



INITIAL ASSESSMENT POLICY

INITIAL ASSESSMENT PROCESS AND POLICY

Blackburn Gould and Associates is committed to accurately identifying what each learner needs to learn and to find out what the barriers to full engagement and successful progression may be, in order to put in place appropriate support from the start of the learning programme.

Through our initial assessment process, we gather a range of information about each learner to ensure that they are following the most appropriate learning programme to achieve their goals. These include:

1. The learner's attitude and commitment to the learning process.
2. The learner's career goals and aspirations.
3. What the learner has previously learnt and achieved (prior qualifications, achievements, and learning experience).
4. The learner's relevant abilities, interests and skills including maths, English and ICT skills.
5. Learning needs and any learning difficulties.
6. Learners specific to the ESOL curriculum area to identify current and previous friends or family members who have studied ESOL with Blackburn Gould and Associates to support the learner.
7. Any other personal circumstances that may affect learning.

Initial assessments are a requirement of the Education and Skills Funding Agency (ESFA) funding rules, and the initial assessment carried out must be documented and form part of the evidence pack.

The initial assessment must include the assessment for English and Maths and evidence of prior attainment where applicable and this policy indicates what, why and how we complete this activity.

The approach Blackburn Gould has taken when considering initial assessments is as follows:

1. To recognise that existence of prior learning extends beyond English, Maths and existing qualifications
2. All the Knowledge, Skills and Behaviours (KSBs) as set out within the Apprenticeship Standard should be considered in ascertaining the level of prior knowledge
3. Recognition of prior learning is part of the eligibility requirements and therefore we must evidence our process taken and document the results for each apprentice or learner, and finally
4. Initial assessment is vital to ensure and maintain the delivery of high-quality training and the evidence to support a robust initial assessment will form evidence for Ofsted.

This document sets out the process that Blackburn Gould will take towards completing initial assessments specifically relating to functional skills in accordance with the ESFA funding rules.

LEARNER ADVICE AND GUIDANCE

Prior to consideration of any learner, Blackburn Gould will carry out an initial assessment and advice session to ensure that all potential learners are aware of the requirements of the course, their required commitment and an overview of the process.

At this stage potential learners may not consider the training appropriate or may consider alternative courses available to them. The initial advice and guidance sessions aim to provide comprehensive

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information, enabling each learner to make informed decisions about their course.

USE OF INITIAL ASSESSMENT TOOLS

All learners will be required to complete initial assessments using an appropriate online platform or paper-based assessments, where online capabilities are not available.

Learners will be required to complete initial assessments in both Maths and English as a minimum. Learners should also be given the opportunity to undertake an initial assessment in ICT where ICT functional skills form part of the course they are considering.

Where an employer has already identified the course, they wish for their employee to undertake, the initial assessment results should be compared to the requirements of the course to ensure that the learner is currently operating at a level that is deemed sensible for the learner to achieve their course.

Only in exceptional circumstances and with appropriate support plans in place would we consider enrolling a learner onto a higher-level programme, where the initial assessments in Maths and English as a minimum do not meet the expected entry requirements.

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Following completion of initial assessments in both Maths and English, learners may not meet the requirements of the course and as such we should provide them with further advice and guidance as to their next steps, this may include signposting to alternative providers or developing a pre- course development plan for Maths and English to support them in achieving the expected level of initial assessment.

Where Maths and English results are deemed to be at the correct levels, learners will be required to present their exemptions, if available to form part of the evidence pack.

Learners with an exemption from the requirement to complete Maths and English as part of their course should be afforded the opportunity to complete a full diagnostic to ascertain any additional activities that could be incorporated into their learning plan to ensure that Maths and English are both embedded throughout their programme at an appropriate level but also to provide stretch and challenge.

Learners without Maths and English exemptions must complete a full diagnostic, and an individual learning plan will be created to support their course.

The process flow on page 5 summarises the position with regards to Maths and English.

PRIOR QUALIFICATIONS

As part of the application stage all learners are required to confirm the existence of prior qualifications, in addition to this, many learners will have a personal learning record (PLR).

Please refer to the 'Record of Previous Learning Record Policy and Process' for guidance assessing and determining the approach to take where prior learning is established.

Using prior qualification information available, Blackburn Gould will establish whether the course is appropriate, and it is justified to place the learner on the course based on the information available.

PRIOR EXPERIENCE

Whilst the use of initial diagnostics and review of prior qualifications will provide a basis for informing decisions on the most appropriate course, we will also consider the job roles undertaken by the potential learner, including their current position.

Each learner should be assessed, through self-reflection, to determine their own current level of knowledge, skills and behaviours against the individual requirements of the course considered.

Where learners identify that they already have existing knowledge, skills and behaviours that do not require further development we should clarify and confirm this with their employer or by seeing evidence of this by reviewing their Job Description or CV. In cases where the individual learner has been employed in the same job role for several years a full detailed skill scan should be undertaken i to identify areas for further development and areas where the learner is already fully competent or has a level of knowledge that directly correlates to the requirements of the course.

RECORDING INITIAL ASSESSMENTS

As part of the evidence pack required under the course funding rules the above process should be clearly documented and any judgements made at each stage should be concluded fully to ensure that the initial assessment process is robust and supports the delivery of a high-quality course that benefits all stakeholders.

Please also refer to the Record of Previous Learning Policy for additional checklists and guidance specifically

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relating to any prior learning and experience the potential apprentice may hold. Both assessments can be captured in the Professional Discussion Template.

REVIEW

This policy will be reviewed on an annual basis or following changes to Government updates and statutory guidance in relation to Covid-19 and company risk assessment policies and processes.

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Appendix 1

Individual Professional Discussion template

Learner Name		Date of birth	
Course		Level	
Employer		Job Role	
Employer/career/progression objectives			
How will this course help you in your current role and/ or secure future employment?			
About your job			
What does your current job involve?			
How long have you been in this job?			
About your previous qualifications/learning?			
Do you already hold a qualification in the subject area of your course? If so, please state.			
Employment details			
Is the employment contract for at least the length of the course?		Contracted hours per week:	
Number of days paid holiday:		% of working time spent in England:	
Objectives: what are you looking to improve?			
		Learner rating out of 10	Employer rating out of 10
1.			
2.			

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Appendix 2

Initial assessment			
Assessment method used	Date	Results	Recommendation
Numeracy			
Literacy			
ICT			
Other, please state			
Identified additional support needs			
Additional learning needs		Additional social needs	
Outline details of support			
Summary, full details to be recorded on the assessment plan			
Programme details			
Course title:		Level	
EPA period		Reduction due to RPL	
Extension if working less than 30 hours per week			
Additional qualifications/training			
Record any additional qualifications, awards and or training required in order to satisfy the standard including any specific training at the employers' premises			
Signatures			
Learner Declaration		Date	
Employer Declaration		Date	

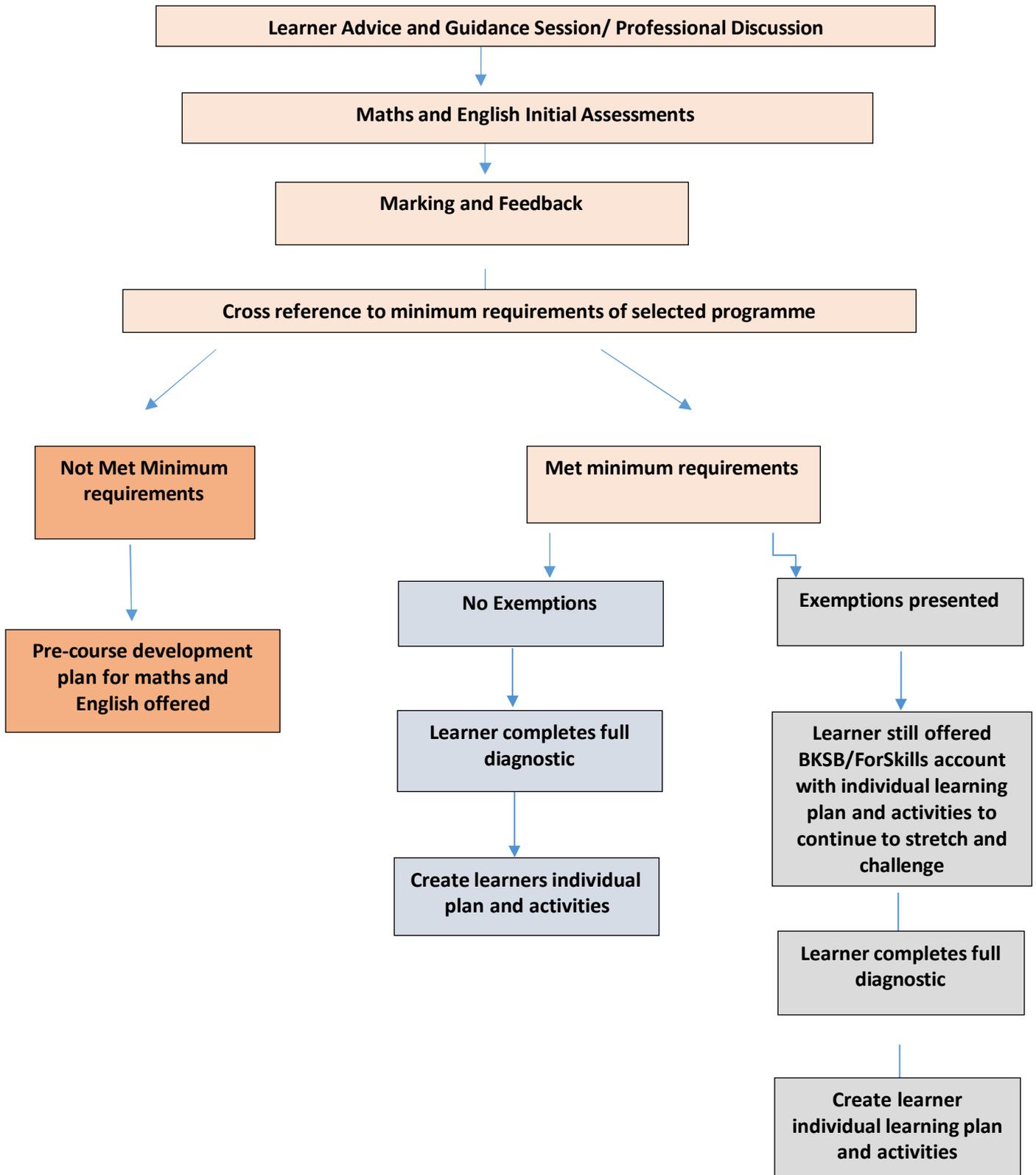
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Declaration		Date	
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Appendix 3

INITIAL ASSESSMENT MATHS AND ENGLISH



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