

Initial Assessment Policy

1. Updated: December 2015

Next revision date: December 2016

2. Objectives

- 1.1 To identify the career progression aims of learners
- 1.2 To identify individual learning and support requirements, building on any work already undertaken by the Integrated Youth Service
- 1.3 To take into account any prior information
- 1.4 To offer impartial information, advice and guidance to learners
- 1.5 To provide detailed information on all courses and workshops
- 1.6 To provide suitable work placements and/or tasters where relevant
- 1.7 To explain to the learners and help them be aware of their personal objectives

2. Scope

- 2.1 To cover all activities carried out within learner programmes

3. Key Principles

- 3.1 Each foundation learner will be offered an initial interview to agree their programme and an explanation of what will be expected from the learner
- 3.2 Upon entry to the programme, all learners are required to undertake an initial screening test for literacy and numeracy. In depth diagnostic assessments are given to those possibly working at level 1 or below and the results used to inform the learning plan and programme of development

4. Staff Responsibility

- 4.1 All initial assessment tutors and senior managers
- 4.2 CEO has overall and final responsibility for all matters relating to initial assessment
- 4.3 Day to day responsibility for the implementation of this policy within learning providers rests with the Regional Director who will ensure that:

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Mark Pike	01/12/2015		Mark Pike

- a) adequate resources are available
- b) adequate arrangements are made to bring this policy to the notice of all staff, learners, providers and employers

4.4 Day to day responsibility for the provision of tasters and placements rests with the learning provider manager who will ensure that:

- a) adequate resources are available
- b) adequate arrangements are made to bring this policy to the notice of all staff, learners, providers and employers

5. Monitoring and Evaluation

- 5.1 Self- assessment and inspection frameworks
- 5.2 Impartial guidance which allows learners to choose the course or programme that is right for them
- 5.3 Initial assessment provides an accurate basis on which to plan an appropriate programme of work
- 5.4 Induction programmes using standardised induction packs allow learners to settle into their programmes quickly, to understand their rights and responsibilities and to the demands of the course or programme
- 5.5 This policy is liable to equality impact assessment annually

6. Supporting Documents

6.1 This policy should be read in conjunction with the following documents:

- Disability statement
- Equality & Diversity policy
- Health & Safety Policy

Policy signed by CEO: *Mark Pike* Date: 01/12/2015

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