

Initial Assessment Policy and Process

INTRODUCTION

It is KCL Policy to carry out an Initial Assessment on All Learners. KCL is committed to maintaining an initial assessment system that is rigorous and consistent to ensure fair assessment and identify support needs for effective learner progression. We feel the initial assessment is an important part of the learner joining the course and use a variety of methods to ensure that a full picture of the learner needs can be built up.

DEFINITION OF INITIAL ASSESSMENT

Building up a clear, accurate and relevant picture of an individual's attainment and potential to use as a basis for negotiating a programme of learning and assessment opportunities.

CORE CONCERN OF INITIAL ASSESSMENT POLICY

- What learners have already achieved – their attainment
- What they should be able to achieve in the future – their potential

PURPOSE

- **The learner's learning needs** – what they need to learn – which aspects they need to improve
- **Their support needs** – how will they best learn. This involves both ways in which the learner is likely to learn most happily and effectively and the kind of help they will most value
- **Ways of learning (Learning Styles)** - During initial assessment it therefore makes sense to find out how learners learn best. For example, do they prefer?
 - Putting ideas straight into practice
 - Reading, or taking notes and thinking it through
 - Trial and error
 - Experimenting
 - Mastering the idea or technique before putting it into practice
 - Working alone
 - Working in a group
 - Working one -to- one

Important Note: There is always the risk of 'pigeonholing' or labelling learners when asking them to identify their preferences. While it is helpful to plan learning in ways that suit learners you must also aim to broaden the range of learning skills they can adopt, using their preferred ways of learning as a starting point.

SCOPE

Negotiating learning - The key skill improving own learning and performance is founded on the process of negotiated learning, where trainer and learner meet to identify needs and to plan and agree what they hope to achieve

Initial Assessment Policy and Process

Continuous assessment - Equally important is the process of reviewing progress at regular intervals, and giving and receiving constructive feedback – again, central to improving own learning and performance

Developing a relationship - Initial assessment should help trainer and learner to get to know each other and to begin to build trust and cooperation

STAGES OF INITIAL ASSESSMENT (Also see Appendix 1)

1. Information, Advice and Guidance is given through the interview.
2. PowerPoint Presentation is given to the learner to explain apprenticeship and progression route.
3. Completion of application form and other relevant forms.
4. A copy of learner's job description, Prior qualifications is obtained.
5. VARK questionnaire's exam is conducted to determine the learner's learning style.
6. The initial assessment of English, Maths and ICT is carried out.
7. Access to individual online learning record is obtained.

INITIAL ASSESSMENT TOOLKIT

To carry out the initial assessment at KCL information will be collected by following ways:

- **Documentary Information** – qualifications, records of achievement, references that provide useful information about the skills and abilities that the individual brings to his or her programme.
- **Personal Learning Record** – The individual's personal learning record will also be assessed. It is an important dimension to establish already learning achievements and developing a individual learning plan accordingly.
- **Self Assessment** – the individual's own views should be taken seriously. They are an important dimension in the overall picture, put into perspective by information from other sources.
- **Interviews & Discussions** – provide an ideal situation for interviewer and learner to get to know each other and a lot of information that may not be obvious from other sources can be realised.
- **Direct Observation** – evidence of how the person performs either at or away from the workplace, body language, comfort zone with paperwork and tests.
- **BKSB** – it is also important to put the learner through specifically designed situations that build a valid and reliable method of testing ability, performance and learning needs for English and Maths and for this the BKSB online learning platform is used
- **Dyslexia Assessment** – where the individual's rating is not at a standard that would be expected further tests are carried out to identify dyslexia or dyscalculia to ensure extra support needs can be addressed.

Prior Learning

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

Initial Assessment Policy and Process

Please refer to the 'Initial Assessment Policy and Process for Prior Learning' for guidance on assessing and determining the approach to take where prior learning is established.

Using prior qualification information available KCL will establish whether the apprenticeship is at the appropriate level and justify based on the information available that an apprenticeship continues to be the most appropriate route for further training to take place.

Prior Experience

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

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

Where learners identify that they already have existing knowledge, skills and behaviours that do not require further development we should clarify and confirm with this with the employer. In cases where the individual learner has been employed in the same job role for a number of years a full detailed skill scan should be undertaken in conjunction with the employer 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 apprenticeship.

ACTION PLAN

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

The results of the initial assessment are discussed with the learner, and are used to create learners Individual Learning Plan.

STEPS OF ACTION PLANNING:

- **1st Step** – Results of initial assessment are used to inform the Individual Learning Plan (ILP) and the learner is referred to an Assessor
- **2nd Step** – If the need for additional support is identified this is identified on the ILP and the Assessor is informed
- **3rd Step** – The Assessor makes a decision if they can provide the support and if required an application is made to a partner organisation for specialist support; reports are sent following visits by the Support Worker to the Assessor.
- **4th Step** – If dyslexia or dyscalculia is identified learners are referred to a local Dyslexia Association for specialist support
- **5th Step** – Once support has been addressed on-going tests are carried out every six months to ensure that the support is effective

Initial Assessment Policy and Process

POLICY VALIDITY

This policy is valid for the academic years 2022-2023 and is due for review in July 2023.

POLICY OWNER AND REVIEWER

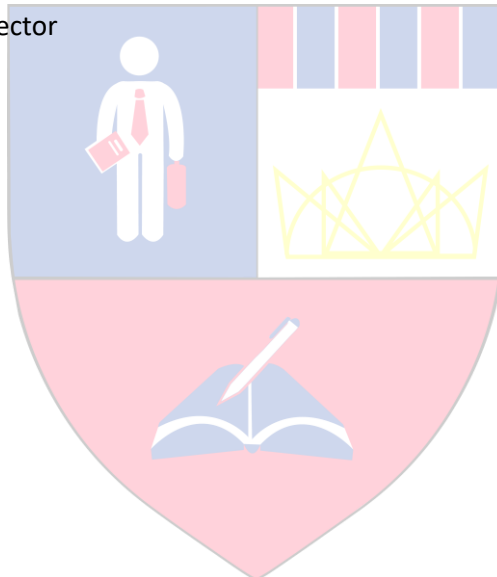
The head of quality is responsible for this policy.

Last Reviewed date: 01-07-2022

Next Review Date: 01-06-2023

Mumtaz Khan

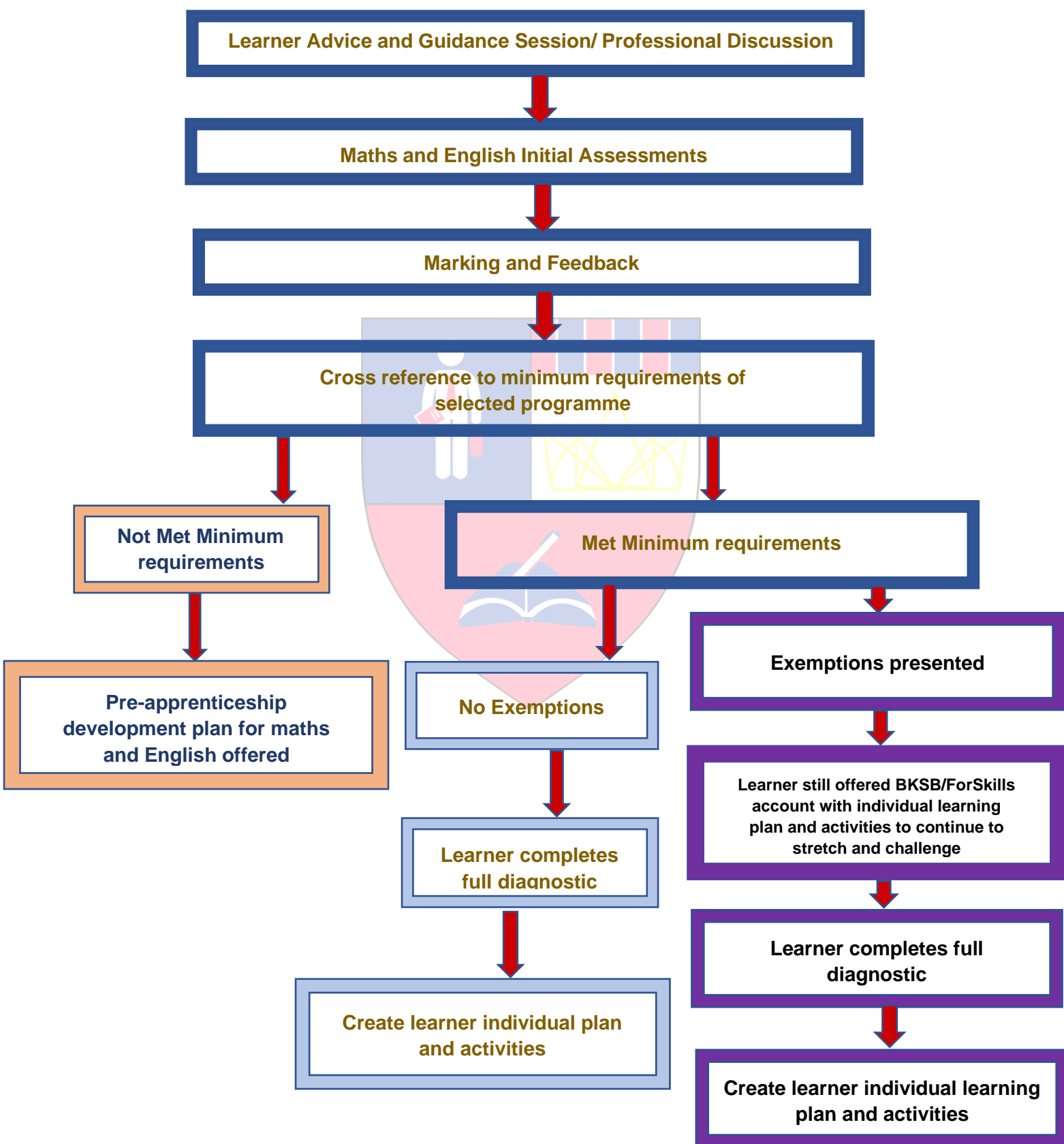
Mumtaz Khan, Managing Director



Initial Assessment Policy and Process

Appendix 1

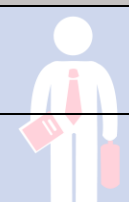

INITIAL ASSESSMENT MATHS AND ENGLISH



Initial Assessment Policy and Process

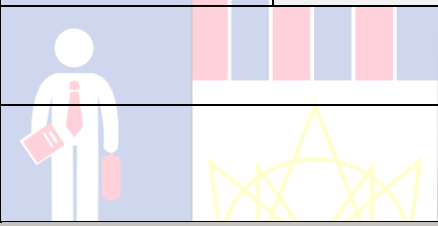

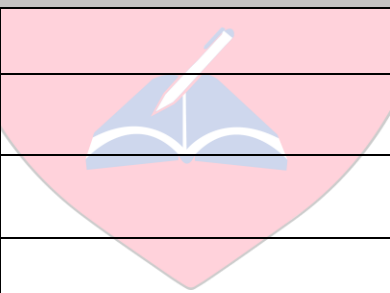
Appendix 2

Individual Professional Discussion template

Learner Name		Date of birth	
Apprenticeship		Level	
Employer		Job Role	
Employer/career/progression objectives			
How will this apprenticeship 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 apprenticeship? If so, please state.			
Employment details			
Is the employment contract for at least the length of the apprenticeship?		Contracted hours per week:	
Number of days paid holiday:		% of working time spend in England:	
Objectives: what are you looking to improve?			
1.		Learner rating out of 10	Employer rating out of 10
2.			
3.			

Initial Assessment Policy and Process

Appendix 3

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			
Brief summary, full details to be recorded on the assessment plan			
Programme details			
Apprenticeship 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	
Declaration		Date	