

5546

EMPLOYABILITY SKILLS

DISCLOSURE OF INFORMATION

UNIT 488

UNIT 488 DISCLOSURE OF INFORMATION

Why?

City & Guilds developed this unit following feedback from partner centres that they wanted further structure and guidance around a complicated subject made more so by changing legislation.

The Coates review identifies in clause 6.2 the issue of disclosure and that it needs to be covered comprehensively:

'Vocational education has to...include delivery of core employment skills as part of preparation for release. It must include training on how and when to disclose convictions.'

We've developed the 'Disclosure of information' Unit following thorough consultation with prime OLASS contractors (Weston College, Novus) and specialists (NACRO, Sodexo).

The development of this unit is part of continuous improvement to our Employability Skills qualifications – a flexible suite of qualifications making it easy to plan a tailored curriculum to meet employer or local needs for any type of programme.

Employability Skills qualifications support the DWP Work Programme, Traineeships and Apprenticeships and are delivered by Training Providers, FE Colleges and by a variety of specialist providers including - OLASS, charities, social enterprises, schools and Local Councils.

How?

The aim of this unit is to enable learners to understand positive disclosure and its benefits.

The unit covers how and when offenders and ex-offenders can disclose previous offences to potential employers and how disclosing information in a positive way can improve their chances of progression into work or further education.

Our intention is to provide structure around delivery of training on disclosure ensuring the learner with better understanding of legislation and how disclosing information in a positive way can improve learners' chances of getting a job on release or in their career.

Assessment

- Portfolio of Evidence - Puts you in complete control – candidates assessed as soon as they're ready. Flexible and supportive quality assurance model.
- Evidence may be gathered from the following range of assessment methods:
 - questions and answers
 - learner statement
 - tutor/assessor statement
 - review and tutorial records
 - worksheets
 - diary
 - witness testimony.

Unit 488

Disclosure of information

UAN:	J/615/0236
Level:	1
Credit value:	1
GLH:	12
Aim:	The aim of this unit is to enable learners to understand positive disclosure and its benefits.
Assessment	Learner portfolio
Barring	None

Learning outcome

The learner will:

1. Understand what is meant by the term 'disclosure'.

Assessment criteria

The learner can:

- 1.1 state what is meant by the term 'disclosure'
- 1.2 identify where disclosure is
 - needed
 - not needed
- 1.3 give examples of the impact of non-disclosure.

Learning outcome

The learner will:

2. Know about the current law around disclosure.

Assessment criteria

The learner can:

- 2.1 identify the current law around disclosure
- 2.2 state what is meant by the term rehabilitation period
- 2.3 identify when a conviction is
 - spent
 - unspent
- 2.4 list sources of support to help with identifying own rehabilitation period.

Learning outcome

The learner will:

3. Understand when disclosure is needed.

Assessment criteria

The learner can:

- 3.1 demonstrate different **formats** of disclosure
- 3.2 demonstrate how to structure a disclosure statement
- 3.3 identify when in the recruitment process disclosure may be needed.

Range
Formats – verbal or written

Learning outcome
The learner will: 4. Understand the need to maintain own disclosure information.
Assessment criteria
The learner can: 4.1 give examples of positive experiences that can be added to own disclosure information.

Unit 488

Disclosure of information

Supporting information

Guidance and Evidence

Evidence may be a written or verbal learner statement, an assessor record and/or images with text.

For 1.1 the learner will be able to state what is meant by the term 'disclosure'.

For 1.2 "Identify where disclosure is needed" - for example when applying for employment, further/higher education or training, applying for insurance, foreign travel, financial services.

For 1.3 the learner will be able to give examples of the impact of non-disclosure. For example it could result in further criminal conviction, termination of employment, withdrawal of employment/education placement/offer.

For outcome 2 the learner will know about the current law around disclosure. This includes the Rehabilitation of Offenders Act 1974 (ROA) and the Exceptions Order. Multiple convictions can also be covered if applicable.

For 2.2 sources of help can include National Probation Service, National Career service, career advisors, Community Rehabilitation Companies (CRCs), Responsible Officer, Nacro and Unlock.

For 3.1 the learner can demonstrate different formats of disclosure to include verbal or written formats for example on application forms, in covering letters, disclosure statements, disclosure at interview etc.

For 3.2 the learner can demonstrate how to structure a disclosure statement, for example:

- starting with a focus on their skills and abilities (which are suitable for the role they are applying for)
- the breakdown of the offence/s and the circumstances for the offence/s
- followed by the ways in which the circumstances have changed including any positive changes that have come from this ie education and training, changes in attitudes/circumstances.

For 3.3 the learner can identify when in the recruitment process disclosure may be needed. This will be different between different employers. Learners may need to research companies' recruitment policies/processes. This will include See Potential initiative, the 'Ban the Box' initiative and EFFRR (Employers Forum for Reducing Re-offending).

For 4.1 the learner will be able to give examples of positive experiences which may include; volunteering, work experience, community projects/work, education, training or employment, changed circumstances etc.