

Holt Green Training Ltd (HGT)
INITIAL ASSESSMENT
&
RECOGNITION OF PRIOR LEARNING
2023-2024

Purpose of this Policy

This strategy has been prepared to offer guidance on aspects of initial assessment and recognition of prior learning within the organisation.

Policy Statement

Initial assessment and recognition of prior learning underpins all of the aspects of our learner journey. Providing high quality initial assessment and recognition of prior learning equips the apprentice and us with the relevant starting point and ensures the apprentice is able to achieve their standard/framework, to develop vocational, knowledge, skills and behaviours and English and maths skills. Therefore enabling them the opportunity to progress in their chosen role or future career aspirations.

The overall aim of this policy is to promote, monitor and enhance the apprenticeship programme, to have an accurate starting point for each apprentice. Therefore enabling us to work with the employer to ensure a programme of learning which fits the needs of the apprentice, whilst ensuring we stretch and challenge the apprentice on their journey.

Initial assessment takes place prior to an apprentices or AEB learner starting on their programme of study this ensures we have established their starting point and an appropriate Learning Plan can be drawn up, in line with the results of the initial assessment.

What is Initial Assessment:

Before an apprenticeship begins, the training provider must assess the individual's prior learning to establish the 'starting point', or baseline, of the apprentice. This informs how much of the apprenticeship training content the individual requires. It checks that the apprenticeship is an appropriate training programme for the individual.

Why is initial Assessment important:

Initial assessment checks that the apprenticeship (both the job role and the training) is an appropriate programme for the individual. Apprentices should not be spending paid time doing training they do not need, and the apprentice will not have a good experience if they are repeating training. Apprenticeship funding should not be used to pay for, or accredit, existing knowledge, skills and behaviours.

Ofsted inspectors consider the 'distance travelled' by the apprentice in determining the value added by the training programme. Without knowing the starting point of an apprentice, inspectors cannot correctly assess the distance travelled and the quality of the apprenticeship training that has been delivered.

Training providers must evidence a robust initial assessment, clear milestones and progress against these.

Process for Initial Assessment

Apprenticeships:

- Initial Assessment of English, maths and ICT (if appropriate), using a recognized tool, BKSB/For Skills
- Learning Styles
- Interview with Coach/trainer
- Skills Scan (apprentices only) against the Standard to be delivered
- Recognition of Prior Learning o
Previous experience o
Qualifications gained
- Job Description (if available from employer)
- Initial information, advice and guidance
- Within 6 weeks of the apprenticeship starting the full diagnostic for English and maths will have been completed.

All the above will form part of the Learning Plan and give the apprentice, employer and coach a true understanding of the apprentices starting point. Also identifying any additional support needs that may be required, (reviewed on an on-going basis).

AEB Learners

- Initial Assessment of English, maths and ICT (if appropriate), using a recognized tool, BKSB/For Skills
- Learning Styles
- Interview with Coach/trainer
- Recognition of Prior Learning
- Initial – information, advice and guidance.

All the above will feed into the learning plan and give a true starting point for the learner. This will enable us to identify additional support that may be required for a learner.

Recognition of Prior Learning

In recognising prior learning, the following should be considered against the knowledge, skills and behaviours set out in the standard or framework:

- Work experience (this is particularly important if the apprentice is an existing employee);
- Prior education, training or associated qualification(s) in a related sector subject area (this goes beyond just English and maths); and
- Any previous apprenticeship undertaken

How is prior learning assessed?

We will use the relevant apprenticeship standard as the basis for initial assessment and recognition of prior learning; we will base this on the following areas:

- What is the goal and what is the apprentice trying to achieve?
- Where are they currently against this goal?
- How much of the content is new to them?
- Do they require significant and sustained new learning?

Our model:

- A professional discussion with the apprentice to discuss knowledge, skills and behaviours gained in previous roles against the knowledge, skills and behaviours set out in the apprenticeship; the skills scan.
- Evidence of competency through previous work experience and qualifications.

How prior learning should be recorded:

We will ensure that prior learning is recorded, and the initial assessment will be documented in the learning plan and summarised on the commitment statement. We will ensure that any prior learning that an apprentice has will not be taught again and that an appropriate reduction in funding will be made, to reflect the reduced learning required.

How does recognition of prior learning feed into funding negotiations?

The funding band of the apprenticeship is based on an apprentice requiring the full content of the apprenticeship, and in the case of standards this means all the listed knowledge, skills and behaviours.

ESFA funding rules state that the apprenticeship content, duration and price must be reduced where the individual has relevant prior learning. Prior learning must be factored into the price that is negotiated between the provider and the employer: apprenticeship funding must not be used to pay for, or certify, the delivery of existing knowledge, skills and behaviours as this represents poor value for money. There are audit checks to ensure a price reduction has been made to account for prior learning and the reduced training content required. To meet the ESFA funding rules, the training element within the apprenticeship must have a minimum duration of 12 months with at least 20% off-the-job training.

When to use RPL

The RPL process is relevant where the apprentice has any prior learning or attainment achieved prior to their apprenticeship standard which is relevant to the knowledge, skills and behaviours which will be assessed as part of their standard. Evidence can draw on any aspect of an apprentice's prior experience including:

- Education and training (including certificated activities)
- Work activities
- Community or voluntary activities.

It may be useful to draw a distinction between different types of RPL:

- Recognition of prior certificated learning – learning for which certification has been provided by an educational organisation or awarding body
- Recognition of prior experiential learning – learning gained from experience but which has not been certificated.

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