

## **HSC348 Help individuals to access learning, training and development opportunities**

### **Elements of Competence**

- HSC348a** Work with individuals to identify their needs and preferences about opportunities for them to learn and develop
- HSC348b** Support individuals to prepare for and undertake learning, training and development opportunities
- HSC348c** Support individuals to prepare for employment interviews and work

### **About this unit<sup>1</sup>**

For this unit you need to support individuals to prepare for and undertake learning, training and development opportunities.

### **Scope**

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

**Circumstances** could include: young people leaving foster and residential care; individuals with sudden and acute illness or disability which could require retraining or a career change; individuals whose condition is likely to deteriorate in the short, medium or long term.

**Communicate** 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.

**Documents and records** could be about: the individuals' needs and circumstances that could affect their ability to succeed in any training, learning and development opportunities provided; the type of learning and development opportunities and courses that are available for individuals and to apply for these; examples of people with similar needs and circumstances who have succeeded through taking up training, learning and development opportunities; how to access the support needed to enable individuals to take up training, learning and development opportunities.

**Information** could be: verbal; written; electronic.

**Key people** include: family; friends; carers; others with whom individuals have a supportive relationship.

**Learning, training and development opportunities** could include any type of: training; educational programmes; personal development programmes.

**Needs** could include: physical; emotional; mental; short term; medium term; long term.

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<sup>1</sup> The term 'unit' is used in this report to refer to each separate standard within the NOS suite

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and others with whom you work; the nature of the work you are undertaking; your role and level of responsibility within your organisation, eg whether you have responsibility to support the work of others; the individuals, key people<sup>2</sup> and others with whom you are required to work and the degree of autonomy you have for the management of your own work activities.

### **Values underpinning the whole of the unit**

The values underpinning this unit have been derived from the key purpose statement<sup>3</sup>, the statement of expectations from carers and people accessing services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC34. If you are working with adults they can be found in HSC35. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC34 or HSC35 in your practice and through your knowledge.

### **Key Words and Concepts**

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**

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<b>Active support</b>	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
<b>Individuals</b>	People requiring health, social or other care services. Where individuals use advocates and interpreters to enable them to express their views, wishes or feelings and to speak on their behalf, the term individual within this standard covers individuals and their advocates or interpreters
<b>Key people</b>	Those people who are key to an individual's health and social well-being. These are people in individuals lives who can make a difference to their health and well-being
<b>Learning, training and development opportunities</b>	Programmes to enable individuals to learn, develop and maximise their own potential and independence
<b>Others</b>	Other people within and outside your organisation that are necessary for you to fulfil your job role

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<sup>2</sup> If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

<sup>3</sup> The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

## Rights

The rights that individuals have to:

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be supported and cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

## HSC348a

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

### Performance Criteria

You need to show that,

1. you examine relevant documents, records and information that can help you support and advise **individuals** about how their:
  - short, medium and long term goals
  - needs and circumstances
  - could affect their ability to apply for, and complete, **learning, training and development opportunities**
2. you support individuals to identify and communicate the learning, training and development opportunities open to them, taking account of their:
  - aspirations, talents, support needs, abilities, experience, knowledge and qualifications
  - any previous experience or qualifications that would be required
3. you provide **active support** to enable individuals to explore the range of learning, training and development opportunities that:
  - they are interested in
  - are appropriate to their aspirations, talents, support needs, abilities, experience, knowledge and qualifications
  - will provide career pathways for them
4. you support individuals to choose appropriate options to meet their aspirations, talents, support needs, abilities, experience, knowledge and qualifications
5. you support individuals to examine the changes taking up learning, training and development opportunities would make to all aspects of their lives when selecting an appropriate option
6. where individuals need any additional support in making their selection you seek and acquire relevant support

**HSC348b** Support individuals to prepare for and undertake learning, training and development opportunities

**Performance Criteria**

You need to show that,

1. you support individuals to identify the places where information about the learning, training and development opportunities they are interested in can be found
2. you support individuals to visit places where learning, training and development opportunities of the type they want are available
3. you support individuals, and where appropriate, acquire additional support to enable individuals to communicate their needs to the people involved in providing learning, training and development opportunities
4. you work with individuals to seek and acquire information and advice about learning, training and development opportunities they are interested in
5. you support individuals to understand the information about and the requirements for the learning, training and development opportunities they are interested in

**HSC348c** Support individuals to prepare for employment interviews and work

**Performance Criteria**

You need to show that,

1. you support individuals to:
  - identify experiences, interests and qualifications to include in applications for learning, training and development opportunities
  - acquire and complete applications and other requirements for employment
2. you support individuals who have any specific needs to access, understand and complete applications for learning, training and development opportunities in media that is appropriate to their needs
3. you work with individuals to prepare them for interviews, rehearsing interviews, where appropriate
4. you support individuals to attend interviews and ensure that reasonable adjustments have been made to meet any special needs they may have
5. you help individuals prepare for learning, training and development opportunities, examining any particular requirements they may have when getting to, during and getting home from the place where the learning and training is being held
6. you support individuals who may be able to access additional resources and support when undertaking learning, training and development opportunities, to do so

## Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in for the performance described in this unit. When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

### Values

1. legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when supporting individuals to access training, learning and development opportunities and working with providers of such opportunities
2. how to provide active support and place the preferences and best interests of individuals at the centre of everything you do, whilst enabling them to take responsibility (as far as they are able and within any restrictions placed upon them) and make and communicate their own decisions about their lives, actions and risks when accessing training, learning and development opportunities
3. the rights and responsibilities of the individuals seeking, applying for and gaining access to learning, training and development opportunities
4. dilemmas between the individual's rights and their responsibilities for their own care and protection, the rights and responsibilities of **key people** and your role and responsibilities in enabling individuals to access training, learning and development opportunities
5. how to challenge, and to support individuals to challenge, any discriminatory practice observed whilst involved with individuals:
  - seeking learning, training and development opportunities
  - during interviews and selection processes
  - when individuals are undertaking learning, training and development opportunities

## **Legislation and organisational policy and procedures**

6. codes of practice and conduct, and standards and guidance relevant to your own and the roles, responsibilities, accountability and duties of others when supporting individuals to access learning, training and development opportunities
7. current local, UK legislation and organisational requirements, procedures and practices for:
  - data protection, including recording, reporting, storage, security and sharing of information
  - risk assessment and management
  - protecting individuals from danger, harm and abuse
  - providing inclusive learning, training and development opportunities that are relevant to the age, needs and circumstances of the individuals with whom you are working
  - enabling individuals to seek, apply for and access training, learning and development opportunities
8. the legislative framework relating to education and training generally and specifically related to the needs and circumstances of the individuals with whom you are working
9. key government initiatives which promote individuals' training, educational learning and development opportunities

## **Theory and practice**

10. 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
11. 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
12. government reports, inquiries and research relevant to individuals to seeking, applying for and accessing training, learning and development opportunities
13. theories relevant to the individuals with whom you work, about:
  - aspects of human growth and development and how these can affect, and be affected, when individuals access training, learning and development
  - how learning, training and development opportunities motivate individuals and promote their self confidence, self esteem, sense of identity and independence
14. how power and influence can be used and abused when individuals are seeking, applying for and gaining employment
15. 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
16. the effects of stress and distress caused by seeking, applying for, gaining and completing training, learning and development opportunities
17. the paperwork that has to be completed when involved with individuals seeking, applying for and accessing learning, training and development

opportunities

18. issues you are likely to face when:
  - supporting individuals to apply for and access learning, training and development opportunities
  - individuals fail to gain learning, training and development opportunities
  - individuals are unable to cope with the learning, training and development opportunities
  - individuals have to leave learning, training and development opportunities because of their needs and circumstances
19. 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