Title | Provide workplace orientation and training and ongoing employment support
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Level | 6 Credits | 15

**Purpose**
People credited with this unit standard are able to: explain strategies for establishing and maintaining effective employment support for service users on the job; develop and implement individualised employment support plans with service users; and evaluate the effectiveness of the individualised employment support plans for service users.

**Classification**
Social Services > Employment Support

**Available grade**
Achieved

**Guidance Information**

1. People awarded credit in this unit standard are able to implement Te Tiriti o Waitangi in the social services according to the authority and resources available to them, and are able to demonstrate application of this competence to the context of assessment for this unit standard (for further clarification, please refer to Unit 7928, *Implement Te Tiriti o Waitangi in the social services*).

2. Characteristics and needs of service users may be physical, emotional, psychological, spiritual, social, economic, or political. Characteristics and needs may include but are not limited to: age and stage of development, culture, disability, gender, health status, language, sexual orientation, and needs for physical comfort, safety, and privacy.

3. The following apply to the performance of all elements of this unit standard:
   a. All activities must comply with service provider guidelines, protocols, staff manuals, strategic plans, kawa, or tikanga.

4. All communications are treated confidentially. The scope and limits of confidentiality are defined through negotiation and informed consent, and criteria established by legislation, ethical practice, and service provider guidelines. In the context of this unit standard, sources of criteria established by legislation, ethical practice, and service provider guidelines include but are not limited to: Official Information Act 1982, Privacy Act 1993, service provider codes of conduct, codes of practice issued by the
Privacy Commissioner, social service codes of ethics, and service provider guidelines, protocols, staff manuals, strategic plans, kawa, or tikanga.

5 Social policy and legislative and regulatory requirements may include but are not limited to:

6 This unit standard cannot be assessed in a simulated environment. It is required that people seeking credit for this unit standard will demonstrate competence and be assessed in the workplace. This can be through paid or unpaid employment, or in placements in a service provider workplace negotiated by an education provider. An ability to integrate theory with practice in the workplace must be demonstrated. This will call for a variety of modes of assessment and forms of evidence. Evidence is required to show consistency of performance across a range of situations and to demonstrate knowledge, understanding, and skill in the principles and practices directly relating to the competent performance of the elements to the standard defined in the performance criteria.

7 The candidate is required to take all necessary steps to ensure the safety and self determination of the disabled people to whom they are offering employment support. These measures are in accordance with criteria established by legislation, ethical practice, and service provider guidelines.

8 People seeking award of credit for this unit standard must show that their actions are guided and supported by valid theory for practice in employment support. Evidence is required of theory that is derived from authoritative sources, which may include but are not limited to: the body of knowledge related to employment support work; social service work; cultural theory; or practice research.
9 Resources related to workplace orientation and training, and ongoing employment support may include but are not limited to:

10 Resources related to individualised support plans may include but are not limited to:

11 Resources related to instructional strategies may include but are not limited to:
   a DiLeo, Dale. 2001. *Developing instructional plans to help supported employees learn their jobs.* St Augustine, Florida: Training Resource Network Inc.

12 Resources related to support strategies may include but are not limited to:

13 Resources related to effective support strategies may include but are not limited to:


### Outcomes and performance criteria

#### Outcome 1

Explain strategies for establishing and maintaining effective employment support for service users on the job.

**Performance criteria**

1.1 Strategies for workplace orientation and training and ongoing employment support are explained.

Range evidence is required of five strategies.

1.2 The principles of systematic instructional strategies are identified and explained in how they assist people with learning difficulties.

Range principles of systematic instructional strategies include but are not limited to – chaining, errorless learning, fading, prompts, reinforcement, shaping, task analysis, self management.

1.3 Methods for engaging and including co-workers in support strategies are explained.

Range evidence is required of two methods for engaging and including co-workers, and five co-worker support strategies.

1.4 The primary roles, functions, and relationships that need to be managed for ongoing support are explained.

1.5 The origin and rationale for the concept of natural supports is explained, and examples of natural supports are provided.

Range evidence is required of three natural supports and their rationale.
1.6 The role and function of service co-ordination is explained and examples are provided of inter-agency liaison for two service users.

1.7 The role and function of ongoing partnerships with employers is explained and examples are provided of two partnerships between employers and employment support service providers.

**Outcome 2**

Develop and implement individualised employment support plans with service users.

**Range** evidence is required of individualised employment support plans for two contrasting service users, linked to established career development plans and job development processes.

**Performance criteria**

2.1 The methods and skills used to develop the individualised employment support plans are matched to the characteristics and needs of the service users.

2.2 The plans are developed in collaboration with the service users and are consistent with their goals and employment aspirations.

2.3 The plans are developed in collaboration with people who are significant to the service users and the workplace.

**Range** people who are significant to the service users and the workplace may include but are not limited to – family or whānau; employer; co-workers; others who will be engaged in providing employment support; support people.

2.4 The plans are developed in accordance with significant factors in the situation.

**Range** significant factors in the situation include but are not limited to – characteristics and needs of the service users; skills of the service users; resource issues related to the goals and aspirations of the service users; family or whānau and wider social system of the service users; safety of the service user; the requirements of the employment opportunities and workplace circumstances.

2.5 The plans incorporate strategies for workplace orientation and training and ongoing support.

2.6 The plans are implemented in collaboration with the service users and people of significance to the service users and workplace.

**Range** people who are significant to the service users and the workplace may include but are not limited to – family or whānau; employer; co-workers; others who will be engaged in providing employment support; support people.
2.7 Arrangements for ongoing support, natural supports, service co-ordination, and employer partnerships are implemented in accordance with the plans.

2.8 The plans are implemented in accordance with social policy and legislative and regulatory requirements.

Range evidence is required of compliance with three of – social policy and legislative and regulatory requirements applicable in the workplace that is the context of assessment of the candidate.

Outcome 3

Evaluate the effectiveness of the individualised employment support plans for service users.

Range evidence is required of evaluation of individualised employment support plans for two contrasting service users.

Performance criteria

3.1 Information is gathered for the evaluation process from all people involved in developing and implementing the plans.

Range all people involved in developing and implementing the plans – service users; family or whānau; employers; co-workers; others who were engaged in providing employment support; support people.

3.2 Information gathered is in accordance with the perspectives, goals, and aspirations of the service users.

3.3 The evaluation process is matched to the characteristics and needs of the service user and others involved in developing and implementing the plans.

3.4 The evaluation measures the outcomes of the individualised employment support plans against the goals that were set for the plans.

This unit standard is expiring. Assessment against the standard must take place by the last date for assessment set out below.

Status information and last date for assessment for superseded versions

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<th>Process</th>
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Consent and Moderation Requirements (CMR) reference 0222

This CMR can be accessed at http://www.nzqa.govt.nz/framework/search/index.do.