain how relevant codes of ethics and conduct standards for an organisation relate to the supported employment value base.
2	Understand the importance of the supported employment value base.	2.1	Explain why it is important that supported employment practitioners are aware of the underpinning values and that they apply them in their practice.
2		2.2	Explain the benefits to job-seekers and employers of practitioners adhering to the value base.
3	Understand how a supported employment practitioner should apply the value base in their practice.	3.1	Explain how a supported employment practitioner should apply the value base in different aspects of their work.
3			
4	Understand the importance of reflecting on own practice.	4.1	Explain the benefits of reflecting on own practice, including how self-reflection helps practitioners to consistently apply the supported employment value base.
4			

## Engaging Jobseekers in Supported Employment

<b>Level:</b>	Level 3
<b>Credit Value:</b>	5
<b>GLH:</b>	20
<b>Unit Number:</b>	M/617/1470
<b>Assessment Guidance:</b>	Portfolio of evidence. Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'.

This unit has 3 learning outcomes.

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
1	Understand the benefits to jobseekers of supported employment.	1.1	Outline the different jobseeker groups who can benefit from supported employment.
2	Be able to engage with jobseekers considering supported employment.	2.1	Access potential jobseekers through different routes, including local services for disabled and disadvantaged people.
		2.2	Use accessible material to: <ul style="list-style-type: none"> <li>a) explain and promote the benefits of supported employment to jobseekers</li> <li>b) provide impartial information, advice and guidance about possible employment options.</li> </ul>
		2.3	Use different strategies to identify and address the concerns, misapprehensions and potential barriers to employment for specific jobseekers.
		2.4	Use different strategies to challenge any prejudice, use of stereotypes or discrimination that jobseekers encounter.
		2.5	Support jobseekers to make their own decisions in relation to supported employment.
3	Understand the importance of working with a jobseeker's circle of support during the job-seeking process.	3.1	Identify individuals and groups of significance to jobseekers, who can offer support during the job-seeking process.
		3.2	Explain the benefits of involving the jobseeker's circle of support and the role that they can play.

## Engaging Employers in Supported Employment

<b>Level:</b>	3
<b>Credit Value:</b>	5
<b>GLH:</b>	20
<b>Unit Number:</b>	T/617/1471
<b>Assessment Guidance:</b>	Portfolio of Evidence. Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Be able to identify potential employers for supported employment.	1.1 Use local, regional and national sources of information to identify potential employers.
2 Be able to promote supported employment to employers.	2.1 Explain to employers the concept and benefits of supported employment, including the business case for recruiting and retaining a diverse workforce. 2.2 Challenge any prejudice, use of stereotypes or discrimination by employers. 2.3 Identify the specific concerns of individual employers and propose ways of addressing these, including offering advice on making reasonable adjustments, where appropriate.
3 Be able to engage employers and secure their commitment to supported employment.	3.1 Use different strategies to a) set up initial contact with employers b) secure a commitment in principle to offering supported employment c) agree particular opportunities the employer can offer, including opportunities for job carving.
4 Be able to use job analysis techniques to understand job roles and culture of the workplace.	4.1 Use job analysis techniques to identify the specific requirements of a job role. 4.2 Assess the possible positive and negative affects of the culture. 4.3 Identify how these positive elements of workplace culture might be harnessed to facilitate the successful employment of a jobseeker.

## In Work Support and Career Development for Supported Employment

<b>Level:</b>	Level 3
<b>Credit Value:</b>	5
<b>GLH:</b>	20
<b>Unit Number:</b>	T/505/2633
<b>Assessment Guidance:</b>	Portfolio of Evidence. Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'.

This unit has 5 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know about methods of learning jobs. 1	1.1 Outline different natural methods of learning jobs. 1.2 Explain the different support strategies and technologies that can be used to supplement the natural method of learning jobs.
2 Know how to support employers to provide a safe, enabling environment for a supported employment employee. 2	2.1 Outline the different types of information, advice and training employers may require to understand an individual's support requirements. 2.2 Outline ways of supporting employers to set or adapt standards and requirements of job specifications for supported employment employees. 2.3 Explain how to support employers in providing a safe working environment for a supported employment employee.
3 Be able to plan in-work support for a supported employment employee. 3	3.1 Identify the support strategies needed to enable a specific employee to a) learn a particular job b) socially integrate into a particular workplace. 3.2 Negotiate the support arrangements of a specific employee with an employer.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4 Be able to deliver in-work support.</p> <p>4</p>	<p>4.1 Select and use appropriate technology, tools, and/or models to support a specific employee to be productive and independent at work.</p> <p>4.2 Select and use appropriate techniques for coaching, supporting learning and increasing independence for a specific employee (e.g. task analysis, prompting and fading).</p> <p>4.3 Select and use appropriate techniques for monitoring the progress of a specific employee and for identifying work-related problems.</p> <p>4.4 Apply appropriate interventions, including referrals to other agencies or individuals where appropriate, to enable a specific employee to overcome work-related problems.</p>
<p>5 Know how to support a supported employment employee and their employer to plan their career development.</p>	<p>5.1 Outline different</p> <ul style="list-style-type: none"> <li>a) types and sources of information, advice and guidance</li> <li>b) support strategies to help employees plan their future career progression.</li> </ul>

## Job Matching and Securing Supported Employment

<b>Level:</b>	Level 3
<b>Credit Value:</b>	5
<b>GLH:</b>	20
<b>Unit Number:</b>	A/505/2634
<b>Assessment Guidance:</b>	Portfolio of Evidence. Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
1 Know how to arrive at a job match. 1	1.1 Outline the different types of information needed about a) jobseekers b) specific jobs in order to arrive at a job match. 1.2 Explain how to balance the needs and wishes of the jobseeker with the requirements of the employer in arriving at a job match.
2 Be able to arrive at a job match for a client. 2	2.1 Use information about a jobseeker and understanding of different jobs to identify potential jobs for an individual. 2.2 Assess the extent to which a jobseeker already possesses the necessary skills and abilities to carry out a specific job. 2.3 Determine whether or not it would be possible to address an identified skills gap between a jobseeker's current abilities and those required for a specific job (e.g. through training, job coaching, reasonable adjustments or job carving). 2.4 Determine whether or not the health, safety and well-being of a jobseeker can be assured within a specific workplace. 2.5 Use appropriate methods to present an identified job match to jobseeker and employer.



LEARNING OUTCOMES		ASSESSMENT CRITERIA	
The learner will:		The learner can:	
3	Understand the role of the supported employment practitioner during the recruitment and selection process.	3.1	Outline ways in which a supported employment practitioner can advise and guide an employer about recruitment and selection practices for supported employment.
3		3.2	Explain how a supported employment practitioner can support a jobseeker to prepare for and participate in the recruitment and selection process.
4	Be able to support a client during the recruitment and selection process.	4.1	Explain to a jobseeker the recruitment and selection process for a specific job, in a way that enables them to understand and prepare for the experience.
4		4.2	Support a jobseeker to prepare a CV in a format that is accessible to them and reflects their experience, skills and interests.
		4.3	Work with a jobseeker to prepare for a recruitment interview.

## Working with Job-Seekers to Identify and Plan for Supported Employment

**Level:** Level 3

**Credit Value:** 5

**GLH:** 20

**Unit Number:** F/505/2635

**Assessment Guidance:** Portfolio of Evidence. Workplace assessment is required for each skills-based learning outcome in this unit, i.e. those beginning, 'be able to'.

This unit has 4 learning outcomes.

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>1 Know about the personal and financial information needed to inform the job-seeking process for a jobseeker.</p>	<p>1.1 Explain the different techniques that can be used to work with a jobseeker to identify their experience, skills, abilities, interests, wishes and needs.</p> <p>1.2 Outline relevant sources of information relating to a jobseeker's experience, skills, abilities, interests, wishes and needs.</p> <p>1.3 Explain the importance of accessing information on a jobseeker's welfare benefits and income prior to gaining work.</p>
<p>2 Be able to carry out a vocational profile.</p>	<p>2.1 Use appropriate vocational profiling techniques and tools to identify a jobseeker's experience, skills, abilities, interests, wishes and needs.</p> <p>2.2 Support the jobseeker to contribute fully to the vocational profiling process.</p> <p>2.3 Present the information gathered through the vocational profiling process in a format accessible to the jobseeker.</p>
<p>3 Understand how to use information about a client within the job-seeking process.</p>	<p>3.1 Explain how a supported employment practitioner can use information about a jobseeker to support both employer and jobseeker when seeking and securing employment.</p>

LEARNING OUTCOMES	ASSESSMENT CRITERIA
The learner will:	The learner can:
<p>4 Be able to undertake a person-centred employment planning session.</p>	<p>4.1 Facilitate the active involvement of the jobseeker, and any parties invited by the jobseeker, in</p> <ul style="list-style-type: none"> <li>a) suggesting and discussing options for employment</li> <li>b) making employment choices and decisions</li> <li>c) identifying job opportunities</li> <li>d) agreeing specific, measurable, achievable, realistic and time-bound plans for gaining employment.</li> </ul>



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