



# **SCOTTISH UNION OF SUPPORTED EMPLOYMENT**

# **ABLUEPRINT FOR SUPPORTED EMPLOYMENT IN SCOTLAND**

**Complete Document**



**To research and evaluate development and innovative practice in  
Supported Employment**

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**This Blueprint for Supported Employment has been written after wide-ranging consultation to clarify for all policy makers, Funding providers, Employers, Service providers, Service User organisations, and Trade Unions the accepted model of Supported Employment.**

## **Acknowledgements**

We would like to thank a number of people for their input into this document. During the consultancy period over one hundred organisations throughout Scotland participated in the debate and over thirty organisations took part in the research into areas of further discussion such as the Training Needs Analysis, Training Audit, Quality Standards, Best Practice and the Case Studies.

SUSE would particularly like to thank the focus group who brought this report together:

Alan Weaver	Moray Council and Chair of SUSE
Cath Graham	Dumfries & Galloway Council
Catherine Hurrell	Enable Scotland
Peter Purves	Intowork

## **Scottish Executive**

### **Enterprise, Transport & Lifelong Learning Department**

The views expressed in this report are those of the Scottish Union of Supported Employment and do not necessarily represent those of the Department or Scottish Ministers. Publication is not an undertaking that the Scottish Executive will implement recommendations contained within the report.

## **Scottish Union of Supported Employment**

The Scottish Union of Supported Employment (SUSE) is the umbrella organisation that represents public, private and voluntary organisations that are at the forefront of Supported Employment in Scotland.

The aim of SUSE is:

To promote and encourage throughout Scotland the formation and development of local forums, to promote the sharing of information and good practice in the provision of Supported Employment for disabled, disadvantaged and disengaged people and those who require additional supports to access employment.

To represent and promote the views of members to other appropriate bodies and to seek to influence future developments affecting Supported Employment.

To research and evaluate development and innovative practice in Supported Employment.

## **Executive Summary**

**Supported Employment promotes the rights of all individuals to achieve their full potential through a model of flexible support that enables people to overcome barriers to their employability and access real jobs for real pay.**

### **The context and purpose of the Blueprint (Annex 1)**

The Scottish Union of Supported Employment endorses the Employability Framework and fully supports the principle that all agencies need to work together effectively in local employment partnerships to deliver a coherent service which meets the needs of the local labour market.

The Scottish Executive requested the Scottish Union of Supported Employment to draw up a Blueprint for Supported Employment that encapsulates the views of supported employment stakeholders throughout Scotland. The Scottish Union of Supported Employment represents 96 member organisations and the views of established Networks of local partners in 13 regions across Scotland. To fulfil the requirements of the Scottish Executive this Blueprint document has been compiled from the collective views of members and partners gathered at 6 full day workshops held across Scotland covering the north, south, east, and west of Scotland including the Western and Northern Isles.

This document explains how supported employment has become a widely established method of assisting people facing social exclusion to increase their life opportunities. The document then details the model of supported employment used throughout Scotland and the principles and values that underlie this agreed methodology. The advantages of the supported employment methodology are further illustrated with examples of good practice supplied by a number of organisations from all areas of Scotland. Finally the Blueprint aims to provide a firm bases for the future development of Supported Employment in Scotland by setting out a series of agreed recommendations that are aimed at influencing policy makes and funding providers.

### **The Development of a Model of Supported Employment (Section 1).**

Supported Employment is a flexible process based on a defined framework of principles and values for supporting people facing barriers to employment. This defined framework encapsulates different tools and techniques that are tailored to the specific needs of the individual

**The Proven Model of Supported Employment follows a process of 6 key stages:**

**Not in Paid Employment**

<b>Process</b>	<b>Description</b>
<b>Engagement:</b>	Initial marketing of the agency to the individual to secure an agreement
<b>Vocational Profiling</b>	Helping individuals to identify their skills and preferences for work
<b>Job development:</b>	Identifying the person's preferred job through employer canvassing
<b>Job analysis:</b>	Finding out more about the workplace, co-workers and the supports the person might need in that work environment
<b>Job support:</b>	Identifying and implementing 'just enough' creative help, information and backup to both employer and employee to ensure success in the job and the development of independence through 'natural supports'
<b>Career support:</b>	Helping the employee and the employer think about longer term career progression through structured appraisal and development plans

**Into Sustainable Paid Employment**

*(Adapted from the European Union of Supported Employment Information Booklet and Quality Standards, 2005, p13)*

### **The Principles and Values of Supported Employment (Section 1)**

A framework of principles and values that promote person-centred planning, self-determination, inclusion and equality underpins the practice of Supported Employment.

### **The Flexibility of Supported Employment (Section 1)**

Although Supported Employment has a formal structure, in essence it is a flexible process that enables practitioners to negotiate with individuals to tailor the support provided to meet their specific agreed requirements. This flexibility also allows the changing nature of the local labour market to be taken into account.

## **Comparability between Supported Employment and Traditional Readiness Models (Section 1)**

**The Readiness Model:** The person is detached from the community. The model is geared to “preparing” the person to rejoin society

**The Support Model:** Starts with the person being in the community. The model is geared towards building and maintaining connections between the person and others. The person maintains or develops both “natural and “supported” relationships.

## **The Collaborative Nature of Supported Employment (Section 1)**

Local Employment Partnerships are a key element of Supported Employment because they increase the range of options available to practitioners. This enables them to provide comprehensive tailor-made packages of support that can address the complex barriers that may be impacting on an individual’s employability.

## **The Business Case for Supported Employment (Section 2)**

There is a strong business case for Supported Employment because for an employer to have an appreciation of diversity can improve the culture within the workplace and help to improve performance by creating a more diverse customer base. It is estimated that disabled people alone in the UK have a disposable income of £80 billion (Source: Employers Forum on Disability).

## **Training Needs Analysis (Section 3)**

Well-trained staff are essential for the success of Supported Employment in Scotland. However, the diverse nature of the individual client groups that organisations undertake to support using the model of supported employment makes any analysis of staff training needs problematic. Nevertheless after consultation with 96 organisations involved in Supported Employment and Social Inclusion some common training themes arise that can be seen as essential for the development of best practice in Supported Employment.

## **Training in Supported Employment (Section 4)**

Recognised Career development for Supported Employment Professionals is also important if Supported Employment in Scotland is to advance to meet the growing demands of other professionals, employers and the challenges of welfare reforms.

## **10-Point Plan**

### **For a Successful Model of Supported Employment In Scotland**

#### **Point 1:**

That the model of Supported Employment proposed in this document should form the foundation for the development of more widely available services for those who are socially excluded from the labour market including young people not in mainstream education, employment or training.

#### **Point 2:**

Funding providers should advocate a shift from services that promote segregation, i.e. projects based around specific disability groups, to services in the community that promote social inclusion, i.e. Supported Employment services that enable people to access and sustain employment in the community.

#### **Point 3:**

Policy makers to recognise the model of Supported Employment as the key to early intervention policies that enable all young people to have access to mainstream education, employment or training and the appropriate support mechanisms to sustain them. 'Workforce Plus' states that approximately 14% of young people are not in Education, Employment or Training (NEET) and those young people who are seen as furthest from the labour market are often channelled into day services and segregated training.

#### **Point 4:**

The Scottish Executive, as outlined in 'Workforce Plus National Action Plan' (Workforce Plus, Section 5 p.36), undertake, with other stakeholders, a review of funding currently available and outline a strategy to ensure that longer term funding is available to enable continuing development, growth and quality of supported employment in Scotland.

#### **Point 5:**

Local Action Plans (as advocated by Workforce Plus, Section 5 p.36) developed within the Community Planning process should formalise local partnership working arrangements through agreements which detail the aims and objectives and roles and responsibilities of all parties within the partnership.

#### **Point 6:**

The Scottish Executive to commission the establishment of a common framework for Supported Employment in Scotland which will detail:

- A Code of Practice
- Quality Standards
- A mechanism to assist organisations to achieve quality within their practices

**Point 7:**

The Scottish Union of Supported Employment to promote greater employer engagement through the implementation of a national strategy to market the value and benefits of the Supported Employment model to employers throughout Scotland. This will include:

- A national programme to raise awareness of Supported Employment
- Supported Employment representation on Employer's Forum/Coalitions
- Streamline process to make engagement with employers more attractive to employers
- Encourage employer representation on Supported Employment networks at both national and local levels
- Employers to be fully involved in the setting of quality standards for Supported Employment

**Point 8:**

Employment Services and 'Workforce Plus' Local Partnerships to work more closely with employers to enable them to employ people who are socially excluded including:

- Earlier help for those in education with additional support needs to achieve employment
- More support at the interview and induction stages for those furthest away from the labour market
- Support for employers to attract people furthest away from the labour market.
- The provision of support services for small businesses who find it difficult to employ people with additional support needs

**Point 9:**

Employment Services and 'Workforce Plus' Local Partnerships to support all people with additional support needs to enable them to have:

- Easy access to adequate resources to ensure that employers can see that any additional support needs an individual may have in the workplace can be met and thus the individual is not disadvantaged in the employment market place
- Resources available to allow them to take full advantage of training and career development
- Resources should be easily transferable to ensure that movement between employers is straightforward.

**Point 10:**

The establishment of an independent mechanism for the:

- Promotion of a code of practice for Supported Employment in Scotland
- Verification of the Quality standards of Supported Employment providers in Scotland
- Validation of the provision of training in all aspects of supported employment

## SECTION 1

### **The Development of Supported Employment**

The Supported Employment model was originally developed in North America during the 1970s with the aim of helping people with learning disabilities to secure paid employment in the open labour market. This was a radical change for people with learning disabilities who were generally placed in segregated environments, day centres, supported workshops, or training activities that rarely led on to paid employment.

Supported Employment began to be used across Europe in the 1980s and in Britain it was seen to fit well with the rise in community care. Furthermore, it soon became clear to practitioners that the model could be successfully used to support people with any disability and/or medical condition, including mental health issues.

Interest in Supported Employment continued to develop and by 2000 there was a growing recognition that the flexible nature of the model enabled practitioners to adapt it to suit the needs of other groups of people who faced barriers to employment.

Supported Employment is now being used to support a wide range of people whose personal circumstances or social disadvantage influences their employability including:

- people with a history of drug misuse
- ex-offenders
- people with chaotic lifestyles
- young people not in education, employment, or training (NEET)
- care leavers
- lone parents
- ethnic minorities communities
- people in poverty

In Scotland, the shift in emphasis of Supported Employment to meet the needs of all client groups is reflected in the changing membership of the Scottish Union of Supported Employment and its local area networks.

Membership of the Greater Glasgow Network of Supported Employment changed radically during the period of 2002 to 2004 as the percentage of the organisations with the sole purpose of supporting people with disabilities fell from 70% to only 45%.

## A Blueprint for Supported Employment in Scotland

Recognising the value of Supported Employment, Careers Scotland piloted 8 Supported Employment projects across Scotland in partnerships with Enable Scotland and other voluntary organisations from 2002 to 2005. These pilot projects used a model of supported employment to assist young "Inclusiveness" clients to find and sustain employment.

A recent Careers Scotland report of these pilot projects recommended that:

"The testing of the Support Employment approach ought to be continued".

The report goes on to recommend:

"That greater attention is given to the role of Supported Employment in assisting Inclusiveness clients exiting training and education places."

*(Supported Employment for Young People Pilots, ELLD & Careers Scotland, 2005, p32–33)*

### **A Robust and Flexible Model**

There is ample evidence to demonstrate that Supported Employment is a robust and inherently flexible model that can be tailored to the specific needs of the individual.

The robust nature of the model is secured by a specifically defined six-stage process that underpins all aspects of Supported Employment. This six-stage process enables practitioners to consider and deal with all the issues involved in supporting an individual into paid employment. The European Union of Supported Employment has clearly defined this process as:

**The Proven Model of Supported Employment follows a process of 6 key stages:**

**Not in Paid Employment**



<b>Process</b>	<b>Description</b>
<b>Engagement:</b>	Initial marketing by the agency to the individual to secure an agreement. Employment counselling at this early stage in the process assists those who are furthest away from the labour market to make informed choice on their future
<b>Vocational Profiling</b>	Helping individuals to identify their skills and preferences for work. Giving individuals work experiences that will allow them to make their own vocational choices rather than giving them a pre-defined choice of options to choose from. Vocational profiling also forms the basis for a robust action planning process based on the individual's preferences
<b>Job development:</b>	Identifying the person's preferred job through extensive employer engagement. Supported Employment recognises that the employer may also require support to ensure that where required "reasonable adjustments" can be made with the least impact on the workforce
<b>Job analysis:</b>	Finding out more about the workplace, co-workers and the supports the person might need in that work environment
<b>Job support:</b>	Identifying and implementing 'just enough' creative help, information and backup to both employer and employee to ensure success in the job and the development of independence through 'natural supports' in the workplace. Natural support is undertaken by a co-worker who has gone through process of training in the skills of a job enabler and is an option to someone coming into the workplace and providing the job support
<b>Career support:</b>	Helping the employee and the employer think about longer term career progression through structured appraisal and development plans.

**Into Sustainable Paid Employment**

*(Adapted from the European Union of Supported Employment Information Booklet and Quality Standards, 2005, p13)*

## **A Case Study by Enable Scotland**

Enable Scotland demonstrates a good example of the use of this model of Supported Employment:

### **Employing People with a Learning Disability at a Major National Employer**

ENABLE Scotland has been working closely with a major national employer in Edinburgh to improve the employment rates of people with learning disabilities within the company. The following describes how supported employment can work in practice with national employers.

The employer is keen to widen their already inclusive working policies and agreed to meet with staff from ENABLE Scotland to discuss the best way to go about this.

As a result of this initial meeting it was agreed an Employment Development Worker from ENABLE Scotland would spend a week within the company, working the same hours as the staff and doing tasks on a variety of workstations. This would allow the Employment Development Worker to carry out a mixture of job analyses as well as introducing the ethos of ENABLE to the staff and to get a feel of the work culture of such a large organisation.

Further meetings between the Human Resources Team and ENABLE Scotland's Employment Development Worker followed and resulted in a young man, Scott, being identified whose career ambitions matched the needs of the employer. It was agreed beforehand that a four week supported (both by his worker and a designated 'buddy') placement would be undertaken, which if successful, would be followed by an interview and an offer of paid employment.

However it is the individualised nature of the service, which highlights how the Supported Employment Model works when a partnership approach is adopted.

### **Key Elements of the Service Provided to the Individual by ENABLE Scotland**

**Before the placement began** – A relaxed initial visit to the work site with his Employment Development Worker allowed the individual to meet his 'buddy,' the people he would work alongside and to come to terms with the vastness of the work site. This helped to dispel his initial concerns.

**The Four-Week Work Placement** - Slight changes to shift patterns were agreed with the Employer to support the individual's specific needs at that time, i.e. allowed more one-to-one time with 'buddy'.

**Travel needs** - The Employment Development worker supported the individual with his transport/travel needs.

**Family support** – The individual’s family were kept updated of all developments and consulted on what would work best for Scott throughout the process

**Transferable Skills** – The individual, with his Employment Development worker, practiced specific arithmetic skills he would need for the job and rehearsed questions he would be asked at interview.

**Application for Post** – The individual received help in completing job application packs.

**Interview** - The Employment Development Worker accompanied the individual to the job interview and supported him during the procedure.

**Before starting employment** – The individual, and his family, were supported to understand and complete various relevant forms.

**After employment commenced** – Regular ongoing meetings were held involving the individual, the Employment Development Worker and all parties concerned in the process.

**Key Elements of the Service Provided to Employer from ENABLE Scotland** - On going meetings agreed between Employer, ENABLE Scotland and the individual which allowed on-going issues to be discussed and kept communication lines open. The Employment Development Worker provided techniques and strategies to the Employer and the staff on how best to support the individual during and after training.

The Employer received advice on the recruitment procedure in the organisation and on ways to make their application packs more user-friendly.

**Reasonable Adjustments made by the Employer** - Waived the arithmetic-testing element of the interview process as the individual had proven himself during the work placement.

Made provisions to allow the individual’s Employer ‘buddy’ to support him during the interview.

Advised ENABLE Scotland of the type of questions to expect to allow the individual to prepare for the interview

Used real examples based on the individual’s work experience at the interview.

**What the individual’s family did**

Encouraged Scott to practice arithmetic skills relevant to the job e.g. postage costs and weights.

**Update:**

Due to the success of this pilot The Employer initiative has now been extended and two more candidates supported by ENABLE Scotland have been successful in gaining employment.

**Supported Employment Principles and Values**

The inherent flexibility of Supported Employment is substantiated by a set of principles and values that promote person-centred planning, self-determination, inclusion and equality.

The Nuffield Centre for Community Care outlines the principles and values of Supported Employment as:

**The Principles**

Job opportunities should be real jobs, where a person is hired and paid by a real employer, rather than remaining as an employee of the support agency. As an employee, the [individual] is paid the rate for the job and has the same workplace terms and conditions, job security and opportunities for training and career advancement as all the other employees.

The focus is on creating opportunities to work with training on the job rather than preparation for future employment. This is a move away from the 'readiness' model where people are being constantly 'prepared' for work. These have tended to fail, as individuals become trapped in a cycle of training and do not progress onto open employment.

**The Values**

**1. The Individual at the Centre of the Process**

The emphasis is on finding out what each person wants to do and where his/her needs, skills and aspirations lie. The person is then given the choice to access the most appropriate employment opportunities which meet their needs and provided with the support they need to exercise that choice.

**2. Promoting Self-determination and Independence**

Each individual has the right to self-determination and plays a central role in deciding what it is he or she wants to do.

### 3. Inclusion and Equality

All people have the capacity to be employed if the right supports are in place. People with more severe disabilities are not excluded. Any difficulties are dealt with as support issues rather than individual incapacity

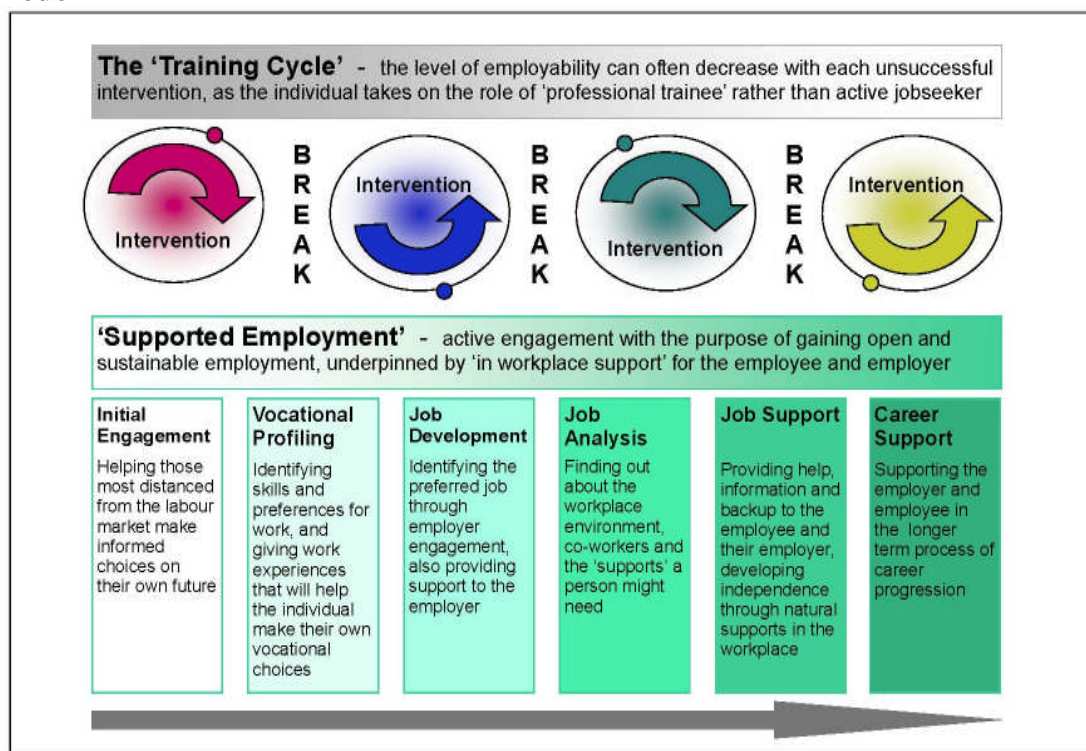
*(Breaking the Cycle: person centred supported employment. Nuffield Centre for Community Care Centre, Good Practice Guide 16. 2001)*

#### Comparability Between Supported Employment and Traditional Readiness Models

**The Readiness Model:** The person is detached from the community. The model is geared to “preparing” the person to rejoin society

**The Support Model:** Starts with the person being in the community. The model is geared towards building and maintaining connections between the person and others. The person maintains or develops both “natural and “supported” relationships.

#### Comparisons between the traditional “Readiness Model” and the “Support Model”



Within the “Support Model” at each key stage various activities will take place, the outcomes of which are agreed and owned by the individual. The length of time taken to complete each stage will depend on the individual, their circumstances and any external barriers that need to be overcome. The model is therefore inherently flexible to meet the needs of the individual.

### **The Social Model of Disability**

All practitioners of Supported Employment who work with disabled people recognise the value of the Social Model of disability.

‘Here the notion of discrimination is key, in other words, disabled people do not face disadvantage because of their impairments but experience discrimination in the way we organise society. This includes failing to make education, work, leisure and public services accessible, failing to remove barriers of assumption, stereotype and prejudice and failing to outlaw unfair treatment in our daily lives.’

*(Disability Rights Commission)*

Therefore, Supported Employment emphasises the need to work with the individual and not making assumptions about that individual based on the type and severity of a person’s impairments. Research by the Institute of Social and Economic Research on ‘Disability and Employment’ has concluded that finding a fair and effective way of dividing disabled benefit claimants into two streams, with different benefit payments and different sets of conditions will be very difficult.

‘All that can be said is that ‘most’ disabled people face significant disadvantage and that there are some who are less disadvantaged and others who are even more disadvantaged.’

*(The Institute of Social and Economic Research report 2005/6)*

The research goes on to suggest that in terms of employability, economic characteristics, notably education, seem to be even more relevant to severely disabled people than to the rest of the population. Severely disabled people are much less disadvantaged by their impairments if they had a good education and live in a prosperous area, than if they had minimal education and live in a depressed area.

Therefore, the model of Supported Employment promotes lifelong learning and development for all based on individual informed choice and cannot be seen as a tool for assessing who is, or is not, able to work.

The flexibility of Supported Employment based on these fundamental principles and values is the reason why it is proving such a useful intervention for groups facing barriers to employment. It can be readily adapted to:

- meet the specific needs of different groups of people.
- meet the needs of individuals regardless of their distance from employment
- meet the needs of employees in job retention situations

### **Good Practice in Supported Employment**

We can illustrate the robust nature and inherent flexibility of the Supported Employment with the following example of good practice:

### **A Case Study by The Action Group**

The Action Group's Supported Work Placements Project is funded by Midlothian Council, The Big Lottery, and the European Social Fund, to work with all secondary schools in the Midlothian area.

The project provides an experienced Real Jobs Employment Worker to support pupils in their final year of school who have an identified support need under the Additional Support for Learning (Scotland) Act. The Real Jobs Employment Workers role is to support the identified pupils to undertake a work placement. Previously these pupils may not have had the opportunity to undertake work experience however; this is now a requirement, under the 'Determined to Succeed Curriculum', that all pupils have had the opportunity to undertake a work experience placement by the time they leave school.

A 16-year-old female pupil was referred to the project. She had Insulin Dependent Diabetes together with ADHD and anger management issues.

Initially the school was uncertain as to whether the pupil would manage to complete the optimum two weeks work experience placement due to her poor concentration span and attitude/anger management issues that had been in evidence at school.

However the school also felt that it would be as much of a learning experience for the pupil to try and possibly fail at the placement, as it would be if she succeeded in completing it.

This stemmed from their perception that pupils can be very cosseted and protected from the real outcomes of their behaviour while in school and that they need to understand that there are real consequences for their behaviour in the world of employment.

A potential placement was identified with a large bakery chain. The employer interviewed the pupil before agreeing to her placement and it was explained to them that a Real Jobs Employment Worker would be on hand to provide one to one support to the pupil throughout the placement.

However a week before the placement was due to begin the employer appeared to have second thoughts about continuing.

The Real Jobs worker met with the employer to discuss their concerns, which were principally around their very high hygiene requirements as well as other health and safety concerns for the participant and their other employees.

The Real Jobs worker explained again in detail the support that would be provided and was able to negotiate a reasonable adjustment to some of the tasks that had originally been included in the placement.

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The worker also discussed the employers concerns with the participant and their family. It was jointly agreed that there would be an initial trial period and that the placement would be cancelled if difficulties arose for either the pupil or for the employer.

During the trial period the employer did raise a concern, which was discussed with the pupil and her support worker. The pupil demonstrated that she was prepared to change her behaviour so that the placement could continue.

Because of the support provided by the worker the pupil was able to successfully complete the full two weeks of the placement. In fact many of the workforce commented on the increased confidence and maturity that she displayed over the two week period.

At the final day evaluation and feedback, the employer expressed his pleasure at having had his initial doubts proved wrong and praised the pupil for her responsible behaviour in the workplace.

He felt that she would have been unlikely to succeed without the support of Real Jobs. He also found that having the Real Jobs worker in the workplace had not been at all disruptive, as he had initially feared it might be.

Evaluation feedback from the pupil also commented that she would not have felt confident enough to do the work placement without the support provided. In fact without it she probably wouldn't have even bothered!

The result is that both the pupil and employer have a greater understanding of each other's needs and her family now understand that paid employment is a real, viable option for her when she is ready to leave school, with the support of the Action Group's Real Jobs service.

### **Collaborative Working**

Collaborative working among support organisations involved in employment, education, training and social care is an essential element of the Supported Employment Model. No one agency can provide all the support that is necessary to provide a service based on the values and principles of person-centred planning, self-determination, inclusion and equality. It is essential that the most appropriate agency is used at the most appropriate time whether this is to provide in-work support, job search, training or the resolving of a social issue that is preventing an individual moving towards or into employment.

There are many examples of formal partnerships, such as the Highland Consortium, and the relatively recent Employment Solutions, a partnership of Glasgow City Council, Enable and Momentum Scotland. This latter has helped to drastically reduce waiting lists for supported employment services across Glasgow.

### **The Highland Consortium**

In the north of Scotland the Highland consortium has successfully broken down barriers.

"What is unusual about the consortium is that agencies within public, voluntary and charitable sectors and of differing sizes successfully work closely together with the needs of the client being paramount. No single agency is "precious" about its client group and uses the most appropriate services available."

Collaborative working can be further illustrated by the following case study:

### **A Case Study by Capability Scotland**

In early 2003 Capability Scotland's Employment Development Division, Careers Scotland and the Orkney Jobcentre worked in partnership to identify an employment opportunity for a then 19 year old male hereafter referred to as 'service user'.

The service user has learning difficulties and had been unable to find employment despite efforts by his parents and support organisations. A local general and agricultural merchant agreed to give him a chance to prove himself over a 12-month period which, if successful, would be extended.

Workstep support was agreed with Capability Scotland who agreed a development plan in conjunction with the service user, employer and with the service user's parents. His main tasks were to prepare orders for customers to collect from the wide range of items in the store. He was also required to deal directly with customers when other staff were busy and to do cash till work.

He took some time to settle into this work but made sure that if he was unsure what to do he would ask other staff. Consequently, over the first few months, his confidence grew to the extent that he was able to undertake completion of orders with a minimum of supervision. When his first year was up his employer had no hesitation in offering him an extended agreement in recognition of his progress. His increased standard of work was favourably commented on by many customers one of whom was quoted as saying "I can hardly believe that this is the same young man who was so nervous serving me a few months ago".

One of his prized possessions is the jersey bearing the name of his employer which he received when his employment was secured. He keeps it cleaner than any of the other employees, a constant task for his mother given the type of work he undertakes!

Capability Scotland also arranged for him to apply for and receive tax credits which supplement his wages and this action was particularly appreciated by his parents who personally thanked the Capability Scotland member of staff when he recently visited the service user to update his development plan.

His present situation is that his employer has advised him that he has a job with the company for as long as he wishes which is an endorsement of the excellent progress he has achieved over the past three years

### **Relationship with other Employability Interventions**

The Supported Employment Model fits in well with other conventional intervention tools that are used to assist people to move along the pathway from economic inactivity towards employment.

Other Employment interventions include:

- Transitional Employment Placements (TEP), Intermediate Labour Market (ILM), Work Preparation, Job Tasters, Voluntary Work, which can provide time-limited opportunities to gain paid or unpaid work experience, mainly in the open labour market.
- Social Firms and Sheltered Workshops can provide a long-term supported environment that is of benefit to individuals and can if appropriate be a stepping stone open employment.

In the context of collaborative working other employability interventions can be vital to the development of an individual within the Supported Employment framework during the Vocational Profiling and Job-finding stages. There are indeed very few supported employment organisations that do not utilise other intervention tools as part of the process of working with individuals.

All the agencies focus on paid work. One manager emphasised how this is crucial – "We don't mess about with anything other than the focus which is to get people into paid work. If people have to go through other work placements or work experience that's okay but we do not lose sight of the focus which is paid employment".

*(Supported Employment for people with Complex Needs, phase 1 Interim Report, by Jeremy Weston et al, SHS Trust, 2001)*

### **A Case Study by Flourish House**

An example of good practice for an individual moving on from transitional employment into supported employment and beyond is illustrated here by a Flourish House client:

"In October 2004 I was successful in getting a Transitional Employment Placement through Flourish House with the Mental Health Foundation in Glasgow. I started doing two days with them in the office as a Clerical worker. I did 4 hours on a Tuesday and 4 hours on a Thursday. I was really chuffed to get the Transitional Employment Placement. I would also have support from Flourish House. My duties in the office were doing internet searching for the Director, filing, photocopying and answering the phones. It helped build my confidence and it was nice to be back in a

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working environment and earning some extra money on top of my benefits. The Transitional Employment Placement lasted for 6 months and at the end of my 6 months I felt a great sense of achievement.

After I finished with the Mental Health Foundation I then applied for a Transitional Employment Placement with Gregg's Factory in Glasgow. I was successful in getting this Transitional Employment Placement and started in June 2005. My working day was a Monday from 8.30 a.m. until 3.30 p.m. in the Confectionery Section. I had support from Flourish House. My duties included the icing of cakes, putting the cherries on the empire biscuits at the conveyor belt, helping prepare the strawberry tarts in the summer time and a busy time at Xmas with cakes and various Xmas truffles. It was a great place to work and very much team work. I was constantly kept on the go, but enjoyed it immensely. I worked alongside lots of nice people and the radio would be blaring in the background listening to some of your favourite tunes.

My main aim was always to get back into work and I found doing both Transitional Employment Placements helped building my confidence. I had completed my European Computer Driving Licence at Flourish House and felt confident to tackle looking for a part-time job.

As it happened, the Manager of Flourish House knew an organisation called Esteem that was looking for an administrator to do 22 hours a week. It would be a temporary contract for 6 months with the NHS, but I thought it would be a good start. I was successful in the interview and started the job in February 2005. It was supported work with Flourish House being involved keeping tabs on how I was doing. I was working in a new department that was being set up called the ICP (Integrated Care Pathways) and helped create the filing system, created forms for the ICP Co-ordinator, took minutes of meetings and typed them up. I also sent the minutes via e-mail to various people typed letters and dealt with the telephone, filing and photocopying. I enjoyed the job very much and was chuffed to be working again in a job with more hours. My contract ended in August and I started looking for work again.

In October 2005 I got a job with the NHS in the Adolescent Unit based in the Gorbals as a Receptionist/Secretary doing 19 hrs a week. I got the job on my own, but Flourish House offered support for me in the job on a basis of keeping them informed as to how things were going. I am in charge of the reception area, telephones and there is also audio typing involved. I enjoy the job very much and it is great to be out working again in a permanent job. I feel that I got there with the help and support I received from Flourish House. The job is independent from Flourish House and the involvement and support I have received from Flourish House is between them and myself. It has merely consisted of having chats with a staff member at Flourish House once a month to catch up on how I have settled into the job and finding out the tasks that I am doing."

### **Employment Training/Further Education**

During the 1990s special training programmes for people with learning disabilities were developed, which gave little or no opportunity for an individual to progress. Many people with a learning disability became stuck, often moving from one programme to another. In contrast, the Supported Employment Model promotes progression at all stages and thus can help to prevent people getting stuck in transition within unpaid or poorly paid environment.

Employment Training can however, when placed in the collaborative framework of Supported Employment, provide practitioners with another useful employability intervention. Supported Employment practitioners can provide individuals with impartial advice and guidance to ensure that they take up appropriate employment training and the right support to ensure they are able to complete relevant training courses.

It must also be understood that people with support needs are also undertaking mainstream further education at colleges. Supported Employment can offer a valuable tool to ensure that the transition from the college to employment is as seamless as possible.

The following case studies highlight where Supported Employment assists in moving people into employment from Employment Training and Further Education.

#### **A Case Study by Dumfries & Galloway Council's Hope Service defining Transition from School to Training/Employment**

Jane (*name has been changed*) was still at school when the Hope Service started working with her. She suffers from multiple disabilities, including Cerebral Palsy, which affects her right side. She has epilepsy and experiences frequent seizures, which require instant medication to be administered. She has limited use of her right hand but has developed strategies to overcome this.

Jane expressed an interest in following a career in the administration field. A Vocational Profile was carried out, followed by the development of an Action Plan, to enable Jane to take the necessary steps to reach her career goal.

Whilst still attending school, a placement was found for her in a local office where she gained valuable experience and a greater degree of confidence. Designated staff within the placement were identified to supervise, train and support Jane. A member of staff was trained to administer medication in the event of a seizure.

A HOPE Service support worker monitored the work-placement on a regular basis to provide support for Jane and the workplace provider. In addition to this support, regular meetings took place with the support worker, Jane, her parents and the school, including attendance at "Record of Needs" meetings, to ensure that Jane was moving forward to reach her goal and to identify any concerns.

After nine months in the placement when Jane was due to leave school, and many meetings to discuss options available, Jane decided that she would benefit from formal training in office administration to enhance the experience and new-found skills she had acquired within her work-placement.

Jane was assisted in applying to join Dumfries & Galloway Council's Modern Apprenticeship training course studying Office Administration, which includes a contract of work in a council office. (Again a designated first-aider will administer necessary medication, if needed). She continues to work hard to succeed and is very determined to succeed.

At the end of this course she hopes to be offered a position under the Jobcentre Plus, Workstep programme, when HOPE Service will continue to support her through into mainstream employment.

### **A Case Study by the Moving Intowork Asperger Syndrome Service defining support structures for individuals undertaking further education**

Intowork's Moving Into Work Asperger Syndrome service was established in April 2000. Clients typically receive a one to one, specialist service involving vocational profiling and guidance, sessional activities, action planning and Rickter Scale self evaluation meetings. People who use the service tend to be young, often school or college leavers, with no experience of paid employment and normally require intensive support over a long period of time before they are ready to work.

Robert (his name has been changed) joined the service in March 2001 while he was on an engineering college course and wanted a part time job to gain work experience. Initially Robert and his support worker worked through a vocational profile to identify Robert's particular skills and abilities and the type of work he wanted to do. They put together a CV and several companies were approached. Robert took up a four week work placement and although the placement went well, it did not lead to a job.

Robert continued his studies and moved onto an HND course in Engineering Electronics. To facilitate this course his support worker met the college tutors to discuss Robert's learning style and his support needs. With the support and understanding of everyone involved Robert did extremely well at college, to such an extent that he was named the Scottish Colleges Bronze Candidate of the Year.

In January 2003, following a successful period of part time work, Robert began a work placement with BAE Systems (now SELEX Sensors and Airborne Systems Ltd.) to supplement his college course. He was supported in the work placement, initially every week, and then by monthly visits. In June 2003 Robert successfully completed his college course, and with assistance from his support worker, gained a place on a fast track apprenticeship at the company's Crewe Toll facility in Edinburgh.

His support worker says Robert has achieved so much over the last few years, "It is terrific that he was recognised by the Scottish Colleges and he is looking to complete

his apprenticeship and move on to developing his career.” Robert and his parents are delighted with the progress he has made.

Moving Intowork has provided over 250 hours of support to Robert since March 2001, and continues to support him at work. The Asperger Service is currently funded by the European Social Fund Scottish Objective 3 Programme, the Big Lottery and NHS Lothian.

### **The Case for Supported Employment within the Employment Framework**

Supported Employment can make a major contribution to the aims, objectives and implementation of the Scottish Executive Employability Framework.

"The most important aim of the Framework is to increase the chances of continued employment for vulnerable and disadvantaged groups throughout in Scotland..... we are covering the whole continuum (furthest from, closest to and into work) and also placing an emphasis not only on getting people into jobs but also into sustained employment in meaningful jobs where there can be opportunities for progression."

*(Employability Framework, Aims and Objectives, 2005)*

Supported Employment is recognised as an essential part of local employment strategies such as the Equal Access Strategy to Employment in Glasgow (EAS) and Joined Up for Jobs in Edinburgh. In turn, these strategies are seen as "the closest approaches we have to a local employability service<sup>1</sup>", the setting up of which is the key recommendation of the Interventions Workstream of the Employability Framework for Scotland.

<sup>1</sup> *Employability Framework Report of the Interventions Workstream, p. 2*

### **An Equal Access Strategy for Employment Beneficiaries**

Supported Employment is a model which can assist as broad a spectrum of employment beneficiaries. These can include:

- Those with continuing health and social care needs, such as people with physical or learning disabilities and mental health disorders. If they are placed in a job they may need continuing support and/or special facilities in the workplace.
- Those that have had health and social care needs but no longer do so, such as ex-drug users, former alcoholics, care leavers and ex offenders.
- Those who are able to enter employment whilst their health and social care needs are dealt with at the same time as they hold down a job (this is normally called a supported employment approach).

*(Equal Access to Employment in Glasgow Strategy Document, 2004)*

## **The Pathways to Work Programme**

On-going support is also a vital component of the Pathways to Work Programme piloted and presently being rolled out across the United Kingdom by the Department of Work and Pensions (DWP)

"The Success of Pathways to Work [pilots] has demonstrated that, with the right help and support, many people on incapacity benefit can move into work"

"Getting people back into work has to be the start and not the end of the process. We must ensure support is not withdrawn once a claimant is back in work. Therefore we must provide ongoing support and training to help people reach their full potential."

*(A new deal for welfare: Empowering people to work, Department of Work and Pensions (DWP), 2006)*

## **Best Practice**

The following examples of best practice illustrate that Supported Employment:

- has a proven track record with many examples of good practice across a wide range of disadvantaged groups.
- fits well with other interventions that have similar core values and principles.
- recognises the importance of working closely with and supporting employers.
- recognises the need to work in partnership with other agencies in order to provide the best service for their clients.

## **A Case Study by Employability Stirling**

Robert (the name has been changed) is a 29 year old man with a mild learning disability who lives in Stirling. Robert attended Kerse Rd resource centre, which is a traditional Day Service operated by Stirling Council. Robert lived in his own tenancy with support from care providers as well as the day care services from Stirling Council; Robert was on full housing and council tax benefit.

After a review of Day services closed Kerse Rd, and the people who attended there took up new service provision Robert was given the opportunity of work experience within a gardening service. Robert was then referred to Employability Stirling from Community Services.

After a period of assessment and guidance, Robert submitted an application for a Horticulture course that was about to be undertaken for Stirling Council in conjunction with "Joblink". This was a mainstream course held at Clackmannan College. Robert was one of a class of 6. He passed the course without any problem. Unfortunately there were no vacancies at this time for any of the class. Robert got support from Employability Stirling to Job search whilst at the same time taking up an opportunity of a work experience position at a local mushroom farm as a farm

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labourer. Robert was in this position 2 days when the employer offered him a full time job, 39 hours a week.

A full benefits/income maximisation check was carried out for Robert by the Income maximisation team from Stirling Council and the resulting report showed that Robert would be £30 per week better off going into employment. The report took into account the fact that Robert would be able to contribute to housing and council tax.

Robert moved into full time work in July 2004. He no longer receives any day services from Stirling council and his care support has also been reduced to fit around his working week. At the age of 29 Robert moved into employment. His life has turned around and his confidence has been boosted so much that he has now taken up driving lessons.

### **A Case Study by Capability Scotland**

Andrew (the name has been changed) is a 23 year old male with a learning disability who had not worked since leaving school and was referred from school to social work services. At this stage it was unclear if he would be able to gain and sustain employment.

Through the social work department he applied and gained a trainee position within 'In-house Catering and Hospitality Training' with support from Capability Scotland.

He completed an 18 month period of training and achieved college modules in catering. Andrew was keen to work as a catering assistant/kitchen porter and had shown through training that he was able to take on board skills required for this type of employment. However, it was difficult to ascertain if he would be able to work in a less supported environment.

To allow a better assessment of skills and knowledge gained, and to determine if he would be able to cope in a less supported environment he undertook a 6 week period of Work Preparation in a large restaurant kitchen as a catering assistant/kitchen porter. Weekly reviews and additional support to the employer and the service user were put in place during this placement.

The period of the placement proved very positive. It clearly indicated that with the correct support in place from an employer and a Supported Employment provider that Andrew would be able to gain and sustain employment. During the placement Andrew's confidence increased, as did his communications. He also gained an insight into what was required by an employer within the workplace, this included Health and Safety, telephoning the employer if he was unable to attend work, and building relationships with colleagues. He also increased his knowledge and skills in catering.

Eventually Andrew was referred to the WORKSTEP programme. Capability Scotland as a provider of WORKSTEP assisted him to undertake a job search, complete

application forms and assisted him during interviews. Some travel training was also involved.

In November 2005 Andrew successfully gained employment within a large, busy restaurant kitchen. Capability Scotland set up some early monitoring procedures to ensure that any additional support requirements could be quickly put into place.

The impact on Andrew since gaining employment is dramatic with a significant improvement in his confidence and communication. He is now able to participate in the workplace culture, something that he found very difficult at the start of his employment. He is also able to self-travel to and from work. Assistance is being given regarding completion of in-house health and safety, as this is done with a video and workbook.

His parents have also commented on the difference in his personal life since gaining employment – he is much happier, motivated and outgoing. He has booked a holiday this year for the first time ever, he is more confident in going out socially, and now has something to add to the conversation around the dinner table each evening. He has money in his bank account, and this in itself makes him feel better.

### **A Case Study by ENABLE Scotland**

#### **Vocational Profiling**

It was identified that Jim (his name has been changed) was very health conscious and regularly went to the gym. As part of building up a picture of Jim's interests, skills and aspirations his support worker went to the gym with him.

During this time Jim informed his support worker that he was a very good swimmer and had won various medals in competitions. It was noted that Jim helped out at the children's swimming club in the Sports Complex at the weekends.

#### **Career Decision**

Jim stated that his ideal job would be a lifeguard position at the Sports Complex. We agreed that a short work experience may be the best route to take Jim's career choice forward.

On speaking to the manager of the Sports Complex he agreed to accommodate a work experience. Jim showed dedication and lots of enthusiasm. This opportunity encouraged him even more in his pursuit to become a lifeguard.

The work experience was regularly monitored with telephone calls and monitoring visit, at the end of the work experience a feedback questionnaire was completed with the supervisor, to determine Jim's performance. Feedback from supervisor was excellent.

A meeting was arranged with a senior member of staff at the Complex and the person who takes individuals through bronze medallion course (lifeguard qualification), to ask his advice.

### **Training/ Skills development**

Knowing Jim's capabilities the staff member advised that he did not foresee there being any problems with the practical side of the course, however, he thought the theory side would be more challenging. On discussing this further with Jim he decided that he wanted to try.

Enable offered its support if needed and the member of staff offered to go over any parts of the manual that Jim did not understand. Jim was tested on his knowledge through a question and answer session, based on each section of the manual he was studying at the time. The staff member also offered support throughout the practical side of the course and constant reassurance was given, when at times Jim felt under pressure thinking that he might fail.

With a lot of hard work and determination Jim was successful and gained his bronze medallion.

### **Getting a Job**

Once he was qualified Enable contacted the Sports Complex to enquire about any job opportunities.

Jim was supported to complete and submit the application and his support worker began to work on his interview skills, performing mock interviews on several occasions. Jim was very disciplined and prepared really well for the interview.

Jim was selected for interview and was offered a temporary lifeguard position one year after he was referred to the project. No job support was offered by his support worker as the job was quite specialised, however, a mentor at work was identified and Jim received all the support he needed in-house. Ongoing support was given, in the initial stages, by Enable and Jim and his support worker met once a week to see how things were progressing. Regular contact continued, especially if Jim had any concerns and did not feel confident enough to address them, giving the support worker and the manager an opportunity to discuss issues.

### **Support in Work**

Jim is still in his job to date and is doing really well. The only contact now is at the six monthly monitoring visits.

It is hoped this case study shows how ENABLE Scotland has been striving for the development of Supported Employment because it knows that the principles and

values work not only for people with learning disabilities but for all groups with who are distanced from the labour market.

### **A Case Study by Employability Stirling**

Barry (the name has been changed) is 47 years old and living in the Stirling area. He was referred to Employability from Mental Health Services in March 2004.

Barry had worked as an electrician until 2000 when he finally had to give up work due to recurring periods of depression and anxiety. Barry then spent 4 years recovering and seeking medical treatment. During this time Barry was on full housing and council tax benefit as well as Incapacity Benefit.

On referral Barry went through the usual application and initial assessment process with the Project and it was established that Barry required further training, to return to the electrical trade. It also became apparent that Barry required support in building his confidence to enable him to return to full-time employment.

After a period of months working with Employability, Barry was ready to embark on some training to upgrade his electrical skills and therefore a relevant course was found. Barry was assisted to complete a C.V. and helped with Job search and he applied for 2 jobs. Barry was interviewed in January 2005 for a position with an electrical company in Stirling and he was offered a post immediately.

Barry was given financial assistance to purchase clothing and tools and also qualified for “Next Step”, which is a pilot programme for people on Incapacity benefit returning to work (£500 Job Grant). Barry returned to work the following week. After a period of 6 months the company that Barry worked for hit problems and had to pay someone off. It was the case of “Last in first out”. This meant that a young man who had just recently joined the firm was going to be paid off.

Barry approached the employer and said he now felt confident enough to look for other work. Within 2 weeks Barry had secured another Job and the young man in question was not paid off. 8 months have passed and Barry is still in employment and much more confident.

### **The Scottish Union of Supported Employment**

In Scotland there are very many organisations, of all sizes and from all sectors that work with individuals facing barriers to finding and sustaining employment. Staff in most of these organisations would claim to use the values and principles of the Supported Employment Model to underpin their working practice.

A large proportion of these organisations are members of the Scottish Union of Supported Employment (SUSE) – an umbrella organisation for public, private and voluntary bodies interested in supported employment, social inclusion and the

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changeover from traditional resource centre based day services to programmes in the community.

SUSE was founded in 1995 and now has a membership of over 300 named people representing 102 organisations and individuals from all sectors. Membership is open to all stakeholders involved in supported employment including:

- Service users
- Service providers
- Employers
- Funders and commissioners
- Local and National Government policy makers

Many more organisations are affiliated to SUSE as members of the local networks that SUSE has helped to set up across the country. Each network is entitled to nominate one person to sit on the SUSE Board. At present there are 13 active networks and work is continuing to establish a further 2 to achieve full coverage of Scotland including the Islands.

The Scottish Union of Supported Employment:

- provides networking opportunities and training for its members
- represents and promotes the views of members to other appropriate bodies
- seeks to influence future developments affecting Supported Employment
- researches and evaluates development and innovative practice in Supported Employment

### **Quality Standards**

SUSE is a member of the European Union of Supported Employment (EUSE), which was founded in 1993. Its members are the National Associations from 16 European countries. In 2005 EUSE produced an information booklet including a Quality Standards Framework for Supported Employment Providers. These should provide a good base from which to develop Quality Standards for practice in Scotland.

## SECTION 2

### **The Business Case for Supported Employment**

Positive employer engagement is at the core of the supported employment model. Supporting a strong relationship with an employer – between the supported employment intermediary and employer and between the employee and employer is pivotal to the long term sustainability of the job, ongoing career progression for the individual and potential repeat employment opportunities for other disabled people within the organisation. However, it is in the initial ‘employer marketing’ phase where a strong ‘business case’ is required, encouraging the employer to –

- recruit from a pool of labour they may never have previously considered or heavily discounted
- buy into the supported employment model as a support mechanism which will bring benefits to their organisation

To achieve this ‘conversion’, supported employment agencies have built up a strong group of ‘business benefits’ which they use as an element within their marketing activities. These benefits encompass a range of different messages including increasing turnover, reducing staff turnover and recruitment costs, and promoting a positive corporate image.

### **Enlarging your Customer base and Increasing Turnover**

- With over 8.6 million disabled adults in the UK (1 in 7 of the population, 1 in 4 households have some connection with a disabled person), businesses should recognise this ‘population’ and the enormous impact people with disabilities could have on their business as employees, customers, stakeholders and shareholders.
- The annual spending power of people with disabilities within the UK economy is now estimated at between £40 and £50 billion. Can any business realistically afford to ignore or disenfranchise this potentially significant customer group?
- As the UK population ages, and the proportion of the working age population over 45 rises (presently over 40%), then the incidence of disability in the workforce and the general population will rise – increasing the demand for more flexible working practices and environments and a better approach to meeting the needs of disabled people as consumers.

### **Adopting Good Business Practice**

- A positive attitude to employing disabled people will have an incremental and beneficial effect on an organisation – through the effect on the existing workforce in terms of their perception of the organisation and similarly on customers.

### **Reducing Staff Turnover and Recruitment Costs**

- An average UK business experiences a 15.1% labour turnover rate (21.4% in the private sector, 11.5% in the public sector, 14.1% in the health sector) with recruitment and re-recruitment costs encompassing 20% of salary for the average post. Given that evidence suggests that people with disabilities stay with one employer for longer (recognising that it has probably been much harder to gain that employment), then the inference from this is that labour turnover and associated recruitment costs can be reduced.

### **Enhancing Employee Performance**

- Contrary to popular misconceptions, employees with disabilities tend to have better attendance records and have fewer accidents and work – with most requiring no or minimal adjustments in terms of workplace practices and environments. Where these are required then practical and financial assistance is available to the employer. There is also a benefit in terms of the fact that many disabled people re-enter employment with significant skills and experience, allied to a motivation to make the job work – for them and their employer.

### **Promoting a Positive Corporate Image**

- Improving practice and access for disabled employees and customers promotes a positive 'corporate image' – to the 'wider' and 'internal' world. There is a 'knock on' effect in terms of enhanced staff morale and internal team development when organisations are perceived as being 'good employers'.

### **Promoting a Diverse and Inclusive Workforce**

- With disabled people 2.5 times more likely to be unemployed than a non-disabled counterpart, there is the wider opportunity for employers to make the workplace reflect the wider community in which they operate – with all the aforementioned benefits that this 'change of attitude and practices' will bring.

Collectively, the elements within this 'business case' promote a strong message to UK employers and the business community in general. This comes at a time when the labour market remains competitive and disabled jobseekers face ever stiffer competition from 'migrant workers' entering the UK labour market from the new EU

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member states. If the government is to achieve its target of moving 1.7 million people off Incapacity Benefit (and its future equivalents) over the next ten years, then over this period it is up to supported employment agencies, statutory bodies and government itself to promote this business case much more forcibly – undertaking and supporting further research to build up its accuracy and efficacy.

## SECTION 3

### Training Needs Analysis

#### **Findings from the questionnaire**

As part of the Blueprint for Supported Employment the Scottish Executive asked the Scottish Union of Supported Employment to specifically address the issue of the training needs of Supported Employment practitioners in Scotland.

It was decided that there were two individual approaches that needed to be taken to this issue:

- An analysis of the training requirements of all the SUSE members
- An audit of relevant training available to practitioners in Scotland

The research was undertaken through the membership of SUSE and questionnaires were sent to 96 organisations involved in Supported Employment and Social Inclusion issue to identify:

- What their training requirements are
- Whether or not they are in a position to provide any type of relevant training to other practitioners

#### **The Training Needs Analysis**

It was decided that the Training Needs Analysis should be as wide ranging as possible and not just concentrate on the skills of undertaking Supported Employment. To be successful as a service provider there are certain core skills that are required to manage the project and meet targets. It is also important to realise the career aspirations of staff and relate this to formal qualifications.

To ensure all areas of relevant learning were covered the TNA was split into the following headings:

- Formal Qualifications
- Supported Employment – the principles and values
- Legislation/Awareness raising
- Development Skills
- Management skills

Information was also sought on the budget resources available to service providers.

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Of the 96 organisations contacted, 19 replied. This is considered to be a low response, especially as almost all SUSE members took part in the workshops for the Blueprint.

### **Information gained from the specific areas**

#### **1. Formal Qualifications**

Under this heading certain formal qualifications were suggested based on those known to the Board of SUSE. These were:

- MA in Supported Employment
- Diploma in Supported Employment
- Certificate in Supported Employment
- Scottish progression Award
- Training in Systematic Instruction

#### **Feedback**

Almost all respondents (16 out of 19) agreed there should be a recognised formal qualification structure for Supported Employment based around the Certificate in Supported Employment at entry level and the Diploma in Supported Employment at advanced/management level. 11 out of the 19 also thought that Training in Systematic Instruction was a good way to gain experience of core skills.

When asked to comment on current provision the following comments were made:

- The current high cost of formal qualifications
- The need for accreditation of qualifications from Scottish awarding bodies
- The high quality of Training in Systematic Instruction but that perhaps it should be delivered in a modular “toolkit” form

#### **2. Supported Employment – the Principles and Values**

Through the questionnaire Service Providers were asked about the relevance of providing training on a modular basis to cover the six headings of Supported Employment, namely:

- Referral procedures
- Vocational Profiling
- Action/Developmental planning
- Engaging employers
- Support strategies
- Ongoing support/Exit strategies/Careers progression

## **Feedback**

This proved to be the most popular area of the analysis both in terms of agreeing with the suggested courses in the six major Supported Employment headings but also in terms of other suggested courses.

Other courses suggested were:

- Bridges to Employment
- Rickter Training
- Introduction to Supported Employment
- Staff moving from care services to Supported Employment
- Completing CVs
- Marketing Supported Employment
- Empowerment/Decision making
- Service user involvement
- Gaining access to funding
- Training of trainers for natural supports in the workplace

Comments made included:

- Training should be flexible
- Available locally
- Diverse – taking in the broad spectrum of vulnerable people
- More emphasis required on awareness training
- Support strategies for service users and employers
- Consistent training of a high standard across the sector

It is possible to argue that many of the alternative training opportunities suggested can be covered by the core values. The interesting comments within this area of the analysis surround both the flexibility of training and its availability.

## **3. Legislation/Awareness-Raising**

In past Training Needs Analysis many practitioners commented on the lack of information on aspects of the work such as legislation and awareness of the needs of particular groups of jobseekers. In this TNA we suggested areas that could be covered in training programmes might include:

- Disability Discrimination Act
- Ergonomics in the Workplace
- Reasonable adjustments in the workplace
- Equal Opportunities Legislation
- Health & Safety
- Risk Assessment
- Specific Courses on disability, drug abuse, etc.

## **Feedback**

This section generated a large response which reinforces the SUSE belief that not enough weight is given to legislative areas when training practitioners.

Other courses suggested included:

- Mental health awareness
- Good practice for Natural peer supports
- Applied Suicide Intervention Skills Training (ASSIST)
- The Additional Support for Learning Act
- Working with sex offenders
- Basics of Employment Law
- Benefit Legislation
- Generic overview of learning disability
- Perceptions of disability
- The gathering and use of statistics
- Age discrimination legislation
- Freedom of information

Comments returned included:

- Working more closely with the Disability Rights Commission
- Awareness raising should be user led
- Employers expect practitioners to be professional and have the background knowledge to properly support their clients
- Importance of knowing the rights of workers within individual progression routes
- The use of statistics is important for justifying funding applications

This comprehensive and diverse list suggests that this is an area that has become a higher priority as the legislation on discrimination firms up and as Supported Employment seeks to assist a wider base of people with needs.

## **4. Developmental Skills for practitioners**

Within Supported Employment the support worker could be required to work with individuals at all stages of the process from the initial referral, through the vocational profiling, to supporting the person in the workplace.

This is an complicated process and a wide variety of skills are required to allow support workers to effectively assist their clients. Many projects fail to achieve their outcomes not because of a lack of clients or a lack of a market, but because the support workers are not skilled enough in the developmental areas of their work.

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Developmental skills suggested in the TNA were:

- Counselling skills
- Assertiveness
- Interpersonal relationships
- Negotiation techniques
- Objection handling
- Time management
- Effective writing skills

### **Feedback**

Half the respondents agreed that the developmental skills listed were required while the other respondents said that at least 60% of these skills were required. Intriguingly, in a person-centred industry, three respondents did not think counselling skills were a requirement for a support worker.

Other courses suggested were:

- Cognitive Behaviour Therapy
- Anger Management
- Conflict Resolution
- Tele sales/Cold calling
- Presentational Skills
- Career guidance/interview prep/CV Writing/Application form completion
- Effective networking
- Joint working on funding applications

Comments returned included:

- What is objection handling?
- Very few courses of this type available outside the central belt of Scotland
- Developmental training tends to be expensive
- These skills should be available through SVQs

Although it would appear that most respondents think increasing developmental skills is important very few made actual comments and some that did suggested they were not sure what these skills would do for them (example: objection handling).

### **5. Management Skills**

The section in the Training Needs Analysis relating to Management Skills was included as projects often spend an enormous amount of time sourcing funding, completing application forms and justifying the quality of their outcomes.

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In the TNA areas of training suggested were:

- Business Administration Qualifications
- Quality Assurance Programmes
- Training in Supporting Staff
- Supervision skills
- Completing funding applications
- Budgeting
- Target setting
- Interviewing techniques

### **Feedback**

There is anecdotal evidence that many worthwhile projects either never get off the ground or fail due to a poor grasp of the management techniques required to successfully run projects that can be complex, people-intensive and work in an environment of scepticism. Interestingly 25% of respondents did not even answer this section. There could be valid reasons for this such as Local Authorities that already have in-built mechanisms for the supervision of projects but it is felt the response to this area is disappointing.

Other suggestions for training were put forward:

- Facilitation skills
- Conducting meetings
- Team building

Other comments made:

The only general comment made in this section was to question whether it was the role of funders to facilitate management training. It is up for discussion whether this should be the case or not.

### **6. Budgetary Constraints**

When assessing training needs, availability of training is not the only criterion when making recommendations. Having (or not having) a budget for training can be a major obstacle to ensuring that projects have well-trained, professional staff who can maximise opportunities for their client group. It is common practice to hear of local authorities who have implemented changeover policies in day centres with little or no training for the staff at a time of great change in their lives.

## A Blueprint for Supported Employment in Scotland

Within the TNA it was decided to set headings for training budgets per member of staff. The findings were:

Organisations with no training budget	4
Organisations with a training budget of less than £100	1
Organisations with a training budget between £100 and £200	3
Organisations with a training budget between £200 and £500	5
Organisations with a training budget of more than £500	1
Failed to answer the question	5

Other comments made included:

- Budget held by training department – limit flexible
- Staff are encouraged to apply for grants through Individual Learning Accounts Scotland
- In Adult Services all the training budget is swallowed up meeting the SSSC requirements for social work, day services and residential care
- Important to plan ahead and not allocate token amounts to training

## SECTION 4

### **Training in Supported Employment principles available in Scotland**

#### **What is presently available?**

#### **The Certificate and Diploma in Supported Employment**

##### **The Certificate – 1 year**

The Certificate is an introduction to the fundamental practices and principles of supported employment through the use of an e-learning model. The Certificate normally takes 12 months to complete and requires the candidate to commit to 3 to 4 hours of study and assessment per week. There is an assessment of competence against a Level 3 NVQ in Learning & Development by Oxford, Cambridge and RSA, who will also award the Certificate in Supported Employment.

##### **The Diploma – 2 years**

The Diploma meets the continuing professional development needs of those individuals who have established a career in supported employment, and wish to enhance their knowledge, skills and practices in all aspects of their work. The Diploma normally takes 2 years to complete and requires the candidate to undertake about 350 hours of study and assessment activity. There is an assessment of competence against a Level 4 NVQ in Learning & Development by Oxford, Cambridge and RSA, who will also award the Certificate in Supported Employment.

#### **The SQA Route**

##### **Scottish Progression Awards (SPA)**

Introductory award designed to provide candidates with the necessary skills and knowledge to work in the area of Supported Employment.

##### **6 Mandatory Units:**

- Foster People's Equality, Diversity and Rights
- Establish, Sustain and Disengage from Relationships with Clients
- Promote, Monitor and Maintain Health, Safety and Security in the Workplace
- Planning and Securing Jobs Supported Employment
- Facilitate Individual Learning through Coaching

## A Blueprint for Supported Employment in Scotland

This SPA provides progression towards SVQ Care (Level 2) or SVQ Promoting Independence (Level 3). From this the candidate can move onto SVQ Care (Level 4) if desired. The SVQs in Care don't have a particular SE focus.

Care Level 2 – 4 mandatory units, 5 optional units

Care Level 3 – 5 mandatory units, 7 optional units

Care Level 4 – 8 mandatory units, 6 optional units

### **Other Available Training**

#### **Training in Systematic Instruction**

- Generally a 5-day course
- Identifying people's job interests and aspirations
- Matching people and jobs
- How to analyse and break down specific tasks
- By use of analysis of tasks, designing appropriate training methods etc. etc.

#### **QUEST Supported Employment Agency**

##### **The Complete Job Trainer**

Generally a 4- or 5-day course

Workplace and job assessment, applicant assessment including voc. Profile, referral systems, Benefits issues, planning for long term support/additional challenges, structured training and withdrawal etc. etc.

##### **The Complete Job Finder**

Generally a 1-day course

Developing a corporate image, identifying potential employers, making contact with employers, presenting a structured positive proposal etc. etc.

#### **The Rickter Company**

##### **The Rickter Scale**

The Rickter Scale is an easy to use assessment tool that measures soft outcomes and distance travelled when working with people. The scale itself is 'sliding' whereby users can measure their responses on a scale of 1 to 10 to a series of questions, which vary according to their circumstances. Topics can include employment, education, accommodation, personal finance, relationships, stress, and how big a part alcohol or drugs play in their life and their general health and happiness. There are now around 300 different frames of reference so there are many applications for the system which can be customised to suit particular client profiles.

Training is undertaken by the Rickter Company and is based around a customisation process, so the version devised or used suits the target client group.

## A Blueprint for Supported Employment in Scotland

Beyond 'The Diploma' in Supported Employment

Through Cardiff University / The Welsh Centre for Learning Disabilities:

2 Postgraduate Diploma MSc Courses

- Supported Employment
- Positive approaches to challenging behaviour

Each diploma course is organised in 14 x 3 day teaching modules with students passing the diploma able to extend for a further 4 x 3 day modules (in research and design methods) to gain an MSc.

### Other Training Providers in Scotland

<b>Organisation</b>	<b>Training Provided</b>
<b>Enable Scotland</b> (External Training & Contultancy Department)	1. Introduction to Supported Employment 2. Systematic Support Strategies Training 3. Disability Awareness for Employers 4. Working with Employers 5. Training tailored to suit your needs
<b>Cardonald College</b>	Skills Development/Youth Options
<b>Forth Sector</b>	1. Mental Health Awareness Training 2. Barriers to Employment for People with Mental Health Problems 3. The Benefits of Work
<b>Headway (Dumfries &amp; Galloway) Association Ltd</b>	Breakaway Training (Strategies for working with violent/aggressive individuals)
<b>JARCS (Jean Alcock Research &amp; Consultancy Services)</b>	1. Disability Discrimination Act & Employment 2. Age Discrimination Act & Employment 3. Accessible Information Strategies
<b>Quality Action Group</b>	Frontline Training for Employers

# ANNEX 1

## **Background to this Report**

Between November 2005 and January 2006 the SUSE Board arranged 5 meetings covering the Scottish Mainland and the Western Isles in order to give their Service Provider members an opportunity to shape the Blueprint. The Blueprint meetings were held in Greenock, Edinburgh, Moffat, Elgin, and Stornoway, and attended by 190 individuals representing 120 organisations. In addition feedback was obtained from a local network meeting in Dundee.

The EUSE definition of Supported Employment was used as the starting off point for small group discussion around four key questions.

### **Key Questions**

1. Given the definition of Supported Employment what are our roles and responsibilities in the delivery of Supported Employment?
2. As Providers what do we want for the future of Supported Employment?
3. Why and how should employers be involved with us?
4. What impact does current Funding have on the quality of our services?

These questions generated seven main themes

- Working with Service Users/Clients
- Working with Employers
- Collaborative Working
- Quality Standards and Training
- Marketing Supported Employment
- Constraints
- Future needs

The following answers were recorded:

### **Working with Service Users/Clients**

- 1. The main role of a Supported Employment Provider is to support individual service users using the person-centred approach advocated by the Supported Employment Model.**

Comments reflecting the above perspective included:

- "The focus should be on the individual and what their needs are."
- "We should provide a person-centred and holistic service."
- "The end product should be driven by Individual need."
- "We should help people reach their full potential."
- "We should provide person-centred programmes."
- "The person must be at the centre of every plan."

**2. Supported Employment Providers have a responsibility to provide service users with:**

- Information and support to make informed choices
- Help to manage transition from benefits to paid income
- Appropriate support that is empowering.
- Long-term support on the journey from economic inactivity to employment and beyond.
- Support is not time-limited
- An advocate facility between client and employer
- Support for long-term employee development beyond entry level progression

**Working with Employers**

Service Providers are fully aware that without employers they cannot provide an effective service for their clients.

**3. Supported Employment Providers can offer employers a specialist and customised recruitment service that, uniquely, includes ongoing support for both employee and employer.**

**4. Supported Employment Providers can:**

- Encourage and enable employers to widen their recruitment pool and gain access to a more diverse labour force.
- Educate and inform employers about the benefits of employing people with additional support needs.
- Raise awareness among employers about their obligations under discrimination legislation and corporate social responsibility.
- Cover all aspects of the employment process from recruitment through to job retention and progression within the workplace.
- Offer a much more intensive service than any mainstream recruitment agency.
- Include opportunities for offering formal training opportunities to employers.

Comments reflecting the above perspective included:

“We can enable employers to recruit from a previously discounted pool of labour.”

“We can offer customised and individualised recruitment services.”

“We can support the employer to employ individuals with needs.”

“If necessary we can act as an advocate between client and employer.”

“We can educate employers about support needs of people and how these can be delivered in the workplace.”

“We can raise employers' awareness and perceptions of people we work with.”

“We have a responsibility to educate, inform and influence employers.”

“We can assist employers to create a more diverse workforce and raise awareness about corporate social responsibility.”

“We can have input into training for HR departments.”

“We can provide training and support to deal with legislation issues.”

“We can help employers to develop a retention policy.”

“We can provide Disability Awareness Training.”

**5. Supported Employment Providers also recognise that they can and should learn from employers to get a better understanding of the industries they are targeting and gaining industrial knowledge.**

### **Collaborative Working**

**6. Supported Employment Providers acknowledge that networking and collaboration among organisations operating at different stages along the pathway to employment is essential to providing a quality service to individual service users.**

Comments reflecting the above perspective included:

"We need to share knowledge to enhance services."

"We need to demonstrate and share good practice."

"It is our responsibility to network more with each other and be ready to pass people on at an earlier stage where appropriate."

"As agencies we should work positively in partnership with other intermediaries."

### **Quality Standards and Training**

**7. Supported Employment should be underpinned by a set of quality standards and by the provision of recognised qualifications for people working in the field**

Comments reflecting the above perspective included:

"We need to work to a set of recognised standards."

"We need recognised Training."

"We need a common platform of skills for staff."

"We should provide a consistent standard approach."

"We need to provide good quality training for staff."

"We need to achieve quality standards with adequate quality assurance."

## **Marketing**

**8. Supported Employment Providers have a role to play in marketing supported employment to all stakeholders including government, commissioner, employers, other agencies and service users.**

**9. Supported Employment Providers should be able to provide robust evidence of the success of supported employment through the collection of statistics and case studies.**

**10. A powerful way for Supported Employment Providers to promote supported employment is for their own organisations to become employers of an individual in supported employment.**

Comments reflecting the above perspective included:

"We need to provide statistical information on sustainability."

"We need to be able to produce a cost benefit analysis."

"We need to promote what we do with conclusive evidence to back it up."

"Supported Employment Service should employ workers with needs."

"Supported Employment Providers have a responsibility within their own organisations to provide suitable supported employment opportunities for service users."

## **Constraints**

**11. Short-term project funding is currently the main source of supported employment funding and the need for differing funding streams can create barriers to enabling Supported Employment Providers to offer a high quality person-centred service.**

**12. Short term funding can:**

- Build up and then dash expectations
- Make individuals less likely to engage/succeed
- Affect long-term planning, continuity of services and the roll-out of good practice

## A Blueprint for Supported Employment in Scotland

- Produce results that are inconsistent and geographically biased
- Affect the ability of people furthest removed from the labour market to get a service
- Encourage unhealthy competition and lack of trust, rather than partnership working, as projects are applying to the same funding source
- Result in managers spending more time applying for funding than doing the job
- Lead to distrust and lack of professional credibility as service users and employers are let down when projects finish, thus denying Supported Employees and Employers the continuity of support promised as part of the package and this can affect the "sustainability" of employment
- Make supported employment staff frightened about their jobs

Comments reflecting the above perspective included:

"Targets and outcomes demanded by their funders are often incompatible with providing a person-centred service."

"Funding is target driven, rather than needs-led."

"It dictates the service provided and is not always appropriate to need."

"Prescriptive outcomes affect the ability to provide a person-centred service, people are fitted into outcomes."

Short-term funding makes people go for easy outcomes in order to ensure targets are met."

"Short-term funding encourages cherry-picking – concentrating on people closest to the labour market in order to reach targets."

"Short term funding is a false economy because it focuses on immediate outcomes rather than sustainability."

"Working in a messy landscape of funding that is too diverse and having to achieve different targets and outcomes for different funders, leads to an overload of monitoring that can detract from service provision"

"When target-driven, funding creates divisions among ourselves and discourages referral of clients on to other services because they have to reach their targets"

"Funding providers continually demand innovation not sustainability"

"it is more difficult to refund a successful project than one which has not been tried before."

"Innovation – what's new that hasn't already been tried? Supported employment works!"

### **13. Service providers recognise that supported employment services have developed piecemeal and lack a cohesive infrastructure. Currently:**

- There is neither "clarity of vision" nor a "common framework."
- Practitioners do not take a "consistent standard approach" and there is no "common platform of skills for staff."
- There are no "professional" or "quality standards."

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- There is no formal career structure and no nationally recognised accreditation.
- Staff development and training is patchy across the country

**14. The lack of a formal career structure and nationally recognised accreditation in the field of supported employment means that it does not attract the most skilled/qualified or those seeking to develop their careers.**

### **Future Needs**

**Everyone who attended the Blueprint Consultation Meetings agreed that they wanted to provide a top class service to their service users and employers and they had clear ideas of what needs to happen to enable them to achieve this.**

#### **1. A firm commitment to the value of the Supported Employment in Scotland.**

Supported Employment Providers believe that:

- Supported Employment needs to be mainstreamed and recognised as a genuine Core Service.
- There needs to be joined-up thinking on employment policies at all levels and across all sectors.
- There needs to be clarity, commitment, understanding and flexibility from government.
- There needs to be recognition of supported employment by employers and government.

#### **2. There is a genuine need to Increase the capacity of Supported Employment in Scotland.**

Supported Employment Providers believe that:

- There needs to be long-term, core funding that is not post-coded.
- That funding should be consistent across the country but that usage should be flexible at a local level – it should not be one size fits all.
- That some funding should follow the individual rather than a programme and that this should also be flexible around the different organisations.
- That funding should be available to cover each stage of the employability process, not just those nearest the labour market.
- That capacity is increased to prevent the build-up of long waiting lists. This could be achieved by both increased funding and better collaborative working.
- That core funding should be available for training to ensure development of well-trained staff.
- That marketing costs are included in the funding package – core funding for PR in each area.

**3. There is a need for greater flexibility to enable Supported Employment agencies to provide a more varied service.**

Supported Employment Providers believe that:

- Support for people to "become self-employed" should be included in the spectrum of what a job is, as this can often allow greater flexibility to fit in with health issues or domestic circumstances.
- There should be more money and flexibility in Access to Work.
- That outcomes should focus on "soft" as well as "hard" outcomes according to the individual.

**4. There is a need for the development of accepted Standards and Training in Supported Employment.**

Supported Employment Providers believe that:

- There needs to be a standard approach to supported employment with quality standards that are not overly complex, but specific to supported employment and regulated by an experienced external review body which understands the process of supported employment and the needs of different client groups.
- That there needs to be a specific national qualification that will be recognised by their employers and will give status and a career structure.
- That they need to be able to access a wide range of continuing professional development opportunities that will enable them to meet their responsibilities to both their service users and to employers.

**5. Collaborative Working is essential for the future development of Supported Employment.**

Supported Employment Providers believe that:

- There needs to be a joined-up approach to service delivery across sectors and organisations.
- That in order to ensure effective partnership working, collaborative work needs to be placed on a more formal footing.
- That this can be best achieved at local level under a common framework with one responsible agency and an effective tracking system.
- There is a need to develop the role of a local area co-ordinator.
- 

There is a noticeable correlation between the views expressed at the meetings and the recommendations of the Interventions Workstream i.e.:

- The creation of local collaborative frameworks for employability in each labour market area

- Collective local action to produce coherent local frameworks

*(Employability Framework. Interventions Workstream, p. 3)*

**6. The Marketing of Supported Employment both locally and nationally is an essential element in the future development of Supported Employment.**

Supported Employment Providers believe that:

- They have a responsibility to establish their credibility.
- They need funding to allow themselves to be seen in places such as Job Fairs and business networks to allow employers to find out what we can offer.
- Working with Employer Networks such as Employer Coalition is essential.
- They need to be able to offer employers professional streamlined services.
- There is a role for local networks to seek the support of local employers in getting the message across.
- The Scottish Union of Supported Employment is marketed nationally and that employers are invited on to the Management Board.
- The Scottish Executive should develop “Best Practice in Diversity Awards” for companies involved in Supported employment.
- The DWP should offer more incentives to employers through programmes like Workstep.

## A Blueprint for Supported Employment in Scotland

## ANNEX 2

### **Service User Consultation**

As part of the on-going consultation surrounding the Blueprint Service Users, through the SUSE Local Area Networks, were contacted to give their opinions on the relevance of Supported Employment in Scotland. It was accepted that some Service Users would experience difficulties when trying to respond to the questionnaire and it was for this reason that SUSE sought the assistance of the Local Networks to work with individuals who needed support.

The questions asked of Service Users were:

- What does Supported Employment mean to you?
- What issues did you face in finding work?
- What help did you get to find work?
- What kind of service would you like to be able to access to enable you to successfully find and sustain employment?
- Could anything have been done differently to help you find and keep your job?
- What role do you as a service user expect to play in this process?

### **One Service User's Response**

#### **What does Supported Employment mean to you?**

It has allowed me easier access to Employment, but it is also cheap employment for the employer. It allows the employer to discriminate against me because of my disability. I do the same job as other colleagues and sometimes do more than they do but I get treated differently.

#### **What kind of service would you like to be able to access to enable you to successfully find and sustain employment?**

Funded, on-going training to enable progression in present job or in other linked areas of expertise, to allow the possibility of moving to another employer much more of a realistic exercise. A job nowadays is not necessarily for life and diversity in experience and qualifications has got to be an advantage when changing jobs becomes necessary.

**What role do you as a service user expect to play in this process?**

It is important that I am responsible in the way that I approach my work and try to do the best I can for my employer and colleagues. It is my responsibility to ensure that my work practice is kept to a good standard and that I consider carefully what support and supervision is provided for me to do so.

Other comments received included:

**Issues faced when finding work**

- “I have severe communication and speech problems. I need to feel safe, relaxed and easy within the workplace.”
- “Support was very positive. Employment Officer helped with the initial introduction and support.”
- “I thought my age and health problems were an issue for some employers.”
- “I had never had a job and did not know the process of finding a job, form filling, interviews, etc. I also had no idea of what a job meant and had difficulty in knowing what skills I had and where my shortfalls were.”
- “I did not want to be considered as cheap labour and wanted to earn the same wages as everyone else doing the same job.”
- “I wanted the opportunity to get and hold down employment by having the support in place to allow me to prove myself.”

**What help did you get to find work?**

- “I am supported at work by a Jobcoach and a member of staff. My Support Worker met with me each week to discuss how I am getting on and look at any problems I have.”
- “I received help on how to find the right job, how to get to work and how to set my job up.”
- “Most of my problems were solved by my Support Worker who was very supportive.”
- “My Support Worker started by asking me what my dream job was and from there I secured an interview for a job which I got. My Support Worker helped me understand about application forms, interviews and how to do the job.”

**What could be done differently?**

- “I would have liked more time to try out other jobs so that I get the work I like most.”
- “On-going support and more reviews would have been helpful.”
- “I have now been working for 5 years. I started with my Support Worker accompanying me to the job but eventually a member of staff took my support over. I think having a member of staff support me is important.”

## A Blueprint for Supported Employment in Scotland

- “I would like to see a continued training and assessment programme tailored towards my individual requirements. I also think a central point for accessing advice on issues arising from seeking employment would be a good thing. I would also want to play an active role in developing my skills and enhancing my newly developed skills to further my career development.”
- “More access to specialist Employment Officers who would have a greater knowledge of the capabilities of the jobseeker and the types of employment available.”

## ANNEX 3

### **Employer Consultation**

As part of the on-going consultation surrounding the Blueprint employers, through the SUSE Local Area Networks, were contacted to give their opinions on the relevance of Supported Employment in Scotland.

The questions asked of employers were:

- As an employer, what recruitment issues do you face?
- What does Supported Employment mean to you as an employer?
- What kind of service would you, as an employer, expect to access to enable your company to successfully employ people with disabilities?
- What help or support would enable you to recruit from sources of labour you might not previously have considered? (These sources could include disabled jobseekers, people with drug and alcohol dependency problems, young people leaving care, ex-offenders)
- What policies, if any, does your company have in place to support people who become disabled while employed by your company or who are disabled and wish to become an employee of your company?

Comments received included:

- Supported Employment must give people with special needs the same access to opportunities that the rest of society recognise as a right
- Support for people with special needs at the interview and induction stages would be helpful
- In-depth assistance from a dedicated support worker
- Guidance on how best to advertise to attract people with special needs or from minority groups
- As a small company Supported Employment provides a buffer and allows the company to employ people with special needs who we might otherwise find difficult to employ and support
- It is important that employers can call on a supported employment service that can provide a background to the needs, problems and support mechanisms required by individual jobseekers
- By using support workers we can quickly integrate individuals with special needs into the workplace
- My company is registered as a “Positive about Disability” employer and we are keen to ensure that when someone in our employ becomes disabled support is available, where possible, to allow the individual to be retained

## **ANNEX 4**

### **Blueprint Contributors**

**Aberdeenshire Council**

**Aberdeen City Council**

**The Action Group**

**Angus Council**

**Apex Scotland**

**Ardseilach Centre, Lewis**

**Argyll & Bute Council**

**Ayrshire Supported Employment Network**

**The Big Issue**

**The Big Step**

**Borders Employment Network**

**Brothers of Charity**

**C-Change for Inclusion**

**Circles Around Dundee**

**Caledonia Clubhouse**

**Capability Scotland**

**Cardonald College**

**Careers Scotland**

**City of Edinburgh Council**

**Clackmannanshire Council**

**Comhairle Nan Eilean Siar**

**Cornerstone Community Care**

**Cothran Benbecula**

**Drumchapel Opportunities**

**Dumfries & Galloway Care Trust**

**Dumfries & Galloway Council**

**Dumfries & Galloway Network of Supported Employment**

**East Ayrshire Council**

**Enable Scotland**

**Employability Stirling**

**Falkirk Council**

**Fife Employment Access Trust**

**Fife Council**

**Fife Employability Network**

**Forth Sector**

**Forth Valley College**

**Forth Valley Supported Employment Network**

**Garvald Community Enterprise/Engine Shed**

**Glasgow Equal Access to Employment**

**Govan Initiative Ltd**

**Grainshore Training Centre**

**Grampian Employment Network**

**Grampian Society for the Blind**

**Greater Glasgow Network for Supported Employment**

**Hansel Alliance**

**Haven Products**

**Headway (Dumfries & Galloway) Association Ltd**

**Highland Blindcraft**

**Highland Council**

**Highland Employment Network**

**Intowork**

**Intowork West Lothian**

**Inverclyde Council**

**Inverclyde & Renfrewshire Employment Network**

**Inverclyde Council**

**JARCS**

**JobcentrePlus**

**Key Housing Association**

**Lanarkshire Association for Mental Health**

**Leonard Cheshire Foundation**

**Lews Castle College**

**Lifestyle Western Isles**

**Lothian Employability Forum**

**McSense Training Services**

**Midlothian Council**

**Momentum Scotland**

**The Moray Council**

**Nansen Highland**

**National Autistic Society/Prospects**

**National Schizophrenia Fellowship (Scotland)**

**NHS Greater Glasgow**

**NHS Orkney**

**NHS TAG Highland**

**Norman Mackie & Associates**

**North Ayrshire Council**

**OFTTI Project**

**One Plus**

**Orkney Blide Trust**

**Orkney College**

**Orkney Disability Forum**  
**Orkney Enterprise**  
**Orkney Islands Council**  
**Orkney Volunteer Centre**  
**Pathways to Employment**  
**Perth & Kinross Council**  
**Remploy Ltd**  
**Reid Kerr College**  
**Revival Evangelical Mission International Church**  
**REX - Raising Expectations**  
**Scottish Executive**  
**Scottish Union of Supported Employment**  
**Scottish Association for Mental Health**  
**Scottish Borders Council**  
**Shaw Trust**  
**Shetland Soap Company**  
**SHIRLIE Project**  
**Social Firms Scotland**  
**Somerfield**  
**South Lanarkshire Council**  
**Stirling Council**  
**Support for Ordinary Living**  
**Support Training Ltd**  
**Tayside Employment Network**  
**Unity Enterprise**  
**Voluntary Action Orkney**  
**Voluntary Action Lewis & Harris**  
**Western Isles Supported Employment Network**

## ANNEX 5

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