

Unit W World of Work

This unit focuses on what the job coach needs to know about an individual they are supporting and the workplace in which this support will be (or already is) taking place

It covers matters such as

1. Roles and responsibilities
2. Adaptations (to materials and information in particular)
3. Appropriate behaviours
4. Induction processes

In particular it emphasises the importance of ensuring there is a clear, two-way, understanding of expectations and how the individual employee is able to play a real part in the employing organisation.

It is vital that a job coach treats someone as an individual in a workplace not as a person with a particular disability or number of disabilities. The appropriate information should be relayed to the individual employee in ways that best reflect their communication and learning styles. At the same time the employee must be supported to recognise his or her own responsibilities in the workplace and the importance of appropriate behaviour.



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Section – W1
Introduction to the Workplace

Description

An understanding of the employee's role and workplace is important for the job coach so that they ensure their coaching meets the needs of the individual and the company.



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| Learning Outcomes | Assessment Criteria | Activities | Assessment Method |
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| The Learner will: | To do this, the learner should be able to: | The Learner will show they can do this by: | The Assessor will: |
| 1. Understand the employee's job role and their background and interests | <ol style="list-style-type: none"> 1. Explain how to obtain details of the employee's role, targets and the skills required 2. List the key practical aspects of their job description 3. Explain how to learn about the practical job undertaken by the employee (e.g. shadowing) 4. Explain how to learn about the employee's non-work life interests and background | <ol style="list-style-type: none"> 1. Providing evidence of documents referred to 2. Preparing forms to record information 3. Reporting back on how practical aspects of a job were learned about 4. Preparing a summary report about how and why information obtained | <ol style="list-style-type: none"> 1. Refer to and review written reports 2. Refer to and review other written materials submitted or referred to 3. Question the learner |
| 2. Understand the need for appropriate behaviour in the workplace | <ol style="list-style-type: none"> 1. Explain how the employee might benefit from coaching in the following areas: - <ol style="list-style-type: none"> a) Time-keeping & leave b) Dress code c) Personal hygiene d) Physical contact e) Language | <ol style="list-style-type: none"> 1. Producing reports 2. Doing coaching sessions or simulations 3. Producing records of coaching sessions | <ol style="list-style-type: none"> 1. Refer to and review written reports 2. Observe coaching sessions or simulations 3. Refer to and review written materials submitted or referred to |

| Learning Outcomes | Assessment Criteria | Activities | Assessment Method |
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| The Learner will: | To do this, the learner should be able to: | The Learner will show they can do this by: | The Assessor will: |
| 3. Be able to explain personnel issues to the employee | <ol style="list-style-type: none"> 1. Explain how to find the following information: - <ol style="list-style-type: none"> a. Job contract, terms & conditions b. Payslip c. Overtime details d. Pensions e. Leave details f. Other information relating to an employee g. Staff structures 2. Demonstrate how to explain the above to the employee | <ol style="list-style-type: none"> 1. Producing written or verbal reports 2. Being observed explaining personnel issues to an employee 3. Simulating the explanation of personnel issues to an employee. | <ol style="list-style-type: none"> 1. Observe activities 2. Question the learner 3. Refer to and review written reports |
| 4. Understand corporate policies | <ol style="list-style-type: none"> 1. Explain how to find the following policy information: - <ol style="list-style-type: none"> a. Health & safety b. Equal opportunities c. Disciplinary procedure d. Complaints procedure e. Confidentiality procedures 2. Demonstrate how to explain each of the above to the employee | <ol style="list-style-type: none"> 1. Producing written or verbal reports 2. Being observed explaining personnel issues to an employee 3. Simulating the explanation of personnel issues to an employee | <ol style="list-style-type: none"> 1. Observe activities 2. Refer to and review written reports 3. Question the learner |

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| <p>5. Understand how to refer the employee to the correct information sources</p> | <ol style="list-style-type: none"> 1. Explain where you might typically find information required 2. List the sort of information you might seek | <ol style="list-style-type: none"> 4. Giving presentations on the sort of information that might be needed and how it might be reached 5. Preparing relevant case studies | <ol style="list-style-type: none"> 1. Observe presentations 2. Refer to and review written materials including case studies 3. Question the learner |
| <p>6. Understand methods for marketing the employee and their skills</p> | <ol style="list-style-type: none"> 1. List the skills and positive characteristics of an employee 2. List the people to be approached to promote the employee and explain this choice 3. Demonstrate how to market the employee | <ol style="list-style-type: none"> 1. Preparing examples lists of skills and attributes 2. Preparing documents showing how it is planned to market an employee 3. Demonstrating a positive stance towards the employee | <ol style="list-style-type: none"> 1. Refer to and review written materials 2. Question the learner |

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Section – W2
Employee Induction

Description

When a new member of staff joins a company, it is vital that they learn about the company. They need to know about other staff and how the company works. This enables them to feel and become part of a team and gives them a good knowledge of their organisation. It is essential to ensure the new member of staff understands this information and to ensure they are supported in the transition into the workplace.



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| Learning Outcomes | Assessment Criteria | Activities | Assessment Method |
|---|--|---|--|
| The Learner will: | To do this, the learner should be able to: | The Learner will show they can do this by: | The Assessor will: |
| 1. Understand what an induction is and why it is done | <ol style="list-style-type: none"> 1. Explain what an induction is 2. Explain why new employees receive an induction 3. Suggest factors that might make induction effective 4. Suggest factors that might make induction ineffective | <ol style="list-style-type: none"> 1. Writing a paper about induction and its purposes 2. Provide case study examples where induction was effective 3. Provide case study examples where induction was ineffective | <ol style="list-style-type: none"> 1. Refer to and review written reports 2. Refer to and review case studies 3. Question the learner |
| 2. Understand the content of an induction | <ol style="list-style-type: none"> 1. Explain what might be contained in an induction and why 2. Give an example of a company's induction programme 3. Describe how to access information about this induction programme | <ol style="list-style-type: none"> 1. Writing a paper explaining an induction process with which they are familiar 2. Making a presentation about the induction programme 3. Answering follow-up questions | <ol style="list-style-type: none"> 1. Refer to and review written reports 2. Observe presentation/s 3. Question the learner |
| 3. Understand how to adapt the induction to meet the employee's needs | <ol style="list-style-type: none"> 1. Explain how to make sure the induction is understandable for the employee | <ol style="list-style-type: none"> 1. Preparing a written report 2. Providing examples of materials used to support the employee 3. Providing examples of how to check understanding | <ol style="list-style-type: none"> 1. Refer to and review written reports 2. Question the learner |
| 4. Demonstrate skills in delivering inductions | <ol style="list-style-type: none"> 1. Producing induction materials appropriate for the employee 2. Show that you can deliver an induction that meets the employee's needs | <ol style="list-style-type: none"> 1. Submitting copies of induction materials appropriate for the employee 2. Simulating different kinds of induction delivery | <ol style="list-style-type: none"> 1. Refer to and review written reports 2. Observe activities 3. Question the learner |

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Section – W3
Workplace Policies & Documentation

Description

There are a range of policies, procedures and company documentation used in every organisation. All employees should be aware of these, understand them and know how the information affects them.



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| Learning Outcomes | Assessment Criteria | Activities | Assessment Method |
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| The Learner will: | To do this, the learner should be able to: | The Learner will show they can do this by: | The Assessor will: |
| 1. Understand why staff need to know about key workplace policies, procedures and documentation | <ol style="list-style-type: none"> 1. Explain why the following policies, procedures and documents are important for the employee:- <ol style="list-style-type: none"> a) Employee contract b) Employee payslip c) Annual leave procedure d) Sick leave procedure e) Health & safety policy f) Equal opportunities policy g) Disciplinary procedures h) Complaints policy i) Confidentiality policy | <ol style="list-style-type: none"> 1. Writing or verbally presenting information about: <ol style="list-style-type: none"> 1. Employee contract 2. Employee payslip 3. Annual leave procedure 4. Sick leave procedure 5. Health & safety policy 6. Equal opportunities policy 7. Disciplinary procedures 8. Complaints policy 9. Confidentiality policy | <ol style="list-style-type: none"> 1. Observe activities 2. Refer to and review written reports 3. Question the learner |
| 2. Understand where to find the policies and the key information within them | <ol style="list-style-type: none"> 1. Explain where to find items listed above and who can advise on them 2. List the key information contained in items a) to d) 3. Include copies of items e) to i) above highlighting the key information contained in them | <ol style="list-style-type: none"> 1. Writing or verbally presenting information about relevant policies | <ol style="list-style-type: none"> 1. Observe activities 2. Refer to and review written reports 3. Question the learner |

| Learning Outcomes | Assessment Criteria | Activities | Assessment Method |
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| The Learner will: | To do this, the learner should be able to: | The Learner will show they can do this by: | The Assessor will: |
| 3. Understand how to make workplace policies accessible to an employee | <ol style="list-style-type: none"> 1. Explain reasons why the policies, procedures and documentation may be difficult for some people to understand 2. Demonstrate how to make the information easy for the employee to understand 3. Explain how to ensure the employee has understood the relevant information | <ol style="list-style-type: none"> 1. Making a verbal presentation about the documentation and policies highlighting the difficulties faced 2. Producing an alternative version 3. Preparing materials designed to check understanding | <ol style="list-style-type: none"> 1. Observe activities 2. Refer to and review written reports 3. Question the learner |
| 4. Be aware of legislation relating to the employee | <ol style="list-style-type: none"> 1. List the types of legislation that relate to an employee with learning disabilities 2. Explain where to find more information on the legislation 3. Explain how this legislation would relate to an employee's disability needs | <ol style="list-style-type: none"> 1. Producing written reports on the legislation related to people with learning disabilities 2. Identifying and listing sources for more information 3. Presenting case studies where the knowledge of legislation helped the employee with learning disabilities | <ol style="list-style-type: none"> 1. Refer to and review written materials including case studies 2. Question the learner |

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Section – W4
Workplace Behaviour

Description

Workplaces vary considerably in the behaviour they expect of their employees (e.g. the clothes they might wear and how they manage their time). It is important that employees understand what is expected of them, what is acceptable and what can happen if they don't meet expectations and requirements.



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| Learning Outcomes | Assessment Criteria | Activities | Assessment Method |
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| The Learner will: | To do this, the learner should be able to: | The Learner will show they can do this by: | The Assessor will: |
| 1. Understand the need for appropriate behaviour in the workplace | <ol style="list-style-type: none"> 1) Explain the need for appropriate workplace behaviour in the following areas: <ol style="list-style-type: none"> a) Time-keeping and annual leave b) Dress code c) Personal hygiene d) Physical contact e) Language f) Identified others | <ol style="list-style-type: none"> 1. Simulating situations where an appropriate behaviour is important 2. Preparing materials showing correct/required behaviour in the following areas: <ol style="list-style-type: none"> a) Time-keeping and annual leave b) Dress code c) Personal hygiene d) Physical contact e) Language f) Identified others | <ol style="list-style-type: none"> 1. Refer to and review written materials 2. Observe activities |
| 2. Understand ways in which to advise the employee on appropriate behaviour | <ol style="list-style-type: none"> 1. For each of the above [a) to f)], list specific aspects that might need to be covered with the employee 2. For each of the above [a) to f)], suggest and demonstrate ways to help the employee to understand appropriate workplace behaviour 3. Explain how to deal with the following - <ol style="list-style-type: none"> a) The employee wants to visit a friend the next day instead of | <ol style="list-style-type: none"> 1. Creating material demonstrating and highlighting appropriate behaviour in ways that can be understood and retained by an employee 2. Simulating situations where the following situations are managed: <ol style="list-style-type: none"> a) The employee wants to visit a friend the next | <ol style="list-style-type: none"> 1. Refer to and review written materials 2. Observe activities 3. Question the learner |

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| | <p>coming into work</p> <p>b) They have a favourite t-shirt that they always like to wear</p> <p>c) The employee often likes to hug people that they meet</p> <p>d) The employee has bad breath and meets lots of staff and customers</p> <p>4. Demonstrate your ability to advise the employee in a way they will understand</p> | <p>day instead of coming into work</p> <p>b) They have a favourite t-shirt that they always like to wear</p> <p>c) The employee often likes to hug people that they meet</p> <p>d) The employee has bad breath and meets lots of staff and customers</p> <p>3. Creating further scenarios</p> | |
| <p>3. Understand where to get support on appropriate workplace behaviour</p> | <p>1. Suggest people who could give advice or support with this work, or resources that might be used</p> | <p>1. Presenting details of people who could give support and available resources to assist in this task</p> | <p>1. Observe presentations</p> <p>2. Refer to and review written materials</p> <p>3. Question the learner</p> |

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Section – W5
Doing the Job (and how it fits with other roles)

Description

Understanding your job and knowing where you fit in an organisation enables you to do the job to the best of your ability. It also gives clues as to where to go for advice, and who is working at what level in an organisation.

Knowing this helps an employee feel a valued part of a team.



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| Learning Outcomes | Assessment Criteria | Activities | Assessment Method |
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| The Learner will: | To do this, the learner should be able to: | The Learner will show they can do this by: | The Assessor will: |
| 1. Understand the employee's role and responsibilities | <ol style="list-style-type: none"> 1. Explain or outline the following parts of the employee's job: - <ol style="list-style-type: none"> a) The hours to be worked b) The things they have to do 2. Explain the employee's responsibilities relating to <ol style="list-style-type: none"> a) Health & Safety b) Other practical aspects of their job e.g. confidentiality, customer service 3. Explain how to pass that information onto the employee | <ol style="list-style-type: none"> 1. Producing materials showing the hours to be worked and the thing the employee will do 2. Making a presentation about the employee's responsibilities about: <ol style="list-style-type: none"> a) Health & Safety b) Other practical aspects of their job e.g. confidentiality, customer service c) Simulating the explanation through scenarios | <ol style="list-style-type: none"> 1. Refer to and review written materials 2. Observe presentations 3. Question the learner 4. Refer to and review other documents relied upon by the learner |
| 2. Understand the skills needed for the role | <ol style="list-style-type: none"> 1. List the skills/characteristics needed for the employee's job 2. Identify skills and characteristics that the employee already has | <ol style="list-style-type: none"> 1. Preparing materials showing the likes and dislikes of the employees 2. Preparing a portfolio or similar for the employee | <ol style="list-style-type: none"> 1. Refer to and review written materials 2. Question the learner |

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| <p>3. Understand the employing organisation staff structure</p> | <ol style="list-style-type: none">1. Demonstrate knowledge of the company staff structure and indicate where the employee sits within it2. Demonstrate knowledge of key company contacts that might be useful for the employee and explain why3. Demonstrate how to explain the structure to the employee | <ol style="list-style-type: none">1. Preparing materials showing relevant staff structure details2. Preparing materials showing relevant staff contact details3. Preparing materials showing how the employee sits within the structure | <ol style="list-style-type: none">1. Refer to and review written materials2. Question the learner3. Refer to and review materials relied upon by the learner |
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Section – W6
Training Needs & Career Development

Description

Ensuring people have the right skills for the job gives them confidence in themselves and their abilities. Targeting appropriate training and exploring how people can progress their career is a key part of this process.



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| Learning Outcomes | Assessment Criteria | Activities | Assessment Method |
|--|---|--|--|
| The Learner will: | To do this, the learner should be able to: | The Learner will show they can do this by: | The Assessor will: |
| <ol style="list-style-type: none"> Understand the employee's job and their ability to do it effectively | <ol style="list-style-type: none"> Explain what a skill is Explain what a personal characteristic is List some of the skills and personal characteristics needed for the employee's job Outline the skills and personal characteristics that the employee brings to their job | <ol style="list-style-type: none"> Explaining skills and characteristics verbally or in writing Providing case study examples Providing materials showing the skills and characteristics of an employee | <ol style="list-style-type: none"> Refer to and review written materials – including case study reports Question the learner |
| <ol style="list-style-type: none"> Understand how to identify & meet training needs | <ol style="list-style-type: none"> Explain how to help the employee to identify their training needs Explain who could provide information on the training available Explain how to help the employee communicate their training needs to the line manager | <ol style="list-style-type: none"> Being observed in situations where an employee is supported to identify his training needs Preparing materials setting out training needs and showing how these might be met Simulating situations where an employee is supported to identify his training needs | <ol style="list-style-type: none"> Observe activities Refer to and review written materials – including case study reports Question the learner |

| Learning Outcomes | Assessment Criteria | Activities | Assessment Method |
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| The Learner will: | To do this, the learner should be able to: | The Learner will show they can do this by: | The Assessor will: |
| 3. Understand what career development is | <ol style="list-style-type: none"> 1. Explain what career development is 2. Explain why it is important for: <ol style="list-style-type: none"> a. The employee b. The employer 3. Demonstrate how to explain the benefits of, and reasons for, career development to an employee | <ol style="list-style-type: none"> 1. Presenting information and explanations verbally or in writing 2. Being observed offering explanation of benefits of and reasons for career development to an employee 3. Simulating the process of observed offering explanation of benefits of and reasons for career development to an employee | <ol style="list-style-type: none"> 1. Question the learner 2. Observe activities 3. Refer to and review written materials |
| 4. Understand how to identify career development paths | <ol style="list-style-type: none"> 1. List some of the ways in which an employee could develop their career 2. Explain how to help the employee identify their career development path 3. Explain how to help the employee express their career development needs to others in the workplace | <ol style="list-style-type: none"> 1. Presenting information and explanations verbally or in writing 2. Presenting materials showing work done identifying career development options | <ol style="list-style-type: none"> 1. Question the learner 2. Observe activities 3. Refer to and review written materials |