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Department  
for Education

Delivered by  
NDTi  
National Development Team for Inclusion

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## Ofsted Education Inspection Framework Mapping to Supported Internship Quality Assurance Framework Report

### Executive Summary

There have been greater levels of investment into Supported Internships than ever before with a target of doubling the number of Supported Internships across England. Education providers are a key part in achieving improved employment outcomes for young people with EHCP' but we understand the ever increasing and competing pressures put onto the sector. This report aims to demonstrate the benefits to investing in and utilising the Supported Internship Quality Assurance Framework {SIQAF} to support the wider work required under the Ofsted Inspection Framework. Rather than increasing your workload, this will support you in gathering the right information as part of your continuous improvement cycles already embedded through Ofsted.

The British Association for Supported Employment through the Internships Work program have undertaken this exercise to demonstrate the benefits of embedding this quality improvement tool and hope you join us in our commitment to embed the highest quality provision across England.

Laura Davis - Chief Executive of BASE and Inclusive Trading CIC

### Background

About Internships Work - Internships Work is a programme funded by the Department for Education (DfE), which will double the current supported internship provision in England by enabling 4500 young adults, aged 16-25 with additional needs, to benefit from a supported internship per year by 2025. It 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.

As part of the Internships Work Programme, BASE have been promoting and implementing the Supported Internship Quality Assurance Framework (SIQAF) with providers across England with our partners, National Development Team for Inclusion and DFN Project Search. We recognise and appreciate that Supported Internship provision is subject to Ofsted Inspection.

SIQAF Purpose - Aligned to the Supported Internships guidance, the Supported Internship Quality Assurance Framework should be used to determine the quality and success of your SI programme. It is designed to be read and used in conjunction with the Supported Internship Guidance and SEND Code of Practice (2015). It will highlight strengths and should be used as an annual continuous improvement tool. It has been designed to support reflection and self-assessment, which will support quality assurance and improvement journey. It acts as a scaffold to support the effectiveness of the SI and as a catalyst for driving change and improving provision, so there is an expectation for reviews to lead to an action plan.

There are some reoccurring questions that are raised from providers regarding the SIQAF, which relate to Ofsted:

- 1) How does it fit with Ofsted requirements?
- 2) Will Ofsted use the SIQAF to support their judgements during an Ofsted Inspection?

We have completed a mapping exercise of:

- the Education Inspection Framework (EIF) [Education inspection framework - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework),
- The Education Inspection Framework Further Education & Skills Handbook (Sep 2023) [Further education and skills inspection handbook - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/education-inspection-framework-further-education-and-skills-handbook)
- The Supported Internship Quality Assurance Framework (SIQAF) [Supported Internship Quality Assurance Framework \(SIQAF\) | British Association for Supported Employment \(base-uk.org\)](https://www.supportedinternship.org.uk/) or [Supported Internship Quality Assurance Framework - NDTi](https://www.ndti.org.uk/)

The mapping exercise demonstrates how the SIQAF criteria can be utilised against the EIF and Ofsted inspections and judgement for Supported Internship provision.

For Ofsted purposes, providers must compile an annual Self-Assessment Report. Whilst compiling the SAR providers must have evidence to support their judgements against the key areas of Leadership and Management, Quality of Teaching (Intent, Implementation & Impact), Behaviour & Attitudes and Personal Development.

For SIQAF purposes, providers complete an annual self-assessment and action plan. Whilst compiling the self-assessment, providers must have evidence to support their scorings against the key areas of Leadership, Planning, Partnership, Preparedness, Progress and Results. By completing the SIQAF self-assessment the provider and partners produce an annual action plan. Within the SIQAF there is guidance on benchmarks to support providers in compiling their score against each of the criterion for each stage.

The 6 key areas within SIQAF are described as:

- 1) Leadership – There is a clear vision and culture of high aspiration for interns. Leaders' directions and actions enable interns to gain sustainable paid employment because: then there are 6 criteria to be met.
- 2) Planning – A Supported Internship is planned well and is a final step in education for interns with the goal to achieve paid sustainable employment because: then they are 6 criteria to be met.
- 3) Partnership – Effective partnership underpins the success of the Supported Internship and the best opportunity for interns to succeed. Working together ensures standards are upheld and there is openness and transparency, sharing effective practice with a commitment to high standards and continuous quality improvement. Partners work well together because: then there are 6 criteria to be met.
- 4) Preparedness – Interns are prepared for a Supported Internship and they have a strong motivation to work. The placement(s) must fit with their vocational profile, contribute to their long-term career goal and be flexible enough to address barriers where necessary. To enable this to happen, the intern is prepared for a Supported Internship because: then there are 5 criteria to be met.
- 5) Progress – The intern is on track and making good progress into sustainable paid employment because: then there are 7 criteria to be met.
- 6) Results – The primary goal of the programme for the intern is paid employment. Jobs must work for both the intern and the employer, and the Supported Internship should reflect a real business need. The employer is committed to supporting the intern towards paid employment. This document recognises that interns could be moving into employment up to 12 months after completing their internship, using the skills learnt during the programme.

When evidencing this section you should use up to the last two years' worth of graduating cohorts. The Supported Internship is successful because: then there are 7 criteria to be met.

### Mapping Exercise Results

In Appendix A, there is a full breakdown of the mapping between the Education Inspection Framework and the Criteria within the SIQAF but a summary of this is below:

Education Inspection Framework	Supported Internship Quality Assurance Framework
Leadership & Management	Section 1: Leadership (all criteria) Section 2: Planning (criteria 4) Section 3: Partnership (all criteria)
Quality of Education – Intent	Section 2: Planning (all criteria) Section 3: Partnership (all criteria)
Quality of Education – Implementation	Section 1: Leadership (criteria 6) Section 2: Planning (all criteria) Section 4: Preparedness (all criteria) Section 5: Progress (all criteria)
Quality of Education – Impact	Section 6: Results (all criteria)
Behaviours and Attitudes	Section 2: Planning (criteria 1, 2 & 4) Section 4: Preparedness (criteria 3) Section 5: Progress (criteria 5, 6 & 7) Section 6: Results (criteria 2)
Personal Development	Section 1: Leadership (criteria 6) Section 2: Planning (criteria 1,2,4,5 & 6) Section 3: Partnership (criteria 1,2 & 3) Section 4: Preparedness (criteria 1,3 4 & 5) Section 5: Progress (criteria 3,5 & 7) Section 6: Results (criteria 1 & 2)

Please note - We recognise that 'Helping to protect learners' is a major contributor to Ofsted Inspections and is a contributing factor within the Leadership and Management section of Ofsted inspections. The SIQAF does not fully cover this area, as there is statutory guidance for education providers for safeguarding, including: [Keeping children safe in education 2023](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/keeping-children-safe-in-education-2023.pdf) ([publishing.service.gov.uk](https://www.publishing.service.gov.uk)) and [Working together to safeguard children 2023: statutory guidance](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/101222/working-together-to-safeguard-children-2023-statutory-guidance.pdf) ([publishing.service.gov.uk](https://www.publishing.service.gov.uk)).

### Results

At the beginning of this report, 2 questions were highlighted that are repeatedly asked from providers regarding:

- 1) How does it fit with Ofsted requirements?
- 2) Will Ofsted use the SIQAF to support their judgements during an Ofsted Inspection?

In response to Question 1, we believe that this mapping exercise clearly demonstrates how the SIQAF fits with Ofsted requirements against the EIF.

In response to Question 2, We have also been advised that Ofsted Inspectors will look at all evidence that a Provider can demonstrate as part of their SAR (Self Assessment Report) of which the SIQAF can play a part of this. From an Education Provider's perspective, we know that various providers who have completed the SIQAF have shown this to evidence as part of their Ofsted Inspection.

#### Further information

For further information about this report, please contact Nerise Oldfield-Thompson, Operations Manager of the British Association for Supported Employment.

Email. [nerise.oldfield@base-uk.org](mailto:nerise.oldfield@base-uk.org)

Ofsted Key Judgement Area (EIF)	Factors that contribute (EIF Handbook)	SIQAF Criteria
<p><b>Leadership and Management</b> Inspectors will make a judgement on the effectiveness of leadership and management by evaluating the extent to which:</p> <ul style="list-style-type: none"> <li>• leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice</li> <li>• leaders focus on improving staff’s subject, pedagogical and pedagogical content knowledge to enhance the teaching of the curriculum and the appropriate use of assessment. The practice and subject knowledge of staff are built up and improve over time</li> <li>• leaders aim to ensure that all learners complete their programmes of study. They provide the support for staff to make this possible and do not allow gaming or off-rolling (there is no legal definition of ‘off-rolling’; however, we define ‘off-rolling’ as the practice of removing a learner from the provider’s roll without a formal, permanent exclusion or by encouraging a parent to remove their child, when the removal is primarily in the interests of the provider rather than in the best interests of the learner – off-rolling in these circumstances is a form of ‘gaming’)</li> </ul>		<p>Within Leadership Section of SIQAF:</p> <ol style="list-style-type: none"> <li>1.The senior leadership ensures there is a clear culture and strategy and there is an ambitious curriculum within the SI. Everyone understands the benefits of a SI and have high expectations of the intern to gain sustainable employment.</li> <li>2. Senior leaders ensure all partners understand and fulfil the requirements of their roles.</li> <li>3. The provider accesses funding that enables interns to be effectively and fully supported on their SI.</li> <li>4. The SI is a programme of study that lasts a minimum of 6 months to a year and includes maths and English.</li> <li>5. The SI team is resourced well through staff contracts that allow for interns to mirror typical employer work patterns as applicable.</li> <li>6. All staff are trained, supported, and appropriately qualified, with professional development prioritized. The job coaches use their skills and knowledge, following the National Occupational Standards. They are trained in systematic instruction, which enables interns to build on skills and learn complex tasks.</li> </ol> <p>Within Planning Section of SIQAF:</p> <ol style="list-style-type: none"> <li>4. The employer is supported by the partnership throughout to understand the needs of the</li> </ol>

<ul style="list-style-type: none"> <li>• leaders engage effectively with learners and others in their community, including – where relevant – parents, carers, employers and local services</li> <li>• leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way that they manage staff, including their workload</li> <li>• leaders protect their staff from bullying and harassment</li> <li>• those responsible for governance understand their role and carry this out effectively. They ensure that the provider has a clear vision and strategy and that resources are managed well. They hold leaders to account for the quality of education or training</li> <li>• those with responsibility for governance ensure that the provider fulfils its statutory duties, for example under the Equality Act 2010, and other duties, for example in relation to the ‘Prevent’ strategy and safeguarding, and promoting the welfare of learners</li> <li>• leaders have created an open and positive culture around safeguarding that puts pupils’ interests first. This means they:</li> <li>• protect pupils from serious harm, both online and offline</li> <li>• are vigilant, maintaining an attitude of ‘it could happen here’</li> </ul>		<p>intern, to ensure a safe workplace and to make reasonable adjustments.</p> <p>Within Partnership Section of SIQAF:</p> <ol style="list-style-type: none"> <li>1. The partners commitment enables interns’ skills to be developed well. Everyone is committed to the SI and there is an open, transparent approach to sharing the effective practice of the SI programme.</li> <li>2. Employers value onsite support and the job coach gives timely and skilled support. The employer identifies a lead contact person within their organisation who liaises with the SI partnership.</li> <li>3. The programme identifies employer(s) for the SI placements, with explicit opportunities to progress into sustainable paid employment, either within the organisation or elsewhere.</li> <li>4. There is a partnership culture and process that enables honest and robust feedback from all stakeholders including, and most importantly the intern.</li> <li>5. There is well informed family (or circle of support) involvement, who share the intern’s aspirations for employment and support their aim to achieve sustainable employment.</li> <li>6. The Local Authority and relevant partners promote the SI programmes on the Local Authority’s Local Offer and with local employers. The provider engages with the Local Authority to understand availability of SI schemes and provides data to the Local Authority on their employment outcomes.</li> </ol>
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<ul style="list-style-type: none"><li>• are open and transparent, sharing information with others and actively seeking expert advice when required</li><li>• ensure that all those who work with learners are trained well so that they understand their responsibilities and the systems and processes that the provider operates and are empowered to 'speak out' where there may be concerns</li><li>• actively seek and listen to the views and experiences of learners, staff and parents, taking prompt but proportionate action to address any concerns, where needed</li><li>• have appropriate child protection arrangements, which: identify learners who may need early help, and who are at risk of harm or have been harmed – this can include, but is not limited to, neglect, abuse (including by their peers), grooming, exploitation, sexual abuse and online harm; secure the help that learners need and, if required, refer in a timely way to those who have the expertise to help; and manage safe recruitment and allegations about adults who may be a risk to learners</li><li>• are receptive to challenge and reflective of their own practices to ensure that safeguarding policies, systems and processes are kept under continuous review</li></ul>		
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Ofsted Key Judgement Area (EIF)	Factors that contribute (EIF Handbook)	SIQAF Criteria
<p><b>Quality of Education Intent</b></p> <ul style="list-style-type: none"> <li>• leaders take on or construct a curriculum that is ambitious and designed to give all learners, particularly the most disadvantaged and those with special educational needs and/or disabilities (SEND) or high needs, the knowledge and cultural capital they need to succeed in life</li> <li>• the provider’s curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</li> <li>• the provider has the same academic, technical or vocational ambitions for almost all learners. Where this is not practical – for example, for some learners with high levels of SEND – its curriculum is designed to be ambitious and to meet their needs</li> <li>• learners study the full curriculum. Providers ensure this by teaching a full range of subjects for as long as possible, ‘specialising’ only when necessary</li> </ul>	<p>The evaluation focuses on factors that contribute to learners receiving education and training that enables them to achieve highly. These factors are listed below.</p> <ul style="list-style-type: none"> <li>• Leaders and managers have selected and developed a curriculum that develops the knowledge, skills and behaviours that learners need in order to take advantage of the opportunities, responsibilities and experiences that prepare them for their next stage in education, training or employment. In this way, it can powerfully address social disadvantage.</li> <li>• It is clear what the curriculum is preparing learners for. It is also clear what learners will need to be able to know and do at the end of their learning or training programmes.</li> <li>• Leaders, managers and teachers have planned and sequenced the curriculum so that learners can build on previous teaching and learning and develop the new knowledge and skills they need.</li> <li>• The curriculum offers learners the knowledge and skills that reflect the needs of the local, regional and national context.</li> <li>• The curriculum intent takes into account the needs of learners, employers, and the local, regional and national economy, as necessary.</li> </ul>	<p>Within Planning Section of SIQAF:</p> <ol style="list-style-type: none"> <li>1. 70% of intern’s time on the SI is based in the workplace, with all the work-placements off site with an employer. Interns have an opportunity to experience the shifts and working patterns in the business if relevant to their job aspirations. The SI follows a personalised curriculum which has clear aims for sustainable paid employment.</li> <li>2. There is appropriate off the job training and evidence of personalised support to help the intern to participate effectively within the SI programme.</li> <li>3. The job coach is skilled at facilitating links between the interns and employers through job analysis, negotiating job matches and ‘carving’ job roles. They tailor support for both the intern and the employer.</li> <li>4. The employer is supported by the partnership throughout to understand the needs of the intern, to ensure a safe workplace and to make reasonable adjustments.</li> <li>5. The intern’s skills development and social inclusion is supported by a workplace mentor and/or buddy who is identified by the employer. Appropriate training is in place for the employer, manager, workplace buddy and mentor.</li> <li>6. The programme ensures there is good skills matching of the intern to the employer placement either through a single appropriate placement or rotations within the employer / between employers. The placement/s are</li> </ol>



	<ul style="list-style-type: none"> <li>• Curriculum planning takes account of delays and gaps that arise as a result of the pandemic.</li> <li>• The curriculum ensures that all learners benefit from high academic, technical and vocational ambitions. This means that the curriculum should be ambitious for disadvantaged learners or those with SEND, including those who have high needs, and should meet those needs.</li> </ul>	<p>matched to the intern’s long-term goals and aspirations.</p> <p>Within Partnership Section of SIQAF:</p> <ol style="list-style-type: none"> <li>1. The partners commitment enables interns’ skills to be developed well. Everyone is committed to the SI and there is an open, transparent approach to sharing the effective practice of the SI programme.</li> <li>2. Employers value onsite support and the job coach gives timely and skilled support. The employer identifies a lead contact person within their organisation who liaises with the SI partnership.</li> <li>3. The programme identifies employer(s) for the SI placements, with explicit opportunities to progress into sustainable paid employment, either within the organisation or elsewhere.</li> <li>4. There is a partnership culture and process that enables honest and robust feedback from all stakeholders including, and most importantly the intern.</li> <li>5. There is well informed family (or circle of support) involvement, who share the intern’s aspirations for employment and support their aim to achieve sustainable employment.</li> <li>6. The Local Authority and relevant partners promote the SI programmes on the Local Authority’s Local Offer and with local employers. The provider engages with the Local Authority to understand availability of SI schemes and provides data to the Local Authority on their employment outcomes.</li> </ol>
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Ofsted Key Judgement Area (EIF)	Factors that contribute (EIF Handbook)	SIQAF Criteria
<p><b>Quality of Education Implementation</b></p> <ul style="list-style-type: none"> <li>teachers have good knowledge of the subject(s) and courses they teach. Leaders provide effective support, including for those teaching outside their main areas of expertise</li> <li>teachers present subject matter clearly, promoting appropriate discussion about the subject matter they are teaching. They check learners' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. In doing so, they respond and adapt their teaching as necessary, without unnecessarily elaborate or differentiated approaches</li> <li>over the course of study, teaching is designed to help learners to remember in the long term the content they have been taught and to integrate new knowledge into larger concepts</li> <li>teachers and leaders use assessment well, for example to help learners embed and use knowledge fluently or to check understanding and inform teaching. Leaders understand the limitations of assessment and do not use it in a way that creates unnecessary burdens for staff or learners</li> <li>teachers create an environment that allows the learner to focus on learning. The resources and materials that teachers select – in a way that does not create unnecessary</li> </ul>	<p>In evaluating the implementation of the curriculum, inspectors will focus on how the curriculum is taught at subject, class, lecture or workshop level. Ofsted focus on the following factors:</p> <ul style="list-style-type: none"> <li>Teachers having expert knowledge of the subjects that they teach. If they do not, they are supported to address gaps so that learners are not disadvantaged by ineffective teaching.</li> <li>Teachers enable learners to understand key concepts, presenting information clearly and promoting discussion.</li> <li>Teachers check learners' understanding effectively, and identify and correct misunderstandings.</li> <li>Teachers ensure that learners embed key concepts in their long-term memory and apply them fluently and consistently.</li> <li>Leaders and teachers have designed and they deliver the subject curriculum in a way that allows learners to transfer key knowledge to long-term memory. The curriculum is sequenced so that new knowledge and skills build on what learners know and can do and learners can work towards defined end points.</li> <li>Teachers use assessment to check learners' understanding in order to inform teaching.</li> </ul>	<p>Within Leadership Section of SIQAF:</p> <p>6. All staff are trained, supported and appropriately qualified, with professional development prioritised. The job coach uses their skills and knowledge following the National Occupational Standards. They are trained in Systematic Instruction, which enables interns to build on skills and learn complex tasks.</p> <p>Within Planning Section of SIQAF:</p> <p>1. 70% of intern's time on the SI is based in the workplace, with all the work-placements off site with an employer. Interns have an opportunity to experience the shifts and working patterns in the business if relevant to their job aspirations. The SI follows a personalised curriculum which has clear aims for sustainable paid employment.</p> <p>2. There is appropriate off the job training and evidence of personalised support to help the intern to participate effectively within the SI programme.</p> <p>3. The job coach is skilled at facilitating links between the interns and employers through job analysis, negotiating job matches and 'carving' job roles. They tailor support for both the intern and the employer.</p> <p>4. The employer is supported by the partnership throughout to understand the needs of the intern, to ensure a safe workplace and to make reasonable adjustments.</p>

<p>workload for staff – reflect the provider’s ambitious intentions for the course of study and clearly support the intent of a coherently planned curriculum, sequenced towards cumulatively sufficient knowledge and skills for future learning and employment</p> <ul style="list-style-type: none"> <li>• a rigorous approach to the teaching of reading develops learners’ confidence and enjoyment in reading. At the early stages of learning to read, reading materials are closely matched to learners’ phonics knowledge</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers use assessment to help learners to embed and use knowledge fluently, to develop their understanding, and to gain, extend and improve their skills and not simply memorise disconnected facts.</li> </ul>	<p>5. The intern’s skills development and social inclusion is supported by a workplace mentor and/or buddy who is identified by the employer. Appropriate training is in place for the employer, manager, workplace buddy and mentor.</p> <p>6. The programme ensures there is good skills matching of the intern to the employer placement either through a single appropriate placement or rotations within the employer / between employers. The placement/s are matched to the intern’s long-term goals and aspirations.</p> <p>Within Preparedness Section of SIQAF:</p> <ol style="list-style-type: none"> <li>1. There is evidence the programme has provided unbiased information, advice and guidance to the intern before commencement of the programme, to determine it as the most suitable option for the individual.</li> <li>2. All interns have an EHCP, the provider undertakes the annual review in line with their statutory duties and supplies annual review documents to the Local Authority within the specified timeframe. Interns are between 16-24 years of age, in their last year of education and employment is the intended pathway.</li> <li>3. The interns have high aspirations of achieving sustainable paid employment. They are well prepared with the employability skills developed to transition effectively to the SI workplace.</li> </ol>
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Ofsted Key Judgement Area (EIF)	Factors that contribute (EIF Handbook)	SIQAF Criteria
<p><b>Quality of Education Impact</b></p> <ul style="list-style-type: none"> <li>learners develop detailed knowledge and skills across the curriculum and, as a result, achieve well. Where relevant, this is reflected in results from national tests and examinations that meet government expectations, or in the qualifications obtained</li> <li>learners are ready for the next stage of education, employment or training. Where relevant, they gain qualifications that allow them to go on to destinations that meet their interests, aspirations and the intention of their course of study. They read widely and often, with fluency and comprehension.</li> </ul>	<p>When inspectors evaluate the impact of the education provided by the provider, they will focus on what learners have learned, and the skills they have gained and can apply. Inspectors will focus on the following factors:</p> <ul style="list-style-type: none"> <li>A well-constructed, well-taught curriculum will lead to learners learning more and so achieving good results. There need be no conflict between teaching a broad, rich curriculum and achieving success in examinations and tests or assessments.</li> <li>Disadvantaged learners and learners with SEND acquire the knowledge and skills they need to succeed in life.</li> <li>End-point assessments and examinations are useful indicators of learners' outcomes, but they only represent a sample of what learners have learned. Inspectors will balance this with their first-hand assessment of learners' work.</li> <li>All learning builds towards an end point. Learners are being prepared for their next stage of education, training or employment at each stage of their learning. Inspectors will consider whether learners are ready for their next steps.</li> <li>Inspectors will also consider whether learners are ready for the next stage and are going to appropriate, high-quality destinations.</li> </ul>	<p>Within Results Section of SIQAF:</p> <ol style="list-style-type: none"> <li>The programme is focused on securing appropriate and sustainable employment for the intern. Interns are well prepared for work through support for job searching, building a CV and interviews, ensuring the interns are successful with recruitment and selection.</li> <li>Interns secure sustainable paid permanent positions that match their aspirations, skills and employment goals.</li> <li>Job outcomes exceed 70% for the reporting cohort.</li> <li>The job outcomes for reporting cohort are no less than 16 hours per week (or adjusted to meet evidenced individual circumstance).</li> <li>Outcome data is kept for each cohort, regularly reviewed and acted upon to continually improve the quality of the programme.</li> <li>There is commitment from the provider through partnerships such as the Department for Work and Pensions (DWP) and local providers, to support the intern and employer with future needs beyond the SI if the need arises.</li> <li>70% of reporting cohort are in paid work 12 months after starting their employment.</li> </ol>

Ofsted Key Judgement Area (EIF)	Factors that contribute (EIF Handbook)	SIQAF Criteria
<p><b>Behaviours &amp; Attitudes</b></p> <p>Inspectors will make a judgement on behaviour and attitudes by evaluating the extent to which:</p> <ul style="list-style-type: none"> <li>• the provider has high expectations for learners' behaviour and conduct and applies these expectations consistently and fairly. This is reflected in learners' behaviour and conduct</li> <li>• learners' attitudes to their education or training are positive. They are committed to their learning, know how to study effectively and do so, are resilient to setbacks and take pride in their achievements</li> <li>• learners have high attendance and are punctual</li> <li>• relationships among learners and staff reflect a positive and respectful culture.</li> <li>• leaders, teachers, other staff and learners create an environment where bullying, learner-on-learner abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread</li> </ul>	<p>This judgement considers how leaders and staff create a safe, disciplined and positive environment within the provider and the impact this has on the behaviour and attitudes of learners.</p> <p>The judgement focuses on the factors that research and inspection evidence indicate contribute most strongly to learners' positive behaviour and attitudes, thereby giving them the greatest possible opportunity to achieve positive outcomes. These factors are:</p> <ul style="list-style-type: none"> <li>• A calm and orderly environment in the provider, classroom, workshop and workplace, as this is essential for learners to be able to learn.</li> <li>• The setting of clear expectations for behaviour across all aspects of provider life, including at work.</li> <li>• A strong focus on attendance at and punctuality to learning and work settings to minimise disruption, and so that learners gain valuable employability skills.</li> <li>• Learner motivation and positive attitudes to learning are important predictors of attainment.</li> <li>• A positive and respectful provider culture in which staff know and care about learners.</li> <li>• An environment in which learners feel safe because staff and learners do not</li> </ul>	<p>Within Planning Section of SIQAF:</p> <ol style="list-style-type: none"> <li>1. 70% of intern's time on the SI is based in the workplace, with all the work-placements off site with an employer. Interns have an opportunity to experience the shifts and working patterns in the business if relevant to their job aspirations. The SI follows a personalised curriculum which has clear aims for sustainable paid employment.</li> <li>2. There is appropriate off the job training and evidence of personalised support to help the intern to participate effectively within the SI programme.</li> <li>4. The employer is supported by the partnership throughout to understand the needs of the intern, to ensure a safe workplace and to make reasonable adjustments.</li> </ol> <p>Within Preparedness Section of SIQAF:</p> <ol style="list-style-type: none"> <li>3. The interns have high aspirations of achieving sustainable paid employment. They are well prepared with the employability skills developed to transition effectively to the SI workplace.</li> </ol> <p>Within Progress Section of SIQAF:</p> <ol style="list-style-type: none"> <li>5. The interns are supported to be socially included within the workplace as part of the team.</li> <li>6. Any barriers to participation and progress are identified and addressed, using external partners if appropriate.</li> </ol>

	<p>accept bullying, harassment or discrimination or peer-on-peer abuse – online or offline. Staff deal with any issues quickly, consistently and effectively.</p>	<p>7. The personalised level of support enables the intern to be as independent as possible and flourish in the SI. Support is decreased (faded) over time but is in place to ensure the intern can undertake duties effectively.</p> <p>Within Results Section of SIQAF: 2. Interns secure sustainable paid permanent positions that match their aspirations, skills and employment goals.</p>
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Ofsted Key Judgement Area (EIF)	Factors that contribute (EIF Handbook)	SIQAF Criteria
<p><b>Personal Development</b> Inspectors will make a judgement on the personal development of learners by evaluating the extent to which:</p> <ul style="list-style-type: none"> <li>the curriculum extends beyond the academic, technical or vocational. It provides for learners’ broader development, enabling them to develop and discover their interests and talents</li> <li>the curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy</li> <li>at each stage of education, the provider prepares learners for future success in their next steps</li> <li>the provider prepares learners for life in modern Britain by: equipping them to be responsible, respectful, active citizens who contribute positively to society; developing their understanding of fundamental British values; developing their understanding and appreciation of diversity; celebrating what we have in common and promoting respect for the different protected characteristics as defined in law</li> </ul>	<p>The judgement focuses on the most significant dimensions of the personal development of learners that our education system has agreed, either by consensus or statute, are the most significant:</p> <ul style="list-style-type: none"> <li>developing responsible, respectful and active citizens who are able to play their part and know how to become involved in public life</li> <li>developing and deepening learners’ understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance</li> <li>promoting equality of opportunity so that all learners can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique</li> <li>promoting an inclusive environment that meets the needs of all learners, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation, relationship status or pregnancy</li> <li>developing learners’ character, which we define as the set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with</li> </ul>	<p>Within Leadership Section of SIQAF: 6. All staff are trained, supported, and appropriately qualified, with professional development prioritized. The job coaches use their skills and knowledge, following the National Occupational Standards. They are trained in <a href="#">systematic instruction</a>, which enables interns to build on skills and learn complex tasks.</p> <p>Within Planning Section of SIQAF: 1. 70% of intern’s time on the SI is based in the workplace, with all the work-placements off site with an employer. Interns have an opportunity to experience the shifts and working patterns in the business if relevant to their job aspirations. The SI follows a personalised curriculum which has clear aims for sustainable paid employment. 2. There is appropriate off the job training and evidence of personalised support to help the intern to participate effectively within the SI programme. 4. The employer is supported by the partnership throughout to understand the needs of the intern, to ensure a safe workplace and to make reasonable adjustments. 5. The intern’s skills development and social inclusion is supported by a workplace mentor and/or buddy who is identified by the employer. Appropriate training is in place for the employer, manager, workplace buddy and mentor.</p>

	<p>integrity and cooperate consistently well with others. This gives learners the qualities they need to flourish in our society</p> <ul style="list-style-type: none"> <li>• developing learners' confidence, resilience and knowledge so that they can keep themselves mentally healthy</li> <li>• developing learners' understanding of how to keep physically healthy and maintain an active lifestyle</li> <li>• developing an age-appropriate understanding of healthy relationships through appropriate relationship and sex education</li> <li>• providing an effective careers programme that offers advice, experience and contact with employers to encourage learners to aspire, make good choices and understand what they need to do in order to reach and succeed in their chosen career</li> <li>• supporting readiness for the next phase of education, training or employment so that learners can make the transition to the next stage successfully</li> </ul>	<p>6. The programme ensures there is good skills matching of the intern to the employer placement either through a single appropriate placement or rotations within the employer / between employers. The placement/s are matched to the intern's long-term goals and aspirations.</p> <p>Within Partnerships Section of SIQAF:</p> <ol style="list-style-type: none"> <li>1. The partners commitment enables intern's skills to be developed well. Everyone is committed to the SI and there is an open, transparent approach to sharing the effective practice of the SI programme.</li> <li>2. Employers value onsite support and the job coach gives timely and skilled support. The employer identifies a lead contact person within their organisation who liaises with the SI Partnership.</li> <li>3. The programme identifies employer(s) for the SI placements, with explicit opportunities to progress into sustainable paid employment, either within the organisation or elsewhere.</li> </ol> <p>Within Preparedness Section of SIQAF:</p> <ol style="list-style-type: none"> <li>1. There is evidence the programme has provided unbiased information, advice and guidance to the intern before commencement of the programme, to determine it as the most suitable option for the individual.</li> <li>3. The interns have high aspirations of achieving sustainable paid employment. They are well prepared with the employability skills</li> </ol>
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		<p>developed to transition effectively to the SI workplace.</p> <p>4. There is a robust recruitment, selection, and induction process which ensures the intern has the appropriate documentation to secure work. Interns and their families are clear that the end goal is paid work.</p> <p>5. The intern’s aspirations and employment goals are identified through a vocational profile. The programme and intern identify suitable career paths that match to their interests and goals.</p> <p>Within Progress Section of SIQAF:</p> <p>3. The programme has robust, regular and timely review processes in place for interns that supports them to make progress within the SI, develop required skills and informs action planning.</p> <p>5. The interns are supported to be socially included within the workplace as part of the team.</p> <p>7. The personalised level of support enables the intern to be as independent as possible and flourish in the SI. Support is decreased (faded) over time but is in place to ensure the intern can undertake duties effectively.</p> <p>Results Section in SIQAF:</p> <p>1. The programme is focused on securing appropriate and sustainable employment for the intern. Interns are well prepared for work through support for job searching, building a CV</p>
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		and interviews, ensuring the interns are successful with recruitment and selection. 2. Interns secure sustainable paid permanent positions that match their aspirations, skills and employment goals.
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