

Norfolk County Council Adult Learning

Initial Assessment of Apprentices

Document details	Information
Document creation	Carl Fiander
Document approval	Denise Saadvandi
Document endorsement	Senior Leadership Team
Version	2
Date of first issue	02 January 2019
Date document updated	24 January 2023
Document review date	23 January 2025

How to contact us:

Telephone: 0344 800 8020, option 5

email: adultlearning@norfolk.gov.uk

If you require this information in large print, audio, Braille, alternative format or in a different language, please contact us and we will do our best to help



Contents

Adult Learning Procedure for Initial Assessment (Apprentices).....	3
Points to remember.....	3
Negotiating learning	4
Continuous assessment	4
Developing a relationship	4
In conclusion	5

Adult Learning Procedure for Initial Assessment (Apprentices)

It is essential that all employees put the apprentice at the centre of the initial assessment process. The process is an important part of the Apprenticeships Tutor/Assessor (ATA) gaining an understanding of a rounded picture of the apprentice as a person.

In initial meetings with the apprentice, they will be guided by either an ATA or the Adult Learning Business Development Officer (BDO) through the completion of a number of initial assessments these include (where appropriate):

- a) Learning styles assessment, to discover the apprentice's preferred styles of learning, which can inform the use of different resources in the early stages of the programme. Assessors will not rely too heavily on this assessment as pigeonholing an apprentice's learning styles and may be detrimental to completion of the course. Continual assessment and discussion by the ATA will enable apprentices to develop learning skills and inform learning needs.
- b) BKSB Functional Skills Initial Assessment will be carried out in a suitable environment by either an ATA or the BDO, to determine current levels of understanding in maths and English and inform a starting place for further appropriate diagnostic assessments.
- c) An occupational skills scan to determine the apprentice's vocational starting point aligned to the appropriate apprenticeship standard. This enables a plan of learning to be effectively developed and ensures that the desired apprenticeship scheme is appropriate to both the apprentice and employer.
- d) An apprentice profile will be developed, which includes discussions around:
 - a. Occupational background
 - b. Current qualifications held – Courses attended
 - c. Further training and experience needed
 - d. Assessment needs
 - e. Learning needs
 - f. Training needs
 - g. Aids needed
 - h. Differentiation / Support needs
 - i. Present job role summary
 - j. Objectives and outcomes that the apprentice wants to achieve

ATAs will be aware of other modes of assessment available to them:

- a) Discussion of social needs and associated potential physical and mental barriers
- b) Records of achievement (qualifications and courses)
- c) Discussion of learning outcomes
- d) Observations of apprentice's working practice
- e) Records of barriers to learning such as Dyslexia, Dyspraxia etc.

Points to remember

Initial assessments are a tool to be used to inform the social, physical, and learning

development needs of the apprentice, they will help us to build a relationship between the apprentice, employer and ATA or other teaching staff and must be used as a starting point for the ILP.

If additional support is identified or declared the ATA or BDO will discuss those needs with the apprentice's employer to ensure appropriate resources are made available to them and/or the apprentice. Where appropriate apprentices may be referred to an Adult Learning specialist or to partner organisations.

Adult Learning will involve the employer to identify where they can support the apprentice with their needs between visits with their ATA. Initial assessment will be revisited during the apprenticeship as a review tool.

Initial assessment will lead the apprentice to:

Negotiating learning

When an apprentice becomes self-aware through initial assessment they become more focused on improving their own learning and development and negotiating learning and assessment. Adult Learning ensure that in each session we will plan and agree with the apprentice what needs to be achieved before the next session and what needs to be accomplished to enable attainment.

Continuous assessment

Throughout the apprenticeship the ATA ensures that progress is regularly reviewed by conducting a thorough and robust holistic review with the apprentice and their employer every 12 weeks or sooner. We will plan and agree with the apprentice and employer what needs to be achieved before the next session and what needs to be accomplished to enable that attainment.

Developing a relationship

The BDO and ATA will build on the trust and cooperation garnered during the initial assessment processes with both the apprentice and their employer. The development of the apprentice's skills, knowledge, and behaviours through to successful completion will remain of paramount importance; this includes a measure of pastoral support.

In conclusion

Initial assessment will ascertain the apprentice's learning and support needs including ways in which the apprentice is likely to learn most happily and effectively to meet their needs, the needs of the employer and to the benefit of the industry they serve.