



Common mistakes in Initial Assessment, Is it fit for purpose?

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Objectives

Today's session is to raise awareness of the need to look at initial assessment through the eyes of the learner.

- Are the initial assessment tools we use suitable for all our learners?
- Are we using initial assessment to inform and help us to reassess the learner journey?



Why Initial Assessment?

We carry out an initial assessment to ensure the learners are on the right programme and properly supported during their time with Total People.

If we design and manage the process well we can use the information to support the learners progress, experience and success.



“Programmes for the lowest attaining learners- including many with LDD as well as those highly disaffected with formal education - should concentrate on the core academic skills of English and Maths and on work experience. Funding and performance measures should be amended to promote a focus on these core areas and employment outcomes rather than the accrual of qualifications.”

The Wolf Report March 2011



Structure of Initial Assessment

- If we look at the process from the Wolfe Report, what do we assess currently and what do we have missing? Interviews , diagnostics etc.
- Is the assessment we use fit for purpose or are we trying to tick an OFSTED box?
- Do the learners understand the process? Do they know the results and are we using them to benefit their journey?



Current Practice

- Maths and English Assessment
- Paper based
- Online
- Common Assessments: BKSB, Forskills.
- Do they accurately measure Entry Level 1 – Level 2?
- Does one type fit all?
- Guidance says it has to be a recognised tool



Current Practice Continued

- Does the current Functional Skills assessment reflect the levels compared to GCSE or does it contradict?
- More use of prior attainment
- More use of prior achievement's especially around personal and social development



Initial Interviews

- Key to the whole process
- Have we have the right staff competence in place to manage the interview process?
- Do we dedicate enough time to let the learner tell the story or is it a paper exercise?
- Do we revisit the information if the learners circumstances change?



Softer Skills Assessment

- Not all learners come with an education, health and care plan. If they had support at school do we continue this practice? Do we investigate further?
- The investment in E2E produced really good resources, should we revisit some of those practices?
- Excellence Gateway resources



Finally

1. Review your practice
2. Focus groups with existing learners to see if they see the relevance of the experience
3. Look at the RARPA guide and standards on initial assessment and involve your delivery staff in the process.

4. Revisit initial assessment profiles to set challenging learner targets and aid progression



Thank You

Are there any questions?

