

Policy Statement

SIRM will seek to provide expert and impartial advice on entry to all Learning Programmes for all its Learners.

The main purpose of the policy is to ensure that all learners are enrolled on to programmes of learning where they are given the appropriate tools and support to succeed. All Learners and Apprentices will receive an interview ensuring impartial initial advice and guidance regarding course choice and course suitability prior to entry supplemented by course descriptors. Information will be realistic, accurate and informative enabling prospective Learners to make an informed decision regarding course choice.

All Learners will undertake Initial Assessment and diagnostic testing to identify their learning and required level of support needed and therefore provide a picture of the individual's requirements. This information will be used to place them on the appropriate learning programme which matches their skills and knowledge. This information will also inform the development of the individual learning plan and details the support they will receive to ensure that learning objectives are achieved and met.

Through the initial assessment process SIRM gathers a range of information on each learner, which includes:

- The learner's attitude and commitment to the learning programme
- The learner's career goals and aspirations
- Prior qualifications, achievements, and learning experience
- The learner's relevant abilities, interests and skills
- Learning needs and any learning difficulties
- Personal circumstances that may affect learning

The results of the initial assessment are used to:

- Ensure learners receive appropriate and timely support for English, Maths, dyslexia & etc.
- Ensure all learners support needs are met through diverse teaching and learning strategies including for example incorporation of preferred learning styles in teaching methods, provision of additional learning support, use of assistive technology, teaching and learning resources

Supporting Documentation:

- Interview Record and IAG
- Initial Assessment and Diagnostic Documentation
- Eligibility Checklist
- Learning Style Questionnaire
- Skill Scan (course specific)
- Individual Learning Plan
- Induction Handbook
- IAG Guidance Form

Documents to be checked/copied for Learner File:

- Qualifications Gained – Functional Skills/Key Skills/NVQs/GCSE's
- Record of Achievement
- APL
- Passport witness document /Birth Certificate/Driving Licence

Aims Are:

- Through IAG the Learner has a better understanding of their career options and is able to make a more realistic informed choice.
- To provide ongoing advice and guidance throughout the Learners time with SIRM in order to assist them to plan their own personal, educational and career development.
- To enable and support good effective recruitment by ensuring Learners are placed in the vocational areas best matched to their interests and abilities.
- To identify through Initial Assessment/Diagnostic Testing and the Interview Process what an individual Learner has already learnt, what they need to learn and the support they require.
- To enable planning and provide support to meet the needs of our Learners.
- To ensure the individual Learner feels valued and motivated by the support given in identifying their individual learning needs.
- To allow Learners to take an active part and responsibility in the development of their own Learning Plans through understanding their own learning needs.
- To facilitate and improve learning and retention rates and timely achievement.
- To improve Employer relationships by providing good training and support for Employees.
- To provide help and support to enable the Learner to choose what they want to do after they have completed their programme of learning. This may include guidance about the job seeking process/looking at job vacancies/help with application forms/CV's/preparation for interviews and access to the Connexions Service.

Policy Procedures:

- All Learners will complete the Initial Assessment and Diagnostic Testing.
- SIRM will ensure when conducting Initial Assessments and Diagnostic Testing that the Learners are fully involved in the process and they understand the benefits and as to how the information will be used.
- SIRM will ensure that Initial Assessment and Diagnostic Methods are appropriate for the Learner needs.
- SIRM will ensure that constructive feedback on all assessment processes is given to the Learner in a positive and encouraging way.
- SIRM will ensure all Learners are fully involved in the Initial Assessment Process.
- SIRM will ensure that all outcomes/documentation of the Initial Assessment and Diagnostic process are appropriately recorded in the Learner file and the Individual Learning Plan.
- All Learners will complete the Eligibility Checklist Form to ensure their eligibility for funding purposes.
- All Learners will complete a learning style questionnaire to identify their preferred learning style.
- SIRM will ensure that any prior learning identified will be logged in the Learning Plan and considered when selecting the appropriate programme of learning for the learner.
- All Learners will complete the relevant skill scan questionnaire to identify the appropriate qualification level and pathway if currently employed.
- All Learners will help develop their own Learning Plans in conjunction with their Tutor/Assessor and will be based upon their individual Learning needs.
- All Learners will be given Information Advice and Guidance at and through the interview process and throughout their Apprenticeship Programme. Information, Advice and Guidance will also form part of the Learner induction process. However IAG is particularly important at the beginning in the middle and at the

Initial Assessment, Diagnostic and Signposting Policy

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end of the Learner Journey all of which will be documented and evidenced on the IAG Guidance Form. This will be recorded on the ILP.

- All Learners will be supported in the event of approval being withdrawn for one or more qualifications (whether voluntary or enforced) which may include finding an alternative centre to allow the learners to complete their qualification(s).