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European Union of  
Supported Employment



**EUROPEAN  
UNION OF  
SUPPORTED  
EMPLOYMENT**

**INFORMATION BOOKLET & QUALITY STANDARDS**





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# Introduction

**The European Union of Supported Employment (EUSE)** was established to develop Supported Employment throughout Europe. This booklet is intended for supported employment providers as a practical guide to improve the delivery of services, to establish a common language between European countries on Supported Employment and to highlight best practice.

Additionally it is intended that this booklet will improve the consistency of services throughout Europe and provide a benchmark for supported employment activities.

It is acknowledged that there are, of course, differences within individual European countries regarding culture, labour market activities, economy and legislation. However the values, ethics and principles contained in this booklet are transferable and relevant irrespective of these differences.

Due to funding and other operational restrictions service providers are often forced to focus on a more limiting approach than the full model of Supported Employment. This publication encourages us all to reach for the strength and values of the complete model

We are also clear that the position of disabled people in European society is beginning to change. This is primarily as a result of the demands of disabled people that their full rights as European citizens should be recognised and protected. As a result of past exclusion, disabled people are twice as likely to have no vocational qualifications and four times as likely to be unemployed than their non-disabled peers. Supported employment methods recognise capacity and deliver real jobs for people with significant disabilities.



The members of the National Associations through the Executive Board of EUSE who have worked on the EU project are listed below and on behalf of the European Union of Supported Employment I would thank them for their hard work and commitment in producing this publication & designing the EUSE website & newsletter.

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**Monica Wilson**  
**President**  
**EUSE**

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# 1 The European Union of Supported Employment

## Background

The European Union of Supported Employment (EUSE) was established in 1993 to facilitate the development of Supported Employment throughout Europe. Supported Employment assists people with significant disabilities (physical, intellectual, psychiatric, sensory and hidden) to access real employment opportunities, of their own choice, in an integrated setting with appropriate ongoing support to become economically and socially active in their own communities.

EUSE works to achieve this through the promotion of the Supported Employment model, the exchange of information and knowledge on good practice in Supported Employment and the development of model services. EUSE provides a platform for networking with other organisations and associations at European and worldwide level.

## Role and Activities

The main activities of the European Union of Supported Employment include:

- Organising the EUSE Conference, which is held bi-annually: Rotterdam, Netherlands 1994, Dublin, Ireland 1995; Oslo, Norway 1997; Rome, Italy 1999; Edinburgh, Scotland 2001, Helsinki, Finland 2003 and Barcelona, Spain 2005.
- Exchanging information via regular mail shots, and now, thanks to this project through newsletters, email and website ([www.euse.org](http://www.euse.org)).
- Influencing European social and economic policy.
- Networking with other European Associations and working with worldwide organisations.
- Developing new National Associations – assisting and supporting organisations to establish their own National Associations
- Campaigning and lobbying for the rights of people with significant disabilities to access vocational training and employment.
- Researching and developing models of good practice, staff training, quality standards, self-advocacy, capacity building and legislation.
- Membership services and support for National Associations

EUSE is a non-Government organisation and is a member of the European Disability Forum (EDF) and the European Association of Service Providers for Persons with a Disability (EASPD).



## Organisational Structure

EUSE has two levels within its organisation structure: -

### **EUSE Executive Board**

The Executive Board consists of 10 members including: -

- President
- Vice President
- Secretary
- Treasurer
- 6 Board Members

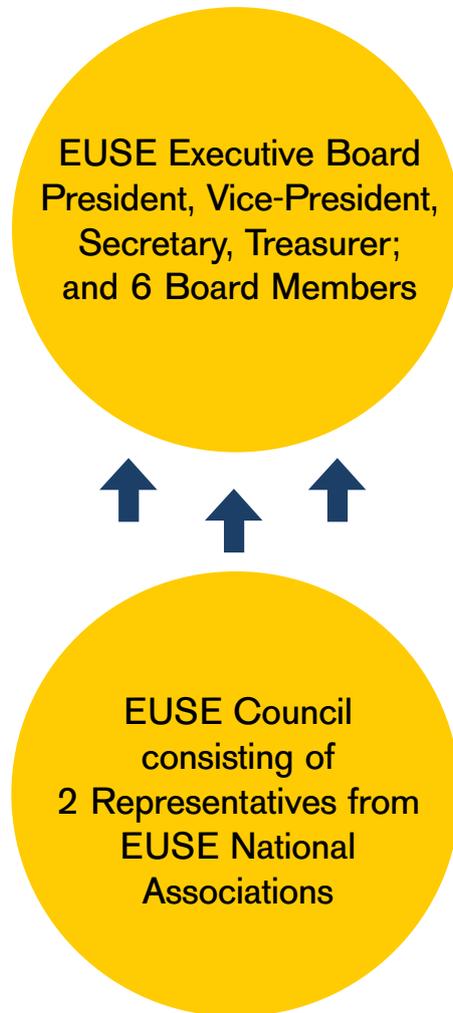
The EUSE Executive Board is elected by EUSE Council Representatives at a General Meeting held during the EUSE Conference. Only one representative from each National Association can be elected to the Executive Board. The Executive Board meets a minimum of three times between EUSE Conferences.

### **EUSE Council**

The EUSE Council consists of two representatives from each EUSE National Association. The Council meets at the EUSE Conference, elects the Executive Board and puts forward suggestions and recommendations for the EUSE Work Plan.



## Organisational Structure - EUSE



### Members

At present 16 National Associations are members of EUSE: -

- **Austria**
- **Czech Republic**
- **England**
- **Finland**
- **Germany**
- **Greece**
- **Iceland**
- **Ireland**
- **Italy**
- **Netherlands**
- **Northern Ireland**
- **Norway**
- **Portugal**
- **Scotland**
- **Spain**
- **Sweden**



## Developing a National Association

The process of establishing a National Association will differ from country to country and will vary in its structure and the length of time it takes to develop. However, there are a number of key steps involved in establishing a National Association within any country:

### STEPS

- Step 1 Local Supported Employment projects/organisations should establish links with other Supported Employment organisations.
- Step 2 Organise a meeting of Supported Employment organisations and any other relevant organisations, for example, local organisations of and for people with disabilities. Invitations should also be sent to Supported Employment Managers and practitioners.
- Step 3 Discuss at the meeting the benefits of establishing a National Association and gauge support for setting up a National Association.
- Step 4 If it is agreed to establish a National Association, a number of key areas need to be addressed:-
  - Name of National Association
  - Aims and Objectives
  - Structure and Legal Requirements
  - Membership (including Membership fees)

The European Union of Supported Employment will assist organisations to establish a National Association in their country/state by matching them with an existing member who will provide support in developing their new National Association.



## Factors which may influence individual National Services

The Supported Employment sector has grown quickly throughout Europe over the last two decades. The approach is seen to enable people with disadvantage to live more fulfilled lives by gaining full participation in the workforce. The sector promotes the provision of support to people with disabilities or other disadvantaged groups to secure and maintain paid employment in the open labour market, contributing to the European strategy on social cohesion and development.

Despite the many benefits to individuals, employers and society in general, Supported Employment is not delivering its full potential in many European countries. This may be due to a variety of factors including:

- Lack of recognition and acceptance of a rights based approach to disability issues
- The absence of a national policy framework for Supported Employment within an individual country
- The lack of dedicated funds to support the implementation of the policy framework for Supported Employment within the country
- Complicated and rigid Welfare Benefit systems which act as disincentives for people considering full status employment
- The political, social and economic priorities and needs within a country
- General perceptions of disability and disadvantage within a country
- The accessibility of the mainstream employment provision and rates of unemployment
- The lack of leadership or national strategy regarding mainstreaming Supported Employment

Due to some or all of the afore-mentioned factors, Supported Employment agencies will inevitably vary their approach and the extent to which they are able to deliver Supported Employment practices in their own country.



## 2. Supported Employment

### Background

Supported employment was developed in the USA and Canada in the 1970's and 1980's. Whilst its original purpose was to help people with intellectual disabilities to get an ordinary job, supported employment has in later years proved also to be of significant help to other target groups who have traditionally found it difficult to gain and keep employment. The background to the rise of supported employment is to be found in the fact that vocational rehabilitation and training was dominated by organisations providing sheltered work, activity centres, and by state owned institutions. The activities in this system of rehabilitation were that the client had to be trained and empowered to be able to participate in normal working life, and people with disabilities were considered for employment after training and vocational preparation (train and place).

Towards the end of the 1970's it was increasingly recognised that the traditional **'train then place'** methods of vocational rehabilitation and training contributed little to the integration of people with disability in ordinary working life. It became clear that good working skills alone, were in themselves not enough for a person with disability to find and retain a job. For this reason the idea of a **'job coach'** was introduced. A 'job coach' had the task of offering well-structured support to a person with disability performing ordinary work. This support could include on-the-job training, social skills training, assistance with travel to and from work, and other support necessary to make the employment successful, both for the disabled person and the employer. The 'job coach' model constituted something else other than ordinary rehabilitation practice, as the job coaches are present at work to assist in adaptation, training and education.

The idea was to first place participants in a job and then they would train in task performance (**'place and train'**). The earliest assignments in non-sheltered environments often followed a **'place and pray'** strategy, and for this reason the **'place-train-maintain'** strategy was developed. When the necessary stability had been achieved, the job coach withdrew (faded), and left the employee with their new colleagues (natural supports/co-workers).

During the 1990's supported employment was increasingly characterised by the idea of people with disabilities having ownership of their own job requirements and increased user participation. Moreover the concepts of promoting natural supports and partnership working with key stakeholders were emphasised.



The supported employment perspective has been increasingly characterised by the principles of inclusion and obtaining jobs in the ordinary labour market. Whilst much work remains to be done in developing the potential of supported employment, it is generally accepted that supported employment is heading in the right direction – the establishment of the European Union of Supported Employment is testimony to this.

### **Factors which will influence service provision in each country**

Despite the growth in the provision of supported employment and in the obvious benefits to the individual, employers and to society in general, Supported Employment is not delivering its full potential in many countries. This is due to a range of factors often beyond the control of the service provider who may have to provide a variation of the ‘pure model’ of Supported Employment.

### **Such factors include not only those listed on page 9 but also:**

- Having to use funding sources intended for vocational training or qualifications programmes e.g. European Social Funds which are short term and inappropriate funding sources
- The lack of development of the Human Rights agenda within individual countries
- The influence of the government department funding the Supported Employment project, e.g. Health, Social Services, Education, Training or Employment

Supported Employment agencies, for all or some of these reasons will inevitably vary their approach and the extent to which they are able to put the ideal of Supported Employment into practice in their own country.

### **However they all will have committed to the fundamental assumptions:**

- that the workplace is the best place to learn a job
- that Supported Employment is concerned with addressing some of the social, attitudinal, policy and practice barriers that exclude groups from paid work
- that this work will be ‘real jobs’ in integrated workplaces



Despite the barriers which exist in individual countries to inhibit pure models of Supported Employment, agencies will typically offer a combination of:

- **Engagement:** initial marketing of the agency to the individual to secure an agreement
- **Vocational profiling:** helping individuals to identify their skills and preferences for work
- **Job development:** identifying the person's preferred job through employer canvassing
- **Job analysis:** finding out more about the workplace, co-workers and the supports the person might need in that work environment
- **Job support:** 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'
- **Career support:** helping the employee and the employer think about longer term career progression through structured appraisal and development plans

## Definitions

Historically, supported employment has been defined as 'integrated jobs in community settings where persons with disabilities have the opportunity to work alongside people without disabilities and are provided with individualised supports to facilitate long-term success.'

It emphasises the aim of a real job and regular salary, and it implies a shift away from the 'train-place' model of traditional vocational rehabilitation, in which individuals in day centres and sheltered workshops were trained to 'get ready' for competitive employment, to an approach that can be characterised as 'place-train' in supported employment' (Jenaro et al. 2002:6).

Nowadays supported employment enables people with disabilities and other disadvantaged groups to find and retain paid employment in the open labour market. It is based on and respects the individual's needs, desires and aspirations for work.

Therefore the definition of supported employment accepted by EUSE is **"providing support to people with disabilities or other disadvantaged groups to secure and maintain paid employment in the open labour market"**.



## **Values and Principles underpinning Supported Employment**

Supported Employment is completely consistent with the concepts of empowerment, social inclusion, dignity and respect for individuals. In the framework of Supported Employment those concepts can be further defined by the following values and principles that are present at all supported employment stages and activities:

### **Individuality**

Supported Employment regards each individual as unique, with his / her own interests, preferences, conditions and life history.

### **Respect**

Supported Employment activities are always age appropriate, dignifying and enhancing.

### **Self-determination**

Supported Employment assists individuals to improve their interests and preferences, express their choices, and define their employment / life plan according to personal and contextual conditions. It promotes the principles of self-advocacy by service users.

### **Informed choice**

Supported Employment assists individuals to understand their opportunities fully so they can choose consistently within their preferences and with an understanding of the consequences of their choices.

### **Empowerment**

Supported Employment assists individuals to make decisions on their lifestyle and participation in society. Individuals are centrally involved in the planning, evaluation and development of services.



## Confidentiality

The Supported Employment service provider considers information given by individuals to them as confidential. The service user has access to his/her personal information gathered by the provider and any disclosure is at the discretion of and with the agreement of the individual.

## Flexibility

Staff and organisational structures are able to change according to the needs of service users. Services are flexible and responsive to the needs of individuals and can be adapted to meet specific requirements.

## Accessibility

Supported Employment services, facilities and information are fully accessible to all people with disabilities.

## The Process of Supported Employment

**Supported Employment is a dynamic process driven by the individual.**

A 5-stage process has been identified and acknowledged as a model of good practice and one that can be used as a framework within Supported Employment.

Within each of the 5 stages there is a wide range of activities, some will be unique to a specific disability group, others will be more general and will apply across all disadvantaged groups. Across all stages and activities, service providers should consider their timescales as an opportunity to take responsibility for not wasting the individual's lifetime.



## **Stage 1 – Engagement**

This stage probably provides the broadest range of activities, the majority of which will be unique not only to specific disability groups but may be also unique to individuals from any other disadvantaged groups. The core values of this stage are to provide accessible information in an appropriate manner and to support the individual to use the information and experiential learning to make informed choices. The activities in this stage must be relevant, person centred and part of an agreed plan of action to ultimately support the individual into open employment. It is expected that at the end of the engagement stage the individual will make an informed decision as to whether or not s/he wishes to use supported employment to find work and whether s/he wishes to do so with that particular service provider.

## **Stage 2 – Vocational Profiling**

The activities in this stage will provide an insight into aspects of the individual's skills, abilities, strengths and weaknesses and will produce a detailed profile of employment related issues that will influence the remainder of the process. Supported employment gives job seekers the opportunity of actively selecting a job compatible with their interests, aspirations, needs, conditions and background experience. This planning process is based on an empowerment approach, in which participants are encouraged to make their own career choices and participate in the design of their own work project, in accordance with their interests and vocational aspirations. A Person Centred Planning approach should be fully adopted within this stage.



## Stage 3 - Job Finding

Job finding is a key stage where the activities involved can influence employers and secure employment for job seekers. There is no one best way to job search and Supported Employment providers must consider a range of activities that best suit the needs of the parties concerned.

It is not to say who should or should not conduct the job search but at all times the job seeker must remain in control of the activities and be given the fullest advice and be equipped to make informed choices.

Irrespective of the effects of disability or any other disadvantage, the ownership must rest with the job seeker, with the Supported Employment provider furnishing detailed guidance and advice.

There are, of course, a number of methods that can be used to identify a suitable job or employer through:

- Compiling a Curriculum Vitae
- Responding to job advertisements
- Writing speculative letters to employers
- Cold Calling
- Job Tasters or Work Trials (both time limited)
- Developing employer contacts and networks
- Creating jobs by the supported employment provider



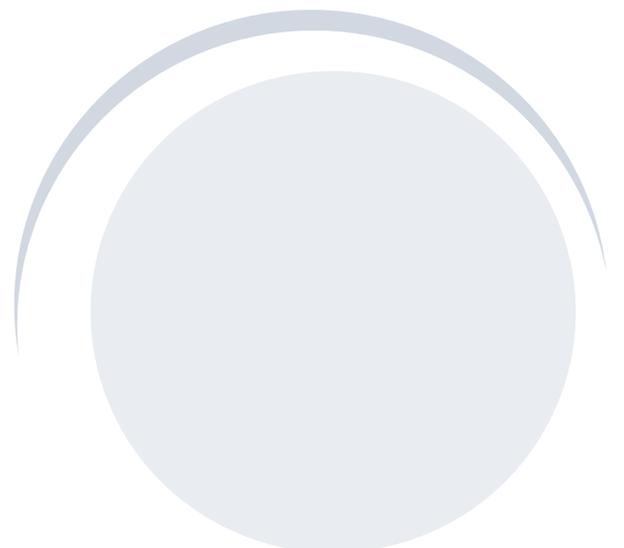
## Stage 4 - Employer Engagement

The activities in this stage will depend on what format the engagement or meeting with the employer takes.

For the purposes of this work, there is an assumption that the Supported Employment professional and probably the job seeker will meet with the employer. This stage will determine what is potentially on offer from the employer.

Potential areas to be discussed will include:

- Skills/experience required by employer
- Hours of work (or Job Taster / Work Experience Placement)
- Terms and Conditions of employment
- Workplace culture
- Support required by job seeker
- Support available from Supported Employment provider
- Support available from employer / co-workers
- Issues surrounding disclosure
- Awareness training for employer and co-workers
- Health and Safety requirements
- Availability of funding and support through Government Programmes
- Guidance and advice to employers regarding their obligations / responsibilities under legislation.





## Stage 5 - On/Off Job Support

The levels, amount and forms of support to be provided will depend upon the individual's needs, abilities and employment situation. Support is a key feature of supported employment and is present at all stages of the process.

Professional support should gradually fade and be replaced by support from co-workers. The levels of support and fading strategy should be planned and reviewed with co-workers, employer and the individual.

The provision of On or Off the job support enables the individual the opportunity to learn and perform appropriately, to be part of the work team, contribute to the company culture and also assists with career progression. It also provides the employer with a support mechanism and provides co-workers with knowledge and understanding, this in turn assists the development of natural support in the workplace.

The package of support measures to be provided should be person centred and flexible and could include:

### On the Job Support

- Guiding and assisting with social skills
- Identifying a mentor/co-worker
- Determining workplace culture
- Supporting the client to adapt to the workplace
- Providing support to the employer and work colleagues
- Identifying workplace custom and practice
- Identifying opportunities for career progression

### Off the Job Support

- Solving practical problems/issues (transport, work dress etc)
- Discussing interpersonal work relationships
- Assisting with welfare benefits bureaucracy
- Maintaining liaison with Healthcare/Social Work professionals
- Listening and advising regarding issues raised by service user



## **Supported Employment Outcomes**

Supported Employment's key objective is to secure employment in line with the individual's needs, skills and abilities, under equal and safe working conditions. Work should be perceived by the individual as worthwhile, meaningful and provide the opportunity for social inclusion and fulfilment.

### **The individual secures a paid job:**

- In the open labour market
- In an integrated work environment
- With a proper contract of employment agreed by both the individual and employer
- Payment is the same rate of pay as for others doing the same job
- The same job security exists for the individual as for other workers

### **A good job match has been secured:**

- The individual has a job that matches their aspirations and abilities
- The job position is a real one with clearly defined tasks and that performance is reviewed/appraised as for other workers
- The work place matches the individual needs for job satisfaction, personal and social development, security and meets health and safety requirements
- The role provides opportunities for job and career progression

### **The individual is seen as a valuable team member:**

- The employer and other employees consider the individual as a valuable team member and the individual is involved in all workplace social activities
- The employer is satisfied with the match and invests time and resources as for other employees to develop the individual in their role
- The individual experiences and builds positive relationships with colleagues
- Natural supports develop within the workplace, enabling independence from the SE providers, and the individual controls decisions about her/his own support



## **A Code of Ethics for Professionals in Supported Employment**

The European Union of Supported Employment has developed a Code of Ethics that outlines principles and ethical commitments that demonstrate the competence and responsibilities required of professionals delivering supported employment.

These principles should provide guidance to those working in this area and could also be used as guidelines for self-assessment and as a quality improvement tool.

This Code of Ethics demonstrates the values underpinning supported employment, upon which professionals develop their everyday practice. The Code is intended to provide both general principles and guidelines to cover professional situations and activities when delivering supported employment services.

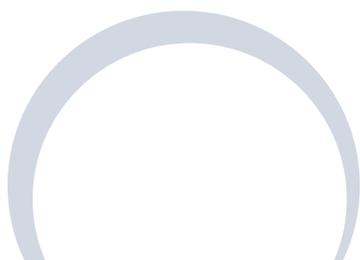
### **General Principles:**

#### **Professional Competence**

Supported Employment professionals should maintain the highest levels of competence in their work, and should recognise the need to update their knowledge in the key areas of Supported Employment. They should be responsible for their own continuing professional development and consult with other professionals to exchange information, share good practice and develop professional and technical expertise.

#### **Integrity**

Supported Employment professionals must be honest, fair and respectful of others in their professional activities. Supported Employment professionals should conduct their activities in ways that inspire trust and confidence.





## **Opportunity and Equality**

Supported Employment professionals must respect the rights, dignity and worth of all stakeholders. They must not discriminate in any way on the grounds of gender, age, religion, race, ethnicity, political opinion, disability, sexual orientation, health condition, dependents or social status.

They should be sensitive and responsive to cultural and individual differences and needs and provide equality of opportunity and of outcomes for all individuals.

## **Social Responsibility**

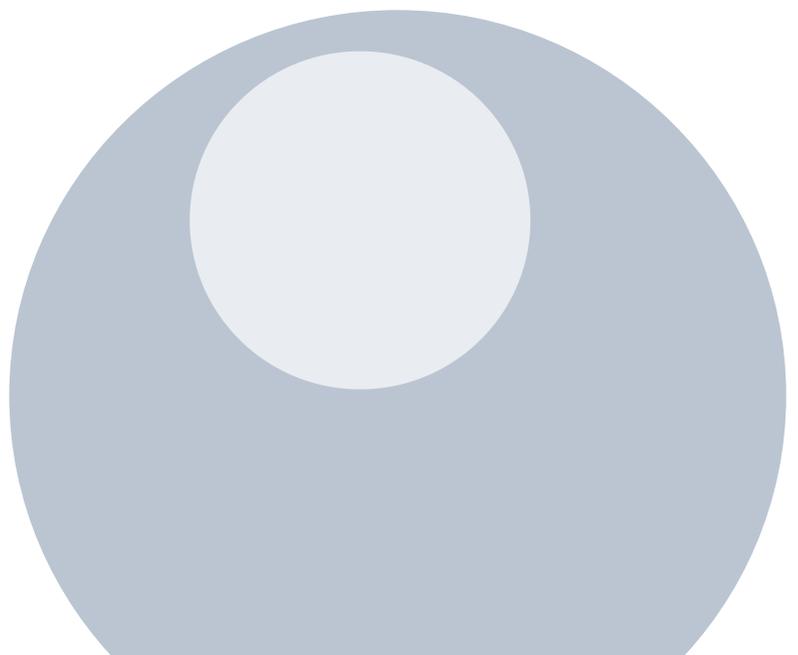
Supported Employment professionals should be aware of the impact they have on people's lifestyle and on the communities in which they live and work, they should accept the responsibility to contribute to social inclusion through employment.

## **Confidentiality**

Supported Employment professionals have an obligation to ensure that confidential/sensitive information is protected. Agreement must be sought and gained from the individual regarding matters relating to disclosure and a professional relationship with individuals must be maintained at all times.

## **Empowerment and Self-advocacy**

Supported Employment professionals have an obligation to actively promote the maximum participation, decision-making and autonomy of individuals within the supported employment process.





## Ethical Guidelines

### Competence -

#### General Awareness

Professionals should be able to demonstrate knowledge and awareness in general of supported employment activities including:

- Factors that lead to the development of supported employment and the differences between supported employment and segregated, and other services
- The definition and characteristics of supported employment and its underpinning values
- Informed choice, self-determination and active participation throughout the supported employment process
- The roles and responsibilities of all key stakeholders in delivering and facilitating supported employment opportunities
- The rights and responsibilities of individuals in supported employment, identifying best practice in the supported employment process

#### Profiling

Supported employment practitioners should have the ability to undertake vocational profiling, assessment and career planning in accordance with the individual's interests including:

- Delivering effective and meaningful vocational assessment in partnership with individuals
- Adopting a Person Centred Planning approach to all parts of the supported employment process including career profile development
- Considering the facilitation of on the job assessments, work experience placements, job tasters and job shadowing
- Assisting individuals to develop personal career goals and meaningful and realistic career plans to maximise their potential
- Developing partnerships with appropriate agencies, organisations and networks to enable career advancement



## **Job Finding and Marketing**

Professionals must be able to deliver a wide range of effective job finding and marketing techniques within the supported employment process including:

- Creating effective marketing strategies for supported employment
- Producing marketing materials suitable for employers
- Recognising and using both formal and informal job finding methods
- Involving the job seeker in the job search process
- Understanding the local labour market and workplace cultures
- Identifying the needs of employers
- Conducting their contact with employers in a professional and business like manner
- Assisting individuals to compete in the open labour market promoting their strengths, skills and abilities
- Assisting with the negotiation of terms, conditions and contracts of employment in accordance with relevant legislation
- Knowing about and understanding relevant legislation that impacts upon employment issues

## **On and Off the Job Training and Supports**

Supported employment professionals should be able to provide support in and away from the workplace adopting a range of activities including:

- Identifying and addressing the support needs of individuals in the workplace
- Job analysing and identifying methods of establishing natural supports within the work place
- Developing workplace supports and identifying and addressing the support needs of employers and co-workers
- Delivering a range of On and Off the Job support techniques
- Providing advice and support regarding workplace aids, adaptations and job ergonomics to both employers and individuals
- Assisting the individual to recognise and adopt the social behaviour and culture of the workplace
- Maximising job performance and social inclusion



## Ongoing Supports

Professionals should be able to provide or identify resources to ensure the long term support of individuals in the workplace, if required, including:

- Identifying sources and funding for long-term supports
- Completing a written agreement with both employers and individuals regarding support services to be delivered
- Evaluating and reviewing the quality and relevance of services with both individuals and employers
- Establishing a support network to assist the individual with any personal needs concerning employment

## Managing Welfare Benefits

Supported Employment professionals should be able to provide or access accurate and confidential advice and guidance relating to relevant welfare benefits and financial issues including:

- Informing individuals of work benefits and the financial implications of their decisions
- Assisting individuals to obtain welfare benefit calculations to enable them to make informed choices
- Maintaining a working knowledge of current welfare benefit rules
- Networking with organisations which specialise in the delivery of welfare benefit information and advice

## Organisational Awareness

Professionals should be aware of the mission, role, objectives and activities of their organisation in relation to:

- Understanding their role and responsibilities within the organisation
- Acknowledging the boundaries, limits and role of their organisation in relation to supported employment activities
- Working as a member of a team to achieve organisational objectives
- Contributing to system change within communities
- Commitment to excellence



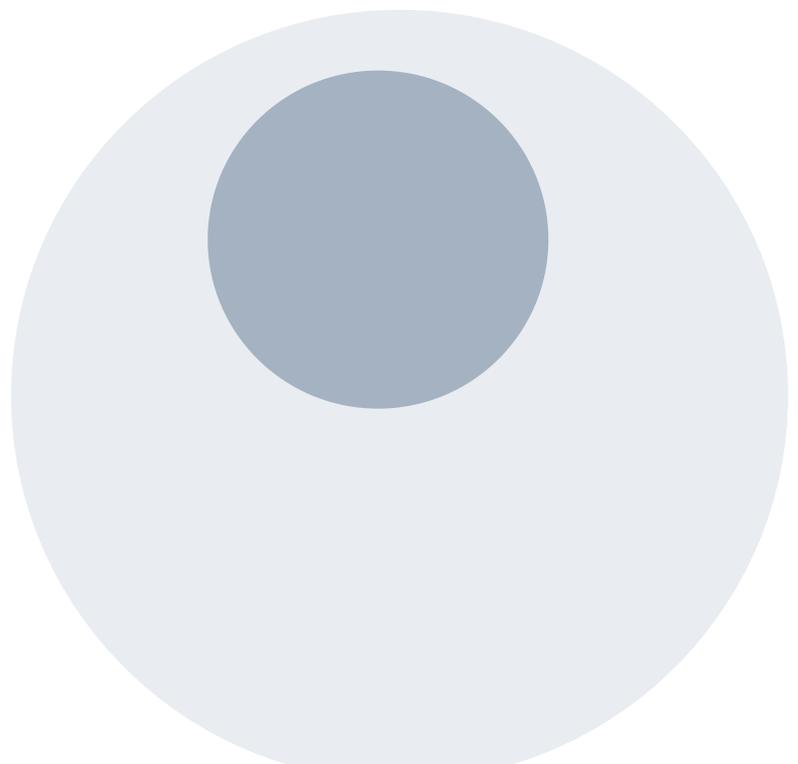
## 4. A Quality Standards Framework for Supported Employment Providers

The dictionary defines 'Quality' as 'a degree or standard of excellence'. This definition is in keeping with the European Union of Supported Employment's [EUSE] aim of providing a framework of guidance to supported employment providers – a set of minimum standards of best practice or excellence transferable across the European Community.

The Framework aims to provide a benchmark to enable providers to develop and improve the quality of their provision.

The standards developed not only incorporate existing good practice within the EUSE membership but they also provide a framework for providers to self assess and set targets for the continuous improvement of their provision. The framework defines Supported Employment and the characteristics of the model and identifies the standards of excellence that are to be aspired to by providers throughout Europe.

The Supported Employment model has grown quickly over the last two decades. The EUSE Executive Board feels the time is now right to develop standardised guidance which benchmarks excellence and creates a common language across Europe.





## THE ORGANISATION

Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"><li>• The Leadership and Management set a clear direction that leads to the delivery of a high quality service.</li></ul>	<p>The Organisation:</p> <ul style="list-style-type: none"><li>• Has a written Mission Statement that commits them to integrated employment, community inclusion and zero exclusion.</li><li>• Has policies and procedures to ensure equality of opportunity, healthy and safe environments and the protection of the rights of all.</li><li>• Implements a strategic plan with short, medium and long term goals and objectives for service development.</li><li>• Employs a system of continuous evaluation and improvement of performance in all aspects of service.</li><li>• Collects and analyses data on consumer outcomes, staff productivity, stakeholder satisfaction, cost efficiency and other process and outcome variables.</li><li>• Promotes and resources a learning culture in which creativity, innovation and risk taking is supported and where staff and individuals feel empowered.</li><li>• Has systems in place to source, allocate, monitor and evaluate financial resources which ensures long term organisational security and meets the individual needs of all.</li></ul>	<ul style="list-style-type: none"><li>• Mission Statement</li><li>• Service Audit</li><li>• Service Audit</li><li>• Strategic Plan</li><li>• Evaluation / Audit Reports, Self Assessments</li><li>• Management reports</li><li>• Annual Training plan,</li><li>• Minutes of Staff meetings / User Group meetings</li><li>• Financial audit reports</li><li>• Business plan / Audits</li></ul>



Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"> <li>The organisation recognises, promotes and values stakeholder involvement in planning and decision-making at all levels within the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• Informs all stakeholders of all choices available to them.</li> <li>• Has systems in place to ensure confidentiality and protection of data.</li> <li>• Ensures equality of opportunity, equal participation and non-discriminatory practice at all levels of the service.</li> <li>• Maintains Service Agreements with all users.</li> <li>• Maintains comprehensive Labour Market Plans.</li> <li>• Local Employment Trends are recorded &amp; acted upon.</li> <li>• There is a comprehensive policy and plan for stakeholder involvement representative of all partners in the Supported Employment process and representative of all degrees of disadvantage.</li> <li>• Stakeholder user groups are developed and supported to participate in planning and decision-making at all levels within the organisation.</li> <li>• Regular feedback is collected from users about their experiences of the service, including complaints and suggestions.</li> </ul>	<ul style="list-style-type: none"> <li>• Promotional materials</li> <li>• Service Audit</li> <li>• Stakeholder policy and plans.</li> <li>• Service Audits</li> <li>• Stakeholder group minutes</li> <li>• User evaluations</li> <li>• Service Audits</li> </ul>



Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"><li>• The organisation is committed to protecting and promoting the rights of people who are disadvantaged.</li></ul>	<ul style="list-style-type: none"><li>• The organisation has an accessible Charter of Rights available for all.</li><li>• The provider upholds all aspects of the Charter of Rights.</li><li>• Personal and confidential information is protected by secure organisational procedures through out service delivery.</li><li>• The individual's right to express views and opinions and to make choices are upheld at all levels of service provision.</li><li>• Individuals are supported to achieve their employment rights.</li></ul>	<ul style="list-style-type: none"><li>• Service Audit</li><li>• User Evaluation</li><li>• Service Audit</li><li>• Policy &amp; procedures, Service audits</li><li>• User evaluation</li><li>• Audit reports</li></ul>



Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"> <li>• A quality service is delivered by a range of professional and competent staff at all levels within the organisation.</li> </ul>	<ul style="list-style-type: none"> <li>• The organisation has a staff recruitment and retention policy that promotes the selection and retention of high quality personnel.</li> <li>• The organisation has a range of job roles which reflect integrated employment and related community supports in keeping with the principles of supported employment.</li> <li>• There are clear competencies and responsibilities defined for each job role within the organisation.</li> <li>• The organisation maintains an appropriate and safe staff to user ratio.</li> <li>• The organisation has good working conditions for staff.</li> <li>• The organisation ensures all staff have their performance reviewed on a regular basis and that they receive adequate support to fulfil their role and achieve outcomes.</li> <li>• The organisation ensures all staff have access to regular professional development and training opportunities.</li> <li>• Staff have opportunities for job enhancement and advancement as their skills develop.</li> </ul>	<ul style="list-style-type: none"> <li>• Staff / User Evaluations</li> <li>• Service Audit</li>   <li>• Organisational chart</li> <li>• Job Descriptions</li>   <li>• Job Description / person specification</li>   <li>• Service Audit</li>   <li>• Staff Evaluation</li>   <li>• Performance, review and supervision records.</li>   <li>• Staff training &amp; development records</li>   <li>• Staff Evaluations</li> </ul>



## THE PROCESS

### Stage 1: Engagement

Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"><li>• The person with the disadvantage has received, in an appropriate manner, all the information needed to decide about using the Supported Employment Provider.</li></ul>	<ul style="list-style-type: none"><li>• The service is located in an accessible building which can be used by the individual in a dignified way &amp; which is in an integrated community.</li><li>• A staff member welcomes the individual in a friendly, positive, respectful and dignified manner.</li><li>• A staff member identifies and supports the communication needs of the person.</li><li>• The person, in relation to dates, times, venues, participants and agendas, controls the meeting.</li><li>• The person is supported to express his/her views and opinions and to ask questions.</li><li>• Accessible information is available on all aspects of the Supported Employment Provider, the Supported Employment process and the local employment market.</li><li>• An accessible Service Level Agreement is given to all.</li></ul>	<ul style="list-style-type: none"><li>• Access Audit Reports</li><li>• User Evaluation</li><li>• User Evaluation</li><li>• User Evaluation</li><li>• User Evaluation</li><li>• User Evaluation</li><li>• Service Audit</li><li>• Service Audit</li></ul>



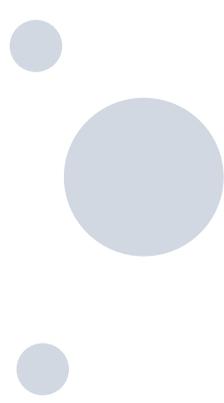
## Stage 2: Vocational Profile

Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"> <li>• A Person-Centred approach is used to collect relevant information about the individual's aspirations, interests and abilities for work.</li> </ul>	<ul style="list-style-type: none"> <li>• All meetings take place in an accessible and private place where the individual can easily communicate.</li> <li>• Communication and feedback methods are appropriate to the individual's learning and communication style and appropriate support is made available to assist this.</li> <li>• The individual is supported to understand the purpose of gathering information.</li> <li>• The individual is supported to identify and include appropriate others to contribute to the process.</li> <li>• Individuals are the owners of all information gathered and their consent must be given to use it.</li> <li>• Information gathered is used to produce an Individual Job Profile</li> </ul>	<ul style="list-style-type: none"> <li>• User Evaluation</li> <li>• User Evaluation</li> <li>• User Evaluation</li> <li>• Minutes of meetings</li> <li>• Service Audit</li> <li>• Service Audit</li> </ul>
<ul style="list-style-type: none"> <li>• Individuals are supported to make informed and realistic choices about work and future career development.</li> </ul>	<ul style="list-style-type: none"> <li>• Individuals explore career opportunities based on their assessed interests, abilities, and needs.</li> <li>• Individuals have access to a range of local employment opportunities.</li> <li>• Individuals are supported to develop an understanding of the requirements of specific jobs and of their opportunities to develop their skills to do those jobs.</li> <li>• Individuals have support and opportunities to participate in time-limited job shadowing and job trials to inform choice.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual profiles / Action Plans</li> <li>• Training Plans</li> <li>• Training / Action Plans</li> <li>• Training / Action Plans</li> </ul>





Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"> <li>An individual flexible plan is developed with each job seeker.</li> </ul>	<ul style="list-style-type: none"> <li>Opportunities and support are provided to assist individuals to develop self determination and decision making skills</li> <li>Individuals are supported to apply experiential learning and information gathered to make informed choices.</li> <li>The plan has been developed and agreed with the individual and produced in an accessible format.</li> <li>The individual is fully supported to participate in the development of the plan.</li> <li>All aspects of the plan reflect the individual's interests, aspirations and skills for work.</li> <li>The plan sets out an employment goal and objectives and describes planning options to achieve these.</li> <li>The plan clearly defines the supports and resources required to meet the individual's needs to achieve the job goal.</li> <li>The plan identifies 'relevant others' to assist in the achievement of the objectives and the employment goal.</li> <li>Individuals are supported to direct their plan to the maximum extent.</li> <li>Appropriate timescales and opportunities to review and amend the plan are in place.</li> <li>All individuals have a signed copy of their own plan and decide which other person[s] should receive a copy.</li> </ul>	<ul style="list-style-type: none"> <li>User Evaluation</li> <li>User Evaluation</li> <li>User Evaluation</li> <li>User Evaluation</li> <li>User Evaluation</li> <li>Service Audit</li> <li>Service Audit</li> <li>Service Audit</li> <li>User Evaluation</li> <li>Service Audit</li> <li>User Evaluation</li> </ul>





## Stage 3: Job Development

Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"><li>• Appropriate training and support to find a job is made available to the person.</li><li>• The individual is supported to find the best possible job.</li></ul>	<ul style="list-style-type: none"><li>• Training &amp; support to complete a range of job search activities is available to the individual.</li><li>• The individual controls his/her level of participation in job application and recruitment processes.</li><li>• Individuals are assisted to participate to their maximum in their own job development and employer contact activities regardless of the degree of disadvantage.</li><li>• Individuals are trained and supported to communicate and negotiate personal employment terms and conditions with employers which meet their identified needs.</li><li>• The provider networks with the local business community, has membership of local employer groups and attends local employer events.</li><li>• There is a continuous review &amp; development of Job Finding activities.</li></ul>	<ul style="list-style-type: none"><li>• User Evaluation</li><li>• User Evaluation</li><li>• User Evaluation</li><li>• Service Audit / User Evaluation</li><li>• Service Audit</li><li>• Service Audit</li></ul>



Quality Standard	Indicators	Sources of Evidence
	<ul style="list-style-type: none"> <li>• The Job Development &amp; Marketing Plan reflects local and regional employment trends, and includes plans for development and training opportunities.</li> <li>• Vocational profiles and worksite analysis are used to identify job matches.</li> <li>• All job match outcomes are communicated to the job seeker immediately.</li> <li>• The job seeker is supported to make an informed choice on what is available and is supported to move to next stage.</li> </ul>	<ul style="list-style-type: none"> <li>• Service Audit</li> <li>• Service Audit</li> <li>• Service Audit</li> <li>• User Evaluation</li> </ul>

## Stage 4: Employer Engagement

Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"> <li>• The employer is supported to find the 'best person for the job'</li> </ul>	<ul style="list-style-type: none"> <li>• Employers needs, job requirements and work environments are clearly defined by the Supported Employment Provider in an Employer Profile.</li> <li>• The role of the supported employment service is marketed to and understood by the employer.</li> <li>• Information, advice and awareness training for the employer is available on disability, disadvantage and anti-discriminatory practice.</li> </ul>	<ul style="list-style-type: none"> <li>• Employer Audit</li> <li>• Service Audit</li> <li>• Employer Audit</li> </ul>



Quality Standard	Indicators	Sources of Evidence
	<ul style="list-style-type: none"> <li>• Workplace staff are supported and trained to support the employee with disadvantage through the development of natural support strategies.</li> <li>• People who experience disadvantage are positively promoted to employers.</li> <li>• Employers are supported to identify appropriate jobs through the use of Job Carving / Job Creation techniques.</li> <li>• Individuals who experience disadvantage are trained and supported to canvass and provide awareness training to employers.</li> <li>• The employer has on-going access to the Supported Employment Provider.</li> <li>• Opportunities to develop job trials, job shadows and site visits are developed.</li> <li>• 'Employer to Employer' networks are established.</li> <li>• The Supported Employment Provider works in partnership with the employer throughout the process.</li> <li>• Feedback on the supported employment experience is sought from the employer.</li> </ul>	<ul style="list-style-type: none"> <li>• Employer Audit / Employer Evaluation</li> <li>• Service Audit</li> <li>• Employer Evaluation</li> <li>• Employer Evaluation</li> <li>• Employer Audit</li> <li>• Employer Evaluation</li> <li>• Employer Audit</li> <li>• Employer evaluation</li> <li>• Employer Evaluation</li> </ul>



## Stage 5: On / Off Job Support

Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"> <li>The employee's training and support is appropriate and effective and encourages workplace independence and progression.</li> </ul>	<ul style="list-style-type: none"> <li>The Supported Employment Provider works with the employee to identify preferred training &amp; learning approaches to meet individual needs.</li> <li>An accessible Training and Action Plan is produced.</li> <li>Staff employ a range of preferred learning and support approaches which are discreet and fading in nature.</li> <li>All supports &amp; assistive technology used are appropriate to the workplace and are performance and status enhancing for the employee.</li> <li>Support and training is flexible and is available to develop relationships both in and outside the workplace.</li> <li>Support and training is available to enable participation in workplace social events and employer sponsored activities both in and outside work.</li> <li>The employee is supported to participate in all 'typical' employee induction, probation, performance and development procedures alongside other non-disadvantaged employees.</li> <li>Employees are supported to negotiate terms and conditions of employment according to individual needs.</li> </ul>	<ul style="list-style-type: none"> <li>User Evaluation</li> <li>Service Audit</li> <li>Service Audit / Evaluation</li> <li>Audit / User &amp; Employer Evaluation</li> <li>User / Employer Evaluation</li> <li>User / Employer Evaluations</li> <li>Service Audits / User / Employer Evaluation</li> <li>Service Audit / User Evaluation</li> </ul>



## OUTCOMES

Quality Standard	Indicators	Sources of Evidence
<ul style="list-style-type: none"><li>• The Job Seeker finds and sustains a paid job in the ordinary labour market.</li></ul>	<ul style="list-style-type: none"><li>• There is a valid and stable contract of employment agreed by employee and employer.</li><li>• The contract of employment reflects the job seeker's preferences for working days, hours, holidays, work patterns and rate of pay.</li><li>• The employee receives the same rate of pay and benefits as other employees doing the same job.</li><li>• The employee remains in the job for a minimum six months.</li></ul>	<ul style="list-style-type: none"><li>• Service Audit</li><li>• User Evaluation</li></ul>
<ul style="list-style-type: none"><li>• The employee is a valued colleague and a full member of the workplace team.</li></ul>	<ul style="list-style-type: none"><li>• The employer and colleagues provide a range of 'natural supports'.</li><li>• The employee experiences a good relationship with colleagues.</li><li>• The employee has opportunities to be involved in 'out of work' activities with colleagues.</li></ul>	<ul style="list-style-type: none"><li>• Service Audit</li><li>• Service Audit</li><li>• Employer / User Evaluation / Audit</li><li>• User Evaluation</li><li>• User Evaluation</li></ul>
<ul style="list-style-type: none"><li>• The employee has opportunities for career development.</li></ul>	<ul style="list-style-type: none"><li>• As the employee's skills develop, career development and enhancement opportunities are explored.</li><li>• The employee is supported to consider internal and external career development opportunities.</li><li>• Supports to participate in training and career development opportunities are provided.</li></ul>	<ul style="list-style-type: none"><li>• User Evaluation</li><li>• Employer Audit</li><li>• User Evaluation</li><li>• Service Audit</li><li>• User Evaluation</li></ul>

