

# **Scoping study on existing courses and qualifications for job coaches**

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## Introduction

### UUContext

Valuing Employment Now (VEN) (DoH 2009) is a strategy that seeks to improve the employment position of people with a learning disability. Supported employment is seen as key to this success, in particular the actions of job coaches.<sup>1</sup> The development of good practice in job coaching and job coaching standards, all underpinned by training and qualifications, is an important aspect of the VEN strategy:

*“v. Increasing high quality Job Coaches help people to discover what work would suit their skills and interests, negotiate real jobs, and support individuals at work. But there is a shortage of skilled job coaches and quality varies. The Government will publish and consider how to accredit quality standards.”*

(VEN, p 12)

The VEN report did describe the main tasks of the job coach:

#### **Box 1: Skilled job coaches:**

- market the employability of people with learning disabilities
- positively influence local employers to secure jobs
- spend time discovering an individual’s skills and interests (vocational profiling or ‘discovery’)
- match these to a job or self-employment, or ‘carve’ a customised role from tasks within existing posts or unmet employer needs
- negotiate and support the employer to make reasonable adjustments
- support the person when they start work, using assistive devices and systematic instruction to teach tasks where needed
- build natural supports in the workplace
- reduce their input over time; and
- support individuals to remain in work if their or their employer’s needs change.

(VEN, p 50)

As suggested in VEN, job coaching is not a well-developed professional role, in the sense that teaching and qualifications to support it have been slow to develop. Elements of National Vocational Qualifications (NVQ) have been used, and relevant University accredited courses have been developed in the UK. However, there remains uncertainty over what training is being used to develop job coaching in relation to people with a learning disability.

The team managing the VEN strategy commissioned a scoping exercise to identify what qualifications and training exist that are relevant to job coaching, in order to

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<sup>1</sup> The European Union of Supported Employment are increasingly using the term “Employment Support Worker” as they believe it more accurately reflects the range of duties performed by a supported employment worker.

guide the wider work of colleagues looking to develop job coaching standards in relation to VEN.

### Supported Employment

Supported Employment has sometimes been called the "*place, train and maintain*" model of vocational rehabilitation. Job tasks vary significantly across different workplaces and workplaces differ in a host of subtle ways. The social demands of workplaces are very important to job success. Social demands can differ between jobs and are difficult to replicate in training environments. Potential differences such as these can make the transition to open employment difficult for people with a learning disability. For this reason, placement in an ordinary job is seen not as an end-point of pre-vocational training but a necessary first step in successful training, the employee with a learning disability being taught a specific job, in a specific work place, usually by a skilled job coach, or by employed staff with the assistance of a job coach.<sup>2</sup>

Task training for people with a significant learning disability can be most effective if tasks are broken down into component steps and prompting hierarchies are used by a trainer to give just enough information for the person to do the job without creating dependency. Task training and support to cope with the social aspects of work are ideally faded over time to a monitoring level, but with the supported employment service continuing to maintain problem solving and career development for the individual. Supported employment has been operating in the US since the early 1980's and in the UK since around 1982, and has spread to most E.U countries. It is well represented in Canada, and Australasia. Descriptions of the supported employment process vary in the number of key stages required (Wehman and Kregal, 1985; Trach and Rusch, 1989; O'Bryan and O'Brien, 1995; BASE, 2008), but they can be usefully summarised under five main headings: Vocational Profiling, Job Finding, Job Analysis and Placement, Job Training and Follow-along services. Supported Employment began by placing people with learning disabilities, but in all countries it now serves many different client groups.

### Job coaching

Job coaches have been recognised as a key element of the supported employment process. Many courses have been developed at State level in the US and the role that job coaches play can be quite diverse within a supported employment context. Schneider has described a range of tasks they play in a Supported Employment Adherence Indicators (Schneider 2005):

#### **Box 2: Supported employment adherence indicators**

- Individual counselling about work
- Giving careers/training advice
- Giving benefits advice
- Job/vocational profiling (identifying employment goals and abilities)
- Job search training (CV and interview preparation/support)

<sup>2</sup> Names differ between services and agencies and include job coach, employment specialist, employment placement officer and others. The implication of the job are similar whatever the name.

- Job finding and placement/matching jobs to individuals (long term)
- Setting up work tasters/trials (short term)
- Providing work skills training/social skills training prior to placement
- Reviewing and developing clients' jobs
- Job coaching or training (in the workplace)
- Off-site job support/coaching (away from the workplace)
- Co-worker education/counselling
- Drawing on and developing 'circles of support'

(Schneider, 2005; p 54)<sup>3</sup>

Job coaches are clearly central to supported employment provision and if, as argued in VEN, supported employment is key to success in the employment of people with learning disabilities, their training and qualifications are important to VEN's success.

### Customized Employment

More recently 'Customized Employment' approach has developed as an even more individualised approach to supported employment, especially for people with more complex disabilities in the US (Callahan and Condon 2007; National Center on Workforce and Disability 2005; Callahan 2004). Customized Employment is:

*"the voluntary negotiation of a personalized employment relationship between a specific individual and an employer that fulfills the business needs of the employer. The negotiation process addresses areas such as job duties, terms of employment, services and supports necessary to carry out the job duties, and expectations adapted to the needs or special circumstances of one particular job seeker. Customized Employment strategies result in individually designed services, supports, and jobs negotiated to fit the needs of a specific job seeker or employee. These strategies may include aspects of other employment approaches, such as:*

- *Supported employment services*
- *Supported entrepreneurship services, micro-enterprises, or small businesses*
- *Individualized job development*
- *Job carving and restructuring*
- *The development of microboards."*

(National Center on Workforce and Disability 2005)<sup>4</sup>

The key stages in the Customized Employment approach are:

- Job Seeker Exploration
- Customized Planning
- Negotiating with Employers
- Customized Job Site Supports

<sup>3</sup> <http://www.radcliffeoxford.com/books/samplechapter/6673/Chap6-7e1d1b00rdz.pdf>

<sup>4</sup> [http://www.onestops.info/article.php?article\\_id=255&subcat\\_id=101](http://www.onestops.info/article.php?article_id=255&subcat_id=101)

## **Aims of the scoping study**

1. To provide information on courses and qualifications relevant to job coaching for people with a learning disability within the context of supported employment that are available, or have been available in the recent past.
2. To provide consistent information on these courses and qualifications including:
  - The provider of the course or qualification
  - The period over which it has been delivered
  - Student numbers
  - Eligibility criteria and professional backgrounds of students accessing the courses
  - Course outcomes, summary of content and level (e.g. NVQ level, Certificate, Diploma, Masters, credit based systems linked to hours of study and content level)
  - The delivery mode (e.g., face-to-face short or long courses, web-based learning etc.)
  - Assessment arrangements and transferability of awards
  - Any awarding body and arrangements for accrediting course providers
3. That the scoping exercise should include in-house and private fee-based training courses
4. The scoping study should include descriptions of job coaching course content from research
5. The scoping study should highlight common core course content and structures and qualification elements

## **Sources of information for the scoping study**

There were a number of possible sources to identify relevant qualifications and courses, and information on these:

- Existing University course providers and other awarding bodies along with relevant sector lead bodies
- Supported Employment representative bodies (e.g., British Association of Supported Employment (BASE), Association for Supported Employment Agencies (ASEA) Wales, Northern Ireland Union of Supported Employment (NIUSE), and the Scottish Union of Supported Employment (SUSE).
- Supported employment agencies putting their staff through qualification training
- Research on Job Coach training
- Courses and qualifications identified through representative supported employment bodies in relevant countries with a track record in development of job coach training (e.g., US, New Zealand and Canada)

- Web-based learning and taught course modes of delivery would need to be included

## **Method**

Given the status of the project as a scoping study and the resources available, the study relied on the good will of course and qualification providers to respond to an email based questionnaire, and to provide more detailed supporting documents and information. It also relied on published course details and web-based sources for published courses and qualifications. A “snowball” approach was used with an initial list of course providers being generated through conversations with British Association of Supported Employment (BASE) representatives and those known to the authors. This initial group of providers were contacted via email, given an introduction to the scoping exercise, asked to provide a systematic set of information on their course or qualification, and also asked for further relevant contacts of training or course providers. A second list of relevant training providers was drawn up and they were contacted in the same way.

In addition to this, information was sought on courses and qualifications offered nationally in the US, Canada, Australia and New Zealand, via their constituent Supported Employment Unions or Associations.

A purposive sample of 15 UK based Supported Employment Agencies offering Job Coach support to clients was approached and each was asked what training they offered their job coaches, including in-house training.

In addition, information was compiled for course content for employment specialists working with people with mental health issues under the Individual Placement Support (IPS) system (Bond *et al.* 1997, 2001) that shares many of the characteristics of supported employment. This was gained from providers offering IPS training in the UK and the root source for this training at Dartmouth College in the US.

The scoping study was carried out in November 2009 to January 2010.

In response to the survey we received responses from 14 UK courses (10 providers) and 2 international responses from 4 that we approached. In addition we received 4 responses from the 15 Supported Employment Agencies that were approached. Although not as complete as we would have wished, the responses we received enabled us to identify common themes and qualification structures.

### **Training courses available in the UK**

Training courses with core relevance to job coaching in a supported employment context can be divided into five categories:

1. Courses preparing people broadly for the job coach role
2. Training in Systematic Instruction- concentrating on workplace task training
3. Introductions to Supported Employment, including job coaching training
4. Training in Customised Employment
5. Training for workplace mentors in employment support

All UK courses are summarised in Appendix 1, and international ones in Appendix 2.

### 1. Preparing people for the job coach role

In this category we found seven courses, delivered by four providers.

#### *NIUSE Courses*

Two courses are delivered by the Northern Ireland Union of Supported Employment (NIUSE), the *Foundation Diploma in Education and Training in Supported Employment* (FDSE) and *Diploma in Training and Education in Supported Employment* (DSE). Tutorial support for these courses is provided by the Open Training College (OTC). Tutors have themselves completed Supported Employment training and a “Train the Trainers” Course delivered by the OTC, and they have significant experience in Supported Employment. The Foundation Diploma and the full Diploma were developed by the OTC as part of an earlier Helios European project with the Irish union of Supported Employment, and these qualifications are now delivered Ireland wide and the two courses are validated through the National University of Ireland, Galway (see qualifications section).

The courses target a range of professionals, including job coaches, day centre staff, those working in the Supported Employment field and staff of special schools and colleges who aim to assist people with a range of employment support needs (including learning disabilities) into integrated paid employment.

The **FDSE** provides an overview of Supported Employment and not as in-depth as the full Diploma. Apart from personal study organisation, topic areas covered are:

- History & Background to Services & Emergence of Supported Employment
- Supported Employment in an Island of Ireland Context
- Development of the Model of Supported Employment
- Value Base & Underlying Principles of Supported Employment
- Essential Employment Facilitator’s Skills
- Evaluating Outcomes

The course is of 3 months duration. It is delivered through a set of Open Learning modules and materials. These are further supported by two, 2-day skills development workshops that cover:

- Supported Employment
- Background and developments
- Role of the Employment Facilitator
- Person Centred Planning
- Career Planning
- Communication Skills
- Marketing: Defining customer, the product and the salesperson
- Contacting Employers
- Employer Engagement - Meeting the employer



- Employer Concerns and Disability Disclosure

Further, three telephone tutorials are offered to assist students in their open learning. Participants are asked to complete a course assignment and receive tutor feedback. The assignment requires the participant to use materials and processes from the course to begin placing a person in Supported Employment. To be able to participate in the course potential students must achieve the following eligibility criteria- the participant should:

- have passed the Leaving Certificate OR
- be over 23 years of age; AND
- be employed in a service for people with disabilities and have agency support to undertake training

The FDSE course has been delivered to 60 staff in the last 3 years and a further 15 were on the course in 2009.

The Diploma course is of 18 months duration. It is delivered through a set of Open Learning modules and materials. These are further supported by eight, 2-day skills development workshops that cover key practical aspects of the job coach role, and a placement to observe best practice. Further, telephone tutorials are offered every two weeks to assist students in their open learning. Participants are asked to complete a number of course assignments and receive tutor feedback. The assignments again require the participant to use materials and processes from the course to begin placing a person in Supported Employment. The DSE is delivered in eight modules. The content of the programme is:

- History of Supported Employment
- Philosophy, values, principles and techniques underpinning Supported Employment
- Person Centred Focus to working with individuals
- Vocational profiling and career planning
- Marketing Supported Employment
- Progression into work - Job targeting, Job matching, Job and Environmental analysis, mapping out natural supports
- Developing ongoing support strategies within work and in the wider local community
- Learning on the Job - Using instructional techniques
- Managing yourself in the context of Supported Employment
- Working with job seekers with mental illness
- Employment legislation in relation to employer and employees rights
- Quality in delivering supported employment services
- Learning and training within groups
- Training - Course design

The entrance criteria for this course is that participants are currently employed in facilitating people with support needs to find and keep employment.

*Norman Mackie and Associates Ltd. Courses*

Two courses are offered through the training organisation Norman Mackie and Associates Ltd.. These are the *Certificate in Supported Employment* and the *Diploma in Supported Employment*. These courses operated independently from 2004 in web-based form and were modified in 2007 through a Leonardo European project to become a European option from 2007 (Figure 1 in Appendix 1). Prior to this they were offered using distance learning materials. The details provided here relate mainly to the original versions of the courses. Both the Certificate and Diploma were accredited by Oxford Cambridge and RSA Examinations (OCR). The qualifications were based on National Vocational Qualifications.

The course was originally delivered through e-learning materials, but more recently through downloaded learning materials, the inclusion of short video lectures and some organised workshops. Support is also provided through tutors via email and telephone. The course was targeted at professionals working in human services, employers, employees, parents and carers who are interested in furthering the cause and development of supported employment.

The *Certificate* is organised into five sections:

- Introduction
- Vocational Profile
- Job Analysis and Job Match
- Developing and delivering a training strategy
- Working with employers

The course was originally delivered through distance learning materials and a short series of workshops. There was also email support offered by a network of tutors. The Certificate was integrated with the Diploma in Supported Employment in 2007, when the topic areas covered became the same, but the Certificate and Diploma were differentiated through different assignment schedules.

The *Diploma* is organised into ten parts:

- Self Assessment and Team Performance Review
- Context, Values, Definitions and Principles
- Vocational Profiling and Developmental Planning
- Job Targeting, Job Matching and Job Analysis
- Marketing Supported Employment
- Progression into work
- Develop and Ongoing Plan
- Develop Links with Local Communities
- Supporting People with Mental Health Needs
- Quality Assurance in Supported Employment

The course was again originally delivered through distance learning materials and a short series of workshops. There was also email support offered by a network of tutors.

In 2007, a Leonardo European project grant was used to develop an international version of the Supported Employment qualification. This course provided e-learning, downloaded materials from, and video lectures on, a website, a short workshop series on core skills such as systematic instruction and tutor feedback through email. The course was developed with clients from four European countries. This revised qualification was based on the ten Diploma topics. However, the Certificate could be obtained through delivery of four assignments:

- A Clients' Development Plan
- A Support Action Plan
- A report on the implementation and evaluation of the Plan
- The student's own Personal Development Plan

The Diploma could be obtained through a larger portfolio of six assignments:

- A Clients' Development Plan
- A statement of aspirations and needs (effectively a vocational profile)
- A report on a job search and a job match
- A report and information from delivering training and support to a client
- A report on maintaining and supporting the person
- The student's own Personal Development Plan

In addition, the Diploma student would be asked for written case studies describing 3 clients and their needs and placements, and a "Quality Improvement Project" which recorded the implementation of an improvement in an aspect of supported employment in the student's or another service. The status of the course is, at present, unconfirmed and is not currently listed on the OCR website.

#### *Welsh Centre for Learning Disabilities Courses*

One course, with two options, was provided by the Welsh Centre for Learning Disabilities at Cardiff University from 2002 to 2008. The course is no longer being delivered. The Diploma in Supported Employment was provided on a 3 day block release basis over 10 months. The Masters element was available to students who passed the Diploma element and had an aptitude for further research element of the MSc course over a further 4 months of study, with a further year available to complete a research project.

The WCLD course was targeted at managers, senior staff and front-line staff in supported employment agencies, or equivalent employment organisations for people with learning disabilities. It set out to deliver a theoretical and applied understanding of the barriers faced by their clients who are seeking work, and how support, training, and environmental adaptation can be used to overcome these barriers; with evidenced based knowledge of best practice in the design of supported employment programmes and with practical skills to promote best practice.

The *Diploma* was offered in a number of modules:

- Introduction to Course, Normative Development and Learning Disabilities

- Introduction to Supported Employment
- Normalisation and the Move towards Community Support
- Focusing on the Individual
- Transition and Self-determination in Supported Employment
- Working with Employers in Finding Jobs
- Working with Employers in the longer term
- Worksite Analysis
- Support Strategies (including Instructional techniques)
- Families and Social Networks
- Quality Assurance Evaluation
- Extending Supported Employment to People with Other Disabilities: Mental Illness, Dual Sensory Impairment and Autism
- Organisational and Resource Development

For those progressing to the Masters, 4 more modules were offered around research:

- Introduction to Research, Ethics and Data summary
- Research Design
- Measurement
- Statistics

A research project of practical significance relating to supported employment was needed to complete the MSc.

The course was supported by permanent tutors and each module was delivered via face-to-face lectures, workshops and group activities. A series of assignments on academic elements of the course and practical assignments based on student's use of materials, such as vocational profile and job analysis documents, with supported employment clients. The course was a post-graduate Diploma and as such students were required to have a degree to enter the course, or being a non-graduate to have two years relevant experience and four GCSEs or a professional qualification, and must be working in or responsible for services supporting people with learning disabilities or a relevant service (e.g., supported employment).

## 2. Training in Systematic Instruction

In this category, we identified three courses, with 3 providers.

### *Training in Systematic Instruction- Liz Garnham*

A *Training in Systematic Instruction* course is offered by Liz Garnham, an independent trainer, which has evolved from the original course brought into the UK in the early 1980's by Marc Gold and Associates from the US and originally pioneered by TSI Ltd.. As courses are usually organised in association with a service or a local authority, there is no formal eligibility requirement and the participants are usually staff working in local supported employment agencies or relevant services and occasionally family members have attended.

The course is delivered face-to-face through a 6-day workshop format. The course covers the following topics:

- Overview of Supported and Customised Employment and Job Coaching role
- Overview of Systematic Instruction, incorporating values
- Discovery and Vocational Profiling
- Formats for profiles, written , picture or combination
- Employment Planning based on Discovery and Profiling
- Introduction to Engaging with Employers
- How information presentation impacts on learning for everyone
- Balance of naturally referenced instruction and what individual with learning disabilities might need
- 7 phase sequence to drive job analysis and later job training as well as problem solving
- Task Analysis of naturally repeating tasks
- Job Analysis including a practical exercise at a real jobsite
- Job matching
- Powerful Instructional Techniques
- Data Collection
- Job facilitation, when to step in
- Teaching less frequently repeating tasks using NDPI
- Problem solving using the 7phase sequence

A comprehensive manual is provided and the workshop is a balance of theory, practical exercises. Course participants are provided with the opportunity to practice the theory in the workshop venue, real work sites and community venues. People with learning disabilities are employed as consultants to help course participants to practice their learned skills. Liz Garnham has also provided a one-day follow-up on job finding and mentoring staff who have been on the workshop, facilitating skill development in TSI when commissioned to do so. There is no qualification associated with the course, although a certificate of having completed the course is provided.

#### *Systematic Instruction Workshop- Alan Morgan and Mark Kilsby*

A *Systematic Instruction Workshop* is offered by Alan Morgan and Mark Kilsby, independent trainers. Again, courses are usually organised in association with a service or a local authority, and therefore there is no formal eligibility requirement and the participants are usually staff working in local supported employment agencies day services, local health authorities and domiciliary support staff.. The course is delivered face-to-face through a 3-5 day workshop format. A comprehensive manual is also provided.

The course covers the following topics:

- Background and values of Supported Employment - Overcoming an historical legacy
- Essential preparation for training – how to identify, structure and present the work routines to be learned

- How to deliver training and support that empowers employees, overcomes learned helplessness and facilitates social integration
- Practical hands-on sessions working alongside people with learning disabilities
- Open Forums and discussions
- Some we made earlier – presentation of good examples
- TSI meets the real world – taking the approach forward in the practical context

Within this, the course deals with Task Analysis, Task Training, Job Matching, Job Carving and Job Creation as approaches to marketing supported employment.

People with learning disabilities are employed as consultants to help course participants to practice their learned skills. There is no qualification associated with the course, although a certificate of having completed the course is provided.

#### *Systematic Support Strategies- ENABLE Scotland*

A course on *Systematic Support Strategies* is offered by Catherine Hurrell, and an independent trainer on behalf of ENABLE in Scotland. Courses are organised in association with the purchaser, and therefore there is no formal eligibility requirement and the participants are usually staff working in supported employment agencies or relevant services. The course is delivered face-to-face through a 3 to 5 day workshop format.

- Employment Planning (Vocational Profiling)
- Working with Employers (marketing)
- Organising info
- Teaching strategies
- Non-Disabled Person's Inventory

A set of 7 workbooks are provided to course participants. People with learning disabilities are employed as consultants to help course participants to practice their learned skills. There is no qualification associated with the course, although a certificate of having completed the course is provided.

### 3. Introductions to Supported Employment, including job coaching training

Courses of this type set out to provide students with the skills, knowledge, understanding and confidence to deliver effective supported employment services. The courses are broader than a Systematic Instruction Course, providing input on job coach documentation, working methods, and work with employers. In this section we identified 5 courses with 4 provider groups.

#### *Foundation in Supported Employment- Ruth Twine & Associates*

A course offering a *Foundation in Supported Employment* is offered by Ruth Twine, an independent trainer. Courses are usually organised for a service or a local authority. Eligibility requirement for course participants are usually determined by the local authority or service and will normally be staff from supported employment

agencies or relevant services. The course is delivered face-to-face through a 4 day workshop format. It is delivered through direct lectures, guided group exercises, discussions and Q&A sessions. Self-learning materials are provided along with quizzes and questionnaires and an additional 4 hours self-study is required.

The course is delivered through three modules:

- Module 1:** Overview of model of supported employment  
History and rationale/value base  
Management of the referral process  
Compiling a useful Vocational Profile  
Collaboration with professionals and other support people in the jobseeker's life  
A working knowledge of work-related welfare benefits
- Module 2:** Defining an employer message  
Identify potential companies  
Cold-call by telephone to arrange meeting  
Managing the conversation  
Creating a good job match  
'Close' on a mutually- beneficial work situation
- Module 3:** Prepare for and ensure a positive Induction phase for new worker  
Supplement the in-house training of the employer with a structured approach (including job analysis, prompting and reinforcements)  
Encouraging inclusion, self-determination and 'natural supports'  
Gradual withdrawal of direct input to ensure sustainable independence  
Long-term monitoring of the job to assess and prompt development  
Minimise the stresses, ensure consistent provision within supported employment team  
Time-effective record-keeping, including Action Planning  
The wider context – main legal and policy developments affecting supported employment

At the end of each module, short-term and mid-term actions are set by each participant or as a team, depending on the make-up of the course. The course is assessed and has recently been accredited with a "Credit4Learning" through the Open College Network (OCN) and awards 3 Credits at level 3.

#### *Job Coach Training and Supported Employment Training- The ROSE Programme*

The ROSE Programme is interesting as it has developed its *Job Coach and Supported Employment Training* from a college based supported employment service engaged in transition of young people with disabilities from college to work. The courses are usually organised with services seeking to develop similar models to the ROSE Programme, and supported employment in a college context.

The two courses are delivered face-to-face by a team including ROSE Programme managers, a job coach, a health and safety practitioner, and a Disability

Discrimination Act equality diversity practitioner. Self-learning materials are provided to students, along with web-based documentation.

The *Job Coach Training* course sets out to provide knowledge to others of the job coach process used by ROSE. It provides job coaches with Systematic Instruction training and the resources needed to provide evidence of the job coaching role. Course modules include:

- Supported Employment Barriers Faced
- Job Coach Role
- Health and Safety Risk Assessment
- Job Coach Paperwork
- Disability Awareness
- Systematic Instruction

The *Supported Employment Training* course sets out to deliver knowledge to others of the supported employment model used by ROSE. It also provides enough information and resources for those involved to start a supported employment project of their own and to share good practice. Modules delivered include:

- Supported Employment
- Barriers faced
- Employer Engagement
- Supported Employment Process
- Supported Employment Paper Work
- Job Coach qualities

There is currently no assessment of students and neither course is currently accredited with a qualification, but there have been exploratory negotiations to develop one.

*Training topics in Supported Employment- Mark Kilsby and Julie Allan*

A broad preparation training around supported employment is provided through *Training topics in Supported Employment* offered by Mark Kilsby and Julie Allan, independent trainers. These training events are offered to organisations wanting to train their staff in the basics of the supported employment approach and therefore there is no formal eligibility requirement and the participants are usually staff working in local relevant services. The course is delivered face-to-face, each topic lasting between 1-3 days through a workshop format.

The course covers the following topics:

**Topic 1: Introduction to Supported Employment**  
Introduce the basic values of supported employment  
Present the place-train-maintain approach to supported employment  
Discuss problems facing supported employment

**Topic 2: Developing a Vocational Profile**  
Importance of individual choice in supported employment



Define what is meant by 'vocational profiling procedures'  
Contrast vocational profiling with traditional assessment procedures  
Identify different methods of collecting information through profiling

**Topic 3: Job Search and Worksite Analysis**

Highlight the relationship between vocational profiling, job search and job matching in the supported employment approach  
Describe the procedures of task analysis and their relationship to future job development strategies

**Topic 4: Marketing People to Employers**

Developing partnerships with employers  
Discuss ways of targeting new employers  
Initiating contact with employers  
Identify employer needs  
Dealing with employer concerns

**Topic 5: Worksite Support Strategies**

The role of worksite support in the supported employment model  
The role of worksite support in relation to natural supports  
Support available to the job supporter in skills training  
Providing hands on support in skills training  
The level of support to apply in skills training  
Methods for withdrawing support in skills training

*Supported employment survival pack: A Job Developer's Handbook- SCOPE Steve Leach, Stephen Beyer, and Mark Kilsby*

The *Supported employment survival pack* was developed through SCOPE and written by Steve Leach from SCOPE Employment Support Services, and Stephen Beyer and Mark Kilsby from the Welsh Centre for Learning Disabilities. It set out to provide distance learning materials, linked to the WORKSTEP programme, to provide skills and exercises to assist staff in becoming job coaches and to place people in community jobs. This fitted into the idea of progression from WORKSTEP support to independent employment.

The course was delivered in a distance learning format with exercises to do at work. The course was not accredited with a qualification. However, there was an agreement that those students collecting the exercises and material could use it as evidence towards the Norman Mackie and Associates Ltd. Certificate and Diploma, should they sign up for these awards, saving them time.

The course had no additional support attached to it, only the materials themselves. The materials and associated marketing materials emphasised that it was better for services to have staff work through the materials together, and discounts were arranged for purchase of a number of packs. Staff could work at their own pace, but were urged to use the proforma sheets for vocational profiles and other tools as part of the process of placing real people. The course was therefore targeted at staff working in employing disabled people and in particular, staff working within a WORKSTEP context.

Course modules consisted of:

- Element 1: Introduction: The Supported Employment Approach**  
Definition of supported employment and change agenda and the key elements of SE – the ‘Place-Train- Maintain’ approach.
- Element 2: The Vocational Profiling Process**  
Vocational Profiling, continuous review of the Profile, Job Tasters and relevant WORKSTEP information and Quality Standards.
- Element 3: Creating a Development Plan**  
Development Planning, Development Plan meetings, SMART objectives and relevant WORKSTEP information and Quality Standards
- Element 4: Job Search and Working with Employers**  
Job searching, negotiating with employers and relevant WORKSTEP information and Quality Standards
- Element 5: The Job Analysis**  
Job Analysis, vocational skills gaps and relevant WORKSTEP information and Quality Standards
- Element 6: Developing a Support Strategy**  
Use natural support first, type of assistance, developing a support strategy and relevant WORKSTEP information and Quality Standards
- Element 7: Review, Progression and Career Development**  
Reviewing short-term and long-term goals, fading support and sustainability, career development, service monitoring and development and relevant WORKSTEP information and Quality Standards
- Element 8: Best Practice in Supported Employment**  
The social model of disability, emerging trends in supported employment, steps towards more effective supported employment
- Element 9: References**
- Element 10: Further Reading**

#### 4. Training in Customised Employment

Customised Employment represents a more intensive and individualised form of supported employment. Anne O’Byrne and Steve Parr, independent consultants and trainers, have provided a course on *Customised Employment*. This has been run directly to particular local authorities and involved either staff who are working in supported employment, or staff working in a range of day service, vocational training

and housing organisations wishing to take part in a co-ordinated employment provision network within the area. The course is currently not accredited with a qualification. The course has been delivered over a series of 4 workshops, with a period of practical application by participants, where the learning from the last workshop is applied to a named job seeker with a learning disability. The Customised Employment approach consists of 4 one-day workshops:

**Individual Discovery:** Exploring with the client “What am I already good at?”

**Developing Profile Picture:** Setting out the person’s strengths in relation to a job

**Person centred job plan:** Led by the job seeker, this focuses on what works for the person, what must be in place in a job and is aimed at potential employers

**Employer Discovery:** Finding and approaching the correct employer to meet the needs of the job seeker.

**Customized Job Negotiation:** Establishing the job seeker’s priorities, employer needs analysis, workplace analysis, reasonable adjustments and putting support in place.

After each workshop staff are asked to go back to their client and work through the detailed steps of the model, collecting relevant information with the person and their supporters and taking action on their behalf. It is intended to be training linked directly to action, with the person being found a job at the end of the process.

Consultation on, and involvement in, work with people with learning disabilities was available between training sessions for the job coaches from the trainers. This included taking part in client focused meetings and direct involvement with potential employers, if required. These services have been dependent on funding from the training commissioners.

### 5. Training for workplace mentors in employment support

There has been a major trend in the development of supported employment to emphasise the role of employers and employer’s own staff in induction, training, work and social support of disabled workers. These have often been called utilising “natural supports” and there is evidence that this can produce improved outcomes for supported workers. This emphasis also fits in well with more generic trends in the workplace to encourage mentoring between workers to mutual benefit, especially where a mentoree is at a disadvantage in the workplace. The E.U. funded Workwise Project has designed a set of web-based learning materials, *Training for Workplace Mentors in Employment Support*, to help prepare volunteer workplace mentors in job coaching. The course is not accredited with a qualification, but does enable an employer to provide structured training for their mentors to play this role.

The course materials are organised in the following modules:

**Overview:** Introduction to Supported Employment

Introduction to Job Coaching  
What Makes a Good Job Coach?

**Job Coaching:** Confidence Building  
Feedback  
Advocacy– Speaking For Someone Else  
Problem Solving  
Removing Barriers  
Goal Setting, Planning and Review

**Finding a job:** Vocational Profiling  
Job Matching  
Application Process  
Interview Techniques and Preparation

**Learning:** Introduction to Learning  
Learning Styles  
Barriers to Learning

**World of work:** Introduction to the Workplace  
Employee Induction  
Workplace Policies and Documentation  
Workplace Behaviour  
Doing the Job (and how it fits with other roles)  
Training Needs and Career Development

**Disability awareness:** Introduction to Learning Disability  
Protecting People from Abuse  
Adapting Environments

**Communication:** Introduction to Communication  
Non-Verbal Communication  
Verbal Communication  
Paper-Based Accessible Communication  
Alternative Means of Communication

## 6. Overview of core job coach training elements

Table 1 provides a summary of common course elements from the UK courses that relate to job coaching that we have reviewed here. We have ignored elements that relate to personal student study, but included material on disability types and their implications for supported employment. We have also included history and overviews of supported employment as relevant to completely novice job coaches.

### *Values*

We can see that there is strong agreement on the need for highlighting what is different about the supported employment approach (and therefore the job coach role) from traditional vocational training and placement approaches. This includes the principles involved in supported employment, including a concern with integration outcomes and ordinariness of employment, wages and job arrangements.

### *Vocational Profiling*

The need to focus on the individual is important, as people's characteristics, learning approach and needs are all very different. There is a need to be positive and identify the characteristics and aspiration of the person through Vocational Profiling, all of which will ensure the person will be well matched to a potential job, and that they will be motivated to do it. The difference between Vocational Profiling and traditional assessment techniques is important to highlight.

Where the person has more complex needs, whether this is because of learning barriers, multiple disabilities, difficult behaviour, or medical needs, the need to focus on the individual is even more important. Customized Employment emphasises a detailed and rounded understanding of the person, to be able to present their strengths to an employer creatively and to negotiate the workplace situation that they need to meet their needs. *Individual Discovery* within Customized Employment has relevance to this group.

### *Job finding*

It is clearly important that job coaches are able to find and get jobs. Finding a job that meets the person's profile is the key approach, along with understanding that the employer is a key client of the job coach. Understanding the employer's perspective and understanding how to sell the service and the person positively to them is important. Emphasising the principle role of the employer and their staff and how the job coach can support them in supporting the person in work.

### *Placement planning*

Working with all involved to decide on the basis of information what is the correct job and workplace for the person. Planning the steps to finding the right employer along with understanding what accommodations will be needed in interviews and training is needed.

### *Job Matching*

Ensuring that the information gained on what the person needs, with an analysis of the workplace can ensure a good job match.

### *Job and Task Analysis*

Introducing formats for analysing workplaces and work tasks to be able to better present the task to a person with a learning disability to learn. Being able to assess the risks and health and safety implications of a job, and to plan to train around or to overcome these.

### *Support strategies*

Teaching people to use systematic instruction, powerful prompts to focus people on the natural sequences of cues and responses in a task, fading prompts and problem solving are key to the success of people with significant learning disabilities in jobs. Exploring the role of work colleagues in this also needs to be explored.

### *Wider training*

The principles involved in systematic instruction can be used to teach wider action sequences, such as travel to and from the workplace, journeys within a workplace, or tasks that are not carried out frequently can all be taught using an NDPI approach.

*Awareness of the implications of different disabilities*

Job coaches will most likely be working in services where people with a learning disability are not the only clients, and they need to understand the implications of different types of disability on employment. This serves to shape the process we have identified from the courses here.

*Welfare Benefits advice and awareness*

Ensuring people are better off as a result of employment is an important aspect of the job coach role. While not all of the courses we have seen here have taught basic welfare benefits, the VEN strategy highlights the need for more 16 hour plus jobs and underlines the importance of blending welfare benefits and tax credits with paid income to make work successful for all concerned.

*Documentation and record keeping*

Each stage of the job coach process requires the use of documentation to guide decision making and this must be a part of any course. The focus on systematic training and problem solving also requires an approach to data collection as part of effective training. Job coaches need to understand how to do this and what role it plays in the job coach training process.

There are clearly elements of job coaching that require hands on skill development and some courses try to deliver this by working with people with a learning disability as consultant learners, and carrying out training in ordinary workplaces where possible.

**Table 1: Summary of most common content of core elements in job coach training in the UK**

<b>Core Course Elements</b>	<b>Common Content</b>
<i>Values and Principles</i>	<ul style="list-style-type: none"> <li>• History of vocational rehabilitation; the social model of disability; critique of traditional vocational assessment methods; history of Supported Employment;</li> <li>• Applied Behaviour Analysis and its role in teaching; zero reject philosophy; contrasting the Vocational Profile with traditional assessment procedures; the Information Gap; place-train-maintain; components of the modern Supported Employment model</li> <li>• Understanding the main historical, legislative and governmental influences on supported employment service</li> </ul>
<i>Vocational Profiling</i>	<ul style="list-style-type: none"> <li>• Helping individuals to identify their interests, aspirations and needs together with their strengths, skills, abilities and potential through the process of Vocational Profiling</li> <li>• Person Centred Planning and Individual Discovery in Customised Employment</li> <li>• The role of Job visits, Job Shadowing, Job Tryout.</li> <li>• Formats of a Vocational Profile, including written profiles, Powerpoint and picture profiles.</li> <li>• Employment Planning, including developing picture portfolios in support or instead of CVs</li> </ul>
<i>Job Finding</i>	<ul style="list-style-type: none"> <li>• Using the Vocational Profile, identify potential companies</li> <li>• Use Employer Discovery if Customized Employment</li> <li>• Initiating contact with employers</li> <li>• Understanding the employer and their needs and concerns as a client of supported employment</li> <li>• Introduction to Sales Techniques; Telephone Marketing; Face to Face Marketing; Negotiation; Contracting; Confidentiality and Ethical Considerations</li> <li>• Business language, presentation, marketing the service and people with disabilities to employers</li> <li>• Job Carving; Assisting employers with their legislative and recruitment problems</li> <li>• The concept of taking people who have barriers to employment out of competition with other job seekers and creating new opportunities</li> <li>• Developing partnerships with employers</li> <li>• Detail agreements in writing</li> </ul>

<i>Placement Planning</i>	<ul style="list-style-type: none"> <li>• Collaborate with professionals and other supporters in the jobseeker's life</li> <li>• Conducting a person centred employment planning meeting to involve the person, carers and anyone else, arriving at specific employers to target for specific types of work</li> <li>• Assisting individuals with realistic Action Plans which will help them achieve their aims, hopes and aspirations</li> <li>• Carry out Customized Planning in Customized Employment</li> <li>• Understanding how normal recruitment processes can act as barriers to people with learning disabilities</li> <li>• Detailing potential job vacancies and what support job seekers with learning disabilities may need</li> <li>• Identify a range of ways to approach employers</li> <li>• Understand what support an interview candidate may require when preparing for interview</li> <li>• Understand the difference between formal and informal interviews</li> <li>• Understanding ways in which recruitment processes can be adapted so that they are more accessible/meaningful to people with learning disabilities</li> </ul>
<i>Job Matching</i>	<ul style="list-style-type: none"> <li>• Create a good job match by identifying with the manager, how the person can contribute to their business, and incorporate reasonable adjustments and natural supports from the beginning wherever possible</li> <li>• Principles of this process and some thought about how using TSI has helped them learn a lot about the consultant learners they have met and the job sites they visited to facilitate this part of process.</li> </ul>
<i>Job and Task Analysis</i>	<ul style="list-style-type: none"> <li>• Introduce Job Analysis formats and carry out at a real jobsite where possible</li> <li>• Introduce Task Analysis formats for breaking down the task into steps for teaching and problems identification. View a person's job to complete one if possible</li> <li>• Introduce Risk Assessment for an individual; Health and Safety at work; Work Site Culture; Job Quality Indicators; Job Match to a person's Vocational Profile</li> </ul>
<i>Support Strategies (including Systematic Instruction)</i>	<ul style="list-style-type: none"> <li>• Gaps people face in learning jobs; Task Analysis of jobs</li> <li>• Routines in jobs, core, episodic, job related and the culture of a workplace, introduce breaking down a job in terms of how you will teach it.</li> <li>• Systematic Instruction</li> <li>• Data collection for training; special training approaches; job redesign; use of aids to learn and schedule</li> </ul>



	<p>work; use of natural supports</p> <ul style="list-style-type: none"> <li>• Looking at the impact of how we receive information has on our learning using a complex teaching task</li> <li>• Looking at balance between natural support systems and the power they have to support individuals with greater need and how to create a balance in use of instructional technique.</li> <li>• Sample assembly task training with opportunities for feedback and more practice on data</li> <li>• Competence, Skill, Efficiency and Power</li> <li>• Types of assist, power of assists, when to Assist, motivation strategies, withdrawal strategies</li> <li>• Coding Worker Performance</li> <li>• The 7 phase sequence as a problem solving strategy, learning about and then using the natural resources of a job site to support a new employee before using special resources for the employee with disabilities. Method and content analysis- natural means and way</li> <li>• Training consultant learners to do the demonstration task.</li> </ul>
<i>Wider Training</i>	<ul style="list-style-type: none"> <li>• Non-Disabled Person's Inventory and travel training. Using community activities as a design exercise (e.g., bank, lunch at café, post office etc.)</li> <li>• Complete Inventory Steps, Cues, Consequences in NDPI format</li> <li>• Constructing a Training Plan</li> <li>• If possible test with a consultant learner and provide feedback on NDPI in action</li> </ul>
<i>Implications of different disabilities</i>	<ul style="list-style-type: none"> <li>• Learning Disability, Mental Illness, Dual Sensory Impairment and Autism, Physical Disability; Traumatic Brain Injury and their impact on employment. Major causes of behaviour difficulties</li> <li>• Impact of treatments on employability</li> <li>• Person Centred Planning for People with Complex Problems; Job Design Issues; Health and Safety Issues; Risk Assessment; Differing Support Models; Assistive Technology; Health Gain Strategies</li> </ul>
<i>Welfare Benefits</i>	<ul style="list-style-type: none"> <li>• A working knowledge of work-related welfare benefits and how to manage the issue, blending pay, benefits and tax credits</li> </ul>
<i>Documentation &amp; Record Keeping</i>	<ul style="list-style-type: none"> <li>• Time-effective record-keeping, including Action Planning with the jobseeker/supported worker to identify and achieve SMART targets, use of document proformas for all stages of the process</li> </ul>

## Qualifications available in the UK

There are, of have been, a number of qualifications on offer to staff through supported employment courses. These in turn map onto National Vocational Qualification or academic frameworks.

### *National University of Ireland Foundation Diploma and Diploma*

The National University of Ireland accredits the NIUSE Foundation Diploma in Supported Employment at the equivalent to one module of the Diploma in Supported Employment, which is in turn set at National Framework for Qualifications for Ireland Level 7 (equivalent to England, Wales and Northern Ireland National Qualifications Framework (NSF) level 5). The FDSE award is a course assignment with tutor feedback that participants have 3 months to complete. This assignment is submitted to the Open Training College for assessment. Participants are given written tutor feedback on this assignment.

Participants from the Diploma are awarded an NUI, Galway - Diploma in Training and Education on completion of assignments related to their studies. Students with this qualification have automatic right of transfer access to the 3rd year of a 4 year Honours BA Degree in Training and Education or Honours BA Degree in Applied Social Studies (Disability).

### *OCR Certificate and Diploma in Supported Employment*

Those who complete the course and assignments can submit evidence for assessment for the Norman Mackie and Associates Ltd. Certificate in Supported Employment accredited by The Oxford, Cambridge and Royal Society of Arts (OCR). This involves mapping the evidence generated in assignments, case study and use of proforma sheets with disadvantaged individuals seeking employment while undertaking the course. The Certificate in Supported Employment is awarded if the candidate provides satisfactory evidence in the form of a portfolio that meet the criteria for four units of competence from the OCR Coaching Skills and Mentoring Award. The Certificate in Supported Employment was originally an award from OCR based on the student successfully attaining 4 units of competence from the more generic Training and Development NVQ at Level 3:

- C21- Identify Individual's Learning Aims, Needs and Styles
- C25- Facilitate Individual Learning Through Coaching
- C26- Support and Advise Individual Learners
- D11- Monitor and Review Progress with Learners

This generic OCR award has now changed to the Learning and Development NVQ Level 3, with an equivalent 4 units of competence (out of 7 mandatory and 4 optional units from a potential 20 for the full award):

- L3- Identify individual learning aims and programmes
- L12- Enable individual learning through coaching
- L15- Support and advise individual learners
- L16- Monitor and review progress with learners

The Diploma in Supported Employment maps on to units of competence from the NVQ Level 4 in Learning & Development.

### **Box 3: National Vocational Qualifications (NVQs)**

#### What are NVQs?

NVQs are competence-based qualifications based on workplace practices. They should reflect the skills and knowledge needed to carry out an effective job, and are designed to demonstrate that a candidate is competent in the area of work the particular NVQ framework represents. NVQs are based on national occupational standards. These standards are statements of performance that describe what competent people in a particular occupation are expected to be able to do. They cover all the main aspects of an occupation, including current best practice, the ability to adapt to future requirements and the knowledge and understanding that underpin competent performance.

NVQs are gained through assessment and training. Assessment for a NVQ can consider a range of evidence including on-the-job observation and questioning, forms completed that demonstrate knowledge of key processes, self-evaluations that reflect on practice, and others. Candidates produce evidence to prove they have the competence to meet the NVQ standards and assessors sign off units when the candidates are ready. The assessor tests candidates' knowledge, understanding and work-based performance to make sure they can demonstrate the correct competence at work.

#### General NVQ level descriptors

NVQs are structured in a number of levels:

**Level 1:** Competences that involve the application of knowledge and skills in the performance of a range of varied work activities, most of which may be routine or predictable.

**Level 2:** Competences that involve the application of knowledge and skills in a significant range of varied work activities, performed in a variety of contexts. At this level, there must be activities that are complex or non-routine and some individual responsibility and autonomy. Collaboration with others, perhaps through membership of a work group or team, may often be a requirement.

**Level 3:** Competences that involve the application of knowledge and skills in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine. There is considerable responsibility and autonomy, and control or guidance of others is often required.

**Level 4:** Competences that involve the application of knowledge and skills in a broad range of complex technical or professional work activities performed in a wide variety of contexts and with a substantial degree of personal responsibility and autonomy. Responsibility for the work of others and the allocation of resources is often present.

**Level 5:** Competences that involve the application of skills and a significant range of fundamental principles across a wide and often unpredictable variety of contexts. Very substantial personal autonomy and often significant responsibility for the work of others and for the allocation of substantial resources feature strongly, as do personal accountabilities for analysis and diagnosis, design, planning, execution and evaluation.

### *OCN Credit4Learning*

The *Foundation in Supported Employment* offered by Ruth Twine is accredited through the Open College Network (OCN) Credit4Learning offer a high quality national accreditation service for all types of learning and all types of learners. OCN Credit4Learning are a national network of members and users: including colleges of further and higher education, universities, local authorities, voluntary and community organisations, work-based learning providers, NHS Trusts and others. They provide a diverse range of users with the opportunity to provide learners with nationally recognized credits across a range of courses and training programmes. OCN Credit4Learning credits are accepted as a means of entry to further and higher education and are recognised by employers and trainers as proof of people's skills and achievements. The course is rated as 3 Credits, the equivalent of 30 hours of study at Level 3 of the National Qualifications Framework.

### *Cardiff University Diploma/Masters*

The *Diploma/Masters in Supported Employment* offered by the Welsh Centre for Learning Disabilities was offered as a Cardiff University post-graduate Diploma qualification. As such, it had to adhere to different criteria than NVQs. A post-graduate Diploma sits within the M-Level classification of the Framework for Higher Education Qualifications (FHEQ) (Table 2). At this level there is a 120 credit requirement for a course to be accredited. This led to the course requiring many more hours of study time than the NVQ based courses.

### *Relationship to the National Qualifications Framework*

The job coach related qualifications that exist, or have existed recently in the UK, can be mapped onto the National Qualifications Framework (NQF). The NQF sets out the levels against which a qualification can be recognised in England, Wales and Northern Ireland. The NQF comprises nine levels- Entry Level to Level 8 (See Table 2).

One approach to job coach and supported employment qualifications has been to use NVQ, or Northern Ireland equivalent, units of competency as their starting point. The Norman Mackie and Associates Ltd. and the NIUSE courses are both accredited in this way. This has involved mapping the course onto existing vocational qualifications, rather than having negotiated a completely new qualifications structure. In the case of the Norman Mackie Certificate this has involved constructing a specific, named award relating to job coaching and supported employment from the existing units of competency from a wider, relevant, award- in this case a coherent Mentoring Award based on elements of the full Learning and Development NVQ at Level 3. The *Foundation in Supported Employment* offered by Ruth Twine also maps

onto Level 3 at NVQ, but as a pre-qualification credit, it does not yet gain units of competency on a specific NVQ.

The Norman Mackie and Associates *Diploma in Supported Employment* maps onto NQF at Level 4. The NIUSE Diploma, they suggest, maps onto the NQF at Level 5.

When we look at the descriptors of NVQ Levels previously shown in Box 3, the NVQ 3 and 4 descriptors do seem to suit the range of work of a job coach well shown previously in Table 1 that describes the main actions.

A second approach has been to take the Framework for Higher Education Qualifications (FHEQ) route (also shown in Table 2). The WCLD, Cardiff University course maps onto a Level M level, an equivalent to Level 7 on the NQF. There is an agreed tariff to derive a credit level for academic qualification. This credit value is derived from the learning time involved via the formula:

- *Credit Value = Learning Time/10 @ credit level*
- For Example: 40 hours Learning Time/10 @ Credit level 2
- *Credit Value = 4 credits @ Level 2*

The requirements of the University and FHEQ system can lead to a much greater number of hours being needed to achieve an M level qualification. While this may be appropriate to provide a wider set of knowledge and skills to senior staff and managers, it may be too great an investment for the large-scale training of job coaches.

A re-organisation of the NQF is underway and is due to be implemented in 2010 and it will be replaced by the Qualifications and Credit Framework for all vocational qualifications.<sup>5</sup> There will now be a description of any such qualification in terms of the level of the qualification (occupying the same 9 levels as the current NQF, from Entry to Level 8), the size of the qualification (e.g., Award, Certificate, Diploma) and the details of the qualification content. The qualifications in the QCF will have consistent credit ratings. For example: Awards will be between 1 to 12 credits; Certificates will be between 13 to 36 credits; and Diplomas 37 credits or more. In future, learners will be able to transfer credits between units and qualifications and other learning and achievements that haven't been certificated will be able to be assessed and awarded through recognising prior learning.

It is likely that, in the near future, Certificate Level and Diploma Level job coach training will need to map onto the new system. They could be at Award, Certificate or Diploma (depending on intensity of work) and also at Levels from Entry through to Level 8, depending on complexity of content. This may provide a coherent structure on which career progression of job coaches through fieldwork, and through management, could be achieved through training.

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<sup>5</sup> [http://www.qcda.gov.uk/libraryAssets/media/QCF-introduction-pages-14\\_08.pdf](http://www.qcda.gov.uk/libraryAssets/media/QCF-introduction-pages-14_08.pdf)

**Table 2: The National Qualifications Framework and its relationship to the Framework for Higher Education Qualifications (FHEQ)**

National Qualifications Framework (NQF)		Framework for Higher Education Qualifications (FHEQ)
NQF Level Descriptors**	Current levels (and examples)*	
<ul style="list-style-type: none"> <li>• Make a significant and original contribution to a specialised field of enquiry</li> <li>• Respond to abstract problems that expand and redefine existing procedural knowledge</li> </ul>	<b>8</b> Specialist awards	<b>D (Doctoral)</b> Doctorates
<ul style="list-style-type: none"> <li>• Display mastery of a complex and specialised area of knowledge and skills</li> <li>• Demonstrate expertise in highly specialised and advanced technical, professional and/or research skills</li> </ul>	<b>7</b> Level 7 Diploma in Translation	<b>M (Masters)</b> Masters degrees, postgraduate certificates and diplomas
<ul style="list-style-type: none"> <li>• Critically review, consolidate and extend a systematic and coherent body of knowledge</li> <li>• Utilise highly specialised technical or scholastic skills across an area of study</li> <li>• Utilise research skills</li> <li>• Critically evaluate new information, concepts and evidence from a range of sources</li> </ul>	<b>6</b> Level 6 National Diploma in Professional Production Skills	<b>H (Honours)</b> Bachelor degrees, graduate certificates and diplomas
<ul style="list-style-type: none"> <li>• Generate ideas through the analysis of information and concepts at an abstract level</li> <li>• Command wide ranging, specialised technical, creative and/or conceptual skills.</li> <li>• Formulate appropriate responses to resolve well defined and abstract problems.</li> <li>• Analyse, reformat and evaluate a wide range of information</li> </ul>	<b>5</b> Level 5 BTEC Higher National Diploma in 3D Design	<b>I (Intermediate)</b> Diplomas of higher education and further education, foundation degrees and higher national diplomas
<ul style="list-style-type: none"> <li>• Develop a rigorous approach to the acquisition of a broad knowledge base</li> <li>• Employ a range of specialised skills</li> <li>• Determine solutions to a variety of unpredictable problems</li> <li>• Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems</li> <li>• Evaluate information, using it to plan and develop investigative strategies</li> </ul>	<b>4</b> Level 4 Certificate in Early Years	<b>C (Certificate)</b> Certificates of higher education
<ul style="list-style-type: none"> <li>• Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories</li> <li>• Access and evaluate information independently</li> <li>• Analyse information and make reasoned judgements</li> <li>• Employ a range of responses to well defined but often unfamiliar or unpredictable problems</li> </ul>	<b>3</b> Level 3 Certificate in Small Animal Care Level 3 NVQ in Aeronautical Engineering A levels	
<ul style="list-style-type: none"> <li>• Apply knowledge with underpinning comprehension in a number of areas</li> </ul>	<b>2</b> Level 2 Diploma for Beauty	

<ul style="list-style-type: none"> <li>• Make comparisons</li> <li>• Interpret available Information</li> <li>• Demonstrate a range of skills</li> </ul>	Specialists Level 2 NVQ in Agricultural Crop Production GCSEs Grades A*-C	
<ul style="list-style-type: none"> <li>• Employ a narrow range of applied knowledge and basic comprehension</li> <li>• Demonstrate a narrow range of skills</li> <li>• Apply known solutions familiar problems</li> <li>• Present and record information from readily available sources</li> </ul>	<b>1</b> Level 1 Certificate in Motor Vehicle Studies Level 1 NVQ in Bakery GCSEs Grades D-G	
<ul style="list-style-type: none"> <li>• Employ recall and demonstrate elementary comprehension in a narrow range of areas with dependency on ideas of others</li> <li>• Exercise basic skills</li> <li>• Receive and pass on information</li> </ul>	<b>Entry</b> Entry Level Certificate in Adult Literacy	

+ Revised levels are not currently being implemented for NVQs at levels 4 and 5

\* Source: <http://www.qcda.gov.uk/libraryAssets/media/qca-06-2298-nqf-web.pdf>

\*\* Source: [http://www.qcda.gov.uk/libraryAssets/media/qca\\_05\\_2242\\_level\\_descriptors.pdf](http://www.qcda.gov.uk/libraryAssets/media/qca_05_2242_level_descriptors.pdf)

## In-house training

The agencies that responded to the request for information on in-house training provided underlined that they remained reliant on bought courses. However, some did provide input to their staff on supported employment, and on a number of work related issues. Where they provided input on supported employment the content matched that derived from available taught courses. Topics covered included:

- Principles behind supported employment
- Disability Discrimination Act and reasonable adjustment
- The general role of the job coach
- Referral and Assessment
- Vocational Profiling
- Risk assessment for assessors course
- Working with employers- understanding and resolving their concerns
- Job analysis
- Task Analysis
- Systematic Instruction
- Natural Support
- Fading support

Progress Recruitment use a “Master class” process to follow-up formal training in the areas of NDPI, Discovery/Vocational Profiling, Informing Strategies, usually of between half and two days. The process aims to build confidence and skill in the techniques that have been taught and engages Progress staff in learning and teaching. The approach is for a staff member to: “see one” (i.e. attend a workshop); “do one” (start to practice in their day to day work); and “teach one” (co-present or present on a master class session). The agency has a strategic objective to have 40% of operational

staff to have completed a full TSI training and 100% of TSI trained staff to have annual refresher training, so that at any one time at least 2 staff are able to present/co-present/train. Original training workshops give people skills and information and then in-house follow-up looks at the applications of the tools and the results the service wants to achieve.

These agencies that responded also highlighted a number of non-supported employment specific courses that were of relevance to job coach training. Some related to the workplaces that job coaches worked in and the range of jobs that they did:

- Food hygiene certificates
- Safe use of equipment in employer workplaces
- Manual handling of people and goods
- Risk assessment
- Corporate Health and Safety Policies
- Handling dangerous materials- the COSHH procedures

Some additional training related to conditions people experienced and their impact on employment, which staff needed to understand if they were to apply supported employment sensibly. This included training on:

- Mental health
- Epilepsy
- Sexuality and personal relationships
- Behaviour which challenges services
- Aspergers' Syndrome
- Autism
- Drug & Alcohol Awareness
- Brain injury
- Information and skills for working with older people with learning disabilities.
- Managing depression

In addition, training had been made available on the following topics relating to procedures within the wider organisation employing job coaches (i.e., social services or a voluntary sector organisation):

- Mandatory Social Care Induction Framework training for new staff
- Keyword signing to support speech
- Diversity training
- Protection of Vulnerable Adults (POVA)
- POVA - Assessing & Investigating Abuse
- Person Centred Planning
- Cultural Awareness

While these further training elements may not need to be a part of the core training for job coaches within supported employment, it is necessary to consider these skill sets when considering the wider requirement for job coach training





## Individual Placement and Support (IPS) in Mental Health

Supported Employment principles have been used to help people with mental health issues enter paid employment. The principles have been incorporated into the Individual Placement and Support (IPS) process. IPS focuses on integrating employment and clinical services in multi-disciplinary teams. IPS incorporates personal choice with supported employment ideas of long-term support and individual placement with job coaching. There are a number of principles that describe IPS (See Box 4). People with mental health problems represent a major potential source of referral for employment services and IPS services represent a pool of demand for staff training.

### Box 4: Individual Placement and Support (IPS) – key features

1. Competitive employment
2. Rapid job search
3. Integrated with mental health care
4. Responds to user preferences
5. Continuous and comprehensive assessment
6. Time-unlimited support

IPS draws from components and philosophies of several other models. Employment specialists, who are part of the community mental health team, provide services in the community.

A fidelity scale has been produced that assists in standardizing and measuring IPS.

Sources: Bond *et al.*, 1997; Bond *et al.*, 2001; Schneider, Heyman and Turton, 2002.

There is training for IPS practitioners both in the US and the UK.<sup>6</sup> In the UK a 5-day IPS course is run through London Metropolitan University. This course focuses on the knowledge and skills needed by workers setting out to increase participation in paid employment for mental health service users. The course runs twice yearly and is delivered through lectures and workshops. The course topics include:

- Benefits of employment to health and wellbeing
- Barriers to employment - international comparisons
- Social inclusion, status and self esteem
- Finances and welfare benefits
- Types of work: social firms, common problems in gaining and retaining work
- Evaluating 'support'
- Types of supported employment and the IPS method – the evidence base
- IPS method – practice issues
- The place of brief therapies in support into work
- Problems or assets? Employer perspectives on staff with mental health problems or disability

<sup>6</sup> There are also Vocational Rehabilitation courses that cover some aspects of job coaching, such as MSc/PgDip/PgCert Vocational Rehabilitation at Sheffield Hallam University, Vocational Rehabilitation PgCert at Canterbury Christ Church University, and

- Discrimination and the law
- Building preparation for work into standard clinical practice
- Mediation and negotiation skills
- Specific features of the IPS method, and the importance of programme fidelity

There are a number of key elements to IPS practice.<sup>7</sup> These include:

- Creating an atmosphere where anyone who chooses to work can work – zero exclusion
- Assuring that assessments occur rapidly and build on the desire and motivation of the individual to seek work
- Rapid job search and minimal pre-vocational programme- emphasising on-the-job training with support
- Integrating employment into clinical teams, with coordinated Care Programme Approach and employment plans
- Attention to the clients work preferences and choices
- Availability of time unlimited support and tailored to the client's individual needs- maintaining direct supports to individuals and employers after obtaining work
- Benefits counselling provided to help people with welfare benefits
- Employment specialists (job coaches) are integrated with the clinical team, coordinates vocational plans with the clinical team, and works with clients and care coordinators

Assessment for the course is through a presentation of a case study and a 3,500 word essay (60% of marks) and the presentation of a proposal for an evidenced based intervention (40% of marks). The course can be taken as a stand alone professional development programme, without completing the assessments or students can take the assessments or students can add 2 other modules toward a Post-Graduate Certificate in Mental Health Practice or as part of the MA Mental Health and Wellbeing qualification.

The elements of the IPS approach correlate highly with the supported employment approach that we have already described. The main difference is that there is less emphasis on workplace training, consistent with the difference between people with mental health issues and people with a learning disability.

### **Further considerations in training for job coaches in the UK**

Certainly commentators on supported employment in the UK have identified the lack of consistent training as a problem, particularly for the movement of staff between agencies and across areas. A system is needed to underpin any growth in supported employment in England, given the emphasis on PSA 16 targets and the launch of the VEN document.

We have seen an increasing interest in natural support in workplaces, and in employers and co-workers taking a lead in inducting and supporting people with learning

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<sup>7</sup> Miles Rinaldi: [http://www.scmh.org.uk/pdfs/Introduction\\_to\\_IPS\\_presentation.pdf](http://www.scmh.org.uk/pdfs/Introduction_to_IPS_presentation.pdf)Miles

disabilities at work. Job coaches are there to make themselves redundant and full use of the VP and other supports will help achieve that role, particularly if job coaches are able to transfer real support tasks to a clients' co-worker. This is of great importance as the role of the coach is to ensure they help the individual towards a natural transition into the workplace and supporting internal supports to do this should be made a central part of their role.

The development of mentoring and befriending (M & B) in ordinary workplaces provides a context for future supported work with natural supporters. Respondents argued that a job coach role should include training in the good practice elements of M & B in order for them to undertake their roles more effectively. The key elements are already there in good quality supported employment; self-determination, minimum support necessary, person centred planning and an individual leading the process. However, personal support is often needed to help people fit in socially, and it is not factored in. We recognise that the personal and social aspects of the process can make or break a job opportunity. Most SE providers work on this in an ad hoc and intermittent manner. It would also be useful for job coaches to be able to develop and support others to take on a close role with clients and families as it is sometimes useful to separate the roles in order to provide effective support.

## **Training courses available in the US and New Zealand**

### United States

While many State services and Universities run their own courses, the most well known national course is run on behalf of the Association for Professionals in Supported Employment (APSE) by Training Resource Network Inc. (TRN). TRN provide a number of courses of 2-week duration with completion certificates on completion of an on-line assessment. Training is web-based with additional links to web pages that provide further information on linked topics. Reading materials are made available for students to complete in links or as downloadable documents. Multiple-choice question or simple activities are also made available with some materials to consolidate learning, with pop-up window answer boxes that provide feedback on how the student has done in the question. An on-line Forum space is provided where students and trainers can discuss the course. Some level of participation in the Forum is required to complete the course.

TRN offer a basic *Orientation to Supported Employment* course that can be accessed by staff at any time. Core modules cover:

- History of supported employment
- Overview of Supported Employment
- Outcomes
- Legislation, regulation and funding
- The job seeker, his or her family, and the employment specialist
- The job seekers rights to services and non-discrimination

TRN also offer core skills courses, each of two weeks duration, on a rolling availability because of the involvement of a facilitator and integral Forum discussion events. These

include *Job Coaching and Consulting, Marketing and Job Development and Career Development*:

#### Job Coaching and Consulting

- **Principles of Job Design:** Steps to take after getting the job, including analysis and task design.
- **Natural Supports:** Learn to develop supports using natural features of the work site, including co-workers.
- **Job Training and Instructional Support:** Setting up learning strategies using task analysis, systematic instruction, natural learning and reinforcement, and data collection.
- **Social-Behavioural Support:** Develop strategies to support workers to interact in socially expected ways to enhance job success.

#### Marketing and Job Development

- **Introduction to Job Placement Marketing Research:** Using marketing research to understand employers and their needs.
- **Marketing Tools for Job Placement Programs:** How to develop brochures and other publications, as well as utilise special events, networking, and the web to establish business relationships.
- **Job Development Principles:** Learn to approach employers and represent job-seekers with confidence.
- **Job Development Tools:** Know the tools job seekers and job developers need to represent their best qualities, from resumes to skills portfolios.

#### Career Development

- **Principles of Career Planning:** Using principles of self-determination, person-centered planning, discovery to develop career goals.
- **Vocational Assessment:** Career exploration strategies, including job shadowing and internet-based assessments, plus other tools such as interest inventories, workplace audits, and situational assessments.
- **Career Development:** Understanding how to build confidence for self-presentation through enhancing job seeking skills, appearance, interviewing, skills portfolios and more.
- **Vocational Profiles:** Developing career goals, future statements, CV building, and vocational profiles.

In addition to their general access courses, TRN also offers a certified course of 18 hours of study to meet the needs of supported employment professionals in Florida's Agency for People with Disabilities. Anyone wishing to become an APD provider of supported employment in Florida needs to be certified. The course is available to the student for three weeks and is assessed with timed, on-line tests. The materials online include readings, web-based activities, and web-based discussion. Certification is provided on completion of all course pages and a pass of all tests with an average score of 70% or more. The course is in two parts, the first part following the content in the *Orientation to Supported Employment* course outlined above. The second part has the following components:

#### Tools of Supported Employment

- Person Centered Planning
- Developing personal career profiles and career plans
- Developing partnerships with businesses
- Developing a marketing plan and utilising marketing tools
- Developing jobs, disclosure of disability
- Employment incentives
- Job acquisition
- Job analysis and job match
- Accommodations and assistive technology
- Social relationships and natural supports
- Understanding multiple intelligences
- Task analysis, prompting, reinforcement, fading, generalisation and data collection. Responding to behavioural issues that arise on the job

### New Zealand

The Association of Supported Employment New Zealand (ASENZ) in partnership with the Social Services Training Organisation (SSITO) have developed two qualifications- a National Certificate and a national Diploma in Employment Services. The division of labour is that ASENZ provide a regional training programme for both qualifications, facilitated by a separate training provider (Tautoko Services Trainers) with input by experienced trainers from within the New Zealand supported employment industry. SSITO, a recognised Industry training Organisation within the NQF, provides assessment for the qualifications (Harper 2009).

#### *The National Certificate in Employment Services*

The Certificate only programme consists of six modules presented as two-day workshops, run at approximately two monthly intervals. Acceptance onto the Certificate programme is open to anyone currently working in the Supported Employment field. It is regarded as an essential part of the development of new supported employment consultants, following their induction. Five of these workshops are shared with the Diploma programme. Each workshop guides the participants towards completion of the Certificate unit standards. Students are expected to carry out their own learning and research activities. Students are provided with an assessment workbook relevant to the units covered in the module. They are allocated an assessor and between them they set out a plan and timeframe for assessment tasks to be completed.

The Certificate programme covers the following Units of Learning:

#### Compulsory standards required to be achieved

- Describe aspects of living in a disabling society for employment support work purposes
- Describe ways to provide employment support and related services for diverse service user groups

- Describe and participate in the career planning process in employment support
- Describe and participate in job development in employment support
- Contribute to workplace training and ongoing employment support
- Describe and demonstrate communication skills in employment support
- Prepare a self care plan for social service work
- Describe professional supervision in the social services
- Demonstrate knowledge of a Kaupapa Māori<sup>8</sup> model of Hauora

Elective standards to be achieved (18 credits at level 4 from these areas)

- Public Sector Services
- Community Support
- Human Services
- Social Services
- Mental Health

*The National Diploma in Employment Services*

The Diploma programme consists of 7 modules presented as 2-day workshops. To be accepted onto the Diploma programme the staff member needs to have completed the Certificate programme or a relevant other qualification and have a minimum of 2 years experience in supported employment. Five of these workshops are shared with the Certificate programme. Again, workshops run at approximately 2-monthly intervals. While each workshop is structured to be appropriate to both Certificate and Diploma students, assessment requirements are different. Workbooks relevant to the Diploma work are issued at workshops and assessor arrangements are the same as for the Certificate.

The Diploma programme covers the following Units of Learning:

Compulsory standards required to be achieved

- Assist clients to identify labour market trends and politics that influence their careers
- Demonstrate knowledge of living in a disabling society
- Explain supported employment as a philosophy and method of employment support
- Facilitate career planning in employment support work
- Explain and apply marketing in employment support
- Explain and apply job development in employment support
- Provide workplace orientation and training and ongoing employment support
- Explain how to provide employment support and access services for diverse service user groups
- Demonstrate an integrated practice theory for employment support
- Develop and enhance quality in employment support
- Explain Te Tiriti o Waitangi<sup>9</sup> for social service purposes

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<sup>8</sup> A group or organisation that operates using Māori cultural values, or the philosophy and practice of being Māori while Hauora is an encompassing concept which includes the spiritual, mental, physical, familial and environmental aspects of life.

- Explain the application of Te Tiriti o Waitangi in the social services
- Implement Te Tiriti o Waitangi in the social services

Elective standards to be achieved

- Analyse leadership, management, and managing change in employment support
- Support Māori service users to access employment support services
- Support mental health consumers/tangata whai ora to access employment support services
- Support a disabled student through the transition process from school to work
- Support Pacific Islands service users to access employment support services

ASENZ plays an important role in delivering additional workshops on issues of relevance to job coach skill development, and workshops to help supported employment professionals become a part of the Certificate and Diploma delivery, workplace mentoring and assessment system.

We can see from the standards that people need to achieve, that the qualifications are imbedded in a social services culture and that some of the required units relate to work within the social services context, particularly in the Certificate.

### **Qualifications available in the US and New Zealand<sup>10</sup>**

USA

Although the TRN course is well developed, it does not lead to a national qualification. The basic job coach courses are 2 weeks in duration, involving around 20 hours of web based study, validated by student logins at each section. At the end of the course, students take an online test. The test is scored and the results sent to an individual the student designates (employer) and themselves. Students need to achieve a pass mark of 70% or more to receive a Certificate of Completion.

The Association of Community Rehabilitation Educators (ACRE) do offer a National Certificate of Achievement in Employment Services. This is gained through completion of 40 hours of training, based on ACRE-endorsed competencies, and delivered in an ACRE recognised training centre. Virginia Commonwealth University run a series of courses, similar to the TRN web-courses, that provide ACRE accreditation, as do Illinois and other Universities through web and face-to-face courses for providers. The ACRE is basically an industry association (like BASE) developed certificate of competency and requires the following from a recognised centre (see Box 5):

Box 5: ACRE qualifications	
Topic	Hours needed for basic certificate

<sup>9</sup> Māori language version of the treaty that established a British Governor of New Zealand, that considered Māori ownership of their lands and other properties, and gave Māori the rights of British subjects.

<sup>10</sup> I am indebted to Ian Harper of ASENZ for this information.



Introduction (Values, Ethics, Rights, Legislation, Best Practice)	4
Assessment and Career Planning	5
Marketing and Job Development	6
Job Acquisition (Decision Making, Impact on Benefits, Preparation)	3
On the Job Training and Support	5
Ongoing Support	2
Specific Disabilities	1
Other Topics (specify)	14
(can also be additional hours in above categories)	
<b>TOTAL</b>	<b>40</b>

### New Zealand

The *National Certificate in Employment Services* is a level 4 qualification based on New Zealand's own National Qualifications Framework, with a tariff of 80 compulsory credits (with an elective of 18 credits) to total 98 credits. It has to be completed within 14 months of the commencement date. Credit ratings for awards allow for people to trade up their training to higher qualifications. The Certificate programme includes 3 elective units, these can be taken from the Diploma programme, thus reducing the amount of units required to go on and complete the Diploma.

The *National Diploma in Employment Services* is a level 6 qualification on the NQF and is worth 112 compulsory credits (with an elective of 12) to total 124 credits. It has to be completed within 18 months of the commencement date. There is one elective unit in this programme.

The National Qualifications Framework is based on 10 Levels, with two basic qualification derived from them (See Box 6). Levels 1 to 4 relate to the National Certificate<sup>11</sup>, and levels 5 to 7 to the National Diploma. Levels 8 to 10 allow recognition of national Degrees and Post-graduate qualifications. Qualifications in the NQF are described through "Units of Learning" with a standard format. Assessments focus on the measurement of learner performance against published standards. Teaching is not prescribed by the framework but is the responsibility of the providers. The framework's stated aim is to facilitate maximum flexibility in the provision and acquisition of learning.

#### **Box 6: New Zealand NQF Level descriptions**

Level 10:	Doctorates
Level 9:	Masters
Level 8:	Postgraduate Diplomas & Certificates, Bachelors with Honours
Level 7:	Bachelor Degrees, Graduate Diplomas
Level 5-6 (7):	Diplomas
Level 1-4 (5-7):	Certificates

<sup>11</sup> Certificates can be at Level 5-7 but this is unusual.

The New Zealand system is, therefore, similar to the UK NQF system, and it would seem that the *Certificate in Employment Services* at Level 4, and the *Diploma in Employment Services* at Level 6 would match to current UK Certificates and Diplomas in Supported Employment levels. Descriptors for relevant level are:

*“Level 3: Carry out processes that: require a range of well developed skills; offer a significant choice of procedures; are employed within a range of familiar contexts*

*Level 4: Carry out processes that: require a wide range of technical or scholastic skills; offer a considerable choice of procedures; are employed in a variety of familiar and unfamiliar contexts.....*

*Level 6: Carry out processes that: require a command of wide ranging highly specialised technical or scholastic skills; involve a wide choice of standard and non-standard procedures, often in non-standard combinations; are employed in highly variable routine and non-routine contexts”*

(New Zealand Qualifications Authority 2004)

This provides some confidence that job coach qualifications should be located on National Qualifications Frameworks because it encourages credit transfers into further academic and vocational qualifications. The difference in the New Zealand system seems to be that it has developed specific Units of Learning for these qualifications and had them recognised, rather than mapping these onto an existing qualification (such as Learning and Development here).

## Conclusions

### Course availability

It is noticeably that there are a low number of courses being made available overall in the UK. The numbers of trainees involved remain unclear, but are likely to be low in relation to the number of staff employed in supported employment agencies, government employment schemes and day services involved in employment support. The courses we do have are significantly reliant on a small number of course providers. There is also overlap between providers, with particular professionals contributing to more than one course. There is no national structure of training delivery, except in Northern Ireland. This clearly leaves the course delivery structure we have in the UK in a fragile situation.

The costs of courses are largely being met from service budgets, rather than national sources of education and training funding for work-based learning or further, or higher education. Systematic instruction, supported employment development and job coach development courses outside Universities have tended to be funded on a block basis around one local authority area or one service.<sup>12</sup> Staff attending have therefore largely been from one area and the opportunity for individual staff to find training out of area has been limited. In the same way, the funding model will also have limited the opportunity for community employers to send staff occupying mentoring roles, and the opportunity for parents and family members to learn more about supported employment and job coaching techniques. There appears to be no strategic sharing of the resource implications of developing the job coach workforce between services and government agencies responsible for skill and workforce development.

Providing funding for job coach training has been problematic among local authority providers. Many agencies operate within a social services context, either as in-house social services providers of supported employment, or as voluntary sector providers commissioned by social services (Beyer et al. 1997). Generic training resources are available within social services departments to better equip staff and to meet expected registration criteria. However, funding from local authorities has often been targeted at qualifications (and therefore courses) related to social care registration criteria, such as NVQ Level 2 in Social Care. As a result priority has not generally been given to funding job coach training in either supported employment or day services, and this has impacted on the funding of relevant courses.

The way that courses are delivered, and qualifications structured, needs to relate sensibly to the way that employment support is organised for people with learning disabilities. First, there are a number of agencies that do, or would hope, to offer job coach support and these are spread across local authorities, the voluntary sector, and the private and non-for-profit sectors. Second, these agencies are all at different stages of development, some starting up, while others are mature providers. Third, many providers of all types that wish to offer job coach support are serving disabled workers other than those with learning disabilities, possibly as the majority of their clients.

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<sup>12</sup> In the 1980s and 1990s TSI Ltd did run open access courses where individuals could attend from any area, but even here, there tended to be one core service or local authority that underpinned the particular course being offered.

Fourth, the current workforce is largely unqualified. Turnover of staff, it can be argued, is likely to bring in more staff inexperienced in job coaching than experienced staff, there being no established national career structure for job coaches that would provide a stable and mature workforce to fill vacancies.

In this light, agencies will, by and large, be in the position of needing a regular supply of training for inexperienced staff rather than whole staff training for new agency start-up. Staff training will then need to encompass competencies suited to the needs of people with other disabilities, as well as those needed by people with a learning disability, if staff are to job coach across the disabilities. Agencies will, therefore, need access to job coach training throughout the year to deal with natural staff turnover, rather than at set periods during the year for large groups of staff.

In the US we have seen a significant development of on-line courses, some on demand but others scheduled enabling facilitation and discussion of key topics with experts. There has been a limited web-based development of courses here, the majority of course delivery still being through face-to-face with materials to work through. The downside of web-based training can be a lack of time spent in coaching key hands on skills, such as task training or problem solving onsite. However, face-to-face training builds in delays, geographically limits course attendance, and limits the number of people who can take part.

#### Course content and target groups

While we have identified a core set of competencies that appears to be common across a number of training providers, there are clearly other generic competencies that are also needed in the job coach role. For example, a formal understanding of health and safety at work regulations and risk assessment is required by job coaches, as they are likely to have to operate in a number of jobs and workplaces. This would also include manual handling, handling dangerous generic substances among others.

It is likely that training these competencies can be handled in-house where agencies that employ job coaches are larger organisations such as local authorities, the NHS or generic training providers. In smaller, independent agencies, there may need to be thought given to the provision of this more generic training, within a model of funded job coach training.

We also need to consider how we might make available job coach training to important groups of people that are now currently employed in that role. This would certainly include ordinary employees within companies, where the company wants to: develop its own job coaching capacity; improve the skills of their staff providing elements of job coaching as mentors; or accredit the skills of ordinary staff who are successfully supporting disabled people in jobs. We may surmise that employers are unlikely to commission in-house block courses, and that they would wish to provide this opportunity on an individual basis. Employers wishing to up-skill staff would normally look to fund themselves if they relate to productivity increase, or to skill development programmes offered through government. Employers should be eligible for any funding available and their workers should be eligible for courses. The criteria operating on current courses would not easily enable them to take part as criteria often state the person should be working in an agency.

Further, there may be family members who wish to better understand supported employment and job coaching, particularly if they wanted to follow an independent route to employment with their relative. While very small scale, there are examples of “family lead jobs” where families have used Customized Employment strategies for this purpose.

There has been a trend to emphasise natural support approaches as the first choice in supported employment, because of better outcomes and its impact on social inclusion. If this is accepted within the field, this approach will need to be more fully imbedded in all modules of a course because natural support approach impacts on work with employers, work-based support, task teaching, problem solving and work adaptation, job carving, social inclusion and long-term support.

#### Further developing job coach skill and competency

One criticism of current course structures is that their one-off nature can lead to a lack of supervision of skills learned, or development of skill of job coaches over time. Certainly we have seen that some agencies run formal “master classes” to build on one-off training, and skilled senior staff can provide this function through staff supervision and mentoring in the normal way. However, course structures where assignments and evidence gathering relate directly to practice over time and reinforce delivery of skills, seem desirable. One of the other considerations is the degree of challenge offered by particular clients, and the level of experience and skill needed by job coaches to deliver good employment outcomes to them. In relation to learning disabilities, enabling people with severe learning disabilities to get, learn and keep a job may be more demanding than working with people with mild learning disabilities. People who have complex needs- learning disabilities and additional physical or sensory impairments- can offer challenges of job and worksite adaptation, and also adaptation of training approaches. People with challenging behaviours or social difficulties (such as in Autism) may need additional skill in engaging the person with work colleagues and in assessing and managing behavioural triggers. This underlines the need for the development of skill and experience over and above basic job coach training. The development of a modular approach to training, where basic skills can be supplemented with more specialised training and supervised activity, may also be of relevance to the field.

#### Learning disability and other supported employment consumer groups

This paper has concentrated on the courses relevant to job coaching and people with learning disabilities. IPS represents where supported employment approaches have been used successfully with people with mental health issues. The differences are in a de-emphasis in workplace training and a greater emphasis on integration with clinical teamwork and coordination. However, people with mental health issues are a PSA 16 target group for greater employment opportunities, and supported employment agencies do usually cater more for people with a wide range of disabilities. It may not make practical sense to have a different set of courses and qualifications for job coaches in learning disability and those in mental health where there are so many overlaps. We note, that some professionals working in employment and mental health feel that it is difficult for some job coaches working with people with learning

disabilities to work well with people with mental health problems because the approach needed is different. These issues will need to be taken into account in any development of a national course and qualification system.

### Qualifications

We have seen that, where qualifications exist, they have generally been pitched at Level 3 or 4 NVQ (or Level 3 or 4 of the National Qualifications Framework). A small number of courses have been mapped onto Levels 6 and 7 of the National Qualifications Framework (H and M levels on the Framework for Higher Education Qualifications) these being Undergraduate Certificates and Diplomas (6/H) and Masters or Postgraduate Certificates and Diplomas (7/M). The credit rating requirements of the latter, more academic, courses lead to a relatively high number of hours of study. The NVQ levels require smaller numbers of hours, possibly more sensible for what will often be a part-time, in-work training course.

In terms of a national framework, Certificate courses have been pitched at a level 3 award, but Diploma awards at level 4 to 5, We have also seen a similar structure in New Zealand. The move towards a general credit framework in vocational qualifications world-wide means that linking job coach and supported employment qualifications to these general frameworks makes sense and would allow staff to move smoothly into degrees and higher level qualifications as they accumulate credits and have them approved as prior learning. It will ultimately involve defining relevant standards and competencies to job coaches within a unit framework structure accepted within the new Qualifications and Credit Framework.

While two levels of qualification seem common, the case for two levels is unclear. Within a vocational qualifications framework, there is a need to describe significant progression in complexity of work content and from rule based working to more interpretation of information and decision making on approaches to use. We need to be clearer about the difference in course content and standards of performance required between two level qualifications in the context of supported employment if they are to be useful in staff career development.

Job coach training must be structured in a way that enables new developments in the field to be incorporated in courses and qualifications. There has been relatively little development of approaches such as self-instruction or self-management among people with mild learning disabilities. This can involve helping people to verbally rehearse their work sequencing, and the use of aids to consider and review their work performance in key areas, to goal plan positive change and to self-monitor achievement of change. It has been argued that these approaches can be more effective and empowering of the individual than systematic instruction. Also, there has been relatively little use of assistive technology in the workplace for people, with learning disabilities. Visual aids, specialist software and physical workplace adaptations have been much used for people with visual impairments and physical disabilities, largely through Access to Work and DWP provider sources. There is room for use of hand-held electronic devices as work prompting aids, for digital photographic to help task sequencing and specialist software for easy use of existing work computer systems among workers with learning disabilities.

Also the move towards Customized Employment in the US has opened up self-employment as an option. There have been one off courses on this topic held in the UK in the last few years and there are groups working to develop it as an option. The skills involved may be different from supported employment and job coaching, as business development is a part of it, but how the job coach role plays out for people wanting self-employment may also be an area that needs to be addressed in the future courses.

Job coaches may need to develop skills in these, and other as yet unknown, areas and there will need to be opportunities to modify changes and qualifications.

### Workforce training

We have seen that there are a limited number of trainers in systematic instruction, a course element reliant on face-to-face demonstration, practice and skilled feedback. Some agencies have tried to develop training skills of their own staff through in-house “master class” programmes. In the US there are opportunities for practitioners to take part as trainers in national training events through web-casts and on-line forums. This is clearly helpful to develop the training infrastructure, it provides career development for job coaches and provides stability in course delivery. Any development of a qualification and course structure will have to deal with the supply of experienced trainers and workplace supervisors. If qualifications go down the route of vocational qualifications and NVQs it will also have to deal with the supply of assessors.

Another consideration is the career structure of job coaches. Training and qualifications provide the infrastructure for a career structure. However, this must also take account of the realities of the current workforce. Many job coaches are employed in local authorities within their pay and condition frameworks. Gaining training and qualifications are normal routes to higher pay and more senior roles. Without a clear path through the current employing organisations, there will be no incentive for staff to be trained or qualified, and a disincentive to employers to pay for training and qualifications. Career development is tied to gaining different forms of qualification and experience. These issues will need to be addressed as a part of any workforce training plan.

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## Appendix 1 - Summary of training courses

### 1) Course title:

A. Foundation Diploma in Education and Training in Supported Employment

### 2) Course provider:

In Northern Ireland the course is delivered by Northern Ireland Union of Supported Employment (NIUSE). Tutorial support is provided by Open Training College (OTC). Tutors have completed the Diploma in Supported Employment and have a lot of experience in Supported Employment. Tutors also have to complete a Train the Trainers Course delivered by OTC.

### 3) Length of time running:

3 years in current form

### 4) What outcomes does the course seek to deliver?

The FDSE was developed by the Open Training College, Dublin who had also developed the Diploma in Education and Training in Supported Employment in conjunction with the Irish Association of Supported Employment (IASE) as part of an E.U. Helios Project.

The Foundation Diploma in Education and Training in Supported Employment (FDSE) is an exciting and practically oriented open learning course, validated through the National University of Ireland, Galway (NUI, Galway). It provides participants from Ireland (North & South) with the opportunity to develop core skills as Employment Officers/Facilitators or Job Coaches. The course is targeted at staff working in Supported Employment services and vocational training and those currently employed in facilitating people with support needs to find and keep employment. It is suited to Job Coaches, Day Centre staff, those working in the Supported Employment field and staff of special schools and colleges, who aim to assist people with employment support needs to make the transition into integrated paid employment. The FDSE provides an overview of Supported Employment and not as in-depth as the Diploma.

#### Course Objectives

On completion of this course students will have:

- An understanding of the values of supported employment
- Knowledge of the process of Supported Employment
- Developed basic skills in relation to vocational planning, job analysis, job matching, marketing, on the job supports, natural supports and career planning
- Enhanced skills for communicating with job seekers and employers
- Skills and knowledge for the use of appropriate assessment and evaluation systems

- Awareness of issues that effect people of different abilities entering and staying in employment

### **5) Summary of course content:**

Two open learning modules are be provided which include course reading and interactive activities. The content of the modules are:

- History of Supported Employment
- Outline of national services and structures for meeting the employment needs of people with varying levels of ability
- The customer driven approach
- Planning and facilitator in action
- Evaluation and assessment
- Quality in delivery of Supported Employment services
- Examination and exploration of recent employment and disability legislation in relation to employer and employee rights

#### **Course content: Module one**

##### Supported Employment: The Overview

Unit 1: Course Overview

Unit 2: Study Skills

Unit 3: History & Background to Services & Emergence of Supported Employment

Unit 4: Supported Employment in an Island of Ireland Context

#### **Course content: Module two**

##### Supported Employment: Key Features & Skills

Unit 1: Development of the Model of Supported Employment

Unit 2: Value Base & Underlying Principles of Supported Employment

Units 3-5: Essential Employment Facilitator's Skills

Unit 6: Evaluating Outcomes

### **6) Delivery of course:**

Face-to-face, open learning materials and telephone tutorials

The course is delivered over 2, two day workshops, course materials and readings are given in the course hand book:

- 3 months duration
- Open Learning modules
- 2 x 2 day skills development workshops
- Individual telephone tutorials x 3
- Course assignment with tutor feedback (Participants have 3 months to complete the assignment)
- Supplementary readings

### **7) Course assessment:**

At the end of the course, participants are asked to carry out an assignment for submission to the Open Training College for assessment. The assignment relates to material covered in the modules and requires participants to start the process of placing a job seeker in Supported Employment. It emphasises the practical application of the course material to the participants work situation. Participants are given written tutor feedback on this assignment.

**8) Qualification type:**

The FDSE is accredited by the National University of Ireland, Galway.

NIUSE in partnership with IASE and OTC under the Supported Employment Training in Ireland Project (funded under Peace II Extension programme) updated the Diploma and the Foundation and also acculturalised the materials to relate to Northern Ireland (i.e. updating the materials to include information on legislation and infra-structure support).

**9) Details of course qualification:**

FDSE is accredited by the National University of Ireland, Galway set at one module of the Diploma in Supported Employment which is set at National Framework or Qualifications for Ireland Level 7 which is equivalent to England, Wales and Northern Ireland National Qualifications Framework level 5.

**10) Does the course have any transferable credit based rating?**

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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The FDSE represents one module of the Diploma in Supported Employment, which is recognised within the National Qualifications Framework.

**11) Staff/student eligibility requirements:**

To participate in this courses potential students must:

- have passed the Leaving Certificate OR
- be over 23 years of age; AND
- be employed in a service for people with disabilities and have agency support to undertake training

**12) Number of students that have been through the course:**

Since updating the FDSE under the Supported Employment in Ireland project (2006 – 2008) 60 students have completed the course and 15 students have just completed their first two day workshop.

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**1) Course title:**

B. Diploma in Training and Education in Supported Employment

**2) Course provider:**

In Northern Ireland the course is delivered by Northern Ireland Union of Supported Employment (NIUSE). Tutorial support is provided by Open Training College (OTC). Tutors have completed the Diploma in Supported Employment and have a lot of experience in Supported Employment. Tutors also have to complete a Train the Trainers Course delivered by OTC.

**3) Length of time running:**

3 years in current form

**4) What outcomes does the course seek to deliver?**

The revised and updated Diploma in Training and Education in Supported Employment provides participants from the whole of Ireland (North and South) with a broad understanding of Supported Employment as a model of service delivery in a variety of disability and health related contexts. The course is targeted at staff and managers working in mainstream supported employment services, vocational, workshop, sheltered occupational services and at staff working with other groups seeking social inclusion through work. It is suited to aspiring job facilitators / developers, job coaches, employment officers, day centre staff, those working in the Government's Supported Employment programme and staff of special schools and colleges, who aim to assist people to make the transition into integrated employment.

**Course objectives:**

On completion of this course participants will have developed the professional skills required to manage the process of assisting individuals to:

- Be the key decision marker in the career planning process
- Identify and find jobs that suit their aspirations and abilities
- Learn the skills required to do and keep the job
- Develop desired career paths to suit their aspirations

**5) Summary of course content:**

Eight open learning modules are provided which include course reading and interactive activities. The content of the modules are:

- History of Supported Employment
- Philosophy, values, principles and techniques underpinning Supported Employment
- Person Centred Focus to working with individuals
- Vocational profiling and career planning
- Marketing Supported Employment
- Progression into work - Job targeting, Job matching, Job and Environmental analysis, mapping out natural supports

- Developing ongoing support strategies within work and in the wider local

community

- Learning on the Job - Using systematic instruction
- Managing yourself in the context of Supported Employment
- Working with job seekers with mental illness• Employment legislation in relation to employer and employees rights
- Quality in delivering supported employment services
- Learning and training within groups
- Training - Course design

**6) Delivery of course:**

Face-to-Face and e-learning

- 18 months duration
- 8 x 2 day workshops
- 2-day best practice placement
- Individual telephone tutorials every 2 weeks
- e-learning support
- Individual tutor feedback on submitted assignments

**7) Course assessment:**

Marked assignments

**8) Qualification type:**

The DSE Course accredited by National University of Ireland, Galway

**9) Details of course qualification:**

This course is accredited to Level 7 by the National University of Ireland, Galway. which is equivalent to England, Wales and Northern Ireland National Qualifications Framework Level 5.

**10) Does the course have any transferable credit based rating?**

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Participants are awarded an NUI, Galway - Diploma in Training and Education. Students with this qualification have automatic right of access to the 3rd year of a 4 year Honours BA Degree in Training and Education or Honours BA Degree in Applied Social Studies (Disability).

**11) Staff/student eligibility requirements:**

The entrance criteria for this course is that participants are currently employed in facilitating people with support needs to find and keep employment.

**12) Number of students that have been through the course:**

Not available

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**1) Course title:**

C. Certificate in Supported Employment

**2) Course provider:**

Norman Mackie & Associates Limited

**3) Length of time running:**

From 2004 in a web-based format

**4) What outcomes does the course seek to deliver?**

The Certificate in Supported Employment is aimed at providing learning opportunities and a recognised qualification for people who have recently started working in organisations who provide Supported Employment services or are seeking to establish such services.

**5) Summary of course content:**

The learning support materials cover the following topics:

**Certificate Topics:**

1. Introduction
2. Vocational Profile
3. Job Analysis and Job Match
4. Developing and delivering a training strategy
5. Working with employers

**6) Delivery of course:**

The course was originally delivered through distance learning materials and a short series of workshops. There was also email support offered by a network of tutors. The certificate was integrated with the Diploma in Supported Employment in 2007, when the topic areas covered became the same, but the Certificate and Diploma were differentiated through different number and types of assignment, case studies and a Quality Improvement Project.

**7) Course assessment:**

The course was assessed through a marked portfolio of evidence, assessed against the competency criteria for NVQ units, C21, C25, C26, D11 and one Case Study.

**8) Qualification type:**

Those who complete the course and assignments can submit evidence for assessment for the Certificate in Supported Employment (a Mentor Award) accredited by OCR (The Oxford, Cambridge and Royal Society of Arts). This involves mapping the evidence generated in assignments, case study and use of proforma sheets with disadvantaged individuals seeking employment while undertaking the course. The Certificate in Supported Employment is awarded if the candidate provides satisfactory

evidence in the form of a portfolio that meet the criteria for four units of competence from the Coaching Skills and Mentoring Award.

**9) Details of course qualification:**

The Certificate in Supported Employment was originally an award from OCR based on 4 units of competence from the Training and Development\* NVQ Level 3:

C21- Identify Individual's Learning Aims, Needs and Styles

C25- Facilitate Individual Learning Through Coaching

C26- Support and Advise Individual Learners

D11- Monitor and Review Progress with Learners

\* This has now changed to Learning and Development NVQ Level 3, with equivalent 4 units of competence (out of 7 mandatory and 4 optional units from a potential 20):

L3- Identify individual learning aims and programmes

L12- Enable individual learning through coaching

L15- Support and advise individual learners

L16- Monitor and review progress with learners

**10) Does the course have any transferable credit based rating?**

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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The 4 NVQ units of competence making up the Certificate in Supported Employment can be carried forward towards a full Learning and Development NVQ at Level 3.

**11) Staff/student eligibility requirements:**

The entrance criteria for this course is that participants are currently employed in facilitating people with support needs to find and keep employment.

**12) Number of students that have been through the course:**

Not available

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**1) Course title:**

D. Diploma in Supported Employment

**2) Course provider:**

Norman Mackie & Associates Limited

**3) Length of time running:**

From 2004 in a web-based format

**4) What outcomes does the course seek to deliver?**

The Diploma in Supported Employment is aimed at developing the knowledge and skills of individuals who already work in Supported Employment agencies or have a senior role in developing Supported Employment.

**5) Summary of course content:**

The learning support materials cover the following topics:

- The values and principles underpinning Supported Employment including self determination
- Helping individuals to identify their interests, aspirations and needs together with their strengths, skills, abilities and potential through the process of Vocational Profiling
- Assisting individuals at realistic Action Plans which will help them achieve their aims, hopes and aspirations
- Job finding processes and techniques together with appropriate job matching
- Designing appropriate learning and support packages including on and off the job training where appropriate and involving person centred planning approaches
- Implementing Action Plans through providing support and working with employers where appropriate as well as the community.
- Providing ongoing support to employees and employers through effective monitoring and evaluation processes
- Evaluating your own performance and effectiveness and developing your own knowledge and skills in supporting individuals with disabilities or disadvantages

**Diploma Topics:**

1. Self Assessment and Team Performance Review
2. Context, Values, Definitions and Principles
3. Vocational Profiling and Developmental Planning
4. Job Targeting, Job Matching and Job Analysis
5. Marketing Supported Employment
6. Progression into work
7. Develop and Ongoing Plan
8. Develop Links with Local Communities
9. Supporting People with Mental Health Needs
10. Quality Assurance in Supported Employment

**6) Delivery of course:**

Using e-learning with downloaded materials from, and video lectures on, a website, a workshop component, and tutor feedback (via email).

Candidates on the programmes will be:

- in need of access to a computer with internet links
- allocated a secure personal learning account with a pin number and password
- allocated a personal tutor to communicate in their home language
- have access online to a range of learning and support materials
- be able to submit online assignments and evidence for course assessment and receive feedback and assessment decisions from their tutors
- have access to course chat rooms and forums which will enable them to network with other candidates undertaking the programmes

**7) Course assessment:**

**6 Assignments:**

- 1: Client’s Development Plan
- 2: Aspirations/needs
- 3: Job Search and Match
- 4: Deliver Training and Support
- 5: Maintain and Support
- 6: Your own personal Development Plan

**3 Case studies**

**1 Quality Improvement Project (QIP)**

**8) Qualification type:**

Those who complete the course and assignments can submit evidence for assessment for the Certificate in Supported Employment (a Mentor Award) accredited by OCR (The Oxford, Cambridge and Royal Society of Arts). This involves mapping the evidence generated in assignments, case study and use of proforma sheets with disadvantaged individuals seeking employment while undertaking the course. **The Diploma in Supported Employment is awarded if the candidate provides satisfactory evidence in the form of a portfolio that meet the criteria for ??? units of competence from the Coaching Skills and Mentoring Award.**

**9) Details of course qualification:**

**10) Does the course have any transferable credit based rating?**

Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
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The NVQ units of competence making up the Diploma in Supported Employment can be carried forward towards a full Learning and Development NVQ at Level 4.

**11) Staff/student eligibility requirements:**

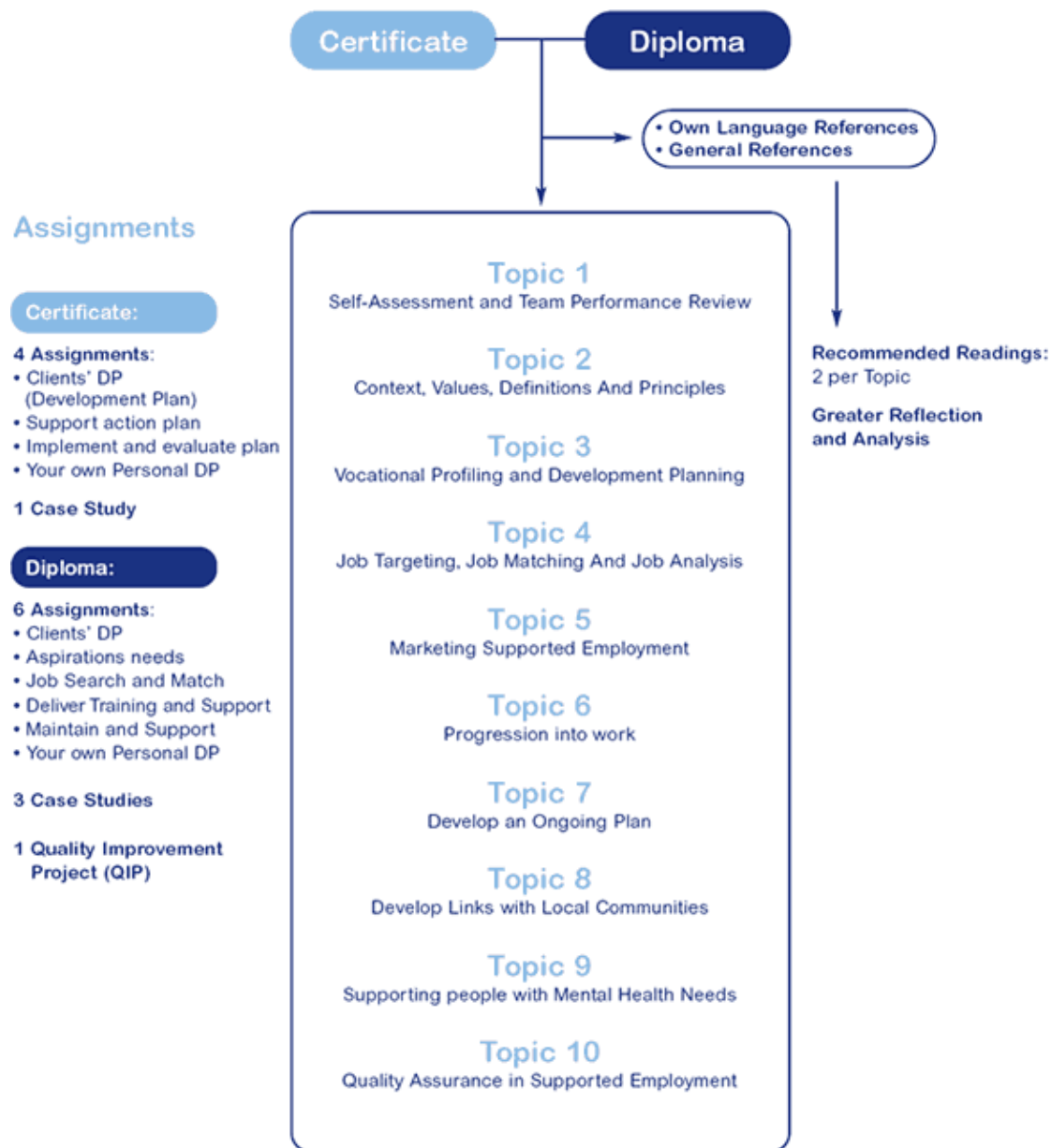
The entrance criteria for this course is that participants are currently employed in facilitating people with support needs to find and keep employment

**12) Number of students that have been through the course:**

Not available

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**Figure 1: Summary of the Norman Mackie and Associates International Certificate and Diploma in Supported Employment developed through E.U. Horizon Programme.**



**1) Course title:**

E. Diploma/Masters Programme in Supported Employment

**2) Course provider:**

Welsh Centre for Learning Disabilities, School of Medicine, Cardiff University

**3) Length of time running:**

2001-2007 (MSc 2009) (now discontinued)

**4) What outcomes does the course seek to deliver?**

**For the Diploma:**

1. To provide managers, senior staff and front-line staff in supported employment agencies, or equivalent employment organisations for people with learning disabilities, with a theoretical and applied understanding of the social and practical barriers faced by their clients who are seeking work, and how support, training, and environmental adaptation can be used to overcome these barriers.
2. To provide managers, senior staff and front-line staff in supported employment agencies, or equivalent employment organisations for people with learning disabilities, with evidenced based knowledge of best practice in the design of supported employment programmes, vocational assessment, job finding, employer liaison, job matching, job analysis, systematic training, strategies for reducing support, facilitating support by non-disabled co-workers, facilitating social participation, employment support planning, organisational management, service evaluation and quality improvement.
3. To provide managers, senior staff and front-line staff in supported employment agencies, or equivalent employment organisations for people with learning disabilities, with practical skills to promote best practice in the areas listed in (2) above and in producing effective outcomes.

**and additionally for the Masters course:**

4. To give potential senior social care managers a specialist training and understanding of the research literature related to the area and practical experience of research and evaluation.

**On completion of the Diploma, students will be able to:**

- Understand the nature of learning disabilities and its association with syndromes/other diagnostic categories.
- Describe the contemporary service philosophies and models of quality of life by which to derive an understanding of the desired outcomes of high quality services, particularly supported employment.
- Understand the historical development of supported employment, and the concepts that underpin its success.

- Understand the key factors that influence employers, the principal arguments needed to counter their primary concerns in employing people with disabilities, and the techniques for successfully obtaining a job from them.

- Understand the wider problems that face employers in relation to equal opportunities and developing effective business, and how supported employment can assist them in these regards.
- Carry out a job analysis and assess a potential job in relation to risk, health and safety, quality of outcome, and which facilitates a good job match.
- Task analyse a job, and develop an effective training strategy which meets their client's need, and operate problem solving strategies including taking data, enhancing training input, job re-design, and adaptation, while maximising the use of natural supports.
- Understand the social barriers that people with disabilities face, and be able to implement strategies that can help people to integrate successfully into the workforce.
- Understand the central role that disabled workers can play in the supported employment process, and be able to help people to become effective decision makers and undertake their own self-instruction.
- Understand the implications of people having physical disabilities, traumatic brain injury, or mental illness, and how the supported employment process has to be enhanced and modified to successfully serve people with these disabilities, particularly with regard to the role of assistive technology.
- Understand the key processes required to organise supported employment professionals into an effective force, including the adoption of necessary policies, and use of scheduling and supervision processes.
- Understand the various funding sources open to supported employment, the aims of the funding bodies, and how these sources may be harnessed by a supported employment agency.
- Implement effective monitoring of the key processes and outcomes of supported employment, and link these to continuous quality improvement.

**and additionally for the Masters course :**

- Produce a review of supported employment research.
- Design and conduct an applied research project to improve the quality of outcome from a supported employment agency or equivalent employment related service.

**5) Summary of course content:**

**Postgraduate Diploma: one year with an option to extend to MSc (one additional year).**

- One year diploma: 30 weeks, 177 hours comprising 172 hours direct teaching plus 5 hours individual supervision.
- Two years for Masters: 60 weeks, 211 hours (adding 28 hours direct teaching to the 172 hours above plus 6 hours individual supervision/group tutorial to the 5 hours individual supervision above) plus 120 hours supervised research.



### **Course Timetable:**

- Three day block release programme running from September year 1 until in year 2
- A Masters programme, September year 2 until January in year 3
- A research project is to be completed by December year 3

### **Course Assessment:**

Essay assignments on the academic aspects of the course (2)

Practical assignments involving completion of documentation from the supported employment process (6)

Research Project

### COURSE CONTENT

#### **POSTGRADUATE DIPLOMA (PART 1):**

- **Module 1:** Introduction to Course, Normative Development and Learning Disabilities
- **Module 2:** Introduction to Supported Employment
- **Module 3:** Normalisation and the Move towards Community Support
- **Module 4:** Focusing on the Individual
- **Module 5:** Transition and Self-determination in Supported Employment
- **Module 6:** Working with Employers in Finding Jobs
- **Module 7:** Working with Employers in the longer term
- **Module 8:** Worksite Analysis
- **Module 9:** Support Strategies
- **Module 10:** Families and Social Networks
- **Module 11:** Quality Assurance Evaluation
- **Module 12:** Extending Supported Employment to People with Other Disabilities
- **Module 13:** Mental Illness, Dual Sensory Impairment and Autism
- **Module 14:** Organisational and Resource Development

#### **MASTERS PROGRAMME (Part 2):**

- **Module 15:** Introduction to Research, Ethics and Data summary
- **Module 16:** Research Design
- **Module 17:** Measurement requirements for students own projects; Research project outline - writing your research proposal
- **Module 18:** Statistics
- **Research Project:** An applied study of practical significance relating to supported employment.

#### **6) Delivery of course:**

Face-to-face lectures, essays and course work. Large emphasis on group work exercises.

### **7) Course assessment:**

#### **ASSESSMENT**

- For the Diploma:

Students must complete three 3,000 word essay assignments, six practical assignments, to be arranged as a folder of work, and one multiple choice/sentence completion exercise. The ten assessed pieces will each carry 10 marks. An overall pass requires: completion of the course, 80% attendance, completion of all assignments and a total mark of 50 or above. A pass of 70 or above is required to continue to the MSc.

- For the Masters:

Students will produce a 5-10,000 word research review (which may subsequently form part of the dissertation) and a research dissertation of 20,000 words. The review will be marked by two internal examiners and the dissertation by an internal and external examiner. 20% of the final mark will be attributable to the review and 80% to the dissertation. An overall total of 50% is required for a pass.

### **8) Qualification type:**

Students passing the Diploma (pass mark is 50%) were entitled to continue on to the Masters course. Those students wishing to do so would be offered extra personal tutorial time to help them make this decision.

Students will produce a research dissertation (5-10,000 words) which will be assessed by an internal and external examiner. A mark of 50% or over in the diploma element, and a mark of 50% or over for the dissertation is required for a pass at MSc level. The dissertation must be submitted within 15 months of registration for the MSc component.

### **9) Details of course qualification:**

On completion of a Postgraduate Diploma graduates will have attained Level M as defined by the QAA's Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

On completion of a Masters Degree graduates will have attained Level M as defined by the QAA's Framework for Higher Education Qualifications in England, Wales and Northern Ireland. In order to gain a Masters Degree with Distinction candidates shall achieve an overall mark of not less than 70%, having achieved not less than 65% in Part One and not less than 70% in Part Two.

### **10) Does the course have any transferable credit based rating?**

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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*If yes, please give details:*

**11) Staff/student eligibility requirements:**

A candidate for the Postgraduate Diploma/Masters in Supported Employment must hold one of the following qualifications prior to beginning the scheme of study:

- (i) an initial degree of the University of Wales
- (ii) an initial degree of another approved University or by the CNAA
- (iii) be a non-graduate whom the University has deemed to be of a satisfactory standard for the purpose of postgraduate admission. Such a person must have at least two years relevant experience and, except in exceptional circumstances where the candidate may be deemed suitable by the Course Board, have four GCSEs (including English language) or a professional qualification, and must be working in or responsible for services supporting people with learning disabilities and challenging behaviour.

**Entry qualifications, experience or other criteria**

- For Diploma: Four GCSEs (including English Language), two years relevant experience, working in services with responsibilities for, or management of, direct client care or work placement.  
Or: Degree or Professional qualification (e.g. Nursing, Social Work, Occupational Therapy) with less experience but working in or responsible for services as above.
- For Masters: Successful completion of WCLD Diploma, at higher level, and application to the Course Board.

**12) Number of students that have been through the course:**

30 Diploma, 4 MSc (2 successful)

**1) Course title:**

F. Training in Systematic Instruction

**2) Course provider:**

Liz Garnham

**3) Length of time running:**

20 years plus

**4) What outcomes does the course seek to deliver?**

**TSI provides a range of tools:**

- Vocational profiling which paints a detailed picture of the person and is the culmination of an investigation and discovery of the individual through spending time with the person, talking to paid and unpaid carers in their support network, friends etc. and trying out new activities.
- Employment Planning; a method of conducting the person centred employment planning meeting to involve the person, carers and anyone else, arriving at specific employers to target for specific types of work.
- Job Analysis; a tool to look at the whole of a specific job from tasks involved, to training and support on the job, the culture of a worksite and any tasks associated with being employed on that site eg using the canteen or local shops at lunchtime.
- 7 phase sequence, this is a problem solving loop to support the trainer when issues arise to ensure success. The 7 phase sequence also ensures that the employment worker learns about and then uses all the natural resources of a job site to support the new employee before using resources introduced especially for the employee with disabilities. Here there is another important balance to be achieved by the trainer.
- Task analysis this is a method of breaking down the task into steps such that it can be more efficiently taught and problems more easily identified.
- Instruction techniques based on errorless learning, ‘no news is good news’ and using prompts that work for the person, the task and the environment; rather than heirarchical approaches
- A balanced approach to training where the learner’s individuality is respected and the trainer takes responsibility for the task being completed correctly early on
- Training techniques that use all the natural resources of the environment to support the person
- Data collection, involves keeping records of people’s learning, achievements or production in a simple and useful manner.

## 5) Summary of course content:

### DAY 1

#### **Overview of Systematic Instruction:**

Includes what is supported and customised employment, the process of the latter, the components of TSI with emphasis on the underlying values, competence/deviance hypothesis comes in here and balanced relationships.

#### **Vocational Profiling:**

Purpose and how it's different from testing or vocational assessment.

#### **Which job?:**

Looking at conditions, interests and contributions, participants look at how they selected their own jobs. Very rarely are hard skills mentioned so realise that is often about who we are as well as what we can do that leads to a job choice and therefore nicely into a job choice.

#### **Discovery Exercise:**

Look at paper person and write a plan, then look at what they can learn about people in an informal way when out e.g. bowling.

#### **Vocational Profiling:**

Formats of a Profile: including written profiles, powerpoint and picture profiles.

Employment Planning: including developing picture portfolios in support or instead of CVs different to profiles you use these with an employer.

### DAY 2

#### **Information Systems Exercise:**

Looking at the impact of; how we receive information has on our learning using the "bike brake"- a cylinder bicycle brake that represents a complex teaching task.

#### **Power and Individual Need:**

Looking at balance between natural support systems and the power they have to support individuals with greater need and how to create a balance with our use of instructional technique.

**7 Phase Sequence:** Introduction to the driving force of TSI and task analysis

#### **Complete a Task Analysis Exercise:**

In small groups write a task analysis.

#### **Routines:**

Used in Job analysis to inform how we might facilitate success, core, episodic, job related and the culture of a workplace.

#### **Learning the Training Task:**

Bike brake

### DAY 3

#### **Job Analysis Process:**

How to conduct a job analysis in reality

**Job Analysis Activity in Job sites:**

In pairs participants visit negotiated jobsites and view a person's job with aim of being able to complete as much of a JA as possible and get used to this way of thinking and distinguishing between different types of routines and concern for quality, hard/soft boundaries in the workplace looking for natural supports etc.

**Job Analysis:**

Complete Paperwork writing up on a full JA form helps them to begin to sort the information and realise how complicated it can be and takes time

**Informing Strategies:**

Look at content and process influence, motivation and reinforcement as well as instructional techniques so brings in values heavily

**Engaging employers:**

Intro to this really get students thinking about language, presentation, marketing,

**DAY 4**

**Data Collection in TSI** how to take simple effective data and its potential uses

Demonstration of teaching using TSI with a consultant learner with learning disabilities.

**DAY 5****Job-site Training:**

Participants go back to where did job analysis with a consultant with learning difficulties who gets to do the job for an hour, we ask employers to provide a co-worker so participants have to facilitate good training and give feedback and realise how hard that can be, very positive feedback from this session so is worth all the organisation it takes.

**Complete a Non-Disabled Person's Inventory:**

To teach episodic and job-related routines so those tasks which are not frequently repeated. Use community activities for this though do try to make them job related so using a bank, lunch at café, vending machines, post office, paper etc.

**Complete Inventory Steps, Cues, Consequences****Dot Game:**

Looks at learning curves and what happens under pressure.

**DAY 6****Conduct a Discrepancy Analysis:**

Going out with consultant learners to do the analysis.

**Job Matching:**

Principles of this process and some thought about how using TSI has helped them learn a lot about the consultant learners they have met and the job sites they visited to facilitate this part of process.

**Review of 7 Phase Sequence, Groupwork:**

Solving paper problems using the 7 phase sequence pulls the whole week together for them and establishes the use of 7 phase sequence as essential driver in TSI.

**6) Delivery of course:**

Face-to-face

The introductory workshop to TSI is 6 days and is accompanied by a training manual, allowing workshop participants to develop a resource file for future reference. The workshop is a balance of theory, and practical exercises where participants try out their newly acquired skills with paid consultant learners with learning disabilities.

**7) Course assessment:**

There is no formal assessment

**8) Qualification type:**

A Certificate of Attendance.

**9) Details of course qualification:**

The certificate confirms that people have completed a 6 day course on Systematic Instruction that was agreed by TSI Ltd originally, and has been developed in consultation with Mike Callahan.

**10) Does the course have any transferable credit based rating?**

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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**11) Staff/student eligibility requirements:**

The course is not advertised. It is commissioned by an organisation either statutory or independent sector who may or may not sell on places to make it work financially for them. There is no formal eligibility requirement, the commissioning organisation identifying the staff needing training.

**12) Number of students that have been through the course:**

140 have received the systematic instruction training within the last 3.5 years. Of those approximately half have also had a day on job development.

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**1) Course title:**

G. Systematic Instruction Workshop

**2) Course provider:**

Alan Morgan and Dr Mark Kilsby

**3) Length of time running:**

In its current format, 15 years

**4) What outcomes does the course seek to deliver?**

This course intends to enable organisations to structure their employment support in such a way that maximises peoples potential to acquire skills and independence.

**5) Summary of course content:**

**Main Content**

- Background and values of Supported Employment - Overcoming an historical legacy
- Essential preparation for training – how to identify, structure and present the work routines to be learned
- How to deliver training and support that empowers employees, overcomes learned helplessness and facilitates social integration
- Practical hands-on sessions working alongside people with learning disabilities
- Open Forums and discussions
- Some we made earlier – presentation of good examples
- TSI meets the real world – taking the approach forward in the practical context

**Introduction to Systematic Instruction**

- Efficient Information Systems
- Competence, Skill, Efficiency and Power
- Marc Gold video
- Creating a Working Relationship

**Task Analysis**

- Introduction to Task Analysis
- Practice writing a Task Analysis
- Feedback on the Task Analysis
- Additional Task Analysis Considerations

**Task Training**

- Easing-in
- Types of Assist
- Power of Assists
- When to Assist
- Motivation Strategies
- “No News is Good News”



- Withdrawal Strategies

### **Practical Hands-on Sessions**

- Demonstration
- Feedback on Demonstration
- Coding Worker Performance
- Practice Bike Brake Assembly
- Exercise: Training Learning Disabled Worker to Assemble a Bicycle Brake
- Feedback on Bike Brake Training

### **Structured Training in the real world**

- Evaluation and Testing
- Formats
- Travel Training
- Constructing a Travel Training Plan
- Feedback on Travel Training Plans

### **Facilitating Social Integration in the Workplace**

- Facilitating Social Integration in the Workplace

### **Job Matching, Job Carving and Job Creation – Marketing Supported Employment**

- Methods and guidelines on marketing your organisation to employers

### **Group Discussion and Feedback**

- What we will do now

### **Supported Employment: Case Studies**

- Case Studies
- Feedback

### **Delivery timetable**

- Delivered over 5 days

### **6) Delivery of course:**

Face-to-face

### **7) Course assessment:**

There is no formal assessment

### **8) Qualification type:**

None

### **9) Details of course qualification:**

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**10) Does the course have any transferable credit based rating?**

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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The course only provides evidence for an award, and can be accredited (usually at NVQ level 4) via Accreditation of Prior Learning (APL). In reality the course providers have evidenced that the student has undertaken the work in about 9 cases over the past 3 years. The course providers are working alongside Norwich City College to develop some standards specific to TSI (accredited at NVQ level 3 and 4), which they are hoping will set the benchmarks for formal academic accreditation across England and Wales in the future.

**11) Staff/student eligibility requirements:**

The course is not advertised. It is commissioned by an organisation. There is no formal eligibility requirement, the commissioning organisation identifying the staff needing training.

**12) Number of students that have been through the course:**

Not available

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**1) Course title:**

H. Training topics in Supported Employment

**2) Course provider:**

Dr. Mark Kilsby and Julie Allan

**3) Length of time running:**

3 years

**4) What outcomes does the course seek to deliver?**

These training events are offered to organisations wanting to train their staff in the basics of the supported employment approach.

**5) Summary of course content:**

**Training Topic 1 – Introduction to Supported Employment**

**Aims:**

1. To introduce and get to know each other
2. To introduce the basic values of supported employment
3. To define supported employment and identify different approaches
4. To identify the strengths and weaknesses of each
5. To present the place-train-maintain approach to supported employment
6. To have considered the role of employment in life development
7. To consider the role of natural supports in supported employment
8. To have discussed some of the problems facing supported employment
9. To have discussed the participants roles in relation to supported employment

**Training Topic 2 - Developing a Vocational Profile**

**Aims:**

1. To introduce and get to know each other
2. To highlight the importance of individual choice in supported employment
3. To define what is meant by ‘vocational profiling procedures’
4. To contrast vocational profiling with traditional assessment procedures
5. To have considered the main role of vocational profiling in relation to supported employment and job matching
6. To describe the type of information collected through vocational profiling
7. To identify different methods of collecting information through profiling
8. To have discussed the participant’s roles in relation to vocational profiling

**Training Topic 3 - Job Search and Worksite Analysis**

**Aims:**

1. To introduce and get to know each other

2. To highlight the relationship between vocational profiling, job search and job matching in the supported employment approach
3. To introduce the procedures of job analysis and highlight their relationship to job matching in supported employment
4. To define and describe the procedures of task analysis and their relationship to future job development strategies
5. To discuss worksite analysis in relation the participant's roles

#### **Training Topic 4 - Marketing People to Employers**

##### **Aims:**

1. To introduce and get to know each other
2. To introduce the concept of taking people who have barriers to employment out of competition with other job seekers and creating new opportunities
3. To introduce ways of developing partnerships with employers
4. To discuss ways of targeting new employers
5. To consider ways of initiating contact with employers
6. To identify employer needs
7. To have considered some ways of dealing with employer concerns

#### **Training Topic 5 - Worksite Support Strategies**

##### **Aims:**

1. To have considered the role of worksite support in the supported employment model
2. To have considered the role of worksite support in relation to natural supports
3. To have considered the types of support available to the job supporter in skills training
4. To have considered when it is appropriate to provide hands on support in skills training
5. To have considered the level of support to apply in skills training
6. To have considered methods for withdrawing support in skills training

##### **Training topics also provided:**

- Implementation of strategies for effective transition from school into employment such as the Youth Supported Employment Project (YSEP)
- Development of parent leadership groups to increase expectations and engage parents more fully in developing services
- Training in the techniques of Supported Employment
- Values Training based on Social Role Valorisation Principles
- Support to Colleges in developing vocationally oriented curricula with real work outcomes for their students with learning disabilities

#### **6) Delivery of course:**

Face-to-face

#### **7) Course assessment:**

No formal assessment

**8) Qualification type:**

None

**9) Details of course qualification:**

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**10) Does the course have any transferable credit based rating?**

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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**11) Staff/student eligibility requirements:**

There is no formal eligibility requirement, the commissioning organisation identifying the staff needing training.

**12) Number of students that have been through the course:**

Not available

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**1) Course title:**

I. Job Coach Training

**2) Course provider:**

The ROSE Programme, Havering College of Further & Higher Education  
Project Managers  
Job Coach  
Health Safety Practitioner  
DDA Equality Diversity Practitioner

**3) Length of time running:**

2 years

**4) What outcomes does the course seek to deliver?**

Underpinning Knowledge of the Job Coach process used by ROSE  
Systematic Instruction  
Resources needed to ensure evidence of job coaching role

**5) Summary of course content:**

- Supported Employment Barriers Faced
- Job Coach Role
- Health Safety Risk Assessment
- Job Coach Paperwork
- Disability Awareness Systematic Instruction

**6) Delivery of course:**

- Face to Face
- Self Learning Materials.
- Web base documentation

**7) Course assessment:**

Not at present.

**8) Qualification type:**

Negotiations with Edexcel

**9) Details of course qualification:**

Edexcel Level 3 Work Skills / Assessor Level 3

**10) Does the course have any transferable credit based rating?**

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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In negotiations.

**11) Staff/student eligibility requirements:**

No

**12) Number of students that have been through the course:**

5 colleges, 30+ students.

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**1) Course title:**

J. Supported Employment Training

**2) Course provider:**

The Rose Project, Havering College of Further & Higher Education  
Project Managers  
Job Coach

**3) Length of time running:**

2 years

**4) What outcomes does the course seek to deliver?**

Underpinning Knowledge of the supported employment model used by ROSE  
Resources to start a project of their own  
Shared good practice

**5) Summary of course content:**

- Supported Employment
- Barriers faced
- Employer Engagement
- Supported Employment Process
- Supported Employment Paper Work
- Job Coach qualities

**6) Delivery of course:**

Face to Face  
Self Learning Materials.  
Web base documentation

**7) Course assessment:**

Not at present.

**8) Qualification type:**

Negotiations with Edexcel

**9) Details of course qualification:**



Edexcel Level 3 Work Skills / Assessor level 3

**10) Does the course have any transferable credit based rating?**

Yes	<input type="checkbox"/>	No	<input type="checkbox"/>
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In negotiations.

**11) Staff/student eligibility requirements:**

No

**12) Number of students that have been through the course:**

5 colleges, 30+ students.

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**1) Course title:**

K. Supported Employment Survival Pack: A Job Developer's Handbook

**2) Course provider:**

The development of this pack was a joint initiative between Scope's Employment Support Services and the Welsh Centre for Learning Disabilities, Cardiff University School of Medicine.

**3) Length of time running:**

Developed in 2007

**4) What outcomes does the course seek to deliver?**

This pack was specifically designed to help all organisations working with all disabled people to find, maintain and sustain employment. It focuses on the needs of individuals and employers using a job matching process that is the key to developing successful long-term employment relationships.

Throughout this training pack there are opportunities to use practical approaches to working with a wide range of people who have identified themselves or been identified as needing support to achieve their employment aspirations. These strategies can be used whether the user is a job developer in a front-line service or an employer who is committed to ensuring the match between employee and the job is the best it can be.

The hope was that all services in the field could use elements of this pack in a creative and flexible way to develop sustainable employment for a range of job seekers, including people with a learning disability.

**5) Summary of course content:**

**Element 1 Introduction: The Supported Employment Approach**

Section 1: The changes in employment services for disabled people

Section 2: Definition of supported employment and change agenda

Section 3: The key elements of SE – The 'Place-Train- Maintain' approach

Section 4: Your options as a student using this pack

**Element 2: The Vocational Profiling Process**

Section 1: Introduction to Vocational Profiling

Section 2: Procedures associated with Vocational Profiling

Section 3: Vocational Profiling documentation

Section 4: Continuous review of the Profile

Section 5: Job Tasters

Section 6: WORKSTEP information and Quality Standards

**Element 3: Creating a Development Plan**

Section 1: What is a Development Plan?

Section 2: Setting up a Development Plan meeting

Section 3: Conducting the Development Plan meeting

Section 4: Objectives setting – SMART objectives

Section 5: WORKSTEP information and Quality Standards

**Element 4: Job Search and Working with Employers**

Section 1: Introduction

Section 2: Job searching

Section 3: Negotiating with employers

Section 4: WORKSTEP information and Quality Standards

**Element 5: The Job Analysis**

Section 1: Introduction to Job Analysis

Section 2: Identifying vocational skills gaps

Section 3: Conducting a Job Analysis

Section 4: WORKSTEP information and Quality Standards

**Element 6: Developing a Support Strategy**

Section 1: Introduction

Section 2: How much assistance? – Use natural support first

Section 3: Selecting the type of assistance

Section 4: Developing a support strategy – working examples

Section 5: WORKSTEP Information and Quality Standards

**Element 7: Review, Progression and Career Development**

Section 1: Review: short-term and long-term goals

Section 2: Fading support and sustainability

Section 3: Changing jobs and career development

Section 4: Service monitoring and development

Section 5: WORKSTEP information and Quality Standards

**Element 8: Best Practice in Supported Employment**

Section 1: The social model of disability

Section 2: Emerging trends in supported employment

Section 3: The case for reshaping services

Section 4: Steps towards more effective supported employment

**Element 9: References and Further Reading**

**Element 10: Appendices**

**6) Delivery of course:**

Case studies and exercises are used throughout the pack. Readers are encouraged to read the case studies and consider their appropriateness for their organisation and to complete the exercises, as this will help them gain practical experience in delivering the supported employment strategy. There are a wide range of relevant forms, some that relate to WORKSTEP, that are available for use with each Element. These are contained on a CD that comes with the pack. These forms can be modified to suit each organisation.

The pack encourages a practical ‘hands on’ approach, but this does not mean that we don’t need to understand the underpinning principles of the supported employment

process or that we shouldn't use formal procedures or forms in order to deliver an effective and accountable service.

**7) Course assessment:**

If a reader wishes to go on to more formal study in the field the completion of the exercises is essential as they provide the evidence for an exit route to a Certificate or Diploma in Supported Employment\* where they can gain accreditation for prior learning and pursue a longer-term recognised qualification. Each original pack was numbered and authenticated and only original purchased packs were to be accepted for accreditation. Best Practice would be to produce a numbered portfolio containing all completed exercises to be presented along with the original pack.

**8) Qualification type:**

\*A memorandum of understanding was in place with Norman Mackie and Associates to accept worked exercises and examples of form completed as evidence for their Certificate and Diploma in Supported Employment. Students would still have to register and pay fees on that award, but it would take less time if they had followed this programme and collected evidence..

**9) Details of course qualification:**

See earlier course description.

**10) Does the course have any transferable credit based rating?**

Yes	<input checked="" type="checkbox"/>	No	<input type="checkbox"/>
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Completed forms and exercises would form the evidence for elements of the Norman Mackie and Associates Ltd. Certificate and Diploma in Supported Employment and associated NVQ Units of competence.

**11) Staff/student eligibility requirements:**

None

**12) Number of students that have been through the course:**

Over 200 packs were sold

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**1) Course title:**

L. Systematic Support Strategies

**2) Course provider:**

Catherine Hurrell  
ENABLE Scotland

**3) Length of time running:**

Over 10 years

**4) What outcomes does the course seek to deliver?**

To equip job coaches with the tools to support people with learning disabilities in the workplace.

**5) Summary of course content:**

- Employment Planning (Vocational Profiling)
- Working with Employers (marketing)
- Organising info
- Teaching strategies
- Non-Disabled Person's Inventory

**6) Delivery of course:**

3-5 day course dependent on commissioning organisation's needs.  
A mixture of theory and practical work (still using a model task and support of paid consultant learners).  
Set of 7 workbooks is provided.

**7) Course assessment:**

No, this course is not assessed.

**8) Qualification type:**

Certificate of attendance provided.

**9) Details of course qualification:**

This course provides the underpinning knowledge for anyone undertaking Certificate in Supported Employment or Diploma in Supported Employment

**10) Does the course have any transferable credit based rating?**

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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*If yes, please give details:*

**11) Staff/student eligibility requirements:**

None

**12) Number of students that have been through the course:**

On average; 4 courses per year for 6 years with 12 participants per course (48).

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**1) Course title:**

M. Foundation in Supported Employment

**2) Course provider:**

Ruth Twine and Associates

**3) Length of time running:**

The training has been delivered in slightly different formats for over eight years. However, it was significantly updated and reconfigured into Modular form in the summer of 2008.

**4) What outcomes does the course seek to deliver?**

**The aim of the course is:**

1. To provide students with the skills, knowledge, understanding and confidence to deliver an ethically-coherent, effective and cost-efficient supported employment service.
2. To accredit their progress in this learning

**This unit has 7 learning outcomes:**

- 1: Understand the main historical, legislative and governmental influences on supported employment services
- 2: Develop a Vocational Profile that will lead to a well-matched job with appropriate support
- 3: Engage productively with potential employers
- 4: Manage the creation of a sustainable work situation
- 5: Create additional training strategies to facilitate further value and independence
- 6: Be pro-active in delivering long-term support to all parties that will optimise career development of the individual
- 7: Liaise effectively within the supported employment team to maintain high operational standards

**5) Summary of course content:**

**Content**

During the course, the students will demonstrate their potential ability to:

- Understand the main historical, legislative and governmental influences on supported employment services

- Develop a Vocational Profile that will lead to a well-matched job with appropriate support
- Engage productively with potential employers
- Manage the creation of a sustainable work situation
- Create additional training strategies to facilitate further value and independence
- Be pro-active in delivering long-term support to all parties that will optimise career development of the individual
- Liaise effectively within the supported employment team to maintain high operational standards

### **Course Content**

Each module addresses the ethical and practical dilemmas that job trainers face at that stage. Good (and bad) practice is examined through a range of exercises and discussions, and instantly useable documentation is provided.

At the end of each module, short-term and mid-term actions are set by each participant (mixed group) or as a team. This reinforces learning and ensures cost-effectiveness.

Most organisations will benefit from undertaking all three Modules, giving a complete picture of supported employment provision.

However, Modules 1 and 2 are free-standing topics and so may be delivered separately. Module 3 though, needs to be preceded by Module 1 as the information and liaison involved in the Vocational Profile stage is the foundation of what follows in the workplace (planning and implementing good support).

### **Module 1 (one day): Jobseeker Assessment and Collaboration**

- Overview of model of supported employment, history and rationale/value base
- Manage the referral process.
- Compile a useful Vocational Profile.
- Collaborate with professionals and other support people in the jobseeker's life.
- A working knowledge of work-related welfare benefits and how to manage the issue.

### **Module 2 (one day): Direct Jobsearch and Negotiation**

- Define the message to be conveyed to employers through word, presentation and image
- Guided by the Vocational Profile, identify potential companies
- Cold-call by telephone to arrange meeting, circumventing traditional 'open' competition processes
- Manage the conversation – give a clearly structured presentation, handle objections constructively
- Create a good jobmatch – identify, with the manager, how the person could contribute to the business, and incorporate reasonable adjustments from the start wherever possible
- 'Close' on a mutually- beneficial work situation, detailing agreements in writing



**Module 3 (two days): Training for Inclusion and Contribution**

- Prepare for and ensure a positive Induction phase for new worker and their colleagues.
- Supplement the in-house training of the employer with a structured approach and specific training strategies (including job analysis, prompting and reinforcements). Avoid actions that will embed dependency.
- Encouraging inclusion, self-determination and ‘natural supports’ from the team throughout
- Gradual withdrawal of direct input to ensure sustainable independence.
- Long-term monitoring of the job to assess and prompt career and personal development
- Within the supported employment team, minimise the stresses of the role and ensure consistent provision
- Time-effective record-keeping, including Action Planning with the jobseeker/supported worker to identify and achieve SMART targets
- Legal & political context – the Disability Discrimination Act, forthcoming legal changes, key government strategies

**6) Delivery of course:****DIRECT CONTACT TIME**

The course is delivered through a combination of:

- Direct teaching/lecture, illustrated with Powerpoint slides and flipcharts
- Guided open group discussion and Q&A
- Individual, paired and group exercises (role play, practical, use of pro-formas, worksheets)
- Self-learning materials (additional reading provided in Course Companion)
- Quizzes and questionnaires

**PRIVATE STUDY**

There will also be four hours’ private study time in which students will:

- Complete worksheets to evidence learning and record reflections on own practice
- Research and assess government strategy document
- Complete pro-forma, demonstrating skills in analysing jobs and action planning

**PORTFOLIO**

Portfolio evidence will contain worksheets, questionnaires and pro-formas (that will be completed during private study time), and a signed witness statement from the tutor regarding the student’s demonstration of learning during direct contact time

**7) Course assessment:****Assessment criteria for 7 learning outcomes:**

- 1.1 Define supported employment and list key figures in the establishment and development of the provision in the UK
- 1.2 Describe the values that underpin quality supported employment.

- 1.3 Research the key points of the ‘Valuing Employment Now’ strategy and how it applies to service providers
- 1.4 Summarise the Disability Discrimination Act (Employment provisions) and how it can be applied to help disabled jobseekers & staff
- 1.5 Describe the parameters of the main wage/state benefit scenarios for disabled claimants
- 2.1 List the eligibility criteria for referral to their support service, and identify dilemmas and exclusions that may arise
- 2.2 Describe the function, main content and various information-gathering and decision-making processes that are typical to a thorough Vocational Profile
- 2.3 Create a pen-picture of a disabled jobseeker that summarises their aptitudes, abilities and preferences, and lays out a clear series of ‘next steps’
- 3.1 Appreciate the ways that messages about the service are communicated to potential employers
- 3.2 Evaluate the advantages and disadvantages of different methods of approaching companies
- 3.3 Create a script for, and enact, a ‘cold call’ to a potential employer, handling objections concisely and constructively. Self-evaluate their performance in this exercise.
- 3.4 Outline the structure of a typical initial meeting, and prepare questions that may stimulate progressive dialogue
- 3.5 Draft constructive responses to common objections
- 3.6 Understand the process whereby needs are explored and agreements are built to conclude in a work situation that meets the requirements of both business and disabled individual
- 3.7 Complete a Job Profile on a job of their choice, evidencing exploration of all factors that may affect the quality of a job match
- 4.1 Identify some of the ways in which a team and their manager could be best prepared for the first day of a new colleague with disabilities
- 4.2 Identify some of the ways in which an individual, and those close to them, could be best prepared for the start of a new job
- 4.3 Describe the role of the supported employment officer in the first month of a supported worker’s employment
- 4.4 Design a range of five ‘reasonable adjustments’ to a job that would enable a disabled employee to socialise and work independent of the supported employment officer, right from their first day
- 4.5 Identify ways in which they, as a supported employment officer (3 ways), and their service (3 ways) have embedded unnecessary dependency or compromised the stated values of the service
- 4.6 Describe a situation that they have managed themselves, or have heard about, that led to an effective resolution of significant conflict or discrimination in supported employment. Identify the skills brought into play that contributed to the situation being resolved.
- 5.1 Write a Task Analysis that breaks a task into its component steps and identifies the natural prompts integral to the actions

5.2 Review three instances where the ‘natural’ prompts and/or reinforcements inherent in a task or job were insufficient for the supported person to learn or maintain the job. Describe:

- a) The ‘artificial’ intervention that was given
- b) What other options were considered and why the selected action was chosen in relation to the individual (preferences, capacities) and the work environment
- c) Whether it was provided in an ‘isolated’ or ‘integrated’ situation
- d) The timing of the intervention in relation to the task or job
- e) How the withdrawal of that intervention or the supported employment officer’s presence was planned and implemented
- f) How the change of input was recorded
- g) The effect of the artificial intervention

6.1 Create an Action Plan relating to two different people that describes steps that will lead to one or more of the following:

- a) further independence of support services
- b) further independence of colleague or family input
- c) a qualification or experience that will improve their chances of getting a new/better job or developing in their current job
- d) a greater understanding of their options or themselves to enable them to make a more informed decision about work

The Action Plan should include:

- a) a SMART target
- b) the actions required to achieve that target
- c) who will be involved
- d) review schedule

Base the Action Plan on individuals whose situations in relation to the target hasn’t changed for over three months.

7.1 Meet the basic requirements of the training, in terms of punctuality, resources, preparation, undertaking and recording private study, and respectful and enabling behaviour towards others participants and the trainer

7.2 Actively contribute to the course, both in whole group discussions and in small group/paired exercises, with ideas and reflective questions or concerns

7.3 Reflect on own practice in relation to the content of the course and be prepared to share examples of varying quality of performance in order to help others and/or evidence application of learning

7.4 Prepare to feedback to line manager on experience of the training course, what learnt, and how the learning and ideas could contribute to the development of the service

## **8) Qualification type:**

Credit for Learning, Open College Network (OCN) using Credit4Learning

**9) Details of course qualification:**

The course is qualified through the Credit4Learning system, and is rated as 3 Credits, the equivalent of 30 hours of study at Level 3 of the National Qualifications Framework.

**10) Does the course have any transferable credit based rating?**

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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*If yes, please give details:*

**11) Staff/student eligibility requirements:**

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**12) Number of students that have been through the course:**

An average of 70 people have been trained per year since 2001 from organizations operating in Wales, England and Scotland. Since the accreditation of the Foundation in Supported Employment, approximately 50 people have undertaken the training and are in the process of completing their portfolios for assessment

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**1) Course title:**

Training in Customized Employment

**2) Course provider:**

Anne O’Bryan and Steve Parr

**3) Length of time running:**

Since 2008.

**4) What outcomes does the course seek to deliver?**

Customized Employment seeks to match a job seeker’s ideal conditions of employment to the needs and specific environmental conditions of a job and workplace. Customized employment individualising the employment relationship between employees and employers in ways that meet the needs of both. It is based on an individualised determination of the strengths, needs, and interests of the person with a disability, and is also designed to meet the specific needs of the employer.

**5) Summary of course content:**

**Content**

The course is delivered through four workshops:

**Individual Discovery:** Exploring with the client “What am I already good at?”

**Developing Profile Picture:** Setting out the person’s strengths in relation to a job

**Person centred job plan:** Led by the job seeker, this focuses on what works for the person, what must be in place in a job and is aimed at potential employers

**Employer Discovery:** Finding and approaching the correct employer to meet the needs of the job seeker.

**Customized Job Negotiation:** Establishing the job seeker’s priorities, employer needs analysis, workplace analysis, reasonable adjustments and putting support in place.

After each workshop staff are asked to go back to their client and work through the detailed steps of the model, collecting relevant information with the person and their supporters and taking action on their behalf. It is intended to be training linked directly to action, with the person being found a job at the end of the process. D

Depending on the funding made available for the course, consultancy is made available to course participants while they carry out the work in between workshops.

**6) Delivery of course:**

Face-to-face

**7) Course assessment:**

There is no assessment of the work of participants, apart from feedback from the course facilitators.

**8) Qualification type:**

No qualification is available for the course

**9) Details of course qualification:**

**10) Does the course have any transferable credit based rating?**

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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*If yes, please give details:*

**11) Staff/student eligibility requirements:**

The course is usually provided to a service or a local authority and the participants are selected by the commissioning body. No other entry criteria are applied.

**12) Number of students that have been through the course:**

Courses have been run for family members and in two local authorities, with around 50 participants in total.

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### 1) Course title:

O- Learning Programme for Informal Job Coaches

### 2) Course provider:

The WiseMove Project

Materials are available at:

<http://www.workmaterials.org/?slide=200>

and more information is available at:

<http://www.wisemove.eu/>

### 3) Length of time running:

Launched in 2008

### 4) What outcomes does the course seek to deliver?

The programme has a series of themed learning units that will enable participants to demonstrate the skills that they have developed in their Job Coaching role.

### 5) Summary of course content:

The learning programme starts with two learning units that everyone completes – these will give you an overview of the role of a Job Coach. The course then offers a range of follow-on learning units covering other specific topic areas: Finding a Job, Communication, Learning (how people learn), World of Work Disability Awareness, and Communication. Participants choose the relevant units to complete, building a learning programme that suits their role and learning needs. To complete the full WiseMove programme participants should gain four Learning Units - this should take about 40 hours.

While an overview of module content and assessment criteria is available, and resource fact sheets are available on some topics, we still await the final learning materials on the website.

(\* *introductory units, complete first*).

#### **\*Overview**

##### **Introduction to Supported Employment**

- Understand what is meant by the term ‘Supported Employment’.
- Understand who Supported Employment is for.
- Understand the principles of ‘Place-Train-Maintain’
- Understand natural supports
- 

##### **Introduction to Job Coaching**

- Understand what is meant by the term ‘Job Coaching’.

- Understand who job coaches are and whom they help.
- Understand what job coaches provide and why
- Understand the benefits gained by the employee and employer from a job coach

### **What Makes a Good Job Coach**

- Understand why and how a Job Coach needs to be positive about the individual they are supporting and be able to express this positively to others
- Understand why and how a Job Coach works effectively with a person with a learning disability and those important to them, in supporting them towards/ in work
- Understand why and how a Job Coach works effectively with employers and their staff in supporting a person with a learning disability towards and in work
- Understand the range of particular techniques available to a Job Coach and understand the circumstances under which each is best used

### **\*Job Coaching**

#### **Confidence Building**

- Understanding confidence-building
- Understand the impact of low self-confidence
- Understand how to build people’s confidence
- Understand the challenges involved in building people’s confidence

#### **Feedback**

- Understand what feedback is
- Understand how to give feedback in a range of situations

#### **Advocacy – Speaking For Someone Else**

- Understand what advocacy is
- Understand how to carry out effective advocacy
- Understand the importance of respect for the employee and the need to respect their wishes

#### **Problem Solving**

- Understand how problems may occur in the workplace
- Understand a range of ways in which problems might be solved
- Understanding the process of solving problems successfully

#### **Removing Barriers**

- Understand promotion and why it is important. NB. Promotion is used to mean the marketing of the person, so that others come to recognise their skills and positive qualities.
- Understand possible barriers to successful and satisfying employment
- Understand how to promote the employee and help remove barriers

#### **Goal Setting, Planning and Review**



- Understand the need to work towards a set of agreed goals for the employee's job
- Understand how to set and agree goals with an employee

- Understand how to create a chart of job activities against time planned for the activities (a Gantt Chart or similar)
- Understand the need to agree the resources required for the employee to meet their goals
- Understand the need for a process to review the employee's progress over time.
- Understand the need for a review and feedback process to help improve the employee's performance (identifying strengths and needs)

### **Finding a job**

#### **Vocational Profiling**

- Understand the process of getting to know a Job Seeker by gathering information from a range of sources and people.
- Understand how to encourage, support and increase the Job Seekers confidence
- Understand the individual support measures necessary to work successfully with a Job Seeker
- Understand the processes for finalising and reviewing a Job Profile

#### **Job Matching**

- Understand how to assemble and build upon information gathered during vocational profiling
- Understand the types of potentially suitable jobs available
- Understand methods of making progress towards employment
- Understand the implications of identified support and training needs

#### **Application Process**

- Understand how normal processes of applying for a job may act as barriers to people with learning disabilities
- Detail where to look for job vacancies and what support job seekers with learning disabilities may need to do this
- Describe ways in which recruitment processes can be adjusted or adapted so that they are more accessible/meaningful to people with learning disabilities.
- Identify what people with learning disabilities have to offer employers and begin to consider how this relates to what employers want.
- Identify a range of factors that might encourage employers to employ people with learning disabilities.
- Identify a range of ways to approach employers

#### **Interview Techniques and Preparation**

- Understand what is expected by an employer of an interview candidate
- Understand what support an interview candidate may require when preparing for interview
- Understand the difference between formal and informal interviews
- Understand how to support a candidate with Autism at interview

## Learning

### **Introduction to Learning**

- Understand what makes a good coach
- Show knowledge of a range of learning styles

- Understand differing coaching techniques
- Understand how to build confidence

### **Learning Styles**

- Understand different learning styles
- Understand practical issues involved with learning styles

### **Barriers to Learning**

- Understanding what barriers to learning are
- Understand how these barriers can be removed

## World of work

### **Introduction to the Workplace**

- Understand the employee's job role and their background and interests
- Understand the need for appropriate behaviour in the workplace
- Be able to explain personnel issues to the employee
- Understand corporate policies
- Understand how to refer the employee to the correct information sources
- Understand methods for marketing the employee and their skills

### **Employee Induction**

- Understand what an induction is and why it is done
- Understand the content of an induction
- Understand how to adapt the induction to meet the employee's needs
- Demonstrate skills in delivering inductions

### **Workplace Policies and Documentation**

- Understand why staff need to know about key workplace policies, procedures and documentation.
- Understand where to find the policies and the key information within them
- Understand how to make workplace policies accessible to an employee
- Be aware of legislation relating to the employee

### **Workplace Behaviour**

- Understand the need for appropriate behaviour in the workplace
- Understand ways in which to advise the employee on appropriate behaviour
- Understand where to get support on appropriate workplace behaviour

### **Doing the Job (and how it fits with other roles)**

- Understand the employee's role and responsibilities
- Understand the skills needed for the role
- Understand the employing organisation staff structure

### **Training Needs and Career Development**

- Understand the employee's job and their ability to do it effectively
- Understand how to identify and meet training needs
- Understand what career development is
- Understand how to identify career development paths

## **Disability awareness**

### **Introduction to Learning Disability**

- Identify a range of learning disabilities
- Understand particular communication styles people with learning disabilities might display
- Recognise different behaviour in social and professional settings
- Understand the impact of physical disability on employees
- Recognise ways in which workplace settings can be adapted
- Understand learning styles of people with learning disabilities
- Recognise positive qualities people with learning disabilities bring to the workplace

### **Protecting People from Abuse**

- Understand different types of abuse
- Understand the increased risk of abuse for people with learning disabilities
- Understand how to reduce the risk of abuse to an employee
- Understand the process for reporting abuse within a company

### **Adapting Environments**

- Understand how adaptations can be used to help an employee
- Understand the range of areas where adaptations could be made
- Understand where to find information on adaptations and how to implement them

## **Communication**

### **Introduction to Communication**

- Understand and use a range of communication methods
- Understand and demonstrate effective and ineffective communication
- Understand appropriate and inappropriate communication in a specific setting
- Understand potential barriers to communication

### **Non-Verbal Communication**

- Understand the use and meaning of body language
- Understand the use of eye contact in communication
- Understand the concept of 'personal space' between people
- Understand how attitudes may be conveyed subconsciously through non-verbal communication
- Understand one's own use of body language

**Verbal Communication**

- Understand and realise the importance of listening skills
- Understand and realise the importance and use of turn-taking
- Understand what echolalia (repeating back) is and strategies that can be used to get around it
- Understand how to assess an employee's understanding
- Understand how to assess an employee's memory and strategies for improving it
- Understand and realise the importance of pace of speech

- Understand and realise the importance of sentence length and words used
- Understand and realise the importance of speech intonation
- Understand the difference between and the effects of open and closed questions
- Understand the consequences of using jargon, slang or acronyms

- Understand how effective communication might be affected by different regional accents and mother-tongues

**Paper-Based Accessible Communication**

- Understand the general principles of multi-sensory learning using: reference objects: pictures (photograph, line drawings), sound; smell, touch.
- Understand how pictorial information can be used to enhance an employee's comprehension and learning potential
- Understand how choices can be made using pictorial materials
- Understand how to access pictures from the internet or camera sources

**Alternative Means of Communication**

- Demonstrate awareness of communication methods using hand-signing language
- Understand how and where writing-with-symbols can be used
- Demonstrate awareness of lip-reading skills
- Demonstrate awareness of Braille writing and how it is used
- Demonstrate awareness of the role of people appointed to act as a communication aid to someone with learning difficulties.

**6) Delivery of course:**

The course is delivered through web-based materials, fact sheets and assessment evidence guidelines

**7) Course assessment:**

To complete the full WiseMove course participants should gain three Learning Units and up to three Unit Sections in total – this should take about 40 hours, but as there is no time limit they can choose the speed that they want to work at.

**8) Qualification type:**

There is no qualification

**9) Details of course qualification:**

**10) Does the course have any transferable credit based rating?**

Yes	<input type="checkbox"/>	No	<input checked="" type="checkbox"/>
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*If yes, please give details:*

**11) Staff/student eligibility requirements:**

The WiseMove learning programme for informal Job Coaches is designed to suit anyone supporting someone with a learning disability in the work place.

**12) Number of students that have been through the course:**

Not available

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## Appendix 2- Summary of TRN courses

### 1. Career Development Course

#### Career Planning

- Principles of Career Planning- Welcome!
- Career Planning is a Part of Life Planning
- Supporting Self-Determination in Employment
- Helping People Explore Career Choices
- What are “Realistic” Career Goals for People with Disabilities?
- Understanding the Difference:  Respecting Dreams and Getting  ”Dream Jobs.”
- Career Planning Meetings
- Core Value: Careers Based on Interests and Aptitudes
- Core Value: Universal Employability
- The Discovery Process
- PATH Planning

#### Vocational Assessment

- Career Exploration
- Job Shadowing
- Virtual Career Exploration
- Use Published Assessment Tests Carefully
- Interest Inventories
- Other Ways to Determine  Vocational Interests
- Situational Assessments
- Workplace Culture Survey

#### Career Development

- Developing Vocational Skills through Job Training
- Developing Social Work Skills
- Using Role Play to Develop Social Work Skills
- Physical Appearance and Hiring Discrimination
- Self-Confidence Can Overcome Negative Perceptions
- Teaching How to Dress for Interviews, Evaluations and Career Fairs
- Tips for Teaching How to Have a Positive Appearance
- Helping Prepare Job Seekers for the Hiring Interview
- Informational Interviews
- Preparing Before the Interview
- Skills Portfolios
- Building Good Resumes
- Teaching Job Seekers with Disabilities about Disclosure of their Disability
- Post-Secondary Education

#### Vocational Profiles

- Elements of a Personal Career Profile
- Developing Career Goals
- Career Future Statement
- Are Entry-Level Jobs OK?

- Considering Self-Employment as a Career Goal
- Using the Profile to Develop a Resumé
- Types of Resumes and Organization
- References
- Develop Video CVs
- Keep Track of Progress in Career Goals

## **2. Job Coaching and Consulting Course**

### Introduction to Job Design

- Job Acquisition
- Job Analysis
- What to Look for in Work Settings
- Job Tasks
- Using Job Analysis for Job Carving
- Advanced Features of Job Designs
- Modifications in Job Design
- Accommodations in Job Design
- Tax Incentives for Making Accessibility Accommodations
- Assistive Technology
- Worker Orientation
- Ways for Co-Workers and Supervisors to support newly-hired People

### Social Relationships and Natural Supports

- Defining Natural Supports
- Emergence of Natural Supports
- Balancing Support Needs
- Research Findings in Natural Supports
- Work Culture Analysis
- Facilitating Coworker Relationships
- Coworker Supports
- Finding Supportive Coworkers
- Working with Supervisors
- Advising Supervisors on Managing Diverse Workers
- Direct Relationships with Supervisors Are Important to Workers with Disabilities

### Job Training: Helping Supported Employees Learn New Skills

- Effective Training Practices
- Training with Natural Validity
- Individualized Teaching to Multiple Intelligences
- Planning Instruction through Task Analysis
- Task Analysis
- Analyzing Baseline Data
- Systematic Instruction and Prompting
- Natural Cues
- Reinforcing Learning
- Reinforcement Strategies

- Principles of Reinforcement
- Progress Data Collection
- Handling Errors in Learning
- Self Instruction
- Fading and Generalisation

#### Supporting Appropriate Social Behavior at Work

- Social Behavior has a Context
- On-the-Job Social Skill Training
- Off-the-Job Social Skill Supports
- Supporting Appropriate Social Behaviour at Work
- Ten Steps to a Behavioural Analysis
- Helping Workers Behave According to Work Cultural Norms
- Motivational Problems and Enthusiasm for Work
- Ways to Improve Motivation for Work
- Focus on Critical Social Skills

### **3. Marketing and Job Development**

#### Marketing

- What is Marketing and How Does it Relate to Job Development?
- Market Research: Knowing the Business Community
- The Business Movement toward Worker Diversity
- Marketing Employment Services
- Researching Regional Businesses
- Researching Local Businesses
- Employer Attitudes toward Hiring Workers with Disabilities
- Regional Studies of Employer Attitudes toward Hiring Workers with Disabilities
- Key Market Research Findings for Employment of People with Disabilities
- Look for Those Employers Who Welcome People with Disabilities
- Explore Seasonal Work for New and Different Job Openings
- Internet-Based Market Research
- "Court the Employer"
- Using Accommodation Research in Marketing
- Using Research to Build Long-Term Relationships
- Setting Up an Employer Advisory Committee
- Job Bank
- Summary: Marketing Research

#### Marketing Tools

- Marketing Tools in Supported Employment
- Using Publications as Marketing Tools
- Design Principles in Marketing
- Special Employer Events as a Marketing Strategy
- Use Photographs in Marketing
- Job and Career Fairs
- Use Your Business Card as a Marketing Tool
- Common Business Cards Mistakes



- Public Speaking and Marketing Presentations
- Presentation Kits
- Direct Mail Marketing
- Job Sharing as a Marketing Tool
- Marketing Tools: A Summary

### Job Development

- The Eight Steps to Job Development
- Job Development through Networking
- Incentives to Generate Referrals
- More on Networking
- Approaches for Making Contacts
- Getting through the Roadblocks to Talk to Hiring Decision-Makers
- Initial Meetings and First Impressions
- Gather Information in Initial Meetings
- Face-to-Face Interaction with Employers
- Direct Job Development Conversation
- Responding to Employer Objections
- Responding to Employer Objections
- Disclosure of Disability to Employers
- Disclosure of Disability is a Personal Decision
- Employment Hiring Incentives
- The "Close": Can You Explain Why Your Job Program Is Low-Risk to Employers?
- Self-Assess Your Job Development Listening Skills
- Collaboration with Other Organizations that Do Job Development

### Job Development Tools

- Tools of Job Development
- Applicant Resumes
- Cover Letters and Letters of Introduction
- References
- Video Resumes
- Skills Portfolios
- Using Job Carving as a Job Development Tool
- Setting up the Job Interview
- Keep a Marketing/Job Development Calendar to Organize Contacts
- Ask Prospective Employees to Be Active in their Job Search
- Make Job Development Everyone's Job
- Summary: Job Development