

# Initial assessment policy and procedure

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TRAINING

LTD





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## 1. Introduction

Initial Assessment takes into account:

- What prospective learners have already achieved – their attainment
- What prospective learners should be able to achieve – their potential

The key strategic aim of this policy is to ensure that Initial Assessment of learners is conducted in a comprehensive and consistent manner which ensures

## 2. Scope of policy

This policy applies to all learner recruitment undertaken by ATL. This policy and procedure cannot be viewed in isolation and must be read in conjunction with the following documents and policies:

- Awarding Organisation Centre Guidance
- ATL Complaints, Compliments and Comments Policy
- ATL Learner Handbook
- ATL Teaching, Learning and Assessment Strategy
- ATL Recognition of Prior Learning Policy

## 3. Impact of the Learner

The implementation of this policy will ensure the prospective learner is recruited with integrity to the programme which best suits their needs and abilities.

## 4. Definitions

### 4.1 Initial Assessment:

In accordance with the funding rules for providers, Aspiration Training will conduct an Initial Assessment with all learners that will demonstrate that:

- The individual requires significant new knowledge, skills and behaviours to be occupationally competent in the job role
- The required training meets the funding rules relating to the minimum duration of the practical period and off-the-job training
- Aspiration Training and the employer are satisfied that the apprenticeship is the most appropriate training programme for the individual; and
- The training programme aligns with an approved apprenticeship standard, at the most appropriate level, and recognition of prior learning has taken place

### 4.2 Equivalent Qualification:

An equivalent qualification, also known as a 'proxy qualification', are qualifications which assess the same level of knowledge and skills as a given qualification. As such, if a learner is able to provide suitable evidence of successfully undertaking an equivalent qualification, they may be exempt from undertaking that aspect of a training programme. Equivalent qualifications are usually specified in funding, regulatory or Awarding Organisation guidance.

Equivalent qualifications are checked by Business Development staff at enrolment to highlight any crossover of qualifications or identify any Functional/Essential Skills exemptions. The learner's Personal Learning Record (PLR) is checked at the point of administrative processing to ensure accuracy and compliance with funding guidelines.

## 5. Procedure for conducting Initial Assessment:

Initial Assessment must be conducted prior to a learner's enrolment. This ensures a learner is not enrolled onto a programme for which they or their job role is not suited.

### 5.1 Initial Assessment of programme suitability

The member of staff conducting the Initial Assessment should ensure that the following is discussed with the prospective learner:

- Level / type of programme
- Minimum duration of programme
- Minimum 20% Off the Job training requirement (England)
- Job role requirements

This ensures that a prospective learner and employer are fully apprised of the requirements of the programme of learning prior to enrolling, and that the job role allows the learner to undertake and practise new skills and behaviours in the workplace.

## **5.2 Initial Assessment of subject Knowledge, Skills and Behaviours (KSBs)**

In discussion with the member of staff conducting the Initial Assessment, the prospective learner will reflect on their previous experience and qualifications and undertake a KSB diagnostic to determine the level of prior knowledge they have for the relevant sector programme.

The results of this diagnostic are used to inform the learner's Individual Learning Plan (ILP) which sets targets for, and records progress of, learners to ensure they are on track to successfully achieve.

If a learner scores more than 60% on the KSB diagnostic, they are referred to the relevant Sector Manager to review whether the proposed qualification is appropriate.

The Sector Manager must ensure that a response is returned to the Business Development team which includes:

- A judgement as to whether the learner is suitable for the training programme, including reasons for judgement;
- A recommendation for reduction in course duration due to evidence of prior knowledge, including rationale for the recommendation;
- If the proposed training programme is deemed not to be appropriate for the learner, a recommendation of a programme which might be more suitable;

The response must be returned to the Business Development team within two working days.

## **5.3 Initial Assessment of Essential Skills / Functional Skills**

All prospective learners undertake the BKSB Diagnostic Assessments in English and mathematics. When a learner completes the Diagnostic Assessments in English and maths, it provides them with an accurate level for reading, SPAG (Spelling, Punctuation and Grammar) and writing (English), and number, measure, shape, space, statistics and data (Maths). It also shows the distance they are from progressing to the next level.

The results of these diagnostics are used to determine which level of English or mathematics learners would need to study if they are unable to provide evidence of equivalent qualifications.

## **5.4 Initial Assessment of Additional Learning Support needs:**

Any additional learning needs which the learner might consider themselves to have, and any additional support they have had in the past, should be documented to identify and arrange support for the learner from the moment they start learning.

England only: Prior to enrolment, all learners undertake an ALS assessment to identify whether additional support is indicated. If additional support is identified at this stage, Learners will undertake a further diagnostic assessment to determine the extent of their learning needs and what support is required.

All aspects of the Initial assessment are designed to work together to ensure the learner, employer and training provider are satisfied that the learner is to be enrolled on the most training programme, as well as being provided with the support and resources required to achieve. This may include extending the duration of the programme to accurately reflect the support needs of the learner.

## 6. Responsibilities:

### 6.1 The Board of Directors:

- Ensuring Aspiration Training is fully compliant with legal requirements
- Ensuring Aspiration Training is fully compliant with funding, regulatory and statutory requirements
- Ensuring effective implementation of this policy
- Ensuring this policy is reviewed on a regular basis

### 6.2 Managers

- Ensuring this policy is fully supported by their team
- Ensuring that all employees are aware of this policy and receive adequate training to ensure its implementation
- Ensuring any KSB referral is responded to within two working days

### 6.3 Staff

- Ensuring all prospective learners are given a thorough Initial Assessment
- Ensuring the results of a prospective learner's Initial Assessment ensure they are offered an appropriate programme of study

## 7. Communication:

This policy is available on the Aspiration Training website and may be provided in hard copy upon request. This policy is available in Welsh upon request.

## 8. Monitoring and review processes

This policy will be reviewed on an annual basis, or when statutory guidance changes, to ensure it continues to meet the needs of the organisation and its stakeholders. The review will be conducted by the Aspiration Training Operational Board of Directors.

## 9. Contacts:

If you would like to discuss this policy further, please contact:

Wales	England
Neil Tamplin	Mike Jones
Managing Director	Managing Director
Aspiration Training Wales, First Floor, Building Two, Eastern Business Park, St Mellons, Cardiff, CF3 5EA	Aspiration Training England, Fourth Floor, Grosvenor House, Prospect Hill, Redditch, B97 4DL
Email: <a href="mailto:ntamplin@aspirationtraining.com">ntamplin@aspirationtraining.com</a>	Email: <a href="mailto:mjones@aspirationtraining.com">mjones@aspirationtraining.com</a>
Tel: 02921 175352	Tel: 01527 359646