



Partner's Manual for the

**TRAVORS2 Training Programme**

and

**European Practitioner Certificate  
in Disability Employment**

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Valid to end 2015

# **TRAVORS2 Training Programme *and* European Practitioner Certificate in Disability Employment**

## **Partner's Manual**

This document contains the international specification for the TRAVORS2 Training Programme and the associated European Practitioner Certificate in Disability Employment (EPC).

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# Using this Manual

This manual contains the complete set of details for running the TRAVORS2 Training Programme and the associated European Practitioner Certificate in Disability Employment (EPC).

The manual is intended for TRAVORS2/EPC 'partners,' i.e. organisations that are approved to run the training and/or qualification. These include the original TRAVORS2 project partners, plus other organisations that are subsequently licensed to run the programme.

PART 1 of the manual is divided into different sections. All sections will be relevant to partners who run the training programme and provide assessment and certification for the EPC. If you don't offer assessment for the EPC, you do not need to read section F.

Section A, **Introduction**, provides a short introduction to the training programme and EPC.

Section B, **Operation**, describes what you need to do as a partner to provide approved TRAVORS2 training and EPC assessment. It also describes what is needed from new organisations wishing to become partners.

Section C, **Validation**, concerns getting the training and/or qualification approved by the relevant body in your country, in line with the principles of the European Qualifications Framework (EQF) and the European Credit System for Vocational Education and Training (ECVET).

Sections D-F provide guidance on the three key processes associated with TRAVORS2 training and the EPC: **learning needs analysis and diagnostic assessment (D)**, **training design and delivery (E)**, and **assessment (F, for the EPC only)**. Each section also has a part of the quality assurance checklist associated with it (see Part 3 of the manual).

PART 2 of the manual gives details of each of the six **TRAVORS2/EPC units**. Copies of the relevant units must be translated and given to candidates for the qualification.

PARTS 3 and 4 of the manual contain **forms and checklists** for the programme and qualification. If you are only running the training, you do not need to use the qualification forms in part 4.

You will need to copy or adapt the relevant parts of the manual for your trainers, assessors and participants. As a minimum:

- Trainers need sections A, D and E, plus the units they are covering, and the relevant forms.
- Assessors need sections A, D and F, plus the units they are assessing, and the relevant forms.
- Participants who are not being assessed need section A, and the relevant forms; it is recommended that they are also given details of the units they are taking.
- Participants who are being assessed need section A, the units they are taking (including the assessment details), and the relevant forms.

## A. Introduction to TRAVORS2 and the EPC

The TRAVORS2 training programme is a modular programme for anyone whose job (or voluntary role) involves assisting disabled, incapacitated and recovering people<sup>1</sup> to obtain work and remain in work. The programme supports participants to motivate and change the behaviour of clients and employers in order to increase opportunities for employment. It covers a minimum skillset in areas that include (depending on the units taken) planning, assessment, work adjustment, case management and community engagement. The specific work it will aid participants to do will depend partly on their existing professional training and skills, and it is important that participants understand that they must not work beyond their level of competence or scope of practice. The programme does not include medical or health-related skills or content, nor does it lead to expertise in any particular disability or condition.

The programme was developed in the UK, drawing among other sources on the Active Case Management course developed by Rehabilitation Network Ltd and accredited by Derby University. It was then tested and refined through trials in eight additional countries in the TRAVORS and TRAVORS2 projects between 2008 and 2012, with the aid of funding from the European Commission's Lifelong Learning Programme. The content reflects methods and approaches that are proven to be highly effective in gaining and maintaining employment for disabled people, and the programme itself uses evidence-based methods of developing and assessing practitioner skills.

The programme is designed so that all participants get an introduction to the skills, principles and ethics involved in disability employment, as well as specific training in the areas relevant to their work role. It is specified in terms of learning outcomes and assessment criteria rather than training inputs, which together with its unit-based structure allows partner organisations to develop their training and coaching to suit the needs of a wide range of client groups. Support is available to assist with developing appropriate courses or mentoring programmes through learning needs analysis and diagnostic assessment.

The training – particularly unit 1 – can also be used for people who want to understand what is involved in disability employment, but the qualification is only available to people who can demonstrate their competence in an appropriate work role (including voluntary work). The units are designed to give participants the essential skills they need to be effective in a front-line disability employment role, without extending to advanced practitioner skills such as carrying out in-depth assessments or plans, managing medically or emotionally complex cases, or developing organisational policy.

The units in TRAVORS2 can be used purely as training modules, or they can also be assessed as part of the European Practitioner Certificate in Disability Employment (EPC). Alternatively, experienced disability employment practitioners can have a diagnostic assessment and, if they have the appropriate role and skills, work directly towards the EPC by providing detailed evidence of their work.

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<sup>1</sup> The terms 'disabled people' and 'disabilities' are used throughout the document. They should be taken to include people who have been off work due to physical and mental health problems and other forms of incapacity as well as those with ongoing disabilities.

The qualification is pitched at level 5 of the European Qualifications Framework, and each unit has a recommended ECVET/ECTS credit rating. There are however no formal entry requirements other than being in a suitable work role. At present the qualification does not contribute to any formal professional status or state registration, unless this is negotiated by the partner as part of the validation process.

The TRAVORS2 programme and EPC are based on three basic principles:

- Learning needs analysis and diagnostic assessment. These initial stages allow training to be developed that fits the specific needs of client groups, as well as letting individuals receive the support they need to improve their skills and (if they wish) be assessed.
- Skills-based training and support. The programme is designed to give participants immediate skills that they can use along with the practical knowledge of how and when to use them.
- Work-based assessment. The assessment methods used for the EPC show that successful candidates can apply their skills in a work setting – i.e. can actually do the job as opposed to demonstrating skills and knowledge in a classroom.

A TRAVORS2 programme should normally lead to certification that is recognised in the partner's country, typically through validation by a national agency, professional body, vocational awarding body or university. Different countries will have different rules and options for validation. However, certificates for completing a training programme (sometimes called certification of informal or non-formal learning) must be distinguished from award of the EPC based on formal assessment of competence at work.

### **Programme management**

The TRAVORS2 programme and the EPC are managed internationally by the EPC Managing Agency. The Managing Agency is represented by:

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## B. Operating TRAVORS2 and the EPC

This section describes what you need to do as a partner to offer approved TRAVORS2 training and/or the EPC. Read section A, Introduction to TRAVORS2 and the EPC, before reading this section.

### **Permission to use the terms 'TRAVORS2' and 'European Practitioner Certificate in Disability Employment' (EPC)**

The above wording may only be used to describe training programmes, assessment processes and certificates or qualifications when permission has been granted by the EPC Managing Agency (see section A). Permission will depend on the potential partner being able to demonstrate that it understands how, and has the capacity, to apply the principles described in this manual. The Managing Agency also reserves the right to make checks to ensure that the principles are being applied in practice; this will normally involve examining documents and talking to trainers and assessors, though it can also involve visits to partners to observe training and assessment.

Partners will normally be expected to gain validation for their training or certification from the appropriate national body or from a recognised university or professional body (see section C). Validation provides an additional means of quality assurance, and it also links the training and qualification into the national system and the European Qualifications Framework.

For candidates who are being assessed in English, it may be possible to link in to the UK validation with Edexcel (BTEC) through a separately negotiated arrangement.

### **What to offer: TRAVORS2 training or the EPC as well?**

TRAVORS2 training provides a high-quality skills-based programme for people working in, or intending to work in, the field of securing and maintaining work for disabled people. If required it can be certificated in its own right without the need for work-based assessment. Training can be provided for unit 1 (skills and ethics), or unit 1 plus any other unit or combination of units; it can also be integrated into a larger training programme that the partner runs.

The EPC provides formal certification based on the ability to apply the TRAVORS2 skills and principles in the workplace. The assessment process involves participants ('candidates' for the qualification) keeping evidence from the workplace, for instance in the form of case-notes and reports, as well as being assessed carrying out interviews and discussions. To achieve the EPC candidates must take unit 1 and at least one other unit, although credit can be recorded for single units. Experienced candidates can be assessed without needing to take any training, or taking only the training they need to reach the required level of competence (a certain amount of one-to-one support by email or telephone is normally needed). This means that the EPC can be a good option for confirming and certificating the skills of experienced staff.

Partners should be aware that the assessment requirements for the EPC are more formal, and also that participants need to be in a suitable job (or voluntary) role where they can demonstrate competence in the required tasks. Some validating bodies will also have difficulties in approving a programme based only on assessment, without any requirement to attend training.

### **Programme management, trainers and assessors**

Once approved, each partner will be responsible for managing the programme and ensuring its quality. One person (referred to here as the 'programme manager') should be nominated to manage the programme and liaise with the Managing Agency. For the EPC, the programme manager (or a named deputy) will also need to manage the qualification, be responsible for ensuring the quality of candidate support, and ensure that the assessment is being carried out consistently (see section F).

Partners are responsible for using appropriately experienced and qualified trainers (and for the EPC, assessors). A typical trainer or assessor profile would be:

- a broad experience of relevant aspects of disability employment, with well-developed skills in this area (typically around 5 years or more experience)
- normally a qualification in a relevant field (e.g. social work, human resources, teaching disabled people) at EQF level 5 or above
- as a trainer, experience of developing practitioner skills (as opposed to theoretical instruction), along with ideally at least a basic qualification in teaching or training
- as an assessor, experience of assessing practical tasks and workplace performance (this could come from assessing practical skills as a trainer, or assessing staff performance as a manager).

Partners will need to provide training or briefings to ensure that their personnel are competent to provide the diagnostics, training and assessment to the standards outlined in sections D-F. Trainers and assessors should themselves complete the unit-level diagnostic forms in Part 4 of the manual to identify any training they need in the content of the programme.

### **Translating this document and associated materials**

This document should be translated into the language that the partner will be delivering the training and assessment in, so that trainers, assessors and (for the relevant parts) participants/candidates understand how the training and qualification works.

The minimum parts that need to be translated are:

- Section A (or a version of it adapted to the partner's needs), for trainers, assessors and participants
- Sections D and E, for trainers and assessors
- Section F, for trainers and assessors if the EPC is being offered
- The relevant unit specifications, for trainers, assessors and participants.

If general translators are used it is important that relevant specialists check that the results make sense from a technical viewpoint. This is particularly important for the unit specifications, which should be checked by a vocational rehabilitation specialist.

Various materials and web-based are also available to support training and assessment, and may be translated or the partner may wish to develop their own.

### **Becoming a TRAVORS2 partner**

To offer TRAVORS2 training or the EPC qualification you will need to gain approval from the Managing Agency. The first stage in this process will be to have an informal discussion with one of the Managing Agency representatives. If you want to go ahead, you will be asked to fill in the partner's details form and make an initial self-assessment using the quality assurance checklists. You will also be asked to sign a partner agreement. All these forms are included in Part 3 of this manual.

You must also ensure that your trainers/assessors have a good understanding of the vocational rehabilitation principles and skills involved in the units that you will be offering: use the unit-level diagnostics in Part 4 to check this.

The Managing Agency will then discuss with you the support and training that you will need in order to offer the training and/or qualification. This will normally involve a number of training days and workshops either at your location or remotely, plus ongoing support and monitoring to help you to develop the systems you need to run the training and qualification.

The initial discussion will be free, but fees will be payable for support, training, approval and monitoring. These will be agreed with you and you will be responsible for paying the fees or securing the necessary financial support.

### **Quality and monitoring**

Both TRAVORS and the EPC are high-quality 'brands' that have been developed and trialled with partners across Europe. As a TRAVORS2 partner you have a responsibility to maintain the quality of your training and assessment to the standards described in this manual. This includes carrying out an annual review and completing the quality assurance checklist; the results of the review and the checklists should be copied to Managing Agency. A checklist for the review is also included in Part 3.

### **Associated forms and checklists**

- Partner details
- Quality assurance checklist
- Programme review checklist
- Partner agreement
- Unit diagnostic

## C. Validation

TRAVORS2 programmes should be validated by an appropriate body within the national qualifications or vocational education and training system of the partner's country. Validation (sometimes called accreditation) is an important part of maintaining the quality of the training and the qualification, as well as ensuring that it conforms to national standards. Validation is essential for the EPC.

### Types of validation

Depending on how the country's education and training system works, validation can take place in a number of different ways. The following are examples of validation from countries where TRAVORS2 training has been trialled.

- **Self-validation.** If the partner has the authority to approve qualifications and grant certificates in its own right, it may validate the training and/or qualification directly. Organisations that can do this include universities, university institutes, and professional bodies (i.e. bodies responsible for granting licence-to-practise or qualified status in a profession). In some countries a wider range of organisations – e.g. schools, colleges and training organisations – can also be authorised to award certificates in their own name, although the type and level of certification may be limited. Most self-validating organisations have an internal procedure – such as approval by an academic board or examinations committee – that needs to be satisfied before certificates can be issued.
- **Validation by a government body (a ministry or agency).** In this model the partner submits details of what is to be validated to the government body. If the application is successful, the official body approves the partner to offer the training, carry out assessments, and award certificates.
- **Validation by another certifying body.** A common model in some countries is for education and training organisations to work with an organisation that is already authorised to award certificates – such as a university, vocational awarding body, or professional body. In this model, while the partner will provide training and (usually) assessment, the certificate is awarded by the validating body. Validating bodies will usually have a standard set of procedures both for approving the partner to carry out assessment and training, and for maintaining quality standards from year to year.

Decide whether you are aiming to validate the training only, or want to award the EPC using work-based assessment.

### Validating a training programme

In identifying a suitable validation route for TRAVORS2 programmes, partners need to be clear about what it is that they are aiming to have validated. In particular, validation of the training must be distinguished from authority to award the EPC. In many countries this will be termed validation as an 'informal' or 'non-formal' programme, or lifelong learning programme.

If you are validating a package of TRAVORS2 training – for instance as an approved continuing professional development programme, lifelong learning programme, non-formal certificate or certificate of training – the essential things you will need to identify are:

- The title of the programme. This should not include ‘European Practitioner Certificate’ or the equivalent in your language, or anything that could be confused with EPC. Check if your validating body or national system has a standard approach to naming programmes and certificates.
- The units that form the programme. Some validating bodies will let you validate a flexible programme or offer units individually, while others will require a structured programme (e.g. units 1, 3 and 4). If it is appropriate for your market or client group it is acceptable to include content in the programme that is not in the TRAVORS2 units (provided that the units are covered adequately).
- The European Qualifications Framework level – normally level 5 – or the equivalent in your country’s national framework, along with (if appropriate) the number of ECVET, ECTS or national credits represented by the training (see later in this section).
- Who the programme is intended for. You are likely to need to identify the target market and any training, experience or qualifications needed to come on the programme. Some countries have specific approval processes for training intended for particular categories of workers – for instance social workers, teachers or occupational therapists – so be aware of these and obtain the necessary permissions if they are your client groups.
- The type of programme, and whether it is assessed. Some validating bodies have particular categories of programme, some of which require formal assessment to be carried out. Check the requirements of the validating body for this

Validating bodies typically have a range of other requirements that need to be met before they can provide validation. These may include the credentials of the trainers, the organisation’s track record and ability to manage the programme, and sometimes evidence of demand from client groups or approval from relevant industry or professional groups.

### **Validating the EPC**

The European Practitioner Certificate in Disability Employment requires participants to demonstrate their competence at work. Because it aims to represent a common standard, developed through the TRAVORS2 project, the rules for using the ‘EPC’ title are stricter than those for TRAVORS2 training.

The requirements for validation are similar to those for a training programme, but:

- You will need to be clear whether you are asking for validation for the assessment and certification only, or a training programme plus the assessment. In some countries it is unusual to

offer assessment without a requirement to attend a related training programme. This means that some validating bodies may insist on including the training course in the validation.

- You cannot alter or split up the EPC units to obtain validation, although of course it is possible to vary the training that supports them.
- The qualification title should include the EPC title or something acceptably close to it (e.g. the UK version is the BTEC Professional Certificate – European Disability Employment Practitioner).
- If you are proposing a credit rating, the approach is slightly different from that used to credit-rate training courses (see the next section).

A copy of the validation application should be emailed to the Managing Agency.

### **Credit ratings**

Each TRAVORS2/EPC unit has a recommended ECVET/ECTS credit rating of 5. This is not binding on national systems, and if validation agencies require a credit rating to be included this will need to be agreed between the partner and the validating agency (or for self-validating partners, with the partner's academic board or equivalent).

The recommended credit ratings are for the unit *as assessed for the qualification*. This means that they take into account the time at work involved in developing the required level of competence, and demonstrating and writing up for assessment. They are also based on an 'average learner' who is educated to at least senior secondary level (EQF level 4) and has around five years' experience of technical or similar work, but who is not an experienced disability employment practitioner. This means that for people relatively new in a relevant work role the credit rating represents a realistic amount of time for training, practising skills and gaining the qualification. For those already experienced in the job, it provides an element of credit for skills that they have already acquired ('recognition of previous learning' or 'accreditation of prior learning').

If a credit rating is to be given for the training alone, it is more common to count the number of hours of training plus any time participants are expected to engage in learning outside the classroom. ECVET/ECTS credits are nominally based on 20-25 hours of learning per credit point; some national systems are different, e.g. the UK system uses 10 hours per credit.

### **Associated forms and checklists**

- Partner details
- Quality assurance checklist (part 1)
- Programme review checklist

## D. Learning Needs Analysis and Diagnostic Assessment

TRAVORS2 training should be based on a learning needs analysis and diagnostic assessment, so that:

- training is tailored to the needs of each group of participants
- the most appropriate methods – e.g. face-to-face training, e-learning, workplace coaching, one-to-one support – are selected and are used in ways that meet participant needs
- people wanting to take the qualification can proceed directly to assessment if their current experience and skill levels allow.

### **Learning Needs Analysis**

Learning Needs Analysis (LNA) looks at potential participants' roles, current levels of ability, and the kinds of training and support that will help them improve their work performance or prepare for new roles. It normally involves interviews with the potential participants, and (particularly for groups from a single organisation) their manager or 'sponsor.'

Learning Needs Analysis ensures that the training or other support will provide maximum benefit for participants, for example time is not wasted learning things that participants are already proficient in, or the training doesn't focus on theory when participants need to develop or refine their skills. It should also identify how to do the training and how to provide support (for example e-learning, workplace coaching, action learning) that are most appropriate to participants' needs and work situations.

### **Diagnostic Assessment**

A Diagnostic Assessment looks more specifically at the tasks that participants perform and their skill levels in these areas. TRAVORS2 uses a specific Diagnostic Assessment based on the units and learning outcomes in Part 2 of this manual, which ask participants to identify what they do at work (and expect to do in the future), as well as their level of ability in each broad task. It should be completed by each individual participant, as well as wherever possible by their manager.

The Diagnostic Assessment identifies:

- which units and learning outcomes are relevant to the participant
- where training or other forms of support will be beneficial
- for those taking the qualification directly without training, which units and learning outcomes can be assessed.

The Diagnostic Assessment is essential for candidates for the EPC, particularly if they are not planning to go on a training course. It can also be used as part of the Learning Needs Analysis for people who are taking training without taking the EPC. For EPC candidates it leads into the next step, which is to complete the unit-level diagnostic in Part 4 of the manual, and then provide the

'evidence' for the tasks where they have rated themselves as proficient. This will let them be signed off for relevant units or learning outcomes straight away.

### **Carrying out a Learning Needs Analysis and Diagnostic Assessment**

The following sequence describes how to carry out an interview to produce an in-depth LNA, including using the Diagnostic Assessment. It can be adapted to use with the manager of the potential participant, or with the manager of a group of participants. The process can be used face-to-face or on the telephone; for telephone interviews, ensure that the interviewee has a copy of the Diagnostic Assessment.

Remember that some people may not be used to the wording of the EPC units. They may not be aware of the skills that the EPC covers, so you may need to provide examples and explanations to help them understand and respond.

The first part of the investigation or interview(s) explores the person's job and skills, and identifies the areas where further development is needed.

- *What is your current work role, and what does it involve?*  
The aim here is to explore the tasks and skills involved in the role. Check whether tasks are performed frequently or occasionally. Also ask if the person expects their role to change over the next six to twelve months, and what the new or changed role will involve. A general job description will not usually be enough.
- *How much experience do you have in this kind of work?*  
This should focus on the level of experience of performing specific tasks. If the person is new to the role, explore past experience that uses relevant skills. Also find out what training the person has had that is relevant to the role – this may be general training such as a social work or careers guidance qualification (ask what relevant topics and skills it covered), or training to develop specific skills or areas of knowledge. This is about much more than the number of years or months in the role.

This is the point to introduce the Diagnostic Assessment. You may want to continue the LNA interview below and work with the person on the assessment form as you go along.

- *Describe your experience of carrying out some of the important tasks in your work role.*  
Focus on areas relating to the TRAVORS2 content, for instance helping clients into work or working with employers. Explore the breadth of what the person does by referring to the detailed content of the relevant units. This is described in the learning outcomes of each unit, and in more detail in the section on Further Guidance.
- *What do you do particularly well in your work role?*  
Focus on the experiences and activities you have discussed. Ask the person to give actual examples of things that went well. Note that this is not always an easy question for people to

answer, so you may need to ask additional questions to help them describe the scenario, what they (and their colleagues if relevant) did, and what the outcome was.

- *What do you do less well, or want to improve?*  
Ask the person to identify skills or activities that they feel less confident about, or feel they could do better. Explore actual examples of when things went less well; again you may need to ask gently probing questions to find out what it is that the person could have done better.

Now go back to the Diagnostic Assessment and make sure that the person completes the column about their level of competence. If the person is anticipating being assessed in areas where s/he is already competent, you can go on to discuss the kinds of evidence s/he will provide for assessment.

The second part of the LNA explores the kinds of training or other support that will be most effective in meeting the needs identified above.

- *What has been most effective in helping you do your job?*  
Explore not only training, but things such as support from a manager or experienced colleague, materials and resources, reviewing cases and incidents, seeing how others work, and computer-based and other self-managed learning.
- *How could we be effective in helping you cover the areas you have identified?*  
Explore whether the person thinks that a training course would be useful, or other types of interventions would help – additionally or instead. Find out how the person thinks the training or intervention(s) should be designed to make them accessible and effective – down to practical details such as where and when.
- *What do you hope that the intervention(s) will change?*  
Explore what the person thinks will be different – in terms of their skills, and more importantly their effectiveness at work – as a result of the intervention(s). Check that this matches the needs identified earlier.

Finally, ask if there is anything else that the person thinks needs to be considered.

### **Diagnostic Assessment for experienced individuals**

An alternative – that can be used for experienced practitioners who are aiming to be assessed for the qualification, but do not expect to receive training – is to ask them to fill in the Qualification Application Form and Diagnostic Assessment, then discuss it with them afterwards.

The main aim of the Diagnostic Assessment is to find out:

- whether the potential candidate is in a role that allows him or her to be assessed for one or more units (the requirement for the EPC is Unit 1 plus one or more other units)
- if the candidate is broadly competent, and therefore ready to be assessed, or needs additional support or training
- what evidence the candidate will produce for assessment.

The discussion can then focus on the choice of units; whether additional support is needed, and if so what kind (if necessary this could lead into a more detailed learning needs analysis and agreement of a training programme or other form of support, such as e-learning and work-based coaching); and how and what kind of evidence the candidate will produce.

Note that experienced practitioners who are going forward directly to assessment should still be provided with individual guidance on organising and preparing their work to meet the qualification requirements. It is important that participants with some experience are not set up to fail by putting them forward for assessment without adequate training or preparation.

For candidates who are going directly to assessment, the next step is to complete a diagnostic form for each unit that they are taking and to agree an assessment plan with their assessor (see Part 4 of the manual).

### **Further reading**

Part of this section is based on: Richard Birkin, David Booth, James O'Malley and Claire Mitchell (2011) *Learning Needs Analysis: a guide for employment interview and employment rehabilitation training designers*. Sheffield UK, Department for Work and Pensions (DWP) Occupational and Health Psychology Services

### **Associated forms and checklists**

- TRAVORS2/EPC Diagnostic Assessment
- Quality assurance checklist (part 2)

## E. Training design and delivery

TRAVORS2 training is based on set of principles that have been trialled through the TRAVORS projects as well as drawing on established research and practice. The principles should be used in the design and delivery of TRAVORS2 training and are outlined below.

### **Selecting participants**

The TRAVORS2 units and materials are designed for people who are already in a disability employment role, or have experience in another suitably relevant role. While the level and content of training that is provided can be adapted to the needs of different groups, it is important to ensure that:

- a) Participants are able to cope with the level of content in the units. Unit 1 can be used as an introduction to the principles and skills involved, but it does assume some experience in an area such as employment guidance or practice, careers guidance, or rehabilitation. If the learning needs analysis suggests that potential participants are not ready to start unit 1 they may need to undertake some introductory training first.
- b) Participants are starting from roughly the same level. Some differences in starting-point can usually be accommodated, but avoid situations where one or two people in the group will be holding the rest back. Again the learning needs analysis or diagnostic assessment will suggest if this is likely to be the case, and may also suggest learning activities (such as e-learning, background reading or gaining further experience at work) that can be done before coming on the training.

### **Using learning needs analysis and diagnostic assessment**

The important principle here is to use the results of the LNA and diagnostic assessment to design a programme that has appropriate content and uses appropriate methods.

For the content (i.e. the skills and knowledge to be developed), the aim should be to make sure that the areas identified in the LNA are covered sufficiently, enabling participants to develop the relevant skills while avoiding spending too much time going over material that they are already familiar with. It is often useful to check and consolidate existing skills – particularly if there is a need to ensure, for instance, that participants are able to use a client-centred approach – but this should be tailored to the needs of the group and should not take up more than a small proportion of the training.

The methods used should reflect the results of the LNA, and be tailored to the practical constraints on the group. This will normally mean using more than one method of facilitating learning, even if the programme is based around a conventional training course; consider for instance how to integrate training sessions with appropriate materials, e-learning, distance support, and work-based learning and coaching (see 'blended learning' below).

## **Planning the training**

Planning the overall programme will need the following to be taken into account.

- the mix of activities (see 'blended learning' later) – e.g. whether this is principally a classroom-based programme supported by other activities, an e-learning programme with skills development sessions, a work-based programme (e.g. with individual coaching), etc.
- the number and timing of activities – plan out how participants will work through the programme, how many sessions etc. are needed, and when they need to take place
- the number of participants on the programme – this will be dictated by the maximum on a training session (see below) and whether you are able to run parallel or repeat sessions
- timing, length and location of sessions (are these accessible given for instance participants' work commitments, geographical locations, and any access needs?)
- suitability of the venue for the number of participants and the planned activities
- private space for one-to-one discussion, if using a workplace setting
- suitability and relevance of any materials and resources, including digital resources
- accessibility of materials and resources – in particular ensure that participants are able to access and technology-based resources adequately
- suitability of the trainer(s) – both knowledge and experience of the material to be covered, and ability as a skills trainer.

Considerations for planning the training sessions include:

- the maximum number of people to a session - for skills development this should normally be limited to a small number, ideally not more than 12, certainly no more than 15
- the mix and length of activities during the session – ensuring that the session provides a logical progression, activities hold participants' interest and maximise learning, there is enough time to complete skills-based activities, and participants have opportunities to ask questions and learn from each other
- the resources, trainer(s) and space needed to run each activity.

## **The training approach**

The following principles have been tested through the TRAVORS projects and should be used as the basis of designing TRAVORS2 training. It is particularly important that the training focuses on skills and competence rather than knowledge and information.

### *Skills first*

The 'skills first' approach is central to TRAVORS2. It means that the main focus of the training is about developing skills, not imparting information or exploring concepts. Information and concepts are important, but as part of developing skills and competence rather than as ends in themselves. The training therefore needs to be practical and focused on work tasks and skills rather than on the theory of vocational rehabilitation.

### *Skills acquisition and errorless learning*

Effective skills acquisition includes:

- Overview of the skill(s) to be developed – e.g. through discussion or observation (of a live demonstration or a recording), ensuring that participants have understood the key stages of the activity and why it works as it does.
- Practising the skill(s) in steps, with feedback and guidance as needed to create effective learning. While participants can be encouraged to experiment with ‘micro-skills’ in an environment where they can make mistakes, it is important that they learn to master each step before moving on: this ‘errorless learning’ approach builds confidence and prevents bad habits forming.
- Applying the skills in a longer session where the trainer can observe, provide feedback and address any issues.

### *Self-efficacy*

Self-efficacy is essentially the belief in one’s ability to act effectively in a given situation. A person with a high level of self-efficacy will believe that it is worth taking action, the actions will produce the desired results, and there are alternative approaches to take if they don’t. Research indicates that high self-efficacy levels lead to greater effectiveness in practice, and training that develops self-efficacy beliefs – for instance by gaining participants’ ownership for the approaches being advocated, and demonstrating that they actually work – will produce a higher level of competence in the workplace.

### *Competence*

Competence is the ability to use skills and knowledge to produce desired results in a real-life situation. As well as having skills it implies knowing when and how to use them in the workplace. TRAVORS2 participants should be developing a good working level of competence; it is this, rather than individual skills, that is assessed for the EPC.

### *Learning modes*

Various pieces of research show that learning is often most effective when it draws on different types of activity, for instance following a cycle of planning, doing, reflecting and drawing conclusions, or taking action, reflecting during the action, and reflecting after the event. The practical implications are to structure training to allow this cyclic type of learning – for instance to introduce and discuss the skills and approaches needed for a particular task, practise ‘micro-skills,’ review the practice session, discuss ways of going about the overall task, practise the task (maybe in the workplace), and review what happened.

### *Blended learning*

Blended learning refers to using different methods to facilitate learning within the same programme. It recognises firstly that not everyone learns most effectively in the same way, and secondly that combining different approaches is usually more effective than using one method alone. An effective programme may for instance use a combination of face-to-face training; structured learning resources, which could be paper or computer-based or both; one-to-one support at work or via email, telephone or internet; peer support, either at work or through an internet forum or chat group; and action-based learning at work.

### *Consolidation*

Consolidation is produced through using new skills in practical situations before they are forgotten or discarded, so that they are reinforced, refined and become part of the practitioner's normal way of working. Consolidation is improved by linking the training into the workplace – for instance involving participants' managers in supporting changes in practice, having coaching sessions in the workplace, getting participants to reflect and report back on using new approaches at work, and not least on assessing workplace practice (as is done for the EPC).

### **Evaluation**

Partners should carry out regular evaluation of training to assess the extent to which it is:

- meeting the needs of participants, as identified in the learning needs analysis
- developing the required skills and having an impact on participants' effectiveness at work
- where relevant, preparing participants adequately for assessment for the EPC.

There is no single 'most effective' approach to evaluation, but the following principles can be used to design an appropriate evaluation strategy.

- Post-event participant feedback questionnaires – sometimes referred to as 'happy sheets' – can provide feedback on participants' satisfaction with the training, but they are not a good way of assessing how effective it was.
- Pre-programme and post-programme questionnaires (or structured interviews) can provide some measure of 'distance travelled' and therefore how effective the training was at achieving its objectives. Participants rate themselves on a scale for each of the learning objectives that the training will cover. This should be done (a) before any training has been carried out, then (b) again after the end of the programme, when participants should be asked to give themselves both a rating for their post-training level of competence, and another rating for where they now think they were before they joined the programme.
- Employers can be asked to rate participants' level of competence before the programme, then again at a point when participants have had an opportunity to apply their improved skills – typically around three months after the end of the programme.
- More open interviews with participants (and their employers). These allow interviewees to state what they regard as the main benefits of the programme, as well as making any suggestions for improvements. The interviewer should normally have a short list of prompts to focus on important areas (e.g. the main benefits from the programme, its effect on workplace performance, its effect on confidence and self-efficacy, etc.), but also allow interviewees to raise points that are important to them. Alternatively a set of open questions can be used – typically no more than four to six key prompts on an A4 sheet.
- Pre- and post-programme assessment performance. For EPC candidates, the diagnostic assessment can be compared with the units and learning outcomes met after the end of the programme.

### **Further reading**

Part of this section is based on: Richard Birkin, David Booth, Claire Mitchell-Lowe & James O'Malley (2011) *Training design: research principles and implementation guidance* Sheffield UK, Department for Work and Pensions (DWP) Occupational and Health Psychology Services.

### **Associated forms and checklists**

- Quality assurance checklist (part 3)

## F. Assessment for the qualification

This section deals with the formal assessment of individuals ('candidates') for the EPC, as opposed to any informal assessment within the training sessions. Note that the assessment process needs to be valid and rigorous, as it is certifying that candidates are competent practitioners; this is likely to be more involved and lengthy than traditional methods of assessment at the end of training courses.

### **Assessment planning**

Because the EPC is assessed through evidence produced in the workplace, each candidate is likely to produce slightly different 'evidence' for assessment and will have an individual timetable for being assessed. A short individual assessment plan helps make this manageable. The assessment plan should be drawn up in discussion with the candidate. It should show what evidence the candidate will produce and when, when any observations will be done, and when the plan will be reviewed. A suggested form for assessment planning is provided in Part 4 of this manual.

The assessment plan should normally be agreed soon after the diagnostic assessment, unless the candidate needs to complete a full training programme before s/he is ready to be assessed. A set of Unit Diagnostic forms are provided in Part 4 to help candidates identify their readiness for assessment and the evidence that they will produce.

Some candidates may be able to produce all their evidence in one go, but most usually achieve perhaps one or two learning outcomes at a time. For these candidates the assessment plan should be revised each time assessment is carried out.

### **Assessment principles**

The purpose of assessment is to identify whether the candidate meets the assessment criteria set out under the relevant unit(s). Assessment methods are detailed under each unit. Assessment for the EPC is based on 'evidence,' i.e. things that the candidate has done in the workplace, supplemented by discussion with the assessor. Depending on the unit, assessment methods may include live observations in the workplace; video or audio recordings; the candidate's case-notes and records; reflective statements by the candidate; and one-to-one discussion. Key principles to be observed when planning and carrying out assessment are:

#### *Validity*

Assessment is valid if it uses methods that are suitable for the unit content and follows the unit specification. For example a written test would not be a valid way of assessing interviewing technique, but observing the interview (or a recording of it) would be. Without validity, assessment is pointless.

### *Robustness*

An assessment will be robust if it assesses the unit rigorously, and gives confidence that a person who passes can do the job competently (this also requires the assessment to be valid). A robust assessment will ensure that all the criteria for each learning outcome are addressed, and appropriate judgements are made about each of them. There is also an implication about the amount of work that the assessor needs to see: for instance, more examples will be needed from a candidate whose work just meets the criteria than from one whose work is more confidence-inspiring.

### *Consistency*

The same standard is applied to each candidate, regardless of who assesses them. This will mean making sure that assessors understand the qualification standards and their role as assessors, as well as having a means of monitoring and moderating assessors' decisions (see 'moderation and monitoring' on the next page).

### *Authenticity*

Authentic assessment means that the candidate is assessed, rather than their organisation or their colleagues. Two points are important here. First, the candidate should not be penalised for any poor practice in their organisation, provided that their own practice meets the assessment criteria. Secondly, there are situations where the assessor will need to check that the work being presented is the candidate's own – or if it is the work of a team, the candidate's contribution to it is clear.

### *Fairness*

Candidates must have a fair opportunity to demonstrate that they meet the assessment criteria. This means not adding any requirements to the assessment details in the units as well as using assessment methods flexibly. Candidates who don't meet the criteria immediately should be given relevant and supportive feedback, and allowed at least one additional opportunity to resubmit.

### *Accessibility*

This concerns ensuring that candidates are not prevented from being assessed, or treated less fairly than others, because of barriers that don't relate to the assessment criteria (such as requiring candidates to write essays, or marking them down on points that aren't relevant to being able to do the job). Care should be taken to ensure that barriers are not being placed in the way of candidates who, for instance, have disabilities; have care commitments; are geographically remote or have limited access to transport; lack confidence in assessment situations; lack access to good computer facilities or a fast internet connection; or whose manager is not co-operative.

## **Assessors**

Assessors must be competent and up-to-date as disability employment practitioners, and skilled in the areas that they will assess. They should be people who would be capable of achieving the unit(s) without difficulty; where possible they should attend the relevant training before starting to assess. Assessors might be drawn from, for instance, senior practitioners or specialist managers, trainers or lecturers in vocational rehabilitation.

Assessors will also need to be competent as assessors. Any who are not familiar with assessment in the workplace should receive training in their assessment roles. All must be briefed on how the EPC works and the standards expected; experience shows that an initial one-day session, followed by a further day or half-day to examine individual cases and matters arising from them, should be sufficient. It can be beneficial to pair a new assessor with one with more experience, to provide mentoring and give a second opinion on more difficult decisions.

### **Moderation and monitoring**

Partners will need to carry out moderation and monitoring processes to maintain the quality and consistency of assessment. The nature of these processes may depend on the validating organisation's requirements, but they should include:

- Overseeing the consistency of assessments. This is normally done by a 'moderator' doing a second check of the assessments, initially for all assessments although as assessors become more experienced this can be reduced to a sample. The moderator should query and adjust any assessments that are unduly harsh or lenient. An alternative is for the assessors to meet as a group and discuss each assessment to ensure that all agree with the decisions being made.
- Providing assessors with regular feedback on their assessment decisions and updates on any changes to the qualification or to assessment practice. If assessors do not normally meet, opportunities to discuss assessment processes and decisions should be provided.
- Having a means to stop using assessors whose assessments repeatedly give rise to concern.

### **Appeals**

A means of appeal should be provided for candidates who believe they have not been treated fairly or assessed according to the unit specifications. It should respond to legitimate complaints, but should avoid encouraging candidates who do not pass to use it as a 'second chance' as a matter of course.

### **Guidance for assessors**

The main role of the assessor is to make a judgement about whether the candidate meets the standards for the unit, using the evidence that is observed and presented. Depending on the unit, the assessor will need to:

- Observe the candidate at work, or watch/listen to a recording of the candidate. This will be needed to assess interviewing, and it can be used for other activities such as examining a workplace and discussing adjustments with an employer. Assessors will need to recognise and respect the sensitivities involved in observing candidate-client interactions; in some situations there may be an absolute prohibition on watching or recording clients, so alternative methods – such as realistic simulations – may be needed.

- Examine reports, recommendations, assessments etc. that the candidate has produced as part of his or her work. This can often be done remotely through email or using an e-portfolio.
- Examine case-studies and narratives produced by the candidate. These can be useful either on their own or alongside other forms of evidence, as it allows the candidate to explain his or her reasoning behind the decisions or advice, and reflect on events and episodes.
- Examine 'witness statements' – reports by another credible person (such as the candidate's manager or an employer whom s/he is working with) who has seen the candidate's work and can comment on it, or simply attest to the truthfulness of his or her own statements. Witness statements can be very useful to verify what the candidate says, but they should not be insisted on; not all candidates will have co-operative managers or colleagues.
- Have a discussion with the candidate to clarify any points that are unclear, and probe his or her understanding. Careful discussion is often a more efficient way of checking understanding than relying on written materials.

All these activities can either be carried out remotely or on-site. With suitable technology it should be possible for all units to be assessed without the assessor and candidate ever meeting face-to-face. On the other hand, it is also feasible for candidates to be assessed entirely in their workplace, with reports and materials being examined on site and understanding checked through verbal discussion.

Candidates should not be put in a 'pass/fail' situation. They should be given the opportunity to resubmit work, provide other examples, and be observed again if their work initially does not reach the required standard. However, the assessor should be convinced that the candidate is able to meet the unit standards consistently before signing off the unit as completed.

### *Interpreting the standards*

In making a judgement about candidates' work, the assessor should refer to the assessment criteria for the unit learning outcomes, as well as the 'required standard on completion' for the unit. The assessor will need a certain amount of professional judgement to interpret the standards into the context of the candidate's work, but should be careful not to introduce additional criteria that are not implied by the standards (or alternatively, miss out criteria because the assessor thinks that they are unimportant).

### *Signing off a unit*

Units are achieved when the candidate meets the assessment criteria in a way that shows that s/he:

- is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance
- is competent, effective and ethical in the way that s/he goes about the tasks and area of work
- has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.

At this point the assessor should fill in the unit completion form in Part 4 of this manual (or the local equivalent). Note that if assessment has taken place over time, the assessor will need to have kept thorough notes to be able to fill the form in; a good way to do this is to keep a rough draft of the completed form on an ongoing basis.

### **Further reading**

Part of this section is based on: Stan Lester (2011) *Work-based assessment principles and practice* Taunton UK, Stan Lester Developments.

### **Associated forms and checklists**

- Quality assurance checklist (part 4)
- Candidate enrolment form
- Assessment plan
- EPC Unit diagnostic (for the relevant units)
- EPC Unit assessment form (for the relevant units)

## PART 2

### TRAVORS2 Training Programme *and* European Practitioner Certificate in Disability Employment

#### Unit Specifications

The following pages give details of the six units that currently make up the programme.

Unit 1 is the programme's core unit. It is recommended that this is covered first in any training programme, followed by whichever other unit(s) are required. Unit 1 on its own makes a good introduction to the skills and ethics underpinning disability employment practice.

Where participants are being assessed for the EPC, the minimum requirement is unit 1 plus one other unit. Unit 1 should normally be assessed alongside the other unit(s) to make efficient use of the assessment opportunities provided by the candidate's work.

Unit title	Key learning outcomes
Unit 1 <b>Professional skills and ethics</b>	<ol style="list-style-type: none"><li>1.1. Understand and work with legal and organisational factors relating to disability employment</li><li>1.2. Act in accordance with ethical principles</li><li>1.3. Work effectively with clients, colleagues and other professionals</li><li>1.4. Support client and employer self-determination and behavioural change</li><li>1.5. Manage risks to safety</li></ol>
Unit 2 <b>Engaging with client communities</b>	<ol style="list-style-type: none"><li>2.1. Engage with organisations and groups to improve employment opportunities for disabled people</li><li>2.2. Engage potential clients through publicity, outreach and community involvement</li><li>2.3. Develop and run work-focussed projects in the local community</li><li>2.4. Support groups of clients to develop their confidence and ability to find and obtain work</li></ol>
Unit 3 <b>Enabling clients to obtain work</b>	<ol style="list-style-type: none"><li>3.1. Work with clients to carry out assessments for employment</li><li>3.2. Support clients to plan and make progress towards obtaining work</li><li>3.3. Support clients to undertake job search, job preparation and return to work</li></ol>

Unit 4 <b>Supporting clients in work</b>	4.1. Work with clients to carry out assessments to aid sustainable return to work 4.2. Support graduated return to work 4.3. Assist clients and employers to select and implement appropriate adjustments
Unit 5 <b>Supporting employers to employ disabled people</b>	5.1. Develop and maintain employment opportunities for disabled people and people with health conditions 5.2. Support employers to recruit and employ disabled people and people with health conditions 5.3. Identify and influence organisational factors that affect sustainable return-to-work
Unit 6 <b>Case management</b>	6.1. Ensure that clients are received appropriately and their eligibility established 6.2. Manage cases and co-ordinate the contributions of others 6.3. Make and maintain relevant records 6.4. Review cases and identify learning-points from them for improving future practice

Unit content was initially developed from the Active Case Management (ACM) course, designed by Rehabilitation Network Limited and accredited by the University of Derby, and subsequently refined and further developed through the TRAVORS and TRAVORS2 projects.

# Unit 1: Professional skills and ethics

EQF level: 5

Recommended ECVET/ECTS credits: 5

This unit concerns the skills and ethics underpinning effective disability employment practice. It provides the foundations on which the other units build, and it is suitable for those new to disability employment as well as for existing practitioners. Training for the unit should normally be carried out before the other units. Assessment should be carried out in conjunction with one or more other units, so that the skills and approaches are demonstrated in relevant work settings.

## Formal specification

<b>Key learning outcomes</b> <i>you will be able to:</i>	<b>Assessment criteria</b> <i>you must show that you can:</i>
1.1. Understand and work with legal and organisational factors relating to disability employment	<ul style="list-style-type: none"> <li>a. act within the principal laws, regulations and formal responsibilities relating to the employment of disabled people</li> <li>b. make appropriate use of the main organisations, services, networks and professional groupings relevant to disability employment in your work context</li> <li>c. describe and evaluate the role of your organisation in assisting disabled people to return to and retain work</li> <li>d. keep up-to-date with new legislation, organisational arrangements and working practices relevant to your area of work</li> </ul>
1.2. Act in accordance with ethical principles	<ul style="list-style-type: none"> <li>a. follow the ethical principles applying to your area of practice, including any responsibilities under professional or regulatory codes</li> <li>b. behave ethically and professionally in relation to clients, employers and other professionals or agencies</li> <li>c. act within the limits of your level of competence and authority, identifying situations where matters lie outside of this and to whom they need to be referred</li> <li>d. explain and apply the principles of client confidentiality, assessing what kinds of information it is appropriate to release to whom and under what circumstances</li> </ul>
1.3. Work effectively with clients, colleagues and other professionals	<ul style="list-style-type: none"> <li>a. demonstrate courtesy and professionalism in dealing with others</li> <li>b. show respect for others' views, standpoints and aims while retaining your professional judgement and independence</li> <li>c. communicate clearly, appropriately and honestly, while maintaining an appropriate level of confidentiality</li> <li>d. develop working relationships that are honest, ethical,</li> </ul>

	<p>effective and work-focused</p> <p>e. challenge any unhelpful assumptions that clients and others may hold, while maintaining respect and avoiding confrontation</p>
1.4. Support client and employer self-determination and behavioural change	<p>a. convey beliefs and demonstrate behaviours that support positive rehabilitation outcomes</p> <p>b. demonstrate a client-centred, problem-solving approach to rehabilitation</p> <p>c. ensure that clients are treated with respect and in a manner that encourages their self-determination</p> <p>d. assist clients and employers to adopt behaviours and beliefs that improve rehabilitation and return-to-work outcomes</p> <p>e. demonstrate interest and willingness to explore different ideas and options, while maintaining neutrality</p> <p>f. encourage others to explore issues and make decisions about objectives and actions</p> <p>g. make effective use of listening, feedback and questioning to support self-determination</p> <p>h. avoid making inappropriate personal comments, references or suggestions</p>
1.5. Manage risks to safety	<p>a. make adequate assessments to avoid exposing yourself to unnecessary or unacceptable risks</p> <p>b. ensure necessary checks are made, including getting specialist advice where needed, to inform risk assessments relating to new clients</p> <p>c. ensure you only take activities for which you are insured or for which your organisation takes responsibility</p> <p>d. take action to reduce risks, or report them where they are outside your control</p>

### **Assessing this unit for the EPC**

This unit should be assessed using evidence from the candidate's work, along with discussion with the assessor. It should normally be assessed at the same time as one or more other units.

The unit requires one-to-one discussion with the assessor, or written explanation and reflection by the candidate, to show understanding of the principles involved. In addition the candidate's work should show evidence of applying these skills and principles in practice: this will normally be through audio or video recordings (or live observations) of interviews or other interactions, along with case-studies of working with clients, employers and other professionals. Where live observation or recording is impossible, realistic simulation – involving someone who is able to play the client or employer plausibly – is permissible.

### **Assessment standard**

The candidate must meet the assessment criteria in a way that shows that s/he:

- is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance

- is competent, effective and ethical in the way that s/he goes about the tasks and area of work
- has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.

## Indicative training content for Unit 1

This section outlines specific areas of knowledge and skill that a training programme for this unit might be expected to cover, and that participants should acquire. It is not part of the assessment specification, but assessors are encouraged to refer to it when interpreting the assessment criteria.

1.1	<ul style="list-style-type: none"> <li>- The principal laws, regulations and formal responsibilities relating to the employment of disabled people in the relevant country, and their practical impact on employment and employment programmes</li> <li>- The main public (including EU) policies affecting return-to-work programmes, and how to keep up to date with them</li> <li>- Applying legislative knowledge constructively to the issues faced by employers and clients</li> <li>- Acting and advising within the law, while avoiding using legislation as a substitute for positive action motivated by business, employment, social and personal benefits</li> <li>- The main sources of specialist advice and support available to clients, how they operate and how they are funded</li> <li>- The main training, support and return-to-work programmes available to clients and how they work (conditions for accessing them, methods of operation, and key benefits)</li> <li>- Evaluating services and programmes in terms of quality and relevance to clients</li> <li>- Evaluating own organisation and suggesting improvements in a professional and co-operative manner</li> <li>- Acting within organisational guidelines, policies and working methods</li> <li>- Keeping up-to-date with changing legislation, policy (including EU policy) and working practices relating to return-to-work programmes</li> <li>- Developing a plan for personal ongoing professional development.</li> </ul>
1.2	<ul style="list-style-type: none"> <li>- Sourcing, understanding and acting within the main ethical standards, guidelines and codes of practice applicable to participants' work (these may be for instance legislative, professional, organisational or contractual)</li> <li>- Interpreting and applying ethical guidelines, standards and codes into practical situations</li> <li>- Following ethical reasoning in making decisions</li> <li>- Sources of ethical conflict and complexity and how to resolve them</li> <li>- Identifying and acting within the participant's level of competence and authority</li> <li>- Identifying and acting within the scope of the participant's organisation's authority or area of practice</li> <li>- Sources of qualified support, guidance and authority on matters outside participants' main areas of competence, and how to use them</li> <li>- The principles and limitations of client confidentiality and how to apply them in practical situations</li> <li>- What information it is permissible to release in different situations, and to whom</li> <li>- Keeping confidential information secure and restricted to those people authorised to have</li> </ul>

	access to it.
1.3	<ul style="list-style-type: none"> <li>- Maintaining courtesy, consideration and professionalism across the range of encounters that the participant is likely to have</li> <li>- Maintaining appropriate professional distance alongside a supportive and helping approach</li> <li>- Communicating clearly, effectively and promptly, including using straightforward, accessible and purposeful wording; avoiding unnecessary specialist terms; and being honest, logical and consistent</li> <li>- Recognising and avoiding the use of abusive and offensive terms</li> <li>- Focusing attention on the other person, including recognising emotions or feelings; identifying motivating beliefs, ideas and emotions; recognising and responding to non-verbal communication; and summarising or seeking clarification where needed</li> <li>- Maintaining rapport, including where there is disagreement</li> <li>- Recognising and working with linguistic, social and cultural differences</li> <li>- Identifying where expert support is needed if communication is not adequate</li> <li>- Ensuring the participant's role is clearly understood by clients and other professionals</li> <li>- Establishing and maintaining an appropriate balance between professional and task-related matters and gaining the confidence and trust of others</li> <li>- Demonstrating honest dealing and open communication</li> <li>- Assumptions that are unhelpful in terms of gaining work or employing disabled people</li> <li>- Challenging unhelpful assumptions while maintaining respect and rapport, and avoiding confrontation</li> </ul>
1.4	<ul style="list-style-type: none"> <li>- Beliefs that support positive work outcomes for disabled people</li> <li>- Using appropriate, understandable and motivational examples to demonstrate that outcomes are achievable and sustainable</li> <li>- Factors influencing positive rehabilitation outcomes, including skills and practices of looking for work; employer and labour market factors; clients' skills, talents, abilities, wishes and self-efficacy; the use of formal and informal networks; planning for and overcoming setbacks</li> <li>- Showing respect for clients and employers, and their views and social settings, while maintaining professional independence</li> <li>- Using appropriate challenges to question unrealistic aspirations, under-ambitious plans or unrealisable objectives</li> <li>- Taking an exploring, co-operative, innovative, creative and flexible approach within the bounds of ethics</li> <li>- Using a problem-solving approach that looks for economical and effective solutions</li> <li>- Avoiding bias or prejudice about employers' or clients' standpoints</li> <li>- Anticipating, working with and being comfortable with unforeseen outcomes or events</li> <li>- Researching new problems and solutions</li> <li>- Helping clients and employers use relevant resources and alternative approaches</li> <li>- Using appropriate work-focussed interviewing and guidance measures</li> <li>- Helping clients and employers to adopt behaviours and activities that support employment goals</li> <li>- Using appropriate challenges to question unrealistic aspirations, under-ambitious plans or unrealisable objectives</li> </ul>

	<ul style="list-style-type: none"> <li>- Developing empathy with others while maintaining professional independence</li> <li>- Modelling and communicating positive behaviour and outcomes</li> <li>- Recognising and reacting constructively to resistance</li> <li>- Maintaining appropriate professional boundaries with clients</li> <li>- Recognising and avoiding inappropriate language and behaviour</li> <li>- Clients' rights to be accompanied by a friend, relation or chaperone.</li> </ul>
1.5	<ul style="list-style-type: none"> <li>- When and how to carry out, commission and use risk assessments</li> <li>- Sources of medical and other specialist opinions, and when and how to use them</li> <li>- How and where to gain safety-related information before meeting clients or visiting workplaces</li> <li>- Checking the provisions of professional insurance or organisational indemnity and working within them</li> <li>- Procedures for ensuring personal safety in meetings, during travel and while on employers' premises</li> <li>- Reporting and taking action in response to safety risks, incidents and near misses.</li> </ul>

## Unit 2: Engaging with client communities

EQF level: 5

Recommended ECVET/ECTS credits: 5

This unit is designed for practitioners such as job brokers who are involved in working with community groups and specialist organisations in order to improve employment opportunities for disabled people. It involves engaging with these groups as well as with employers. Candidates for this unit should have a good grounding in the material covered in unit 1.

### Formal specification

<b>Key learning outcomes</b> <i>you will be able to:</i>	<b>Assessment criteria</b> <i>you must show that you can:</i>
2.1. Engage with organisations and groups to improve employment opportunities for disabled people	a. develop, maintain and refresh a diverse network of contacts to maximise employment opportunities for disabled people b. build effective and ongoing working relationships with relevant local groups, services and organisations c. build effective and ongoing working relationships with relevant specialist groups, services and organisations d. negotiate opportunities for disabled people to participate in work-based activities (e.g. work trials, work placements, other forms of active work participation, job- or interview-guarantees) e. identify and make use of the support available for disabled workers from each organisation
2.2. Engage potential clients through publicity, outreach and community involvement	a. develop publicity and promotional activities that use appropriate and accessible media and formats, and are successful in engaging disabled people b. encourage community and disability organisations to engage with employment activities, projects and employers in a way that increases employment opportunities for disabled people
2.3. Develop and run work-focussed projects in the local community	a. develop, and co-ordinate the implementation of, a work-focussed project b. engage disabled people in work-focussed projects as individuals or through groups or organisations c. engage complementary agencies (e.g. training, housing and social services) in work-focussed projects
2.4. Support groups of clients to develop their confidence and ability to find and obtain work	a. set concrete goals that are helpful to the individual participants and relevant to job-search and obtaining suitable work b. develop, facilitate and monitor group activities and learning for participants

	<ul style="list-style-type: none"> <li>c. use non-didactic, active teaching and learning methods to engage, teach and empower participants</li> <li>d. provide resources relevant to participants' aims</li> <li>e. create a supportive learning environment for participants</li> <li>f. use the group's own skills, experience, knowledge and resources to help participants to develop their abilities and resilience.</li> </ul>
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### **Assessing this unit for the EPC**

The unit must be assessed using evidence of the candidate working with relevant organisations and groups over time.

Evidence may take the form of a summary of the candidate's work in the area covered by the unit, with in-depth information and evidence from a range of specific instances or from (for instance) two case-studies of working with different types of organisations or groups.

For LO4 a teaching session must be observed by the assessor, either live or via a recording.

Evidence for all learning outcomes should be supplemented by discussion with the assessor.

#### **Assessment standard**

The candidate must meet the assessment criteria in a way that shows that s/he:

- is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance
- is competent, effective and ethical in the way that s/he goes about the tasks and area of work
- has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.

## Indicative training content for Unit 2

This section outlines specific areas of knowledge and skill that a training programme for this unit might be expected to cover, and that participants should acquire. It is not part of the assessment specification, but assessors are encouraged to refer to it when interpreting the assessment criteria. The content assumes that participants will be familiar with the material in unit 1.

2.1	<ul style="list-style-type: none"> <li>- Developing effective contacts with relevant community and specialist organisations</li> <li>- Types of support available from different organisations and how to access and make use of it</li> <li>- Engaging and working effectively with community and disability organisations and groups</li> <li>- Negotiating different forms of participation with employers</li> <li>- Using a learning needs or similar analysis to identify or negotiate suitable activities</li> <li>- Finding out what each employer looks for when they recruit workers</li> <li>- Applying ethical sales approaches to encourage employers to participate in recruitment</li> <li>- Engaging employers in community-based recruitment projects.</li> </ul>
2.2	<ul style="list-style-type: none"> <li>- Developing and evaluating accessible and effective publicity and promotional activities</li> <li>- Conducting community, employer or mixed meetings</li> </ul>

	<ul style="list-style-type: none"> <li>- Establishing and maintaining working relationships with local employers</li> <li>- Encouraging community and disability organisations to participate in employers' public activities and clubs.</li> </ul>
2.3	<ul style="list-style-type: none"> <li>- Running work-focussed and recruitment projects that are accessible to the community they serve</li> <li>- Engaging employers in community-based recruitment projects</li> <li>- Working effectively with managers and human resources specialists</li> <li>- Working effectively with different sectors, sizes and types of firms</li> <li>- Organising opportunities for work experience and trials</li> <li>- Securing funding and longer-term support for employers</li> <li>- Services provided by complementary organisations and services (e.g. vocational training, housing and social services) and how to involve them.</li> </ul>
2.4	<ul style="list-style-type: none"> <li>- Designing effective group events and programmes, including using learning needs analysis as a basis for determining the content and format; setting clear and relevant objectives; identifying or developing suitable materials; choice of venue; timetabling and breaks; and identifying suitable presenters</li> <li>- Setting the agenda for events, including agreeing group norms and rules, setting a progressive learning plan, and agreeing a flexible timetable</li> <li>- Creating a learning environment that is supportive, non-judgemental and nurtures participants' confidence, self-efficacy and abilities</li> <li>- Using active, supportive teaching and learning methods that maintain interest and participation and recognise and use participants' different strengths and styles</li> <li>- Designing and using activities to develop participants' skills and confidence effectively</li> <li>- Managing behaviour in the group to ensure that all participants feel respected and have sufficient opportunities to engage in activities and discussion</li> <li>- Encouraging participants to engage in discovery learning and use their existing skills, experience and knowledge</li> <li>- Encouraging participants to develop personal understanding, solutions and strategies</li> <li>- Supporting participants to use skills and plans after the event or programme.</li> </ul>

## Unit 3: Enabling clients to obtain work

EQF level: 5

Recommended ECVET/ECTS credits: 5

This unit is designed for practitioners who work with disabled clients from initial assessment through planning and job search to preparing to return to work. Candidates for the unit should have a good grounding in the principles and skills underpinning client-centred disability employment, as covered in unit 1.

### Formal specification

<b>Key learning outcomes</b> <i>you will be able to:</i>	<b>Assessment criteria</b> <i>you must show that you can:</i>
3.1. Work with clients to carry out assessments for employment	<ul style="list-style-type: none"> <li>a. identify clients' work-related skills, abilities, aptitudes and motivations, using relevant assessment and guidance methods and tools as appropriate</li> <li>b. help clients to evaluate and value their work-related strengths, abilities and personal resources, respecting the results of their assessments</li> <li>c. assess clients' self-efficacy and the level and kind of support they are likely to need in order to obtain and stay in work</li> <li>d. recognise, and gain sufficient information about, personal issues and circumstances that affect clients' abilities to gain and retain work</li> </ul>
3.2. Support clients to plan and make progress towards obtaining work	<ul style="list-style-type: none"> <li>a. help clients to identify appropriate work goals</li> <li>b. help clients to formulate questions, organise their thinking and investigate options relevant to their work goals</li> <li>c. provide information, signposting, and help with basic labour market research in order to assist clients to make informed work choices</li> <li>d. help clients to build plans for gaining work that are realistic, and lead towards their goals and aspirations</li> <li>e. help clients to prioritise, organise and have confidence in undertaking tasks in order to move towards obtaining work</li> <li>f. maintain clients' focus on positive actions and outcomes while respecting their standpoints and individual circumstances</li> <li>g. help clients to take account of and resolve personal issues that affect their ability to obtain and retain work</li> <li>h. help clients to review and revise their plans at appropriate points</li> </ul>

<p>3.3. Support clients to undertake job search, job preparation and return to work</p>	<ul style="list-style-type: none"> <li>a. promote clients' self-reliance and independent action</li> <li>b. support clients to develop relevant skills, techniques and resources for job search, job applications and employability</li> <li>c. provide or co-ordinate resources to support clients' plans, including where necessary arranging training, placements and other appropriate activities to develop new occupational skills</li> <li>d. encourage and signpost clients to make use of additional sources of information and support</li> <li>e. provide information, positive experiences and relevant examples to motivate and support clients in gaining work</li> <li>f. help clients, and where appropriate employers, to consider the possibilities available through relevant adjustments to the workplace, work practices and equipment</li> <li>g. review clients' plans, where necessary helping them think about alternative approaches and possibilities</li> <li>h. help clients to maintain their motivation in the face of rejection and other setbacks</li> </ul>
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### **Assessing this unit for the EPC**

The unit must be assessed using evidence of the candidate supporting a minimum of two disabled clients. Evidence is likely to include the candidate's case-notes, written or verbal reflections on the effectiveness of the candidate's interventions, and if possible supporting evidence from the candidate's manager or experienced colleague, as well as discussion between the assessor and the candidate. In addition at least one significant interaction – likely to be an initial assessment interview, though a planning session or detailed review could also be used – must be observed by the assessor (this can be via a recording or audio- or video-link). Where live observation or recording is impossible, realistic simulation – involving someone who is able to play the client or employer plausibly – is permissible. This observation can also provide evidence for unit 1.

The assessor should recognise that observation or recording of interactions with clients is potentially sensitive, and arrange observations with the candidate in a way that respects this.

Note that learning outcome 3.1 overlaps with 4.1 (in unit 4). Where candidates are taking both units, it is acceptable to use the same evidence towards both learning outcomes.

### **Assessment standard**

The candidate must meet the assessment criteria in a way that shows that s/he:

- is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance
- is competent, effective and ethical in the way that s/he goes about the tasks and area of work
- has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.

## Indicative training content for Unit 3

This section outlines specific areas of knowledge and skill that a training programme for this unit might be expected to cover, and that participants should acquire. It is not part of the assessment specification, but assessors are encouraged to refer to it when interpreting the assessment criteria. The content assumes that participants will be familiar with the material in unit 1.

3.1	<ul style="list-style-type: none"><li>- Purpose, types and aims of assessments for employment</li><li>- Using and commissioning relevant assessment and careers guidance tools (participants would not be expected to become qualified in the use of specific tools, but would need to know when it is appropriate to use them)</li><li>- Helping clients gather information for vocational and career assessments</li><li>- Helping clients to carry out self-evaluations and relate them to the labour market or to specific jobs or work environments</li><li>- Identifying personal issues that are likely to affect capacity to gain and retain work</li><li>- Establishing clients' capacity to return to both an existing job with/without adaptations and to alternative work.</li></ul>
3.2	<ul style="list-style-type: none"><li>- Using work-focussed interviews effectively to help clients develop their plans and work towards employment</li><li>- Helping clients to gather labour market and vocational information, match their skills, interests and aptitudes with potential jobs, understand their job preferences and set achievable work goals</li><li>- Carrying out local labour market research and relating it to clients' situations</li><li>- Helping clients develop and implement achievable plans, including setting interim goals and achievable steps, focusing on tasks in order, and helping them maintain progress towards long-term strategies</li><li>- Maintaining clients' focus on actions they need to take to achieve desired outcomes</li><li>- Clarifying goals and focusing on the things that clients need to change</li><li>- Helping clients to recognise and resolve personal issues that are likely to affect capacity to gain and retain work</li><li>- Supporting clients who may be unfamiliar with job roles or job search.</li></ul>
3.3	<ul style="list-style-type: none"><li>- Helping clients use their own information, contacts and sources</li><li>- Coaching clients in new or difficult skills</li><li>- Helping clients to recognise and engage with the need for change</li><li>- Developing clients' job-finding skills</li><li>- Organising and co-ordinating resources and provision for clients that are provided by other agencies, companies or specialists</li><li>- Arranging opportunities for clients to see and experience employment-relevant tasks and skills</li><li>- Guiding clients on procedures for registering for and taking up work</li><li>- Identifying sources of information, support and training relevant to clients</li><li>- Helping clients evaluate what job accommodations and adjustments they might need</li><li>- Providing effective monitoring and evaluation</li><li>- Reviewing clients' plans and any unexpected events during implementation</li></ul>

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| <ul style="list-style-type: none"><li>- Helping clients to evaluate successes and build confidence</li><li>- Helping clients to anticipate setbacks and plan responses to difficulties</li><li>- Recognising and accommodating clients' stress and fatigue</li><li>- Providing constructive feedback and reframing to maintain motivation and effort</li></ul> |
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## Unit 4: Supporting clients in work

EQF level: 5

Recommended ECVET/ECTS credits: 5

This unit is intended for practitioners who support disabled clients in the workplace to achieve an effective and sustainable return to work (including return to their existing jobs). It covers support for graduated return to work and the design and implementation of any necessary adjustments to the workplace, equipment and working practices. Candidates for this unit should have a good grounding in the principles and skills underpinning client-centred disability employment, as covered in unit 1.

### Formal specification

<b>Key learning outcomes</b> <i>you will be able to:</i>	<b>Assessment criteria</b> <i>you must show that you can:</i>
4.1. Work with clients to carry out assessments to aid sustainable return to work	<ul style="list-style-type: none"> <li>a. identify clients' work-related skills, abilities, aptitudes and motivations, using relevant assessment and guidance methods and tools as appropriate</li> <li>b. help clients to evaluate and value their work-related strengths, abilities and personal resources, respecting the results of their assessments</li> <li>c. assess clients' self-efficacy and the level and kind of support they are likely to need in order to return to and stay in work</li> <li>d. recognise, and gain sufficient information about, personal issues and circumstances that affect clients' abilities to return to and stay in work</li> <li>e. assess client function, capacity and abilities against job duties and work environment</li> <li>f. where necessary liaise with service providers and specialists to secure relevant support</li> <li>g. recommend realistic, cost effective strategies to overcome any return-to-work barriers</li> <li>h. record and report accurately on your assessment and recommendations</li> </ul>
4.2. Support graduated return to work	<ul style="list-style-type: none"> <li>a. organise and lead meetings with the employer and where necessary other agencies in order to support graduated return-to-work</li> <li>b. develop, monitor and review a graduated return-to-work plan</li> <li>c. negotiate and balance any competing demands from the employer, client and other interested parties</li> <li>d. ensure that the employer's treatment of the client is in accordance with relevant local and European legislation</li> <li>e. provide, or support others to provide, appropriate and</li> </ul>

	<p>effective workplace mentoring for the client</p> <p>f. review progress with the client and employer at regular intervals</p> <p>g. provide constructive and timely feedback to the client and employer on progress</p> <p>h. encourage the client to develop his or her capability and make progress in the work role</p> <p>i. organise or recommend relevant specialist support where needed for areas outside of your competence</p>
<p>4.3. Assist clients and employers to select and implement appropriate adjustments</p>	<p>a. ensure that assessments have been carried out that cover, as relevant:</p> <ul style="list-style-type: none"> <li>• the workplace, work activities, tasks and targets in relation to the client's needs and abilities</li> <li>• potential risks to the client and others</li> <li>• the type and degree of adjustment that may be needed to the workplace, working conditions, equipment and practices</li> </ul> <p>b. based on the relevant assessments, negotiate and design appropriate adjustments and support with the employer and client</p> <p>c. work with the employer and the client to implement the relevant adjustments effectively</p> <p>d. monitor the ongoing effectiveness of the adjustments for the client and the employer, and ensure any necessary changes are made</p> <p>e. obtain appropriate medical or other specialist advice where needed</p>

### **Assessing this unit for the EPC**

The unit must be assessed using evidence of the candidate working with disabled clients in the workplace. Normally the evidence should come from work with at least two clients requiring different approaches and adaptations. Evidence is likely to include the candidate's case-notes, written or verbal reflections on the effectiveness of the candidate's interventions, supporting evidence from the client, the client's manager or the candidate's manager, and discussion between the assessor and the candidate. Where possible it should include assessor observation (live, recorded or live video- or audio-link) of a discussion between the candidate and the client or the client's employer. This observation can also provide evidence for unit 1.

Note that learning outcome 4.1 overlaps with 3.1 (in unit 3). Where candidates are taking both units, it is acceptable to use the same evidence towards both learning outcomes.

#### **Assessment standard**

The candidate must meet the assessment criteria in a way that shows that s/he:

- is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance
- is competent, effective and ethical in the way that s/he goes about the tasks and area of work
- has a sufficient understanding of the relevant principles and the working context to be able to

cope with complex and challenging situations.

## Indicative training content for Unit 4

This section outlines specific areas of knowledge and skill that a training programme for this unit might be expected to cover, and that participants should acquire. It is not part of the assessment specification, but assessors are encouraged to refer to it when interpreting the assessment criteria. The content assumes that participants will be familiar with the material in unit 1.

4.1	<ul style="list-style-type: none"><li>- Purpose, types and aims of assessments for employment</li><li>- Using and commissioning relevant assessment and careers guidance tools (participants would not be expected to become qualified in the use of specific tools, but would need to know when it is appropriate to use them)</li><li>- Helping clients gather information for vocational and career assessments</li><li>- Helping clients to carry out self-evaluations and relate them to specific jobs or work environments</li><li>- Identifying personal issues that are likely to affect capacity to gain and retain work</li><li>- Establishing clients' capacity to return to work with/without adaptations</li><li>- Carrying out assessments of risk, workplace, work activities, targets and tasks in relation to clients</li><li>- Assessing how conditions or symptoms affect clients' work, productivity and pace; the type of adjustments that may be needed, and their feasibility; and effects on colleagues and work teams</li><li>- Types of specialist assessments and support available, when they may be needed, and how to organise or commission them</li></ul>
4.2	<ul style="list-style-type: none"><li>- Identifying how work can be graduated to support clients to make an effective and sustainable return to work</li><li>- Identifying solutions to ensure that work is completed while the client is operating below full capacity</li><li>- Working with clients and employers to negotiate and introduce graduated return-to-work</li><li>- Developing and reviewing induction and return-to-work plans with clients and employers</li><li>- Supporting return to work, including providing or arranging refresher training; graduating levels of performance and task difficulty; providing and arranging support or mentoring for the client; providing advice and guidance to the client's manager and colleagues; and encouraging mutual support from the work team</li><li>- Minimising disruption and cost to the employer</li><li>- Liaising and co-ordinating between the client's manager, internal and external specialists (e.g. human resources and occupational health), and external bodies (e.g. trades unions, professional bodies and employment or health services)</li><li>- Reviewing progress with clients and employers.</li></ul>
4.3	<ul style="list-style-type: none"><li>- Main types and applications of work adjustments</li><li>- Types and sources of assessment and specialist support that are available in relation to work adjustment, and how to make use of them</li></ul>

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|  | <ul style="list-style-type: none"><li>- How work adjustments can have benefits for the wider workforce and organisation</li><li>- Commissioning and interpreting assessments</li><li>- Sources of financial aid for work adjustments</li><li>- Working with employer and client to design and install adjustments and adaptations</li><li>- Monitoring and modifying adjustments.</li></ul> |
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## Unit 5: Supporting employers to employ disabled people

EQF level: 5

Recommended ECVET/ECTS credits: 5

This unit is concerned with working with employers on their recruitment, selection and employment practices. It is suitable for operational and HR managers within an organisation, as well as for practitioners working with several organisations (whether large corporations or small owner-managed businesses). It includes building relationships to influence employers and guiding them in their recruitment strategies and practices, as well as influencing factors that contribute to effective and sustainable return-to-work. Candidates for this unit should have a good grounding in the principles and skills underpinning client-centred disability employment, as covered in unit 1.

### Formal specification

<b>Key learning outcomes</b> <i>you will be able to:</i>	<b>Assessment criteria</b> <i>you must show that you can:</i>
5.1. Develop and maintain employment opportunities for disabled people and people with health conditions	<ul style="list-style-type: none"> <li>a. develop, maintain and refresh a diverse network of contacts to maximise employment opportunities for people who are disabled or have health conditions</li> <li>b. build effective and ongoing working relationships with people who are in a position to provide employment opportunities</li> <li>c. gather and maintain up-to-date intelligence on relevant employment opportunities</li> <li>d. explain and promote the business advantages of widening the recruitment pool to include a higher proportion of people who are disabled or have health conditions</li> <li>e. assess what the employer is seeking to achieve when recruiting, using the information to build a tailored case and develop an appropriate strategy for employing people who are disabled or have health conditions</li> <li>f. identify the support available for disabled workers within the employing organisation</li> </ul>
5.2. Support employers to recruit and employ disabled people and people with health conditions	<ul style="list-style-type: none"> <li>a. support the employer to develop and implement fair and accessible recruitment procedures and practices</li> <li>b. professionally and courteously challenge recruitment and employment practices that disadvantage people who are disabled or have health conditions</li> <li>c. advise and support the employer to recruit using media and methods that increase access for people who are disabled or have health conditions</li> <li>d. support people involved in the selection process to make fair, disability-aware decisions</li> </ul>

	<p>e. advise and support the employer to explore and make use of the advantages available from making adjustments to jobs, workplaces and working practices</p> <p>f. ensure the employer has access to appropriate advice on disabilities and appropriate adjustments at the point of recruitment</p>
5.3. Identify and influence organisational factors that affect sustainable return-to-work	<p>a. identify organisational factors and management behaviours that work for and against successful return-to-work and job retention</p> <p>b. influence organisational factors to improve return-to-work and job retention</p> <p>g. influence managers and other key people to adopt approaches and working methods that support the ongoing employment of people who are disabled or have health conditions</p> <p>c. support key people involved in the return-to-work process to implement graduated return-to-work plans and permanent adjustments</p> <p>d. promote disability-friendly employment practices, policies and procedures</p>

#### **Assessing this unit for the EPC**

The unit must be assessed using evidence of the candidate working with one or more employers.

For **LO1**, the evidence should normally come from working with a range of employers (or with different job types in one employer). Evidence is likely to include details of the employer/s that the practitioner deals with, who the practitioner deals with in each employer or department, current information on work opportunities, details of employers' recruitment objectives, and notes of discussions with employers promoting the employment of disabled people.

For **LOs 2 and 3**, evidence may come from one employer but should cover at least two different job types.

Evidence for all three learning outcomes should be supplemented by discussion with the assessor.

#### **Assessment standard**

The candidate must meet the assessment criteria in a way that shows that s/he:

- is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance
- is competent, effective and ethical in the way that s/he goes about the tasks and area of work
- has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.

## Indicative training content for Unit 5

This section outlines specific areas of knowledge and skill that a training programme for this unit might be expected to cover, and that participants should acquire. It is not part of the assessment specification, but assessors are encouraged to refer to it when interpreting the assessment criteria. The content assumes that participants will be familiar with the material in unit 1.

5.1	<ul style="list-style-type: none"> <li>- Gaining and maintaining intelligence about local economies, labour markets and work opportunities</li> <li>- Establishing an effective presence in the labour market</li> <li>- Developing, maintaining and using working relationships to promote and create employment opportunities</li> <li>- Account-handling with employers and employment networks</li> <li>- Promoting the business advantages of actively including disabled people in the recruitment pool in a way that reflects the priorities of different employers and sectors</li> <li>- Using employers' priorities and self-evaluations to help them plan recruitment</li> <li>- Identifying and influencing the support available for disabled workers within organisations.</li> </ul>
5.2	<ul style="list-style-type: none"> <li>- Understanding and working with different employers' recruitment objectives</li> <li>- Working effectively with senior and operational managers and with specialists including human resources and occupational health</li> <li>- Demonstrating how disabled workers are able to contribute to the organisation and become part of its culture</li> <li>- Helping employers assess people on the basis of ability rather than disability</li> <li>- Helping employers develop plans and goals that are realistic, achievable, fair, and incorporate appropriate support</li> <li>- Identifying and challenging recruitment and employment assumptions and practices that disadvantage people with disabilities or health conditions</li> <li>- Ensuring processes for job design, recruitment, selection and induction are fair and accessible</li> <li>- Raising the awareness, understanding and skills of employers in relation to the recruitment process</li> <li>- Providing support across the full recruitment process, from needs analysis and job definition through to induction</li> <li>- Specialist sources of support for different aspects of the recruitment process</li> <li>- Using fair, accessible and targeted methods of recruitment advertising</li> <li>- Using selection processes and practices at all stages that are fair, accessible and disability-aware</li> <li>- Raising employers' awareness of the potential for using adjustments</li> <li>- Enabling applicants to request and advise on adjustments</li> <li>- Main types and applications of work adjustments and how to use them successfully</li> <li>- Types and sources of assessment, specialist support and funds that are available in relation to work adjustment, and how to make use of them</li> <li>- Providing ongoing support following recruitment, including evaluating and reviewing adjustments.</li> </ul>

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| 5.3 | <ul style="list-style-type: none"><li>- Researching and understanding an organisation's activities, business model, occupations, culture, policies and practices</li><li>- Identifying factors, practices and assumptions that work for and against return-to-work and job retention</li><li>- Identifying human resources and occupational health services, policies and capacity within the organisation</li><li>- Identifying how recruitment and employment decisions are made in the organisation</li><li>- Creating effective working relationships that allow practices and ideas to be challenged while respecting employers' perspectives and situations</li><li>- Encouraging employers to modify approaches and policies to improve return-to-work and job retention, while working within overall business objectives</li><li>- Challenging practices and behaviours in a way that is both courteous and likely to be effective</li><li>- Encouraging managers and specialists to develop their own solutions, while being clear about risks and likely consequences</li><li>- Acting quickly and helpfully to overcome discriminatory or other practices that may reduce disability employment</li><li>- Providing information, guidance and access to specialist services to support employers' understanding and change processes.</li></ul> |
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## Unit 6: Case management

EQF level: 5

Recommended ECVET/ECTS credits: 5

This unit is designed for practitioners who manage individual cases (i.e. involving provision of services to individual clients) from start to finish. It covers receiving and registering clients, co-ordinating others' inputs, keeping records and reviewing cases. Candidates for this unit should have a good grounding in the principles and skills underpinning client-centred disability employment, as covered in unit 1.

### Formal specification

<b>Key learning outcomes</b> <i>you will be able to:</i>	<b>Assessment criteria</b> <i>you must show that you can:</i>
6.1. Ensure that clients are received appropriately and their eligibility established	<ul style="list-style-type: none"> <li>a. register clients in accordance with the organisation's procedures and any legal requirements</li> <li>b. ensure that clients fit the organisation's eligibility criteria, obtaining additional information from the client or from third parties if needed to make a judgement</li> <li>c. explain your role to clients and ensure that their questions are answered promptly and accurately</li> <li>d. provide clients with sufficient, accessible information on the processes they will be involved in, their rights of participation or withdrawal, and their rights to confidentiality</li> <li>e. where appropriate refer or advise clients to other agencies that are better-placed to meet their needs</li> </ul>
6.2. Manage cases and co-ordinate the contributions of others	<ul style="list-style-type: none"> <li>a. research and co-ordinate appropriate rehabilitation or return-to-work activities</li> <li>b. liaise with and co-ordinate the inputs of other professionals and organisations to ensure that each client is provided with a coherent and effective service</li> <li>c. commission and use relevant assessments from appropriate professionals</li> <li>d. monitor case progress and discuss emerging issues with contributors, negotiating changes to inputs as necessary</li> <li>e. give professional colleagues enough information for them to be able to contribute effectively</li> <li>f. close client cases when the agreed programme objectives have been met</li> <li>g. manage and prioritise own caseload to ensure that commitments to clients, employers and colleagues are met while avoiding personal overload</li> </ul>

<p>6.3. Make and maintain relevant records</p>	<ol style="list-style-type: none"> <li>a. make and maintain clear, complete and accurate records as required for organisational and legal purposes</li> <li>b. ensure client and case records are complete and up-to-date, are in the required formats, and include where relevant reports from external sources</li> <li>c. ensure any quality assurance and reporting requirements of the organisation or customer are followed</li> <li>d. ensure that records are accessible to people who need to have access to them, but can only be amended by those with the necessary permission</li> <li>e. ensure that information is held and processed in accordance with data protection and freedom of information regulations</li> <li>f. ensure that confidential information can only be accessed by people who have the necessary permission</li> </ol>
<p>6.4. Review cases and identify learning-points from them for improving future practice</p>	<ol style="list-style-type: none"> <li>a. monitor the progress and outcomes of the cases you are responsible for</li> <li>b. obtain and collate feedback from clients, colleagues and other contributors on service performance</li> <li>c. review the suitability and effectiveness of inputs and activities within cases</li> <li>d. identify factors contributing to successful and less successful case outcomes, both for individual cases and across cases</li> <li>e. use learning-points from cases to make improvements to future practice</li> </ol>

**Assessing this unit for the EPC**

The unit must be assessed using evidence of the candidate managing client cases. Normally it should not be assessed until the candidate has had experience of managing several cases presenting different types of challenge, otherwise it will be difficult to provide the range of evidence needed. Candidates may choose to draw on maybe two or three 'case-studies' for most of their evidence, although LO4 will require a review of several cases.

Some of the criteria will be demonstrated by evidence from the candidate's workplace such as case files and reports, materials provided to clients, and case reviews. This will normally need to be complemented by details of how the candidate managed specific cases; this could be written up as case-studies, or described in discussion with the assessor. Supporting evidence from the candidate's manager or other senior colleague can be useful to corroborate the candidate's description.

**Assessment standard**

The candidate must meet the assessment criteria in a way that shows that s/he:

- is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance
- is competent, effective and ethical in the way that s/he goes about the tasks and area of work

- has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.

## Indicative training content for Unit 6

This section outlines specific areas of knowledge and skill that a training programme for this unit might be expected to cover, and that participants should acquire. It is not part of the assessment specification, but assessors are encouraged to refer to it when interpreting the assessment criteria. The content assumes that participants will be familiar with the material in unit 1.

6.1	<ul style="list-style-type: none"> <li>- Procedures for registering clients and opening cases</li> <li>- Establishing eligibility for different kinds of employment-related disability services</li> <li>- Establishing professional, helpful relationships with clients</li> <li>- Information needed by clients, employers and where relevant referrers</li> <li>- Maintaining appropriate contact and levels of support for clients</li> <li>- Services available to clients from other relevant organisations and agencies.</li> </ul>
6.2	<ul style="list-style-type: none"> <li>- Identifying relevant rehabilitation and return-to-work activities</li> <li>- Establishing effective working relationships with other potential contributors</li> <li>- Identifying, engaging and co-ordinating other professionals and organisations to ensure that clients are adequately supported</li> <li>- Making effective use of the expertise and resources available from other professions and organisations</li> <li>- Specifying and commissioning inputs required to support clients</li> <li>- Monitoring, managing and renegotiating the inputs of contributors</li> <li>- Types of information needed by others for them to contribute effectively</li> <li>- Referring clients to other agencies</li> <li>- Promoting client self-reliance and independent action</li> <li>- Ensuring contributors act in accordance with ethical principles and maintain appropriate levels of confidentiality</li> <li>- Reviewing the progress of cases and renegotiating activities where necessary</li> <li>- Closing cases and discharging clients at the appropriate point</li> <li>- Ensuring own work is within the agreed or contracted scope of practice, within own levels of competence, ethical, and accords with organisational policy and professional codes of practice</li> <li>- Actions and points of referral in the case of conflict or ethical difficulty</li> <li>- Managing own caseload, time and resources effectively</li> <li>- Sources of support and guidance in case of overload.</li> </ul>
6.3	<ul style="list-style-type: none"> <li>- Types of records and reports for taking cases through from reception to completion, and appropriate formats and protocols for making, storing and releasing them</li> <li>- Managing the storage, integrity and confidentiality of client and case records</li> <li>- Managing access to records and reports, including permissions to read records, add new records, and add to or amend existing records</li> <li>- Identifying reporting and quality assurance requirements for given organisations, contracts</li> </ul>

	<p>and contexts</p> <ul style="list-style-type: none"> <li>- Implications of data protection and freedom of information regulations, including what information can be released and to whom, and how to ensure the regulations are followed.</li> </ul>
6.4	<ul style="list-style-type: none"> <li>- Methods of monitoring and reviewing cases and how to use them</li> <li>- Providing peer review for colleagues</li> <li>- Obtaining qualitative and quantitative feedback from clients, contributors and external sources using different methods</li> <li>- Using dialogue, peer review and reflection on practice to inform improvements</li> <li>- Evaluating and using evidence from outside the working environment to contribute to practice</li> <li>- Evaluating evidence from across cases to identify factors contributing to successful and less successful case outcomes</li> <li>- Reporting on case reviews.</li> </ul>

## **PART 3**

### **TRAVORS2 Training Programme and European Practitioner Certificate in Disability Employment**

Checklists and forms – for the training programme and the qualification

The following forms and checklists are for use for both the TRAVORS2 training programme and the EPC. There are some additional forms for the EPC in part 4, for planning and recording assessments.

#### **Partner details**

*Use for:* Providing details of your organisation to apply to become a TRAVORS2 partner

*For use by:* Prospective partner organisation

*Status:* Essential

#### **Partner agreement**

*Use for:* Agreeing approval as a partner to operate TRAVORS2 training/ EPC

*For use by:* EPC managing agency and prospective partner organisation

*Status:* Essential

#### **Quality assurance checklists**

*Use for:* Self-assessment of preparedness to offer TRAVORS2 training/EPC, and regular review of compliance with TRAVORS2/EPC principles

*For use by:* Partner organisation – programme manager

*Status:* Essential

#### **Programme review checklist**

*Use for:* Reviewing the TRAVORS2/EPC programme

*For use by:* Partner organisation – programme manager

*Status:* Recommended

#### **TRAVORS2/EPC Diagnostic Assessment**

*Use for:* Each participant before starting the programme, to assess current level of experience and skills against the TRAVORS2 units

*For use by:* Administered by trainer or assessor for each participant to complete and discuss

*Status:* Essential

## Partner Details Form

For use by: organisations applying to become TRAVORS2/EPC partners

Status: essential

Full legal name of organisation	
Name in Latin characters if different	
Name/acronym by which usually known	
Country	

Contact person	
Postal address	
Address of registered office or official place of business if different	
Telephone inc international code	
Email	
Skype	

Type of organisation (e.g. government department/agency, university, college, charity, commercial company)	
Sector	<input type="checkbox"/> Public <input type="checkbox"/> Commercial <input type="checkbox"/> Not-for-profit
Main activities	
Size (number of staff)	

What do you intend to offer	<input type="checkbox"/> TRAVORS2 training <input type="checkbox"/> EPC <input type="checkbox"/> Both
Which units do you intend to offer	<input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6
When would you like to start offering the training and/or qualification	
Summarise the experience of the organisation in providing training and qualifications	

Programme manager who will be responsible for TRAVORS2/EPC	
Telephone	
Email	
Skype	

Source of funding for support and training to offer TRAVORS2/EPC	<input type="checkbox"/> Own funds <input type="checkbox"/> EU project funding <input type="checkbox"/> Other project funding e.g. national government If project funding, at what stage is your application? <input type="checkbox"/> In progress <input type="checkbox"/> Submitted <input type="checkbox"/> Approved
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If you are not a government body or university, please attach your audited accounts for the last two years.

Please complete the details on the next page for the programme manager and at least one other person who will act as a trainer and/or assessor.

Name	
Position in organisation (or state if consultant/associate/contractor)	
Role in relation to TRAVORS2/EPC (e.g. programme manager, trainer, assessor)	Programme manager
Experience and qualifications relevant to disability employment	
Experience and qualifications as a trainer and/or assessor	

Name	
Position in organisation (or state if consultant/associate/contractor)	
Role in relation to TRAVORS2/EPC (e.g. programme manager, trainer, assessor)	
Experience and qualifications relevant to disability employment	
Experience and qualifications as a trainer and/or assessor	

Name	
Position in organisation (or state if consultant/associate/contractor)	
Role in relation to TRAVORS2/EPC (e.g. programme manager, trainer, assessor)	
Experience and qualifications relevant to disability employment	
Experience and qualifications as a trainer and/or assessor	

Name	
Position in organisation (or state if consultant/associate/contractor)	
Role in relation to TRAVORS2/EPC (e.g. programme manager, trainer, assessor)	
Experience and qualifications relevant to disability employment	
Experience and qualifications as a trainer and/or assessor	

For your trainer(s)/assessor(s), outline their level of knowledge, understanding and skills against each of the learning outcomes for the units they will be delivering/assessing. Use the relevant Unit Diagnostic forms from Part 4 of this manual.

# **TRAVORS2 Training Programme and European Practitioner Certificate in Disability Employment**

## **Partner Agreement**

This agreement applies to legal entities ('Partner Organisations') wishing to provide the TRAVORS2 training programme and/or European Practitioner Certificate in Disability Employment ('the EPC').

This is an agreement between on the one hand [insert legal name of organisation and short form if required], hereinafter referred to as the the Partner Organisation, and on the other the EPC Managing Agency ('the Managing Agency'), represented by Rehabilitation Network Ltd and Stan Lester Developments. The law applying to this agreement is English law.

The Partner Organisation undertakes:

- a) To provide the information and access requested by the Managing Agency and pay the agreed fee in order to enable the Managing Agency to make a valid decision on whether to confirm the partner organisation as approved to provide the TRAVORS2 programme and/or the European Practitioner Certificate in Disability Employment (referred to as 'the EPC').
- b) Not to apply the terms 'TRAVORS,' 'TRAVORS2,' 'European Practitioner Certificate in Disability Employment,' 'EPC,' or any term that can be taken as implying equivalence to these terms nor any translation thereof, to any training or assessment programme or certificate that it provides, until the Partner Organisation has received a letter of authority from the Managing Agency.
- c) To operate TRAVORS2 training and the EPC in accordance with the principles and practices specified in the TRAVORS2/EPC Partner Manual.
- d) To ensure that TRAVORS2 training is carried out by competent trainers who are sufficiently versed in the principles and content of the TRAVORS2 programme.
- e) To uphold the quality and reputation of TRAVORS2 training and the EPC.
- f) To provide the information and access requested by the Managing Agency and pay the agreed periodic fee to enable the Managing Agency to make a valid decision on the Partner Organisation's continuing competence to provide the TRAVORS2 programme and/or the EPC.
- g) To cease from using the terms 'TRAVORS,' 'TRAVORS2,' 'European Practitioner Certificate in Disability Employment,' 'EPC,' or any term that can be taken as implying equivalence to these terms or any translation thereof, to any training or assessment programme or certificate that it provides when requested to do so by the Managing Agency.
- h) To cease from using the TRAVORS2 materials for any purpose when requested to do so by the Managing Agency.

- i) To take full responsibility for all training, assessment and certification activity undertaken by the Partner Organisation, including for ensuring that training content and materials are appropriate for the contexts in which they are used.

When providing EPC assessment and certification the Partner Organisation undertakes additionally:

- j) To gain validation for the EPC from an appropriate national or international body as described in Section C of the TRAVORS2/EPC Partner Manual.
- k) To carry out assessment in accordance with the principles of validity, robustness, consistency, authenticity, fairness and accessibility as described in Section F of the TRAVORS2/EPC Partner Manual.
- l) To operate competent systems for monitoring assessments and for the fair investigation of candidate complaints and appeals.
- m) To provide certification, and records of unit achievement, for candidates who satisfy the criteria for award of the EPC.

The Managing Agency undertakes:

- a) To assess fairly the Partner Organisation's application to provide the TRAVORS2 programme and/or EPC.
- b) Where the Partner Organisation fails to gain approval to provide the TRAVORS2 programme and/or EPC, to provide feedback indicating the improvements required to result in approval.
- c) To provide the Partner Organisation with access to the TRAVORS2 materials and resources once approval to provide the TRAVORS2 programme and/or EPC is granted.
- d) To provide the Partner Organisation with access to any updated specifications, regulations and materials relating to the TRAVORS2 programme and/or EPC.
- e) To review fairly the Partner Organisation's continuing competence to provide the TRAVORS2 programme and/or EPC.
- f) In the event of the Partner Organisation failing to provide evidence of continuing competence to provide the TRAVORS2 programme and/or EPC, to provide the Partner Organisation with an action plan to address the shortcomings within a timescale specified by the Managing Agency; except that the Managing Agency reserves the right to withdraw approval immediately should the Partner Organisation be found to have acted fraudulently or with gross negligence.
- g) In the event of approval to provide the TRAVORS2 programme and/or EPC being withdrawn from the Partner Organisation, to provide the Partner Organisation with a written explanation detailing the reasons for the approval being withdrawn.

The Managing Agency takes no responsibility for any actions or decisions taken by the Partner Organisation, and recommends that the Partner Organisation is indemnified for all relevant professional risks.

**Insert:**

Assessment fee

Monitoring fee

Date of first review

**Signed and dated:**

On behalf of the Partner Organisation:  
(add organisation name and registered office)

On behalf of the Managing Agency:  
(add organisation name and registered office)

## Quality Assurance Checklist

*For use by: programme manager, before offering the programme and annually*

*Status: essential*

This checklist is in four parts, one for organisation and validation and three relating to sections D, E and F in the manual. Use it (a) to assess your capacity to offer TRAVORS2 training and the EPC, and (b) to carry out a regular review of the quality of your provision.

### **Using the checklist to assess capacity**

In the 'evidence' column, write a short statement to show how you meet any of the indicators that you satisfy at present. Refer to other programmes if relevant, e.g. for the section on training delivery. You are unlikely to be able to complete this column for every item until you start running the training. You only need to complete the assessment section if you intend to offer the qualification.

In the 'score' column, assess whether you currently meet the indicator. Score '0' if the indicator is not met, '1' for partial, and '2' if it is met fully.

In the planned actions column, state what you plan to do so that the indicator will be met.

### **Using the checklist as an ongoing monitoring tool**

Complete the checklist either following each programme or yearly to assess the quality of your provision. Use the instructions above, but only use information from the TRAVORS2 programme/EPC – not from other programmes you are running. In the 'evidence' column, refer to documents and files that show that you meet the indicators – e.g. completed LNAs and diagnostic assessments, training plans, participant feedback, assessment plans and records, etc.

If you score any indicators '0' or '1' ensure you include planned actions for improvement in the final column. If you score '2' you can still include planned actions to improve your practice further.

<b>1. ORGANISATION AND VALIDATION</b> (manual sections: B and C) <i>for partner organisations only</i>				
Area	Indicators	Evidence showing how this is being done	Score	Planned actions
<b>Management and administration</b>	A named and suitably experienced person acts as the programme manager for TRAVORS2/EPC			
	The programme manager has sufficient authority to make all necessary decisions about the programme			
	There is sufficient administrative capacity to support the programme and the envisaged number of participants (students/trainees)			
	The organisation is financially stable enough to ensure that participants are supported over the period of their enrolment			
<b>Validation</b>	The programme is approved or validated by a relevant agency or by the organisation's academic board or equivalent			
	Validation will not expire while participants are enrolled on the programme			

<b>2. LEARNING NEEDS ANALYSIS AND DIAGNOSTIC ASSESSMENT</b> (manual section: D) <i>for partner organisations and those responsible for training</i>				
Area	Indicators	Evidence showing how this is being done	Score	Planned actions
<b>Learning needs analysis and diagnostic assessment</b>	A thorough and appropriate learning needs analysis (LNA) is conducted to establish the needs and existing competence levels of the participants or target group			
	A diagnostic assessment is completed and discussed with each participant			

	The LNA and diagnostic assessment are used to identify the relevant unit(s) and develop a set of objectives for the training			
	Where participants are taking the EPC, learning objectives are checked to ensure that they will prepare participants for the relevant units			
	Where appropriate, individual participants are offered the opportunity to be assessed (without training) in areas where they are already competent			

<b>3. TRAINING DESIGN AND DELIVERY</b> (manual section: E) <i>for partner organisations and those responsible for training</i>				
Area	Indicators	Evidence showing how this is being done	Score	Planned actions
<b>Competence of trainers</b>	Trainers have sufficient experience in delivering professional skills-based training			
	Trainers have sufficient experience in vocational rehabilitation			
	Trainers are qualified to at least EQF level 5, or can demonstrate equivalent relevant experience			
	Trainers are familiar with the TRAVORS2 approaches and content and have completed diagnostic assessments for the units they will be training in			
	Trainers are supported, monitored and given access to regular updating to ensure the ongoing quality of training			
<b>Preparation and planning</b>	Participants are selected fairly and to ensure that they will benefit from the training			
	A manageable number of participants are included on any one course			

	A venue is secured which is suitable for the needs of participants and the course			
	The duration and timing of the training is suitable for the participants and the material to be covered			
	Any special needs that participants may have are assessed and where possible accommodated			
	Plans are prepared detailing the objectives, methods, timing and resources for the overall programme and for each session			
	Training plans are made available to participants			
<b>Training content and resources</b>	The training content reflects the objectives developed through the learning needs analysis			
	The training content reflects the relevant TRAVORS2 learning outcomes			
	Resources and materials are selected or developed to support the training plan and objectives			
	Materials are relevant to the needs of participants, pitched at the right level, and are effective in supporting the learning process			
	Materials support different training methods and learning approaches			
	Materials are factually correct or present balanced arguments			
	Information and communication technology is used appropriately and effectively where relevant to support the learning process			
	Materials meet copyright and IPR requirements, and own copyrights and IPR are protected.			

<b>Training delivery</b>	The training focuses on the objectives identified in the training plan			
	Training focusses on developing participants' skills, competence and self-efficacy			
	A combination of approaches and strategies are used to support individual and group working and learning styles			
	Training activities are closely related to real-life activities and issues from participants' work			
	Training is ethical, non-abusive, non-discriminatory, and respects participants' privacy and confidentiality			
	The emerging needs of participants are identified and responded to throughout the programme			
	Appropriate and ethical means are used for motivating, encouraging and supporting training participants			
	Participants are provided with constructive feedback on their progress			
<b>Evaluation of training</b>	Consistent and usable data is collected on participants' progress during the training			
	Participants' feedback is collected on the training process, materials and content			
	The impact of the training on participants is assessed			
	Data and feedback from participants and trainers are used to improve future programmes			
	New approaches and materials are considered and incorporated into the training as appropriate			

<b>4. ASSESSMENT FOR THE QUALIFICATION</b> (manual section: F) <i>for partner organisations running the EPC, and any organisations providing assessors</i>				
Area	Indicators	Evidence showing how this is being done	Score	Planned actions
<b>Competence of assessors</b>	Assessors have sufficient experience in work-based assessment			
	Assessors have sufficient experience in vocational rehabilitation to make valid and consistent assessment judgements			
	Assessors are qualified to at least EQF level 5, or can demonstrate equivalent relevant experience			
	Assessors are familiar with the TRAVORS2 approaches and content and have completed diagnostic assessments for the units they will be assessing			
	Assessors are supported, monitored and given access to regular updating to ensure the ongoing quality of assessment			
<b>Assessment planning and feedback</b>	An assessment plan is drawn up with each participant, and revised at regular intervals to reflect progress			
	Participants are given constructive feedback on their work, and advised of what is needed if it does not meet the criteria for the qualification			
	Participants are informed clearly of how long they are enrolled for and any limits on the number of times they can be reassessed			
<b>Assessment</b>	Assessment methods are valid and follow the guidance in the TRAVORS2/EPC manual (as well as any local validation requirements)			
	The assessment is sufficiently thorough to give confidence in the results			

	Care is taken to ensure any work being assessed forward is that of the participant			
	There are no barriers to assessment that do not relate directly to the standards being assessed			
<b>Monitoring of assessment</b>	The same standards are applied by all assessors and to all participants, and this is checked through a process of monitoring and feedback to assessors			
	Complaints and appeals by participants are investigated and concluded fairly according to a consistent procedure			

# Programme Review Checklist

*For use by: partner organisations*

*Status: recommended*

This is a list of points recommended to be covered in an annual or end-of-programme review. Partners may have additional points relevant to their own business models or operating contexts.

## Summary of provision

Summary of TRAVORS2/EPC provision during the period, distinguishing:

- Open training programmes (i.e. open to individual participants)
- Company training programmes (for specific organisations)
- Assessment-only – again distinguish ‘open’ and company-based.

## Numerical data

Number of participants: enrolling; completing the training; being assessed; completing the qualification – where relevant split between open and company programmes.

## Summary of feedback

Feedback from participants on the quality and usefulness of the training and/or assessment

Feedback from employers on the value of the training and/or assessment

Feedback from trainers/assessors on running the programme

‘Distance travelled’ – e.g.

- how have participants’ skill levels/competence/confidence changed?
- what are participants doing differently at work?
- what impact is this having, particularly on the employment of disabled people?

## Programme delivery

Adequacy of resourcing (staff, rooms, learning resources etc)

Consistency of approach to administration, LNA, diagnostic assessment, training, individual support, and assessment

Summary of problems, complaints or appeals identified during the year

Moderator’s report on assessments

Summary of what went well, what went less well and why.

Action plan

Summary of areas where improvements are needed

Summary of areas where further developments are planned

Actions to be taken, with timescales and review measures

Feedback to be given to trainers, assessors and administrators.

# TRAVORS2/EPC Diagnostic Assessment

*For use by: all participants before starting the programme*

*Status: essential*

This form helps you decide what TRAVORS2/EPC units are right for you, and helps you and the training organisation plan your training and/or assessment. Please fill it in as accurately as possible.

## 1. Can I enrol for the EPC?

Does your job involve advising disabled people (including those recovering from injury or long-term illness), or employers, on employment or returning to work?

Yes     No

If you have answered 'no,' the EPC will probably not be right for you, but you may still want to attend TRAVORS2 training if you intend to work in this area in the future or want to develop relevant skills.

## 2. Which units are right for me?

Score yourself against each of the items using columns A and B. If you are unsure what is involved in any of the statements, read the relevant unit in the TRAVORS2/EPC manual.

Also ask your manager (or an experienced colleague who knows your work well) to score you on each of the items.

In column A score how much you do the things described in the statement.

- 1      I don't do this or expect to do it
- 2      I expect to do this in the future
- 3      I do this occasionally
- 4      This is a major part of my work.

In column B score your ability at each task.

- 1      I have no experience or skills of this kind
- 2      I have a basic ability and limited experience
- 3      I am confident doing this in routine work situations
- 4      I am confident doing this even in complex or unfamiliar situations
- 5      I am very confident doing this even in the most demanding situations.

When you have completed the assessment, copy it to your tutor/trainer and discuss your scores with him or her.

<b>Your name</b>		<b>Date completed</b>	
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<b>Unit title</b>	<b>Learning outcomes</b>	<b>Your assessment</b>		<b>Manager or colleague assessment</b>	
		<b>A 1-4</b>	<b>B 1-5</b>	<b>A 1-4</b>	<b>B 1-5</b>
<b>Unit 1 Professional skills and ethics</b>	1.1. Understand and work with the laws, organisations, and other professions relevant to disability employment				
	1.2. Act in accordance with ethical principles				
	1.3. Work effectively with clients, colleagues and other professionals				
	1.4. Support client and employer self-determination and behavioural change				
	1.5. Manage risks to safety				
<b>Unit 2 Engaging with client communities</b>	2.1. Engage with organisations and groups to improve employment opportunities for disabled people				
	2.2. Engage potential clients through publicity, outreach and community involvement				
	2.3. Develop and run work-focussed projects in the local community				
	2.4. Support groups of clients to develop their confidence and ability to find and obtain work				
<b>Unit 3 Enabling clients to obtain work</b>	3.1. Work with clients to carry out assessments for employment				
	3.2. Support clients to plan and make progress towards obtaining work				
	3.3. Support clients to undertake job search, job preparation and return to work				
<b>Unit 4 Supporting clients in work</b>	4.1. Work with clients to carry out assessments to aid sustainable return to work				
	4.2. Support graduated return to work				
	4.3. Assist clients and employers to select and implement appropriate adjustments				
<b>Unit 5 Supporting employers to employ disabled people</b>	5.1. Develop and maintain employment opportunities for disabled people and people with health conditions				
	5.2. Support employers to recruit and employ disabled people and people with health conditions				
	5.3. Identify and influence organisational factors that affect sustainable return-to-work				
<b>Unit 6 Case management</b>	6.1. Ensure that clients are received appropriately and their eligibility established				
	6.2. Manage cases and co-ordinate the contributions of others				
	6.3. Make and maintain relevant records				
	6.4. Review cases and identify learning-points from them for improving future practice				

## **PART 4**

### **TRAVORS2 Training Programme *and* European Practitioner Certificate in Disability Employment**

#### Registration and assessment forms – for use for the qualification

The following forms are for use for the EPC. They are not needed when running the training programme without the qualification, apart from using the relevant unit diagnostic forms to assess trainers' familiarity with the programme content.

##### **Candidate enrolment form**

*Use for:* Enrolling qualification candidates

*For use by:* Partner organisation

*Status:* Essential (or use local equivalent)

##### **Assessment plan**

*Use for:* Planning work to be submitted for assessment

*For use by:* Each candidate

*Status:* Recommended

##### **EPC Unit diagnostic (units 1-6)**

*Use for:* All candidates preparing to be assessed

*For use by:* Administered by trainer or assessor for each candidate to complete and discuss

*Status:* Recommended

##### **Assessment forms (units 1-6)**

*Use for:* All candidates being assessed

*For use by:* Assessor

*Status:* Essential (or use local equivalent)

# EPC Candidate Enrolment Form

For use by: candidates for the European Practitioner Certificate in Disability Employment

Status: essential (or use local equivalent)

Full name	
Name to appear on certificate if different	

Address for correspondence	
Telephone number	
Email	

Work organisation	
Work address if different from above	
Work telephone number	
Work email	

Date of birth	
Gender	<input type="checkbox"/> Male <input type="checkbox"/> Female

Source of fees	<input type="checkbox"/> Personal <input type="checkbox"/> Own business <input type="checkbox"/> Employer <input type="checkbox"/> Other (please state)
Name and address of person responsible for paying fees	

EPC units to be taken (leave blank if undecided)	<input checked="" type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input type="checkbox"/> Unit 3 <input type="checkbox"/> Unit 4 <input type="checkbox"/> Unit 5 <input type="checkbox"/> Unit 6
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## EPC Assessment Plan

*For use by: all qualification candidates preparing for assessment*

*Status: recommended*

Name		Assessor's name		Date last updated	
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Work to be produced / Activity to be observed	Which unit(s), learning outcomes/assessment criteria does this cover?	Date to be produced (or date of observation)	Tick when completed

Agree this plan with your assessor, and agree it again if you make changes to the plan or add to it.

## Unit Diagnostic Forms

*For use by: all qualification candidates preparing for assessment*

*Status: recommended*

These forms help you identify what you need to do to be assessed in the unit(s) you have chosen. Fill them in as accurately as possible; you may want to discuss them with your manager or an experienced colleague who knows your work.

In the '**your score**' column, score yourself against each of the items using the following scale:

- 1 I have no experience or skills of this kind
- 2 I have a basic ability and limited experience
- 3 I am confident doing this in routine work situations
- 4 I am confident doing this even in complex or unfamiliar situations
- 5 I am very confident doing this even in the most demanding situations.

If your score is 1 or 2 for any item, you will need further experience and/or training before you can be assessed. This could be practice and guidance at work, or it could be training or coaching provided externally – or it could be something you could do on your own initiative. If you score 3, you may need some more practice and guidance to enhance your skills and confidence before being assessed.

In the '**further development**' column, describe what you need to do to bring yourself to the point where you are ready to be assessed. Agree it with your manager, tutor/trainer etc. as appropriate. Make sure that the actions you have identified will cover all the items where you need further practice or development.

In the '**evidence**' column, list what you will produce or do to demonstrate your competence to the assessor. This could be, for instance, interviews or meetings that you record or the assessor observes; your client case-notes and assessments; case reviews, or cases that you write up; reports; summaries of correspondence; or reports by others – particularly your manager – on your work.

## Diagnostic for Unit 1: Professional skills and ethics

1.1 Understand and work with the disability employment context as it relates to your working environment	Your score	Further development	Evidence
a. act within the principal laws, regulations and formal responsibilities relating to the employment of disabled people			
b. make appropriate use of the main organisations, services, networks and professional groupings relevant to disability employment in your work context			
c. describe and evaluate the role of your organisation in assisting disabled people to return to and retain work			
d. keep up-to-date with new legislation, organisational arrangements and working practices relevant to your area of work			

1.2 Act in accordance with ethical principles	Your score	Further development	Evidence
a. follow the ethical principles applying to your area of practice, including any responsibilities under professional or regulatory codes			
b. behave ethically and professionally in relation to clients, employers and other professionals or agencies			
c. act within the limits of your level of competence and authority, identifying situations where matters lie outside of this and to whom they need to be referred			
d. explain and apply the principles of client confidentiality, assessing what kinds of information it is appropriate to release to whom and under what circumstances			

<b>1.3 Work effectively with clients, colleagues and other professionals</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. demonstrate courtesy and professionalism in dealing with others			
b. show respect for others' views, standpoints and aims while retaining your professional judgement and independence			
c. communicate clearly, appropriately and honestly, while maintaining an appropriate level of confidentiality			
d. develop working relationships that are honest, ethical, effective and work-focused			
e. challenge any unhelpful assumptions that clients and others may hold, while maintaining respect and avoiding confrontation			

<b>1.4 Support client and employer self-determination and behavioural change</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. convey beliefs and demonstrate behaviours that support positive rehabilitation outcomes			
b. demonstrate a client-centred, problem-solving approach to rehabilitation			
c. ensure that clients are treated with respect and in a manner that encourages their self-determination			
d. assist clients and employers to adopt behaviours and beliefs that improve rehabilitation and return-to-work outcomes			
e. demonstrate interest and willingness to explore different ideas and options, while maintaining neutrality			

f. encourage others to explore issues and make decisions about objectives and actions			
g. make effective use of listening, feedback and questioning to support self-determination			
h. avoid making inappropriate personal comments, references or suggestions			

<b>1.5 Manage risks to safety</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. make adequate assessments to avoid exposing yourself to unnecessary or unacceptable risks			
b. ensure necessary checks are made, including getting specialist advice where needed, to inform risk assessments relating to new clients			
c. ensure you only take activities for which you are insured or for which your organisation takes responsibility			
d. take action to reduce risks, or report them where they are outside your control			

## Diagnostic for Unit 2: Engaging with client communities

2.1 Engage with organisations and groups to improve employment opportunities for disabled people	Your score	Further development	Evidence
a. develop, maintain and refresh a diverse network of contacts to maximise employment opportunities for disabled people			
b. build effective and ongoing working relationships with relevant local groups, services and organisations			
c. build effective and ongoing working relationships with relevant specialist groups, services and organisations			
d. negotiate opportunities for disabled people to participate in work-based activities (e.g. work trials, work placements, other forms of active work participation, job- or interview-guarantees)			
e. identify and make use of the support available for disabled workers from each organisation			

2.2 Engage potential clients through publicity, outreach and community involvement	Your score	Further development	Evidence
a. develop publicity and promotional activities that use appropriate and accessible media and formats, and are successful in engaging disabled people			
b. encourage community and disability organisations to engage with employment activities, projects and employers in a way that increases employment opportunities for disabled people			

<b>2.3 Develop and run work-focussed projects in the local community</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. develop, and co-ordinate the implementation of, a work-focussed project			
b. engage disabled people in work-focussed projects as individuals or through groups or organisations			
c. engage complementary agencies (e.g. training, housing and social services) in work-focussed projects			

<b>2.4 Support groups of clients to develop their confidence and ability to find and obtain work</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. set concrete goals that are helpful to the individual participants and relevant to job-search and obtaining suitable work			
b. develop, facilitate and monitor group activities and learning for participants			
c. use non-didactic, active teaching and learning methods to engage, teach and empower participants			
d. provide resources relevant to participants' aims			
e. create a supportive learning environment for participants			
f. use the group's own skills, experience, knowledge and resources to help participants to develop their abilities and resilience.			

### Diagnostic for Unit 3: Enabling clients to obtain work

3.1 Work with clients to carry out assessments for employment	Your score	Further development	Evidence
a. identify clients' work-related skills, abilities, aptitudes and motivations, using relevant assessment and guidance methods and tools as appropriate			
b. help clients to evaluate and value their work-related strengths, abilities and personal resources, respecting the results of their assessments			
c. assess clients' self-efficacy and the level and kind of support they are likely to need in order to obtain and stay in work			
d. recognise, and gain sufficient information about, personal issues and circumstances that affect clients' abilities to gain and retain work			

3.2 Support clients to plan and make progress towards obtaining work	Your score	Further development	Evidence
a. help clients to identify appropriate work goals			
b. help clients to formulate questions, organise their thinking and investigate options relevant to their work goals			
c. provide information, signposting, and help with basic labour market research in order to assist clients to make informed work choices			
d. help clients to build plans for gaining work that are realistic, and lead towards their goals and aspirations			

e. help clients to prioritise, organise and have confidence in undertaking tasks in order to move towards obtaining work			
f. maintain clients' focus on positive actions and outcomes while respecting their standpoints and individual circumstances			
g. help clients to take account of and resolve personal issues that affect their ability to obtain and retain work			
h. help clients to review and revise their plans at appropriate points			

<b>3.3 Support clients to undertake job search, job preparation and return to work</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. promote clients' self-reliance and independent action			
b. support clients to develop relevant skills, techniques and resources for job search, job applications and employability			
c. provide or co-ordinate resources to support clients' plans, including where necessary arranging training, placements and other appropriate activities to develop new occupational skills			
d. encourage and signpost clients to make use of additional sources of information and support			
e. provide information, positive experiences and relevant examples to motivate and support clients in gaining work			
f. help clients, and where appropriate employers, to consider the possibilities available through relevant adjustments to the workplace, work practices and equipment			

g. review clients' plans, where necessary helping them think about alternative approaches and possibilities			
h. help clients to maintain their motivation in the face of rejection and other setbacks			
i.			

## Diagnostic for Unit 4: Supporting clients in work

4.1 Work with clients to carry out assessments to aid sustainable return to work	Your score	Further development	Evidence
a. identify clients' work-related skills, abilities, aptitudes and motivations, using relevant assessment and guidance methods and tools as appropriate			
b. help clients to evaluate and value their work-related strengths, abilities and personal resources, respecting the results of their assessments			
c. assess clients' self-efficacy and the level and kind of support they are likely to need in order to return to and stay in work			
d. recognise, and gain sufficient information about, personal issues and circumstances that affect clients' abilities to return to and stay in work			
e. assess client function, capacity and abilities against job duties and work environment			
f. where necessary liaise with service providers and specialists to secure relevant support			
g. recommend realistic, cost effective strategies to overcome any return-to-work barriers			
h. record and report accurately on your assessment and recommendations			

4.2 Support graduated return-to-work	Your score	Further development	Evidence
a. organise and lead meetings with the employer and where necessary other agencies in order to support graduated return-to-work			
b. develop, monitor and review a graduated return-to-work plan			
c. negotiate and balance any competing demands from the employer, client and other interested parties			
d. ensure that the employer's treatment of the client is in accordance with relevant local and European legislation			
e. provide, or support others to provide, appropriate and effective workplace mentoring for the client			
f. review progress with the client and employer at regular intervals			
g. provide constructive and timely feedback to the client and employer on progress			
h. encourage the client to develop his or her capability and make progress in the work role			
i. organise or recommend relevant specialist support where needed for areas outside of your competence			

4.3 Assist clients and employers to select and implement appropriate adjustments	Your score	Further development	Evidence
a. ensure that assessments have been carried out that cover, as relevant: <ul style="list-style-type: none"> <li>• the workplace, work activities, tasks and targets in relation to the client’s needs and abilities</li> <li>• potential risks to the client and others</li> <li>• the type and degree of adjustment that may be needed to the workplace, working conditions, equipment and practices</li> </ul>			
b. based on the relevant assessments, negotiate and design appropriate adjustments and support with the employer and client			
c. work with the employer and the client to implement the relevant adjustments effectively			
d. monitor the ongoing effectiveness of the adjustments for the client and the employer, and ensure any necessary changes are made			
e. obtain appropriate medical or other specialist advice where needed			

## Diagnostic for Unit 5: Supporting employers to employ disabled people

5.1 <b>Develop and maintain employment opportunities for disabled people and people with health conditions</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. develop, maintain and refresh a diverse network of contacts to maximise employment opportunities for people who are disabled or have health conditions			
b. build effective and ongoing working relationships with people who are in a position to provide employment opportunities			
c. gather and maintain up-to-date intelligence on relevant employment opportunities			
d. explain and promote the business advantages of widening the recruitment pool to include a higher proportion of people who are disabled or have health conditions			
e. assess what the employer is seeking to achieve when recruiting, using the information to build a tailored case and develop an appropriate strategy for employing people who are disabled or have health conditions			
f. identify the support available for disabled workers within the employing organisation			

5.2 Support employers to recruit and employ disabled people and people with health conditions	Your score	Further development	Evidence
a. support the employer to develop and implement fair and accessible recruitment procedures and practices			
b. professionally and courteously challenge recruitment and employment practices that disadvantage people who are disabled or have health conditions			
c. advise and support the employer to recruit using media and methods that increase access for people who are disabled or have health conditions			
d. support people involved in the selection process to make fair, disability-aware decisions			
e. advise and support the employer to explore and make use of the advantages available from making adjustments to jobs, workplaces and working practices			
f. ensure the employer has access to appropriate advice on disabilities and appropriate adjustments at the point of recruitment			

5.3 Identify and influence organisational factors that affect sustainable return-to-work	Your score	Further development	Evidence
a. identify organisational factors and management behaviours that work for and against successful return-to-work and job retention			
b. influence organisational factors to improve return-to-work and job retention			

c. influence managers and other key people to adopt approaches and working methods that support the ongoing employment of people who are disabled or have health conditions			
d. support key people involved in the return-to-work process to implement graduated return-to-work plans and permanent adjustments			
e. promote disability-friendly employment practices, policies and procedures			

## Diagnostic for Unit 6: Case management

6.1 <b>Ensure that clients are received appropriately and their eligibility established</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. register clients in accordance with the organisation's procedures and any legal requirements			
b. ensure that clients fit the organisation's eligibility criteria, obtaining additional information from the client or from third parties if needed to make a judgement			
c. explain your role to clients and ensure that their questions are answered promptly and accurately			
d. provide clients with sufficient, accessible information on the processes they will be involved in, their rights of participation or withdrawal, and their rights to confidentiality			
e. where appropriate refer or advise clients to other agencies that are better-placed to meet their needs			

6.2 <b>Manage cases and co-ordinate the contributions of others</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. research and co-ordinate appropriate rehabilitation or return-to-work activities			
b. liaise with and co-ordinate the inputs of other professionals and organisations to ensure that each client is provided with a coherent and effective service			
c. commission and use relevant assessments from appropriate professionals			

d. monitor case progress and discuss emerging issues with contributors, negotiating changes to inputs as necessary			
e. give professional colleagues enough information for them to be able to contribute effectively			
f. close client cases when the agreed programme objectives have been met			
g. manage and prioritise own caseload to ensure that commitments to clients, employers and colleagues are met while avoiding personal overload			

<b>6.3 Make and maintain relevant records</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. make and maintain clear, complete and accurate records as required for organisational and legal purposes			
b. ensure client and case records are complete and up-to-date, are in the required formats, and include where relevant reports from external sources			
c. ensure any quality assurance and reporting requirements of the organisation or customer are followed			
d. ensure that records are accessible to people who need to have access to them, but can only be amended by those with the necessary permission			
e. ensure that information is held and processed in accordance with data protection and freedom of information regulations			
f. ensure that confidential information can only be accessed by people who have the necessary permission			

<b>6.4 Review cases and identify learning-points from them for improving future practice</b>	<b>Your score</b>	<b>Further development</b>	<b>Evidence</b>
a. monitor the progress and outcomes of the cases you are responsible for			
b. obtain and collate feedback from clients, colleagues and other contributors on service performance			
c. review the suitability and effectiveness of inputs and activities within cases			
d. identify factors contributing to successful and less successful case outcomes, both for individual cases and across cases			
e. use learning-points from cases to make improvements to future practice			

## EPC Assessment Forms

*For use by: assessors for all qualification candidates*

*Status: essential (or local equivalent)*

These forms are to be filled in by the assessor when the candidate has completed each unit, and countersigned by the programme manager or moderator.

### **Assessor:**

Tick the '**completed**' column for each item when the candidate has demonstrated it to a satisfactory standard (see the pass standard in 'assessor's overall comments' at the end).

In the '**evidence and assessor's comments**' column, state what evidence was examined or activities observed in order to make your assessment decision. Comment on the quality of the candidate's work, performance or discussion. You can also use this column to keep ongoing notes about the candidate's progress if the unit is not passed in one go.

Complete the 'assessor's overall comments' section when the candidate has passed the unit.

### **Programme manager / Moderator:**

When you have checked the assessor's comments and (if necessary) examined any evidence or discussed decisions with the assessor, complete the '**programme manager or moderator's comments**' section.

## Assessment Form for Unit 1: Professional skills and ethics

<b>Candidate name</b>		<b>Organisation or location</b>	
<b>Assessor</b>		<b>Assessment organisation</b>	

<b>1.1 Understand and work with the disability employment context as it relates to your working environment</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. act within the principal laws, regulations and formal responsibilities relating to the employment of disabled people		
b. make appropriate use of the main organisations, services, networks and professional groupings relevant to disability employment in your work context		
c. describe and evaluate the role of your organisation in assisting disabled people to return to and retain work		
d. keep up-to-date with new legislation, organisational arrangements and working practices relevant to your area of work		

<b>1.2 Act in accordance with ethical principles</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. follow the ethical principles applying to your area of practice, including any responsibilities under professional or regulatory codes		
b. behave ethically and professionally in relation to clients, employers and other professionals or agencies		
c. act within the limits of your level of competence and authority, identifying situations where matters lie outside of this and to whom they need to be referred		
d. explain and apply the principles of client confidentiality, assessing what kinds of information it is appropriate to release to whom and under what circumstances		

<b>1.3 Work effectively with clients, colleagues and other professionals</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. demonstrate courtesy and professionalism in dealing with others		
b. show respect for others' views, standpoints and aims while retaining your professional judgement and independence		
c. communicate clearly, appropriately and honestly, while maintaining an appropriate level of confidentiality		
d. develop working relationships that are honest, ethical, effective and work-focused		
e. challenge any unhelpful assumptions that clients and others may hold, while maintaining respect and avoiding confrontation		

<b>1.4 Support client and employer self-determination and behavioural change</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. convey beliefs and demonstrate behaviours that support positive rehabilitation outcomes		
b. demonstrate a client-centred, problem-solving approach to rehabilitation		
c. ensure that clients are treated with respect and in a manner that encourages their self-determination		
d. assist clients and employers to adopt behaviours and beliefs that improve rehabilitation and return-to-work outcomes		
e. demonstrate interest and willingness to explore different ideas and options, while maintaining neutrality		
f. encourage others to explore issues and make decisions about objectives and actions		
g. make effective use of listening, feedback and questioning to support self-determination		
h. avoid making inappropriate personal comments, references or suggestions		

<b>1.5 Manage risks to safety</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. make adequate assessments to avoid exposing yourself to unnecessary or unacceptable risks		
b. ensure necessary checks are made, including getting specialist advice where needed, to inform risk assessments relating to new clients		
c. ensure you only take activities for which you are insured or for which your organisation takes responsibility		
d. take action to reduce risks, or report them where they are outside your control		

<b>Assessor's overall comments</b>	
<p><b>Pass level</b> To achieve this unit the candidate needs to meet the assessment criteria in a way that shows that s/he:</p> <ul style="list-style-type: none"> <li>• is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance</li> <li>• is competent, effective and ethical in the way that s/he goes about the tasks and area of work</li> <li>• has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.</li> </ul>	
When you are ready to pass the candidate, comment briefly on the standard of work and understanding demonstrated to confirm that s/he is working at the required pass level.	
<b>Unit completed:</b> assessor sign and date	

<b>Programme manager or Moderator's comments</b>	
Summarise what you checked (this form only, any of the candidate's evidence)	
Add any comments you have. If you referred the unit back to the assessor, state your reasons here.	
Unit achievement confirmed: moderator sign and date	

## Assessment Form for Unit 2: Engaging with client communities

<b>Candidate name</b>		<b>Organisation or location</b>	
<b>Assessor</b>		<b>Assessment organisation</b>	

<b>2.1 Engage with organisations and groups to improve employment opportunities for disabled people</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. develop, maintain and refresh a diverse network of contacts to maximise employment opportunities for disabled people		
b. build effective and ongoing working relationships with relevant local groups, services and organisations		
c. build effective and ongoing working relationships with relevant specialist groups, services and organisations		
d. negotiate opportunities for disabled people to participate in work-based activities (e.g. work trials, work placements, other forms of active work participation, job- or interview-guarantees)		
e. identify and make use of the support available for disabled workers from each organisation		

<b>2.2 Engage potential clients through publicity, outreach and community involvement</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. develop publicity and promotional activities that use appropriate and accessible media and formats, and are successful in engaging disabled people		
b. encourage community and disability organisations to engage with employment activities, projects and employers in a way that increases employment opportunities for disabled people		

<b>2.3 Develop and run work-focussed projects in the local community</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. develop, and co-ordinate the implementation of, a work-focussed project		
b. engage disabled people in work-focussed projects as individuals or through groups or organisations		
c. engage complementary agencies (e.g. training, housing and social services) in work-focussed projects		

<b>2.4 Support groups of clients to develop their confidence and ability to find and obtain work</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. set concrete goals that are helpful to the individual participants and relevant to job-search and obtaining suitable work		
b. develop, facilitate and monitor group activities and learning for participants		
c. use non-didactic, active teaching and learning methods to engage, teach and empower participants		
d. provide resources relevant to participants' aims		
e. create a supportive learning environment for participants		
f. use the group's own skills, experience, knowledge and resources to help participants to develop their abilities and resilience.		

<b>Assessor's overall comments</b>	
<b>Pass level</b> To achieve this unit the candidate needs to meet the assessment criteria in a way that shows that s/he:	
<ul style="list-style-type: none"> <li>• is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance</li> <li>• is competent, effective and ethical in the way that s/he goes about the tasks and area of work</li> <li>• has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.</li> </ul>	
When you are ready to pass the candidate, comment briefly on the standard of work and understanding demonstrated to confirm that s/he is working at the required pass level.	
<b>Unit completed:</b> assessor sign and date	

<b>Programme manager or Moderator's comments</b>	
Summarise what you checked (this form only, any of the candidate's evidence)	
Add any comments you have. If you referred the unit back to the assessor, state your reasons here.	
Unit achievement confirmed: moderator sign and date	

### Assessment Form for Unit 3: Enabling clients to obtain work

<b>Candidate name</b>		<b>Organisation or location</b>	
<b>Assessor</b>		<b>Assessment organisation</b>	

<b>3.1 Work with clients to carry out assessments for employment</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. identify clients' work-related skills, abilities, aptitudes and motivations, using relevant assessment and guidance methods and tools as appropriate		
b. help clients to evaluate and value their work-related strengths, abilities and personal resources, respecting the results of their assessments		
c. assess clients' self-efficacy and the level and kind of support they are likely to need in order to obtain and stay in work		
d. recognise, and gain sufficient information about, personal issues and circumstances that affect clients' abilities to gain and retain work		

<b>3.2 Support clients to plan and make progress towards obtaining work</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. help clients to identify appropriate work goals		
b. help clients to formulate questions, organise their thinking and investigate options relevant to their work goals		
c. provide information, signposting, and help with basic labour market research in order to assist clients to make informed work choices		
d. help clients to build plans for gaining work that are realistic, and lead towards their goals and aspirations		

e. help clients to prioritise, organise and have confidence in undertaking tasks in order to move towards obtaining work		
f. maintain clients' focus on positive actions and outcomes while respecting their standpoints and individual circumstances		
g. help clients to take account of and resolve personal issues that affect their ability to obtain and retain work		
h. help clients to review and revise their plans at appropriate points		

<b>3.3 Support clients to undertake job search, job preparation and return to work</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. promote clients' self-reliance and independent action		
b. support clients to develop relevant skills, techniques and resources for job search, job applications and employability		
c. provide or co-ordinate resources to support clients' plans, including where necessary arranging training, placements and other appropriate activities to develop new occupational skills		
d. encourage and signpost clients to make use of additional sources of information and support		
e. provide information, positive experiences and relevant examples to motivate and support clients in gaining work		
f. help clients, and where appropriate employers, to consider the possibilities available through relevant adjustments to the workplace, work practices and equipment		
g. review clients' plans, where necessary helping them think about alternative approaches and possibilities		
h. help clients to maintain their motivation in the face of rejection and other setbacks		

<b>Assessor's overall comments</b>	
<p><b>Pass level</b> To achieve this unit the candidate needs to meet the assessment criteria in a way that shows that s/he:</p> <ul style="list-style-type: none"> <li>• is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance</li> <li>• is competent, effective and ethical in the way that s/he goes about the tasks and area of work</li> <li>• has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.</li> </ul>	
When you are ready to pass the candidate, comment briefly on the standard of work and understanding demonstrated to confirm that s/he is working at the required pass level.	
<b>Unit completed:</b> assessor sign and date	

<b>Programme manager or Moderator's comments</b>	
Summarise what you checked (this form only, any of the candidate's evidence)	
Add any comments you have. If you referred the unit back to the assessor, state your reasons here.	
Unit achievement confirmed: moderator sign and date	

### Assessment Form for Unit 4: Supporting clients in work

<b>Candidate name</b>		<b>Organisation or location</b>	
<b>Assessor</b>		<b>Assessment organisation</b>	

<b>4.1 Work with clients to carry out assessments to aid sustainable return to work</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. identify clients' work-related skills, abilities, aptitudes and motivations, using relevant assessment and guidance methods and tools as appropriate		
b. help clients to evaluate and value their work-related strengths, abilities and personal resources, respecting the results of their assessments		
c. assess clients' self-efficacy and the level and kind of support they are likely to need in order to return to and stay in work		
d. recognise, and gain sufficient information about, personal issues and circumstances that affect clients' abilities to return to and stay in work		
e. assess client function, capacity and abilities against job duties and work environment		
f. where necessary liaise with service providers and specialists to secure relevant support		
g. recommend realistic, cost effective strategies to overcome any return-to-work barriers		
h. record and report accurately on your assessment and recommendations		

4.2 Support graduated return-to-work	Completed	Evidence and assessor's comments
a. organise and lead meetings with the employer and where necessary other agencies in order to support graduated return-to-work		
b. develop, monitor and review a graduated return-to-work plan		
c. negotiate and balance any competing demands from the employer, client and other interested parties		
d. ensure that the employer's treatment of the client is in accordance with relevant local and European legislation		
e. provide, or support others to provide, appropriate and effective workplace mentoring for the client		
f. review progress with the client and employer at regular intervals		
g. provide constructive and timely feedback to the client and employer on progress		
h. encourage the client to develop his or her capability and make progress in the work role		
i. organise or recommend relevant specialist support where needed for areas outside of your competence		

4.3 Assist clients and employers to select and implement appropriate adjustments	Completed	Evidence and assessor's comments
a. ensure that assessments have been carried out that cover, as relevant: <ul style="list-style-type: none"> <li>• the workplace, work activities, tasks and targets in relation to the client's needs and abilities</li> <li>• potential risks to the client and others</li> <li>• the type and degree of adjustment that may be needed to the workplace, working conditions, equipment and practices</li> </ul>		

b. based on the relevant assessments, negotiate and design appropriate adjustments and support with the employer and client		
c. work with the employer and the client to implement the relevant adjustments effectively		
d. monitor the ongoing effectiveness of the adjustments for the client and the employer, and ensure any necessary changes are made		
e. obtain appropriate medical or other specialist advice where needed		

<b>Assessor's overall comments</b>	
<p><b>Pass level</b> To achieve this unit the candidate needs to meet the assessment criteria in a way that shows that s/he:</p> <ul style="list-style-type: none"> <li>• is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance</li> <li>• is competent, effective and ethical in the way that s/he goes about the tasks and area of work</li> <li>• has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.</li> </ul>	
When you are ready to pass the candidate, comment briefly on the standard of work and understanding demonstrated to confirm that s/he is working at the required pass level.	
<b>Unit completed:</b> assessor sign and date	

<b>Programme manager or Moderator's comments</b>	
Summarise what you checked (this form only, any of the candidate's evidence)	
Add any comments you have. If you referred the unit back to the assessor, state your reasons here.	
Unit achievement confirmed: moderator sign and date	

**Assessment Form for Unit 5: Supporting employers to employ disabled people**

<b>Candidate name</b>		<b>Organisation or location</b>	
<b>Assessor</b>		<b>Assessment organisation</b>	

<b>5.1 Develop and maintain employment opportunities for disabled people and people with health conditions</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. develop, maintain and refresh a diverse network of contacts to maximise employment opportunities for people who are disabled or have health conditions		
b. build effective and ongoing working relationships with people who are in a position to provide employment opportunities		
c. gather and maintain up-to-date intelligence on relevant employment opportunities		
d. explain and promote the business advantages of widening the recruitment pool to include a higher proportion of people who are disabled or have health conditions		
e. assess what the employer is seeking to achieve when recruiting, using the information to build a tailored case and develop an appropriate strategy for employing people who are disabled or have health conditions		
f. identify the support available for disabled workers within the employing organisation		

<b>5.2 Support employers to recruit and employ disabled people and people with health conditions</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. support the employer to develop and implement fair and accessible recruitment procedures and practices		
b. professionally and courteously challenge recruitment and employment practices that disadvantage people who are disabled or have health conditions		
c. advise and support the employer to recruit using media and methods that increase access for people who are disabled or have health conditions		
d. support people involved in the selection process to make fair, disability-aware decisions		
e. advise and support the employer to explore and make use of the advantages available from making adjustments to jobs, workplaces and working practices		
f. ensure the employer has access to appropriate advice on disabilities and appropriate adjustments at the point of recruitment		

<b>5.3 Identify and influence organisational factors that affect sustainable return-to-work</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. identify organisational factors and management behaviours that work for and against successful return-to-work and job retention		
b. influence organisational factors to improve return-to-work and job retention		
c. influence managers and other key people to adopt approaches and working methods that support the ongoing employment of people who are disabled or have health conditions		

d. support key people involved in the return-to-work process to implement graduated return-to-work plans and permanent adjustments		
e. promote disability-friendly employment practices, policies and procedures		

<b>Assessor's overall comments</b>	
<b>Pass level</b> To achieve this unit the candidate needs to meet the assessment criteria in a way that shows that s/he:	
<ul style="list-style-type: none"> <li>• is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance</li> <li>• is competent, effective and ethical in the way that s/he goes about the tasks and area of work</li> <li>• has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.</li> </ul>	
When you are ready to pass the candidate, comment briefly on the standard of work and understanding demonstrated to confirm that s/he is working at the required pass level.	
<b>Unit completed:</b> assessor sign and date	

<b>Programme manager or Moderator's comments</b>	
Summarise what you checked (this form only, any of the candidate's evidence)	
Add any comments you have. If you referred the unit back to the assessor, state your reasons here.	
Unit achievement confirmed: moderator sign and date	

## Assessment Form for Unit 6: Case management

<b>Candidate name</b>		<b>Organisation or location</b>	
<b>Assessor</b>		<b>Assessment organisation</b>	

<b>6.1 Ensure that clients are received appropriately and their eligibility established</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. register clients in accordance with the organisation's procedures and any legal requirements		
b. ensure that clients fit the organisation's eligibility criteria, obtaining additional information from the client or from third parties if needed to make a judgement		
c. explain your role to clients and ensure that their questions are answered promptly and accurately		
d. provide clients with sufficient, accessible information on the processes they will be involved in, their rights of participation or withdrawal, and their rights to confidentiality		
e. where appropriate refer or advise clients to other agencies that are better-placed to meet their needs		

<b>6.2 Manage cases and co-ordinate the contributions of others</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. research and co-ordinate appropriate rehabilitation or return-to-work activities		
b. liaise with and co-ordinate the inputs of other professionals and organisations to ensure that each client is provided with a coherent and effective service		

c. commission and use relevant assessments from appropriate professionals		
d. monitor case progress and discuss emerging issues with contributors, negotiating changes to inputs as necessary		
e. give professional colleagues enough information for them to be able to contribute effectively		
f. close client cases when the agreed programme objectives have been met		
g. manage and prioritise own caseload to ensure that commitments to clients, employers and colleagues are met while avoiding personal overload		

<b>6.3 Make and maintain relevant records</b>	<b>Completed</b>	<b>Evidence and assessor's comments</b>
a. make and maintain clear, complete and accurate records as required for organisational and legal purposes		
b. ensure client and case records are complete and up-to-date, are in the required formats, and include where relevant reports from external sources		
c. ensure any quality assurance and reporting requirements of the organisation or customer are followed		
d. ensure that records are accessible to people who need to have access to them, but can only be amended by those with the necessary permission		
e. ensure that information is held and processed in accordance with data protection and freedom of information regulations		
f. ensure that confidential information can only be accessed by people who have the necessary permission		

6.4 Review cases and identify learning-points from them for improving future practice	Completed	Evidence and assessor's comments
a. monitor the progress and outcomes of the cases you are responsible for		
b. obtain and collate feedback from clients, colleagues and other contributors on service performance		
c. review the suitability and effectiveness of inputs and activities within cases		
d. identify factors contributing to successful and less successful case outcomes, both for individual cases and across cases		
e. use learning-points from cases to make improvements to future practice		

<b>Assessor's overall comments</b>	
<p><b>Pass level</b> To achieve this unit the candidate needs to meet the assessment criteria in a way that shows that s/he:</p> <ul style="list-style-type: none"> <li>• is able to exercise professional judgement and take responsibility for the work covered by the unit, without the need for direct supervision or guidance</li> <li>• is competent, effective and ethical in the way that s/he goes about the tasks and area of work</li> <li>• has a sufficient understanding of the relevant principles and the working context to be able to cope with complex and challenging situations.</li> </ul>	
When you are ready to pass the candidate, comment briefly on the standard of work and understanding demonstrated to confirm that s/he is working at the required pass level.	
<b>Unit completed:</b> assessor sign and date	

<b>Programme manager or Moderator's comments</b>	
Summarise what you checked (this form only, any of the candidate's evidence)	
Add any comments you have. If you referred the unit back to the assessor, state your reasons here.	
Unit achievement confirmed: moderator sign and date	