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Tipperary Education and Training Board (ETB)

CÉIM ÉILE

INITIAL ASSESSMENT AND INDUCTION POLICY

**Version** 1

**Last updated**: 15/06/2023



**Céim Eile, Templemore College of Further Education (TCFE)**

**Recruitment, Initial Assessment and Induction Policy**

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Príomh Oifigeach Feidhmiúcháin: Bernadette Cullen

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# Introduction

## Mission Statement

Céim Eile aims to promote a student centred learning environment which inspires and encourages young people towards each stepping stone in life.

## Background

Céim Eile is committed to ensuring that all Learners are working towards clearly defined learning goals that have been identified through a process of initial assessment. This ensures that we are able to offer a tailored and individual learning and progression plan for all learners to ensure their identified learning needs are met while learning at the Centre. Céim Eile endeavours to provide a welcoming and informative induction programme for all Learners. This induction programme has been developed and documented in consultation with staff and Learners. The Centre strives to ensure that ‘Induction’ occurs with all Learners and that they are provided with all ‘Induction’ information (see Learner Induction Booklet) and programme details. All Learners will be given an opportunity to evaluate the induction programme upon its completion.

## Definition

The term “Assessment” refers to the gathering and interpretation of information related to a student’s learning abilities, learning attainments, learning strengths and learning needs through formative and summative assessment. It is important to appreciate that assessment is a partnership between students, parents and teachers.

Induction can be referred to a period during which new learners of Céim Eile learn about the Centre and all aspects of the programmes being offered. It is also a period during which the learners will discover Céim Eile’s role within TCFE.

## Aims and Objectives

The aim of this policy is to provide procedures for Céim Eile which allows all Learners to be in an environment that meets his/her emotional and intellectual needs and which also allows the Centre to gauge the needs of all the Learners.

# Recruitment and Initial Interview

Recruitment to the programme is based on National Guidelines from the Department of Education and Skills (See Admissions Policy). After an application is submitted, an initial interview is carried out to check Learners eligibility and suitability (also, see Admissions Policy). The programme and its services are discussed and any questions are answered.

## Induction

Following recruitment to the programme and on receipt of an acceptance letter, all Learners and their Parents/Guardians will be invited to the centre for an induction programme. The main induction programme will take place at the start of the academic year, usually late August. On induction day, all Learners will be given an outline of the Céim Eile programme: the course they will pursue, the resources and supports available, the centres rules and regulations. The centre’s policies will be available and Centre management will verbally explain the policies and procedures. All Parents/Guardians and Learners will sign off on, or hand over any outstanding application documents. They may then be given a tour of the centre, and will have the opportunity to meet with staff and ask questions about the programme. All participants on the programme will meet with the advocate and the counsellor following initial induction (See Guidance and Advocacy policy) and each tutor will deliver their subject induction in the first week of start of the programme.

**Aims and objections:**

* To use the information gained in the initial interview with the Learner to assess their underlying needs.
* To gather information from the Learner’s previous school
* To create a positive learning environment for each Learner as they set goals for the future.
* To assess literacy and numeracy during induction to determine which programme in Youthreach to place the Learner. This will be done in line with NCCA Guidelines and the National Literacy and Numeracy Strategy. (see Literacy and Numeracy Policy)
* To allocate a place to a Learner that meets their learning needs. (See Admissions policy with regards to interview assessment).
* To assess Learner’s ability to partake in classes.
* To monitor the Learner’s progress informally as they integrate with other Learners and how they integrate in their various classes, during the induction period.

## Initial Assessment Procedures

**Induction Interview/meeting**

An interview is carried out by the coordinator or his/her nominee. It is important for the centre to obtain as much information from all Learners as possible. This will include:

* Paypath, PLSS, and any other required documentation as set out by Tipperary ETB and the National Guidelines (see Admissions Policy)
* Previous assessments, examination results and school reports, if applicable.
  + Any previous assessments will be discussed at this point. This will include a description of the supports that were made available to the learner which arose from these assessments.

A discussion will also be carried out which will look at the following areas:

* Educational achievements
* Other Skills and Knowledge
* Career Ambitions
* Purpose of study for the learner

\* A more in-depth discussion on these areas and more will be carried out with the centres

Advocate (See Guidance and Advocacy policy).

Following this initial interview, the centre may contact the relevant agencies/stakeholders involved with the Learner. (See Admissions Policy).

### Initial Assessment

After the Induction Interview/meeting, the Learner is referred to an assessor from the resource team for assessment. This consists of the following:

1. Setting the Scene
   1. The assessor must ensure that the environment, whilst conducting the initial assessment is private and confidential.
   2. The assessor must ensure that the learner understands the reasons for the initial assessment, that it is confidential and that the more information they are able to offer the more we will be able to ensure that their learning needs are met.
2. The initial assessment
   1. The assessments carried out by an assessor from the resource team will include:
      1. Basic Skills Assessment that consists of a Wrat 4 assessment and an initial literacy and numeracy assessment.
         1. The Wrat4 will be carried out immediately following the induction interview
         2. The literacy and numeracy assessment may be carried out at a later stage but must be completed in the first week after classes start.
      2. Preferred learning styles assessment that consists of a learning style questionnaire designed by the SESS (Special Education Support Services)
3. Completing the Initial Assessment

3.1 The assessor must ensure that the learner agrees with everything that has been discussed and decided.

3.2 Further screening may take place if deemed necessary.

* This will consist of assessments taken from the ‘Assessing Adult Literacy and Numeracy Toolkit’ which is in line with SOLAS Guidelines for Initial and Ongoing Assessment of Adult and Literacy and Numeracy at NFQ Levels 1 – 3.
* This will only occur in the case where: suitable, extra support can be provided and where the learners needs can be met, subject to the resources available\*.

\*Note: Céim Eile reserves the right to withdraw at any stage, the offer of a place in the event of it being unable to meet the educational, psychological or physical needs of the learner.

4 Subject to results of the initial assessments, learners identified and/or whom have

been in receipt of reasonable accommodations previously will undergo further

assessments to facilitate the RACE application process.

# Review

All learners will be given an opportunity to evaluate the induction programme upon its completion. Throughout the academic year learners’ attendance will be recorded. (See Attendance Policy). Students will meet with the Advocate and Counsellor (see Guidance and Advocacy Policy). Progress during the programme will be tracked by the learners’ evaluations of their experiences. This will be achieved by the centre management meeting with all learners to discuss their academic performance and attendance.

# Policy Review

This policy will be reviewed by the Board of Management once in every college year.

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| Submitted to Staff: |  |
| Submitted to Board of Management: |  |
| Submitted to ETB Board: |  |