

Supported Employment Staff Guide



Foreword

Supported Employment is more than just a model, it has a rich set of values that underpins the way we work with individuals, communities, and employers. This guide will provide you with a wonderful understanding of how the model, values and quality aligned, will drive the best outcomes for disabled, neurodivergent, and disadvantaged people accessing careers. Alongside this guide, BASE lead a network of providers sharing learnings and best practice across the UK, and we highly recommend joining BASE and our sector's community.



This Staff Guide is part of a wider set of resources designed to help Supported Employment providers, staff and commissioners better understand, deliver, and evidence high-quality Supported Employment provision and should be used to supplement any training and continuous professional development undertaken by operational staff.

This tool is not intended to be used in isolation and its purpose is to support operational staff who have received appropriate training and can be used as a reference handbook.

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1. What is Supported Employment?

Supported Employment is a method of working with disabled people and other disadvantaged groups to access, maintain paid employment and build careers in the open labour market.

The model focuses on the principle that none of us are truly work ready and the sooner we provide real life experiences of work, the more likely people will layer up the skills and strengths needed for a career. Everybody can work with the right support.

Supported Employment differs from mainstream employment support provision. It is based on fidelity and values and adopts the “place-train-maintain” approach – seeking (appropriately) rapid progress into well matched paid employment at market wage rates in the open economy. delivered through more intensive interventions with lower caseloads, provides workplace training support and provides ongoing, tailored support to both employer and employee. The Supported Employment model views employer and employee as equal customers, both with needs to fulfil. Building trusted relationships with both jobseekers and employers is key to enabling effective job matching to occur, needs to be met, and capabilities to be grown and empowered. It includes a toolkit of techniques such as training in systematic instruction (TSI) that can assist jobseekers to learn and carry out complex tasks. The model has been described as mainstream where possible, and specialist as needed. Supported Employment is truly set aside from other models due to its evidencebased fidelity model that associates with improved job outcomes performance as well as its rich set of values that underpins how the model is delivered, with a holistic view of how to break down barriers to accessing good careers.

The concept, principles and values of Supported Employment are based on the early work from North America which demonstrated that people with significant learning disabilities could perform a variety of complex tasks, highlighting the potential and capabilities of people with learning disabilities to participate in paid work in the open labour market. Due to the success of Supported Employment in assisting people with

learning disabilities to access and maintain employment, the model was developed and expanded to include all areas of disability and disadvantage.

At its heart is a focus on identifying and matching to the right role for each individual so that it makes use of their skills, strengths, meets their work preferences and supports the employer recruit the right person for their business. It is about placing the right person in the right job with the right level of support, to empower all to flourish and support sustained employment, leading to fulfilling careers.

1a. The Supported Employment Model

This 5-stage model supports the belief and evidence that anyone can be employed if they want paid employment and the right support is provided. It provides space and resolves to unpick barriers that may impact on people's motivation to work and starts with high ambition and aspirational support. The model is a flexible and continuous process, designed to meet all anticipated needs.

The [Supported Employment Toolkit – ASEE](#) provides background information on the Supported Employment model and includes useful "how to" guides. The model focusses on both early careers and workplace retention, ensuring that we don't just support people into a job but help them to progress and remain in secure employment. The focus is on the right job, not just any job, so people can remain and flourish within the labour market.

1b. Introduction to Jobseeker Engagement Stage

Assuming everyone can work, Supported Employment proactively engages with individuals and communities to promote well matched, high aspirational careers for all. Supported Employment doesn't wait for people to come to them, instead they take Supported Employment to the people, connected into communities and services that serve them.

Supported Employment focusses on high ambition for disabled, neurodivergent and disadvantaged people, proactively engaging with potential jobseekers beyond traditional routes, such as Jobcentre Plus, and is likely to include individuals receiving social work support, using traditional day services or receiving support from health and social care agencies. Supported Employment services maintain close

links with referring agencies and encourage people to explore employment as a way of improving quality of life, whilst raising ambitions across services and systems. Supported Employment is a holistic approach and works in partnership with services to address barriers that may prevent someone engaging with employment.

1c. Introduction to Vocational Profiling and Action Planning Stage

The first element of a successful job match is the vocational profiling or "getting to know you" process. Vocational profiling is not a transactional conversation but a tool to ensure you gain a rich understanding of who that individual is. Identifying the aspirations, individual skills, past experiences, talents, potential barriers, and job interests of the jobseeker. Working with individuals, families, and support workers, we gather the information needed to inform a good job match. We look to identify the ideal job for that person based on their skills and preferences, such as hours, types of work, distance of work and the right working environment. People who have never worked or not worked for many years may need support to make informed choices about career opportunities. Vocational profiling is not a form filling exercise and remains a live document that grows as you get to know the individual and their circle of support.

Action plans should be used throughout the Supported Employment journey, including the production of a vocational profile. A good action plan should contain **SMART** (Specific, Measurable, Achievable, Realistic and Timebound) objectives that are regularly monitored, reviewed and updated.

1d. Introduction to Employer Engagement Stage

Employers understand the benefits of Inclusive Recruitment but remain concerned about how to achieve this for disabled neurodivergent and disadvantaged people. They engage fully with why” but lack confidence in the “how.” Supported Employment provides a unique space to support Employers to progress their Disability Inclusion work; by ensuring they are valued and counted as equal partners.

The Supported Employment model provides a framework for employers to build Disability Inclusion into accessible recruitment pathways and workforce planning, supporting employers to understand the full business case, support available and how this supports both early careers and workforce retention.

We know traditional recruitment techniques can be overly rigid and formal and interviews risk not getting the right person for the right job. Employers are increasingly recognising the value of "working interviews" which allow individuals to demonstrate their skills in the workplace and allow the employer to gather evidence that a formal interview seeks to capture but is so often unable to.

Following the place-train-maintain model, our aim is to secure 'employment and training' rather than 'training then employment'. This means that an individual gets a job from the outset. We know most people learn skills better in situ rather than in artificial environments. By doing this we overcome the "job readiness" obstruction where people can get stuck in permanent and repeat training. It also increases people's motivation significantly because they see from the beginning that they are employed.

Language is important when engaging with employers. Make sure you familiarise yourself with the different levels of Disability Confident and how you can support progress along their Disability Inclusion Journey.

Building strategic relationships with employers takes time, consistency and being able to confidently describe the full business case for employing disabled, neurodivergent and disadvantaged people, alongside the full offering of support available for them.

1e. Introduction to Job Matching Stage

Job Analysis is a tool used with employers in the workplace to build a rich understanding of that working environment and a specific job role.

As part of the **Job Analysis** process, you can explore any assumptions that have been made in the job description. A Job description usually describes the

overarching responsibilities for an employee, whereas a **Job Analysis** provides a detailed analysis of the job specifics, and the entire working environment.

Supported Employment services should review all aspects of the job and the workplace, including health & safety and workplace culture, to make sure we have the right job and environment for the right person.

Example of a good job match: Candidate A wanted to work in a data analyst role. Through the vocational profile it was identified that they had great attention to detail, were confident with data. A loud and vivacious character, with a loud voice and a passion for music. While they had the skills to do any data focused role, to ensure the right job match, the culture of the organisation was as important. Following a job analysis, a Marketing company was identified, that was looking for a data analyst, with a fun and upbeat work culture where big personalities thrived. A job match was made. Not just the right role but the right environment.

We determine whether extra support or adjustments to working practice or to the environment are needed. This helps to produce a better job match. The job analysis might point towards ways of shaping parts of job descriptions that suit the workers' talents or creating new job descriptions that suit the worker and are cost effective for the employer, whilst continuing to meet their business needs.

Matching the right person to the right role, will help you to build up trusted partnerships with both jobseekers and employers, ensuring job retention is as important as job starts and growing longer-term relationships of trust and mutual benefit with employers.

When you don't have the right person to match to a job it is important not to place poorly matched jobseekers. Instead, continue the dialogue and partnership with employers to build upon the relationship you to work together in the future. Showing the employer that you will not place the wrong person shows them that you care about them and their business and not just the outcome. Right employer, right time matters and building strategic relationships crucial.

1f. Introduction to In-Work Support and Career Development Stage

By using a vocational profile and a job analysis you can identify any skills gaps and identify an action plan around how skills gaps can be addressed. By developing 'inwork support plans' the appropriate level of support is identified encouraging the involvement of the employer and co-workers, to maximise the use of sustainable, natural workplace supports. Supported Employment services can support inductions and provide on-site training support as identified in the in-work support plan. This can support employees to reach the productivity, quality and social standards set by the employer. They may also offer out of work support if needed. By reviewing the in-work support plan, progress can be monitored and support increased or decreased. Goals should include actions to encourage social inclusion within the workplace. You know you have delivered good quality in work support, when you are no longer needed, or the support is reduced, and the individual is fully integrated into the workplace.

Not many people stay in the same job for the whole of their working lives. People with disabilities are no different in having to adapt to changing labour markets and wanting to improve their working lives or react to change to their personal circumstances. Supported Employment should encourage the career development of individuals by promoting training opportunities and seeking choice and chance for increased responsibility.

Remember getting a job is the first stage and must be viewed as part of career progression.

2. The Underpinning Values of Supported Employment

For a Supported Employment practitioner to practice competently they must apply skills and knowledge that is informed by a set of underpinning values. Supported Employment practitioners are expected to be aware of and to apply a value-based and ethical approach in their practice. These values, skills and

knowledge are formalised in the [National Occupational Standards - The British Association of Supported Employment](#) for Supported Employment Practitioners.

1. People with disabilities and/or disadvantages can make a positive contribution in the workplace.
2. People with disabilities / disadvantage should have access to a real job where:
 - wages are paid at the going rate for the job,
 - the employee enjoys the same terms and conditions as all other employees.
 - the job helps the person to meet their life goals and aspirations.
 - the role is valued by managers and colleagues.
 - the job has similar hours and times at work as other employees, with safe working conditions.
3. Practitioners uphold the "zero rejection" philosophy of Supported Employment so that, with the right job and the right support, everyone who wants to work, can work.
4. Supported Employment does not adhere to a work readiness model and a 'place, train and maintain' approach is implemented.
5. Job search should happen at the earliest opportunity.
6. People are encouraged to exercise choice and control in achieving their career aspirations. Support is individualised and all options assume successful employability.
7. There is genuine partnership between the person, their family carers, employers, community supports and the provider of Supported Employment.
8. People are supported to be full and active members of their workforces and wider communities, both socially and economically.
9. Support services recognise the importance of the employer as a customer of Supported Employment in their own right with requirements that need to be satisfied.
10. Supported Employment draws on Social Role Valorisation (SRV) in recognising that employment is a valued social role and becoming employed can help reverse societal devaluation, with wider positive consequences for the person.
11. Supported Employment draws on the social model of disability recognising that disability is the product of the physical, organisational, and attitudinal barriers present within society. The removal of discrimination requires a change of

approach and thinking in the way in which society is organised, in this case removing barriers to employment.

12. Supported Employment should encourage the career development of individuals by promoting training opportunities and seeking options for increased responsibility.

It is important that Supported Employment services live these values in their organisational practices, process and interactions with jobseekers, employers, referral sources and staff members. As they do so high quality Supported Employment services balance commitment to quality and continual improvement in both their delivery (people are centred, client agency and empowerment is grown, employment specialist go above and beyond towards client needs, client preferences and wellbeing matter) and their outcomes (clients do want meaningful, sustainable change in their life via well matched paid employment so job outcomes are key).

3. Jobseeker Engagement

3a. National Occupational Standards for Jobseeker Engagement

The National Occupational Standards describe how Supported Employment practitioners should be able to:

- i. Engage with individuals, local services, and communities with access to disabled and/or disadvantaged people who may benefit from or aspire to paid employment.
- ii. Provide accessible information about the social and financial benefits of paid employment, including better-off calculations, to prospective jobseekers to enable them to make informed job decisions
- iii. Engage with families, community support organisations and individuals who can influence jobseekers' aspirations and choices.
- iv. Develop partnerships, networks, and circles of support to develop and support the individual's aspiration to work and have a career.
- v. Address the concerns of families and circles of support about the prospective jobseeker entering paid employment.

- vi. Advocate for the jobseekers with families, employers, and other interested parties
- vii. Negotiate work trials to broaden knowledge and test out assumptions to help informed decision making.

3b. Jobseeker Engagement Delivery

Typically, those people who would most benefit from Supported Employment services do not access mainstream programmes and there have often been low expectations of achieving employment. We need to go to potential jobseekers rather than expecting them to come to us, including recognising minority groups who we know are least likely to access this support.

This requires an active marketing process that takes information to those places and people that can raise employment expectations. Examples of this can include:

- Attending EHCP reviews from year 9 upwards
- Attending careers fairs at school/college
- Presenting at team meetings of professionals such as social workers, careers lead
- Developing strong relations with Disability Employment Advisors / Work Coaches
- Making information available, e.g. using posters, at community venues
- Developing links with the local parent carer forum
- Strengthening links with local colleges and training providers
- Ensuring up to date information is available on the Local Offer
- Developing a service website that describes the Supported Employment process and includes video testimony from employed jobseekers, employers, and families.

An initial meeting with the jobseeker and their family, if appropriate, will give an opportunity to explain the Supported Employment process and address concerns. It is important that services give a good first impression of professional credibility. This will be helped by ensuring meetings take place in a comfortable and private room and that families can take away suitable marketing information that explains the process and contains contact information.

Individuals and families may have genuine concerns such as health, safety and wellbeing or the impact of employment on welfare benefits. It is important that services can address these concerns by describing their processes and arranging for additional support such as “better off financial calculations.” It can also be helpful to arrange a home visit to meet with families to further explore any concerns.

3c. Top Tips for Jobseeker Engagement

- ➔ Communication is key, make sure people are comfortable and be prepared to provide different ways of exploring Supported Employment with them.
- ➔ Ensure the disabled person is at the centre of all conversations and be mindful of not placing any judgment or limitations on what could be possible.
- ➔ Consider Marketing information is available, accessible, and available in different mediums, with a focus on reducing carbon footprint. Video testimonies are particularly useful as people listen to the experiences of their peers.
- ➔ Make sure you are aware of the different models happening within your region, for example who is delivering Supported Internships, Inclusive Apprenticeships and other Supported Employment pathways etc and try to link in with them.
- ➔ Build partnerships with employers, making sure you understand this can take time and consistency. Have a range of different ways that employers can engage that focuses on their business needs.
- ➔ Ensure a comfortable and confidential space for initial meetings.
- ➔ Make sure that jobcentres, education, and social work professionals are clear on your offer.
- ➔ Build a network of employers that will welcome workplace tours and offer short work tasters for jobseekers to shadow workplace routines.

3d. Policies and Documentation for Jobseeker Engagement

<Enter links here to your service policies and any documentation related to customer engagement>

4. Vocational Profiling

4a. NOS for Vocational Profiling

The National Occupational Standards describes how Supported Employment practitioners should be able to:

- i. Assist jobseekers to identify their experiences, skills, needs, talents, and employment preferences through vocational profiling.
- ii. Gather information from colleagues and other interested parties about the jobseeker, with their consent, to identify their skills, needs, talents, and employment preferences.
- iii. Identify the impact on jobseekers' finances from changes to their welfare benefits and income from working.
- iv. Advise jobseekers of the financial and social benefits of being in paid employment
- v. Present the information from the vocational profiling back to the jobseeker in a format that is accessible to them.
- vi. Assist jobseekers in preparing their CV in a format that is accessible to them.
- vii. Assist jobseekers to prepare for interviews or working interviews and gain agreement on how to present the person's strengths to prospective employers to achieve a good job match.
- viii. Assist jobseekers to identify and address personal, financial, housing, or childcare barriers that may impact on gaining employment.

- ix. Organise and evaluate short term, focused, work experiences or other activity to enable the jobseeker to identify their skills, needs, talents, and preferences.
- x. Identify specific support strategies or technologies that will be required to facilitate the employment of the jobseeker.

4b. Vocational Profiling Delivery

Vocational profiling is one of the key pillars of Supported Employment. It is critical that we fully understand the talents, strengths, aspirations, and preferences of jobseekers if we are to secure the most appropriate job outcome. The vocational profile will identify the skills, needs, support networks, preferences, and aspirations of the jobseeker.

We know that people behave differently in different environments, so it is critical that we gather information from a variety of sources, including direct observation and information from the person's circle of support, and test out assumptions to gain an accurate understanding of the individual. The jobseeker should not be asked to complete a profile by themselves as it is a supported and collaborative process.

Ideally, the jobseeker will already have a vocational profile that has been compiled during transition through education or from a previous support service. Unfortunately, this is not generally the case, and a vocational profile will have to be started from scratch.

The vocational profile should be a live document, kept online, and updated after any kind of work experience or work placement. The profile should belong to the jobseeker, and they should have an up-to-date copy. There should be nothing written within them that has not been discussed and agreed with the jobseeker.

Vocational profiling starts with the gathering of information at the initial meeting. The initial meeting is an opportunity to discuss consent and disclosure decisions so that services are clear on who they can contact to contribute to the vocational profile and what they can divulge to employers. These decisions can change over time so should be monitored regularly.

Vocational profiles are tool to gather information about individual jobseekers, to support making a good job match and should not be shared with Employers, as they will include information the employer doesn't need to know.

Profiles can be in a variety of formats to make them as accessible as possible to the jobseeker. This could include large print, video-based profiles, or image-based formats. An example of a profile is posted on the [NDTi website](#).

4c. Top Tips for Vocational Profiling

- Ensure jobseekers and their circle of support are clear about the purpose of vocational profiling and how the profile will be compiled.
- Ensure that vocational profiles are holistic and detailed. They are often overly concise and don't reflect the detailed knowledge that the job coach has gained.
- Profiles should document in detail any vocational skills demonstrated as a result of work tasters or work experience.
- Develop a one-page vision, identifying travel distance/complexity, hours of work, preferred job type, skills, and interests to consider the persons 'ideal job.'
- Gather information on what interests and motivates the jobseeker as this will give clues to preferred occupational roles.
- Where there is consent, speak to leaders of hobby and interest groups that the jobseeker attends to get their perspective on the jobseeker's skills and attributes.
- Don't share the vocational profile with employers, instead use the information to develop a CV with the jobseeker or a pen picture that can be shared.

d. Policies and Documentation for Vocational Profiling

<Enter links here to your service policies and any documentation related to customer engagement>

5. Action Planning

5a. NOS for Action Planning

The National Occupational Standards describes how Supported Employment practitioners should be able to:

- i. Conduct person-centred employment planning sessions with jobseekers, and their circles of support, to identify their employment pathway.
- ii. Provide jobseekers with information and experiences to ensure they have choice and control over the process of job searching and entering paid employment.
- iii. Gain agreement with jobseekers which employers and employment sectors to target for specific types of paid work.
- iv. Agree Specific, Measurable, Achievable, Realistic and Time-bound development plans with the jobseekers to work towards their employment goal.
- v. Review and update action plans with jobseekers for them to gain and maintain employment.

5b. Action Planning Delivery

Very few people undertake training in action planning, but it is vital that action planning and review process are put in place to plan and monitor progress. Action plans should be used throughout the Supported Employment journey, including the production of a vocational profile.

A good action plan should contain SMART objectives that are regularly monitored and amended if required. They should include accountability for achieving each action by an agreed date. Any actions should be directly related to achieving employment but can address personal issues that impact on work such as travel, health, and personal hygiene.

The jobseeker and their family, subject to consent, should have a copy of their action plan. Action plans should also be agreed and shared with relevant parties such as employers hosting a work experience placement.

Reviews meetings should be held to review progress, and they should involve all parties including family and employers where appropriate. They should be minuted and result in a newly agreed action plan that sets out actions to be achieved. The frequency of reviews should be agreed with the jobseeker, but it is recommended that they take place at least quarterly to maintain progress.

5c. Top Tips for Action Planning

- Ensure all relevant parties are involved in action planning.
- Regularly review and update action plans
- Agree Specific, Measurable, Achievable, Realistic and Time-bound development plans with the jobseekers to work towards their employment goal.
- Remember the action is the jobseekers.

5d. Policies and Documentation for Action Planning

<Enter links here to your service policies and any documentation related to customer engagement>

6. Employer Engagement

6a. NOS for Employer Engagement

The National Occupational Standards describes how Supported Employment practitioners should be able to:

- i. Access local, regional, and national sources of labour market information to identify potential employers.

- ii. Articulate and promote the business case for a diverse workforce to employers in the local area, to secure their commitment and involvement in the Supported Employment process.
- iii. Make initial contact with employers to identify potential job opportunities.
- iv. Provide support to employers to overcome perceived and actual barriers to employing and retaining a diverse workforce.
- v. Advise employers on how to customise jobs to meet the needs of individual jobseekers whilst continuing to meet the business needs.
- vi. Propose reasonable adjustments that employers could make to facilitate the recruitment and selection, support, mentoring and management of a diverse workforce.
- vii. Advise employers on how to use equality legislation to create opportunities for underrepresented groups.

6b. Employer Engagement Delivery

The National Occupational Standards for Supported Employment recognises that employers are customers of our services with their own specific needs and requirements that must be met. Supported Employment providers can position themselves as business support services, suppliers of staff in a similar way to recruitment agencies.

Effective employer engagement requires the commitment of time and resources. As the underpinning values state, employers are equal customers of Supported Employment services. As with any other customer, they will need to be convinced of the value of getting involved. We have to show how this will help them to meet their own needs. We need to engage on their terms and using their language. How does recruiting your jobseekers help them economically?

Some job coaches have concerns and fears about contacting employers. They can tend to avoid making contact due to a lack of confidence or not having a clear strategy. If a product or service makes sense to an employer and clearly meets their needs, then it will be much easier to convince them of the value of engaging with you.

6c. Understanding Labour Market Information

Staff working within the education and employment sectors are often experts about disability and its impact on individuals. But to secure employment they need to develop their knowledge about the local labour market and the various opportunities that it can provide. Most areas have relatively few large employers; often the NHS Trust and Local Authority are by far the largest employer. Most people work within small and medium size enterprises (SMEs) who employ between 50 and 250 staff. These are the companies that tend to recruit people with disabilities.

Many of the large supermarket chains have signed agreements with national providers. This makes it very difficult for local organisations to negotiate job opportunities directly though work experience places may be secured.

Each locality will have a different makeup of employers and sectors. Local labour market information will be available through the local authority. You can also view information at nomisweb.co.uk. This can give an idea of the sectors that are growing and those that are declining as well as indicating the skills that employers are seeking in their staff.

6d. Broad-brush and Targeted Engagement

CLARIFY YOUR OFFER!

Before approaching employers, it is vital to be clear on a few things:

- What are you offering employers?
- How do employers benefit from being involved?
- What differentiates your offer to that of others?
- How can you support them to become Disability Confident?

YOUR OFFER!

- ✓ A free recruitment service
- ✓ Free selection by matching motivated employees to particular vacancies
- ✓ Advice, information and guidance about disability and adjustments
- ✓ On-going support to train and retain staff
- ✓ A credible and professional local service

- ✓ Strong customer service with rapid response
- ✓ A focus on problem-solving

You are offering employers a free selection and recruitment service. This can help them to save on recruitment costs, especially if they offer jobs prior to advertising them. The cost of recruiting to a post can easily reach £5000 when taking into account adverts, time to shortlist and interview, reduced productivity when replacing staff etc.

Services should be aiming to develop long-term relationships with companies so that the company approaches them for staff prior to going to advert. This will maximise the company's savings.

Supported Employment is all about finding the right job for the right person. A completed and comprehensive vocational profile should identify preferred career paths and give strong clues as to the type of job sought. It should identify the specific skills that the jobseeker can offer an employer and give an indication of the sort of workplace culture sought. This will help greatly in focusing employer engagement activity. Targeted employer engagement can then take place to seek the preferred opportunity for a particular jobseeker.

Most services will also want to raise general awareness of their services across the geographical area that they serve. This broad-brush canvassing makes use of marketing materials and networking events to inform employers about how they can benefit from engaging with your service.

Most Supported Employment services will conduct a blend of broad-brush and targeted employer engagement. Larger services may employ a specialist to lead on employer engagement.

6e. The Business Case

There is a clear business case for employing disabled workers. Not every company will feel that it benefits in the same way, and it will be important to identify the drivers for each company.

The business case

- ✓ Savings on recruitment costs
- ✓ Sustainability as individuals are carefully matched to vacancies
- ✓ Reduced staff turnover, increased team morale, reduced staff absence
- ✓ A wider pool of labour that reflects local communities
- ✓ Improved reputation and image – internally and externally
- ✓ Diversity-improved products and services
- ✓ Meets corporate social responsibility objectives

Customer-facing businesses such as retail may focus on attracting the spending of disabled people and their families by having a workforce that reflects local communities.

Other companies may be attracted by reduced staff turnover or developing team morale. Some will see how it meets their social value obligations.

Employers have an increasing awareness around workforce retention, and with over 80% of disabilities being acquired during the lifecycle of employees, there is a clear business case to build disability inclusion, as part of their strategic planning.

Many organisations have realised the potential for becoming an “employer of choice” by developing a strong reputation for how they support and retain staff.

6f. Approaching Employers

Employer engagement is a process to build long term relationships, it is often misinterpreted as gaining an employment opportunity within the first contact.

Be aware of any sector-based initiatives that are encouraging the recruitment of people who have a disability. For example, the NHS has the Workforce Disability Equality Standard (WDES) that has a set of ten specific measures, data is then used to publish action plans to improve the experience of disabled staff across the lifecycle of employees.

Employers face a large number of approaches from a great variety of organisations. Be clear about what differentiates your service from that of others. Collaborate with other organisations to approach local Chambers of Commerce and networks such as the Federation for Small Business (FSB) and the Chartered Institute for Personnel and Development (CIPD). It may be possible to arrange a presentation at their network meetings and follow up with an article in their newsletter.

It is vital to contact the right person within the company that you're approaching. They should have some authority around recruitment; however, it may not be the HR team, consider inclusion and belonging managers alongside HR colleagues. When contacting an employer, the aim should be to gain a face-to-face meeting to discuss how you can support them. Never try to "sell" over the phone.

6g. Identifying and Meeting Employer Needs

Get the employer to talk about their business. This should be a structured conversation with you asking broad questions and then narrowing in to focus on placement and job opportunities. Start by asking how they currently recruit staff and how effective they find the process. What sort of qualities are they looking for? You could ask about their experience of employing people with a disability. This will start to offer ideas about identifying the employer's needs and past experiences. Expectations around productivity and quality of work will be paramount as these are often causes of people not sustaining their employment.

The employer may well have worries and concerns. Welcome these as they indicate that the employer is starting to think about the consequences of employing someone with a disability. Often, employers have had a poor previous experience or little exposure to people with a disability so they may well have misconceptions or be swayed by myths. Address their concerns and check that you've dealt with them satisfactorily.

Identify opportunities for workplace buddies and in-house training support. Check that the culture of the workplace is suitable for the jobseeker. Some people thrive in loud and busy environments. Others may find it a bit overwhelming.

The aim of the meeting with the employer is to show how the features of your service can meet employer needs and deliver the sorts of benefits that the employer is looking for. Follow up quickly after the meeting so that you keep up the momentum.

6h. The Importance of Good Customer Service

Like any other customer, employers will demand a responsive and professional service from their suppliers. Customer service is key to this.

- Respond quickly to requests for information and support.
- Be friendly, approachable and available. Avoid the use of jargon.
- Be honest at all times - employers will not tolerate any withholding of information.
- Signpost to alternative support if you are unable to respond to a query.
- Be very clear on any expectations and requirements of the employer.
- Minimise the number of people who will contact the employer and consider the use of account management techniques.
- Maintain a record of employer contacts and any outcomes using a database or spreadsheet so that your staff have access to details of any previous engagement.

Ultimately, an employer is looking for good quality staff and you should ensure a strong job match between the skills of the jobseeker and the requirements of the job. This is achieved by compiling a comprehensive vocational profile and matching it to a job analysis conducted on the placement opportunity. A bad match is demoralising for all concerned.

6i. Maintaining Links

You should aim to build a long-term relationship with employer organisations. Maintaining a personal touch is vital and this can be achieved through telephone calls and visits. Your organisation could consider maintaining employer interest through the use of newsletters and social media.

Consider establishing an employer forum where employers can meet and network together. Occasional breakfast meetings offer an opportunity for employers to get together, support each other and discuss particular topics. Explore whether there are any existing forums that you can utilise.

You could invite employers to meet up with the jobseekers that you are supporting. Employers can talk about their business and what skills they value, offer mock interviews and may even volunteer to mentor individuals.

Some employers will be keen to champion your work amongst other employers. Make sure you take advantage of these opportunities as employers are swayed by the opinions of their peers. It can be very powerful when an employer tells others of their experience.

Remember to acknowledge the good work of employers. You could share good news stories featuring employers on your social medias or present framed certificates to recognise their commitment and arrange for this to feature in local media.

6j. Top Tips for Employer Engagement

- ➔ Make sure that you have credible and well-presented marketing materials aimed at employers. Websites should feature a page dedicated to employers containing:
 - Information on how employers will benefit from using your services.
 - Video testimonies from employers stating how it has worked for them.
- ➔ Develop a network of “employer champions” that you can consult on marketing techniques and can invite to present their experience to other employers.
- ➔ Arrange presentations, with your employer champions, to network meetings of your local Chamber of Commerce, the Federation of Small Business and Chartered Institute of Personnel and Development.
- ➔ Seek recommendations from employers that you already work with.
- ➔ Develop a suite of training workshops to support employers to become disability confident.

- ➔ Develop closer links with the local authority's Economic Development Unit so you have notice of new employers moving to the area.
- ➔ Document employer engagement activity so that job coaches are clear on any previous contacts.
- ➔ Remember employer relationships can take time to develop, so, don't get frustrated if your interactions don't lead to instant jobs.

6k. Policies and Documentation for Employer Engagement

<Enter links here to your service policies and any documentation related to customer engagement>

7. Job Matching

7a. NOS for Job Matching

The National Occupational Standards describes how Supported Employment practitioners should be able to:

- i. source current and potential vacancies from employers which match the skills, talents, and preferences of jobseekers.
- ii. carry out job analyses to understand prospective employment opportunities.
- iii. assist employers to identify their requirements for productivity, quality and professional standards, rules, codes of conduct and expectations for specific job roles.
- iv. assist jobseekers through recruitment and selection processes to help them gain employment.

- v. advise employers about recruitment and selection processes to ensure that best methods are used to assess the suitability of the jobseeker for the specific job role.
- vi. advocate on behalf of jobseekers to encourage employers to develop or design jobs that match the jobseeker's skills, talents, and preferences.
- vii. advise employers on to how to adapt standards and requirements in job specifications to facilitate paid employment.
- viii. work with the employer to identify any reasonable adjustments that may be needed to ensure the productivity, health, safety, and wellbeing of the jobseeker.
- ix. identify natural support mechanisms that can promote skills development and social inclusion in the workplace

7b. Job Matching Delivery

It is particularly important that we match the right job role to the right jobseeker if job outcomes are to be sustained. Two considerations are paramount:

- Is the person able to fulfil the role to the employer's satisfaction?
- Is the workplace safe and supportive?

Any new job has a skills gap that must be met through training, reasonable adjustments, or job carving. We have to identify the extent and content of the skills gap before making a decision, with the jobseeker, about whether that skills gap can be filled. To do this, we need to have an accurate understanding of the jobseeker's skills and abilities, using the vocational profile, as well as a good knowledge of the job's requirements. We use a job analysis to understand the job role, and this should be completed before a job match is agreed. Conducting a job analysis is also a great way of meeting the workforce and getting a feel for health and safety considerations.

7c. Health and Safety

Services have a duty of care to ensure that we place people into a safe working environment. A comprehensive health and safety appraisal will identify any risk factors, and these can be followed up using a risk assessment process.

7d. Job Analysis

Conducting a **Job Analysis** will ensure that you have the best job match, identify the skills gap which will guide any job coach support, and give you valuable insight into how an individual will fit in with the company or organisation. A job analysis is done prior to the job match or job start.

A **Job Analysis** should include:

- Contact details – this should include supervisors and job titles with an overall description of how they fit in with the company or organisation.
- Routines – You need to identify the core routines, which are routines that occur frequently and make up the main part of someone's job. You also need to identify episodic routines, which are routines that are part of the job but occur less frequently. You also need to identify job-related routines, which are routines that are directly associated with jobs but do not form part of the role.
- Job summary – this should include a full job description. This should also identify any requirement for shift working.
- Targets – this will identify the pace of work and the employer's expectations for productivity and quality.
- Demands – This should consider the physical, sensory, and academic requirements of the job.
- Components – this will identify the dangerous or important components of the role and how are they naturally trained.
- Work site considerations – this should look at tools, equipment, materials, uniform and working environment.
- Culture of the workplace – this will include the unwritten rules unique to the workplace, the availability of natural support from co-workers, social groups, and activities.
- Training methods – this will outline how an employer usually inducts and trains a new member of staff to carry out their roles, including timescales.

7e. Skills Gap

The next step in planning and considering any in-work support is to identify the skills gap, comparing the information gleaned through vocational profiling against the job

analysis.

The skills gap is identified by comparing the requirements of a job role as defined by the employer against the skills and abilities of the employee, identified by the vocational profile. The skills gap will be bridged by workplace training, reasonable adjustments or job shaping.

7f. Policies and Documentation for Job Matching

<Enter links here to your service policies and any documentation related to customer engagement>

8. In-Work Support and Career Development

8a. NOS for In-Work Support & Career Development

The National Occupational Standards describes how Supported Employment practitioners should be able to:

- i. Assess the financial and human resources needed to enable individuals to become productive and independent in the workplace.
- ii. Use contemporary tools, models, and assistive technology to support people to be productive and independent at work.
- iii. Conduct a task analysis on the sequence of steps and actions performed in the workplace to help individuals learn their job when identified as required.
- iv. Use prompting and fading techniques to support individuals to learn their job.
- v. Collect information and feedback data on achievement of tasks to identify the individual's progress in learning their job.

- vi. Identify sources of support in and/or outside of the workplace to ensure individuals overcome employment-related and/or personal issues.
- vii. Refer individuals to additional sources of support to overcome employment-related and/or personal issues when problems and issues are outside of your competence or authority.
- viii. Provide advice, social training strategies and/or or natural supports to ensure individuals are socially included at work.
- ix. Assist individuals and employers in applying for funding or other support for individuals to learn and retain their job.
- x. Give advice to individuals to plan and develop their career progression.

8b. In-Work Support & Career Development Delivery

It is important to ensure that the most natural method of learning a job is used. This will normally include working alongside or shadowing other members of staff who already do the job, attending training courses, and reading manuals on company policies and procedures. There will normally be a probation period to achieve employer satisfaction.

Any in-work support we give must be empowering and given in such a way that enables the jobseeker to learn in a method that is as non-intrusive and natural as possible. It is important that neither employee nor employer become reliant on the job coach. Having a job coach when learning a job is something artificial - it's not natural to the workplace. Job coaches should always be mindful of why they are going into the workplace and have a clear strategy for how they will support the employer to train their new worker. This relationship can be formalised through a workplace agreement.

We want to use natural processes wherever possible for inducting and training the jobseeker. Where these are sufficient then they can be formalised into an in-work support plan that identifies the training required and who will be responsible for it taking place.

Any support that you put into the workplace for someone starting work must at some point be withdrawn. It is therefore of paramount importance that support is carefully

considered, planned, and reviewed so that the individual, employer, and job coach are satisfied that the individual can do the job to company or organisational standards.

Services need to agree with jobseekers what information about them is shared within the workplace. This should be agreed with jobseekers as part of the vocational profiling stage. They may not want the employer to know that they have a disability. In this case, services will only be able to offer external support. It might be that they are ok with the employer and line manager's knowing that they have a disability but don't want their work colleagues to know. In this case, services can provide guidance to line managers but not provide direct training support.

More often, sharing information is not an issue but services may want to encourage the jobseeker to take the lead on what information is disclosed and when. The new employee may be the best person to explain to the workforce about how they perform best and what sort of support they would appreciate. An agreed pen picture, shared with the employer, can be a useful way of sharing this information.

It is our responsibility to consider career development at every stage of the employee lifecycle; increasingly, workers don't stay in the same job role all their working lives. People aspire to better salaries, more responsibility, easier commuting. Services should support individuals to take on more responsibility, take relevant workplace qualifications and learn about more senior roles. If someone changes job, then it may be an opportunity to back-fill that role. The important thing is to ensure that you continue to have conversations with people about their careers and make sure this is reflected within action planning around how you could support someone to achieve their short-term, medium-term, and long-term career goals.

8c. The First Day at Work

On the first day of work, a job coach should:

- Ensure that the employer provides a thorough induction, and the individual understands what their role is.
- Try to remember co-workers, supervisors and managers names so you can assist the individual to remember them.

- At tea and lunch breaks, you assist the individual to integrate by facilitating conversation with others at the workplace.
- Ensure the individual can use the canteen and refreshment facilities.
- Be aware that if they haven't worked before or for a while, they may feel tired.
- Think back to the time when you first started a job and how you felt, and the confusion or bewilderment when it becomes too much to take in. The new stater should be reassured that this is natural.
- Always be mindful that your role is to promote the individual and not yourself, you are that individuals' greatest advocate.

8d. Systematic Instruction

Training in Systematic Instruction (TSI) is a method of delivering structured training so that people can undertake complex tasks accurately. It is recommended that job coaches receive TSI training before supporting jobseekers in the workplace. TSI has three basic components:

- Task analysis: Breaking down a task into a series of teachable steps.
- Teaching strategies: Using a range of teaching techniques to support the learner.
- Fading support: Gradually withdrawing support so the learner can perform the task independently.

8e. Task Analysis

Those areas where the natural method cannot be used will need to be analysed and broken down into small trainable steps. This is a task analysis, and it should be based on the natural method for training staff. A task analysis is made up of stimulus-response chains. The stimulus is the cue which tells you to do something. It naturally informs you that something needs to be done. A response is the action that needs to be done, which will normally lead to another stimulus or cue.

8f. Types of Instructional Assistance

When you start to train in the workplace, the job coach has all the power in the relationship. They know what is expected of the employee, what the employer

expects, and are aware of the method in which they are to be trained. The job coach is going to bridge the skills gap, training in a structured and organised way, shifting the balance of power over time.

There are four types of instructional power, called the hierarchy of prompts. These are:

- Demonstration
- Physical assists
- Verbal assists
- Gestural assists

In order to be able to fade support over time, a job coach will need to move from demonstration to independence.

Demonstration is used at the beginning of training, so the individual has a clear understanding as to what is required of them. It uses maximum instructional power as the employee's role is to merely observe and nothing is required of them.

Some individuals will need physical assists or prompts – physically guiding their hands to actually perform a required action. Physical assists are used primarily at the beginning of training because in terms of power balance, the individual acts only with the job coach's assistance. You need to be aware that some people may not respond to this level of intervention, for example some people who are autistic.

Verbal assists are used primarily in the middle of training. This means providing assistance to perform a task through communication. The information you give should only be what they need to perform the task or action and not be part of conversation.

If a job coach assists an individual to perform part of a task by gesturing a correct motion or action without touching them, this is called a gestural assist. Gestural assists are used towards the end of training as they are the least intrusive of all of the prompts.

Sometimes, our body language can signal an instruction without our being aware of it. This can include the way you sit, eye movement and even distance. All of these can give information subconsciously. As a job coach, you must be aware of this because if you are giving unconscious signals, it will cause difficulties in fading support.

The key to providing effective in-work support is to intervene as soon as you are sure that the worker is going to make a mistake. A job coach should be sure that an error is going to be made and be quick enough to intervene. By allowing the individual to act, you have given them the chance to demonstrate their skills and abilities. But, by intervening at the right time before any errors are made you will ensure they do not suffer any negativity associated with failure.

When providing in-work support, a job coach will need to consider how they will be able to fade their support over time. These considerations are:

- If you give physical assists, try to replace them as soon as possible.
- Start off with the most natural prompts and only increase power if necessary.
- When using verbal prompts, make sure that you don't get into conversation.
- Think about environmental conditions, such as noisy work environments.
- If one of your prompts doesn't work, try another way!
- If you do not provide enough information the individual won't be able to learn.
- Never provide the individual with work instructions.
- Never directly supervise the individual in the workplace – this is the role of the employer.
- Identify who the individual will work alongside (natural support) and facilitate that relationship.
- NEVER do the job for the individual.

8g. Using Reinforcement and Encouragement

In every job role, there is what is known as natural reinforcers. These are things that are rewarding about job roles and provide motivation for people to perform well.

These can be:

- Payment

- Praise from colleagues
- Job satisfaction
- Social interaction
- Status, self-esteem, and confidence

These are things that naturally occur in the workplace.

A job coach must always think about how they are going to fade their support as the aim is independent working. Having a job coach is something that isn't normally present in the workplace. If job coaches become a reinforcement for the individual to perform well in their role, then the chances of fading become less possible.

8h. Aids and Adaptations

Some individuals may need aids and adaptations to effectively carry out their job role. A job coach will need to carefully consider these as you do not want them to draw negative attention to the disabled employee. There are a wide range of assistive technologies available, including schedulers and programmable support apps.

8i. Fading Support

When providing in-work support and fading, a job coach should:

- Focus on training the employee only on tasks to be taught using natural methods, supplements to natural methods, or natural supports.
- Ensure that you are never supervising the individual.
- If the individual is able to use the canteen and is socially included, do not join them again for lunch – this will lead to other co-workers sitting elsewhere.
- If they are able to clock in and start work, start fading from the beginning of their day. The same goes for the end of the day.
- Make sure the employer has your contact details and respond immediately to any concerns or issues.
- If the individual becomes too close to you, get another job coach to replace you. It is good practice to change job coaches as this will show how much the individual has learned.

Regular reviews or appraisals will monitor the implementation of the in-work support plan. As the jobseeker develops their skills and productivity then plans can be agreed to fade job coaching support.

Services should maintain regular ongoing contact with employers as we know that many disabled people lose their job in the first 24 months. This contact will help you to track job retention, address any issues impacting on the employer or worker, and offer continued marketing opportunities.

8j. Top Tips for In-Work Support & Career Development

- Develop in-work support plan with jobseeker and employer prior to first day in job.
- Prior to starting any in-work support, explain the way you are going to job coach to the individual, which will include no conversation. By engaging in conversation, you will be distracting from the task and therefore the learning, and individuals are far more likely to make a mistake. In addition, engaging in a conversation means individuals are far less likely to form relationships with their co-workers, and you will have difficulty withdrawing support as individuals may miss that conversation and social interaction. These needs explaining to the job starter, their family, and any relevant co-workers.
- Be aware of any pressure or stress you are feeling as a job coach as this can transfer to the individual. If a job coach is stressed and nervous about someone succeeding, it is likely that these feelings will rub off on the individual. It is important to try and relax as much as possible.
- The word “NO” is out! Unfortunately, many disabled people have had negative experiences when it comes to learning. Using the word “no” or the phrase “no, that’s wrong” implies failure and provides no useful feedback as to where they have made a mistake. At worst, they will disengage from the task.
- A job coach needs to know what they are going to train. If you don’t spend time with the employer prior to the individual starting their new job, you will in effect be learning the job at the same time. By doing your groundwork prior to starting you will greatly increase the chance of success.
- Job coaches need to take ownership of any in-work support they provide and strive for what is called errorless learning. This means that you take ownership

for any mistakes the individual makes in completing tasks due to not intervening at the right time to stop the error, not providing sufficient information or not being sufficiently prepared. If the individual makes a mistake, you should apologise, take the task away and correct it yourself, and then give the task back for them to continue.

- Remember that no news is good news. If an individual is performing well, the use of praise will distract from the task, and eventually they will stop concentrating and look for reinforcement from the job coach. Some people may become reliant on praise and, when you try to withdraw support, their standard of work will deteriorate. There are exceptional circumstances where you may have to use praise to boost someone's confidence. This should be used sparingly and withdrawn as soon as possible.

8k. Policies and Documentation for In-Work Support & Career Development

<Enter links here to your service policies and any documentation related to customer engagement>

9. Supported Employment Quality Framework (SEQF)

The SEQF was originally developed in 2017 to establish a quality framework for the provision of Supported Employment to improve services for disabled jobseekers, employees, and employers.

The SEQF is intended to establish a core set of values and quality standards that Supported Employment service providers should uphold. Supported Employment

services should ensure that every individual seeking paid employment receives high-quality support to find, maintain, and flourish in well-matched employment opportunities. Employers seeking to promote workforce diversity should also receive high-quality assistance to guide them.

By evaluating the provider's adherence to SEQF model fidelity, external fidelity assessment can both certify and grow the quality of the provider's Supported Employment services to jobseekers, employers, and commissioners. Providers should also self-assess their own fidelity at at least annual intervals and should have in place a set of internal training and development activities to drive continual improvement in fidelity understanding adherence and delivery across staff members.

Following a self-assessment tool, an independent SEQF assessment takes place. An SEQF external assessment has two key purposes. First, the external assessment enables SEQF providers to receive an externally validated score of the current fidelity of their service across each element of the SEQF model fidelity. This helps services to benchmark their service, understand its strengths and areas for development, and potentially to receive SEQF fidelity recognition.

Second, an SEQF external assessment enables providers to be supported in a process of continual SEQF improvement. It is a constructive external assessment that encourages self-reflection and is oriented towards supporting providers in an ongoing improvement journey. Whilst providers will naturally be focused on their current fidelity score, more important is that providers engage with the external assessment as part of an ongoing process of reflection and continual improvement.

There are various resources available for Supported Employment providers within the Membership Area of BASE's Your Membership to support self-assessment and external assessment.

9a. Preparing for a SEQF Assessment.

There is [comprehensive information](#) available about preparing for an SEQF assessment. The first step is to prepare for and carry out a self-assessment against the framework's criteria. This will require evidence to substantiate your scoring.

We recommend that services establish a calendar of activity across the year that gathers, collates, and analyses evidence on which to make judgements and identify actions. There are four main types of evidence:

- Data – this could be information on job outcomes, job sustainment and include key indicators on themes such as rates of pay, weekly hours of work, occupational roles secured, vocational sectors engaged, and time from referral to job start.
- Process compliance – this looks at whether staff are undertaking their duties in compliance with the Supported Employment model and organisational policy and procedures. It can include the quality of documentation and the use of databases.
- Observation – this might include observed practice across different stages of the model.
- Feedback – this can include analysis of the results of staff, employer, and jobseeker surveys as well as customer complaints and suggestions.

It helps to establish a strategic action plan that can be continually monitored and updated. This will greatly ease the pressure of a self-assessment and foster an attitude of continual improvement.

Monthly monitoring will ensure that you identify supporting evidence of strengths and weaknesses so that you can make informed decisions on quality improvement. The action plan can then be updated and the evidence banked for later use.

9b. Top Tips for SEQF

- ➔ Make sure that you understand the importance of quality.
- ➔ Bank evidence as you go along and file it under the appropriate SEQF sections.
- ➔ Establish a calendar of activity to identify evidence e.g. February might include analysis of job outcomes, observations of two staff, an employer survey, and an audit of vocational profiles.

- Be honest with yourselves – does the evidence support your scoring against the SEQF criteria. It's better to underscore rather than overscore.

10. Other Aligned Provision

Supported Employment techniques are also used across a range of other initiatives.

10a. Inclusive Apprenticeships

Inclusive Apprenticeships are a recognised route into employment. Inclusive Apprenticeships should provide support to disabled people and ensure that reasonable adjustments are made throughout the apprenticeship lifecycle. There are specific criteria around English, Maths and functional skills regarding Inclusive Apprenticeships and these rules change periodically so we would recommend staff supporting disabled people onto Inclusive Apprenticeships keep up to date with guidance. [Apprenticeships](#)

10b. Individual Placement & Support (IPS)

IPS is a Supported Employment approach that has been developed for people experiencing severe mental health issues. Its usage has expanded to other population groups over the past decade including individuals with low to moderate mental health and/or physical health conditions as well as substantive misuse issues. IPS principles and values differ only slightly from SEQF Supported Employment. However, the details of the IPS model in terms of its fidelity scale and implementation do differ in significant ways from SEQF Supported Employment given the differing population groups between the two. A key difference for example is the need inside IPS to co-locate and integrate IPS employment support staff with relevant clinical teams. Conversely, elements like travel training, TSI and job analysis that are often key for individuals within learning disabilities and/or neurodivergence and/or other disadvantages are found within SEQF Supported Employment but not within IPS services. As such, IPS and SEQF should be considered as parallel, complementary Supported Employment models tailored to different population groups.

Further information: [What is IPS? - Individual Placement Support - IPS Grow](#)

10c. Supported Internships

Supported Internships are an education study programme for young people with learning disabilities aged 16 to 25 with an Education Health & Care Plan (EHCP) or a Learning Difficulty Assessment (or their equivalents in Wales and Scotland) who want to move into employment and need extra support to do so. Put simply, they are an exit route from education into paid employment.

Supported Internships are work-based learning placements within mainstream employment settings. The aim is to secure a job at the end of the placement. Placements should last 6-12 months and normally would extend to at least 20 hours per week. Often, they involve three rotations i.e. the learner would try out three work roles within the company. A school, college or training provider delivers group learning around the placement, often at the start and end of the day, but sometimes through day release. Many colleges contract with Supported Employment agencies to provide the job coaching element of the course and to support onwards career pathways. Employers also play a key role in the internships. The key is to develop a strong partnership between employer, college, Supported Employment provider and the local authority.

Further information: [Supported internships - GOV.UK](#)

11. Further Training & Resources

BASE has numerous opportunities for providers to support Continuing Professional Development through our membership and training offer.

BASE have produced [a variety of free resources](#) to support organisations through the SEQF process. More resources can be found in Your Membership within the BASE community.

Additionally, there are further free [short training videos](#) for people to access covering Supported Employment and accessibility.

Inclusive Trading CIC was established in 2010, and is owned by BASE, the charity and with a shared mission that employment must be for all.

Inclusive Trading CIC delivers high quality, training, and consultancy to support the Supported Employment sector. Inclusive Trading is committed to offering and delivering accredited and non-accredited training and consultancy to Supported Employment providers and other customers to reflect the wide range of skills used within the Supported Employment industry.

If you're interested in learning more about the cost and membership benefits of joining the BASE community please visit [Join BASE - The British Association of Supported Employment](#)

For more information on the training and other services available through Inclusive Trading CIC visit [Training and Consultancy - Inclusive Trading CIC and British Association of Supported Employment](#)

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