



Resource 2

Learner Assessment

Introduction

This resource is one of a suite of six resources developed for the Traineeship Staff Support Programme. The Traineeship Staff Support Programme is commissioned and funded by the Education and Training Foundation and managed by the Association of Learning Providers (AELP). The aim of the programme is to design and deliver innovative and high quality professional development support, resources and materials which can be accessed by, and will benefit, the wider education and training workforce in order to improve outcomes from traineeship programmes for learners and employers.

Project partners

The resources have been developed by Grantham College in partnership with the following organisations:

Boston College
East Midlands Centre of Excellence in Teaching Training (emCETT)
Loughborough College
Taylor ITEX
North Warwickshire and Hinckley College
South Leicester College
EMFEC Group
JISC East Midlands
Magna Education and Training Associates

Background to the resources

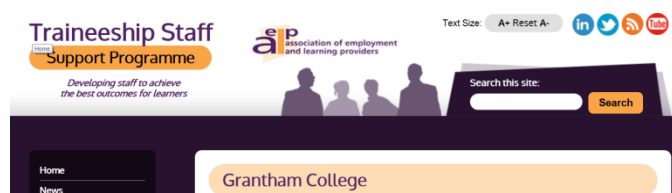
The resources have been produced to develop the confidence and skills of staff involved in the planning and delivery of traineeships.

The resources are interactive and include templates, checklists, flow charts, guidance and links to other sources of information and best practice.

The suite of resources covers the following themes:

- Introducing traineeships
- Employer engagement
- Employability skills
- Learner assessment
- Vulnerable and excluded groups
- Using technology.

There are also a number of case studies that have been gathered to support these themes, and these can be found at



<http://www.traineeship-staff-support.co.uk/content/grantham-college>

For further information about this project, contact Sarah Dakin, External Funding Manager, Grantham College. sdakin@grantham.ac.uk

This resource on learner assessment has been developed to provide an overview of the traineeship programme and the importance of assessment when developing individualised programmes for young people that will enable them to progress into employment, an Apprenticeship or further education and training.

The resource is structured in the following way:

[Section 1: What is a traineeship?](#)

[Section 2: The requirements for learner assessment: phases, including initial assessment, assessment of progress and achievement of learning aims](#)

[Section 3: What makes a robust assessment?](#)

[Section 4: How a learner can be assessed](#)

[Section 5: What are the issues and barriers to learner assessment? How these can be overcome.](#)

[Section 6: Signposting to tools available](#)

[Appendix A – Eligibility checklist](#)

Section 1 – What is a traineeship?

The traineeship was introduced in August 2013 to support young people aged 16-24 to develop the skills required to undertake an Apprenticeship and secure sustainable employment. Employers are key to the development of traineeships as they will provide the high quality work experience required to support the learner into sustainable employment

A traineeship consists of work preparation training, English and maths and a high quality work placement. A traineeship would last a maximum of 6 months. It is expected that the duration of a work placement would be for between 100-240 hours. Where a young person successfully progresses earlier than anticipated, this will be counted as completion of the traineeship. Recognised successful progression will be:

- apprenticeship, employment, further education or training;
- completion of all agreed elements of the traineeship;
- completion of six months on the programme.

Eligibility

Traineeships are available for young people aged 16-24 and for young people with Learning Difficulty Assessments or Education, Health and Care Plans up to age 25. Young people aged 16-19 are eligible for a traineeship if they have not yet achieved a Level 3 qualification. Those aged 19-24 are eligible if they have not yet achieved a Level 2 qualification. To be eligible, young people will be currently unemployed and have a reasonable chance of being ready for employment or an Apprenticeship within six months of engaging in a traineeship. Traineeships are not intended for the most disengaged young people who require very intensive support; young people who are already employed or those who already have the required skills and experience to start an Apprenticeship or find work. ([Appendix A Eligibility checklist](#))

Qualifications and training

All young people undertaking a traineeship will be required to study English and maths, unless they have achieved a GCSE A*-C in those subjects or, for those aged 19 and above, a GCSE A*-C or a functional skills qualification at Level 2.

In the majority of cases, functional skills will be the most appropriate qualification for learners to study in the first instance. As part of traineeships, young people can study these at Entry Level, Level 1 or Level 2 depending on their prior attainment and identified skills needs. We would expect young people to continue and complete these qualifications, together with any vocational qualifications they have begun, after the formal traineeship is complete. This could be part of their study programme or Apprenticeship for 16-19 year olds or through their entitlement up to Level 2 for those aged 19-24.

The content of the work preparation training will be up to providers and employers to agree.

The expected length of the work placement within a traineeship will be between 100-240 hours. Longer placements may be necessary to prepare some young people for work, but these would need to be based on clearly identified learner needs. For benefit claimants from 2014/15 the work experience element can be up to 240 hours (or extended if the offer of an Apprenticeship place is accepted) at a maximum of 30 hours a week, and can be done over the duration of the traineeship if necessary.

Employers will offer a formal interview at the end of the work placement. This will either be an interview where a job vacancy has arisen or an exit interview with feedback where there is not a formal vacancy.

Section 2 The requirements for learner assessment within traineeships

Phases including initial assessment, assessment of progress and achievement of learning aims

Learner assessment for traineeships is designed to ensure that learners are on the correct programme and where necessary access the right support. Young people with Learning Difficulty Assessments or Education, Health and Care Plans who have more complex needs and require additional in-work support from expert job coaches may be more suited to a Supported Internship.

The traineeship programme concentrates on three core elements: (i) work preparation; (ii) work placement and (iii) English and maths development. The learner assessment phase should be designed to ensure that the prospective learner is able to progress and be successful in all three elements of the programme. Given that 'English and maths development' is the core activity of the formal training part of the traineeship the requirement to identify the learner's pre-programme literacy and numeracy levels takes on an added significance in the learner assessment phase.

Within the learner assessment phase the following activities could be undertaken.

Pre programme interview

- Resources required: suitably qualified and experienced recruitment adviser/trainer.

Assessment of literacy and numeracy skill level

- Resources required: screener for literacy and numeracy.

Assessment of ICT skill level

- Resources required: screener for IT.

Assessment of learning styles

- Resources required: suitable quiz for identifying learning style.

Assessment of appropriate vocational area(s)

- Resources required: suitably qualified and experienced recruitment adviser/trainer and/or online tool to identify potential vocational areas that match learners skills, personality and career aspirations.

Assessment of 'work readiness'

- Resources required: suitably qualified and experienced recruitment adviser/trainer

Assessment of additional support needed

- Resources required: Various screeners plus input from suitably qualified and experienced recruitment adviser/trainer. Additional support could include: financial, pastoral, specific LLDD and social mobility.

Section 3 - What makes a robust assessment?

Assessment is the process by which learners demonstrate their understanding of an area, usually to prescribed national standards. It may include demonstrating competence in practical areas as well as theoretical knowledge. A robust assessment is one where the assessment decisions regarding understanding and competence are reliable.

In terms of assessment for traineeships, a robust assessment phase is where the correct decisions are produced by the various assessments deployed and as a consequence a learner is able to progress successfully through their individual programme with appropriate support in place.

Robust assessment of learners will include the following:

Initial assessment

A documented process that establishes a learner's suitability for the programme and allows for it to be sufficiently tailored meeting their individual needs and goals for progression.

Formal assessment processes

For English and maths, and where units of employability or vocational qualifications are being undertaken, it is useful to consider the following approaches.

- Introducing assessment as early as possible in the training programme, helping develop confidence in learners so that they develop a 'can-do' attitude and want to be assessed as soon as is practically possible.
- Explaining the principles of assessment at induction so that learners are familiar with the assessment process and types of evidence required. A good understanding by learners helps to promote assessment.
- Assessment becoming learner-led. Learners develop the confidence to know when they are ready for assessment and what they need to do in order to be successful
- Developing the assessment plan over the duration of the programme, incorporating details of the activity being assessed.
- Varying the methods of assessment used, for example using direct observation, professional discussion, authorised witness testimony and if possible evidence of products and documents from the workplace.
- Tutors setting sufficient assessment opportunities to ensure that the learner is practiced and more likely to prove competence during an assessment.

- Ensuring that learners have their own assessment tracker and understand where they are in terms of their assessment plan.
- Assessors clearly explaining where learners can make improvements.
- Ensuring assessors give written as well as verbal feedback to learners. Learners know what they have achieved and where they still have more to do. No matter how good the verbal feedback given is, some learners will forget what was said.

Use of technology

- Making use of technology where it helps to facilitate assessment, not for the sake of using it.
- Providing online assessment where it is available and where it helps learners. This has been particularly successful in functional skills where learners receive feedback on where they have gone wrong and quick assessment decisions.

Staffing

- Ensuring that there is adequate succession planning in place should key staff leave or become unavailable.

Employers

- Promoting the acquisition of assessor qualifications by employer staff to make assessment more readily available in the workplace.
- Making sure that workplace supervisors who provide witness testimonies understand the level of competence required to meet the relevant standard.

Quality assurance

- Assessment being quality assured and improved through internal and external verification. Where feedback to improve assessment is given this should be easily traced to completion. The best systems promote assessment and track learner progress. Identifying and spreading good practice.

The Trade Union perspective

The TUC are currently working with a number of providers to develop high quality traineeship programmes.

Graham Randle, The Union Learn National Apprenticeship Liaison and Promotion Officer, considers that 'robust assessment' is a process that prepares learners for the programme and ensures that they are able to progress through all phases of the traineeship and achieve a positive outcome.

Graham believes that too many assessment phases concentrate on the mandatory aspects of traineeship provision – i.e. identifying English and maths levels, ICT skill level and learning styles. Whilst he considers this to be important he also thinks that a robust assessment phase must get to the nitty-gritty of what is required in terms of learner support. The TUC are concerned that with the traineeship programme not offering payment to the participants then poor retention rates could be a product of the programmes not offering proper additional support. He considers that a robust assessment phase must include an authoritative check (whether by interview or by a screening questionnaire) to establish if the learner will need additional financial support for the duration of the work placement. For example, the assessment process should establish if support is required with transport costs and/or lunches and other necessary subsistence. Indeed the TUC have an expectation that travel expenses and meals should be available to all learners on their placements not means tested. Graham believes that a robust assessment phase should cover health and safety at work issues and determine the readiness of both the learner and the employer to comply with legislation. Graham is also of the opinion that a robust learner assessment programme should identify progression routes to ensure that there is a realistic prospect of employment or an Apprenticeship for the learner.

Gary O'Donnell is a member of the Unite Learning and Development Team. Gary also considers that a robust assessment phase should drill down to establish support needs. He considers that once on work placement the learner may feel apprehensive and insecure. A robust assessment phase should establish the level of pastoral support that a learner needs. He notes that work-based Union Learning Reps are ideally placed to provide peer support for learners.

Virgin Media

The robustness of the assessment process is paramount to making decisions as to who accesses the traineeship programmes and also as to what support is needed to help the learner succeed. Virgin Media run a nationally commended Apprenticeship programme and have recently introduced a complementary traineeships programme.

Virgin Media launched its traineeship programme at the beginning of August 2013 when it took on three learners (two in Bristol and one in Nottingham) for a period of six weeks. Recruitment to the programme is now continuing on an on-going basis.

Virgin Media offer an 'Apprenticeship Application Test' to young people seeking employment with the company. Virgin Media consider this test to be robust assessment. Traineeships are offered to anyone who is within 5% of the required pass rate at an assessment centre to identify potential apprentices. In the past, if a young person hadn't quite made the grade during the application process then their potential talent would be lost.

However, traineeships offer a great opportunity to harness and develop the talent of any candidates who narrowly miss out on being offered an Apprenticeship. Feedback is given at the assessment centres on the skills and qualities unsuccessful candidates would need to develop in order to be considered for a Virgin Media Apprenticeship. However, in the past these candidates have very rarely returned to attempt the recruitment process again.

Virgin Media can now not only give feedback to those unsuccessful candidates but also offer them an opportunity to develop the skills or qualities they need through a traineeship, retaining and developing a pipeline of talent for Apprenticeship opportunities. Virgin Media's traineeship programme can be tailored to meet the specific needs of an individual young person.

It is still very early days but Virgin Media believes there are corporate and commercial opportunities to offering traineeships and intends to share best practice with other employers as part of its commitment to corporate social responsibility.

Case Study extracted in part from the National Apprenticeship Service web site

<http://www.apprenticeships.org.uk/employers/traineeships.aspx>

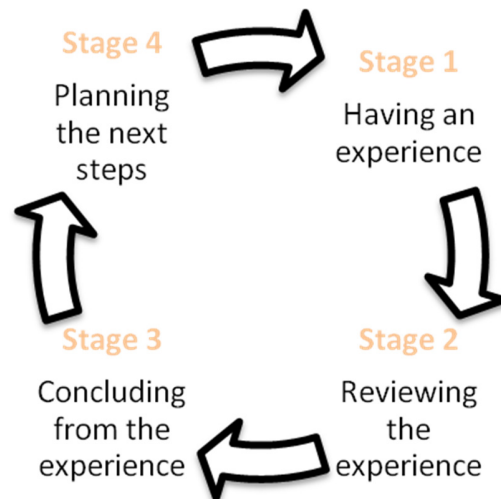
Section 4 - How a learner can be assessed

The starting point when thinking about assessment is to first recognise its purpose. In essence assessment is simply a process of identifying what the:

- learner doesn't know or what they cannot do (skills/attitude);
- learner knows or what they can do (skills/attitude);
- learner partially knows or what they can partially do (skills/attitude);
- learner needs to know/do;
- learner's aspirations are.

By finding out this information we can:

- identify if the learner has gaps in learning and help them to improve by filling the gaps;
- identify aspirations and work towards filling skills gaps;
- provide on-going information to be used as a tool for continuous evaluation, feedback, motivation, coaching, shaping learning strategy and learning experiences;
- measure how far someone has come, provide a 'reward' for effort and performance;
- continuously support the learner in moving through the learning cycle (Kolb).



Assessment need not be presented to the learner as daunting or mysterious; it is simply something that occurs throughout life. For example, as individuals we are constantly making self-assessments of whether we know something or can do different things and if we think we can't do something we might ask someone to help us or give us some advice which in turn helps us to develop. In the workplace regular appraisals take place to identify gaps and improve performance, capability and develop future career performance. Even

the most popular TV programmes like the X Factor and Britain's Got Talent are premised on an interpretation of assessment whereby judgements are made, feedback given, coaching for improvement takes place and results are achieved.

Assessment requires different approaches and methodologies which recognise the uniqueness of the learner and the context of the traineeship. In all circumstances the learner should be helped to understand:

- why they are being assessed – the purpose of assessment
- what precisely is being looked for during assessment
- what they are doing and what is being tested/assessed
- why the method being used for assessment has been selected.

Different types of assessment

Initial/Continuous/Final assessment

Initial/formative assessment	Continuous assessment	Final/Summative assessment
<p>A starting point</p> <p>An opportunity to explain and ascertain interpretation about what the assessment criteria mean. <i>(Recognise that for some learners this can be overwhelming. Some learners may be anxious that they will not be able to meet requirements.)</i></p> <p>The use of pre-tests/assessments to reveal to the learner those areas that s/he may wish to concentrate upon or prioritise</p> <p>An opportunity to have a discussion which can be used to build rapport and understanding with both the tutor and learner sharing some information</p>	<p>Scheduling a series of assessments throughout the traineeship to:</p> <ul style="list-style-type: none"> • Check that both parties continue to have corresponding understanding of requirements • Negotiate and revise learning objectives • Ensure a shared understanding of progress • To ensure that any areas for improvement are picked up quickly in order that any necessary action can be taken by the learner and support can be increased as appropriate • Highlight and encourage progress • Be used as a motivational tool (for both parties) 	<p>The final assessment which provides the learner with:</p> <ul style="list-style-type: none"> • An opportunity to engage in final self-assessment • A review of overall progress and achievement • An appraisal of the entire result of their traineeship <p>The final assessment which provides the assessor with:</p> <ul style="list-style-type: none"> • An opportunity to obtain feedback from the learner

about their background and approach		
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Informal/Formal observation

Informal observation	Formal observation
An unobtrusive assessment made following observation or after having had an informal conversation.	<p>Formalising the observation - the learner is aware of the observation. For example:</p> <ul style="list-style-type: none"> • you may be visibly using a checklist or diagnostic tool which you will later share with the learner; • you may ask the learner to perform a task.

Process assessment/Product assessment

Process assessment	Product assessment
<p>An assessment that is carried out during observation. For example, how the learner:</p> <ul style="list-style-type: none"> • behaves in a team; • interacts/communicates with others. 	<p>The learner produces a piece of work to a required standard and to meet pre-described objectives:</p> <ul style="list-style-type: none"> • piece of written work; • creates a checklist of behaviours in different situations e.g. with customers; • creates something.

Methods of assessment that can be used with individuals and groups

When selecting assessment methods, consider what best meets the capabilities of the learner, cultural experiences and norms, standards of acceptability etc.	
Test (Oral/Written/Online)	Multi-choice
Test (Oral/Written/Online)	True/False response
Test (Oral/Written/Online)	Right/Wrong
Test (Oral/Written/Online)	Complete the sentences
Test (Oral/Written/Online)	Complete the diagram
Test (Oral/Written/Online)	Rank advantages/disadvantages of alternatives
Test (Oral/Written/On-line)	Match, group or organise items into sequences
Test (Oral/Written/On-line)	Describe the steps to be taken
Written work	With pre-described criteria

	e.g. showing mastery of literacy skills
Observation	With pre-described criteria e.g. demonstrating knowledge and command of working procedures
When selecting assessment methods, consider what best meets the capabilities of the learner, cultural experiences and norms, standards of acceptability etc.	
Project/Assignment	With pre-described criteria e.g. demonstrating attitude and approach
Practical work	With pre-described criteria
Assessment of the learner by others such as Workplace Supervisor	With pre-described criteria e.g. Attendance and progress. Knowledge and aptitude etc.
Peer assessment	With pre-described criteria e.g. Each learner produces a piece of work which is anonymously shared with other learners who discuss an assessment
Self-assessment	With pre-described criteria e.g. Attendance, punctuality, personal strengths and areas for improvement. Self-assessment against model criteria

Example group assessment task

An example of how individuals or groups could be assessed
<p>You want the learners to thoroughly explore an aspect of a topic and ensure that they move through the learning cycle</p> <p>Good practice example: How to write a simple but grammatically correct thank you note to a customer</p> <ul style="list-style-type: none"> • Describe the objectives of the activity and assessment • Show and explain a good example of a thank you note • Next provide a thank you note that contains errors and ask the learner to review the note, identify the errors and think about what they would plan to do to improve the note • Pair the learner with another learner and ask them to review and share their findings • Then pair up learners into groups of four to compare findings and plan final added improvements • Draw group together to conclude and discuss the right way of writing a thank you note • Finally, learner to plan and experience writing a short thank you note

Section 5 - What are the issues and barriers to learner assessment and how these can be overcome?

Recognition of the complexities and variables of assessment provides the first step in discussing the issues and barriers to learner assessment: Every learner and every person making an assessment is unique each sitting atop a life and personal background built of different experience, different psychological and biological development in turn leading to different opinions, values and capabilities. In turn the type of activities being undertaken by learners will give rise to the need to adapt to different rules, regulations and requirements. Therefore this section provides food for thought but equally recognises that this is not the whole story as each experience will be unique requiring a willingness to adapt and make allowances within the context of the current and developing situation in which learner assessment is carried out.

Overcoming issues and barriers with respect to learner assessment requires different approaches, methodologies and recognition of the unique needs of each learner.

Examples of issues and barriers with respect to learner assessment and how they can be overcome by those supporting the learner

Reliability of the assessment	How this can be overcome
<p>The learner should expect to get the same assessment regardless of who is carrying out the assessment, therefore:</p> <ul style="list-style-type: none">• what is being measured must be entirely clear• the assessment should be valid and measure only what it is supposed to measure• it must be feasible that the learner can complete the assessment, in other words it must be realistic.	<p>SMART*objectives for learning should be designed at the outset. By having clear measurable objectives you will know exactly what you (or others) will be assessing.</p> <p>Objectives will be described to relate to the knowledge, skill, approach/attitude that is to be assessed.</p> <p>Criteria of what is required can then be set out to determine if the learner has achieved the objective</p> <p>*</p> <ul style="list-style-type: none">✓ Specific✓ Measurable✓ Achievable

	✓ Realistic/Relevant ✓ Time-bound
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Unconscious bias	How this can be overcome
<p>The person supporting the learner may hold personal feelings about the learner based on either negative or positive unconscious bias which has arisen due to prejudice, stereotypes, personal likes and dislike.</p>	<p>Knowing we have biases we can reflect upon them, minimise effects and think about how we can overcome them.</p> <p>You should ensure that you deliver services, including assessment, with due regard to legislation, including the Equality Act 2010 and the Human Rights Act.</p> <p>Discrimination, Harassment, Victimisation etc. are prohibited conduct under the law, with respect to the following Protected Characteristics:</p> <ul style="list-style-type: none"> • age; • disability; • gender reassignment; • marriage and civil partnership; • race; • religion or belief; • sex; • sexual orientation; • pregnancy and maternity; . <p>There is a duty to make adjustments for disabled persons.</p> <p>Learners should also be made aware of their responsibilities under the law.</p>
'Spoon feeding' the learner	How this can be overcome
<p>In an effort to progress the learner the person providing support takes more upon him/herself to help meet requirements.</p>	<p>The desire to 'help' the learner and the desire to meet targets presents difficult forces but spoon feeding is effectively only a short term fix. Useful to remind oneself of the adage:</p>

	Give a man a fish and you feed him for a day; show him how to catch a fish and you feed him for a lifetime
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Bored, demotivated, frustrated	How this can be overcome
<p>Given the different schemes that are implemented, the person supporting the learner feels that they have 'seen it all before'.</p> <p>Motivation may be low.</p> <p>Frustration at limited progress made with learners.</p>	<p>The most contagious of qualities is enthusiasm (while not being over-enthusiastic and moving too quickly). Therefore, it might be useful to maintain CPD by keeping up-to-date and being at the forefront of latest developments by networking etc.</p> <p>Remind yourself that this may be the biggest chance the learner has ever had. Therefore:</p> <ul style="list-style-type: none"> • be professional; • be reliable; • be flexible; • maintain a positive state of mind; • engage in good time management. <p>Discuss with a mentor, colleague, line manager.</p>
Ineffective assessment practices	How this can be overcome
Poor questioning.	<p>Use clear and open questions which do not lead the learner.</p> <p>Use sufficient questions to infer understanding and competence.</p> <p>Use justifiable questions.</p>
Ineffective assessment practices	How this can be overcome
Poor listening.	<p>Give attention to:</p> <ul style="list-style-type: none"> • warmth; • nods, summarising, para-phrasing; • eye contact; • body posture. <p>Don't be judgmental about values or if you find content shocking.</p>

	Understand the use of silence.
Ineffective assessment practices	How this can be overcome
<p>Feedback.</p> <p>For example, find giving feedback difficult, don't want to give feedback as concerned about how it will be received or don't want to appear to be too critical.</p>	<ul style="list-style-type: none"> • Do not give feedback in public • Give feedback as soon as practicable • Allow time for the learner to relax • Give the learner time to talk • Be sensitive, specific and constructive in your feedback • Ensure feedback is based on facts with respect to the assessment criteria and not on personal opinion held about the learner • Don't go on for too long • Check your feedback has been understood • Ask questions such as 'What was good?' 'What didn't go so well?' 'What would you do again?' • Encourage the learner to ask questions relating to the feedback • Give praise and encouragement • Encourage the learner to keep a record of their reaction to feedback and the actions they will take resulting from the feedback • Encourage learners to think about their transferable knowledge and skills and what they can achieve.
General competence in providing assessment	How this can be overcome
<p>Giving clear information to the learner about the assessment process.</p> <p>Pre-preparing assessment plans.</p> <p>Only using specified assessment criteria and measures.</p> <p>Agreeing and maintaining regular timescales for feedback and assessment.</p>	<p>The person undertaking assessment should in turn be supervised to check their competence.</p>

Keeping records of evidence and assessment decisions.	
Promptly and properly maintaining data.	

Examples of issues and barriers with respect to learner assessment and how they can be overcome with respect to the learner

Ability of the Learner to receive feedback or results of assessment tools	How this can be overcome
<p>Maturity of learner.</p> <p>Dependency of the learner upon the assessor.</p>	<p>The Assessor needs to recognise that reflection is very difficult, requiring high levels of self-awareness and wisdom.</p> <p>Recognise that in the early days of assessment the learner is likely to be dependent on the assessor. However, as time goes by the learner should be encouraged towards a sense of independence through the use of techniques during feedback and continuous assessment. For example asking the learner reflective questions such as:</p> <ul style="list-style-type: none"> • what has gone well for them? • what they found difficult? • what they can do to reduce difficulties? • what do they need to put in an action plan?

Barriers to learning and motivation of the learner	How this can be overcome
<ul style="list-style-type: none"> • The learners motivation may be low. • Lack of confidence. • Doubts own capabilities and potential. • Learner has previously had bad experiences of learning. • The learner may fear failure. • The learner may resist perceived authority of the assessor. 	<p>Ensure each learner is given support appropriate to their needs which may need to be increased at times until issues are resolved.</p> <p>The individual supporting the learner should develop rapport and sensitivity by being alert to and addressing for example:</p> <ul style="list-style-type: none"> • the emotional atmosphere;

<ul style="list-style-type: none"> • The learner may have problems that are masked or hidden such as: <ul style="list-style-type: none"> ○ problems at home; ○ coming to terms with sexuality; ○ been or is a victim of bullying; ○ pressures from peers; ○ external issues etc. 	<ul style="list-style-type: none"> • eye contact, body language tone of voice, gestures, etc; • whether the learner is struggling. <p>The person supporting the learner should:</p> <ul style="list-style-type: none"> • show patience; • always remain non-judgemental; • be supportive; • establishing deep understanding of the learner in terms of the questions they answer and the questions they ask; • establish understanding of and interpretation of comments and replies. <p>The person supporting the learner should:</p> <ul style="list-style-type: none"> • have a knowledge of other sources of support and guidance available to the learner.
Inappropriate behaviour/response of learner to assessment	How this can be overcome
<p>For example, the learner:</p> <ul style="list-style-type: none"> • quickly gets angry and cannot admit to mistakes; • becomes overemotional – crying or sulking. 	<p>At the outset of the assessment process set ground rules and processes. Convey high expectations while equally showing high regard and support.</p> <p>Do not ignore inappropriate behaviour. However, you may need to allow some time for cooling down/regaining composure.</p> <p>Underlying issues may be at the heart of the learner's response. Therefore the assessor should display patience, and apply emotional intelligence. There may also be a need to arrange some personal support</p> <p>There may be a need to engage in conflict management.</p> <p>Ensure that you are familiar with legislation and the appeals processes that underpin service delivery and assessment.</p>

Present bias	How this can be overcome
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The learner makes decisions about the assessment or proposes to do things without thinking of the future effects/consequences.	Provide a non-judgmental listening ear to the learner. Use questioning to encourage reasoning skills.
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Example scenarios

Example 1
<p>You have arranged to meet the learner to engage in a planned continuous assessment meeting. You are looking forward to the meeting as you have identified that the learner is an above average performer. On arrival at the meeting the learner informs you that they are finishing because:</p> <ul style="list-style-type: none"> • s/he doesn't feel that they belong • s/he is bored <p>Good practice</p> <ul style="list-style-type: none"> • Do not infer or make assumptions. • Use questioning and listening to find out exactly what the problems are. • How could the situation have been prevented? • How can the problem be resolved?
Example 2
<p>It has come to your attention that the learner has been taking telephone messages which when passed on for actions are incomplete, inaccurate and misleading. You have arranged to meet and discuss the problem. On meeting the learner s/he explodes in temper shouting: <i>"What's the point – this is a dead-end scheme anyway!!!!!"</i></p> <p>Good practice</p> <ul style="list-style-type: none"> • Use silence – don't immediately react. • Do not on any account match their behaviour – the louder they are the quieter you are • Address them by name to establish control. • Address the outburst - let the learner know expected boundaries. • Go on to use questioning to obtain their version. • Tell them what you need them to do differently. • Establish what support they need. • Agree an action plan. • Follow up the action plan.

Section 6 - Signposting to tools available

This is not an exhaustive list but provides information and links to some of the tools available for supporting the learner assessment process.

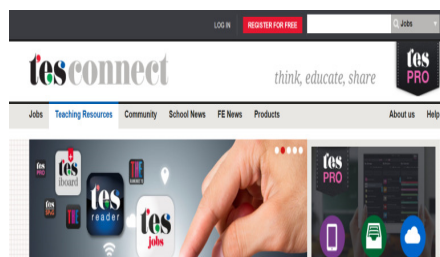
Pre programme interview



<https://nationalcareersservice.direct.gov.uk/advice/getajob/interviews/Pages/default.aspx>

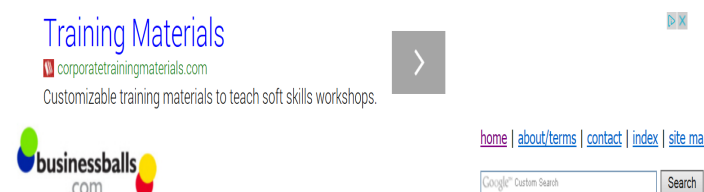
Details how a learner should prepare for an interview

Assessment



www.tes.co.uk

Over 700,000 free resources, activities worksheets etc. For example:
Assessment for Learning Toolkit



www.businessballs.com

Businessballs is a free ethical learning and development resource for people and organisations. It is not primarily targeted at traineeships. However when considering how learners can be assessed it provides a source of inspiration. Judgment will need to be made about how these tools are used based upon knowledge and understanding of individual learners.

Team building games, Icebreakers, Quizzes etc. are all useful tools which can be used for unobtrusive observation to examine areas such as:

- comprehension;
- team working;
- problem solving;
- communication skills;

See also -

<http://www.businessballs.com/teambuildinggames.htm>

<http://www.businessballs.com/games.htm>

http://www.businessballs.com/quizballs/quizballs_free_trivia_quiz_questions_answers.htm

<http://www.businessballs.com/tests.htm>



www.qca.org.uk

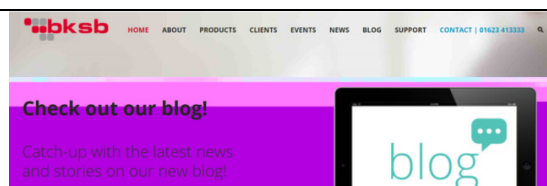
10 Principles for Assessment for Learning



www.bbc.co.uk/skillswise/topic/money

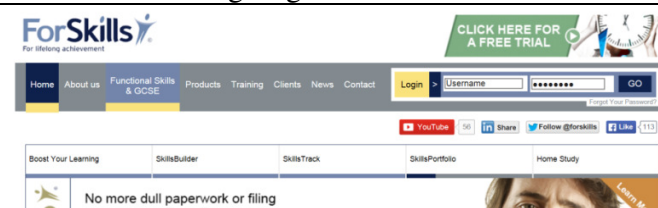
This is a quick quiz where the learner can select between Entry 1 & 2, Entry 3 or Level 1. The quiz can be taken online or the questions can be downloaded and used as a hard copy

There are also the paper based Literacy and Numeracy Assessments available from the Basic Skills Agency



<http://www.bksb.co.uk/home/>

A diagnostic tool available for assessing English and maths.



<http://www.forskills.co.uk/>

An online functional skills resource

Assessment of ICT skill level



Basic computer skills test that helps the learner assess their current skills level and identifies computing training needs for their programme of study. There are 20 multiple choice questions to complete with a maximum time limit of 20 minutes.

Assessment of learning styles



The learning styles inventory provides the learner with a guide to their own personal learning styles. By asking a series of questions and then scoring the results, it will illustrate the dominant and secondary learning styles.



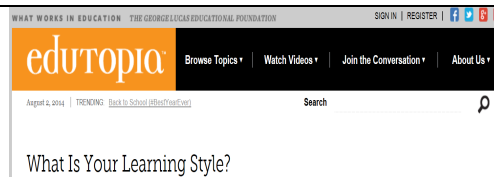
www.brainboxx.co.uk/a3_aspects/pages/vak_quest.htm

This questionnaire will help the learner to discover what kind of learner they are. There are 18 multiple choice questions to complete. At the end of the questionnaire the learner can add up their score to see what their most common learning style is.



www.vark-learn.com/english/page.asp?p=questionnaire

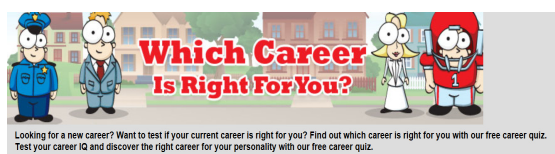
This questionnaire helps the learner to discover what their learning style is. There are 16 multiple choices questions to complete. The user can choose more than one answer or leave blank a question that does not apply to you.



www.edutopia.org/multiple-intelligences-learning-styles-quiz

A short questionnaire that will give the learner an instant report displayed as a bar chart with percentages against various learning styles. There are 24 questions to complete.

Assessment of appropriate vocational area(s)



www.quizrocket.com/career-quiz

Looking for a new career? Does the learner want to test if their chosen career is right for them? They can find out which career is right with this free career quiz. Users can test their career IQ and discover the right career for their personality with this free career quiz.



What is Your Passion? Find Out! Living It Is the Key to Success

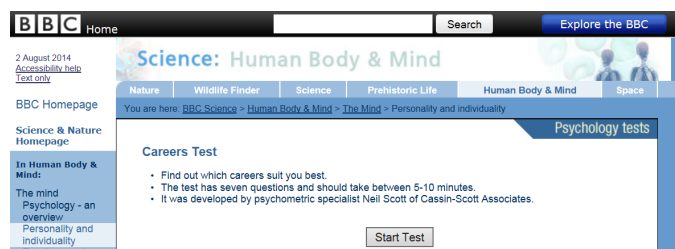
Take our career quiz and see which careers and hobbies you were meant to pursue

Our best direct to your inbox.
Sign up for our newsletters.

Your e-mail address

www.ivillage.co.uk/what-career-will-suit-your-personality/121527

More often than not, if a learner chooses a career that doesn't suit their personality they can become confused, unhappy and no one wants a job they hate. So instead of choosing a career based on what they think they should do, users can try this career quiz to help find a career that is right for them. The job test is the first step in helping the learner find a work placement that makes them want to get up in the morning.



www.bbc.co.uk/science/humanbody/mind/surveys/careers/

Find out which careers are best suited to an individual. The test has seven questions to complete. It was developed by psychometric specialist Neil Scott of Cassin-Scott Associates.

Assessment of work-readiness and employability skills

This section includes tools that identify an individual's readiness for work by looking at their self-development needs and positive attributes. These resources have been put together to support providers in the FE sector to access free tools to support learners.



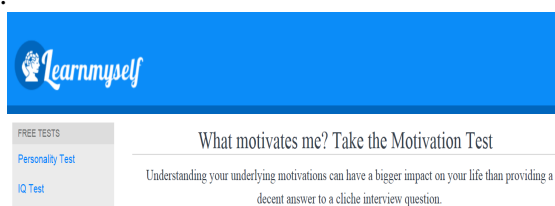
www.mindtools.com/pages/article/newLDR_50.htm

Learners can find out how good their leadership skills are. Identify where they already lead effectively, and explore where their skills need further development. There are 18 questions to complete.



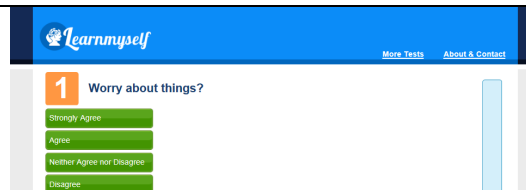
www.mindtools.com/pages/article/newHTE_88.htm

Time Management: How often do you find yourself running out of time? Weekly, daily, hourly? For many people, it seems that there's just never enough time in the day to get everything done. 15 questions to complete.



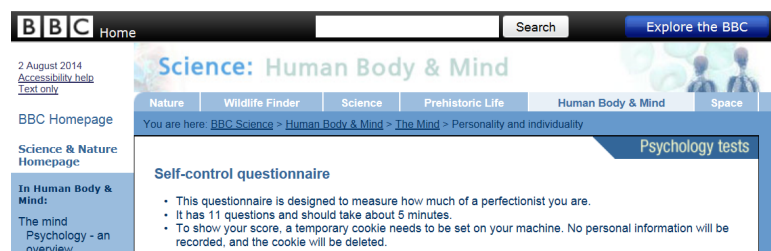
www.learnmyself.com/personality.asp?p=Motivation-Test

What motivates the learner: Understanding your underlying motivations can have a bigger impact on your life than providing a decent answer to a cliché interview question. There are 24 very simple questions to complete.



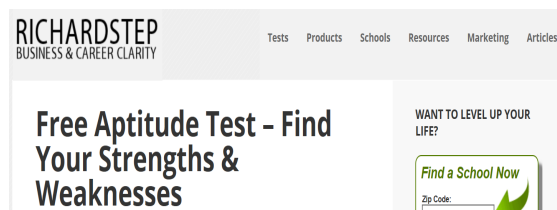
www.learnmyself.com/Personality-Test#q1

Life Goals Test: Developed by a psychologist to be the most eerily accurate personality quiz. Learners can see their personality type, celebs with a similar personality and how many people are just like them! Reports compare them to others with bar charts to show results. Further tests are signposted that may be of interest.



www.bbc.co.uk/science/humanbody/mind/surveys/selfcontrol/index.shtml

Self-control: This questionnaire is designed to measure how much of a perfectionist a learner is and the questions are based on a psychology test. There are 11 questions to complete.



www.richardstep.com/richardstep-strengths-weaknesses-aptitude-test/

The Richard Step Strengths and Weaknesses Aptitude Test [RSWAT] is a tool to help the learners get a better look at who they really are and how much they could grow. There are 84 questions to complete.

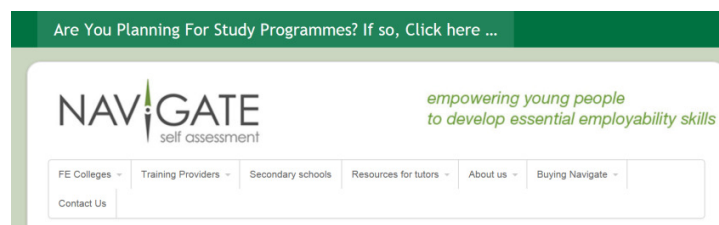
THE OUTCOMES STAR™

There are a number of resources available to assess young people and one such product is The Outcomes Star™ which is a unique suite of tools for supporting and measuring change when working with people and is an innovative tool for supporting and measuring change. This Star Online portal gives access to a Star licence, Star documents, guidance, on-screen Star completion, action plans and reports for individuals, projects and organisations. There is a facility to sign up for a 30 day trial to test out whether the process will benefit your learners.



NAVIGATE is an online software package for learners in schools, colleges and training providers. It is designed to support learners to assess and develop their employability, personal and social skills.

Navigate provides learners with an engaging initial assessment and then provides SMART targets and personalised action plans based on the skills that will most help learners to progress.



<http://www.navigationlearning.co.uk/>

Assessment of additional support needed

Those requiring additional support may need to be signposted to a range of support organisations. These may include:

The British Dyslexia Association



<http://www.bdadyslexia.org.uk/>

Unison or other appropriate Trade Union

The TUC are firmly behind the introduction of traineeships and see it as an opportunity to show their commitment to ensuring young people are able to access good quality 'first-step' employment opportunities.



The National Careers Service

A traineeship will lead in many cases to full time employment. The National Careers Service provides support for young people seeking employment.



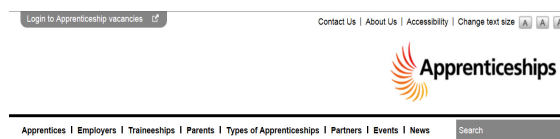
<https://nationalcareersservice.direct.gov.uk/advice/Pages/default.aspx>

The National Apprenticeship Service (NAS) for progression routes



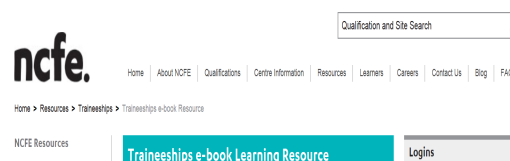
<https://apprenticeshipvacancymatchingservice.lsc.gov.uk/navms/Forms/Candidate/Apprenticeships.aspx>

and also the learner can gain further information about support for the traineeship programme from NAS via:



<http://www.apprenticeships.org.uk/traineeships.aspx>

Developing a traineeship programme



<http://www.ncfe.org.uk/resources/traineeships/traineeships-e-book-resource>

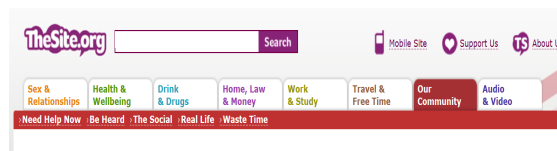
To help you with curriculum planning NCFE offer a complete traineeship solution. Their aim is to work with training providers so that they can support learners to help them boost their skills, confidence and ultimately find sustained employment.

Overcoming barriers



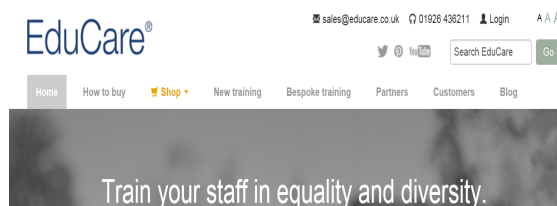
<http://www.samaritans.org/>

Confidential support for anyone in distress.



<http://www.thesite.org/community/localadvicefinder>

This is a database targeted at 16 – 25 year olds. The database contains access to organizations, advice and guidance from matters ranging from abortion, drugs alcohol, jealous friends, body image, self-esteem, racist bullying etc. Users select a topic area and can also enter their post code for local and regional support.



www.educare.co.uk

Learner assessment may lead you to observe changes in the learners behaviour or heighten your awareness of their conduct and performance. This may create barriers and issues which need to be taken seriously. Educare provides online learning programmes to develop your professionalism in supporting young people, which is particularly important when working with learners.

Please note Educare is a paid-for subscription service. Prices are subject to the terms and conditions of Educare.

Safeguarding and duty of care CPD programmes written by experts for example such as the NSPCC, include: Preventing Bullying, Child Neglect, Equality and Diversity.

Appendix A – Eligibility checklist

