

Quality Audit Checklist 04 – Initial assessment

NAME (DIRECT DELIVERY OR SUBCONTRACTOR):

This audit is designed to aid your self-assessment process, in regards to initial assessment processes, and to ensure you are maintaining high-quality learner experiences.

Links to Common Inspection Framework 2012	Types of Evidence
Outcomes for learners: All learners achieve and make progress relative to their starting points and learning goals.	Subject specific diagnostic testing Literacy, language and numeracy – different types available; should be fit for purpose Learning styles questionnaires (use as appropriate) On-line testing IT skills testing Identification of barriers to learning
Quality of teaching, learning and assessment: Staff initially assess and monitor learners' progress, set challenging tasks, and build on and extend learning for all learners. Appropriate and timely information, advice and guidance (IAG) effectively support learning.	

What is your overall judgement of your initial assessment process?	
Key strengths	
Key areas for improvement (these will be transferred to the Quality Improvement Plan and will be monitored at subsequent audits)	
Grade (see CIF 2012 for grading characteristics – Section B)	

Essential criteria for the initial assessment processes				Supporting statement, to include judgement and impact on the learner	Evidence
Equality and diversity legislation and promotion runs through all activities. Activities are monitored to ensure that they do not discriminate against certain groups of learners					
Processes are well-documented including results of activities in learner log for audit purposes					
Staff are trained and well-informed re initial assessment issues					
Initial and diagnostic assessments provide an accurate basis which to plan an appropriate programme of work					
The initial assessment process is monitored to ensure fairness, consistency and quality					

Procedures for initial and diagnostic assessment, including identifying any additional learning support, are carried at an early point in the programme					
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The initial assessment process includes				Supporting statement, to include judgement and impact on the learner	Evidence
An explanation of the process covering all activities to be undertaken, and what they are used to identify, is explained clearly to the learner					
Relevant activities to establish: <ul style="list-style-type: none"> • levels of learning • learning styles • literacy and numeracy levels • ICT levels • any learning difficulties 					
Recommendations for further action are made and arranged in a timely fashion (as evidenced, for example, on quality sampling, observation reports, etc)					
Initial assessment methods are relevant to the programme and individual					
Suitable records of outcomes of the assessment process are kept for each learner					
Learners' views are collected on the initial assessment process					
Alternative programmes or further IAG are offered to the learner if the initial assessment process shows that the programme is not appropriate for them					
Appropriate feedback is given to the learner in a positive and encouraging way					

Audit completed by	Date	Moderated by	Date
Report sent to sub-contractor by	Date	Next scheduled visit and theme	