

## KSVN Initial Assessment Policy

*Initial assessments are undertaken prior to interview, during interview, at enrolment and on Induction day at the start of the academic year to ascertain the suitability of the prospective student and contribute to the QV Risk Banding status once the applicant is accepted onto the KSVN course. The process then continues throughout the programme with students supported to progress essential skills in Maths and English.*

### Introduction

The staff and management team of Kent School of Veterinary Nursing recognise that the quality of initial assessment is the key to success in the delivery of all qualifications and training. This policy aims to ensure that the initial assessment practice within the organisation is a high-quality continuous process carried out with rigour and credibility. KSVN expects all learners and staff to go through a relevant initial assessment so that their needs can be clearly identified and a suitable plan of learning implemented.

One of the fundamental purposes of the initial assessment process is to ascertain whether the proposed learner is eligible to undertake the proposed apprenticeship programme and is able to meet all of the funding and learning criteria that are required. This includes an assessment of the extent of their prior learning, its relevance to the apprenticeship and any opportunities for the application of Recognised Prior Learning protocols and ultimately whether they are able to meet the minimum requirements of the apprenticeship standard proposed.

It is critical that KSVN can measure the progress of any learning journey, therefore the starting point for each learner is defined to enable us to plan a personalised programme for each learner. Results from the initial assessment stage will be recorded within the Individual Learning Plan and will be referred to throughout the learner's programme, often within the KSVN team as well as Employers, Assessors and the Learners themselves.

Initial Assessment is the process that all learners (including staff) should undertake prior to commencing on any training or programme of study to identify strengths, areas of development and any perceived barriers to learning in order to take them to their required destination. There are many different tools that can be used to measure the different aspects of learning:

- English Assessments (initial and diagnostic)
- Mathematics Assessments (initial and diagnostic)
- Occupational Skill Scans (employer reference)
- Initial Interview and/or Application Form

KSVN use a variety of assessment tools. Full training will be given on the use of these and all staff must be appropriately trained so that they understand the process. The Head of Curriculum plans the additional support provision, with the assistance of the external Additional Learning Support team if necessary. The Head of Curriculum is available to assist any member of staff who is unsure how to interpret results or needs guidance on how or where to provide additional support for a learner.

Initial assessment is one of the most important aspects of a learner's programme. It is crucial in the support planning for a student & is used to measure and create an individualised and challenging learning programme which continues to increase learner's knowledge and develop behaviours and skills.

### Procedures

All tutors undertake training to gain an understanding of the Initial Assessment process during their Induction period. This is in addition to other training & CPD including teacher/tutor training and/or A1 Award training. The session will include an introduction to the various approved initial assessment resources and tools. All tutors will be able to support/shadow the Lead Tutor, who undertakes this role in the capacity of Head of Curriculum.

All learners must attend an interview to discuss the Apprenticeship programme. The range of initial assessments are used to inform the learning and development requirements of the learner and the ensure the suitability of the programme. This is recorded on the ILP.

Learners should be involved in the initial assessment process and should be aware of why they are doing them, how they will be used and the potential support available as a result. It is recognised to be a continuous process & is updated accordingly, as seen in the ILP.

### Apprentices and Employed Learners

A series of planned reviews are undertaken during the programme each year, agreed between Learner, Employer and allocated Assessor. These continue the initial assessment process in the workplace as well as in the training Centre.

This is to establish:

- Their currently assessed abilities in English & maths
- The learner's job role in relation to the vocational qualification
- The learner's aspirations and career ambitions
- Their starting point and identified gaps in knowledge, skills and behaviours
- The individual needs of the learners in terms of learning and development
- Any additional and personalised support that is or may be, required

Guidelines to the initial assessments are located in the members pages of the KSVN webpage to support the Learner, Employer & Assessor in this process.

Specific learning, development & support needs will be agreed by these parties with any linking to the relevant programme criteria. This information is recorded in the Learners Individual Learning Plans and will be used to inform the activities of the KSVN team and Employer and Assessor.

All Learners on this programme are required to have English & maths GCSEs at grade C (4) or above. If the results of the initial assessments at Induction show a learner is working below a Level 2 in these subjects, they will be supported to develop this skill via the BKSb platform, with tailored tasks and targets set & drop-in support sessions, before eventual re-assessment. If necessary, students can continue to use the platform throughout the course.

#### Applicants to the VN qualification must meet the following criteria:

Must be over 16 years of age.

Must have existing qualifications that meet the Awarding Body & Regulatory Body entry requirements: five GCSEs at Grade C (4) or above in English (first language), maths, a science and two others or equivalents.

Must be employed in an Approved Training Practice or a veterinary practice that is working towards being Approved in time for the start of the academic year.

Must undertake initial assessments in maths & English at Induction.

Declare any ALS needs / statements of access arrangements or existing qualifications that may provide for RPL.

#### Interview Planning:

Enquiries from interested parties direct, independent from the TP employer, are responded to with general advice / standard response information email which includes details such as required entry qualifications, a link to the list of Approved Training Practices and careers advice pages at [www.ksvn.co.uk](http://www.ksvn.co.uk) & other sites such as BVNA and RCVS.

Practices that are not yet Approved Training Practices (TPs) are given general advice on how to do so, following suitable responses to general questions such as caseload size, basic facilities and staffing etc. Approval commences no later than four months ahead of the preceding academic year & to be completed at least one month prior to enrolment.

Discussions with practices that are Approved TPs, not affiliated to KSVN, include existing Centre affiliation information prior to student interview.

KSVN affiliated TPs are able to promote their students for interview at TP Annual Status visits or before. Class sizes are limited to no more than 26/cohort.

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An application notice must be submitted by all interested applicants or supporting employers.

Applicants are requested to complete a Skills Scan prior to interview, which includes a behavioural assessment, both requiring input from the applicant as a self-assessment, with additional comments required from a mentor within the workplace.

#### Interview process:

Prospective students who meet the interview requirements are interviewed by the Lead Tutor via video meeting. Existing qualification certificates are reviewed to ensure the entry requirements are covered and the full, original certificates are available. The other documents needed for enrolment & shown on the enrolment checklist (original Birth Certificates, passport etc) as well as Apprenticeship documents are also discussed to ensure will be available/completed for the enrolment appointment.

A general discussion then takes place including the following subjects:

Previous animal/veterinary care-based experience / period / position employed in the TP

Self-assessment of student's ability to study/exam experiences

Any previously recognised ALS needs

Any worries or concerns re VN training

The applicant is also asked a series of questions (10), regarding the self-assessed skills scan they completed prior to interview. This is to check their understanding of the skill itself and also to ascertain their knowledge & understanding level behind the skill. Their responses to these questions are graded and this score and any relevant existing qualifications ascertains whether funding adjustments are necessary for recognition of prior learning.

#### Enrolment & Induction information:

Once the above points have been satisfactorily covered the student is given a date & time to attend enrolment, along with a copy of the enrolment checklist and Apprenticeship application paperwork to complete, including signatures to bring to enrolment. Induction date and term dates are also supplied & requests made to not book any holidays in term time.

#### Initial assessments follow the assessment decision procedure below:

	Pre interview	Pre interview	Pre interview	Pre interview	Pre interview	Interview / Enrolment	Enrolment	ALS	RPL possible?	Induction	Planning
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Applicants name	Is the applicant over 16years old? Y/N Highlight green if Yes	Does the applicant have suitable qualifications for the course entry requirements? Y/N Highlight green if Yes	Is the applicant employed, with a contract to complete their qualification (including EPA) and working in the UK for at least 50% of their hours? And they not on any other apprenticeship or DFE funded course? Y/N Highlight green if Yes	Employed in an Approved Training Practice, receiving at least National Minimum Wage? Y/N Highlight green if Yes	No? Is the veterinary practice planning & well prepared to meet TP approval requirements & on time for approval for the start of academic year? Y/N Highlight green if Yes	Full, original certificates of entry qualifications seen & copies taken. Y/N Highlight green if Yes	All enrolment checklist documents completed & collected. Apprentice paperwork completed. Y/N Highlight green if Yes	Any pre-existing ALS needs declared. Screening appointments booked if needed. Y/N Highlight green if Yes	Any pre-existing, transferable qualifications? Esp practical skills	Completed maths & English initial assessment. Y/N Highlight green if Yes	ILP info included on Group Profile? Differentiation? Support. Stretch & Challenge?

Induction day agenda:

Topic	How is this information presented?	How is this assessed/confirmed as received & understood?
Introduction	PPT	Induction checklist signed by student
Agenda for the day	PPT	Induction checklist signed by student
KSVN ethos & Mission Statement and our expectations from our students	PPT	Induction checklist signed by student
KSVN Team & roles	PPT & meeting of KSVN team	
Location, venue, facilities and fire exits. Room rules. Wifi	PPT & walkabout	Induction checklist signed by student

H&S procedures	PPT	Induction checklist signed by student
General information – key policies & their location e.g. online safety, use of KSVN laptops, social media etc. RCVS Record of Training.	PPT Online safety MCQ	Induction checklist signed by student Completion of MCQ assessment
Introductions to each other and icebreaker	Class activity - pairs	
Syllabus basics – content & assessments	PPT	Induction checklist signed by student
Student training commitment contracts (in addition to MoU student addendum)	PPT	Induction checklist signed by student
Student communication channels – contact details and changes to these & who to inform/documents to use (members page). Student electronic signatures.	PPT	Induction checklist signed by student
Student welfare & support. Safeguarding. Welfare, wellbeing & support. Tutorials & learner reviews	PPT	Induction checklist signed by student
Onefile & <a href="http://www.ksvn.co.uk">www.ksvn.co.uk</a> , e-portfolio	PPT	Induction checklist signed by student
Safeguarding including working safely online	PPT	Induction checklist signed by student
PREVENT	PPT	Induction checklist signed by student
British Values	PPT	Induction checklist signed by student
Equality, Diversity & Inclusion	PPT	Induction checklist signed by student
Learning Resources & Information places	PPT	Induction checklist signed by student
Student class representative & student ambassador team NUS extra	PPT	Induction checklist signed by student
What does it mean to be an Apprentice? Apprenticeship Learner reviews – online, tutorials and visits. ILP	PPT	Induction checklist signed by student
Off the job learning	PPT	Induction checklist signed by student

KSVN plans and schedules, important information - timetables, SOW, year plan	PPT	Induction checklist signed by student
Hints of training success	PPT	Induction checklist signed by student
Recap & Induction checklist	PPT & review online	Induction checklist signed by student
English and maths initial assessment	Initial assessments on BKSb platform	Assessment via BKSb

### On-going development of Maths and English

As noted, learners who do not achieve at least Level 2 via the BKSb Initial Assessments in English and maths will be supported to work through the diagnostic assessments on the platform over the subsequent weeks and provided with specific tasks tailored to their individual needs. When they have worked through these diagnostic assessments, they will have the opportunity to re-take the Initial Assessment. We are hopeful that the 'up-skilling' will be completed at this next attempt, but the BKSb account will remain active for the learner to access throughout their qualification, to support them with further attempts to develop their knowledge and understanding over time and so ultimately to be able to achieve improved scores above the minimum.

The continuing progression of the maths and English skills is monitored throughout the qualification. These essential skills are incorporated in lessons, within assignment writing, used with clinical terminology and communication skills, and embedded in the practical skills e-portfolio (NPL) and End Point Assessments, both the professional discussion and the practical skills exam – the Objective Structured Clinical Examination (OSCE) tasks. Audits confirm and evidence this progression at the end of Year 1 and again at the end of Year 2.

### Term time

The Academic Year calendar shows term dates with one day a week attendance. Access to the e-portfolio begins once enrolment with the College, registration with the Awarding Body and enrolment with the Regulatory Body is completed. Every student is further assessed with a risk banding assessment completed before the end of the first term & reviewed / renewed bi-annually or as needed.

Student tracking documents are maintained to keep up information on students current & valid.