



aseenz

THE ASSOCIATION FOR SUPPORTED
EMPLOYMENT IN NEW ZEALAND

“A FRAMEWORK FOR QUALITY”

3RD EDITION

**The Development of Quality Assurance
For
Supported Employment
In
New Zealand**

www.aseenz.org.nz

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SECTION ONE: INTRODUCTION

ABOUT ASENZ

ASENZ had its origins in Auckland in 1993, when a small group of people, each feeling a little isolated and unsupported as they pioneered the development of Supported Employment services, set out a plan of action. Top of the agenda was the need for support, to share and exchange ideas, and recognition of the need to develop more collaborative and structured approaches to ensure the growth of Supported Employment in New Zealand.

Following on from this, the Association of Supported Employment in New Zealand (ASENZ) was formed in 1994. It is a not-for-profit organization committed to promoting and implementing the ideas and practices represented by the principles of Supported Employment. Membership includes service users, employers, Supported Employment providers, vocational service providers, and professionals both organisational and individual. ASENZ holds regional training forums at regular intervals in addition to its National Conferences. Since those early times ASENZ has grown into a nationally recognised organisation with a formal structure that aims to represent the interests of Supported Employment providers throughout New Zealand.

The ASENZ mission or primary objective is “To provide a high profile forum for the promotion, establishment and development of Supported Employment services for people with disabilities in New Zealand, through information, networking, research and policy advocacy.”

Intrinsic Value of Employment

Employment in our society not only provides ‘the normality’ that most people seek, but also provides the income on which the rest of one’s life is dependent. It provides a pattern for each day and each week and gives purpose to ‘get out of bed in the morning’. One’s place of employment is an important arena for socialisation, developing friendships, the acquisition of new skills and providing status (*Jolly 2000*).

The powerful therapeutic role of employment and meaningful work has been appreciated by clinicians across time. Sigmund Freud (Erikson, 1968) deemed that a satisfying life was mediated through "success in love and work". Maslow's hierarchy of needs described as basic needs, attributes which can accrue through work; belongingness, self respect, acceptance and affiliation, esteem, security ... (Maslow, 1954). Yet despite this most basic appreciation of human functioning, the role of work and employment within systems which provide services to “people with disabilities” has been, at best, limited and sporadic. At worst such services have effectively condemned people to a perpetual treadmill of "work preparation activities" within sheltered, segregated, "specialist" environments. (*Taylor, Warriner et al*)

In relation to mental health, “employment may aid recovery by providing structure, the opportunity for social connections, and a fuller life. In this way employment may also reduce frequency and severity of episodes of mental illness. It can also reduce dependence on benefits and reduce individual need for Mental Health services” (*Mental Health commission 1999 P.8*).

The right for disabled people to participate in the workforce was acknowledged in the New Zealand Disability Strategy (2001). The strategy promoted a vision that disabled people live in a society that values them highly and encourages their full participation.

Objective 4 of the strategy seeks to:

“Provide opportunities in employment and economic development for disabled people” and “enable disabled people to work in the open labour market (in accordance with human rights principles) and maintain an adequate income.”

Supported Employment in New Zealand

Supported Employment was originally developed in the USA and Canada in the 1970s and 1980s. While its original purpose was to help people with intellectual disability to get an ordinary job, Supported Employment has in later years also proved to be of significant help to other target groups who have traditionally found it difficult to gain and keep employment. *(European Union of Supported Employment)*

In New Zealand the focus of Supported Employment has been on disabled people, but the focus is changing to include all people who face significant disadvantages in their life. For instance, it is recognised that new migrants are significantly disadvantaged by cultural and language barriers as well as non-recognition of qualifications; ex-prisoners returning to the community face significant barriers to reintegration;

Supported Employment is a set of principles that guide the processes used to assist ‘disabled’ job seekers to find and retain employment. These principles assert that employment for wages, in mainstream places of work, is available to everyone regardless of their perceived level of impairment. Furthermore, people should be able to plan for their career with their support network, without “work readiness” training being a prerequisite, and with the surety of follow on support for their choice of work as long as they need it. *(J.Taylor,2002)*

The essence of the Supported Employment approach is that the client and his/her aspirations are at the centre of the service and the client is involved in every aspect of decision-making. The Supported Employment approach therefore is driven by the individual and not by the level and type of disadvantage, disability or impairment.

Acknowledgment

ASENZ acknowledges the immense contribution that Standards and Monitoring Services’ (SAMS) evaluation frameworks have made to the quality of disability services in NZ over the last 30 years. Many aspects of those quality frameworks are significantly reflected in a large number of the ‘Quality Indicators’ stated for each of the six Quality Standards.

SECTION TWO: INTRODUCTION TO THE FRAMEWORK

BACKGROUND

This document is the 3rd Edition of “A Framework for Quality.” It is the product of a ten-month consultation with key stakeholders and builds on feedback received on earlier editions. It is intended that ‘A Framework for Quality’ be revised at 3-year intervals to ensure that it continues to both reflect and extend current best practices in Supported Employment.

This edition introduces a revised set of standards, including ‘Transition from School to Work’, which is included as an appendix. It should be noted that not all Supported Employment services providers will provide Transition, and as such it is not a core part of Supported Employment. However, services that offer a Transition service must comply with these standards.

“*Section Four: Implementation*” emphasises the shift from development to the practical implementation of a ‘Framework for Quality’. This section offers a practical strategy for using the standards as a quality monitoring and improvement tool.

WHY QUALITY ASSURANCE?

The future of Supported Employment will always be under threat without tangible evidence that:

- Services can be readily identified as “Supported Employment”,
- Services are continually improving,
- Services are achieving real employment outcomes for people who experience significant disadvantage in pursuing their employment aspirations.

It is therefore essential that an approach be developed which can be used to continually improve the quality of services and clearly identify quality when it is present.

QUALITY STANDARDS

A central element in any approach to improving services is the ‘benchmarking’ of quality so that there are drivers for the development of what is regarded as “current best practice” in the field of Supported Employment. The setting of quality standards for Supported Employment is therefore an important first step. Such standards must challenge and extend our vision of what services should and can do, but must also have widespread support among the various stakeholder groups: clients and advocates, providers and purchasers.

‘Quality Assurance’ is an umbrella term for a continuous process of organisational development and improvement. The process builds on current strengths and good practices, and uses new tools and techniques to develop more systematic and disciplined methods of work.

A VISION FOR QUALITY SUPPORTED EMPLOYMENT IN NEW ZEALAND

ASENZ is strongly committed to a vision that involves a national network of Supported Employment providers delivering services within a nationally agreed “Framework for Quality.” Such a framework involves providers in the pursuit of agreed quality standards and the continuous improvement of services as determined by constantly evolving best practices.

However, ASENZ also believes that such a framework must respect the integrity and independence of local providers so that services can respond to the uniqueness of their communities in terms of their culture, demographics, economies and client group.

ASENZ promotes a clear vision about the future for Supported Employment in New Zealand and the Quality Assurance Framework is designed to achieve the following:

- **The philosophy and practice of Supported Employment is widely recognised as representing the “cutting edge” in achieving successful employment outcomes for people who experience significant disadvantage, including disabled people, in pursuing their employment aspirations**
- **All people who experience significant disadvantage, including disabled people, in pursuing their employment aspirations in New Zealand are able to access an ASENZ recognised Supported Employment service in their local community**
- **A Supported Employment service is the first choice for people who experience significant disadvantage, including disabled people, who are job seekers.**

WHAT’S IN IT FOR YOU?

Quality Assurance is everybody’s business. All participants involved in the purchase, provision and use of Supported Employment services have a responsibility for and a vital role to play in quality assurance. These roles should reflect a partnership approach whereby all constituent groups have a sense of ownership in the approach to quality assurance

In the New Zealand context it is essential that Quality Assurance is also a vehicle for recognising the importance of the Treaty of Waitangi as a means for ensuring that services are relevant and safe for Maori, and for responding effectively to the tensions that come with the intersecting interests of clients, providers, purchasers and the community.

Supported Employment services therefore need to be able to demonstrate quality because:

- **Clients and their advocates** need information about what they should expect from a quality provider. Their expectations should be reflected in what constitutes a quality Supported Employment service.
- **Providers** need a basis upon which to “strive for excellence” and to continually develop services as new innovations re-define what constitutes best practice.

- **Funders** need a framework for making informed purchasing decisions and recognising quality. Limited resources mean that funding should not be squandered on services that do not or cannot achieve outcomes.

The aim of this document is to create a climate of innovation and development where all participants (clients, providers and purchasers) feel motivated and enabled to assess the quality of Supported Employment services and to continuously improve them.

SECTION THREE: STANDARDS FOR SUPPORTED EMPLOYMENT

INTRODUCTION

The standards that appear in section five of this document have been developed from research that has involved:

An extensive international review of standards and quality documents, both on employment services and disability related services. These were specifically reviewed with reference to the New Zealand context¹.

- Discussions and interviews with personnel involved in the evaluation of employment and disability services, both here in New Zealand and in other countries.
- An extensive review of the New Zealand and international literature on what constitutes best practice with regard to supporting and achieving employment outcomes for disabled people who experience significant disadvantage in pursuing their employment aspirations.
- Extensive consultation on and feedback from earlier editions of this document. This has been received in the form of written and verbal submissions and discussions at numerous ASENZ forums and meetings.
- Ensuring that the Framework complied with NZ Disability Strategy, Pathways to Inclusion, Bangkok charter and the UN Convention on the Rights of Persons with disabilities.

This work has provided the basis for the 3rd edition of the “Standards for Supported Employment, and has enabled ASENZ to confidently assert that:

*Those philosophies and practices, which constitute best practice in Supported Employment, provide a benchmark for any service, which has a focus on employment outcomes for all people who experience significant disadvantage in pursuing their employment aspirations in integrated settings. **Supported Employment is therefore, the most effective and definitive example of service practice for people who experience significant disadvantage in pursuing their career aspirations.***

The following standards are therefore offered as a viable tool for any service, agency or programme that is involved in providing employment and support services where the mainstream labour market is the central focus.

¹ Bennie. G

CORE PRINCIPLES

The Standards for Supported Employment express six Core Principles that define and guide Supported Employment:

1. **Open waged employment:** Supported Employment is based in the open labour market; same rewards, same conditions as everyone else.
2. **Individualised – based upon partnership:** Supported Employment services are expected to meet a client's individual support needs (whether employer or job seeker). They fundamentally represent a partnership.
3. **Direct access to employment pathways:** Supported Employment services will facilitate direct access to the labour market (optimally within 4 weeks²) developing and utilizing a precise job/person match – without insistence upon prolonged “getting ready” activities or pre-vocational training.
4. **Inclusive services; socially inclusive outcomes:** No clients will be “screened out” or denied service based upon a perceived severity of challenge or disadvantage.
5. **“Life match” through choices:** Work is a means to an end and should complement and enhance a person's life and well-being, and the achievement of their aspirations and potential.
6. **Ongoing workplace support:** Support services and strategies are designed to achieve the best possible outcome for both employer and employee, and promote the development of natural supports, which may lead to the withdrawal of formal support services.

FORMAT OF THE STANDARDS

A total of six standards are presented, each of which is broken down into a series of quality indicators. In addition there is a Transition standard, which will apply only to those services that offer Transition services.

Each standard and quality indicator is described as an outcome; a description of what is happening when the standard or quality indicator is reached.

The standards therefore describe where we want to be and challenge us to improve services so that they better reflect what constitutes best practice.

Thus the standards can be used to measure current quality and be used as a tool to provide direction for the improvement of services.

² Dr Geoffrey Waghorn

SECTION FOUR: IMPLEMENTATION

INTRODUCTION

In developing options for implementation ASENZ has had to bear in mind what roles it might play around the issue of quality. There is a need for ASENZ to strike a balance between providing the impetus for improving services and active participation in quality assurance activities. As a result of the consultation that took place around previous editions of this framework there was a clear preference among all stakeholder groups for a 'developmental option.' This suggested then that while ASENZ should be at the forefront of developing quality assurance frameworks and promoting their implementation, it should not get directly involved in complex accreditation activities. However, in 2009, given the re-development of Supported Employment qualifications; evolution of collaborative relationships, and given the maturity of the industry, 'accreditation' issues may need to be reconsidered.

A DEVELOPMENTAL APPROACH TO QUALITY ASSURANCE

ASENZ has opted to promote the implementation of its "Framework for Quality" at several levels over the next three years:

Promotion

ASENZ and its members will promote the 'Quality Standards' to clients, providers and the purchaser.

Training and Development

ASENZ will encourage Supported Employment providers to use the Quality Standards as a systematic tool for evaluating, improving and developing services. To assist in this, ASENZ will offer implementation training sessions to help providers get started.

Contracting for Quality

ASENZ will invite the purchaser to incorporate the Quality Standards into the contracting process on the following basis:

1. New and existing Supported Employment providers would be contractually obliged to meet agreed minimum quality standards (for example "does not meet standard" ratings) within a specified period (for example 12 months).
2. Providers would be required to commit to the use of the Quality Standards as part of an ongoing quality improvement process.
3. Providers would be required to maintain minimum levels of quality in order for the purchase of Supported Employment services to continue, with the possibility of three year contracts if quality was maintained.
4. Only those contracted Supported Employment providers who meet the minimum quality standards would be able to advertise themselves as being "part of the ASENZ network of quality Supported Employment providers" with the accompanying ASENZ logo.

Ongoing Review

There will be a fourth revision of the Quality Standards at the end of 2011.

Implementation at Several Levels

As a result of such implementation strategies the Quality Standards can be used:

1. As a basis for providers to report on quality to the purchaser and to clients;
2. As a basis for the purchaser to monitor and evaluate the provider (e.g. through a monitoring/evaluation visit);
3. As a basis for the purchaser to contract an independent organisation/team to evaluate the quality of a programme's services;
4. As a basis for providers to pursue an ongoing quality improvement strategy within their service.

SECTION FIVE: USING THE ASENZ 'QUALITY STANDARDS' AS A SERVICE DEVELOPMENT AND QUALITY IMPROVEMENT TOOL

The capacity of the Quality Standards to make tangible improvements to service quality is directly related to the commitment made by the service and individual team members to use the standards as a developmental tool. In the final analysis quality comes from people and their commitment to quality, not from the standards themselves,

The Quality Standards should always be used in conjunction with the ASENZ “**Framework for Quality**” which sets out the rationale and objectives that ASENZ has for quality assurance

INSTRUCTIONS:

Spend some time as a team familiarising yourselves with the Standards. Make sure there is client involvement in the team.

Have the team meet at monthly or quarterly intervals and evaluate your Supported Employment service using the standards. Try and reach consensus on each quality indicator.

Analyse the results and discuss those areas that seem to be strengths and those areas where there appears to be need for significant development.

Choose either a particular standard or up to 5 quality indicators across a number of standards and develop a “Quality Improvement Plan” (see page 25).

Identify tasks/activities/changes that need to be undertaken and who will be responsible for them. Identify and report back time for each one.

Carry out evaluations or ‘audits’ as a staff Team on a regular basis (e.g. quarterly). Develop a new Quality Improvement Plan each time.

Report on quality improvements that are being made to the organisations/ board/committee and in the organisation’s annual report.

Build quality development/improvement goals into the organisation’s annual business plan.

Build team commitment to the process by celebrating/recognising improvements in service quality.

Submit your organisation to an external evaluation/audit at three-year intervals using the ASENZ Quality Standards.

FURTHER SUGGESTIONS:

- Make sure you retain a formal copy of each audit and accompanying quality improvement plan for the organisation records.
- If you are having trouble getting started contact the ASENZ office for assistance. They will provide advice and maybe able to offer a short training workshop for a small charge.
- Talk to organisations that have already started - they will have practical suggestions to make

- 'A Framework for Quality' including the Quality Standards will be available free of charge in pdf format, from the ASENZ website. You will notice the key indicators are divided into Governance, Management and Operation areas of responsibility.
- Do not be overwhelmed at the beginning by all the quality improvements you have to make. The point of this process is to approach quality improvement in small, manageable steps. Also bear in mind that current quality can also be related to programme maturity i.e. quality can take time.

Best wishes in your Quality Improvement efforts!

MEASUREMENT

Measuring the current quality of services is achieved by rating a quality indicator in one of five ways:

1. **Does Not Meet Standard (NS):** Quality is well below standard and in conflict with professional and business standards/ethics. Major development work is required.
2. **Partially Meets Standard (PS):** Quality is below standard in most respects and there is room for significant improvement and further development.
3. **Meets Standard (MS):** Can produce evidence or observed that meets standard as written. However, there maybe some inconsistencies. And there maybe room for some improvement and development.
4. **Exceeds Standard (ES):** Meets the standard as written and can produce evidence or is observed that surpasses the standard. Minor improvements may still be required.
5. **Optimal standard (OS):** Quality is at the most favourable level. It is difficult to think of improvements that could be made.

REMEMBER! You must reach consensus as a staff team on the rating assigned to each quality indicator.

Don't forget to complete the **Quality Improvement Plan** on the last page!

STANDARDS FOR SUPPORTED EMPLOYMENT SERVICES (3rd Edition)

STANDARD ONE: THE ORGANISATION

The service reflects a commitment to the principles and practices which underpin Supported Employment, through having a clearly defined purpose and philosophy, a management structure that promotes the delivery of a high quality service, and through having sufficient numbers of human resources to provide a quality Supported Employment service.

Who's Respo	Quality Indicators	NS	PS	MS	ES	OS
Governance	1.1. The organisation has a current, verifiable and legal structure that clearly defines governance and management roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.2. The organisation recruits Board members, management and staff in a manner that reflects a focus on high quality governance, management and service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.3. The organisation has appropriate management systems in place that include financial controls and reporting, data collection and management, human resource practices and clear lines of accountability throughout.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.4. The organisation's strategic statements reflect ASENZ's 'Core Principles' for Supported Employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.5. The Supported Employment service is clearly defined and separate from other organisational services with its own identity, management, and control over an operational budget.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.6. The service has a Strategic Plan and annual Business Plans that demonstrate a strategic approach to service development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.7. Strategic and philosophical statements assert that people accessing the service are those who have significant challenges to employment eg those with little, interrupted or no work histories and who generally would not be served by traditional services.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	1.8. The service has a quality plan that includes the regular internal auditing and reporting of service quality and outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.9. The service has information systems that enable it to accurately report on costs, benefits, outputs and outcomes for the individual being served	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.10. The service is accessible; has a defined referral process; is culture and gender appropriate and reflects the demographics of the local community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.11. The service demonstrates a planned commitment to workforce development, including research, and supports the training, development and competency of its workforce.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.12. Service staff, collectively have the requisite knowledge and skills to meet the needs and aspirations of its clients and can offer a comprehensive Supported Employment service without distraction by other roles.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.13. There are service levels of supervision and support for all staff, including regular staff/team meetings and performance appraisals. There is a positive team climate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.14. The service has the required staffing levels, management, business, marketing and planning skills needed for effective service delivery.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.15. The service keeps itself informed about new developments and information in the field of employment, and about the people who experience significant disadvantage in pursuing their employment aspirations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management	1.16. Information is gathered at least annually from clients, referral services and employers on their level of satisfaction with services provided. Clients are meaningfully involved and supported in regular service evaluations.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	1.17. The service submits to a comprehensive independent external evaluation at least every three years.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STANDARD TWO: CULTURAL RELEVANCE AND RESPONSIVENESS

The service has implemented strategies that actively secure the place of the Treaty of Waitangi within services and recognises the cultural diversity of all service users.

Quality Indicators		NS	PS	MS	ES	OS
Govern/ Manage	2.1. The service has active and positive relationships with local Iwi and other significant cultural groups, who may also be represented at Governance level.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.2. Service delivery approaches are responsive and reflect the cultural backgrounds/values of clients and their families.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Management	2.3. The service actively supports the development of services for Maori, by Maori, and similarly for other cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.4. All service staff have an active understanding of the Treaty of Waitangi and current issues relevant to iwi and other cultural groups, and there is an ongoing programme of cultural awareness training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.5 Staff reflect the demographic make-up of the local community eg. age, ethnicity, religion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2.6 The service has developed action plans relevant to Maori and other cultural groups.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Notes: For guidance on developing action plans, Refer to “Plan Template for the Implementation of Toitu. Best Practice Guidelines for Maori with Disabilities”. Developed by Mauri Ora Associates 2007 for Ministry of Health, Disability Services Directorate.

COMMENTS AND OBSERVATIONS:

STANDARD THREE: EMPLOYMENT PATHWAYS

A comprehensive approach to career planning places the individual at the centre of an ongoing decision making process that establishes, and reviews, goals, preferences and support needs for paid employment.

	Quality Indicators	NS	PS	MS	ES	OS
Management	3.1 Service policy limits/manages use of work experience/voluntary work as a step towards the main end result of open waged employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.2. The individual's employment pathway (eg career plan, job match, support plan etc) leads to direct entry into the labour market without non-career specific readiness/pre-vocational training.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operational	3.3. Every job seeker has a comprehensive, recorded, individualised, and aspirational career plan that may be seen in the context of a wider plan. Plan is regularly reviewed and revised as necessary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.4. The aspiration based plan focuses on strengths and key natural supports and develops implementation pathways including specific goals, time frames and accountabilities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.5. Individual plans, informed by an individual's needs, form the basis of service planning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.6. Clients are working in positions that involve real and valued jobs, in safe work places (in terms of OSH requirements) and integrated settings.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	3.7. The possibilities for job analysis, job redesign, job carving, equipment/workplace modification and natural support/mentoring strategies, are all canvassed as part of negotiating employment outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<p>3.8. There is a high degree of compatibility between career plans and employment outcomes (a precise job/person match) yet a person’s right to the dignity of risk and right to experience failure is affirmed.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>3.9. The service has well-established relationships with providers of disability support and Mental Health services and has established referral protocols where appropriate.</p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS AND OBSERVATIONS:

STANDARD FOUR: WORK PLACE SUPPORT

There are a variety of positive approaches that connect the job seeker with employers and in ways that achieve a precise person/job match. The service will adopt a “whatever it takes” approach to do this.

Quality Indicators		NS	PS	MS	ES	OS
	4.1. The concept of ‘ongoing support’ as required is clearly evident in agency policies and practices.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.2. There is a process in place to monitor and evaluate the effectiveness of the support and responses required. Therefore Jobs are not lost through lack of support.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operational	4.3. The job development process is determined by the person’s career plan and uses those networks and connections established through the career planning process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.4. Jobs are negotiated on the basis of a good business decision by the employer and an informed choice by the client.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.5. Natural supports including coworkers and employers, are used as the first option to sustain workplace supports that can be sustained in the eventual absence of direct service personnel. Workplace personnel acting as job coaches are used as a last resort.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4.6. Ongoing support activities include work related issues such as transport, income support issues, living situation, coordination with other services and liaising with family members/caregivers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS AND OBSERVATIONS:

STANDARD FIVE: COMMUNITY AND EMPLOYER RELATIONSHIPS

The service has a well-established profile in the community for promoting and achieving successful employment outcomes for people who experience significant disadvantage in pursuing their employment aspirations, and for its ongoing partnerships with a variety of employers.

Quality Indicators		NS	PS	MS	ES	OS
Management	5.1. The service is able to respond and adapt to positive and negative labour market trends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.2 The service is an integral part of the business community and actively participates in local labour market initiatives.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.3 The service is able to offer employers a range of information, support and consulting services aimed at achieving workforce diversity, workplace reform and effective management of disability in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.4 All public relation activities enhance the role of people who experience significant disadvantage in pursuing their employment aspirations as contributing and valued members of the public.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.5. Service personnel appropriately convey professionalism and uphold the integrity of Supported Employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	5.6 The service has an explicit marketing plan with a timetable of strategies and activities that establishes positive and productive relationships and partnerships with a wide variety of employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS AND OBSERVATIONS:

STANDARD SIX: "CLIENT" LEADERSHIP

Clients are actively involved and supported in the governance, design, development monitoring and evaluation of the service.

Quality Indicators		NS	PS	MS	OS	ES
Management	6.1. Clients are represented in the Organisation, including in governance roles, and supported as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.2. The service clearly spells out, in an accessible format, the rights and expectations clients should have of the service, including the complaints procedure and procedure for support people/advocates to be present throughout.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.3. Clients are involved in the appointment of all staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.4. There is a clearly defined process for reliable feedback on the responsiveness and effectiveness of the service.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	6.5. Client leaders/representatives have the mandate to represent the views of the client group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS AND OBSERVATIONS:

Appendix 1

Quality Standard Seven: TRANSITION

These quality Indicators have been drafted on the basis that:

- The Transition service is operated from within a Supported Employment organisation.
- Employment is a desirable outcome for all.

The object of A Supported Employment organisation providing a Transition service is to promote to and enable all who experience significant disadvantage in pursuing their employment aspirations to have a job post formal education. (examples of people who have experienced significant disadvantage might include those disadvantaged as a consequence of intellectual, sensory or physical disability or the experience of emotional difficulties and/or mental ill-health)

	Quality Indicators	NS	PS	MS	ES	OS
Mgt	7.1 The service has established clear protocols and has a mandate to operate within those formal educational institutions with which it is involved.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Operational	7.2. The service operates on the basis that a quality Transition service overarches where they are transitioning from school to employment. This service should commence from the age of 14 years. The timeframe for the person's transition will be individualised so as to ensure that there is informed choice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7.3. The client, their family, teachers, service support persons and Transition personnel have formed a collaborative team that is focused on a full and successful life for the client, inclusive of employment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7.4 The Transition service has established partnerships with employers in order that the student has access to sampling opportunities and relevant experiences in the period prior to moving on from their formal educational institution.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	7.5. The Transition service provides comprehensive information and education on the role and benefits of Transition and Supported Employment to education providers, support services, potential clients and their families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

7.6. The Transition service provider has developed functional and age-appropriate practices that reinforce the idea that employment is a desirable part of everyone’s life.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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Notes:

These standards apply to Supported Employment services that operate a Transition programme as part of its services.

It may be that a Supported Employment organisation operates a Transition service more widely than an employment focus i.e. it has a contract to broker other outcomes than employment. The expectation is that they operate in a way which does not conflict with the Supported Employment quality standards.

There are also Transition services that are operated by organisations that are not Supported Employment providers (supporting the general student population) and do not support people who experience significant disadvantage in pursuing their employment aspirations - these services do not necessarily operate according to these quality indicators.

COMMENTS AND OBSERVATIONS:

Appendix 2

QUALITY IMPROVEMENT PLAN

Organisation:

For month/quarter ending:

Targeted standard or quality indicators:

1.

2.

4.

5.

Key Tasks

Responsibility by when

Date/sign

Key Tasks	Responsibility by when	Date/sign

Appendix 3

Items that must be included in the operational manual

1. The Supported Employment Service must have procedures that set out the process for supporting clients to obtain employment and clearly define each stage in the process. The process should reflect the following:
 - a) Assessment of aspirations, strengths including support people and groups
 - b) Goal setting
 - c) Employment Goal Plan to achieve goals
 - d) Actions
 - e) Secure employment
 - f) Maintenance Plan including natural supports and transition to other services
2. The service has a range of assessment tools which staff can use to assist clients to identify their personal aspirations and needs in terms of life match, and link these to work goals. Personal aspirations may include career path and values about the sort of organization and the type of field the client wants to work in. Life match may include family commitments, medications, energy levels, sleep patterns and issues of benefit abatements.
3. Every client who is a job seeker has an Employment Goal Plan that links their work goals with their goals for their life: these may include buying specific items, making friends, getting out of their house, pursuing a career.

The plan sets out clearly the client's requirement for life match eg hours, start time pay environment, size of team. The client and worker are committed to seeking work, which meets these requirements only compromise if client is sure
4. The service welcomes involvement of clients' natural supports and works to build relationships with organizations in the community that could be used as a support by clients. This may include a database and procedure for referrals and Referrals Agreements with some organizations.
5. Staff adopt a creative approach to sourcing jobs and employers to ensure "the right match" for the clients. Staff are able to Negotiating with the employer for the conditions the client needs for good life match.
6. Every client who the service has supported into work has a Maintenance Plan that sets out their goals to maintain and improve their employment situation. The plan builds in natural supports with the aim of the client moving away from the service.

Appendix 4

GLOSSARY

AENZ. The Association for Supported Employment in NZ

Disability: Disability is the process which happens when one group of people create barriers by designing a world only for their way of living, taking no account of the impairments other people have. Our society is built in a way that assumes that we can all move quickly from one side of the road to the other; that we can all see signs, read directions, hear announcements, reach buttons, have the strength to open heavy doors and have stable moods and perceptions. (Disability Strategy)

Employment. Any job (either part time or full time) in the open job market, that is for the same wages and related conditions as in any mainstream workplace.

Organisation statements: This includes all official statements about the organization, such as vision, mission and values statements

People who have experience significant disadvantage. As per definition of disability, but also includes others who face similar barriers to participation in their community.

Supported Employment is a set of principles that guide the processes used to assist 'disabled' job seekers to find and retain employment. These principles assert that employment for wages, in open labour market places of work, is available to everyone regardless of their perceived level of impairment. Furthermore, people should be able to plan for their career with their support network, without "work readiness" training being a prerequisite, and with the surety of follow on support for their choice of work as long as they need it.

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