

Hospital Internship Pilot Programme (HIPP): a Supported Work and Curriculum Integrated Placement Programme for GCSE and A Level Students with Disabilities



Summary

East Norfolk Sixth Form College (EN) with James Paget University Hospital (JPUH) piloted an integrated curriculum with a Hospital Internship Pilot Programme (HIPP) in Health & Social Care, Administration and Pathology for A and GCSE Level students with complex needs such as Autism and Dyslexia with or Health and Physical Difficulties.

Students who completed, left with a high probability of employment or professional development in an area of work via a degree or training in nursing for example. Integrated with A level and Diploma studies at Level 3, students with complex and high needs were supported in a working environment.

Students who completed rotations of their internship, in 1 year were guaranteed an apprenticeship interviews or graduate to University to study in their internship areas of work. Students were interviewed for the internship. 4 students with high functioning Autism and Dyslexia began an internship while studying full time at college from September 2012.

JPUH and EN delivered a Work Skills BTEC award that is at Level 3 and equivalent to an AS Level. Job descriptions, daily diaries, employer witness statements and end of rotation reports provided evidence for the modules/elements. Portfolio building and instruction in free study periods at college (140 minutes per week) gave students the chance to organise their work placements into a formal record

The aim was to prepare students for GCSE and A level students with complex needs for adulthood, by challenging low expectations through sharing delivery and effective practice between EN and JPUH.

The objective was to undertake developmental work around areas such as co-delivery, phased transition, to adapt this supported employment for resource efficiency, hospital employee and college curriculum effectiveness.

The HIPP is a supported and integrated work placement for Students with Disabilities studying GCSE and A Levels. A range of work placements are available for students with Dyslexia, Autistic Spectrum Disorder and/or Co-occurring Difficulties Readers will find this case study interesting because

Small Pilot (N=4) in 2012 resulted in 50% full time apprenticeships in Health and Social Care sector.

- It is the first time a Sixth Form College has partnered with a major employer, within a traditional General Further Education area of work based learning, for supported work placements of student with disabilities
- This is a similar model of supported internship as tested by the Pathfinder projects 2011-2012, guidelines published June 2013
<http://www.preparingforadulthood.org.uk/news/news-2013/guidance-on-supported-internships-consultation>
- The approach promotes real independence for students who would have received 15 hours a week plus of learning support at school
- It is cost effective and financially viable within existing ALS and/or High Needs Learner funding

Key lessons learned

- Pilot selection and recruitment was not completed until October 1st, too late for resolving work placement issues and informing students and their families /carers comprehensively about the HIPP. Resolution has been to start this process in June and July, Interns are recruited by September for a start date in October.
- HIPP is about work and some issues about attendance and commitment from 2 interns resembled a school view, unacceptable to the work place. A competitive process for limited places is now in place for the recruitment and selection process, poor attendance and motivation will result in withdrawal from the HIPP
- A curriculum structure, BTEC Work Skills and timetabled attendance, organised how two different employers should standardise evidence of progress in the work placements. Each Student kept a Supported Internship Record of Achievement containing: Job descriptions, daily diaries, employer witness statements and end of rotation reports, attendance record, pen portrait, weekly Learning Support Assistant updates
- HIPP is limited to 5 places only due to frequent support, supervision and review updates necessary for safe, equal and healthy work practices

Support at JPUH from EN learning support assistants required them to have:

- Job Coaching training
- Background in Medical practices
- Knowledge of support needs - Autism, Dyslexia
- Knowledge of individual needs
- Specific support during rotations for each student linked to BTEC
- Employability L3 award and gathering evidence
- Student Supported Internship record of achievement

Introduction

Many of the nearby areas in Gorleston and Great Yarmouth are characterised by relatively high unemployment and some pockets of high deprivation. Around 5% of full-time students enrolled at the college are of minority ethnic heritage, above that of the local population. In 2012, the proportion of school leavers with five or more high grade GCSEs including English and mathematics in Norfolk was 45%, below the national average for England. Around 60% of the East Norfolk's (EN) students however, come from schools who achieve below the national average.

In 2012 1800 students studied GCSEs and A Levels with 300 with declared disabilities, difficulties and or disadvantages and 30 with complex needs. 10% of these students were gifted and talented. Achievements and progression into University and Employment are lower for students with disabilities than those without.

The Wolf Report (2011) considered how vocational and academic education for 14- to 19-year-olds could be improved in order to promote successful progression into the labour market and into higher level education and training routes. A key recommendation of this was to introduce principles that guide study programmes for young people post-16 and ensure they are gaining skills, which will lead to progression into a variety of jobs or further learning.

The Coalition government's strategy to maximise the participation of 16-24 Year olds in education, training and work; 'Building Engagement, Building Futures' (December 2011), and the report from BIS; 'New Challenges, New Chances' (December 2011) clearly set out that there a strong work offer was necessary in further education for young people, so that they can access a skills ladder of opportunities at whatever point they are at.

These factors of a weak local economy, a lack of work opportunities for educated students with disabilities, historically below national averages local GCSE results and government initiatives for work placements resulted in a project plan for a supported internship programme in 2011 with a local and major employer. The Hospital Internship Pilot Programme (HIPP) was implemented with the James Paget University Hospital in September 2012.

About the organisations involved

The James Paget University Hospital (JPUH) provides acute services to a local population of around 230,000, with a significant proportion being over the age of 75. It provides a range of services including accident and emergency and maternity as well as general medical and surgical treatment. It provides these services:

- Acute services with overnight beds
- Community healthcare service
- Dental service
- Hospice services

These services are regulated:

- Diagnostic and screening procedures
- Family planning
- Maternity and midwifery services
- Surgical procedures

- Termination of pregnancies
- Treatment of disease, disorder or injury

In 2013 JPUH met these standards:

- Respecting and involving people who use services
- Care and welfare of people who use services
- Meeting nutritional needs
- Cleanliness and infection control
- Staffing

East Norfolk Sixth Form College (EN) is a medium sized college located in Gorleston, Norfolk. The college's core business is academic programmes with virtually all of its further education provision funded by the Education Funding Agency. The college is the main local provider of GCE A-levels covering courses in all subject areas with the exception of construction and teacher education and training. The vast majority of students at the college are aged 16 to 18 years and follow full-time, advanced level courses.

Around 320 students take GCSE subjects including retakes of GCSE mathematics and English. The largest number of full-time enrolments is in science and mathematics and visual, performing arts and media. Overall, student enrolments have increased by around 20% since the last inspection. In 2009/10 the college was selected as one of ten national Football Association (FA) focus colleges.

What we wanted to achieve

Both EN and JPUH wanted an embedded employer – integrated curriculum model of aspirational driven work-placement for GCSE and A Level students with disabilities, difficulties or disadvantage. Previous co-operation in student volunteering and alumni links between EN and JPUH prepared the way for this project.

Post 16 SEN changes and Further education sector changes, regarding enrichment and study programmes, required alternative curriculum offers that maintained academic and vocational successes, within a challenging economic context.

HIPP instituted and extended student and parent/carer participation and leadership for independence whenever possible, by placing the student in a real work environment with responsibilities and risks in a supportive and risk managed context.

What we did

EN with JPUH developed an integrated curriculum with Internship programs in Health & Social Care, Administration and Pathology for A Level students with complex needs such as Autism and Dyslexia with Health and Physical Difficulties. Completing students left with a high probability of employment or professional development in an area of work via a degree or training in nursing for example. Integrated with A level and Diploma studies at Level 3, students with complex and high needs were supported in a working environment.

Students who completed rotations of their internship in 1 year were invited for apprenticeship interviews or graduated to University to study in their internship areas of work. Students were interviewed for this programme. 4 students with high functioning Autism and Dyslexia begin this internship while studying full time at college from September 2012.

Placements were limited to 4 per year, with 15 students listed in July for a September start. HIPP was equivalent to 5 hours of teaching per week over 38 weeks and was part of their study programme. A national award, BTEC Work Skills Level 3 was equivalent to 1 AS Level and structures the evidence gathering during two afternoons at JPUH. JPUH provided bespoke rotations of 5 weeks, 4 rotations over 38 weeks with a designated mentor in each.

A co-ordinator managed the rotations for each student with a learning support assistant from EN acting as a job coach. While at college, directed and undirected study time for portfolio building occurred, 2 ½ hours per week. Learning Support staff directed the portfolio building sessions

Outcomes and Impacts

In 2012-13, four students 17 – 19 years with Autism or Dyslexia participated in HIPP; one obtained an apprenticeship in Health and Social Care, another was progressing towards this. Two completed the Programme. HIPP derived from Project Search, a supported work placement and training scheme for students with severe disabilities, difficulties or disadvantage in a hospital environment.

HIPP delivered an integrated GCSE and A Level study programme within an internship supported and developmental on an individual basis. It was not meant to repeat Project Search but facilitate similar work based opportunities for Level 2 and Level 3 full time students.

Outcomes achieved were

- Job coaching and support assistant costs funded through existing ALS routes
- Learned that portfolio building for BTEC Work skill award does not require a teacher
- Curriculum structure enabled us to organise the tasks for evidence gathering in the rotations and standardise these tasks
- Model integrated very well within a GCSE and A Level (or school based) time table
- Very dependent students can become independent and successful in their chosen career

Partnership between JPUH and EN has set an example of how internships and work placements can be extended with other employers. For 2013 10 supported work placements and internships are planned with JPUH and Community Connexions in Great Yarmouth.

What we achieved

As a pilot project:

- 50% completion (2/4)
- 1 apprenticeship obtained in Health and Social Care
- 1 apprenticeship searching in Health and Social Care
- 1 University entrance for Health and Social Care
- Financially viable supported work placement model for GCSE and A level time education
- Job descriptions for learning support assistants as Job Coaches
- Syllabus that structures the rotations and gathers evidence of work skills
- Basis for a work placement study programme pathway in 2013 for 10 Supported Internships and 90 non supported Internships

Further reading

DFE Supported Internship guidelines published June 2013

<http://www.preparingforadulthood.org.uk/news/news-2013/guidance-on-supported-internships-consultation>

<http://www.jpaget.nhs.uk/>

<http://www.excellencegateway.org.uk/node/20310> Peer assisted Mentoring

<http://www.excellencegateway.org.uk/node/20895> Transition from School to College

<http://www.enorf.ac.uk/home>

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Provider name(s): James Paget University Hospital, East Norfolk Sixth Form College, part of Eastern Region City College Norwich Cluster with Bedford College, SENSE, Colchester Institute, Huntingdon College, James Paget University Hospital, East Norfolk Sixth Form College.

Sector coverage: Work based learning and further education for support and aspiration in an alternative approach to special educational needs and disability. It is the second part of a national project (Strand 1 completed in March 2012) to encourage a culture shift from one of competition to one of collaboration. The Cluster focused on the following areas 'Preparation for Adulthood' and 'Challenging Low Expectations' through sharing delivery. It undertook developmental work around areas such as co-delivery, phased transition and developing supported employment and social enterprise models. Examples are outlined in partner projects, and link with 1 or more of the following:

- developmental work around areas such as co-delivery
- phased transition
- developing supported employment and social enterprise models

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