

SCDHSC0348

Support individuals to access learning, training and development opportunities



Overview

This standard identifies the requirements when supporting individuals to prepare for and undertake learning, training and development opportunities. This includes working with individuals to identify their preferences and needs about opportunities for them to learn and develop and helping them to seek and apply for such opportunities. It also includes supporting individuals to prepare for visits and interviews and to prepare for undertaking the activity itself.

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Performance criteria

Work with individuals to identify their preferences and needs about opportunities for them to learn and develop

You must be able to:

- P1 examine **relevant documents** that can help you support and advise the **individual** about how their **circumstances** and their short, medium and long term goals could affect their ability to apply for and complete **learning, training and development opportunities**
- P2 support the individual to examine the changes that taking up a learning, training or development opportunity would make to all aspects of their lives
- P3 support the individual to identify the learning, training and development opportunities open to them, taking account of their aspirations, talents, support needs, abilities, experience, knowledge and existing qualifications
- P4 support the individual to explore and compare the range of suitable options which are of interest to them
- P5 support the individual to consider what previous experience or qualifications would be required for each option and what future development or employment pathways each option would offer
- P6 support the individual to choose the options that would best suit them
- P7 access further information and advice where the individual needs additional support in making their selection

Support individuals to investigate learning, training and development opportunities

You must be able to:

- P8 work in ways that promote **active participation** when investigating learning, training and development opportunities
- P9 support the individual to visit places where learning, training and development opportunities of the type they want will be available
- P10 support the individual to **communicate** their needs to the people involved in providing learning, training and development opportunities, accessing additional support where necessary
- P11 support the individual to acquire **information** and advice about the opportunities in which they are interested
- P12 support the individual to understand the requirements for the opportunities in which they are interested

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Support individuals to prepare for learning, training and development opportunities

You must be able to:

- P13 work in ways that promote active participation when supporting the individual to prepare for learning, training and development opportunities
- P14 support the individual to identify experiences, interests, qualifications and other relevant details to include in applications for learning, training and development opportunities
- P15 support the individual to acquire application materials for their chosen opportunities in accessible formats
- P16 support the individual to complete applications in formats appropriate to their preferences and needs
- P17 support the individual to understand the response to their initial application
- P18 where required, work with the individual to prepare them for interview or preparatory visits, including rehearsal where appropriate
- P19 work with the individual and prospective provider to ensure that reasonable adjustments are made to address any specific requirements the individual may have at interview or for preparatory visits
- P20 support the individual to attend for interview or visits
- P21 support the individual to understand the outcome of their application and its implications
- P22 work with the individual to make any arrangements needed for getting to and from the place where the learning, training or development will be delivered
- P23 work with the individual and provider to ensure that reasonable adjustments are made to address any specific requirements the individual may have
- P24 support the individual to access any additional resources and support they may require when taking part in the learning, training or development
- P25 support the individual to prepare themselves to attend the learning, training or development activity

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Knowledge and understanding

You need to know and understand:

Rights

- K1 legal and work setting requirements on equality, diversity, discrimination and rights
- K2 your role in promoting individuals' rights, choices, wellbeing and active participation
- K3 your duty to report any acts or omissions that could infringe the rights of individuals
- K4 how to deal with and challenge discrimination
- K5 the rights that individuals have to make complaints and be supported to do so

Your practice

You need to know and understand:

- K6 legislation, statutory codes, standards, frameworks and guidance relevant to your work, your work setting and the content of this standard
- K7 your own background, experiences and beliefs that may have an impact on your practice
- K8 your own roles, responsibilities and accountabilities with their limits and boundaries
- K9 the roles, responsibilities and accountabilities of others with whom you work
- K10 how to access and work to procedures and agreed ways of working
- K11 the meaning of person-centred/child centred working and the importance of knowing and respecting each person as an individual
- K12 the prime importance of the interests and well-being of the individual
- K13 the individual's cultural and language context
- K14 how to build trust and rapport in a relationship
- K15 how your power and influence as a worker can impact on relationships
- K16 how to work in ways that promote active participation and maintain individuals' dignity, respect, personal beliefs and preferences
- K17 how to work in partnership with individuals, key people and others
- K18 how to manage ethical conflicts and dilemmas in your work
- K19 how to challenge poor practice
- K20 how and when to seek support in situations beyond your experience and expertise

You need to know and

Theory

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understand:

- K21 the nature and impact of **factors that may affect the health, wellbeing and development of individuals** you care for or support
- K22 theories underpinning our understanding of human development and factors that affect it

You need to know and understand:

Personal and professional development

- K23 principles of reflective practice and why it is important

You need to know and understand:

Communication

- K24 factors that can affect communication and language skills and their development in children, young people and adults
- K25 methods to promote effective communication and enable individuals to communicate their needs, views and preferences

You need to know and understand:

Health and Safety

- K26 your work setting policies and practices for monitoring and maintaining health, safety and security in the work environment
- K27 practices for the prevention and control of infection in the context of this standard

You need to know and understand:

Safe-guarding

- K28 the responsibility that everyone has to raise concerns about possible harm or abuse, poor or discriminatory practices
- K29 indicators of potential harm or abuse
- K30 how and when to report any concerns about abuse, poor or discriminatory practice, resources or operational difficulties
- K31 what to do if you have reported concerns but no action is taken to address them

You need to know and understand:

Handling information

- K32 legal requirements, policies and procedures for the security and confidentiality of information
- K33 legal and work setting requirements for recording information and producing reports
- K34 principles of confidentiality and when to pass on otherwise confidential information

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You need to know and understand:

Specific to this NOS

- K35 how and where to access information and support that can inform your practice when supporting individuals to seek, apply for and gain access to training, learning and development opportunities
- K36 how you can access, review and evaluate information about training, learning and development opportunities relevant to the needs and preferences of the individuals with whom you work
- K37 how learning, training and development opportunities motivate individuals and promote their self confidence, self esteem, sense of identity and independence
- K38 social, emotional, intellectual and language development that might enhance and inhibit an individual when seeking, applying for, gaining and successfully completing training, learning and development opportunities
- K39 the effects of stress and distress caused by seeking, applying for, gaining and completing training, learning and development opportunities
- K40 the paperwork that has to be completed when involved with individuals seeking, applying for and accessing learning, training and development opportunities
- K41 issues you are likely to face when supporting individuals to apply for and access learning, training and development opportunities
- K42 issues you are likely to face when individuals fail to gain learning, training and development opportunities
- K43 issues you are likely to face when individuals are unable to cope with the learning, training and development opportunities
- K44 issues you are likely to face when individuals have to leave learning, training and development opportunities because of their needs and circumstances
- K45 the importance of ensuring individuals understand the requirements of learning, training and development opportunities and the support they will receive to enable them to undertake the opportunities, including who to contact if the support is not effective

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Additional Information

Scope/range related to performance criteria

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

Note: Where an individual finds it difficult or impossible to express their own preferences and make decisions about their life, achievement of this standard may require the involvement of advocates or others who are able to represent the views and best interests of the individual.

Where there are language differences within the work setting, achievement of this standard may require the involvement of interpreters or translation services.

Active participation is a way of working that regards individuals as active partners in their own care or support rather than passive recipients. Active participation recognises each individual's right to participate in the activities and relationships of everyday life as independently as possible

Circumstances may include leaving foster care or residential care; sudden and acute illness or disability which could require the individual to retrain or make a career change; anticipated changes or deterioration in health and wellbeing; improvements in health and wellbeing that make learning or employment possible when it has not been before; the individual's physical, mental, emotional needs in the short, medium or long term

To **communicate** may include using the individual's preferred spoken language, the use of signs, symbols, pictures, writing, objects of reference, communication passports, other non verbal forms of communication, human and technological aids to communication

The **individual** is the adult, child or young person you support or care for in your work

Information could be verbal, written or electronic and needs to be in a format that is accessible to the individual

Learning, training and development opportunities include programmes to enable the individual to learn, develop and maximise their own potential and independence and could include any type of training, educational programmes and personal development programmes

Relevant documents may include records about the individual's needs and circumstances that could affect their capacity to succeed in training, learning and development opportunities; the types of training, learning and development opportunities available; how to apply for these; examples of people with similar needs and circumstances who have succeeded in taking up and maintaining training, learning and development; how to access additional support needed to enable individuals to seek, take up and succeed in training, learning and development opportunities

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Scope/range related to knowledge and understanding

The details in this field are explanatory statements of scope and/or examples of possible contexts in which the NOS may apply; they are not to be regarded as range statements required for achievement of the NOS.

All knowledge statements must be applied in the context of this standard.

Factors that may affect the health, wellbeing and development of individuals may include adverse circumstances or trauma before or during birth; autistic spectrum conditions; dementia; family circumstances; frailty; harm or abuse; injury; learning disability; medical conditions (chronic or acute); mental health; physical disability; physical ill health; poverty; profound or complex needs; sensory needs; social deprivation; substance misuse

Values

Adherence to codes of practice or conduct that may be applicable to your role, and the principles and values that underpin your work setting including the rights of children and adults. These include the rights:

To be treated as an individual

To be treated equally and not be discriminated against

To be respected

To have privacy

To be treated in a dignified way

To be protected from danger and harm

To be supported and cared for in a way that meets their needs, takes account of their choices and also protects them

To communicate using their preferred methods of communication and language

To access information about themselves

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