

Oxford Professional Education

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Initial Assessment (IA) /Initial Advice and Guidance (IAG) Policy & Procedure

Introduction

The staff and management of Oxford Professional Education (OxPE) recognise that the quality of initial assessment and Initial advice and guidance is the key to success in the delivery of all qualifications and training. This policy aims to ensure that the initial assessment and IAG practice within the organisation is a continuous process carried out with rigour and credibility.

OxPE expects all learners/apprentices and staff, whatever programme they are undertaking, to go through a relevant initial assessment so that their needs can be clearly identified, and a suitable plan of learning instigated. It is critical that OxPE can measure the progress of any learning journey, therefore the individual starting point for each learner is identified to enable us to plan a personalised programme with all learners. Results from the initial assessment stage will be recorded within the Individual Learning Plan/Commitment Statement and will be referred to throughout the learners'/apprentices' programme.

Initial Assessment is the process that all learners/apprentices (including staff) should undertake prior to commencing on any training or programme of study to identify strengths, areas of development and any perceived barriers to learning in order to take them to their required destination. There are many different tools that can be used to measure the different aspects of learning:

- English Assessments (initial and diagnostic)
- Mathematics Assessments (initial and diagnostic)
- Occupational Skill Scans
- Initial Interview/Impartial Initial Advice and Guidance (IAG) and/or Enquiry Form

OxPE use a variety of Initial Assessment tools. This Initial Assessment role for Apprenticeships sits under the Business Development Process. Full training will be given on the use of Initial Assessment tools to staff conducting these so that they understand the process. A Functional Skills Specialist will always assist any member of staff who is unsure how to interpret Initial Assessment results or needs guidance on how or where to access additional or bespoke support for a learner/apprenticeship.

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Initial assessment is one of the most important aspects of a learner's/apprentice's programme/apprenticeship. It is crucial that this is used to challenge and create an individualised, robust learning programme/commitment statement including training plan which continues to increase learners' knowledge, behaviours and skills.

Procedures

All Business Development staff or staff conducting initial assessment and/or IAG must attend training in the use of and recording of the various Initial Assessments and/or IAG checklists that are used within OxPE; this may be small group or one-to-one depending on the needs at the time and also attend any update training on new resources agreed by OxPE and no new Initial Assessment or IAG tools for Employer or Learner/Apprentice should be introduced unless approved by the Apprenticeships Lead and SMT.

All learners/apprentices must complete an Enquiry Form and attend an initial interview/impartial advice and guidance (IAG) with a member of staff, where an appropriate programme/apprenticeship will be discussed. Initial Assessments and IAG checklists are to be used to inform the learning and development required, along with the programme/apprenticeship suitability for the learner/apprentice– all of which will be captured on the ILP/Commitment Statement.

Learners/Apprentices should be involved in the Initial Assessment process and should be aware of why they are doing them, how they will be used, and the potential support available after. Please note that Initial Assessment is not a one-off process – it should be a continuous process and updated accordingly.

Apprentices and Employed Learners

The Initial Assessment process and early reviews in the workplace establish:

- Their currently assessed abilities in English and Maths
- The learner's/apprentice's job role in relation to the apprenticeship
- The learner's/apprentice's aspirations and career ambitions
- Their starting point and identified gaps in knowledge, skills and behaviours
- The individual needs of the learner/apprentice in terms of learning and development
- Any additional and personalised support that is (or may be) required

Pre sign up Employer IAG checklists exist to make sure Employers understand their responsibilities surrounding Policies and recruitment of apprentices and compliment the Commitment Statement.

At the end of all pre-sign-up processes (i.e. for apprenticeships: - Initial Assessment, Learner and Employer meetings/Impartial IAG and agreement of the Service Level Agreement (SLA), all information will be formally recorded in an Individual Learning Plan/Commitment Statement and gone through with the Employer/Learner. This ILP/Commitment Statement will be signed by all parties (the Learner/Apprentice, Employer and OXPE Representative following agreement of specific learning, development and support, along with agreement of the most appropriate Delivery Model.



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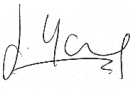
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ALS Overview linked to IAG & IA.

For OxPE's full ALS Process and Procedures please see the OxPE ALS Policy .

If it is believed that the learner will benefit from additional learning support (ALS), OxPE will identify the type of support that will be provided, the duration and the potential impact. They will then process the relevant Learning Support Plan, apply ALS funding where appropriate and update the ILP/Commitment Statement.

ALS funding may also be claimed if a learner's circumstances change or if as an individual we identify any specific challenges or barriers to participation or achievement.

Signed: 

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