

Self-Audit Continuous Improvement Review		
Date of the Review:	16 th June 2022	Purpose of a review: 1. Supports continuous quality improvement in programme performance. 2. Provides a tool for your steering committee to identify your best practices as well as areas for improvement and strategic planning. 3. Identifies areas where a programme site is out of alignment with model fidelity.
Programme Name:	West Middlesex University Hospital - Chelsea and Westminster Hospital NHS Foundation	
License Holder:	The Queensmill Trust	
License Date:	10/09/2018	
Programme Start Date:	10/09/2018	
Reason for Review:	Part of Certification Package	
Reviewer:	Carmel McKeogh and Gordon Smith	
PS Programme Specialist:	Vinny De Falco	
Partner Type	Partner Name	Contact
• Host Business	West Middlesex University Hospital - Chelsea and Westminster Hospital NHS Foundation	Kathryn Mangold
• Education	The Queensmill Trust	Rachel Thompson
• Supported Employment	Action on Disability/ The Shaw Trust	
• Local Authority	Various	
Programme Data Summary (Please fill in data for the current programme year and the prior 2 years)		
Current Year # Applications: 8 # Accepted: 6 # Graduated: 5 # Employed: 4 to date # Internships: 20 Comments:	Prior Year 1: # Applications: 7 # Accepted: 6 # Graduated: 6 # Employed: 2 # Internships: 12 Comments: Completed additional term due to Covid	Prior Year 2 (If Applicable): # Applications: 10 # Accepted: 8 # Graduated: 8 # Employed: 3 # Internships: 17 Comments:

Auditors Report

Introduction

It was a pleasure to visit the West Middlesex University Hospital - Chelsea and Westminster Hospital NHS Foundation DFN Project SEARCH programme and meet your team. A summary of your Continuous Improvement Review and our discussion at the Steering Committee Meeting is contained below. This audit is being provided as a part of your group DFN Project SEARCH implementation package. The recommendations, suggestions and other comments have been offered as feedback to the team to support continuous improvement efforts. Some recommendations are identified as core-critical to model fidelity and programme success. These need to be responded to in writing within six months. Your team may want to incorporate recommendations and suggestions into a multi-year strategic plan and some hints and tips on how you might do that are included below.

Additional details are contained in the detailed Audit Report below and in the Fact Checker Pro-Forma that you supplied to us. If you have questions about the report or the recommendations, please do not hesitate to contact Carmel McKeogh or your programme specialist for further advice. Thank you for the opportunity to visit and review this programme.

Contributions to the Audit

We would like to thank the following people for their contributions to this audit:

- The host business liaison and the managers and mentors that we spoke to at meetings and on visiting rotations.
- The tutor, the job coaches, and their line managers who we met in person and online.
- The interns and graduates who we met in person.
- The parents that we met online.
- The members of the Steering Committee who were available to hear our verbal feedback.

Overarching Comments

During the initial feedback to the Programme site Gordon and I were keen to share with the Steering Group that we thought that this programme offered an exceptional service to a significant number of complex learners. There are very many areas of excellent operational practice from the onsite team that could be shared by this specialist team to support others across the DFN Project SEARCH family at the UK conference and at the inset days. The programme is of strategic importance to the Trust and the wider health community, and the Business Liaison has ensured that the case for supporting more complex learners with autism is made widely throughout London with much enthusiasm and passion. The commitment of the college and the business is excellent, and both the Trust and the College do their absolute best to support the interns to get the best outcomes possible whilst taking parents/carers on that journey too. Gordon and I were happy to commend this programme for its hard work, dedication, outstanding practice, and the ambition to serve those more complex learners in the community and push the boundaries on what can be achieved.

Notable Achievements and Practice

1. This is a programme of significant strategic importance to the school, the college and to the NHS Trust and to the community. The passion for the programme and the young people is palpable!
2. The commitment of the staff involved at every level is excellent. Every person is dedicated to getting the best outcomes for the young people and working collaboratively to achieve that.
3. The onsite team are excellent! The tutor's teaching skills are exceptional, and he demonstrated very significant skills in terms of differentiating learning for the complex learners he supports as well as a very 'adult to adult' but supportive and caring relationship with them when we observed him in the base room. The lead Job coach is also exceptionally talented and thoughtful. His standards of job coaching skills and his use of reasonable adjustments in the form of practical materials to support the young people when on placement is second to none and makes a huge difference to both the young people and the managers and mentors. Reports of the equally excellent skills and approach of the other job coaches was also received from managers and mentors although we were unfortunately unable to observe them during our visit.
4. The Business liaison has ensured that the Trust and the wider health community are aware of the programme and the achievements that have been realised for the young people. She has also ensured that the case for supporting people with more complex autism and learning difficulties to contribute to the wider jobs market as valued employees has been made across the health sector. The college and the school have contributed enormously to that work in partnership with the business liaison lead at both a strategic and operational level.
5. Everyone involved in this programme is very committed to DFN Project SEARCH and the outcome of employment, however the complexity of the interns has meant that full time paid work has been difficult to achieve for almost all programme participants.
6. The team applies the DFN Project SEARCH systematic recruitment process which is very well organized, and all partners are involved.
7. The current interns are very positive about the programme and feel very well supported by both the onsite team and the managers and staff at the hospital. They feel they are learning beneficial skills that will support them when they leave the programme, and they are regarded as part of the Trust's team.
8. There are strong working relationships in place between the onsite team and the host business managers and mentors which is vitally important when the interns' needs are more complex, and managers and mentors also benefit greatly from that additional support too.
9. This programme offers a great range of marketable job skills for the interns to learn and significantly enhances their life skills and confidence.
10. The records kept by the team are excellent, well ordered and extremely valuable in terms of tracking progress
11. The graduates that we met as part of this continuous improvement review all had mature outlooks and were positive about the benefits they have received from the programme and the achievements they are continuing to make. They made it clear that their move into employment was vitally important to them and their families and could not have been achieved without this programme
12. The parents view of the support that they get for their young person is excellent. They reported feeling that they enjoy the benefits of excellent communication from the onsite team, that the onsite team understand their young persons needs and aspirations in a way they have not seen before. They noted that their young person has changed dramatically during the programme in that their confidence, communication, stamina, and general ability levels have increased exponentially in relation to progress in previous years.
13. There are two major issues for this programme in terms of its compliance with the DFN Project SEARCH model fidelity. Firstly, the team find it very difficult to move young people into posts of 16 hours or because of the complexity of learners. Secondly, in the coming year the programme will be run over two sites with teaching and coaching delivered for 2 days per week rather than at the beginning and the end of the day which is not model compliant. Both issues will be dealt with later in this report.

14. Steering Group includes a parent representative from the start which is something that other programmes do not have at present. This is commendable and exceptional practice.

Critical Issues to be addressed by your steering committee

1. Partners can be reassured at the next steering group meeting that the DFN Project SEARCH model does recognise employment outcomes **for all interns** regardless of the number of hours worked. All employment outcomes are stated for all programmes in the data that is shared publicly.
2. Best practice in England in terms of the delivery of supported internships now fits with the Project SEARCH model and recognises that paid employment must be the goal for all young people moving onto a supported internship programme. The team fully recognise this and are completely bought in to employment as the desired outcome. Using supported internships as a route to further full-time education or volunteering is not appropriate such aspirations can be met by other more suitable courses or interventions and indeed the business liaison is already working on some volunteering options to enhance skills.
3. The Steering Committee should consider ways in which they can support the creation of a wider pool of applicants. This particularly needs the support and expertise of the relevant local authorities. Your Programme Specialist will also be able to tell you where all the neighbouring programmes are so that you can look at the opportunity of working in partnership with them
4. It is understood that there is a challenge with the location of the base room and working across two sites however the 'book ending' of days with education input and 5 days per week immersion in quality internships inside the host business are key elements of model fidelity. We would strongly urge the team to work on ways to timetable the curriculum and interns in the way the model recommends.
5. Job coach capacity can be increased using access to work funding and this should help the team to return to model fidelity. Five days internship coaching will be funded rather than three and this could help with some of the logistical issues of moving people from the base room to their internships and allow the tutor the opportunity to work across all three sites and add that specialist education support that he can bring in the workplace as well as in the classroom.

Suggestions for Improvement

1. The aspiration must always be to support young people to work as many hours as they are able to when they make that move into paid work and in fact the team were able to move an intern into full time work. Attaining full time employment has significant benefits for people in terms of financial independence, improved employee benefits and increased social participation opportunities. It is worth remembering that during the DFN Project SEARCH year most interns will spend around 25 hours per week on site and this is designed to help to build their ability to work at least that number of hours per week whenever possible. The auditor will take this issue up with the CEO of DFN Project SEARCH and the founders of the programme in the US, but given that the majority of jobs that DFN Project SEARCH young people move into are over 16 hours it is unlikely that this will change as it would negatively impact on outcome aspirations for interns across the world.
2. Make sure the local authority SEND champions across the appropriate London Boroughs have good and up to date information about the programme for potential applicants
3. Consider developing a local and social media campaign to attract more applicants.
4. The new arrangement that is being developed with the Shaw Trust for follow along services sounds excellent and should bring significant benefits. This will clearly have to be monitored to ensure it lives up to expectations
5. The creation of an employer forum for the programme could be useful. It is suggested this forum would be made up of a small number of businesses who have vacancies that might be attractive to interns and with whom strong relationships can be formed so that the levels of support for interns and managers and mentors remains as high as it is in the Trust.
6. The Trust and the college are used to winning awards for the work they do and are disappointed that they are unlikely to win awards for jobs achieved at 16 hours or more per week. However, there are other awards that the team could aspire to that would enable the team to get the recognition for the programme that they are ambitious to achieve

7. Invite people and organisations who might put forward applicants to tour the site and meet the current interns.
8. Improve the contribution from local government with increased involvement and get regular input from at least one local authority on the steering group
9. Consider strengthening the steering committee with other members such as the DWP, a former intern and a representative from Parents Active forum.
10. As mentioned earlier it might be useful to establish a small employer forum for the programme and it might also be helpful if one of those employers was on the steering group.
11. Use the training on the portal at steering committee meetings to refresh knowledge and focus. For example, the online session on aspirational career development would be an interesting training video to watch and reflect on as a team
12. Onsite team and business liaisons continue their important work together on engaging other teams/departments within the Trust to increase the number of opportunities.
Bring Voc Fit into school/college earlier so that work can begin sooner on job matching and career exploration with learners.
13. Develop a strategic improvement plan with the support of your Programme Specialist.

Creating an Improvement Plan

We recommend that in response to the audit findings your steering Committee meet as a team to develop a strategic plan for continuous improvement. Please include all steering committee partners in the process to foster buy in which is a critical component of success and remember the people doing the work should be the ones developing the plan. Ask people to come prepared to contribute to make decisions.

Use the strategic plan as a framework for your yearly goal setting and incorporate the audit feedback as part of the programme's continuous improvement commitment. It is important that you customise it to your needs and culture, but we recommend that you pay attention to the following elements

- **Vision** - Statement that helps people to understand what you are about in one sentence. What do you want for the end recipient? What would be perfection for them? EG – Our vision is for people with learning disabilities to have a choice based successful career that enables them to live a full and independent life
- **Mission statement** – The vehicle to drive your vision - we provide these features, so people can attain the vision. EG – DFN Project SEARCH prepares people with learning disabilities for success and in competitive employment in an integrated setting.
- **Values** - 5 to 10 statements that express the values or the guiding principles of the DFN Project SEARCH programme. They will be based on features such as – Integrity, Collaboration, Communication, Belief in the interns etc.
- **Critical Success Factors** – Highlight the things that you feel are critical to the success of your programme EG – Partnership working, skilled on-site team, communication, and marketing etc.
- **Priorities of the Programme** – What are the immediate priorities of the steering committee and what needs to be addressed right now.
- **Programme Goals** – What are the goals 1-3 years out. Set SMART targets and review regularly. Consider the format you wish to use for goal setting that will make it easy for you to monitor progress.
- **Optional Planning Elements** –
 - Consider what data and information you will need to help you set your targets.
 - Think about any particular challenges you face such as geographical issues or problems in the jobs market
 - Will a SWOT analysis be helpful to you?
 - Consider using appreciative enquiry to build on your strengths

Support from DFN Project SEARCH

Your Programme Specialist is available to assist you with your post-audit planning and can dedicate one day to assist you to take things forward. Please do not hesitate to contact Vinny DeFalco if you have any queries on how to get the most from your audit.

Auditors Name: Carmel McKeogh and Gordon Smith

Report Dated: 13/07/2022

Critical Success Factor Review

1.0 The Outcome is Integrated, Competitive Employment.

Aim: The partnership works to ensure that all participants are successfully employed in a role that suits each individual

1.1 DFN Project SEARCH Definition of Employment	
a. 70% to 100 % of each class has achieved full-time, paid employment within 9 months of graduation	No
b. Employment occurs in integrated (people with and without disabilities) work settings.	Yes
c. Employees earn the going market rate for a given job.	Yes
d. Employees work a minimum of 16 hours per week with the goal of full-time employment.	For the most part no
e. Employment involves complex and systematic work.	Yes
f. Internships are designed to offer specific marketable skills that match labour needs in the local community.	Yes
g. Paid jobs reflect the complex and systematic skills learned in the internships/rotation.	Yes
1.2 Transition to Employment	
a. A job development lead is identified for internal employment in the host business and for external employment in the community (this may be the same person but needs to be specified).	Yes
<ul style="list-style-type: none"> • The job development lead attends employment planning meetings 	Yes
<ul style="list-style-type: none"> • Job development leads meet with, and observe, the intern during the DFN Project SEARCH year to ensure that they are familiar with their aspirations and capabilities. 	Yes
<ul style="list-style-type: none"> • The job development lead and instructor communicate on a regular basis regarding the intern’s skill development and employment goals. 	Yes
b. There is an intentional employment plan for each intern that spans the period from the beginning of the 3rd internship through 60 days after graduation:	Yes
<ul style="list-style-type: none"> • The plan is developed and discussed with the intern, family, and critical team members at employment planning meetings. 	Yes
<ul style="list-style-type: none"> • All available employment supports are explored, and relevant eligibility processes completed. 	Yes
<ul style="list-style-type: none"> • Steering committee and family members are active participants in the strategic job development process. 	Yes
c. There is an intentional employment plan for each intern who is not employed 60 days after graduation and beyond:	Yes

<ul style="list-style-type: none"> • The Supported Employment Provider and/or other designated person are responsible for external job development. • A transfer of the plan to the designated person must occur before the end of the 60 days. • The job development lead and graduate meet at least twice a month to go over the plan and explore potential supporting activities (eg: Job Clubs). • A new plan for ongoing job development is made for graduates who are not employed upon completion of the programme year or within 12 months of graduation from the programme. 	<p>Yes</p> <p>Yes</p> <p>Not yet but in pace</p> <p>Not yet but in place</p>
1.3 In-Work Employment Support	
<p>a) All interns have a plan for long-term in-work services before graduation.</p> <ul style="list-style-type: none"> • If the graduate is not eligible for supported employment services, additional resource options are explored such as Local Authority funding, Access to Work, and natural supports. • Employed graduates receive long-term in-work services to retain employment. • The plan includes a schedule of periodic check-ins with the employer and graduate by a named job coach. 	<p>Not yet but in place</p>
<p>b) Long-term in-work services that occur at the host business are provided by a supported employment provider/person.</p> <ul style="list-style-type: none"> • Ideally that agency should be the same supported employment provider/person that provides skills training/job development during the DFN Project SEARCH programme year. 	<p>Not yet but in place</p>

Summary

<p>Comments:</p>	<p>There is a strong commitment to employment at this programme and everyone understands that this is the goal. The young people are seen as capable of gaining employment and trained systematically to be able to enter the jobs market.</p> <p>The team understand the benefit of full-time work and have achieved that goal for one intern on programme, but it is not the aspiration for the overwhelming number of interns that the team support or their families which creates some tension for this particular programme and model fidelity.</p> <p>The team are nevertheless completely committed to being part of the DFN Project SEARCH family for its aspirational approach, its structured model, ongoing learning and development activity and quality assurance which fit very well with the principal partners approach and values.</p>
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	<p>It is challenging to secure employment within the host business because of ongoing budget pressures, however some excellent roles have been created or applied for that have really suited both the organisation and the young person within the hospital and with their facilities management provider ISS.</p> <p>The programme needs to broaden the scope for employment by engaging with other local employers. However, the relationship with those employers would need to be invested in as the complexity of interns would mean the employer would need an ongoing relationship with the onsite team and the follow along support.</p> <p>The move to have placements both at West Middlesex and Chelsea and Westminster should broaden the internship and employment opportunities too.</p> <p>The follow along support delivered with the help of Action on Disability has not been as successful as was hoped at the beginning of the partnership and a new relationship has been established with the Shaw Trust to pick up follow along support. The team are hopeful that this support will be better funded and delivered and will allow for a closer relationship with the onsite team during the Project SEARCH year so that transition between services is seamless and in line with the DFN Project SEARCH model fidelity</p>
<p>Strengths:</p>	<ul style="list-style-type: none"> • Everyone involved is clear about the fact that this programme is about employment for the interns. • The jobs that people move into are in line with their aspirations and the training that they have received. Their move into employment is carefully planned and excellent support structures are put in place for both the graduate and the mentors and managers. • The team know that they need to remain connected to interns as far as is possible once they graduate into work to ensure the continuity of their employment and develop longitudinal data for the programme
<p>Challenges:</p>	<ul style="list-style-type: none"> • The challenge for the team is that all the interns on the programme have complex autism and learning disabilities and so attaining employment that is suitable for them and spans 16 hours or more per week is very difficult and not always in line with the young person's aspirations. • Some graduates have had to move into bank roles as a step into employment as the Trust uses this mechanism generally as a route into work when budgets are tight. • The Trust cannot be the only employer that is recruiting graduates from the programme if employment aspirations are to be met. However, when working with other employers, because of the complexity of learners it will be necessary to form strong and long-lasting relationships. • A new relationship with a new partner who will deliver follow along support is about to begin and it will be important to embed that

	<p>quickly and effectively whilst also supporting an extended programme in terms of placements and geography</p>
<p>Critical Issues to be addressed by your Steering Committee</p>	<ul style="list-style-type: none"> • Partners can be reassured at the next steering group meeting that the DFN Project SEARCH model does recognise employment outcomes for all interns regardless of the number of hours worked. All employment outcomes are stated for all programmes in the data that is shared publicly. • Best practice in England in terms of the delivery of supported internships now fits with the Project SEARCH model and recognises that paid employment must be the goal for all young people moving onto a supported internship programme. The team fully recognise this and are completely bought in to employment as the desired outcome. Using supported internships as a route to further full-time education or volunteering is not appropriate and such aspirations can be met by other more suitable courses or interventions.
<p>Suggestions for improvement:</p>	<ul style="list-style-type: none"> • The aspiration must always be to support young people to work as many hours as they are able to when they make that move into paid work and in fact the team were able to move an intern into full time work. Attaining full time employment has significant benefits for people in terms of financial independence, improved employee benefits and increased social participation opportunities. It is worth remembering that during the DFN Project SEARCH year most interns will spend around 25 hours per week on site and this is designed to help to build their ability to work at least that number of hours per week whenever possible. • The new arrangement that is being developed with the Shaw Trust for follow along services sounds excellent and should bring significant benefits. This will clearly have to be monitored to ensure it lives up to expectations • The creation of an employer forum for the programme could be useful. It is suggested this forum would be made up of a small number of businesses who have vacancies that might be attractive to interns and with whom strong relationships can be formed so that the levels of support for interns and managers and mentors remains as high as it is in the Trust • The Trust and the college are used to winning awards for the work they do and are disappointed that they are unlikely to win awards for jobs achieved at 16 hours or more per week. However, there are other awards that the team could aspire to that would enable the team to get the recognition for the programme that they are ambitious to achieve

2.0 The focus of the programme is on serving young adults with learning disabilities who can benefit from personalised support, in an intensive year of career development and internship experience.

Aim: The partnership raises local awareness of the programme and annually recruits individuals most in need of the DFN Project SEARCH design.

2.1 Intern Eligibility	
a) We classify a young adult as an individual aged 17-30. We recommend interns are grouped accordingly to promote cohesiveness within the cohort.	Yes
b) All interns must meet Department of Education requirements, such as having an education transition plan and/or meet other eligibility criteria for suitable employment routes set by the local authority.	Yes
c) The programme embraces interns with compounding factors such as poverty, homelessness, foster care, mental illness, and/or complex medical needs. The programme accesses additional resources as needed by each individual.	Yes
2.2 Recruitment and Selection	
a) There is a systematic application and selection process in place that includes an intern recruitment plan and timeline. The plan includes outreach to: <ul style="list-style-type: none"> • Local Authorities, schools, and colleges • School and college leavers and Jobcentre Plus • Social workers and career services • Children and Adult commissioners • Families and parent organisations • Other local stakeholders • Applicants tour the host business during the recruitment process. • All team members are involved in speaking to schools and community groups. Current interns are involved in the presentations. • Marketing/recruitment materials are provided to schools, colleges, agencies, potential interns, and families. • Families are met with to assess their commitment and are provided with a “Better off in work” calculation. 	Yes
b) There are continually high applicant numbers to ensure a robust programme <ul style="list-style-type: none"> • The programme class size consistently meets the number needed for financial sustainability • 1-2 reserve interns are selected prior to the start of the programme. Those alternates have access to at least 2 complete internships 	Yes
c) A selection committee made up of steering committee members is in place representing all partner organisations. The instructor and skills trainer are included. There is representation from the host business.	Yes
d) A skills assessment day is part of the selection process and includes: <ul style="list-style-type: none"> • Representation from all partner organisations • Skills stations that reflect the internships of the Host Business (department managers are invited to participate) • An in-person interview • Education and family information, assessment scores and team conversation to review and select applicants 	Yes

Summary

<p>Comments:</p>	<p>The programme attracts young people well suited to the internships available at the Trust</p> <p>The number of applicants could be increased with the continued support of local authorities to reach more interns and parents. Evidence shows that programmes with bigger numbers achieve better results. The expansion of the college and the programme working across two sites may result in greater numbers being attracted to the programme.</p> <p>The team ensure through the West London Alliance that they reach local authority SEND teams and also present to Colleges throughout the year as well as attending the West London Alliance fair online or in person each year.</p>
<p>Strengths:</p>	<ul style="list-style-type: none"> • Interns successful in gaining a place on the programme are well suited to the opportunities on offer. • The team applies the DFN Project SEARCH systematic recruitment process which is well organized, and all partners are involved.
<p>Challenges:</p>	<ul style="list-style-type: none"> • The programme would benefit from increasing the number of interns. • Because the programme draws from lots of local authority areas there is no one local authority with whom the team have developed a strong relationship although this is being worked on now and hopefully a strong leading relationship or two will develop.
<p>Critical Issues to be addressed by your steering committee:</p>	<ul style="list-style-type: none"> • The Steering Committee should consider ways in which they can support the creation of a wider pool of applicants. This particularly needs the support and expertise of the local authorities. Your Programme Specialist will also be able to tell you where all the neighbouring programmes are so that you can look at the opportunity of working in partnership with them

Suggestions for improvement:	<ul style="list-style-type: none"> • Consider developing a local and social media campaign to attract more applicants. • Invite people and organisations who might put forward applicants to tour the site and meet the current interns. • Make sure the local authority SEND champions have good and up to date information about the programme for potential applicants.
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3.0 The programme is a collaborative partnership. Using support and resources from: The Host Business, Education, Supported Employment Provider, Local Authority, Family Advisor, and Department of Work and Pensions (where available).

AIM: The partnership works together to offer a smooth and successful programme for local young people with substantial learning disabilities and/or autistic spectrum conditions.

3.1 The Steering Committee	
a) Roles and responsibilities of steering committee members are clearly defined and agreed upon by the team.	Yes
b) The steering committee meets on a regular basis. <ul style="list-style-type: none"> • Meetings are at least monthly during the planning phase and the 1st year of programme implementation, and at least every other month following this to drive and monitor progress. • There is a representative on the committee from all partners. • The instructor and skills trainers are included on the steering committee. • Each committee member will complete DFN Project SEARCH training (including modules available on the Member Portal, and any available in-person training). 	Yes Yes Yes No
c) All partners are actively involved in the significant elements of the programme: <ul style="list-style-type: none"> • Programme planning, marketing and outreach, recruitment and selection, onsite team supervision and support, and yearly self-audits for ongoing quality improvement 	Yes
3.2 Pooled Funding from the Non-Business Partners	
a) Funding makes use of existing resources.	Yes
b) Funding is sustainable.	Yes
c) After start-up, the programme operates without the need for grant funding.	Yes
d) Class size is sufficient to create cost-effective resource allocation for all partners.	Yes

3.3 Dedicated, Consistent, Trained Staff	
<p>a) The onsite programme team and key representatives of each partner organisation have received orientation and training on DFN Project SEARCH.</p> <ul style="list-style-type: none"> Each team member will complete DFN Project SEARCH training (including modules available on the Member Portal, and any available in-person training). 	Yes
<p>b) The instructor and skills trainer(s) have received training and have skills and experience in training/coaching, systematic instruction, job, and task analysis.</p> <ul style="list-style-type: none"> The instructor is a qualified teacher/tutor or has a background in special education and relevant experience The instructor is full time and remains on site all day. 	Yes Yes Yes
<p>c) There are dedicated, consistent skills trainer(s) on site. At least one is full time.</p>	Yes
<p>d) The instructor and skills trainer(s) work collaboratively and meet regularly regarding planning, scheduling, intern issues and progress.</p>	Yes
3.4 Licensing	
<p>a) All required start-up fees have been paid to the DFN Project SEARCH programme.</p>	Yes
<p>b) The annual licensing renewal fee is paid starting in the 2nd year of programme operation and each year after.</p>	Yes

Summary

<p>Comments:</p>	<p>There is a very strong partnership between the college and the host business.</p> <p>The steering committee is well chaired and well attended by the college and the host business.</p> <p>Other partners such as AOD and local authorities have proven more difficult to engage with.</p> <p>There is a misunderstanding about how often the DFN Project SEARCH programme specialist should attend the steering group meeting. The DFN Project SEARCH license includes a one-day technical visit from DFN Project SEARCH programme specialists each year if required and support from time to time with issues and problems by mail, phone, or email but there is not the capacity for programme specialists to attend all steering groups in their area unfortunately.</p> <p>The introduction of the Shaw Trust for the partnership will be an opportunity to improve follow along services for the programme as the relationship with Action on Disability did not work as successfully as was hoped.</p>
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Strengths:	<ul style="list-style-type: none"> • The commitment of the two key partners involved in the programme is excellent. They are dedicated to getting the best outcomes for the young people. The steering committee meets regularly and there is a strong collaborative approach. • There is excellent senior buy-in to the programme from the main partners and those senior officers ensure that the case for supporting people with complex learning disabilities and/or autism is made both in the education and health sectors • Positive feedback and praise has been shared by partners for the onsite team and it is recognized by all partners that their delivery on the ground is central to the success of the programme.
Challenges:	<ul style="list-style-type: none"> • The programme will benefit from having more engaged partners from one or more local authorities
Critical Issues to be addressed by your steering committee:	
Suggestions for improvement:	<ul style="list-style-type: none"> • Involve at least one local authority on the steering group • Consider strengthening the steering committee with other members such as the DWP, a former intern, parent of a former intern. • As mentioned earlier it might be useful to establish a small employer forum for the programme and it might also be helpful if one of those employers was on the steering group. • Use the training on the portal at steering committee meetings to refresh knowledge and focus. For example, the online session on aspirational career development would be an interesting training video to watch and reflect on as a team

4.0 The programme is business focused.

AIM: The business provides the guidance and opportunities that will most benefit the interns. The non-business partners respect the business for hosting the programme and teach to the host business's policies and procedures with Reasonable Adjustments as individually needed.

4.1 Business Components		
a) There is a strong business liaison involved in crucial decisions such as intern selection and internal marketing of the programme throughout the business.		Yes
b) The programme is based in a large, high-quality business. <ul style="list-style-type: none"> • It offers a variety of internships (e.g., administration, customer service, materials management, food services, grounds keeping, maintenance, other industry-specific work, and non-traditional internships). 		Yes

<ul style="list-style-type: none"> • Internships intentionally offer specific marketable skills. • The business participates in DFN Project SEARCH without payment or subsidy. 	
<p>c) The business provides an accessible onsite training room for the interns and workspace for the instructor and skills trainer(s).</p>	Yes
<p>d) The business liaison promotes the programme within the host business.</p> <ul style="list-style-type: none"> • The business liaison is involved in identifying internship sites. • The business liaison promotes internal recruiting and appointment when an intern is a good fit for a post. • The business liaison meets regularly with and is accessible to the onsite team. 	Yes
<p>e) The steering committee and onsite team will train mentors/managers/supervisors/colleagues on working with interns.</p> <ul style="list-style-type: none"> • Periodic training is provided for managers and mentors that includes programme overview and goals, information on working with people with disabilities, disability awareness and the roles/responsibilities of the mentor, supervisor, and skills trainer. • Staff teach managers/mentors the tools and techniques necessary to encourage intern work progress/facilitate success. • DFN Project SEARCH videos and staff training resources on the website Member Portal are used to support manager/mentor education and training. • Manager and mentor guides (from the Toolkit) are customised and shared. 	Yes
<p>f) There are mentors for interns at each internship site.</p> <ul style="list-style-type: none"> • The managers/mentors are involved in evaluating interns' progress. • Managers/mentors attend and give feedback during the employment planning meetings, if possible. • Information is gathered from the managers/mentors at the end of each internship to improve the experience. 	Yes
<p>g) The business is benefiting from the programme as a means of improving morale, engaging managers, and mentors, and creating a talent pool to fill posts.</p> <ul style="list-style-type: none"> • There has been a change in the culture. 	Yes
<p>h) Interns are included in department social activities.</p>	Yes
4.2 Intern Immersion	
<p>a) There is total immersion of interns at the host business for a minimum of 6 hours per day, for an entire academic year.</p> <ul style="list-style-type: none"> ○ Interns receive orientation about the business to support them as they prepare for their internships. ○ Interns spend a minimum of 90 minutes each day in the training room. This includes 60 minutes in the morning learning employability skills, and 30 minutes of reflection in the afternoon before day end. ○ Interns spend at least 4 hours each day training in their internships. 	<p>Yes</p> <p>No but is just a temporary situation</p>

b) Where programmes are not tied to the academic calendar, the programme operates for a minimum of 8 months (academic year less holidays.)	Yes
c) Interns train in actual workplace settings.	Yes
d) Onsite staff use the host business's policies and procedures to teach employability skills.	Yes

Summary

Comments:	<p>The business liaison is strong, proactive and the value they add is recognised and valued by everyone involved in the programme. They are active in promoting the programme across the Trust and recognise the opportunities of involving departments and partners in their supply chain.</p> <p>The business liaison ensures that the managers and mentors who support the young people are recognised for their achievements and is very active in ensuring that senior managers in the Trust understand the importance of the contributions of the front-line department managers, mentors, and those from ISS.</p> <p>The programme has been hit hard by the pandemic as it affected work at Trust, and this impacted on the interns themselves and rotations available but nevertheless the team pushed forward as much as was possible to support the interns in this difficult time.</p>
Strengths:	<ul style="list-style-type: none"> • Kathryn is a very strong business liaison, and she knows the programme, the interns, and the families very well. She has been praised by the onsite team and the steering group members for her help and support that goes above and beyond what is expected of a business liaison • Interns are totally immersed in the business, have a sense of belonging and feel they are treated as adults capable of work. • The relationship between the business and the college is excellent and they are respectful and appreciative of the host business and the challenges and opportunities that exist.
Challenges:	<ul style="list-style-type: none"> • Because the Trust is now going to run the programme rotations across two sites with the base room located on a third site the decision has been taken to run classes in two halves and taking two full days out per student leaving only 3 days for the interns to be on rotations. This cuts across model fidelity which calls for: <ul style="list-style-type: none"> ○ The base room to be used for full weeks training for 3 weeks induction and one further week at the beginning of term 2 and 3. ○ Class for 60 minutes each morning thereafter ○ Class for 30 minutes at the end of each day • It is understood that this departure from the model is a response to practical considerations in this first year of using the two sites

	<p>for rotations. However, the team should know that this departure from the model has been tried before and it does not support sufficient intern immersion in the workplace that is critical to the DFN Project SEARCH model. It would be helpful next year to work on how you can come back to model fidelity, even if that means the interns lose some time in the day to travel to accommodate class each day and work each day.</p>
Critical Issues to be addressed by your steering committee:	<ul style="list-style-type: none"> Plan actions that will enable the programme to go back to the model in relation to timetabling the curriculum and interns being at the host business every day.
Suggestions for improvement:	<ul style="list-style-type: none"> Onsite team and business liaisons continue their important work together on engaging other teams/departments within the Trust to increase the number of opportunities.

5.0 The programme leads to acquisition of competitive skills.

Aim: The partnership ensures rigorous skill development so interns acquire enough skills to apply for full job descriptions that individually meet their interests. Families support each intern’s progress by being full partners in the programme.

5.1 Internships		
a)	The programme is typically 36 weeks made up of a 3-week induction, 10 weeks x 3 internships, 2 transition weeks, and a graduation at the end of the programme.	Yes
b)	Before the interns start, the onsite team needs sufficient prep time to begin to: <ul style="list-style-type: none"> Identify the core skills that can be taught in the host business Develop internships by carving actual job descriptions into skill sets to teach Design Reasonable Adjustments based on the known individual needs of each intern 	Yes
c)	Internship development and planning is an ongoing process. It does not end when the programme year starts.	Yes
d)	Interns are in departments learning competitive, marketable, transferable skills.	Yes
e)	Interns have an interview with the department manager or supervisor for each internship.	Yes
f)	Interns participate in the internships 20 to 25 hours per week.	Yes
g)	Interns are learning as many skills as possible during each internship. <ul style="list-style-type: none"> Additional skills are added as more basic skills are mastered. 	Yes
h)	Programmes take advantage of industry-specific certifications.	Yes
i)	Staff assess progress on skill acquisition, quality, and productivity.	Yes
j)	The Vocational Fit Assessment tool is used throughout the DFN Project SEARCH year: <ul style="list-style-type: none"> To assess the strengths, emerging skills, and challenges of each intern To assess the job demands of the internships and potential jobs To facilitate internship and job matches that best prepare the intern for competitive employment 	Yes

k) Interns are not volunteers and this is made clear at the outset of each internship	Yes
l) Employment planning meetings are held at least 2 times each internship to discuss employment goals and progress on skill development with interns, instructor, skills trainer/job developer, manager/mentor, family members, social worker, and other appropriate team members.	Yes
m) The interns are prepared for and lead their employment planning meetings with individualised support as needed.	Yes
n) Family members/advocates are active participants in the programme and attend employment planning meetings. Meetings are scheduled with their availability in mind.	Yes
5.2 Employability Curriculum	
a) At least 90 minutes each day is dedicated to employability skills customised to the site, and reflection.	Yes
b) The DFN Project SEARCH curriculum is accessed through the Member Portal on the website.	Yes
c) 1 hour of curriculum is delivered in the morning. An additional 30 minutes of evaluation and reflection occurs at the end of the day.	No
d) Guest speakers are used to enhance the curriculum during class time.	Yes
e) The curriculum is designed and adapted to meet the needs of each intern.	Yes
5.3 Travel to the programme	
a) Wherever possible interns are supported to travel to the programme independently using typical community transport options.	Yes
b) Travel training is provided to learn public transport or other independent methods as soon as possible, and at least before the start of the 2nd internship.	Yes
c) Additional travel training or the development of individual travel options is provided when the intern gets a job to ensure successful take up of the post.	Yes

Summary

Comments:	<p>Overall, the interns are learning a good range of transferable skills within the host business, albeit there are opportunities to increase this when the team have access to another hospital in the Trust!</p> <p>The onsite team are proactive in tracking interns skills progress and keep excellent records.</p> <p>The quality of job coaching is excellent and the work that is done to prepare the interns to perform tasks well and to support managers and mentors is outstanding.</p> <p>This is quality work that others should emulate, and it would be worth sharing the teaching and coaching skills at the conference</p>
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<p>Strengths:</p>	<ul style="list-style-type: none"> • There are lots of marketable skills that the interns learn at the hospital and there will be more to come • The onsite team use all the documentation provided to ensure interns are learning full job descriptions. The practice of the job coaches is second to none • Voc fit is used to monitor skill development. • Soft skills are delivered exceptionally well via the curriculum. • The onsite team are responsive to any issues within the workplace in further developing soft and hard skills. • Employment planning meetings are well attended, and the interns take the lead whenever possible and even when that is a stretch for the intern
<p>Challenges:</p>	<ul style="list-style-type: none"> • The move to 2 days teaching and three onsite is a major departure from the model and the team are thinking about how they can return to the model as soon as possible. • The team are aware that this is a temporary situation to accommodate base room restrictions onsite, experienced staffing and continuing covid restrictions. The team are building and adapting the programme as they can to fit with interns, staffing and hospital requirements. One of the new job coaches is a trainee teacher and the team are planning for him to become the tutor on the new site
<p>Critical Issues to be addressed by your steering committee:</p>	<ul style="list-style-type: none"> • Return to model fidelity for classroom and work-based learning as soon as possible • Job coach capacity can be increased using access to work funding and this should help the team to return to model fidelity as 5 days in placement will be funded rather than three and this might help with some of the logistical issues of moving people from the base room to their internships
<p>Suggestions for improvement:</p>	<ul style="list-style-type: none"> • Bring Voc Fit into Queensmill earlier so that work can begin sooner on job matching and career exploration with learners.

6.0 The programme is committed to continuous improvement.

Aim: The partnership works together to analyse progress using these Critical Success Factors to improve the offer to local young people year on year.

6.1 Database Entry		
a) A designated partner representative enters the programme data (including organisational and individual partner information) into the DFN Project SEARCH Member Portal: at the start of each programme year, at the start of each internship rotation, and whenever changes in employment status or when changes within the team occur.		Yes
b) The data entry person/people follow the entry deadlines listed in their Member Portal.		Yes
c) All organisations and contacts are entered and kept up to date in the Member Portal by the designated individual.		Yes
d) Data protection requirements related to all data entry and interns and partner identification and privacy are followed by data entry personnel.		Yes
6.2 Evidence Based Resources		
a) All programme team members have access to and use materials from the DFN Project SEARCH Member Portal. These include the database, staff training, toolkit, video library, chat room, and reports.		Yes
b) The programme actively uses the DFN Project SEARCH menu of offers.		Yes
6.3 Strategic Plan		
a) The steering committee has a current strategic plan, guided by model fidelity and Critical Success Factors, for continuous improvement with goals, responsible persons, and timelines.		Not yet
b) The steering committee uses the Critical Success Factors to annually drive the plan.		
c) The plan considers each individual partner and programme sustainability.		

Summary

Comments:	<p>The portal is actively used by the onsite team, and they are efficient in managing resources, data and documents related to the programme and the intern's progression.</p> <p>The team stay connected with graduates and might like to consider creating an alumni group, which is an excellent way of monitoring progress. This is also beneficial in providing an opportunity for current and potential interns to hear from those who have graduated from the programme.</p>
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Strengths:	<ul style="list-style-type: none"> • Intern outcomes are updated on the portal and deadlines met.
Challenges:	<ul style="list-style-type: none"> • All internship data is on the portal.
Critical Issues to be addressed by your steering committee:	<ul style="list-style-type: none"> • None
Suggestions for improvement:	<ul style="list-style-type: none"> • Develop a strategic improvement plan with the support of your Programme Specialist. • Use the training on the portal as a means of keeping a focus on continuous improvement and learning.

Governance Arrangements

DFN Project SEARCH is a team of teams with a common goal, and we have identified a number of key governance steps that will support your programme to be effective. We require our programmes to have:

- | | |
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| <ul style="list-style-type: none"> • A signed memorandum of understanding that clearly identifies the roles and responsibilities of each of the team of teams | Yes |
| <ul style="list-style-type: none"> • Reviewed and discussed the DFN Project SEARCH safeguarding policy and guidance notes and understand that the education partner has responsibility for safeguarding students on a programme and liaising with relevant external agencies. | Yes |
| <ul style="list-style-type: none"> • Created a data sharing protocol between parties that will allow for <u>appropriate</u> sharing of information to ensure the safety of students/managers/mentors and DFN Project SEARCH staff and will enable the team to choose the best internships and curriculum to support the goal of employment. | Yes |

Summary

Comments: Governance arrangements are strong between the main partners and the Shaw trust will need to be brought into those arrangements

Strengths: There are very strong safeguarding arrangements in place.

Challenges: None.

Critical Issues to be addressed by your steering committee: None

Suggestions for improvement: None.