



Department  
for Education

# **Evaluation of the strengthening of the supported internship programme**

**Interim research report**

**October 2024**

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Government  
Social Research

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## Acknowledgements

The evaluation team would like to thank all who have engaged with the evaluation so far, including supported internship providers, job coaches, employers, local authorities, interns, parents/carers, the Internships Work consortium, our evaluation advisory group made up of sector representatives and young researchers' group of current and past interns. All have given so generously of their time to participate in the research and have made valuable and significant contributions to the findings.

# 1. Introduction

Supported internships are a structured, work-based study programme for 16 to 24-year-olds with special educational needs and disabilities (SEND) who have an education, health and care (EHC) plan (see section 1.1 for further details).

The Department for Education (DfE) aims to strengthen the supported internship programme, by making an £18m investment in activity to March 2025 (delivered through Internships Work, see section 1.2) to allow the supported internship programme to grow sustainably, so that more young people can pursue a supported internship, while also driving up the quality of supported internship provision.

CooperGibson Research, with St Mary's University, was commissioned by the DfE to establish how, and to what extent, the investment in the supported internship programme, which began delivery in September 2022, improved employment outcomes for young people taking part in a supported internship.

This interim report provides feedback on the early progress that the investment activities have made so far, to inform policy and delivery planning for supported internships.

## 1.1 Supported internships

[Supported internships](#) provide the opportunity for young people to achieve sustained, paid employment by equipping them with the skills they need for work, through learning in the workplace. The core element of a Supported internship study programme is a substantial work placement, facilitated by the support of an expert job coach. Supported interns are enrolled and supported by a learning provider with the aim of spending most of their learning time in a workplace.

Alongside their time with the employer, supported interns complete a personalised study programme, which includes the chance to study for relevant qualifications, if appropriate, and English and maths at an appropriate level.

Supported internships last for a minimum of 6 months, and up to one year.

## 1.2 Internships Work

Internships Work is a project funded by the DfE which is designed to support more young people with additional needs to have greater choice and control over their future, opening up opportunities that prepare them for adult life and independent living.

The Internships Work consortium is a partnership of three delivery organisations: the National Development Team for Inclusion (NDTi)<sup>1</sup>, the British Association of Supported Employment (BASE)<sup>2</sup>, and DFN Project SEARCH<sup>3</sup>. Between them, these delivery partners aim to double the number of supported internships by 2025, and to work closely with local authorities, supported internship providers, job coaches and employers, to improve the quantity and quality of supported internship provision. There are four key elements to the Internships Work project:

- Support to local authorities - NDTi are supporting local authorities to establish and develop SEND employment forums as well as administering and monitoring Section 14 grants to support them with this programme.
- Engaging and supporting employers - DFN Project SEARCH leads on engaging employers and supporting them to offer high quality work placements by providing information, advice and training that enable growth in internships and job opportunities.
- Establishing a Supported Internships Quality Assurance Framework (SIQAF) - BASE leads on establishing a sustainable process to improve the quality of supported internship provision. The SIQAF provides organisations with support on completing self-assessments and auditing so that they can improve provision.
- Investing in training - BASE delivers job coach and systematic instruction training, with the aim of training over 700 job coaches by 2025. The bespoke training has been developed in line with the [Supported Employment National Occupational Standards](#) (NOS) and reflect the key principle to train job coaches in the latest [Supported Internships Guidance](#).

## 1.3 Evaluation aims

There are four key aims underpinning the evaluation.

- Assess how, and to what extent, the policy investment led to an increase in the quantity of supported internships.
- Assess how, and to what extent the policy investment led to an improvement in the quality of supported internships.

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<sup>1</sup> DNTi is a not-for-profit organisation which promotes inclusion and equality for people who are at risk of exclusion from any part of society.

<sup>2</sup> BASE is the membership association for organisations that provide, or have an interest in, specialist employment support for people with a disability or other economic disadvantage.

<sup>3</sup> DFN Project SEARCH is a one-year transition to work programme for young adults with a learning disability or autism spectrum conditions, or both.

- Determine to what extent the policy investment improved employment outcomes for young people with EHC plans.
- Examine the cost of delivering supported internship provision and assess whether this delivers value for money.

The evaluation was extended part way through to include a Pilot of supported internships for young people without an EHC plan but with SEND or Learning Difficulties and/or Disabilities (LDD). This element of the project is referred to as the non-EHCP Pilot throughout this report.

## **1.4 Research methodology**

A mixed method, multi-stakeholder, longitudinal approach has been adopted for this evaluation. It commenced in spring 2023 and will run to spring 2026, encompassing 3 cohorts of supported internships plus two cohorts of supported internships as part of the non-EHCP Pilot:

- Cohort 1 (September 2022 - July 2023); cohort 2 (September 2023 - July 2024); cohort 3 (September 2024 - July 2025).
- Plus 2 cohorts of the non-EHCP Pilot, Year 1 (January - September 2024); Year 2 (September 2024 - July 2025).

The full evaluation incorporates quantitative and qualitative approaches. This interim report provides highlights of findings from a series of surveys with interns, supported internship providers, job coaches and participating employers across cohorts 1 and 2. Table 1 outlines the surveys which have been included in the analysis for this interim report.



**Table 1: Surveys included in analysis**

<b>Survey</b>	<b>Fieldwork dates</b>	<b>Number of completed surveys</b>
Intern pre-survey (cohort 2)	October – November 2023	538
Intern post-survey (cohort 2)	July – August 2024	85
Employer pre-survey (cohort 2)	November 2023 – January 2024	93
Employer post-survey (cohort 2)	July – August 2024	27
Intern follow-up survey (cohort 1)	February – March 2024	49
Job coach survey (cohort 2)	April – May 2024	119
Provider survey (cohort 2)	July – September 2024	63

## **1.5 Considerations for this report**

When reading the report, the following considerations will help to contextualise the findings.

- Analysis is based on data before matching of pre-post responses, therefore the findings may differ in the final report which will include all three cohorts.
- Analysis is based on cohort 2 for the intern, employer, job coach and provider surveys and cohort 1 for the intern follow-up survey.
- Where bases are less than n=50, response counts have been reported as well as percentages.
- Post surveys for interns and employers were only sent to those respondents who had completed a pre survey and who had agreed to be re-contacted.
- The base for the employer post-survey is very low and as such pre-post comparisons have not been made.

- Currently responses for the non-EHCP Pilot intern post-survey are very low (n=5) due to differing timings of non-EHCP Pilot supported internships<sup>4</sup>, so this data has not been included in this report.
- Timings for the post-survey fieldwork for the intern and employer surveys and the provider survey were delayed due to the election, which meant that surveys were sent out close to the end of the summer term and fieldwork ran during the summer holidays. This is likely to have affected response rates for these surveys due to many providers closing over school holidays and the availability of employers and interns over summer months.
- Response to the surveys was self-selecting, therefore it is possible there could be a positive bias due to their engagement with Internships Work or supported internships.

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<sup>4</sup> Timings for the non-EHCP supported internship Pilot evaluation are different than for the main evaluation as non-EHCP Pilot supported internships do not always follow the typical academic year.

## 2. Interim key findings

### 2.1 Internships Work engagement

All providers responding to the survey (100%) were aware of Internships Work activity and almost all (98%) had engaged with some element (Table 2).

**Table 2: Engagement with Internships Work activity (provider survey)**

Activity	Engaged with %
Local SEND employment forums	77%
Training in Systematic Instruction (TSI) - BASE/Internships Work	76%
Support or engagement from your Local Authority (LA) about Supported internships	73%
Supported Employment Techniques (SET) training - BASE/Internships Work	66%
Supported internship Quality Assurance Framework (SIQAF)	56%
Other support from or engagement with Internships Work delivery partners	56%
Regional employment network meetings	40%
Supported internship employer champions/ambassadors	19%

Base: all respondents (62)

Source: Provider survey (cohort 2)

Overall, providers felt that the activity they had engaged with was useful, in particular the:

- TSI - BASE/Internships Work (very/quite useful 96%, n=45).
- Local SEND employment forums (very/quite useful 94%, n=45).

However, there is an opportunity to increase engagement amongst employers further. Just under half of employers who completed the post-survey<sup>5</sup> had engaged with an Internships Work activity (12 out of 26, 46%)<sup>6</sup>, most commonly the SEND employment forums (n=10), regional employment network meetings (n=10) or DFN Project SEARCH engaging/partnering with employers about supported internships (n=10).

<sup>5</sup> Low base (n=26)

<sup>6</sup> At the pre-survey, 44% of employers had engaged with any activity.

### 2.1.1 Supported Internship Quality Assurance Framework (SIQAF)<sup>7</sup>

The response amongst providers who had looked at the SIQAF was generally positive. The majority of providers who had looked at SIQAF (n=51)<sup>8</sup> agreed that it would help them to improve the quality and consistency of their provision (84%).

For providers who had engaged with the SIQAF<sup>9</sup>:

- 91% (n=32) said it was useful (very 37%, n=13, quite 54%, n=19)
- 57% (n=20) agreed (agree/agree strongly) that it had or would improve their leadership culture and strategy.
- 57% (n=20) agreed (agree/agree strongly) that it had or would improve their sharing of effective practice of the supported internship Programme.
- 57% (n=20) agreed (agree/agree strongly) that it had or would improve how they were engaging and supporting interns.

Only 1 provider said they had decided not to use SIQAF because *'It is a lot of work and we already have our own internal quality reviews'*.

### 2.1.2 BASE SET/TSI training engagement amongst job coaches

Overall, almost three-fifths (59%) of job coaches responding to the survey had participated in TSI or SET training provided by BASE (55% and 30% respectively) and those who participated felt that the training was useful (TSI very useful 52%, quite useful 34%, SET very useful 36%, n=12, quite useful 48%, n=16).

The majority of job coaches felt that the training had improved their knowledge and skills in the areas covered by the programmes and that they had seen a great or moderate impact on their:

- Knowledge and skills in supporting interns' needs (80%).
- Knowledge and understanding of supported internships (76%).
- Confidence in their role (76%).
- Knowledge and skills in supporting employers' needs (71%).

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<sup>7</sup> [The SIQAF Self Assessment Tool Explained, Providers & Colleges - NDTi.](#)

<sup>8</sup> Excludes 1 provider who decided not to use SIQAF.

<sup>9</sup> Low base (n=35)

## 2.2 Awareness and understanding of supported internships

The majority of providers felt that the awareness and understanding of supported internships had improved over the last 2 to 3 years (Table 3), in particular for LAs, Careers Education, Information, Advice and Guidance professionals (CEIAG) and providers.

**Table 3: Extent awareness and understanding of supported internships has changed in last 2-3 years (provider survey)**

Survey	Young people	Parents/ carers	CEIAG	Employers	Providers	LAs
Improved – great extent	11%	18%	31%	13%	26%	39%
Improved – some extent	61%	48%	45%	48%	50%	45%
No change	19%	24%	19%	34%	21%	13%
Worsened (great/some extent)	3%	5%	2%	3%	2%	2%

Base: all respondents (62)

Source: Provider survey (cohort 2)

Education providers were a key source of awareness of supported internships for interns and employers.

The top sources of awareness for interns mentioned in their pre-survey were:

- Teacher/tutor (31%).
- School/college careers advisor (30%).
- Parent/carer (12%).

The top sources of awareness for employers mentioned in their pre-survey were:

- Employer/colleague (39%).
- Supported internship provider (35%).
- LA (9%).

## 2.3 Quality and quantity of supported internships

The majority of providers reported a positive change in the quantity and quality of their supported internship provision in the last 2 to 3 years (Tables 4 and 5).

Providers were most likely to mention an increase in the number of employers (71%) or range of employer sectors (66%) they worked with for supported internships (Table 4).

**Table 4: Extent of change in capacity and reach in last 2-3 years (provider survey)**

Survey	Your capacity/the number of supported internships you offer	Number of employers you work with for supported internships	Range of employer sectors you work with for supported internships	Number of job coaches you have/work with
Increased	60%	71%	66%	60%
Stayed the same	29%	26%	31%	32%
Decreased	8%	0%	0%	6%
Don't know	3%	3%	3%	2%

Base: all respondents (62)

Source: Provider survey (cohort 2)

Providers reported an improvement in the quality of their supported internship provision (great/some extent 87%) or the quality of supported internship employer placements (great/some extent 74%) and very few providers said that these aspects had worsened (Table 5).

Just over half (56%)<sup>10</sup> of providers reported that the sustained employment outcomes for interns had improved over the last 2 to 3 years and just over one-tenth (11%) said that they had worsened.

<sup>10</sup> Net figure does not match the sum of improved to a great/some extent due to rounding.

**Table 5: Extent of change in quality and outcomes in last 2-3 years (provider survey)**

Survey	Quality of your supported internship provision	Quality of supported internship employer placements	Sustained employment outcomes for interns
Improved to a great extent	32%	24%	13%
Improved to some extent	55%	50%	44%
No change	8%	21%	29%
Worsened (great/some extent)	3%	3%	11%

Base: all respondents (62)

Source: Provider survey (cohort 2)

## 2.4 Challenges in providing high quality supported internships

Providers faced a number of challenges in providing high quality supported internships. The most commonly mentioned were:

- Challenges around accessing/engaging with employers:
  - Lack of paid employment opportunities at the end of supported internship placements (66%).
  - Difficulty accessing new employers to host interns (55%).
  - Difficulty engaging with employers (42%).
  - Lack of supported internship work placements (42%).
- Challenges around capacity/staffing:
  - Staffing/job coach recruitment (52%).
  - Capacity for training job coaches (32%).
- Challenges around funding:

- Accessing Access to Work<sup>11</sup> funding from the Department for Work and Pensions (DWP) (52%).
- Delivering supported internships within the available public funding (27%).

## 2.5 Interns' experiences of supported internships

Overall, interns were positive about their experiences of supported internships (Table 6).

**Table 6: Intern experiences of supported internships (intern survey)**

Survey	Don't know /Not answered	Strongly disagree	Disagree	Neither	Agree	Strongly agree
I have liked being on the supported internship Programme	2%	0%	5%	6%	39%	48%
I got enough help and support from my tutor	6%	1%	5%	1%	42%	45%
I am happy with the help I have had from my employer(s)	2%	4%	5%	2%	47%	40%
I am happy about the type of work I have been doing on placement	4%	1%	4%	6%	44%	42%
I am happy with the help I have had from my job coach	6%	2%	4%	6%	40%	42%
I have had a say about choosing my work placement(s)	11%	1%	6%	11%	44%	28%

Base: all respondents (85)

Source: Intern post-internship survey (cohort 2)

<sup>11</sup> [Access to Work](#) is a publicly funded employment support programme that aims to help more disabled people start or stay in work. It can provide practical and financial support for those who have a disability or physical or mental health condition.



In the post-internship survey, the majority of interns reported that they liked being on the Supported Internship Programme, that they received enough help and support from their tutor and their job coach and that they were happy with the help they received from their employer. The majority of interns also reported that they were happy with the type of work they were doing on placement and that they had a say in choosing their work placement.

## 2.6 Participation challenges

Interns and employers faced a number of challenges in participating in supported internships, which were cited by interns, employers and job coaches.

### 2.6.1 Challenges for interns

The top challenges for young people participating in supported internships mentioned by job coaches were:

- Challenges around job placements, including finding the right job placement (60%) and lack of supported internship placements/employers (54%).
- Loss of benefits (58%).
- Confidence/anxiety about working (58%).
- Resistance from parents/carers (50%).
- Travel to/from work (49%).
- Lack of awareness/understanding of supported internships amongst parents/carers (45%), young people (42%) and schools/careers advisers (38%).

The top 3 challenges mentioned by interns in the post-survey were:

- Confidence/anxiety about working (post-survey 31%).
- Travel to/from work (22%).
- Making friends at work (post-survey 18%).

It was noted by around two-fifths of job coaches (40%) and employers (38%, n=10)<sup>12</sup> that some interns had left their supported internship early in the 2023-2024 academic year. The most common reason cited was that the intern had gained employment, with 42%

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<sup>12</sup> Low base (n=26).

(n=20) of job coaches and n=4 (10%) of employers in the post-survey<sup>13</sup> giving this as a reason. Other reasons included: interns' ill health, interns' difficulty in developing job skills, that it was a parental decision, that the intern did not like the type of work, or that the intern had moved onto other training or a different placement.

## 2.6.2 Challenges for employers

Four key themes emerged in relation to the challenges that employers faced when participating in supported internships (from the employer post-internship<sup>14</sup> and job coach surveys):

- Capacity, including concerns about the time and capacity required to support interns well which was mentioned by job coaches (67%) and employers responding to the post-survey (54%, n=14).
- Awareness and understanding, including employers' lack of understanding of young people with SEND (job coach survey 83%) and lack of awareness or understanding of supported internships amongst employers (job coach survey 72%).
- Misconceptions about workplace fit, including employers' belief that they do not have any suitable roles (job coach survey 61%) and concerns about the impact on productivity or the workforce (job coach survey 52%).
- Ability to support interns, including apprehension about how to support interns' additional needs (employer post-survey 42%, n=11), ability to adapt to suit interns' needs (employer post-survey 27%, n=7) and knowing how to communicate effectively with interns (employer post-survey 23%, n=6).

## 2.7 Supported internship outcomes

### 2.7.1 Sustained employment

Securing employment is the primary goal for interns on a supported internship Programme. At the end of their internship<sup>15</sup> (intern post-survey cohort 2, academic year 2023-2024):

- Almost one-third (31%, n=26) of interns had a job.

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<sup>13</sup> Low base (n=10)

<sup>14</sup> Low base (n=26)

<sup>15</sup> Surveys were completed in July and August 2024.

- Almost one-third (32%, n=27) of interns were waiting to find out about a job.
- Just over one quarter (27%, n=23) of interns did not have a job and of those, almost half (48%, n=13)<sup>16</sup> intended to apply for a job.

Around 6 months after the end of the internship academic year<sup>17</sup> (intern follow-up survey cohort 1, academic year 2022-2023):

- Almost half (47%, n=23) of interns had a job, of which over three-quarters (78%, n=18)<sup>18</sup> were working 16+ hours per week.
- Less than one-tenth (6%, n=3) of interns were waiting to find out about a job.
- Just over two-fifths (43%, n=21) of interns did not have a job and of those, two-thirds (67%, n=14)<sup>19</sup> were looking for one.

Provision of follow-on support<sup>20</sup> for interns after their supported internship had finished was common. Just over three-fifths (63%) of job coaches reported that they provided follow-on support for interns and around one-fifth (19%) reported that they sometimes provided follow-on support. The support typically lasted 6 months or more (61%).

## 2.7.2 Skills and confidence

Interns reported that their confidence and skills had improved after participating in a supported internship (Table 7). In particular, interns were most likely to report that their skills and knowledge about working, confidence at work, understanding of the workplace rules, feeling ready to get a job, and knowledge of how to work in a team had improved since they had participated in their supported internship.

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<sup>16</sup> Low base (n=27).

<sup>17</sup> Surveys were completed in February and March 2024.

<sup>18</sup> Low base (n=23).

<sup>19</sup> Low base (n=21)

<sup>20</sup> Support provided to interns after they have completed their supported internship. It can come in various forms and can be for those in work (to help them sustain employment) or those out of work and seeking employment (to help them achieve employment).

**Table 7: Changes for interns following participation in a supported internship (intern post-survey)**

Survey	Don't know /Not answered	Much worse	A little worse	The same	A little better	Much better
Skills and knowledge about working	7%	0%	0%	12%	24%	58%
Confidence at work	6%	1%	1%	14%	18%	60%
Understanding of the workplace rules	9%	0%	1%	12%	22%	55%
Feeling ready to get a job	11%	0%	2%	9%	29%	48%
How to work in a team	4%	2%	1%	19%	16%	58%
Knowing how to get a job	7%	1%	1%	16%	32%	42%
How to talk to people	4%	2%	0%	20%	33%	41%
Working on my own without support	7%	2%	1%	18%	22%	49%
Feeling ready for adulthood	9%	2%	2%	18%	31%	38%

Base: all respondents (85)

Source: Intern post-internship survey (cohort 2)

## 2.8 Supported internships Pilot for young people without an EHC plan

At the time of conducting the analysis for this report, only 5 interns participating in the non-EHCP Pilot had responded to the post-internship survey, so it was not feasible to report on this data at this stage.<sup>21</sup>

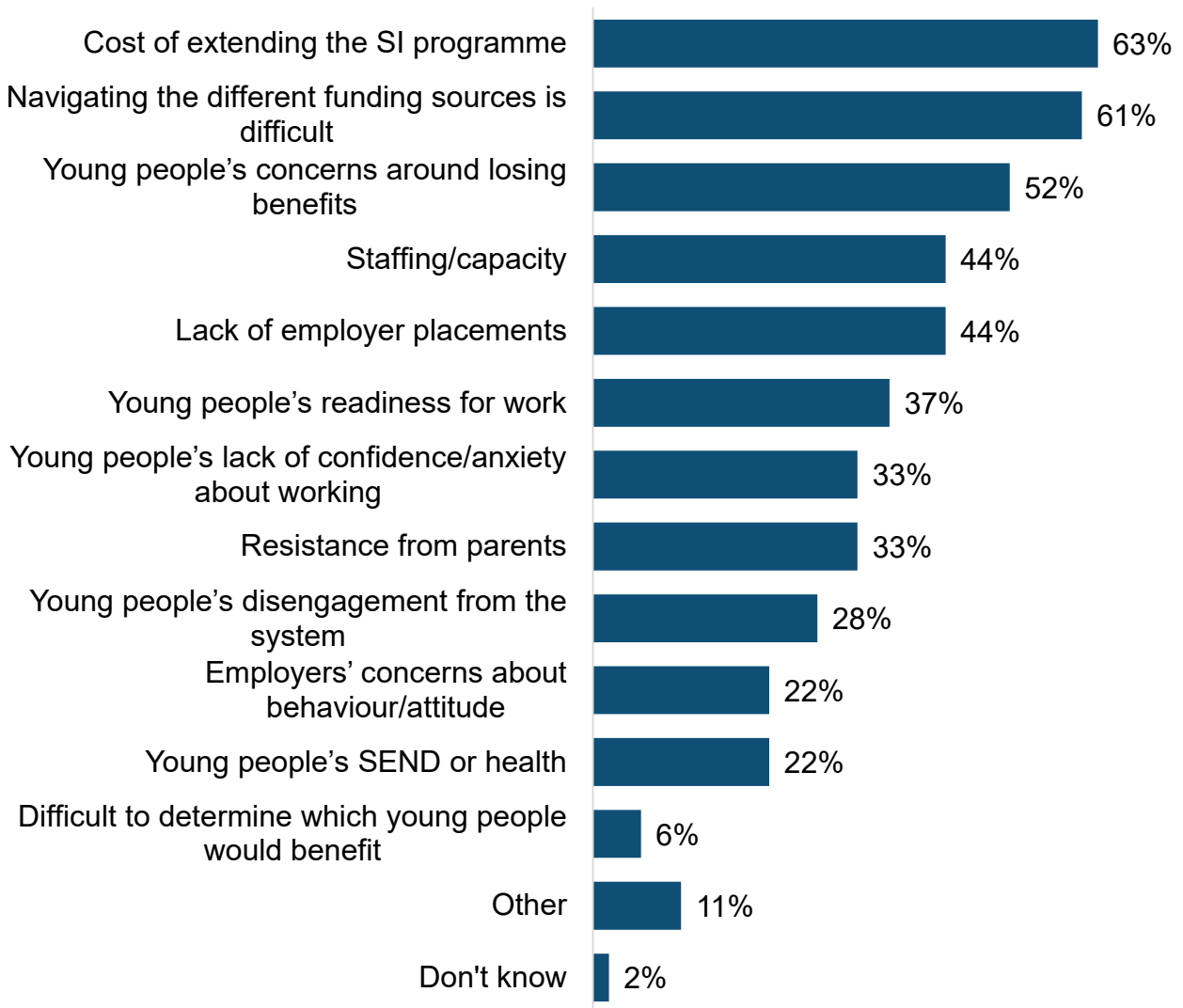
However, providers and job coaches responding to the surveys showed an appetite for supported internships aimed at young people who do not have an EHC plan, but have SEND or LDD:

<sup>21</sup> Timings for the non-EHCP supported internship Pilot evaluation are different than for the main evaluation as the non-EHCP Pilot supported internships do not always follow the typical academic year.

- 93% of providers not involved in the non-EHCP Pilot agreed that there is a need for supported internships for young people without EHC plans (65% strongly agree, 28% agree).
- 74% of providers not involved in the non-EHCP Pilot said their organisation would be likely to enrol young people without an EHC plan onto supported internships if eligibility was extended (59% very likely, 15% quite likely).
- 85% of job coaches reported that supported internships are suitable for young people without an EHC plan (57% very suitable, 28% quite suitable).

The key challenges in offering supported internships for young people without an EHC plan but with SEND or LDD mentioned by more than half of providers included costs of extending the programme, navigating funding, and young people's concerns about losing benefits (Figure 1). Staffing/capacity and lack of employer placements were also a concern for over two-fifths of providers.

**Figure 1: Challenges in providing supported internships for young people without an EHC plan (provider survey)**



Base: all not participating in the supported internship non-EHCP Pilot (54)

Source: Provider survey (cohort 2)

### 3. Summary

- Overall, the response to the Internships Work activities from providers, job coaches and employers who engaged appears to be positive. There is a perception that awareness and understanding of supported internships amongst key stakeholders has improved over the last two to three years, particularly amongst LAs, CEIAG professionals and providers.
- Education providers in particular are key sources of awareness and understanding of supported internships.
- Overall, providers also believe that the quality and quantity of supported internships has improved over the last two to three years, particularly the quality of provision, quality of placements and number and range of employers worked with.
- Interns' experiences of supported internships were positive, and the majority enjoyed being on the programme, were happy with the support they received and the type of work they were doing.
- Whilst it's too soon to see any impact amongst the non-EHCP Pilot interns, there is a clear appetite for supported internships for young people without an EHC plan amongst providers/job coaches. However, costs and funding for extending the programme were cited as key concerns.

#### 3.1 Internships Work activities

- Almost all supported internship providers had engaged with some element of Internships Work activity, with the local SEND employment forums, TSI training and LA support having the greatest reach.
- SIQAF was well received by providers:
  - The vast majority of responding providers were aware of SIQAF and over half had engaged with it to some extent.
  - The vast majority who had engaged with it believed it was useful and that it would help them to improve the quality and consistency of their provision, although currently engagement with peer reviews is low.
- The majority of providers who engaged with Internships Work activity said it was useful, in particular, the local SEND employment forums and TSI.
- Job coaches who had participated in the SET or TSI training felt it had positively impacted their knowledge, skills and confidence in their role.

- There may be an opportunity to better engage employers as just under half had engaged with any Internships Work activities, most commonly SEND employment forums, regional employment network meetings or DFN Project SEARCH (NB: the response base was low for employers).

## 3.2 Supported internships outcomes

Sustained employment is the primary goal of supported internships.

At the end of their internship, of the 85 cohort 2 interns responding to the post-survey:

- Almost one-third of interns had a job.
- Almost one-third of interns were waiting to find out about a job.
- Just over one-quarter of interns did not have a job and of those, almost half intended to get one.

Of the 49 cohort 1 graduate interns responding to the follow-up survey six months after the end of their internship academic year:

- Almost half of previous interns had a job, of which over three-quarters were working 16+ hours per week.
- Less than one-tenth of previous interns were waiting to find out about a job.
- Just over two-fifths of previous interns did not have a job, of which two-thirds were looking for one.

At this stage, it is not possible to comment on changes in employment rates over time, as this data is from two different cohorts of interns.

There was also perceived improvements amongst interns in their wider skills, including:

- Skills, knowledge and confidence.
- Workplace competencies:
  - Understanding of workplace rules.
  - How to work in a team.
  - How to work without support.
  - How to talk to people.
- Feeling ready to get a job and ready for adulthood.



## 3.3 Key challenges

Several challenges were noted for interns, employers and providers<sup>22</sup>.

### 3.3.1 For interns

- Limitations around job placements, including the number of placements and matching placements to interns' skills/work aspirations.
- Interns' anxiety about working and making friends.
- Difficulties for interns in travelling to/from work.
- Lack of awareness/understanding of supported internships amongst parents/carers, young people and schools/careers advisers.
- Concerns around losing benefits.
- Resistance from parents.

### 3.3.2 For employers

- Employers having the time and capacity to support interns well.
- Lack of awareness and understanding of SEND and supported internships amongst employers.
- Lack of knowledge or ability to support interns well and adapt to their needs.
- Misconceptions about young people with SEND in the workplace, such as not having any appropriate job roles and concerns about impacts on productivity and the workforce.

### 3.3.3 For providers

- Lack of paid employment opportunities at the end of supported internships.
- Difficulty accessing new employers.
- Staffing/job coach recruitment.
- Accessing Access to Work funding from DWP.
- Difficulty engaging with employers.
- Lack of supported internship work placements.

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<sup>22</sup> This is a themed summary of responses from the intern, employer, job coach and provider surveys. Themes for interns come from the job coach survey and intern post-survey. Themes for employers come from the job coach survey and the employer survey (low base). Themes for providers come from the provider survey.

## 4. Next steps for the evaluation

The evaluation is continuing through the academic year 2024-2025. Data collection will include: a supported internship costing survey; surveys with interns, providers, job coaches and employers about their experiences and outcomes; interviews with the Internships Work consortium delivery partners; and case studies involving interviews, focus groups, observations and participatory methods with a wide range of stakeholders involved in delivery of supported internships. Additionally, profiling of demographics and characteristics of supported interns is taking place through analysis of Individualised Learner Record (ILR) data, and delivery partner monitoring data is being collated and analysed to supplement the evaluation primary research.

Analysis and reporting will be taking place in early 2026.



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**Reference:** RR1460

**ISBN:** 978-1-83870-587-9

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