Supporting Aspirations

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Tutor guidance and resources

ASDAN

Supporting Aspirations
Employment

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Employment

Employment pathway

The aim of the **Employment** pathway is to explore the contribution an individual can make to a workplace or in employment and how best to provide good support planning.

The Employment pathway comprises three modules:

- **My enterprise project** – this module enables the young person to practise different roles that promote their contribution to a workplace or micro-enterprise.
- **My work experience** – this module enables the young person to engage and respond to different workplace environments.
- **My workplace visits** – this module enables the young person to practise employability skills that are meaningful to them.

Completion of these modules will include the completion of a **Vocational profile** for each learner. This pathway profile includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood. More information about the pathway profile can be found on page 6.

Working with learners with PMLD

For people with profound and multiple learning difficulties (PMLD), the term **employment** in the context of the pathways should be understood as encompassing the full breadth of what employment can mean. For example:

- paid employment
- supported employment
- self-employment (eg micro-enterprise)
- work experience
- supported internship
- voluntary work

While it is highly unlikely a person with PMLD would be employed full-time (ie five days a week, eight hours a day) this should not preclude a participation and involvement in the world of work, which can offer a fulfilling and meaningful opportunity to a young person. Having a job as part of a regular routine supports valuing the contribution of people with PMLD as active citizens of society; it creates opportunities to promote inclusion and challenge assumptions around a deficit model of disability.

Practitioners have often struggled with making this happen, the transition to adult services and post-school opportunities remains challenging for young people, parents, carers, schools, colleges and wider health and social care services. Priorities have focused on ensuring people's basic needs can be met and employment has not been perceived as relevant or achievable.

Employment pathway

Employability skills

In these modules young people with PMLD are not being prepared for employment in the traditional sense of employability skills training. The focus is on how working life can be a meaningful aspect of life in the future. However, there are employability skills that sit within communication and cognition development and understanding a young person's strengths in these will support developing their **Vocational profile**. These are:

- interpersonal skills (expressive and receptive communication)
- problem solving skills (cognition)

Gatsby Benchmarks

The Gatsby Benchmarks are a framework of eight guidelines that define the best careers provision across different settings.

The Careers and Enterprise Company have published the SEND Gatsby Benchmark Toolkit: **https://www.careersandenterprise.co.uk/sites/default/files/uploaded/1051_send_gatsby_toolkit_updated.pdf**

This document includes information that focuses on the Gatsby Benchmarks from a SEND perspective and has links to resources and case studies. It includes information on how the Gatsby Benchmarks can be applied to learners with PMLD or high and complex needs.

The three modules within the Employment pathway will help centres to improve the achievement of all Gatsby Benchmarks, but more specifically:

- Benchmark 3 – Addressing the needs of each learner
- Benchmark 4 – Linking curriculum learning to careers
- Benchmark 5 – Encounters with employers and employees
- Benchmark 6 – Experiences of workplaces
- Benchmark 8 – Personal guidance

Links between modules

The three modules within the **Employment** pathway are interlinked. They can be completed as standalone modules, but will be most effective if all three are undertaken to develop a **Vocational profile**. This can be used in preparation for moving onto a new setting or working with new staff and peers.

Employment pathway

Links to EHCP

The activities chosen within the **Employment** modules should relate to one or more outcomes in the individual's Education Health and Care Plan (EHCP) or Individual Development Profile (IDP). The modules can be used to inform the development of the EHCP, particularly around employment outcomes.

The **Module completion log** provides a place for staff to make an explicit link to outcomes in the EHCP or make suggestions for future outcomes. More information about this resource can be found on page 13 of the **Introduction to the tutor guidance and resources**.

Vocational profile

This profile includes all the relevant information a young person will need to take with them to a new setting and in preparation for adulthood (see pages 7-12).

The Vocational profile is also available in Word document format for centres that wish to complete it electronically.

Vocational profile

ⓘ This profile is all about me in the workplace.

My name:

Date developed:

My photo:

This profile provides information about the contribution I can make to a workplace. This will support me to plan for good life outcomes as I move into adulthood.

It contains:

- My qualities, interests and support
- My work history, job roles and duties
- My workplace requirements
- Planning my day
- My contribution

My qualities, interests and support

What people like and admire about me – my qualities, abilities and strengths:

What is important to me about employment – my personal interests, values and what motivates me:

What good support looks like for me in employment – what I need to make employment successful:

My work history, job roles and duties

My previous work history – including enterprise projects, work experience placements, volunteering and paid work:

Work activity:	How I contributed:

Job roles or duties that I am suited to – based on my qualities, abilities and interests:

Job role or duty:	What I can do to show I am engaged:

My workplace requirements

Making an inclusive workplace – adjustments I need for me to be included in a workplace:

Aspect:	Adjustments I need:
Personal care facilities	
Access (eg lifts, ramps)	
Quiet area	
Space for my wheelchair	
Other	

The environment – I have visited different workplaces and this is what works well for me:

Aspect:	My preferences:
Indoor spaces	
Outdoor spaces	
Numbers of people	
Noise levels and other sensory preferences	
Other	

Planning my day

Good days for me to work:

Good times of the day for me to work:

Things that need to happen during the day to meet my health and care needs:

Who will support me with this:

How I can travel to and from a workplace:

Who will support me with this:

Other things I need to plan my day:

My contribution

ⓘ Use words and photographs.

How I can make a contribution to the workplace – these examples show what I will and can do in the workplace:

Supporting Aspirations

My enterprise project

Tutor guidance and resources

My enterprise project

Aim of module

This module aims to support a learning environment where young people have an opportunity to use their abilities and positive qualities to explore what working life can mean for them.

This can help to identify future potential opportunities for a young person to develop a micro-enterprise based around their personal interests and hobbies or where a supported employment opportunity or voluntary work would be appropriate. This module lends itself to a group activity where young people try out different roles and activities that builds on their strengths and qualities.

Format of delivery

The enterprise project should be based on a young person's interests or on a common theme that a group of young people can relate to. It may be appropriate to base a project on a young person's special interests or on ideas related to it.

This module can be planned and delivered as a regular part of a young person's weekly timetable. If a group enterprise project is developed it would be beneficial that the same people work together each week. If a micro-enterprise project is developed for one person this could take place flexibly based on times of the week that work for the individual.

To decide on a theme staff should undertake the **Like and admire** and **Good day, bad day** person-centred planning tools to help decide what kind of activity would motivate and engage a young person.

> **For example:**
>
> A young person really enjoys meeting lots of new people and being outside of the classroom; when taken on trips or visits within the setting, staff observe the young person becomes more engaged in the world around them. Their expressive communication is more apparent and they lift and turn their head when hearing different sounds. This observation could lead to developing an enterprise project that involved delivering items to people or collecting items for a purpose.
>
> Alternatively, in a group project, this person could take on an 'outward facing' role by conducting market research, delivering marketing materials or providing customer service. The key is that they find the activity meaningful and it promotes their physical, social, emotional and cognitive needs.
>
> For young people for whom the opposite is true there will be different roles to fulfil depending on their abilities and what motivates them to engage.

My enterprise project

In a group setting the project could identify different roles for young people (eg innovator, finance manager, marketing manager, salesperson). These would be based on the personal attributes identified from using the **Like and admire** person-centred planning tool. These roles may not be meaningful in themselves to the young person but may help staff to identify the ways in which individuals contribute to a team effort and bring their own expertise to a particular aspect of it.

The success of the enterprise project is not based on how much money is made or how many products created or sold. It is the level of participation and engagement of individuals that will create success by identifying positive employment roles for their future lives. Some ideas may work well and others may take time or need re-thinking and developing. Staff should not focus too much on what the enterprise is but rather on what it means to the young person and what it can do for them to highlight their abilities and potential future roles in employment.

Suggested activities

Over several weeks or months different activities can be tried to assess what works well for the individual young person or the group. If staff already know the young person well it may be easier to begin an enterprise project because an individual's strengths and likes/dislikes will be known.

It is important to remember that an enterprise project does not have to be producing an item for sale, it can also be a service that is provided to others. The **Like and admire** and **Good day, bad day** person-centred planning tools must be completed first to ensure the project will engage the young person.

The following list is intended to give an idea of activities that can be tried depending on what staff assess would work well – they are only suggestions. Staff should focus on how to create a responsive environment for the young person and remember this is not by itself going to decide what kind of work a young person may do in the future; it is to inform the completion of the **Vocational profile** and generate ideas for future inclusion in working life.

If you can also identify and meet a need or fill a gap that is required in your setting or locally then you will have a productive enterprise.

My enterprise project

Enterprise project ideas could include:

- Baking cakes or bread, making smoothies or soups – for those who like to touch, smell and taste
- Arts and crafts – for those who like to explore materials, get messy or use a computer to create images
- Gardening – for those who like being outdoors, getting messy, wet, using smell and touch
- Cleaning – for those who like to move things around, use water, sprays, like order and organisation
- Delivering or posting – for those who like to be moving around and meeting new people
- Shopping – for those who like busy places, collecting items and using a self-checkout
- Recycling – for those who like squeezing and squashing things, posting and making some noise.
- Dog walking – for those who like being out in parks in all weathers and like dogs
- Running a social club – for those who like to meet other people and enjoy music, dancing and games
- Running a relaxation session – for those who like to relax with music, smells and touch

> **ℹ** Centres may wish to use activities from ASDAN's **Lifeskills Challenge** to structure the suggested activities. More guidance on using Lifeskills Challenge to support Supporting Aspirations modules can be found in the members area of the ASDAN website.

Support strategies and module templates

Young people working towards Entry level will have a wide range of learning support needs. Many young people with PMLD will require physical support and a skilled communication partner to access the world around them.

The type of support required and the frequency with which this is provided may fluctuate during the module activities. Support will be highly personalised to the individual and staff may need to explore a variety of strategies and adapt these in order to ascertain what works best.

These high levels of dependency may be unlikely to change throughout a lifespan or may increase. Some young people may have days when they need more or less support because of their health needs. It is more useful to provide information on support strategies that work in specific contexts to maximise independence and avoid reinforcing dependency wherever possible, with a recognition this can change depending on individual need.

The **Module completion log** should be completed by the teacher/tutor at the end of each module and should include information on what good support looks like.

My enterprise project

The module templates listed below should be completed in order to demonstrate achievement of the module outcomes. It is expected that these templates will be completed by staff on behalf of the learner. If a young person does not use any formal verbal language, staff will need to develop strategies to ensure what is completed on the templates reflects the young person's experience and choices.

My enterprise profile

This template records the involvement of the young person in the enterprise project. It provides information around the qualities and abilities demonstrated, how the person made an active contribution and what support was required. This information should support staff to consider what type of job roles may be suitable in the future.

The information in the **My enterprise profile** template will support the development of the **Vocational profile**.

Vocational profile

This module will support the completion of the following sections of the **Vocational profile**:
- My personal qualities
- My skills and abilities
- My interests and preferences
- Job roles
- Good support

Individual objectives

Each young person will have an individual learning plan or similar in their setting. Where possible these objectives should be used within the module to support the young person's educational development.

Staff may choose to set specific objectives for the module, especially as certain skill development will lend itself to specific tasks (eg I can use my communication device to tell people when I am coming to collect their shredding) and this will appear within the young person's individual learning plan. This can be added to the **Module completion log**.

My enterprise project

Module outcomes

The outcomes for this module are:
- I have a completed **My enterprise profile** based on my qualities and abilities and what is important to and for me in my enterprise project
- I have participated in activities that contribute to my enterprise project in a way that is meaningful to and for me, evidenced by my level of engagement in the project
- I have good support strategies that work for me in my enterprise project
- My participation in the enterprise project has supported the development of my **Vocational profile**

Person-centred planning tools

The following person-centred tools can be used to support the module:
- **Like and admire** – at the start of the module
- **Important to, important for** – at the start of the module
- **Working, not working** – ongoing throughout the module
- **Good day, bad day** – ongoing throughout the module
- **From presence to contribution** – to maximise involvement in the project
- **Decision making profile** – to explore how and when I can make decisions about my activities in the project

Useful links

[↗] **https://www.preparingforadulthood.org.uk/downloads/employment/vocational-profile-workbook.htm**

My enterprise profile

My personal qualities and abilities demonstrated in the enterprise project:

> I can... I am...

My contribution to the enterprise project:

> I did...

What support was important for me to be engaged:

> I need...

The type of job roles that could be meaningful to me in the future:

Completed by:

Date:

My enterprise project
Module outcomes checklist

Learner name:

✔

I have a completed **My enterprise profile**, based on my qualities and abilities and what is important to and for me in my enterprise project.

☐

I have participated in activities that contribute to my enterprise project in a way that is meaningful to and for me, evidenced by my level of engagement in the project.

☐

I have good support strategies that work for me in my enterprise project.

☐

My participation in the enterprise project has supported the development of my **Vocational profile**.

☐

I have a completed **Module completion log** for this module.

☐

Completed by:

Date:

Supporting Aspirations

My workplace visits

Tutor guidance and resources

My workplace visits

Aim of module

This module aims to provide opportunities for young people to visit a range of different workplaces and community locations to support an assessment of what kinds of environment and job roles would match individual abilities and strengths.

By planning and preparing for visits, young people can develop an awareness of being in new environments and staff can assess if the environment and the type of activity would be beneficial to the young person in the future.

Format of delivery

This module will provide a young person with opportunities to spend time in different types of work environments and community locations where they can experience a variety of job roles, or where it might be possible for a job role to be developed that matches their interests and needs. It may be possible for young people to make visits in small groups or may be more appropriate on an individual basis. This will require careful planning and risk assessment by staff who know the young person well and can ensure the safety and well-being of the young person at all times.

Staff will need to be positive in their thinking around how an environment might suit an individual (eg access, personal care facilities, the sensory implications of a new environment). Staff should use the following person-centred planning tools to help decide on suitable visits:

- **Matching support**
- **Like and admire**
- **Perfect day**
- **Perfect week**
- **Good day, bad day**
- **Important to, important for**

These tools will help staff consider what will make the visits most enjoyable and meaningful for the young person.

> **For example:**
>
> A young person has a special interest in trains. Staff are aware of this and during break times the young person watches films of train journeys on their tablet device. When engaged in this activity the young person will demonstrate higher levels of expressive communication and social interaction by getting the attention of those around them to watch the film with them, vocalising and making hand gestures to call people over. Visiting the local train station may be a great way to see if there are any job roles suitable for the young person, or if observing trains is the main interest and being at a station is not important or has a negative impact in any way. It may be that the train itself is not important but the visual stimulus of seeing movement and the sound are what the person enjoys.

My workplace visits

This module will involve developing links with workplaces to arrange visits due to the day-to-day changes a young person with PMLD can experience with their health needs. It will probably require more than one visit for staff to observe if the environment does match the young person's interests.

Staff will need to think creatively about what a possible job role might look like for a young person. It is unlikely they would be able to complete a full job role and this is where the idea of job carving becomes helpful. There may be a role the young person could play in the workings of an organisation if it was very specific and personalised for them.

For example:

The young person could collect tickets, wave a flag, play a message on their tablet device or through a switch. They would not be expected to give information about train times or decide when a train was ready to leave a station.

Suggested activities

The visits can take place over the course of weeks or months, giving time to plan, prepare and re-assess after each visit. It may be appropriate to start with visits to different environments within your own setting; often people with PMLD remain in very specific areas in a setting because of their range of needs. Some locations may be public places that are easily available and some may require building a relationship with an employer or organisation over time. This will be helpful when considering possible work experience opportunities in the future.

Staff will need support to build confidence to support young people in the wider community and be clear about the purpose of the visit. The link between the person's interests and the visit must be clear. If staff also have a similar interest in a type of environment that would be helpful.

There is no fixed number of visits to be made and the module allows for flexibility; it may be more appropriate for an individual to visit a range of different environments over time, or to revisit the same location several times so the young person can become more familiar and relaxed in that context.

The following list is to give an idea of activities that can be tried depending on what staff assess would work well – they are only suggestions. Staff should focus on how to create a responsive environment for the young person and remember this is not by itself going to decide what kind of work a young person may do in the future; it is to inform the completion of the **Vocational profile** and generate ideas for future inclusion in working life.

Staff will be able to find specific places depending on your locality and what your young people are interested in.

My workplace visits

Workplace visits could include:

- **Supermarket** – for those that like being in busy places, meeting people, exploring items, passing items, stacking and packing.
- **Children's nursery or school** – for those who like seeing and hearing children, and being in a busy and noisy environment
- **Spa centre** – for those who like calm and relaxing environments
- **Farm** – for those who like animals, machinery, getting messy and having space
- **Local park** – for those who like being outdoors, gardening, machinery and having space
- **Local council offices** – for those who like being indoors, meeting people, phones, computers and leaflets
- **Older people's centre or nursing home** – for those who like meeting people, games and music
- **Library** – for those who like quiet spaces, books, other media and organising things
- **Museums** – for those who like observing, feeling items, meeting people and quieter places
- **Bus station** – for those who like buses, transport, busy or noisy places and lots of visual stimulus
- **Shopping centre** – for those who like being inside, noisy places, different shops and being in large groups of people
- **Places of worship** – for those who like quiet places or being with groups of people
- **Garden centre** – for those who like being outdoors, plants, getting messy, water, soil and smells
- **Café** – for those who are interested in food and drink, clearing up, and meeting people
- **Airport** – for those who like planes, loud noises, large spaces and people watching

> **ⓘ** Centres may wish to use activities from ASDAN's **Lifeskills Challenge** to structure the suggested activities. More guidance on using Lifeskills Challenge to support Supporting Aspirations modules can be found in the members area of the ASDAN website.

Support strategies and module templates

Young people working towards Entry level will have a wide range of learning support needs. Many young people with PMLD will require physical support and a skilled communication partner to access the world around them.

The type of support required and the frequency with which this is provided may fluctuate during the module activities. Support will be highly personalised to the individual and staff may need to explore a variety of strategies and adapt these in order to ascertain what works best.

These high levels of dependency may be unlikely to change throughout a lifespan or may

My workplace visits

increase. Some young people may have days when they need more or less support because of their health needs. It is more useful to provide information on support strategies that work in specific contexts to maximise independence and avoid reinforcing dependency wherever possible, with a recognition this can change depending on individual need.

The **Module completion log** should be completed by the teacher/tutor at the end of each module and should include information on what good support looks like.

The module templates listed below should be completed in order to demonstrate achievement of the module outcomes. It is expected that these templates will be completed by staff on behalf of the learner. If a young person does not use any formal verbal language, staff will need to develop strategies to ensure what is completed on the templates reflects the young person's experience and choices.

My workplace visits record

This document records the visits made to different workplaces, how the young person was able to communicate their preferences and how this can inform the type of environment and job role that may suit them in the future. Staff should complete one record for each workplace visit to build evidence of preferences over time and context.

The information in the **My workplace visits record** template will support the development of the **Vocational profile**.

Vocational profile

This module will support the completion of the following sections of the **Vocational profile**:
- Job roles
- Travel
- Environment
- Good support

Individual objectives

Each young person will have an individual learning plan or similar in their setting. Where possible these objectives should be used within the module to support the young person's educational development.

Staff may choose to set specific objectives for the module, especially as certain skill development will lend itself to specific tasks (eg on my workplace visit to the library I can use my switch to say hello to staff I meet there) and this will appear within the young person's individual learning plan. This can be added to the **Module completion log**.

My workplace visits

Module outcomes

The outcomes for this module are:
- I have completed **My workplace visits record(s)** based on the environments and type of job roles I have experienced
- I have participated in the visits by demonstrating my preferences of different environments and job roles and by my levels of engagement; this is evidenced by my responses to the visits
- I have good support strategies that work for me in workplace visits
- My participation in workplace visits has supported the development of my **Vocational profile**

Person-centred planning tools

The following person-centred tools can be used to support the module:
- **Like and admire** – at the start of the module
- **Good day, bad day** – at the start of the module
- **Perfect day** – at the start of the module
- **Perfect week** – at the start of the module
- **Working, not working** – ongoing throughout the module
- **Important to, important for** – at the start of the module
- **From presence to contribution** – towards the end of the module to help with decisions about the kind of job roles a young person could do in the future, where they could make a contribution

Useful links

[↗] **https://www.preparingforadulthood.org.uk/downloads/employment/vocational-profile-workbook.htm**

My workplace visits record

ℹ Complete one record for each workplace visit.

Name of workplace:

☺ What I enjoyed or liked about this visit:

We know this because...

Levels of engagement and interaction:
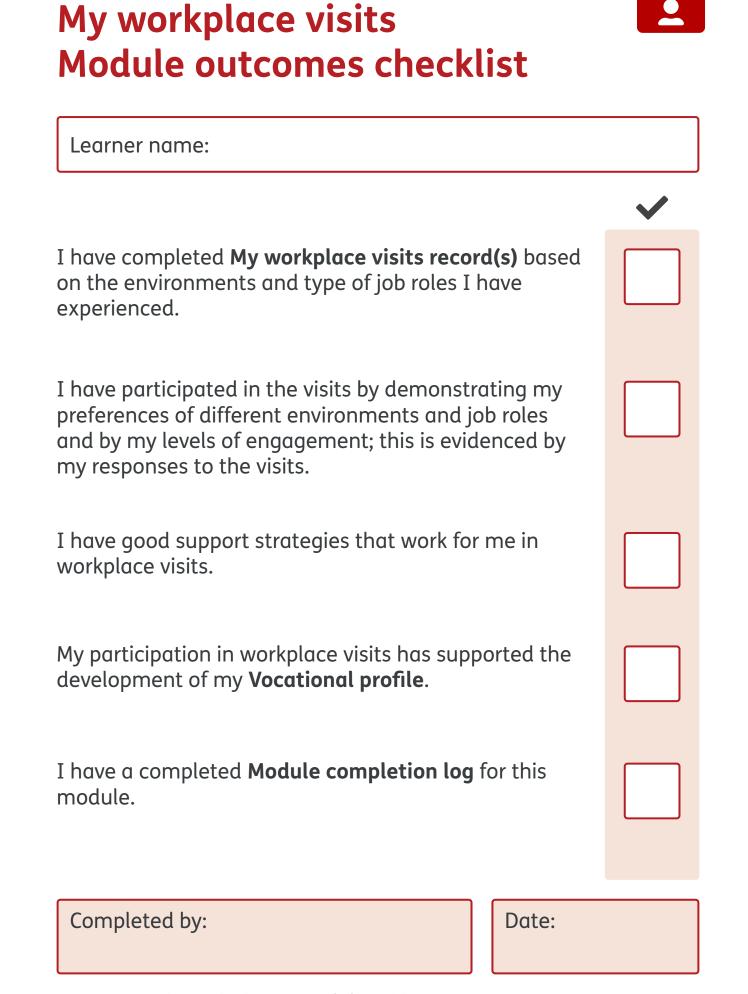
☹ What I didn't like or enjoy about this visit:

We know this because...

Levels of engagement and interaction:

What this tells us about my workplace preferences:

Completed with support from:

Date:

My workplace visits
Module outcomes checklist

Learner name:

✔

I have completed **My workplace visits record(s)** based on the environments and type of job roles I have experienced.

☐

I have participated in the visits by demonstrating my preferences of different environments and job roles and by my levels of engagement; this is evidenced by my responses to the visits.

☐

I have good support strategies that work for me in workplace visits.

☐

My participation in workplace visits has supported the development of my **Vocational profile**.

☐

I have a completed **Module completion log** for this module.

☐

Completed by:

Date:

Supporting Aspirations

My work experience

Tutor guidance and resources

My work experience

Aim of module

This module aims to provide a structured work experience activity based on the young person's interests and abilities.

The **My enterprise project** and **My workplace visits** modules will provide a good preparation for this module. Through assessing what kinds of job role and job tasks along with the type of environment that suits an individual it is possible to plan a work experience placement that provides further evidence of what can be achieved in the future. This will support the aim to make inclusion in working life a reality for a young person with PMLD.

Format of delivery

There is no typical work experience placement that would suit young people with PMLD. The placement length should be based on what works for the young person and meets their needs. This could range from an hour a week, to a whole day or half-day over several weeks.

A placement is not the same as a visit (as in the **My workplace visits** module) in that there will be specific job tasks identified, which will be assessed in the outcomes of the module. A one-off placement would not be acceptable as evidence that a young person has completed outcomes for this module.

Young people with PMLD need repeated, consistent opportunities to demonstrate their skills and build their cognitive understanding of what is happening around them and a one-off experience would not provide sufficient evidence for assessment. A young person could participate in more than one placement if this is appropriate. Evidence from each of the placements should be used to provide evidence for the module outcomes.

Staff should use the following person-centred planning tools to prepare for the module and help to identify a suitable placement:
- **Like and admire**
- **Important to, important for**
- **Matching support**
- **From presence to contribution**
- **Decision making profile**
- **Working, not working**

The **My enterprise profile** or an existing one-page profile can be shared with the work experience provider before the work experience placement commences. Staff will have discussed with a provider their responsibilities to any young person who undertakes work experience with regard to health and safety and a risk assessment will have been completed. It is expected that young people with PMLD will be accompanied by staff who know them well and are able to take responsibility for meeting the young person's health and care needs.

My work experience

The placement may take place within the young person's setting as long as this can be evidenced that the job role they are undertaking is matched to their needs and provides evidence of the type of job role or tasks they would be able to complete in the future.

For example:

A young person has visited a garden centre several times and has shown an interest in the plants through touching and smelling them. Staff observe that the young person keeps their head up and looks around when there, vocalises more frequently and smiles when they meet staff from the garden centre The young person enjoys water activities and likes to get messy and see other people get messy. The young person does not find it easy to meet new people and tends to avoid new social interactions.

Using this information staff identify that the local garden centre could be a good place for a work experience placement. Staff identify that the young person could use eye pointing to select plants for basket displays, support with watering and mix up soil for planting.

The young person could do this away from customers so would not have to meet new people all the time, but would regularly meet garden centre staff who would be doing similar tasks.

A work experience placement is organised for two hours once a week, initially for six weeks. This will provide time for the young person's care needs to be met at their centre, although they will have their enteral feed given when at the placement. The garden centre management agree that the staff break area is suitable for this.

Suggested activities

The activities will be dictated by the type, length and duration of the placement, as well as the actual tasks the young person is expected to achieve.

The **Supporting Aspirations: Employment** modules have been developed to create opportunities for young people with PMLD to contribute to their communities in a way that are meaningful and relevant to them. It is important that tasks identified are those that are meaningful and achievable for the learner and do not rely on staff completing these on their behalf. This will not support preparing a young person for the future, rather it will add to a deficit view of what a person cannot do. For a person with PMLD who has complex physical disabilities that mean their body movement is severely restricted it would not be appropriate to set tasks that can only be completed by a member of staff.

Work experience placements will be based on what supports a person's communication and cognition to develop and should be meaningful to them. All young people with PMLD will have a range of talents and skills that they can contribute to society and staff should identify and support these to develop.

My work experience

The list below is to give an idea of activities that can be tried depending on what staff assess would work well – they are only suggestions. Staff will be able to find specific work experience placements depending on your locality and what your young people are interested in.

Work placements could include:
- **Greeting customers** – for those who enjoy meeting people and having social interactions
- **Organising resources** – for those who like exploring items through touch
- **Providing information** – for those who like to interact with others vocally, with body movements, gestures or at a distance using technology
- **Following a step-by-step process** – for those who like routine, consistency, beginnings and endings
- **Delivering and collecting items** – for those who like moving around and being in different places
- **Creating a product** – for those who like experimenting, experiencing different resources and making choices
- **Selling a product** – for those who like to charm others
- **Providing company to others** – for those who enjoy being around people and can make others feel valued and relaxed

> Centres may wish to use activities from ASDAN's **Lifeskills Challenge** to structure the suggested activities. More guidance on using Lifeskills Challenge to support Supporting Aspirations modules can be found in the members area of the ASDAN website.

Support strategies and module templates

Young people working towards Entry level will have a wide range of learning support needs. Many young people with PMLD will require physical support and a skilled communication partner to access the world around them.

The type of support required and the frequency with which this is provided may fluctuate during the module activities. Support will be highly personalised to the individual and staff may need to explore a variety of strategies and adapt these in order to ascertain what works best.

These high levels of dependency may be unlikely to change throughout a lifespan or may increase. Some young people may have days when they need more or less support because of their health needs. It is more useful to provide information on support strategies that work in specific contexts to maximise independence and avoid reinforcing dependency wherever possible, with a recognition this can change depending on individual need.

The **Module completion log** should be completed by the teacher/tutor at the end of each module and should include information on what good support looks like.

My work experience

The module templates listed below should be completed in order to demonstrate achievement of the module outcomes. It is expected that these templates will be completed by staff on behalf of the learner. If a young person does not use any formal verbal language, staff will need to develop strategies to ensure what is completed on the templates reflects the young person's experience and choices.

My work experience record

This is a record of how the young person participated in their work experience opportunity. The record requires staff to complete information that will support planning for future job roles including practical details of what times of day and length of time best suit an individual. The levels of engagement observed and the contribution the individual makes in the workplace are key in supporting future decisions about employment opportunities.

Film and photographic evidence of the work experience placement will support others to see the value of the placement and how it can enrich both the young person and the organisation. There is a page where the organisation is asked to provide feedback, which should inform thinking about the individual's contribution and be used for planning future placements.

The information in the **My work experience record** template will support the development of the **Vocational profile**.

Vocational profile

This module will support the completion of the following sections of the **Vocational profile**:
- Making the workplace inclusive
- Travel
- Days and times
- Matching qualities and abilities to job roles
- Making a contribution
- Being engaged
- Good support

Individual objectives

Each young person will have an individual learning plan or similar in their setting. Where possible these objectives should be used within the module to support the young person's educational development.

Staff may choose to set specific objectives for the module, especially as certain skill development will lend itself to specific tasks (eg on my work experience placement at the nursery I will use my tablet device to play music for the children's games on each occasion I attend) and this will appear within the young person's individual learning plan. This can be added to the **Module completion log**.

My work experience

Module outcomes

The outcomes for this module are:

- I have a completed **My work experience record** based on what worked for me on the placement, the support I needed and how this can be used to support future employment opportunities
- My work experience is based around my interests, talents and qualities and how I can contribute in a workplace – and is evidenced by my level of engagement in the placement and the job role I have completed
- I have good support strategies that work for me in my work experience placement
- My participation in work experience has supported the development of my **Vocational profile**

Person-centred planning tools

The following person-centred tools can be used to support the module:

- **Like and admire** – at the start of the module
- **Good day, bad day** – at the start of the module
- **Matching support** – at the start of the module
- **From presence to contribution** – at the start of the module
- **Decision making profile** – at the start of the module
- **Working, not working** – ongoing throughout the module
- **Important to, important for** – ongoing throughout the module
- **Perfect week** – to show how employment activities can fit into the young person's week

Useful links

- [ ] **https://www.preparingforadulthood.org.uk/downloads/employment/vocational-profile-workbook.htm**

My work experience record

ⓘ Part one: to be completed by the teacher/tutor.

Name of organisation:
Type of organisation:
Placement contact:
Job role and duties for the learner:
Days and times attended:
Support staff at the placement:

How did the placement match with the individual's interests and abilities?

What days/times worked well for the individual?

How did the individual travel to and from the placement?

Did the individual require any adjustments or special considerations while at the placement? (eg personal care facilities, seating, quiet space, lift)

What does this mean for future employment opportunities?

My work experience record

What equipment or resources did the individual need to take with them?

What worked well for the individual and how do you know this?

What contribution were they able to make to the workplace?

What engaged the individual the most?	What engaged the individual the least?

What could have been done differently?

What could be developed from this for future employment opportunities?

Portfolio reference for supporting evidence of this work experience placement:
(eg photos, videos)

My work experience record

ℹ️ **Feedback:** to be completed by the placement provider.

Completed by:	Date:

Job role:

Name of organisation:

What worked well on this placement?

What supported this to work well?

How did the young person make a contribution to your workplace?

What could have been done differently?

What would support placements like this to continue within your organisation?

Is there any other feedback you would like to provide?

My work experience Module outcomes checklist

Learner name:

✔

I have a completed **My work experience record** based on what worked for me on the placement, the support I needed and how this can be used to support future employment opportunities.

☐

My work experience is based around my interests, talents and qualities and how I can contribute in a workplace – and is evidenced by my level of engagement in the placement and the job role I have completed.

☐

I have good support strategies that work for me in my work experience placement.

☐

My participation in work experience has supported the development of my **Vocational profile**.

☐

I have a completed **Module completion log** for this module.

☐

Completed by:

Date: