

SUPPORTED INTERNSHIP QUALITY ASSURANCE FRAMEWORK

SELF-ASSESSMENT (WORD VERSION)

This product was funded by the Department for Education and was originally produced by Centres for Excellence in SEND with the support of expert stakeholders, on behalf of the Education & Training Foundation. The product was revised in 2023, following trials with Supported Internships providers as part of the Department for Education's Internships Work Programme

Contents

[Introduction 2](#_Toc131416773)

[Purpose 2](#_Toc131416774)

[Self-assessment 2](#_Toc131416775)

[Impact 2](#_Toc131416776)

[Further Review 2](#_Toc131416777)

[Self-Assessment 2](#_Toc131416778)

[Continuous Improvement 2](#_Toc131416779)

[Process of Self-assessment 3](#_Toc131416780)

[Section 1. Leadership 4](#_Toc131416781)

[Section 2. Planning 7](#_Toc131416782)

[Section 3. Partnership 9](#_Toc131416783)

[Section 4. Preparedness 11](#_Toc131416784)

[Section 5. Progress 13](#_Toc131416785)

[Section 6. Results 15](#_Toc131416786)

# Introduction

Supported Internships (SI) are a study programme which provide an excellent platform and transition into meaningful paid work for young people aged 16-24 with an Education, Health and Care plan (EHCP). The aim of the programme is for interns to progress into employment of over 16 hours per week. There is a growing data set which provides evidence that SIs do work and at scale. With the growth of SIs, we need to provide assurance in the quality and consistency of provision and ensure that interns have clear outcomes so they develop the skills and experiences they need for sustainable employment. This framework draws on effective practice and sets out what is required to achieve a high-quality SI. The framework asks you to develop a ‘culture’ of quality by committing to ongoing monitoring and reporting. It targets improvements and encourages you to proactively manage the quality of SI and outcomes for interns.

## Purpose

Aligned to the Supported Internships guidance, the Supported Internship Quality Assurance Framework should be used to determine the quality and success of your SI programme. It is designed to be read and used in conjunction with the Supported Internship Guidance. It will highlight your strengths and should be used as an annual continuous improvement tool. It has been designed to support reflection and self-assessment, which will support your quality assurance and improvement journey. It acts as a scaffold to support the effectiveness of the SI and as a catalyst for driving change and improving provision, so there is an expectation for reviews to lead to an action plan.

## Self-assessment

As a provider, you will lead an annual self-assessment, working with your programme partners. You should focus your responses using an evidence-based approach rather than activities you do, as this will underpin good outcomes. This should include a description of the impact on interns, changes made as a result of your action plan, or information on how potential impact is being monitored.

## Impact

You will link your Quality Assurance Framework to your Self-Assessment Report (SAR) and Quality Improvement Plans (QIPs) to evidence that your SI follows on from a clear pathway to employment. Ofsted will evaluate whether the curriculum prior to a SI cumulatively builds sufficient knowledge and skills for the intern’s future employment. Your robust approach to quality assurance and improvements will result in interns achieving sustainable employment.

## Further Review

You may wish to use the College SEND Review Guide alongside the Quality Assurance Framework to assess your SEND provision more broadly. Like the Quality Assurance Framework, the findings will show clearly where you excel and areas for you to improve your SEND provision, so that learners are appropriately supported to achieve good outcomes.

## Self-Assessment

The SIQAF will:

* Set out standards, expectations, and requirements for effective practice by all
  + show what a good quality SI looks like, and how well the partnership is carrying out SI activity through self-assessment
  + set out standards, expectations, and requirements for effective practice by all
  + require an evidence-based outcome approach.

## Continuous Improvement

The SIQAF will:

* + Ensure senior management and operational staff within SI reflect on existing practice, support continuous improvement, and celebrate strengths
  + Ensure senior management and operational staff within SI identify challenges and areas to improve provision
  + Enable an action plan with a timeframe, to meet the standards that are set out in the Supported Internship Quality Assurance Framework

# Process of Self-assessment

1. You will complete the self-assessment by working through the tables of statements found in this document.
2. For each of the statements, you should identify a range of evidence that is outcome based. You should refer to the benchmarks and prompts to ensure you are meeting the standards required of each of the sections.
3. For every section, you should grade yourself according to the scoring matrix by calculating the extent to which you have evidenced your position against the requirements of the overall section statement.
4. To define the overall success, you should take into consideration both the numerical data and narrative which demonstrates where you have made adjustments for the intern to achieve high-quality sustainable employment.
5. The maximum score you can achieve is 117 points. Scoring for each criterion is between 0 and 3, with a scoring matrix provided for each. For sections 6.3, 6.4 and 6.7, in the results section, scoring is between 0 and 5 to recognise exemplary results.
6. Your scoring and actions for each section will automatically pre-populate into the Action Plan section. Using this information you should work with key partners to agree timescales and who is overseeing that action using the template provided. Your action plan will show how you would set higher, more challenging, minimum baselines for interns.
7. Note: If you are doing a self-assessment without a peer review, please disregard the 'Peer Review Assessment Sheet'.

# Section 1. Leadership

There is a clear vision and culture of high aspiration for interns. Leaders’ directions and actions enable interns to gain sustainable paid employment because:

| **Criterion:** | **Self-Assessment Score:** | **Evidence** | **Self-assessment  Comments** | **Action Plan** | **Due Date** | **Who** | **Progress** | **Outcome** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. The senior leadership ensures there is a clear culture and strategy and there is an ambitious curriculum within the SI. Everyone understands the benefits of a SI and have high **expectations** of the intern to gain sustainable employment. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 2.Senior leaders ensure all partners understand and fulfil the requirements of their roles. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 3.[The provider](#_Glossary) accesses funding that enables interns to be effectively and fully supported on their SI. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 4.The SI is a programme of study that lasts a minimum of 6 months to a year and includes maths and English. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 5.The SI team is resourced well through staff contracts that allow for interns to mirror typical employer work patterns as applicable. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 6. All staff are trained, supported, and appropriately qualified, with professional development prioritized. The job coaches use their skills and knowledge, following the National Occupational Standards. They are trained in [systematic instruction](#_Glossary), which enables interns to build on skills and learn complex tasks. | Enter Score 0-3 |  |  |  |  |  |  |  |
| **Maximum available score: 18** | **0** |  | | | | | | |

# Section 2. Planning

A SI is planned well and is a final step in education for interns with the goal to achieve paid sustainable employment because:

| **Criterion:** | **Self-Assessment Score:** | **Evidence** | **Self-assessment  Comments** | **Action Plan** | **Due Date** | **Who** | **Progress** | **Outcome** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1.70% of intern’s time on the SI is based in the workplace, with all the work-placements off site with an employer. Interns have an opportunity to experience the shifts and working patterns in the business if relevant to their job aspirations. The SI follows a personalised curriculum which has clear aims for sustainable paid employment. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 2. There is appropriate off the job training and evidence of personalised support to help the intern to participate effectively within the SI programme. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 3. The job coach is skilled at facilitating links between the interns and employers through job analysis, negotiating job matches and ‘carving’ job roles. They tailor support for both the intern and the employer. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 4. The employer is supported by the partnership throughout to understand the needs of the intern, to ensure a safe workplace and to make reasonable adjustments. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 5. The intern’s skills development and social inclusion is supported by a workplace mentor and/or buddy who is identified by the employer. Appropriate training is in place for the employer, manager, workplace buddy and mentor. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 6. The programme ensures there is good skills matching of the intern to the employer placement either through a single appropriate placement or rotations within the employer / between employers. The placement/s are matched to the intern’s long-term goals and aspirations. | Enter Score 0-3 |  |  |  |  |  |  |  |
| **Maximum available score: 18** | **0** |  | | | | | | |

# Section 3. Partnership

Effective partnership underpins the success of the SI and enables the best opportunity for interns to succeed. Working together ensures standards are upheld and there is openness and transparency, sharing effective practice with a commitment to high standards and continuous quality improvement. Partners work well together because:

| **Criterion:** | **Self-Assessment Score:** | **Evidence** | **Self-assessment  Comments** | **Action Plan** | **Due Date** | **Who** | **Progress** | **Outcome** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. The partners commitment enables interns’ skills to be developed well. Everyone is committed to the SI and there is an open, transparent approach to sharing the effective practice of the SI programme. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 2. Employers value onsite support and the job coach gives timely and skilled support. The employer identifies a lead contact person within their organisation who liaises with the SI partnership. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 3. The programme identifies employer(s) for the SI placements, with explicit opportunities to progress into sustainable paid employment, either within the organisation or elsewhere. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 4. There is a partnership culture and process that enables honest and robust feedback from all stakeholders including, and most importantly the intern. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 5. There is well informed family (or circle of support) involvement, who share the intern’s aspirations for employment and support their aim to achieve sustainable employment. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 6. The Local Authority and relevant partners promote the SI programmes on the Local Authority’s Local Offer and with local employers. The provider engages with the Local Authority to understand availability of SI schemes and provides data to the Local Authority on their employment outcomes. | Enter Score 0-3 |  |  |  |  |  |  |  |
| **Maximum available score: 18** | **0** |  | | | | | | |

# Section 4. Preparedness

Interns are prepared for a SI and they have a strong motivation to work. The placement(s) must fit with their vocational profile, contribute to their long-term career goal and be flexible enough to address barriers where necessary. To enable this to happen, the intern is prepared for a SI because:

| **Criterion:** | **Self-Assessment Score:** | **Evidence** | **Self-assessment  Comments** | **Action Plan** | **Due Date** | **Who** | **Progress** | **Outcome** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. There is evidence the programme has provided unbiased information, advice and guidance to the intern before commencement of the programme, to determine it as the most suitable option for the individual. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 2. All interns have an EHCP, the provider undertakes the annual review in line with their statutory duties and supplies annual review documents to the Local Authority within the specified timeframe. Interns are between 16-24 years of age, in their last year of education and employment is the intended pathway. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 3. The interns have high aspirations of achieving sustainable paid employment. They are well prepared with the employability skills developed to transition effectively to the SI workplace. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 4. There is a robust recruitment, selection, and induction process which ensures the intern has the appropriate documentation to secure work. Interns and their families are clear that the end goal is paid work. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 5. The intern’s aspirations and employment goals are identified through a vocational profile. The programme and intern identify suitable career paths that match to their interests and goals. | Enter Score 0-3 |  |  |  |  |  |  |  |
| **Maximum available score: 15** | **0** |  | | | | | | |

# Section 5. Progress

The intern is on track and making good progress into sustainable paid employment because:

| **Criterion:** | **Self-Assessment Score:** | **Evidence** | **Self-assessment  Comments** | **Action Plan** | **Due Date** | **Who** | **Progress** | **Outcome** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. The SI placement is managed through Specific, Measurable, Achievable, Relevant and Time-defined (SMART) action plans that are developed with and shared with the employer, delivery partners, intern and families/carers as appropriate. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 2. There is good and regular communication between the job coach and employer regarding skills development and support for the intern. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 3. The programme has robust, regular and timely review processes in place for interns that supports them to make progress within the SI, develop required skills and informs action planning. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 4. The progress review process involves the intern and all key partners (employer, job coach, families/carers and other relevant programme staff) who are committed to the success of the intern. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 5. The interns are supported to be socially included within the workplace as part of the team. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 6. Any barriers to participation and progress are identified and addressed, using external partners if appropriate. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 7. The personalised level of support enables the intern to be as independent as possible and flourish in the SI. Support is decreased (faded) over time but is in place to ensure the intern can undertake duties effectively. | Enter Score 0-3 |  |  |  |  |  |  |  |
| **Maximum available score: 21** | **0** |  | | | | | | |

# Section 6. Results

The primary goal of the programme for the intern is paid employment. Jobs must work for both the intern and the employer, and the SI should reflect a real business need. The employer is committed to supporting the intern towards paid employment. This document recognises that interns could be moving into employment up to 12 months after completing their internship, using the skills learnt during the programme. When evidencing this section you should use up to the last two years worth of graduating cohorts. The SI is successful because:

| **Criterion:** | **Self-Assessment Score:** | **Evidence** | **Self-assessment  Comments** | **Action Plan** | **Due Date** | **Who** | **Progress** | **Outcome** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. The programme is focused on securing appropriate and sustainable employment for the intern. Interns are well prepared for work through support for job searching, building a CV and interviews, ensuring the interns are successful with recruitment and selection. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 2. Interns secure sustainable paid permanent positions that match their aspirations, skills and employment goals. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 3. Job outcomes exceed 70% for the reporting cohort. | Enter Score 0-5 |  |  |  |  |  |  |  |
| 4. The job outcomes for reporting cohort are no less than 16 hours per week (or adjusted to meet evidenced individual circumstance). | Enter Score 0-5 |  |  |  |  |  |  |  |
| 5. Outcome data is kept for each cohort, regularly reviewed and acted upon to continually improve the quality of the programme. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 6. There is commitment from the provider through partnerships such as the Department for Work and Pensions (DWP) and local providers, to support the intern and employer with future needs beyond the SI if the need arises. | Enter Score 0-3 |  |  |  |  |  |  |  |
| 7. 70% of reporting cohort are in paid work 12 months after starting their employment. | Enter Score 0-5 |  |  |  |  |  |  |  |
| **Maximum available score: 27** | **0** |  | | | | | | |