

**Procedure Title: Initial Assessment Procedure**

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**Enquiries To:** Director of Quality

<b>Issue Date</b>	September 2013
<b>First Review Date</b>	December 2015
<b>Next Review</b>	July 2016 or in accordance with changes to funding guidance

## 1 Scope

- 1.1 This procedure applies to students enrolling on all full time FE and Apprenticeship programmes and substantial part time programmes of more than 150glh, who have not yet achieved a GCSE grade D or above. Students on Access and HE programmes participate where initial assessment is required to determine aptitude for programme.
- 1.2 Programmes of fewer than 150glh will have their own specific procedures and students from school based programmes such as PLT, are invited to follow this model if deemed appropriate by the course tutor and for best practice reasons.
- 1.3 It is the responsibility of designated English and maths teaching staff to:
  - o clearly explain the purpose and importance of initial assessment to students and check their understanding of this
  - o ensure that initial assessment is carried out effectively

## 2 Initial Assessment Process

- 2.1 It is the personal tutor's responsibility to ensure that the student's college IT user account has been activated prior to initial assessment.
- 2.2 All students in scope will undertake maths and/or English initial assessment; ICT initial assessment will be undertaken for designated programmes.
- 2.3 The initial assessments are undertaken by designated and trained staff either prior to interview (for example in Access and Apprenticeships), or during the induction period and includes late enrolling students and roll-on/roll-off provision.
- 2.4 If written expression is an important and/or substantial part of the main programme of study, course teams should devise a brief for students to complete a short written text at interview (no more than 200 words).
- 2.5 Details and instructions for the current initial assessment tool to be utilised may be found on the **Teacher's Space**.
- 2.6 Staff undertaking initial assessment will issue outcomes to students and will indicate the level the student is working towards.
- 2.7 Assessment outcomes will be interpreted and used to determine level of programme and support needed for learners. Outcomes will also be reviewed as

part of the interview process for programmes such as Access, Work Based Learning courses and Apprenticeships.

- 2.8 Initial Assessment results will be available on the College Management Information System listing the outcome and the date the assessment was taken.
- 2.9 The i-screener score will be scrutinised by Dyslexia support professionals to identify students who may benefit from further assessment.

### **3. Diagnostic Assessment Process**

- 3.1 Diagnostic assessment is available to students where more in depth knowledge is required to support their learning and development.

### **4. Students with learning difficulties and / or disabilities**

- 4.1 Students who have significant support needs and have identified themselves on application are referred to the Learning Support Team and/or Work Based Learning/ Skills Development to determine most appropriate method of initial assessment.

**WRITTEN COMMENTS TO:** Director of Quality

#### **Links to other documentation**

This procedure also relates to:

- English and maths Policy
- Fitness to Study of Practice Procedure
- Teaching, Learning and Assessment Policy

#### **Glossary**

Dyslexia screening – A short computer based assessment (**i-screener**) to ascertain whether the student has any Dyslexic, dyspraxia or visual stress indicators. Anyone deemed to have significant indicators will be contacted and offered an appointment for a more in-depth screening with a Dyslexia and/or visual stress specialist.

Initial Assessment – Two assessments, consisting of an English and a maths assessment of 25 questions, each spread across entry levels to level 2, but still intended to be used as a general guide only. This will identify the student's approximate level of operation in English and maths – the level they are working towards. It is important to remember that many factors may influence a student's performance - the assessment outcome should not be used in isolation.

Diagnostic Assessment – A robust and detailed procedure that ascertains a student's strengths and areas of weakness in English and maths (Functional Skills). This is taken (at different levels), and uses the initial assessment outcome as a starting point. All students undertaking Functional Skills are to be diagnostically assessed at the beginning of their Functional Skills lessons. Other courses with a high English / maths content may also utilise the diagnostic assessments.