



# **The University Academy Holbeach**

**Principal: Sheila Paige BA (Hons.)**

## **Apprenticeship Initial Assessment Policy**

**To be reviewed annually**

**Adopted by the Governing Body: October 2019**

**Review date: October 2020**

## **1. Aims and Objectives of the policy**

### **Aims**

University Academy Holbeach is committed to ensuring that learners are assessed prior to commencement of their apprenticeship to ensure suitability.

### **Objectives**

- a) To assess learners' prior learning, key skills and understanding to ensure suitability for the chosen apprenticeship.
- b) To carry out initial assessment to ensure that learners are on the most appropriate programme and therefore gather information to support the learners' experience.
- c) To identify the most appropriate referral for any individuals that has been identified as not suitable for an apprenticeship
- d) To use the most appropriate methods of assessment based on the individual circumstances and targeted training course.
- e) To fully understand the individuals' personal circumstances in key areas.
- f) To keep the individual fully informed throughout the initial assessment.

## **2. Range and scope of the policy.**

The policy covers all apprenticeship-related courses offered at UAH but may well apply to other vocationally related courses should they become a part of the curriculum in future.

## **3. Assessment**

Initial assessment focuses on twelve key areas to ensure that we can provide the most appropriate training for the learner. The learner will undergo a formal interview to determine their individual requirements and also undertake assessment to determine their literacy and numeracy levels. The results of the initial assessment will be recorded and discussed with the learner to ensure they understand the interview process and outcome.

### 3.1 The key areas of assessment

#### Careers Preferences and Suitability

- Interview
- Application Form
- Interview Notes

#### Qualifications, Prior learning and Experience

- Interview
- Application Form
- Evidence of certification
- Interview Notes

#### Aptitude and Potential

- Interview
- BKSB Initial Assessment
- Occupationally relevant assessment methods

#### Learning Style

- Basic & Key Skills Builder (BKSB) Initial Assessment

#### Basic/Key Skills

- Interview
- BKSB Initial Assessment

#### Learning Difficulties

- Interview
- Application Form
- Interview Notes

#### Occupational and Personal Interest

- Interview
- Application Form
- Interview Notes

#### Personal Effectiveness and Commitment

- Interview
- Interview Notes

#### Personal Circumstances

- Interview
- Interview Notes

Each of the key areas of initial assessment identifies elements that must be considered when determining an individual's suitability/ability for learning. To ensure that a learner is effectively assessed, it is imperative that additional support and guidance is sought from other members of staff as required.

#### 3.1.1 Career Preferences and Suitability

The career aims of individuals who are unemployed when they apply for a programme need to be identified. This ensures they have chosen the appropriate occupation area for their learning programme or provides a focus for pre-vocational learning through the sixth form. Career choice is dependent upon many factors including: candidates' qualifications and achievements, abilities, interests, subjects studied at school, skills, knowledge and understanding of their chosen occupation, jobs available in the local labour market, as well as their aptitude to undertake certain types of work.

If an individual remains undecided about an occupational area following initial assessment, work taster programmes where possible should be considered to facilitate their decision making process.

### **3.1.2 Qualifications, Prior Learning and Experience**

Information about a learner's qualifications and achievements can provide an indication of their general level of ability. Strengths in certain subject areas may inform their choice of career. This information can help in deciding which programme is most appropriate and whether the level of the planned programme and qualifications are appropriate. Information of existing qualifications may indicate weaknesses in particular areas. For example, the absence of (or low grades in) GCSE maths & English, may suggest basic skills needs which require further investigation during initial assessment. The purpose of establishing a learner's prior experience and learning is to ensure that he or she does not waste time in repeating learning in an area which they are already competent. Equally, learners should not be placed where their prior skills and understanding do not allow them to access the learning effectively

### **3.1.3 Aptitude and Potential**

Some learner's educational qualifications and achievements may not reflect their true ability or potential. Failure to achieve education qualifications could be caused by a variety of reasons. Additionally, academic qualifications are not necessarily an indicator of success in vocational learning programmes. A learner's ability and potential needs to be assessed initially so that accurate decisions can be made about the type of programme and level from which they would benefit. We should not deny access to Initial Assessment based on a lack of academic qualifications.

### **3.1.4 Basic Skills**

During initial assessment we identify those learners who require support with basic skills during their programme. Their current level of basic skills will be assessed and the specific area in which they require help and support will be targeted on their Individual Learning Plan (ILP). Where learners follow learning programmes where the achievement of specific key skills are a mandatory requirement, the assessor needs to understand the individual's current level and then identify strengths, weaknesses and current development needs.

### **3.1.5 Learning Difficulties**

Some learners have specific learning difficulties or disabilities which may necessitate specialist training provision and support. It is vital these are identified during initial assessment so that they are addressed in the ILP or the learner is directed to a more suitable learning provision. This will need to be negotiated in consultation with, The Academy and/or external stakeholders and employers.

### **3.1.6 Occupational and Personal Interests**

Identification of occupation interests during initial assessment will facilitate the appropriate placement of unemployed learners. Collecting information on a learner's hobbies and interests will assist the process of guiding them to make suitable career and training choices

### **3.1.7 Learning Styles**

Every learner has a preferred way of learning. Some people learn best by undertaking practical activities; others prefer to read books, whilst others learn by listening or sharing ideas. Many people whose academic learning has been unsuccessful have been taught using teaching styles which do not match their own learning styles.

### **3.1.8 Personal Effectiveness and Commitment**

Skills in personal effectiveness are important in enhancing the employability of learners. The skills include self-confidence, timekeeping, personal organisation, motivation and presentation. Many learners need to develop these as part of their learning programme or as preparation for entering learning.

### **3.1.9 Personal Circumstances**

Some learners have personal problems or issues which need to be addressed during their learning programme. Homelessness, behavioural difficulties, medical conditions, mental health issues, etc. need to be identified at the earliest opportunity so ways can be jointly found to either overcome the problem or find alternative solutions.

### **3.1.10 Learner Health Statements**

As part of the initial assessment process, The Academy will collect information on the learner's personal health circumstances to ensure a safe environment is maintained them. This information is recorded on Additional Social Needs document; this information will be treated in accordance with the GDPR regulations, but circumstances may determine information on these documents must be passed to the learner's employer to maintain that safe environment.

To this end, the relevant health information section includes a consent section, whereby the learner authorises us to pass some or all of the health information; the interviewer responsible for carrying out this part of the initial assessment shall explain the relevance of this information in a work environment.

**Under no circumstances shall this information be passed to any other party without the written consent of the learner**

### **3.1.11 Authority to release assessment information**

Following initial assessment, it is possible that UAH will not be the appropriate provider for the learner, resulting in a further referral. In the interest of the learner it could be of value to forward the result of the assessment on to the referred agency, with the learner's permission.

UAH shall **not** release any information to other agencies without written permission from the learner.

## **3.2 Learning styles**

Basic & Key Skills Builder (BKSB) can assess the learner's primary learning style as part of the initial assessment and we will endeavour to deliver any in-house/off the-job training in that style where applicable.

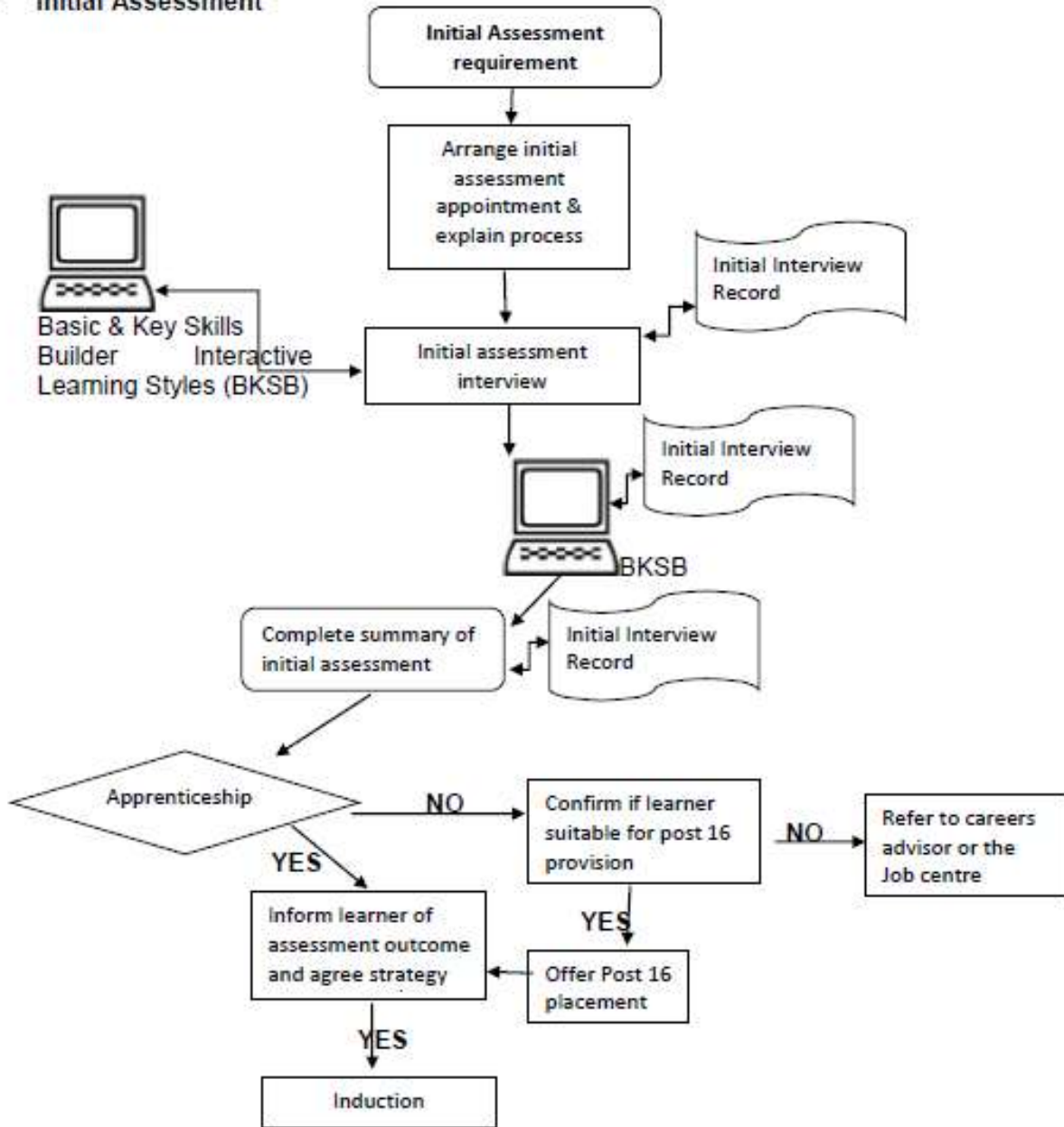
The results of the BKSB Interactive Learning Styles assessment should be recoded on the ILP and a printed record of the assessment included in the learner's file.

UAH will inform employers of the learner's primary learning style so they can make provision to deliver continued training in that manner.

## **3.3 English for Speakers of Other Languages (ESOL)**

Where learners speak languages other than English, UAH will identify any barriers to learning linked to lack of understanding of English to ensure that appropriate provision is made for the learner. Language requirements will be recorded on the learner's interview notes and then transferred to the ILP when the learner starts their programme.

### 3.4 Initial Assessment



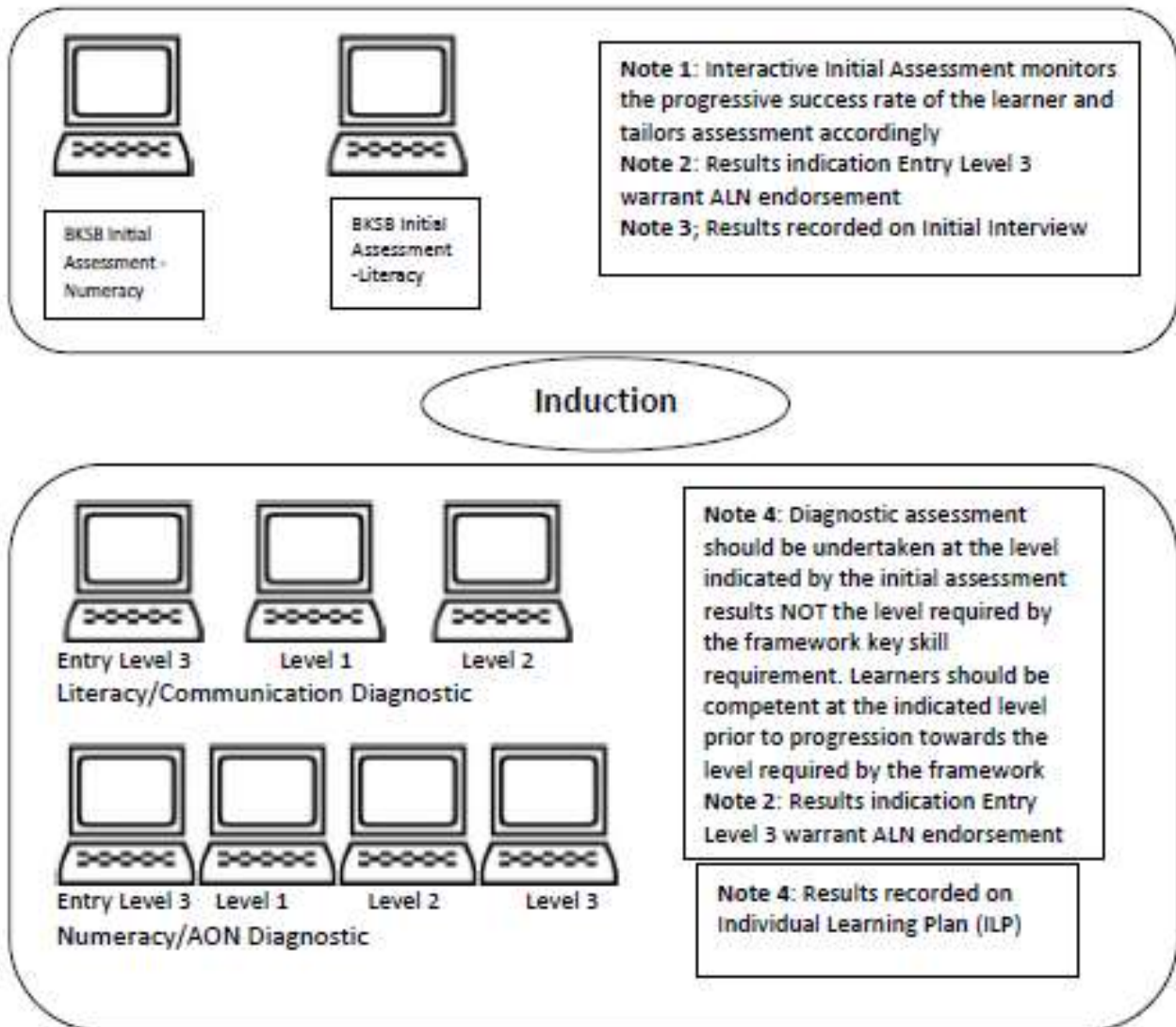
## 4 Assessment Tools

UAH will use the Basic and Key Skills Builder Assessment tool (BKSB) to determine the level of the learner's basic skills. There are occupationally specific assessment tools as follows

<b><u>Programme</u></b>	<b><u>Assessment Tool</u></b>	<b><u>What it Assesses</u></b>
Apprenticeship and Advanced Apprenticeship	Basic and Key Skills Builder Initial Assessment  Interview	Basic and Key Skills Builder Initial Assessment is a diagnostic tool which has been developed to provide a guideline to a learners current level of key skills in application of number and communication. This assessment tool is based on the Adult Literacy & Numeracy Standards (2000) and can be used to endorse learners. It comes complete with workbooks and skills checks Personality, previous experience, attitude, behaviour
Motor Vehicle Apprenticeships	Work trial with prospective employer	Aptitude, personality, occupational awareness, Health & Safety awareness, commitment
Construction Apprenticeships	Initial assessment	Health & Safety awareness Personality, previous experience, attitude, behaviour
Business Administration Apprenticeships	In-tray exercise	Ability to prioritise work and how to handle admin tasks
Teaching Assistant Apprenticeships	Work trial with prospective employer	Aptitude, personality, occupational awareness, commitment
Construction Apprenticeships	Initial assessment	Health & Safety awareness Personality, previous experience, attitude, behaviour
Electrical and Plumbing Apprenticeship	Work trial with prospective employer	Health & Safety awareness Personality, previous experience, attitude, behaviour
Hair and Beauty	Work trial with prospective employer	Health & Safety awareness Personality, previous experience, attitude, behaviour
Child Care	Work trial with prospective employer	Aptitude, personality, occupational awareness, commitment



#### 4.1 Basic & Key Skills Builder interactive assessment



#### 5 Transition from Initial Assessment

UAH will ensure that the learner fully understands the possible outcome(s) available to them and will agree the most suitable course of action with them. These outcomes will be based on the output of this procedure supported by qualified and competent tutors and interviewers.

If the learner has been offered a place and already has a job then they will transition to the Sign-Up Phase and their ILP will be developed based on the output of this procedure.

Should it be agreed a place within UAH is not the best solution for the learner, then the learner will be referred to Sixth Form, Careers Advisor or the local Job Centre and a copy of the relevant assessment documentation be available for any other agency or provider to assist them in identifying the most appropriate pathway for the learner (when authorised to do so)

#### 6. Policy changes

This policy may only be amended or withdrawn by University Academy Holbeach.