



**ENABLE**

The Voluntary and Community Sector  
Learning and Skills Consortium

# **Initial Assessment Procedure**

**Change History**

<b>First Published:</b>		17/08/2012	<b>Originally Created by:</b>	Accreditation Lead
<b>Person Responsible for Policy:</b>		Enable CEO		
<b>Date of Review</b>	<b>Reviewed by</b>	<b>Policy changes</b>	<b>Approved by</b>	<b>Date of next review</b>
19 Feb 2018	Standards Officer	Changes to job titles to reflect new organisational restructure.  Small changes to wording and referencing	Operations Manager	23 July 2018
13/09/2018	Standards Officer	No Changes	CEO	17/09/19
21/04/2020	SMT	No Changes	CEO	21/04/2021

**Purpose:**

The aim is to accurately identify the learners' starting points and individual requirements prior to starting a programme of learning. The purpose is to enable the implementation of a learning plan that reflects the learners' specific needs and which ensures that each learner gets the most out of his or her programme.

**Scope:**

Enable and the delivery partners delivering programmes of learning.

**Responsibilities:**

- Tutors – to implement the procedure and ensure all learners receive Initial Assessment
- Course coordinators – to ensure all tutors complete effective initial assessment with all learners
- IQAs- to check the effectiveness of the initial assessment completed by the learner.
- Standards Officer team- to check the effectiveness of the initial assessment completed by the learner.

**Procedure**

An introduction to the Initial Assessment (IA) process and what that entails is to be implemented during the course induction. Programme tutor/assessor to use the Enable Initial Assessment Standards as guide to completing initial assessments with learners.

The learners are given information regarding how the IA is used and what the benefits are for them.

Feedback given regarding the outcomes of IA is given in a constructive, positive and encouraging manner.

## PRO-002

Agreement on how learning requirements will be met to be established through individual learning planning.

All learners to be given the opportunity to feedback their views on the IA process through a formal evaluation.

Appropriate assessment methods to be used in relation to the diversity of the learners. The rationale behind the choice of different assessment methods to be clearly recorded.

The assessment methods employed will be monitored on a regular basis to ensure that they are effective and that they do not discriminate against certain groups of learners.

The outcomes of the initial assessment activity will inform the learner's programme of learning.