

## Assessment of Learning Readiness Policy

### Introduction

When learners enrol with Francis James, they are required to demonstrate their current levels of knowledge, skills and behaviours in relation to their studies. This generally forms part of the learner's application for entry to the programme.

A pre-enrolment interview will be conducted between a representative of Francis James and the learner. The learner may also be asked to complete assessments in literacy and numeracy using an online platform with results generated automatically before review by Francis James. For transparency, results will be shared with the learner.

The initial assessment may consider a learner's:

- previous work experience
- prior education, training or associated qualifications in the subject area
- previous apprenticeships undertaken

### Objectives

- To accurately assess the prior knowledge, skills and experience of each learner in relation to beginning their academic studies with Francis James.
- To identify any additional support needs that may be required to help the learner succeed.
- To ensure learners are adequately prepared to learn on the degree programme.

### Process

Learners are asked to provide relevant information about their previous education and work experience. Learners are also encouraged to disclose any additional support needs, such as learning difficulties or disabilities, to ensure appropriate arrangements can be made.

Learners will then undergo diagnostic testing to assess their current level of knowledge and skills in relation to the course they intend to take. This may involve English and mathematics assessments and discussions in relation to subject-specific knowledge and skills. Learners may also complete a learning style questionnaire to help identify their preferred methods of learning.

A further discussion will be organised by the Francis James Programme Support Team with the learner to discuss the outcomes of the diagnostic tests. The test outcomes are used to confirm the learner's readiness and suitability for their programme of study, and to identify any gaps in skills or knowledge that may need to be addressed before commencing learning, or in the early stages of the programme.

Francis James can make a condition of entry to the programme in relation to the findings of the assessment of readiness. Offers made with such conditions are known as 'conditional'. Offers may also be made to the learner without specific conditions added, but recognising that additional learning support may be required, especially in the early stages of the programme. This is often the case where a learner has not

been in education for some time. These offers are known as 'contextual'. The offer letter received by each learner will set out any expectations, and the learner record holds this detail.

Francis James' Programme Support Officers will lead implementation of any conditions or contextual support required, with responsibility for oversight sitting with the Director responsible for Admissions.

## Implementation

When conducting initial readiness assessments, Francis James ensures that:

- Learners are fully informed and involved in the initial assessment process.
- Learners understand the benefits of what they are being asked to do and how the information will be used.
- Assessment methods are monitored to ensure that they are effective, and they do not discriminate against certain groups of learners.
- Special consideration is given to learners with learning difficulties and disabilities.
- Staff are trained on understanding and using initial assessments tools and results.
- Outcomes of initial assessment are shared clearly and in a timely manner with the learner
- Assessments and outcomes are stored appropriately and securely, only accessible to relevant staff at Francis James.
- The implementation of outcomes of assessments are tracked and delivered within agreed timescales, as appropriate to each individual learner.

## 7. Policy review

This policy will be reviewed annually by Francis James to ensure:

- Fairness and accuracy
- Consistency with broader institutional assessment regulations

| Written By | Revision Date | Revision Number | Approved By                                                                                      | Review Date |
|------------|---------------|-----------------|--------------------------------------------------------------------------------------------------|-------------|
| K Tucker   | 31/12/2024    | 1               | <br>S Graham | 31/12/2025  |
| H Barratt  | 28/08/2025    | 2               | <br>S Graham | 28/08/2026  |