

SUPPORTED INTERNSHIP QUALITY ASSURANCE FRAMEWORK

SELF-ASSESSMENT - Supporting Evidence

This document is designed to be used in conjunction with the supported internship quality assurance self-assessment (word version). It contains the prompts, expected practice and the scoring matrix you will use to evidence your self-assessment.

# Contents

[Section 1. Leadership 2](#_Toc131415515)

[Section 2. Planning 4](#_Toc131415516)

[Section 3. Partnership 6](#_Toc131415517)

[Section 4. Preparedness 8](#_Toc131415518)

[Section 5. Progress 10](#_Toc131415519)

[Section 6. Results 12](#_Toc131415520)

[Glossary 14](#_Toc131415521)

[Related Links 15](#_Toc131415522)

# Section 1. Leadership

|  |  |  |
| --- | --- | --- |
| Criterion | Prompts/Expected Practice | Scoring Matrix |
| 1.1 | >Framework / strategy / policy statement >Memoranda of understanding | 3 = Substantial evidence of a clear vision, culture & strategy for success on this supported internship, a clear understanding of the benefits for the interns and employers, all partners having high expectations of interns gaining employment;  2 = Some evidence of this;  1 = Little evidence seen;  0 = No real evidence of this |
| 1.2 | >Steering groups and partnerships  >Service level agreements, contracts and/or memoranda of understanding  >Local Authority (LA) partnership support with SI >Terms of reference >Written strategy document >Minutes of meetings >Roles and responsibilities document | 3 = Substantial evidence that all partners understand and fulfil the requirements of their roles;  2 = Most of the partners appear to be aware of the requirements of their roles and their responsibilities but more evidence is needed that they fulfil these requirements;  1 = Few partners appear to be aware of the requirements of their roles;  0 = No real evidence that any of the partners are aware of their roles and responsibilities |
| 1.3 | [>Access to Work supporting applications](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#access-to-work)  >Bursary funding applications and agreement  [>ESFA element 1 and 2 funding](file:///C:/Users/Lily/AppData/Local/Microsoft/Windows/INetCache/Content.MSO/C6EC90E4.xlsx#Glossary!A6)  [>High Needs Funding detailing funding allocated](https://www.gov.uk/government/collections/high-needs-funding) | 3 = Funding for interns is fully accessed and provided which enables them to be effectively & fully supported on their SI;  2 = Funding is not yet accessed as well as it could be (for example Access to Work funding);  1 = Funding appears to be inadequate and/or sporadic;  0 = No evidence of adequate funding being obtained, not enough focus and effort being made in this area. |
| 1.4 | [>Intent, implementation and impact of your curriculum pathways into employment >A developed employment pathway through curriculum planning.  >Course planning and offer  >Marketing information  >Progressed learners into work >Qualifications / Recognising and Recording Progress and Achievement (RARPA)  >English and maths conditions of funding  >Individual learner record (ILR) >Exemption permission for qualifications](https://www.gov.uk/guidance/16-to-19-funding-maths-and-english-condition-of-funding) | 3 = SI programme length is 6 months -> 1 year and includes Maths & English tuition where required;  2 = Maths & English tuition is not yet provided to some interns who require it;  1 = Programme length is < 6 months, with minimal Maths & English tuition available;  0 = SI programme length is < 6 months and does not include any Maths & English. |
| 1.5 | >Staffing and resource budget  >Staff contracts reflecting the needs of the programme that allow for interns to mirror typical employer work patterns | 3 = SI team is well resourced with staff contracts which allow for the interns to mirror typical employer work patterns as applicable;  2 = Team resourcing and staff contracts could be improved;  1 = Significant improvements to resourcing approach is required;  0 = SI is not well resourced and staff contracts do not mirror typical employer work patterns |
| 1.6 | [>Staff development and skills and training audit  >NOS Job Coaching >Job coaches documentation of training >Teaching qualification/registration and experience >Staff CVs](https://www.base-uk.org/nos) | 3 = All staff are trained, supported and appropriately qualified, Personal Development is prioritised, job coaches follow the [National Occupational Standards (NOS](#_Glossary)) for supported employment and are trained in Systematic Instruction;  2 = Not all of this is in place currently, but actions are being taken/planned in to meet this criterion;  1 = Little evidence seen of this or of any specific plan to ensure this;  0 = None of this is evident at this SI. |

# Section 2. Planning

|  |  |  |
| --- | --- | --- |
| Criterion | Prompts/Expected Practice | Scoring Matrix |
| 2.1 | >Planning meetings with staff and employers  >Workplace information  >Workplace induction  >Human resources procedures  >Uniform / Personal Protective Equipment (PPE)  >Timetables: individual and curriculum  >In-work support plan  >Job analysis | 3 = 70% of interns' time on the SI is based in the workplace, all placements are on employer(s) premises, interns have opportunities to experience shifts and working patterns in the business if relevant to their job aspirations, the programme follows a personalised curriculum with clear aims for sustainable employment;  2 = <70% time in workplace, some placements are not with employers, personalisation of the curriculum is not clear enough;  1 = As 2, with little or no evidence of shift working/non-standard working patterns being offered to interns (if appropriate).  0 = No evidence of a personalised curriculum for the interns demonstrating clear aims for sustainable paid employment. |
| 2.2 | >A personalised study curriculum outside their workplace that clearly complements workplace learning  >Travel training  >Support package for intern  >Supporting Access to Work applications  >Other work-related training such as food hygiene, health & safety. | 3 = Appropriate off-the-job training & personalised support clearly provided;  2 = Level of off-the-job training and personalised support could be improved;  1 = Minimal evidence of off-the-job training and personalised support;  0 = No evidence of appropriate off-the-job training or personalised support. |
| 2.3 | >Job coach visits to placement.  >Job analysis and carving documents.  >Personalised information to specific needs and aspirations  >Daily notes and employer contact records | 3 = The job coaches are skilled at facilitating links between interns & employers using the listed techniques;  2 = Evidence that job coaches are not always fully trained, and are not adopting all the listed techniques;  1 = Evidence of poorly-trained or untrained job coaches, unaware of some or many of these techniques;  0 = No evidence. |
| 2.4 | >Assistive technology / reasonable adjustments  >Employer meetings, minutes  >Development / action plans  >Employer policies, health and safety checks  >Safeguarding support and partner responsibilities  >Prevent support and employer responsibilities  >Uniform / Personal Protective Equipment (PPE) | 3 = Evidence that the employer(s) are supported by the programme throughout, understand the needs of the interns, ensure a safe workplace and are making reasonable adjustments;  2 = Some evidence that employer(s) could be better supported and/or are not making sufficient or appropriate reasonable adjustments, or ensuring a safe workplace;  1 = Employer(s) not well supported, few RAs, uncertainty about the safety of the workplaces;  0 = No evidence. |
| 2.5 | >Workplace mentor/buddy  >Employer support  >Training support for mentors/buddy  >Disability awareness training | 3 = Employer(s) have identified and put in place workplace mentors/buddies who are being appropriately trained;  2 = Evidence of more training required for the employer(s), manager(s) and workplace mentors/buddies;  1 = Evidence for the existence of workplace buddies/mentors is not clear;  0 = Little/no evidence of workplace buddies or mentors, and/or no training in place for the employer(s), manager(s) and any workplace mentors/buddies. |
| 2.6 | >job carving, job tailoring, job development and customisation examples  >Job descriptions of the placements  >New placement support, new challenges, stretch and challenge  >Providers can operate a variety of models to fit their local circumstances, as long as they meet the 4 principles  >Vocational profile  >Job analysis | 3 = The programme ensures good skills matching of the interns to the employer placements using appropriate single placements or rotations within or between employers, matched to interns' long-term goals;  2 = Some evidence is provided of these practices;  1 = Little evidence provided for this;  0 = No evidence of this. |

# Section 3. Partnership

|  |  |  |
| --- | --- | --- |
| Criterion | Prompts/Expected Practice | Scoring Matrix |
| 3.1 | >Partnership Service Level Agreement  >Partnership meetings and minutes  >Learning agreement  >Open days planning and agenda  >Curriculum venue provision and facilities conducive to learning | 3 = Evidence of all partners being committed to the SI with an open and transparent approach to sharing effective practice in the programme;  2 = More evidence required of commitment of some partners to these goals;  1 = Poor levels seen of openness, transparency and commitment;  0 = No evidence. |
| 3.2 | >National Occupational Standards for Supported Employment  >Training records of onsite team  >Support provided by the Job Coach  >Record of lead contact at the employer  >Satisfaction surveys / employer feedback | 3 = Employers clearly value on-site support, identify a lead contact/liaison person within the org., and the job coach(es) give timely and skilled support;  2 = More evidence required of this being done and/or of JCs giving skilled support;  1 = Little evidence of these being done;  0 = No evidence of these being done. |
| 3.3 | >Employer engagement events, networks and database  >Disability Confident Scheme  >Employer equality and diversity training  >Employer vacancies | 3 = The programme identifies employers with explicit opportunities for the interns to progress into sustainable paid employment either within their organisation(s) or elsewhere;  2 = More evidence required that explicit opportunities exist for the interns to progress from their placements into sustainable paid employment;  1 = Minimal evidence of opportunities for interns to progress into jobs was provided;  0 = Employer(s) are not in place to provide this. |
| 3.4 | >Complaints and compliments  >Supervision, appraisal, team meeting minutes  >Focus group, feedback views  >Case studies  >Agency links and meetings  >Steering group meetings and action plans  >Progress review minutes  >Young People Advisory Group  >Evidence of stakeholder co-production  >Family / carer forums | 3 = The partnership culture and process within the SI enable honest & robust feedback from all stakeholders including, most importantly, the interns;  2 = Improvements are needed to the culture & practices within the SI to enable this;  1 = The partnership does not provide evidence of this being in place;  0 = There is evidence to the contrary. |
| 3.5 | >Family involvement and the intern’s role in decision making as set out in SEND Code of Practice  >Working with families  >Family meetings and liaisons  >Progress review minutes / termly reports | 3 = There is well-informed and continuous family (or circle of support) involvement with families (or circle of support) sharing interns' aspirations for employment and clearly supporting their aims for sustainable paid work;  2 = Some improvement work in family (or circle of support) liaison is required;  1 = Families (or circle of support) rarely demonstrate involvement or support;  0 = No evidence. |
| 3.6 | >Local offer evidence of SI  >Outcome data  >Marketing events  >Case studies | 3 = The LA and relevant partners promote the SI programmes in the LA's Local Offer and with local employers, and data is provided to the Local Authority on the employment outcomes;  2 = Although the programme is doing what it can to influence the LA in this area the Local Offer currently does not feature or promote this programme;  1 = More evidence is needed that the programme is doing all it can to influence the LA in this area and is providing adequate data regularly to the LA;  0 = The programme is not providing evidence that it is influencing and engaging the LA or local employers sufficiently well in this area, or providing regular data to the LA. |

# Section 4. Preparedness

|  |  |  |
| --- | --- | --- |
| Criterion | Prompts/Expected Practice | Scoring Matrix |
| 4.1 | >Marketing information  >Careers information, advice and guidance  >Awareness, information and assessment days | 3 = There is evidence the programme has provided unbiased information, advice and guidance to the interns before commencement of the programme, to determine it as the most suitable option for the individuals;  2 = Only minimal IAG on the suitability of the programme appears to have been provided to applicants;  1 = Little evidence that any alternatives to this SI programme were actively presented to the applicants or their families;  0 = No evidence that any IAG was provided to the interns or their families when they were applicants about the suitability of this programme for them. |
| 4.2 | >EHCP will have employment focused outcomes  >Evidence of provider submitting EHCP annual review documents Local Authority  >Intern records  >Evidence of provider holding multi-agency annual reviews within the correct timeframe | 3 = All interns have an EHCP, are aged 16-24, the provider undertakes the annual review and supplies annual review documents to the Local Authority within a specified timeframe. Employment is their intended pathway.  2 = All the interns have EHCPs, were aged between 16 and 24 at the start of the programme and employment is their intended pathway, but evidence is lacking of the provider supplying review documents to the Local Authority (to assist in the updating of the EHCPs) within a specified timeframe.  1 = Some interns do not have an EHCP or were not aged 16-24 at the start of the programme;  0 = Few interns meet these criteria and there is no evidence of the provider supplying annual review documents to the Local Authority. |
| 4.3 | >Intern and family/carers aspiration is to gain work  >Curriculum  >Scheme of work  >Lesson plans  >Action plans  >Progress reviews  >Intern feedback  >Work skills development  >Job descriptions shared and understood by intern. Intern’s roles and responsibilities  >Rotation plans and expectations  >Workplace changes new rota etc | 3 = All interns have high aspirations of sustainable employment & are well prepared to transition to a workplace for their SI;  2 = Some interns show uncertain employment aspirations or appear not well prepared for an SI;  1 = Few interns are aspirational about work or prepared for the SI;  0 = No evidence. |
| 4.4 | >Interns have bank accounts for recruitment checks to secure work and to deposit salary  >Support plan  >Assistive technology  >Proof of ID  >Awareness, information and assessment days  >Family / carer feedback  >Better off calculation | 3 = Robust recruitment, selection & induction processes are in place for the SI, interns having appropriate documentation for work and clarity that paid employment is the end goal;  2 = Improvements could be made to the recruitment, selection & induction processes and to the timely availability of essential documentation;  1 = These processes are not adequate and essential and appropriate documentation is frequently not available;  0 = No evidence. |
| 4.5 | >Vocational profiling methods and records  >Careers Information Advice and Guidance  >Action plans  >Intern records  >Job analysis | 3 = All interns have a Vocational Profile identifying their aspirations, interests and employment goals. Potential career paths that match to these are identified, jointly;  2 = Not all interns have an appropriate Vocational Profile;  1 = The programme & the interns are failing to identify appropriate potential career paths for the interns and to include them in Vocational Profiles;  0 = No evidence that interns have Vocational Profiles or that career paths are being identified with them |

# Section 5. Progress

|  |  |  |
| --- | --- | --- |
| Criterion | Prompts/Expected Practice | Scoring Matrix |
| 5.1 | >Audit of placement policies and systems  >In-work support plans  >Sampling of files and case notes  >Qualification content  >SMART action plans  >Collaborative action plans | 3 = The SI placements are managed through Specific, Measurable, Achievable, Relevant and Time-defined (SMART) action plans that are developed with and shared with the employer(s), delivery partners, interns and families/carers as appropriate;  2 = Many but not all placements are managed through SMART action plans and shared;  1 = Few placements are managed with SMART action plans which are shared with the employers and delivery partners.  0 = No evidence. |
| 5.2 | >Employer / mentor feedback  >Placement observation visits  >Intern records  >Progress plans  >Contact reports with employers | 3 = Evidence of good & regular communication between the job coaches & employers/host business(es) regarding interns' skills development, support & monitoring;  2 = Evidence of communication between these partners needs improvement, for example in detail and frequency, with better monitoring;  1 = Evidence of a lack of communication & monitoring, with potentially inadequate support;  0 = No evidence. |
| 5.3 | >Detailed assessment and profiling of the intern in relation to the SI  >Intern records  >Action plans and progress reviews  >Timetable of progress review activities | 3 = The programme has robust, regular & timely review processes in place which support the interns to make progress within the SI, develop their required skills and to inform action planning;  2 = Some improvements are needed to the review processes to make them more robust, regular and/or timely to support the interns;  1 = Little evidence of robust, regular or timely review processes in place, hampering the development of required skills and action planning;  0 = No evidence. |
| 5.4 | >Recognising And Recording Progress and Achievement (RARPA)  >Minutes of meetings  >Stakeholder feedback | 3 = A progress review process is in place & always involves the interns and all the key partners and programme staff who are jointly committed to the success of the interns;  2 = Some improvements are needed to ensure that the progress review process is clear and robust and always fully involves the interns and all the partners and the programme staff;  1 = Little evidence of a clear progress review process with the interns and all partners being involved in it;  0 = No evidence. |
| 5.5 | >Observation and feedback  >Intern records and action plans  >Progress review and minutes | 3 = Interns are always supported to be socially included within the workplace as part of the team;  2 = Evidence that sometimes interns are not always supported enough to enable them to be fully socially included within the workplace as part of the team;  1 = Significant improvements are required in this area;  0 = No evidence. |
| 5.6 | >Support package, review / changes  >Signposting and supporting access to interventions (internal/external)  >Meetings - regular or in addition  >Intern records and action plans  >Specific examples  >Access to work records  >Staff competency | 3 = Any barriers to participation and progress are identified and addressed, using external partners if appropriate;  2 = Evidence of more work required to identify and in particular to address barriers to participation and progress within the placements;  1 = Little evidence of barriers being identified and addressed;  0 = No evidence. |
| 5.7 | >Task analysis and data collection  >In-work support plan  >Progress reviews and minutes  >Access to work records | 3 = The provision of personalised levels of support for the interns is clearly demonstrated allowing the interns to be as independent as possible and to flourish in the SI. Support is decreased over time but is in place to ensure the intern can undertake duties effectively;  2 = Some evidence that support needs to be more personalised and/or more frequently provided to some interns to enable this;  1 = Significantly more attention to the personalisation and the provision of individual support for each intern is required;  0 = Personalised support appears to be very low or non-existent. |

# Section 6. Results

|  |  |  |
| --- | --- | --- |
| Criterion | Prompts/Expected Practice | Scoring Matrix |
| 6.1 | >Labour market analysis to meet current vacancies  >Job carving evidence and agreement with employer  >Barriers from employers and addressed support  >Employer engagement strategy and job search and development Interview preparation and support  >CVs  >Mock interviews  >References  >Database of employers  >Work trials | 3 = The programme enables the interns to be well-prepared for work by supporting them in their job searching, CV preparation and interviews;  2 = Work needed to improve interns' ability to undertake job searching, build CVs, & gain success at interviews;  1 = Evidence that this is not being undertaken adequately;  0 = No evidence. |
| 6.2 | >Employer support to make reasonable adjustments  >Applications for work that links with aspirations  >Outcome data | 3 = Most if not all interns each year secure sustainable, paid, permanent positions that match their aspirations, skills and employment goals;  2 = Improvements are needed to ensure that more sustainable, permanent positions are secured matching interns' aspirations and employment goals;  1 = The SI is currently performing poorly in this area;  0 = No evidence. |
| 6.3 | >Data  >Benefit allowance and working 16 hours  >Data  >Better off calculation | For reporting cohorts:  5 = Outcomes of paid employment are ≥ 90%;  4 = Outcomes of paid employment are between 80% and 89%;  3 = Outcomes of paid employment are between 70% and 79%;  2 = Outcomes of paid employment are between 60% and 69%;  1 = Outcomes of paid employment are between 40% and 59%;  0 = Outcomes of paid employmentare less than 40%; Or no evidence is available |
| 6.4 | >Benefit allowance and working 16 hours  >Data  >Better off calculation | For reporting cohorts:  5 = 90% or more of job outcomes are jobs of 16 hours + per week; or adjusted to meet evidenced individual circumstance  4 = 80%-89% of job outcomes are jobs of 16 hours + per week; or adjusted to meet evidenced individual circumstance  3 = 70%-79% of job outcomes are jobs of 16 hours + per week; or adjusted to meet evidencedindividual circumstance  2 = 60-69% of job outcomes are jobs of 16 hours + per week; or adjusted to meet evidenced individual circumstance  1 = 50-59% of job outcomes are jobs of 16 hours + per week; or adjusted to meet evidenced individual circumstance  0 = less than 50% of job outcomes are jobs of 16 hours + per week; or adjusted to meet evidenced individual circumstance Or no evidence is available. |
| 6.5 | >Evidence of employment contracts / job confirmation  >Data retention  >Evidence of continual improvement plan | 3 = Outcome data is kept for each cohort, regularly reviewed and acted upon to continually improve the quality of the programme;  2 = Data is kept but evidence is lacking on whether it is reviewed or how it is acted upon to improve the quality of the programme;  1 = Little evidence of data being retained, reviewed or acted upon or used to improve the quality of the programme;  0 = Outcome data is not kept. |
| 6.6 | >Ongoing support / records of meetings, visits or calls  >Partnerships with Department for Work and Pensions (DWP) and supported employment agencies demonstrating results.  >Partnership links with LA to identify recruitment schemes  >Exit interviews  >Signposting to network of support services  >Employer feedback  >Referrals | 3 = Clear commitment from the provider to support the interns' and their employers' possible future needs once the SI has finished if the need arises;  2 = More detail or evidence of how this commitment is provided is required;  1 = Not enough is being done by the provider to ensure this;  0 = No evidence this is in place. |
| 6.7 | >Data collection | Evidence through active monitoring exists that for reporting cohort:  5 = At least 90% of interns are in paid work 12 months after starting their employment;  4 = 80-89% of interns are in paid work 12 months after starting their employment;  3 = 70-79% of interns are in paid work 12 months after starting their employment;  2 = 60-69% of interns are in paid work 12 months after starting their employment;  1 = 50-59% of interns are in paid work 12 months after starting their employment;  0 = Less than 50% of internsare in paid work 12 months after starting their employment; or no evidence on this is available.  (Retention percentage based on number of interns within the cohort who gain employment) |

# Glossary

|  |  |
| --- | --- |
| **Word/Term** | **Definition** |
| Better Off Calculation | An assessment, often using software via an online calculator, to establish whether a person will be financially in a more desirable or advantageous position ('better-off') in paid employment than if they remain without work on benefits. It also checks benefits eligibility to ensure household income is maximised. |
| Circle of Support | An individual's support network, including friends, family, paid support etc. |
| Cohort | The group of interns in one year's programme who continued in the SI after the first 6 weeks of starting it and for whom funding was drawn down from the ESFA. |
| ESFA | Education and Skills Funding Agency (an executive agency sponsored by the Department for Education) |
| Job Analysis | An analysis of a job role to understand the duties involved and the staff skills and attributes required to undertake it. It also identifies workplace culture and the scope for any reasonable adjustments. |
| Job Carving | Tailoring a job role to take account of the intern or employee's skill set by redesigning an existing job around the needs of the individual. This might be used as a 'catch-all' term for Job Customisation and Job Design where a new job is created for a specific individual. |
| Job Coach(es) | Job coaches provide individualised vocational training to interns. They also provide information, advice and guidance to employers and may be responsible for matching interns to appropriate placements and job roles. |
| Job Outcome | A job outcome is defined by this SIQAF as employment no less than 16 hours per week (or adjusted to meet evidenced individual circumstance), where the intern’s income is no less than the National Minimum Wage and equal to comparable employees in similar roles. |
| Local Offer | A statutory online directory of support services available within the local authority area. |
| Mentor | A person with experience of the placement who supports and advises someone with less experience to help them develop in their work |
| NOS | The National Occupational Standards for Supported Employment |
| Outcome(s) | Achievement(s); result(s); (often expressed as data, e.g., 70% outcome into paid employment) |
| Partners | The key organisations participating in the governance and delivery of the Supported Internship programme |
| Preparedness | A state of suitability, of being equipped, willing and able. |
| Programme | The Supported Internship in all its component parts. |
| Provider | The organisation that draws down the education funding for the Supported Internship programme. |
| Reporting Cohort | The last two academic years worth of graduating interns. For example; if completing the SIQAF self-assessment in October 2023, the reporting cohort would be from academic years 2020/21 and 2021/22. |
| Stakeholders | Everyone with a direct interest in the success of the supported internship programme e.g. interns, carers/families, employers etc. |
| Sustainable | Paid employment that is not temporary or impermanent and is able to be maintained. |
| Systematic Instruction | A structured approach to teaching vocational and independent living skills to people. It has an emphasis on errorless learning, teaching skills development and encouraging decision-making, enabling people to learn complex tasks. |
| Task Analysis | A task broken down into its component steps to enable teaching and data collection. |
| Vocational Profile | A holistic record of the intern's experience, skills, abilities, interests, wishes, aspirations and needs. |
| Workplace Buddy | An intern's co-worker who supports their social inclusion within the workplace. |

# Related Links

|  |  |  |
| --- | --- | --- |
| 1 | [Cooper Gibson Supported Internship Research Project](http://www.coopergibson.co.uk/portfolio/supported-internships-research-project/) | http://www.coopergibson.co.uk/portfolio/supported-internships-research-project/ |
| 2 | [National Disability Strategy](https://www.gov.uk/government/publications/national-disability-strategy) | https://www.gov.uk/government/publications/national-disability-strategy |
| 3 | [Careers Guidance](https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools) | https://www.gov.uk/government/publications/careers-guidance-provision-for-young-people-in-schools |
| 4 | [SEND Code of Practice](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25) | https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 |
| 5 | [Supported Internship Guidance](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships) | https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships |
| 6 | [Supported Internship Principles](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#key-principles) | https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#key-principles |
| 7 | [National Occupational Standards for Supported Employment](https://www.base-uk.org/nos) | https://www.base-uk.org/nos |
| 8 | [Vocational Profiling](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#vocational-profiling) | https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#vocational-profiling |
| 9 | [Job Carving](http://base-uk.org/employers-recruitment-jobcarving) | https://www.base-uk.org/employers-recruitment-jobcarving |
| 10 | [Employing Disabled People and People with Health Conditions](https://www.gov.uk/government/publications/employing-disabled-people-and-people-with-health-conditions/employing-disabled-people-and-people-with-health-conditions) | https://www.gov.uk/government/publications/employing-disabled-people-and-people-with-health-conditions/employing-disabled-people-and-people-with-health-conditions |
| 11 | [Supported Internship Assistance](https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#assistance) | https://www.gov.uk/government/publications/supported-internships-for-young-people-with-learning-difficulties/supported-internships#assistance |
| 12 | [Ofsted Inspection Judgements](https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook#part-2-the-evaluation-schedule-how-further-education-and-skills-providers-will-be-judged) | https://www.gov.uk/government/publications/further-education-and-skills-inspection-handbook-eif/further-education-and-skills-handbook#part-2-the-evaluation-schedule-how-further-education-and-skills-providers-will-be-judged |
| 13 | [Education Training Foundation](https://send.excellencegateway.org.uk/communities-practice-managers-and-practitioners) | https://www.et-foundation.co.uk/professional-development/special-educational-needs-disabilities/centres-for-excellence-in-special-educational-needs-and-disabilities-send/send-communities-of-practice-for-managers-and-practitioners |
| 14 | [Supported Internships working with employers and the community](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3DluhO9JHnJnI&data=04%7C01%7CLucy.Emms%40ccn.ac.uk%7C15d260a88a1f46bee8e708da130ac80d%7C1db1f922ffde405abaf6c0e4a24552a9%7C0%7C0%7C637843234261588876%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=PJTuMli1MaFhuw9at9KVXi77BkBNoD3X6Hk5Sxu%2B%2BGI%3D&reserved=0) | https://www.youtube.com/watch?v=luhO9JHnJnI |
| 15 | [College SEND Review Guide](https://eur01.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.sendgateway.org.uk%2Fresources%2Fcollege-send-review-guide&data=04%7C01%7Celaine.dale%40ccn.ac.uk%7C61d00561e75b47eeeac308da01052829%7C1db1f922ffde405abaf6c0e4a24552a9%7C0%7C1%7C637823418908537880%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C2000&sdata=uwwOtUsdLngr3Qe9f2j3PKXFLsmjyz7JIeCITkyjJDM%3D&reserved=0) | https://www.wholeschoolsend.org.uk/resources/college-send-review-guide |
| 16 | [SEND Gatsby Benchmark Toolkit](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwiYjZ7Dzdf2AhWMQEEAHeTxDUkQFnoECAUQAQ&url=https%3A%2F%2Fresources.careersandenterprise.co.uk%2Fresources%2Fgatsby-benchmark-toolkit-send&usg=AOvVaw3dj4nwoo99uRFIRCKjEK-R) | https://resources.careersandenterprise.co.uk/resources/gatsby-benchmark-toolkit-send |
| 17 | [Whole School SEND Resources](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwjvsuvdzdf2AhULi1wKHQeOCXMQFnoECBkQAQ&url=https%3A%2F%2Fwww.sendgateway.org.uk%2F&usg=AOvVaw1BXIHwZGVoZCtd6Sp94rWU) | https://www.wholeschoolsend.org.uk/ |
| 18 | [Benefit allowance and working 16 hours](https://www.google.co.uk/url?sa=t&rct=j&q=&esrc=s&source=web&cd=&cad=rja&uact=8&ved=2ahUKEwir96TL-M_2AhUSHcAKHXf5BNgQFnoECAgQAQ&url=https%3A%2F%2Fwww.gov.uk%2Fworking-tax-credit&usg=AOvVaw0v4kdc3vm7f2HvsWXEvK8g) | https://www.gov.uk/working-tax-credit |