

Initial Assessment Policy

Policy Vision

2nd Chance Project is committed to providing each learner with an accurate assessment of what he/she needs to learn and to be aware of the range of support requirements the learner may have prior to commencement of their apprenticeship programme. We are equally committed to contributing and/or developing effective learning plans that reflect an individual's specific needs, enables the learner to achieve their qualification and ensures each learner derives maximum benefit from their apprentice programme.

1) Policy Strategy:

The initial assessment process gathers information on each learner's goals and aspirations; suitability; qualifications and achievements; aptitude and potential; prior learning and experience; basic skills and key skills learning needs; any learning needs; any learning difficulties; interests; learning style, job role; personal and social circumstances which may affect learning. When identifying what learners need to learn we consider:

- The learner's attitude and commitment to the learning programme
- The learner's career goals and aspirations
- The learner's relevant abilities, interests and skills
- The most appropriate learning programme for the learner to follow
- The learner's previous academic achievements and learning experience

2) Policy Implementation:

When conducting an initial assessment, 2nd Chance Project staff will ensure that:

- Learners are fully involved in the initial assessment process;
- Learners understand the benefits of what they are being asked to do and how the information will be used;
- Initial assessment methods are appropriate and sensitive to the learners needs;
- Assessment methods are monitored to ensure that they are effective and that they do not discriminate against certain groups of learners;
- Outcomes of initial assessment are recorded on an individual summary record and used when developing the individual learning plan;
- Recommendations on how learning requirements will be met are agreed;
- Constructive feedback is given in a positive and encouraging way;
- Learners views are collected on the initial assessment process

3) Special Consideration in assessment:

Any specialist learning needs identified during initial assessment such as dyslexia are subsequently discussed with IV and additional support provided to the learner. This could mean additional assessor/tutor visits to allow for more time spent with learner. Also assessor should identify the appropriate method of assessment for that learner to suit their



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requirements. This may take the form of more observations and professional discussions as opposed to written personal statements and assignments. These needs will be added to the learner's Individual Learning Plan.

All staff have access to training to support learners with specific learning needs and are able to access a pool of learning resources and assessment tools.

3) Review:

This policy will be reviewed annually at the end of each academic year by the Director of Skills & Learning.

Last reviewed May 16th 2011