Student Initial Diagnostic Assessment Policy

Document Control

Document Title	Student Initial Diagnostic Assessment Policy
Version Number	001
Status	Approved
Publication Date	10th March 2026
Policy Owner / Author	Directors
Review Date	10th March 2027
Approved / Ratified by	Directors
Distribution	All Staff, Volunteers, Directors, Sessional Workers

Student Initial and Diagnostic Assessment Policy 2025

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- Introduction **

1.1 All students should have an initial assessment and this Policy outlines Whamos Training and Development CIC commitment to initial assessments, diagnostic assessments and specialist assessment as appropriate for all student cohorts.

2. Purpose

2.1 The purpose of the initial and diagnostic assessment process at Whamos Training and Development CIC is to identify students' potential learning and support needs. This in turn allows early and informed judgements to be made about individuals interested in enrolling on a training course and is then used to place students on an appropriate learning programme which matches their skills, knowledge and abilities.

3. Process

3.1 There will be two processes, one for new students to the Centre and one for progressing/returning students.

3.2 Existing/progressing full-time/study programme students will complete diagnostic assessments as part of the re-enrolment process.

3.4 All new full-time/study programme students and part-time* students will complete an initial assessment before enrolment and then a diagnostic assessment as part of induction.

*Some part-time/full cost courses will be exempt from this process.

- Definitions **

4.1 The initial assessment process will include*:

- Initial assessment in English.
- Initial assessment in maths.
- Free writing.
- Dyslexia screener.
- Additional learning support needs assessment.

*As appropriate for individual students

4.2 The diagnostic assessment process will include*:

- Diagnostic assessment in English
- Diagnostic assessment in maths

- As appropriate for individual students

4.3 These processes are also informed by information from a variety of other sources e.g. Schools, external agencies, medical history, prior achievement, statements of educational needs, Education, Health and Care plans, learning styles assessments and vocational diagnostic assessments.

5. Related Policies, Procedures and Documents

5.1 Recruitment Policy;

5.2 Learning Support Policy;

5.3 Single Equality Scheme;

5.4 Quality Improvement Strategy;

5.5 Other policies and documents may be identified from time to time as circumstances change and may be added to this list

6. Rationale

6.1 The rationale underlying this policy is the college's recognition that early identification of a student's learning and support needs is critical as it is the first stage in the learning process and all further stages depend on this. It also establishes consistency in initial and diagnostic assessment whilst offering all learners an entitlement to a process appropriate to their individual needs.

7**. Core Principles**

7.1 To give students the opportunity to achieve success through learning;

7.2 To inform judgements and ensure all learners are enrolled on to the appropriate type and level of programme;

7.3 To identify all learner's previous experience and achievement, and use this to improve their progress through their learning programme;

7.4 To enable identification of an appropriate starting point for each learner, ensuring SMART and challenging target-setting against which their progress can be measured;

7.5 To support the planning of an appropriate individual programme of study;

7.6 To allow staff to identify learning and assessment strategies which will maximise a benchmark against which to measure progress;

7.7 To identify support needs; support from progress coaches, vocational link workers, teaching assistants and other support areas as appropriate;

7.8 To identify the Looked after Children/Leaving Care learners and learners who are Primary or Secondary Carers within their family;

7.9 To identify barriers to learning, enabling learners' strengths and weaknesses to be addressed;

7.10 To provide guidance to the Functional Skills team in their assessment of English and Maths;

7.11 To underpin Personal and Social Development.

8. Equality Analysis

8.1 By virtue of the provisions of the Equality Act 2010, the Centre has a duty to have due regard to the need to:

- eliminates unlawful discrimination, harassment and victimisation and other prohibited conduct;
- advance equality of opportunity between people of different groups;
- foster good relations between people from different groups.

8.2 In implementing this Policy and associated procedures, the Centre will actively take these aims into account as part of its decision-making process and will demonstrate how this has been undertaken.

8.3 Where necessary a full equality impact assessment will be undertaken.

9. Data Protection Impact Assessment

9.1 Data Protection Impact Assessments (DPIA) are an essential part of the Centre's accountability obligations under the UK GDPR. Conducting a DPIA is a legal requirement for any type of processing, including certain

specified types of processing that are likely to result in a high risk to the rights and freedoms of individuals. Under UK GDPR, failure to carry out a DPIA when required may leave the Centre open to enforcement action

9.2 A DPIA, relating to any relevant areas within this Policy and Procedure, will therefore be undertaken to enable the systematic analysis, identification and minimisation of data protection risks and to demonstrate how the Centre complies with its data protection obligations.

10. Implementation, Monitoring and Review

10.1 Implementation of this Policy will be overseen by the Executive Team.

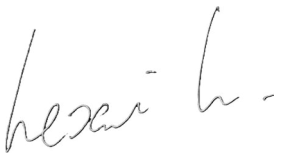
10.2 Directors and appropriate key managers will take responsibility for the procurement of learning support and appropriate provision to meet individual needs.

10.3 The value of the assessment tools and strategies used will be monitored for initial activities, in consultation with appropriate specialists. It is the responsibility of key managers to ensure appropriate initial and diagnostic assessment is facilitated and that the results are communicated to all appropriate staff.

10.4 This Policy will be reviewed every three years and updated, as applicable, to ensure that it remains appropriate in the light of any relevant changes to the law, organisational policies or contractual obligations.

Approval & Review

This policy has been approved on behalf of the Directors:

Elizabeth Amos-Milburn *Co-Director*	**Alexandra Gager-Liebhart** *Co-Director*
	

Date of approval: 10th March 2026

Next review: 10th March 2027

Schedule 1 — Record of Changes

Version	Date	Nature of Change
001	10th March 2026	Initial published version included in the Combined Policies and Procedures 2026 edition.