

# CU2716 Support Individuals To Access Education, Training Or Employment

## Aims

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

Credit 4

Level 4

<b>Learning outcomes</b> The learner will:	<b>Assessment criteria</b> The learner can:
1. Understand the value of engagement in training, education or employment for individuals	1.1 Explain why engagement in education, training or employment opportunities can have a positive impact on the <b>well being</b> and quality of life of individuals
2. Understand how legislation, guidance and codes of practice support an individual to access training, education or employment	2.1 Outline the legislation, guidance and codes of practice that support an individual to access training, education or employment  2.2 Explain how the duty to make reasonable adjustments by learning providers or employers impacts on support for individuals to access training, education or employment  2.3 Identify the assistance that is available to learning providers or employers to support individuals to access education, training or employment opportunities
3. Understand the support available to individuals accessing education, training or employment	3.1 Identify the range of agencies that provide support to individuals accessing education, training or employment  3.2 Clarify the support provided by the various agencies

<p>4. Be able to support an individual to identify and access education, training or employment that meet needs and preferences</p>	<p>4.1 Work with individuals to identify the education, training or employment opportunities taking account of their:</p> <ul style="list-style-type: none"> <li>▪ Aspirations</li> <li>▪ Skills and abilities</li> <li>▪ Interests</li> <li>▪ Experience</li> <li>▪ Qualifications</li> <li>▪ Support needs</li> <li>▪ Preferred career pathway</li> <li>▪ Personal circumstances</li> <li>▪ Language / communication needs</li> </ul> <p>4.2 Work with the individual and / or <b>others</b> to source accessible information on education, training or employment opportunities</p> <p>4.3 Support the individual to select preferred education, training or employment</p> <p>4.4 Support the individual to complete applications to access education, training or employment</p> <p>4.5 Support the individual to prepare for interview or selection for education, training or employment</p>
<p>5. Be able to support individuals to undertake education, training or employment</p>	<p>5.1 Outline own role and role of <b>others</b> in providing support to an individual to undertake education, training or employment</p> <p>5.2 Work with the individual and / or <b>others</b> to identify assistive technology; resources and support that may be needed to undertake education, training or employment</p>
<p>6. Be able to evaluate engagement in education, training or employment</p>	<p>6.1 Review with the individual and / or <b>others</b> how well the education, training or employment opportunity has met expectations and identified outcomes</p> <p>6.2 Review with the individual and / or <b>others</b> the continued support required to undertake education, training or employment</p> <p>6.3 Agree with the individual and / or <b>others</b> adjustments to be made to education, training or employment arrangements to meet individual needs and preferences</p>

## **Assessment Requirements**

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles

Learning Outcomes 4, 5 and 6 must be assessed in real work environment

## **Guidance for Developing Assessment Arrangements for the Unit**

### **Well Being** e.g.

- Emotional
- Psychological
- Physical

### **Others** could include:

- Other professionals
- Specialist employment agencies
- Careers services
- Job coach
- Learning providers
- Employers
- Carers / family members
- Advocates
- Colleagues



