

## Good practice features present in our initial assessment and induction programme

Learners experience a positive process	Yes	No	Action to take
Our initial assessment process identifies: <ul style="list-style-type: none"> <li>• what learners need and want to do with their lives;</li> <li>• where they are now;</li> <li>• what social and personal learning they need to do to get where they want to be.</li> </ul>			
Our process brings 'the future into the present' by helping learners understand how their learning programme will help get them where they want to go.			
The learner is an active partner with plenty of opportunities to voice aspirations and opinions.			
The learner's skill and potential are recognised and rewarded through the process of assessment.			
Learners are 'doing', not just writing or undergoing tests.			
Learners have planned opportunities to find out what their peers think about them, as well as to hear from adults.			
Learners are helped to understand how to set learning objectives and targets by talking about their actions and attitudes with tutors.			
Learners can see how their individual activity plans will help them achieve their personal and social learning objectives.			
Learners are helped to find strategies to tackle their personal and social learning objectives.			
Our process is positive for learners, enabling them to identify what they do well and what they like about themselves, as well as what they need to learn.			

<b>Tutors are skilled in using the process</b>	<b>Yes</b>	<b>No</b>	<b>Action to take</b>
Our tutors actively engage with learners, conveying a sense of 'shared effort' about the tasks.			
Tutors who plan activities are well informed about the background of learners.			
Our tutors are able to plan activities that maximise the opportunities for learners to develop and demonstrate their personal and social skills.			
Our tutors plan activities to take account of learners' different learning styles and abilities.			
Our tutors are skilled at making observations based upon objective evidence.			
Our tutors' ability to make objective assessments based upon evidence is a crucial part of the process.			
Our tutors are able to provide motivating feedback during the process.			
Our tutors have the skills to use the outcomes of initial assessment to create meaningful and achievable key objectives for their learners.			
Our tutors have the skills to create meaningful and achievable SMART targets to help the learners achieve their key objectives.			
All tutors working with a learner share assessment information about the learner and know what their key objectives and targets are.			
<b>The process is planned and well managed</b>	<b>Yes</b>	<b>No</b>	<b>Action to take</b>
We and our partners have agreed a shared suite of initial assessment tools and approaches.			
We work with a network of specialist support services. This enables us to identify and provide support for individual learning needs.			

The process is planned and well managed	Yes	No	Action to take
We implement a comprehensive initial assessment process that is documented and understood by all tutors and partners.			
Our staff and partner organisations share a common language to describe personal and social skills.			
Our tutors understand their roles and responsibilities at different stages of the process.			
All tutors are trained to carry out their roles and responsibilities in the process effectively.			
All tutors are trained to be aware of cultural and learning differences.			
The process includes planned time for tutors and partners to meet and share information about learners.			
The process is planned to use and build upon assessments carried out by partners in the referral stage of the programme. Tutors have access to this information.			
All partners in the process understand their responsibilities in respect of confidentiality and disclosure.			
Initial assessment is planned as part of an induction programme, not as a single 'one-off' test or interview. The programme is designed to be interesting, relevant and motivating.			
The initial assessment process can be differentiated to take account of learners' different social and cultural backgrounds and any learning difficulties or disabilities.			
Systems are in place to track and record learners' progress towards their key objectives for personal and social development.			
Continuing professional development supports the implementation of the process.			
We review the effectiveness of the initial assessment process with the stakeholders – learners, staff and partners – as part of our quality assurance process.			