INKEY

WP3 TOOLKIT

IN-KEY – Inclusive worK Experiences for Young Professionals
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WORK PACKAGE 3

Toolkit for Inclusive Internships Guidelines, tools and recommendations for host companies

From willingness to readiness: practical steps before, during and after an inclusive internship

Annex: Practical tools and templates

LEAD PARTNER: PER FORMARE SRL

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Introduction

A short guide to the tools more detailed in the full INKEY Toolkit.

This annex brings together the practical tools developed through the INKEY Toolkit. It is designed for companies, public organisations, social enterprises, education and training providers and other host organisations that want to plan, deliver and improve inclusive internships without creating unnecessary bureaucracy.

Complete Toolkit guide: the full Toolkit explains why and how inclusive internships work. This Practical Tools & Templates annex gives organisations the forms, checklists and monitoring tools to use in practice.

Which tool should I use?

Quick navigation by stage of the internship.

When?	What do I need?	Tool
Before	Check organisational preparation	Organisational Preparation Checklist
Before	Prepare the team and assign supervision	Internal Communication + Mentor Assignment
Before	Recruit inclusively	Inclusive Recruitment Checklist
Before	Review barriers	Accessibility Quick Assessment
Before	Prepare arrival and confirm readiness	Onboarding + Ready to Host Checklists
Before	Document agreed support	Support Needs / Reasonable Adjustment Record
During	Guide the mentor	Mentor Checklist
During	Review progress	Regular Check-in Template
During	Collect mid-term feedback	Intern + Mentor Mid-term Feedback
During	Improve communication	Communication Tips + Inclusive Language
During	Manage difficulty or risk	Problem Record + Risk Register + Escalation Flow
During	Monitor quality	Internship Monitoring KPI Sheet
After	Evaluate and close monitoring	Final Feedback + Monitoring Summary + KPI Review
After	Improve future practice	Continuous Improvement Plan
After	Explore next steps	Future Collaboration / Retention Follow-up
Anytime	Assess organisational maturity	INKEY Mini Self-Assessment

A practical cycle applied to your organization.

Use only what is proportionate to your organisation and internship. Apply this cycle during your experience in hosting an intern with fewer opportunities, using the right tool for every phase:

BEFORE → DURING → AFTER

Before the internship begins, ensure that the preparation, recruitment, and onboarding processes are carried out optimally; then, track the experience through a monitoring plan and provide ongoing support to the intern. Finally, once the internship concludes, gather feedback to facilitate continuous improvement and learn from experiences.

PREPARE, RECRUIT, WELCOME → SUPPORT, MONITOR → LEARN, IMPROVE

Improve your readiness and check with the assessment:

✓ ORGANISATIONAL READINESS

The value of these tools lies in improving the internship experience and strengthening organisational practice — not in producing paperwork for its own sake.

PART A – BEFORE THE INTERNSHIP

Prepare the organisation, the team and the conditions for an inclusive placement.

A1. Organisational Preparation Checklist

Purpose	Establish the minimum organisational structure before recruitment begins.
When to use	Before publishing or confirming an internship opportunity.
Completed by	Internship coordinator / HR / management

Check	Action	Responsible person	Notes
☐	Management has approved the internship and supports its inclusive approach.		
☐	An internship coordinator or responsible contact person has been identified.		
☐	A mentor or tutor has been selected and has sufficient time for the role.		
☐	The hosting team has been informed about the internship.		
☐	Meaningful tasks and learning objectives have been defined.		
☐	Essential and non-essential role requirements have been distinguished.		
☐	Possible physical, digital, communication and organisational barriers have been reviewed.		
☐	A procedure for discussing individual support needs has been agreed.		
☐	Available internal resources and possible external support services have been identified.		
☐	A simple process for reporting and resolving difficulties has been established.		

A2. Internal Communication Checklist

Purpose	Prepare colleagues to support a respectful and inclusive internship.
When to use	Before the intern arrives and whenever the hosting team changes.
Completed by	Internship coordinator / manager

Check	Action	Notes
☐	The team understands the purpose and learning objectives of the internship.	
☐	The roles of the coordinator, mentor and colleagues have been explained.	
☐	Staff have received basic guidance on inclusive communication.	
☐	Confidentiality and data protection have been discussed.	
☐	The team knows whom to contact if a difficulty arises.	
☐	The intern will be introduced as a contributing team member, not as a “special case”.	

Remember Personal or medical information should only be shared when necessary, with the intern’s knowledge and in accordance with data-protection requirements.

A3. Inclusive Recruitment Checklist

Purpose	Reduce avoidable barriers in vacancy wording, application and selection.
When to use	When designing and publishing the internship opportunity and planning interviews.
Completed by	HR / coordinator / hiring team

Check	Action	Status / notes
☐	The vacancy uses clear, respectful and accessible language.	
☐	Tasks, working conditions and learning objectives are explained.	
☐	Only genuinely essential requirements are listed as mandatory.	
☐	The vacancy includes a statement about available adjustments.	
☐	Candidates are given a clear contact person for accessibility requests.	
☐	The opportunity is shared through mainstream and targeted channels.	
☐	Application documents and online forms are digitally accessible.	
☐	Alternative application or interview formats can be offered.	
☐	Interviewers focus on skills and potential rather than assumptions about personal circumstances.	
☐	Personal information is collected only when relevant and handled confidentially.	

A4. Mentor / Tutor Assignment Checklist

Purpose	Ensure that mentoring is intentional and sufficiently resourced.
When to use	Before the first day.
Completed by	Coordinator / line manager

Check	Action	Notes
☐	The mentor has voluntarily accepted the role.	
☐	The mentor understands the internship tasks and learning objectives.	
☐	Time for supervision and regular check-ins has been included in the workload.	
☐	The mentor has received basic information or training on inclusive support.	
☐	The mentor knows which issues can be handled directly and which should be escalated.	
☐	A backup contact has been appointed for absences.	
☐	The intern will receive the mentor's contact details before or on the first day.	
☐	The first meeting and initial review dates have already been planned.	

A5. Accessibility Quick Assessment

Purpose	Identify possible physical, digital, communication and organisational barriers.
When to use	Before the internship; review again once individual needs are known.
Completed by	Coordinator / facilities / IT / mentor as relevant

Scoring 0 = Not in place or unknown • 1 = Partially in place / available upon request • 2 = In place and regularly checked

Area	Assessment question	Score (0/1/2)	Action / notes
Building access	Can relevant work areas be reached without avoidable physical barriers?		
Internal spaces	Are entrances, corridors, workstations, meeting rooms and toilets usable by people with different mobility needs?		
Emergency procedures	Are emergency information and evacuation arrangements accessible?		
Workstation	Can furniture, equipment or workspace arrangements be adapted?		
Website & forms	Are vacancies, application forms and organisational information accessible?		
Digital platforms	Can essential platforms be used with assistive technologies or suitable alternatives?		
Documents	Are documents clearly structured and available in editable or alternative formats?		
Audio-visual content	Can captions, transcripts or alternative text be provided where needed?		
Communication	Can information be provided verbally, in writing, visually or in plain language?		
Language support	Can additional explanations, glossaries or language support be arranged?		
Working arrangements	Can hours, breaks, location or working methods be reasonably adapted?		
Task design	Can the method or sequence of completing a task be adapted without removing its learning objective?		
Quiet/private spaces	Is suitable space available for focused work, rest or confidential conversations?		
Support requests	Is there a clear and confidential process for requesting adjustments?		
Review	Are agreed adaptations monitored and reviewed with the intern?		

A6. Onboarding Preparation Checklist

Purpose	Prepare a clear, accessible and predictable start to the internship.
When to use	During the week before arrival.
Completed by	Coordinator / mentor

Check	Action	Responsible person	Notes
☐	Send accessible information about location, schedule and contact person.		
☐	Explain what the intern should bring and what equipment will be provided.		
☐	Confirm agreed physical, digital, communication or organisational adaptations.		
☐	Provide transport, building access or online connection instructions.		
☐	Share the first-day schedule in advance.		
☐	Inform the mentor and team about the intern's arrival.		
☐	Prepare the first meaningful task and its learning objective.		
☐	Plan the first mentor meeting and future check-ins.		

A7. Ready to Host – Final Checklist

Purpose	Confirm that the essential conditions are in place before the placement starts.
When to use	Immediately before the internship begins.
Completed by	Coordinator

Check	Action	Status / notes
☐	The internship has clear and meaningful learning objectives.	
☐	Tasks are appropriate, realistic and adaptable where necessary.	
☐	A coordinator and mentor have been formally appointed.	
☐	The mentor has sufficient time and basic guidance.	
☐	The hosting team has been informed and prepared.	
☐	Recruitment and selection procedures are accessible.	
☐	Candidates can request adjustments without being disadvantaged.	
☐	Physical, digital, communication and organisational accessibility have been reviewed.	
☐	A confidential conversation on individual support needs is planned or completed.	
☐	The organisation knows which external services or partners may provide support.	
☐	The intern will receive clear pre-arrival information.	
☐	The first-day and first-week programme have been prepared.	
☐	Regular mentor–intern check-ins have been scheduled.	
☐	A reporting and problem-escalation procedure is available.	
☐	The organisation is prepared to review and adjust arrangements during the internship.	

A8. Support Needs / Reasonable Adjustment Record

Purpose	Document practical support agreed with the intern while protecting confidentiality.
When to use	After selection and whenever support arrangements change.
Completed by	Intern + coordinator / mentor, as appropriate

Intern / placement reference: _____

Date of discussion: _____

People involved: _____

Area	Barrier or support need identified	Agreed adjustment / solution	Responsible person	Review date
Physical				
Digital / technology				
Communication / language				
Working hours / location				
Task organisation				
Mentoring / check-ins				
Other				

Confidentiality Record only information needed to implement the agreed support. Do not collect diagnoses or personal details that are not relevant to the internship.

PART B – DURING THE INTERNSHIP

Support learning, participation and wellbeing through structured but proportionate practices.

B1. Mentor Checklist

Purpose	Help mentors provide consistent support while encouraging autonomy.
When to use	Throughout the internship.
Completed by	Mentor / workplace tutor

Check	Action	Notes
☐	I understand the internship objectives and the intern's main tasks.	
☐	I know which support arrangements have been agreed.	
☐	I ask how the intern prefers to receive instructions and feedback.	
☐	I provide clear instructions and connect tasks to learning objectives.	
☐	I encourage questions, problem-solving and increasing independence.	
☐	I provide both positive and corrective feedback.	
☐	I review agreed adaptations and raise emerging barriers promptly.	
☐	I include the intern in relevant professional and team activities.	
☐	I keep personal information confidential.	
☐	I document significant agreements, difficulties and follow-up actions.	
☐	I know who to contact when an issue goes beyond my role.	

B2. Regular Check-in Template

Purpose	Create a predictable space to review progress and barriers.
When to use	Weekly at the beginning; frequency may reduce as autonomy grows.
Completed by	Mentor + intern

Date: _____

Next check-in: _____

Area	Guiding question	Notes / actions
Progress	What has gone well since our last meeting?	
Learning	What have you learned or practised?	
Barriers	Has anything made your work unnecessarily difficult?	
Support	Do any instructions, tools or arrangements need to be changed?	
Next steps	What will you work on before the next meeting?	

B3. Intern Mid-Term Feedback Form

Purpose	Collect the intern's perspective while changes can still improve the placement.
When to use	Around the midpoint of the internship.
Completed by	Intern; reviewed by coordinator/mentor

Rating 1 = Strongly disagree • 2 = Disagree • 3 = Neutral • 4 = Agree • 5 = Strongly agree

Statement	Rating 1–5	Comments
I understand my tasks and learning objectives.		
I know whom to contact when I need information or support.		
My mentor is available and provides useful guidance.		
I receive clear and constructive feedback.		
The workplace and digital tools are accessible to me.		
Agreed adaptations are working effectively.		
I feel respected and included in the team.		
I feel safe asking questions or reporting a difficulty.		
My tasks are meaningful and help me develop competences.		
Overall, the internship is meeting my expectations.		

What is working particularly well? _____

What should be changed or improved? _____

B4. Mentor Mid-Term Feedback Form

Purpose	Review progress, support needs and organisational conditions from the mentor's perspective.
When to use	Around the midpoint of the internship.
Completed by	Mentor

Statement	Rating 1–5	Comments
The internship objectives and responsibilities are clear.		
The intern is making progress towards the learning objectives.		
Current tasks are appropriate and meaningful.		
Agreed support measures are effective.		
I have sufficient time and organisational support to act as mentor.		
Communication between the intern, mentor and team is effective.		
Emerging challenges are being addressed promptly.		

Main progress observed: _____

Current barriers or concerns: _____

Actions agreed for the next period: _____

B5. Inclusive Communication Tips

Purpose	Support clear, respectful and non-stigmatising communication.
When to use	Daily communication, instructions, feedback and meetings.
Completed by	All staff

Recommended practice	Avoid
Ask how the intern prefers to receive information.	Assuming communication needs based on diagnosis or background.
Use clear and direct language.	Unexplained jargon, acronyms or vague instructions.
Provide written summaries of important tasks and decisions.	Relying entirely on informal verbal conversations.
Confirm understanding through open questions.	Only asking “Do you understand?”.
Speak directly to the intern.	Speaking only to a support person or colleague.
Allow adequate time for a response.	Interrupting, completing sentences or showing impatience.
Give feedback privately and refer to specific behaviour.	Criticising the person rather than the action.
Ask what support would be useful.	Asking unnecessary questions about medical history or private circumstances.

B6. Examples of Inclusive Language

Purpose	Provide practical wording for recruitment, support and feedback.
When to use	Whenever language may unintentionally create stigma or exclusion.
Completed by	All staff

Avoid	Prefer
Normal interns	Other interns / interns without the specific barrier
Suffers from a disability	Has a disability / lives with a health condition
Confined to a wheelchair	Wheelchair user
The handicapped	People with disabilities
Special needs intern	Intern with specific support or accessibility needs
Vulnerable person	Person facing specific barriers or circumstances
Poor / disadvantaged intern	Intern facing economic or social barriers
Does not speak our language properly	Is developing proficiency in the working language
We treat everyone exactly the same	We provide equitable opportunities and appropriate support
We made an exception for them	We agreed a reasonable adjustment
Are you sure you can manage this?	What conditions or support would enable you to complete this task?

B7. Problem Record

Purpose	Document an issue factually and agree follow-up actions.
When to use	When a recurring or significant difficulty arises.
Completed by	Mentor / coordinator

Date reported: _____

Person reporting the issue: _____

People involved: _____

Description of the issue based on observable facts: _____

Immediate impact on learning, accessibility, safety or wellbeing: _____

Was an agreed adaptation or procedure involved? _____

Views of the intern and other people involved: _____

Action agreed: _____

Responsible person: _____

Review date: _____

Outcome: _____

B8. Internship Risk Register

Purpose	Anticipate common operational risks and define preventive actions.
When to use	Before and during the internship; update when conditions change.
Completed by	Coordinator / mentor

Potential risk	Probability L/M/H	Impact L/M/H	Preventive / corrective action	Responsible person
Mentor has insufficient time				
Tasks are unclear or unsuitable				
Agreed adaptation is delayed				
Digital tool is inaccessible				
Communication or language difficulty				
Intern becomes isolated from the team				
Conflict with mentor or colleague				
Wellbeing concern emerges				
Performance falls below expectations				
Internship is interrupted				

B9. Conflict and Escalation Flow

Purpose	Provide a fair route for routine difficulties and serious concerns.
When to use	Whenever an issue cannot be resolved informally or involves safety, discrimination or misconduct.
Completed by	Mentor / coordinator / HR as appropriate

Step	Action
1. Identify	Describe what happened using specific facts rather than assumptions.
2. Discuss	Listen to the people involved; routine issues are normally discussed by mentor and intern.
3. Review	Check expectations, instructions and whether agreed adaptations were implemented.
4. Agree action	Define what will change, who is responsible and when progress will be reviewed.
5. Escalate	Involve the coordinator, HR or sending institution when the matter cannot be resolved at mentoring level.
6. Formal procedure	Use formal procedures immediately for discrimination, harassment, safeguarding or serious safety risks.

Safe reporting The intern must always have access to a reporting route that does not depend solely on the direct mentor.

B10. Internship Monitoring KPI Sheet

Purpose	Use a small number of indicators to monitor whether the internship is inclusive and well managed.
When to use	Monthly / mid-term / final, depending on indicator.
Completed by	Coordinator / HR / mentor

KPI	How to measure	Suggested target*	Result	Follow-up
Mentor assignment rate	Interns with a named mentor before the first day	100%		
Inclusive onboarding completion	Required onboarding actions completed	100%		
Check-in completion rate	Meetings completed compared with meetings planned	≥80%		
Learning objective progress	Objectives achieved or progressing as planned	≥75%		
Adaptation response time	Working days between support request and agreed response	Within 5 working days		
Intern inclusion score	Average rating on safety, belonging, support and accessibility	≥4/5		
Mentor satisfaction score	Mentor rating of guidance, resources and organisational support	≥4/5		
Issue resolution rate	Reported issues resolved or covered by an agreed action plan	≥80%		
Internship completion rate	Internships completed as planned or through an agreed positive transition	≥85%		

Important Suggested targets are Toolkit recommendations, not WP3 survey results. They should be interpreted together with qualitative feedback and adapted to organisational context.

PART C – AFTER THE INTERNSHIP

Evaluate outcomes, capture organisational learning and support the intern's next step.

C1. Final Intern Feedback Form

Purpose	Evaluate learning, inclusion, accessibility and overall satisfaction from the intern's perspective.
When to use	At the end of the internship.
Completed by	Intern

Statement	Rating 1–5	Comments
I achieved or made substantial progress towards my learning objectives.		
I received useful mentoring and feedback.		
I felt respected and included in the team.		
The workplace, tools and communication were accessible to me.		
Agreed adaptations were effective.		
I felt safe asking questions or raising concerns.		
The internship strengthened my professional competences.		
Overall, I am satisfied with the internship experience.		

What should the organisation maintain? _____

What should the organisation improve? _____

What would be the most useful next step for you? _____

C2. Final Mentor Feedback Form

Purpose	Capture the mentor's assessment of learning, support arrangements and organisational conditions.
When to use	At the end of the internship.
Completed by	Mentor

Statement	Rating 1–5	Comments
The intern made progress towards agreed learning objectives.		
Tasks were meaningful and appropriate.		
Mentoring arrangements were workable and adequately supported.		
Agreed adjustments were effective.		
Communication with the intern and team was effective.		
Challenges were identified and addressed appropriately.		
The organisation is better prepared to host a future inclusive internship.		

Main achievements observed: _____

Main lessons for the organisation: _____

C3. Final Evaluation Summary

Purpose	Bring intern and mentor perspectives together and recognise learning outcomes.
When to use	Final review meeting.
Completed by	Intern + mentor + coordinator where relevant

Evaluation area	Intern's view	Mentor's view	Final comments
Achievement of learning objectives			
Quality and relevance of tasks			
Accessibility and adaptations			
Mentoring and supervision			
Team integration			
Skills developed			
Overall satisfaction			

Practices to maintain: _____

Improvements required before hosting another intern: _____

Future employment / collaboration / learning opportunities: _____

C4. Monitoring Summary Report

Purpose	Close the monitoring cycle and create a concise organisational record.
When to use	After the final evaluation.
Completed by	Coordinator / HR

Organisation: _____

Internship role: _____

Internship period: _____

Mentor: _____

Coordinator: _____

Monitoring area	Main evidence / result
Learning objectives	
Mentor meetings and check-ins	
Accessibility and adaptations	
Team participation and integration	
Challenges identified	
Actions taken	
Intern feedback	
Mentor feedback	
Final outcomes	

What worked particularly well? _____

What barriers or difficulties emerged? _____

What should change before the next internship? _____

C5. Post-Internship KPI Review

Purpose	Evaluate outcomes and satisfaction using a limited set of final indicators.
When to use	At internship closure and annual review.
Completed by	Coordinator / HR

KPI	How to measure	Suggested target*	Result / comments
Intern satisfaction score	Average final rating of overall experience	≥4/5	
Intern inclusion score	Belonging, respect, accessibility and psychological safety	≥4/5	
Mentor satisfaction score	Mentor rating of organisational support and management	≥4/5	
Learning objective achievement	Objectives achieved or substantially progressed	≥75%	
Internship completion rate	Completed as planned or through an agreed positive transition	≥85%	
Issue resolution rate	Issues resolved or covered by an action plan	≥80%	
Adaptation effectiveness	Agreed adaptations considered effective by the intern	≥80%	
Improvement action rate	Improvement actions assigned to a person and deadline	100%	
Future opportunity rate	Employment, learning, networking or collaboration offered where appropriate	Monitor annually	

C6. Continuous Improvement Plan

Purpose	Translate feedback and evidence into specific changes before the next internship.
When to use	After the final review; revisit before the next placement.
Completed by	Management / coordinator

Priority area	Action required	Responsible person	Deadline	Evidence of completion	Status

Improvement cycle REVIEW → PRIORITISE → IMPROVE → REASSESS. The objective is to make lessons learned part of organisational practice rather than leaving them with one individual mentor.

C7. Future Collaboration / Retention Follow-up

Purpose	Support the intern's transition and explore realistic future opportunities.
When to use	At the final meeting and, where useful, at a later follow-up.
Completed by	Mentor / coordinator / HR

Check	Action	Action / notes
☐	Employment opportunity discussed where an appropriate vacancy exists.	
☐	Reference or recommendation provided / planned.	
☐	Acquired competences recognised or documented.	
☐	Future project or learning opportunity discussed.	
☐	Networking or professional introductions offered where relevant.	
☐	Referral to partner organisations considered.	
☐	Permission to stay in contact / talent pool discussed where appropriate.	
☐	Optional follow-up date agreed.	

Most useful next step identified by the intern: _____

Organisation follow-up action: _____

PART D – ORGANISATIONAL READINESS

Use the mini self-assessment to identify the current stage and prioritise improvement.

D1. INKEY Mini Self-Assessment Questionnaire

Purpose	Reflect on current capacity to plan and deliver inclusive internships.
When to use	Before starting improvement planning; repeat after a significant internship cycle or at least annually.
Completed by	Management / HR / internship coordinator

Scoring 0 = Not in place or unknown • 1 = Informal / occasional / partial • 2 = Structured, regularly implemented and supported by evidence

1. Organisational Commitment and Governance

Statement	Score 0/1/2	Evidence / notes
Management clearly supports inclusive internships and communicates this commitment internally.		
The organisation has a written policy, internal guidance or defined principles concerning diversity and inclusion.		
A named person or function is responsible for coordinating inclusive internship practices.		

2. Inclusive Recruitment and Onboarding

Statement	Score 0/1/2	Evidence / notes
Internship vacancies and application procedures use accessible and inclusive language.		
Selection methods can be adapted upon request without lowering essential role requirements.		
The onboarding process includes specific inclusion measures such as a buddy, support-needs discussion or planned check-ins.		

3. Accessibility and Reasonable Accommodation

Statement	Score 0/1/2	Evidence / notes
Physical workplaces and essential facilities have been reviewed for accessibility.		
Websites, documents, forms and work platforms are accessible or suitable alternatives can be provided.		
The organisation has a clear process for discussing, approving and reviewing reasonable adjustments.		

4. Mentoring, Support and Wellbeing

Statement	Score 0/1/2	Evidence / notes
Every intern is assigned a named mentor or workplace tutor with sufficient time for the role.		
Regular check-ins, feedback meetings and progress reviews are planned and documented.		
Interns have access to safe and confidential channels for reporting difficulties, discrimination or wellbeing concerns.		

5. Monitoring and Continuous Improvement

Statement	Score 0/1/2	Evidence / notes
The organisation collects feedback from interns and mentors during and after the placement.		
Basic indicators are used to monitor participation, accessibility, support and internship outcomes.		
Lessons learned are translated into specific actions for improving future internships.		

6. Internship Implementation Readiness

Statement	Score 0/1/2	Evidence / notes
The organisation can define meaningful tasks and learning objectives that may be adapted to individual needs.		
Internal or external resources have been identified to address accessibility, mentoring, administrative or financial needs.		
The organisation is willing and practically prepared to host interns with different backgrounds and support needs.		

D2. Scoring Sheet and Readiness Levels

Purpose	Convert the mini self-assessment score into the four INKEY readiness stages.
When to use	After completing D1.
Completed by	Assessment team

Calculation Maximum score = 36 points. Percentage score = Total points obtained ÷ 36 × 100.

Percentage score	INKEY readiness level	Main priority
Below 40%	Initial Readiness	Establish the minimum conditions required to host an intern safely and inclusively.
40–59%	Developing Readiness	Transform informal practices into clear and repeatable procedures.
60–74%	Advanced Readiness	Improve consistency, monitoring and organisational learning.
75–100%	Inclusive Internship Champion	Demonstrate impact, innovate and transfer good practices to others.

Total points obtained (0–36): _____

Percentage score: _____

Readiness level: _____

D3. Recommendations by Readiness Level

Purpose	Turn the score into a realistic first improvement action.
When to use	Immediately after scoring.
Completed by	Management / coordinator

Level	Recommended first action	Examples of evidence of progress
Initial Readiness	Select three statements scored 0 and convert them into actions to complete before the next internship.	Named contact; mentor appointment; accessibility check; onboarding plan.
Developing Readiness	Identify the lowest-scoring dimension and prepare a six-month improvement plan.	Mentor role description; inclusive vacancy; adaptation record; check-in forms.
Advanced Readiness	Review all statements scored 1 and define what is needed for consistent implementation.	Policy/guidance; mentor training; KPI review; final evaluation; annual plan.
Excellence Readiness	Document and evaluate one effective practice that can be transferred or shared.	Consistent records; positive feedback; KPI outcomes; case studies; peer support.

D4. Mini Improvement Plan

Purpose	Prioritise actions, responsibility, timeframe and evidence.
When to use	After self-assessment or post-internship review.
Completed by	Management / coordinator

Priority area	Action	Responsible person	Deadline	Evidence of completion	Status

Prioritisation Start with gaps that could prevent participation or create risks: inaccessible recruitment, lack of a mentor, absence of a confidential reporting route or failure to implement an agreed adjustment.

D5. Evidence Checklist and mini Assesment

Purpose	Help organisations retain proportionate evidence of implementation and improvement.
When to use	Throughout the internship cycle.
Completed by	Coordinator / management

Mini Assessment: Readiness Questionnaire

Score	Description
0	No adaptations. The practice is not in place, or the organisation does not know whether it exists.
1	Some adaptations. The practice exists informally, occasionally or only in some cases.
2	Adapted recruitment. The practice is structured, regularly implemented and supported by evidence.

Dimension 1 – Governance and Strategic Commitment

Statement	Score
The organisation has a formal or internal D&I policy or clear inclusion guidelines.	0 / 1 / 2
Top management actively supports inclusive internships and communicates this commitment internally.	0 / 1 / 2
A named person or function is responsible for coordinating inclusive internship practices.	0 / 1 / 2

Dimension 2 – Inclusive Recruitment and Onboarding

Statement	Score
Internship vacancies and application procedures use accessible and inclusive language.	0 / 1 / 2
The organisation uses dedicated outreach channels and can adapt selection steps on request. .	0 / 1 / 2

The onboarding process includes specific inclusion measures, such as a buddy, support-needs discussion or planned check-ins.	0 / 1 / 2

Dimension 3 – Accessibility and Reasonable Accommodation

Statement	Score
Physical premises and essential facilities are accessible or can be adapted.	0 / 1 / 2
Digital tools, websites, forms and work platforms are accessible or suitable alternatives are available. .	0 / 1 / 2
Sensory and communication accommodations can be provided where needed. .	0 / 1 / 2

Dimension 4 – Training and Skills Development

Statement	Score
Every intern is assigned a named mentor or workplace tutor with sufficient time for the role and specific D&I training.	0 / 1 / 2
The organisation has a mentoring or tutoring programme for interns.	0 / 1 / 2
Managers and staff receive D&I training.	0 / 1 / 2

Dimension 5 – Organisational Culture and Wellbeing

Statement	Score
The organisation monitors staff/intern perceptions of inclusion or workplace climate.	0 / 1 / 2
Interns have access to safe and confidential channels for reporting discrimination or difficulties.	0 / 1 / 2
The organisation provides wellbeing measures and, where relevant, financial or practical support for interns.	0 / 1 / 2

Dimension 6 – D&I Monitoring and Continuous Improvement

Statement	Score
The organisation tracks basic D&I or inclusive internship indicators.	0 / 1 / 2
Monitoring includes participation, accessibility, support and internship outcomes.	0 / 1 / 2
D&I information is reviewed and reported regularly and used to improve practice.	0 / 1 / 2

Dimension 7 – Internship Implementation Readiness and experience

Statement	Score
The organisation has previous experience hosting interns with fewer opportunities.	0 / 1 / 2
The organisation has implemented practical adjustments or support measures during previous internships.	0 / 1 / 2

Financial compensation or practical support such as meals, transport or accommodation is available where possible.	0 / 1 / 2

Dimension 8 – Readiness and Commitment

Information only – not scored

Statement	Response
Is the organisation willing to host interns with fewer opportunities?	Yes / Conditional / No
Is the organisation interested in D&I capacity-building or informative seminars?	Yes / No
Is the organisation willing to continue improving its inclusive internship practices?	Yes / Partly / No

This last dimension should **not be included in the score**.

Calculating the Result

Add the scores assigned to all 18 statements.

Maximum score: 42 points

To obtain a percentage score, use the following calculation:

Total points obtained ÷ 42 × 100

Percentage score	Readiness profile
Below 40%	Low Readiness/Initial
40–59%	Medium Readiness/Developing
60–100%	High Readiness/Excellence Readiness (75%+)