

# **Business School of Commerce and Management**

**Abuja, Nigeria**

## **“Diagnostics and Initial Assessment of Learners”**

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## **1. What is Initial Assessment?**

It is a process of identifying an individual's learning and support needs to enable to design of an individual learning plan which will provide the structure for their learning.

## **2. Policy**

Business School of Commerce and Management is committed to accurately identifying what each learner needs to learn and to find out what the barriers to full engagement and successful progression may be, to put in place appropriate support from the start of the learning programme.

Through the initial assessment process the college gathers a range of information on each learner to ensure that the learner is following the most appropriate learning programme to achieve their goals. These include:

- The learners' attitude and commitment to the learning programme
- The learners' career goals and aspirations
- What the learner has previously learnt and achieved (prior qualifications, achievements, and learning experience)
- The learners' relevant abilities, interests and skills including Maths, English and ICT skills
- Learning needs, any learning difficulties
- Any other personal circumstances that may affect learning

## **3. Learning Plan**

- Every learner should have a learning plan which details the training and support they will receive to help them fulfil their learning programme and how the objectives will be achieved.
- The learner, trainer and academic consultants will be part of the individual learning plan
- Learning plans should include information on the learner, their learning programme, their learning goals, the results of initial assessment, induction, training programmes and additional support arrangements.

#### 4. Implementation

Suggested Methods for Collecting Relevant Information from the Learner								
	Application forms	NRA/Progress file	References	Interviews	Formal tests	Self assessment questionnaires	Observed group activities	Practical vocational activities
Career preferences and suitability	●			●	●			●
Qualifications and achievements	●	●	●	●				
Aptitude and potential		●	●	●	●		●	
Prior learning and experience	●	●	●	●		●		
Basic skills	●		●	●	●			
Key skills	●			●	●		●	
Learning difficulties	●	●	●	●			●	
Interests	●		●	●				
Learning style				●		●	●	
Job role				●		●		
Personal effectiveness			●	●			●	
Personal circumstances	●		●	●				

When conducting initial assessment, academic consultants ensure that:

- Learners are fully involved in the initial assessment process – this can be on-line and/or on-campus.
- Learners understand the benefits of what they are being asked to do and how the information will be used. Consultants will be there to help the learner understand any question. Phone, chat and email support will be provided. Resources and guides related to the assessments will also be uploaded on the portal for further assistance. Learners will also be provided these guides on-campus before they are given an assessment date.
- Initial assessment methods are appropriate to the learners' needs. Tests are available on the portal and via face to face interface, such as Skype as well as on-campus.
- The purpose of each method is explained to the learner.
- Assessment methods are monitored to ensure that they are effective and that they do not discriminate against certain groups of learners. Special consideration is given to learners and with learning difficulties and disabilities.

- The Centres use nationally recognised norm referenced tests that are reliable and valid.
- Outcomes of initial assessment are shared with the learner immediately, included on the learner profile and used when developing the learner individual learning plan. The results are stored on the Functional Skills Tracker and accessible to the relevant course teams.
- If the learner is not placed on their desired course, constructive feedback is given in a positive and encouraging way and alternative recommendations and/or referrals are made.
- Learners' views are collected on the initial assessment process to help improve the procedures.
- Tutors are trained on understanding and using initial assessment results to inform their teaching and learning plans.
- The software is regularly reviewed to ensure that it is fit for purpose

## **5. Programme placement**

### **Ensure that learners are placed on the right programme**

- The teaching teams annually analyse the impact of skills and GCSE results on past achievement or most recent qualification and review the entry requirements accordingly.
- At enrolment, account is taken of the learners' level of Maths and English in relation to the requirements of the course.
- The enrolling consultants should consider factors that may have affected the initial assessment results. e.g. illness, time, learning difficulties and disabilities.
- A standard enrolment is where the applicant possesses English/Maths at one level below the level of the course applied for. If this is not the case, it is a non-standard enrolment.
- Resources will be provided to learners with disability, so they make the most out of the resources given. These resources and guides will also be uploaded on the portal.
- 1-2-1 sessions will be arranged to further assist learners with any disability or for learners that desire additional help.

### **Non-standard enrolments**

If the applicant is presenting with skills that are 2 or more levels below the target level of the course the enrolling agent needs to take one of the following pathways:

<b>Enrol on the course</b>	<b>Do not enrol on programme</b>
Discuss with the applicant the implications of their current English/Maths skills levels. Also, discuss the requirement to undertake extra work to achieve on the course applied for.	Let the applicant know why the course is not appropriate.
Ensure appropriate adjustments made and/or support can be provided to help learner to achieve a successful outcome.	Discuss alternatives e.g. Lower level of study in the same vocational area. Short course to up-skill learner prior to enrolment on the desired course. Provision of additional learning support on the desired course, if appropriate
Refer the learner to learning support or to Foundation Learning if these are judged to be appropriate after further screening.	Refer to Advice and Recruitment
Ensure the course team put in place additional measures to monitor progress of that learner.	

- English and Maths initial assessment is undertaken by the Admission Team during main enrolment.
- If the student has already studied in English language and has appropriate qualification, he/she will be exempted from the initial assessment test.

**The results of the Initial Assessment are used to:**

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