



## Initial Assessment Policy – Sporting Futures Training

### *Policy Statement*

Sporting Futures Training UK Limited is committed to maintaining an initial assessment system that is effective, consistent, ensures fair assessment and identifies support needs to enable effective learner progression, which is carried out for each individual learner

### **Purpose**

Sporting Futures Training UK Limited believes that by carrying out an initial assessment with every learner we build a clear, accurate and realistic picture of a learner's

- current attainments
- potential to complete their chosen qualification/ Apprenticeship Standard
- learning needs
- learning styles
- skills gaps

Enabling the identification of

- appropriate information, advice and guidance
- an appropriate Apprenticeship Standard/qualification at an appropriate level
- an appropriate assessor

This then leads to the completion, implementation and continual development of an effective Individual Learning Plan (ILP) and identification of learning and assessment opportunities.

In Essence:

The initial assessment would check how much of the apprenticeship programme the individual requires to reach occupational competency. Assuming there is some relevant prior learning, Sporting Futures Training will assess whether the individual still needs an apprenticeship with a minimum duration of 12 months with at least 20% off-the-job training. In circumstances whereby, this amount of training will not be necessary for the individual the learner to fulfil occupational competency then they would be ineligible for the apprenticeship programme and an alternative pathway would be discussed.



All employees/Learners

## Roles and Responsibilities

The Directors and Senior Team of Sporting Futures Training UK are responsible for ensuring that all employees involved in the assessment of learners receive appropriate training, supervision and support regarding the policy and their responsibilities.

Jill Eaton, Director, is responsible for ensuring that a copy of this document is available to all employees and that the policy and procedures are reviewed annually. This will be given within the Staff handbook and our Apprentices will be made aware of the policy at interview when skills gaps and previous experience and prior learning will be discussed. SFT will record prior learning within the Learners evidence pack. The Directors review learner pathways at the start of the apprenticeship and review the cost dependent upon prior learning recognition.

The Learner induction will give a further opportunity to review the initial assessment of learners, with continual monitoring of learners by their tutors and mentors to ensure progression within their identified Learning pathway. **The Curriculum Leaders** are responsible for ensuring the adherence of this policy by all employees

The Director Jill Eaton is responsible for ensuring the policy is available to learners and employers on the web site.

**Individual's Responsibility** - Individual tutors/Assessors are required to act in accordance with the policy, to enable appropriate support to their cohort of learner(s)

## Policy Implementation – Procedures

It is essential that all employees put the learner at the centre of the initial assessment process, the process is an important part of the tutor gaining and understanding a rounded picture of the learner as a person.

In initial meetings with the learner's they must be guided by Sporting Futures Training UK Ltd Director Jo Pountney who holds the responsibility to lead on Initial Assessments. Communications relating to recruitment will be circulated to all partners and initial assessments will be undertaken to include:

The interview process with the Employer and the Employee will identify existing knowledge skills and behaviours against the required knowledge, skills and behaviours for the occupational profile of the Apprenticeship job role being offered. An initial skill scan will be completed by interviewees at this stage.

This will then form the basis of the next steps which will be for the tutor to capture the information shown below to produce a candidate profile that will inform appropriate Apprenticeship pathway.

- Candidate Initial Profile (self-assessment), which includes discussion about
  - Occupational background



- Current qualifications held – Courses attended
- Further training and experience needed
- Assessment needs
- Learning needs
- Training needs
- Aids needed
- Differentiation / Support needs
- Objectives and outcomes that the learner wants to achieve

**Assessors must also be aware of other modes of assessment available to them:**

- Discussion of social needs
- Records of achievement (qualifications and courses).
- Discussion of learning outcomes.
- Observations of learner's working practice.
- Records of Dyslexia Assessments, discussion of dyslexic needs.
- Awareness of ECHP for candidate to ensure appropriate support measures put in place.
- Learning Styles Assessment, to discover the learners preferred styles of learning, which can inform use of different resources in the early stages of the programme.

**BKSB Functional Skills Initial Assessment:**

BKSB is triggered prior to enrolment along with a package of initial assessment processes :

- to discover current levels of attainment in maths and English and inform a starting place for further appropriate diagnostic assessments (BKSB) this will be an online assessment in the first instance.
- Confirmation of Prior Learning relating to Learner qualifications is accessed with Learner permission via the Learning Records Service by the SFT Administration Team

***The Directors will review every Learners Candidate profile at the start of the Apprenticeship and ensure relevant, appropriate pathways are being undertaken and will negotiate relevant cost implications with the Employer.***

**Points to remember**

Initial assessments are a tool to be used to inform the social, physical and learning development needs of the learner, they will help the tutor to build a relationship with the learners and must be used as a starting point for the Learners journey.

If additional support is identified this will be discussed with SFT Directors to ensure appropriate resources are made available to the tutor and/or the learner. Not all needs may be met by Sporting Futures Training UK Ltd or the learner's employer, where appropriate learners may be referred to specialist, partner organisations.



Throughout the learning journey SFT will involve the employer in identifying appropriate methods of support for the Learner.

Initial assessment can be revisited during the programme as a review tool.

### **Value of Initial Assessment for the Learner**

When a learner becomes self-aware through initial assessment they become more focused on improving their own learning and development and negotiating learning and assessment. To develop the skill of self-assessment/awareness each tutor plans and agrees what needs to be achieved. Progress will be reviewed against targets on an ongoing basis to support achievement.

### **Negotiating learning.**

Where there is prior learning, the content and duration of the apprenticeship should be reduced to reflect this. The new (reduced) duration will still meet the minimum threshold of 12 months and At least 20% of the paid hours for the new (reduced) duration would be spent on off-the-job training.

Where Prior learning is identified, SFT in a professional capacity uphold the right to justify agreed funding for an apprenticeship programme with the Employer.

### **Continuous assessment.**

Throughout the program ten weekly progress reviews are undertaken to monitor Learner progress and their performance within the work setting. Additional needs/support measures are also discussed at this time. Any change in circumstance is addressed in line with individual need.

### **Developing a relationship.**

Tutors are aware of the importance of developing a positive, trusted working relationships with the learners and this begins during the initial assessment process.

### **In conclusion-**

An effective initial assessment of the apprentice's prior learning and the job role, against the standard should allow for an effective learning programme to be devised and for the completion of a successful, positive outcome for both the Employer and the Learner.

A handwritten signature in black ink, appearing to be 'J. Smith', is written over the 'Version 2 :' text.