



Initial Assessment of Prior Learning Policy

Introduction

MBKB ensures that all potential apprentices have their knowledge, skills and understanding assessed prior to embarking on a program regardless of level, qualification or funding stream. This is to ensure the following:

- Establish an accurate starting point for the apprentice.
- It is the correct qualification for the apprentice.
- It is an appropriate level for the apprentice to complete.
- It is an appropriate qualification/programme for the apprentice based on their job role and employment.
- So that appropriate off the job learning can be planned alongside employer and apprentice
- Fees and training costs are calculated based on previous knowledge and experience – compared to training required and delivery to establish a total negotiated price
- That's apprentices are not being paid to complete unrequired training
- To allow the distance travelled throughout the programme to be measured in terms of knowledge skills and behaviours.

Purpose

The purpose of this policy is to ensure we are offering the best quality training and learning, that is appropriate to the individual and the employment they are within. To ensure we are creating bespoke programmes in line with employer's employee development plans and only charging fees for the delivery required.

This policy:

- Defines what is meant by prior learning within the area of skills, knowledge, behaviours and future skills
- Outlines the process for assessing prior learning, knowledge and skills
- Outlines the responsibilities in terms of initial assessments of knowledge and skills
- Outlines the Compliance and quality checking of the initial assessments

Scope of policy

This policy applies to all apprentices and employers that wish to complete a programme with MBKB. It is a document for guidance, instruction and compliance for all employees of MBKB including Tutors, Business Development team, Quality Team and Administrators. This includes individuals involved with any aspects of the creation, marketing, sales, delivery, marking or any other activity connected with MBKBs Apprenticeships, qualifications, assessments, and supporting resources and services.



Definition of prior learning

In line with ESFA funding guidance and apprenticeship delivery standards; prior learning can be a combination of previous work experience, prior education, training or associated qualifications (not including Maths and English see policy PO37) or previous apprenticeships taken.

Prior learning is assessed based on the end goal outcome and how close the apprentice is currently to that end goal.

Processes and Procedures for completing an initial assessment of prior learning

When an apprentice or employer approaches MBKB for training delivery the following activities are completed prior to any acceptance to a programme. This can be viewed as a process in Onboarding processes.

Enrolment Form – Once initial contact has been made a apprentice is asked to complete an enrolment form. This outlines the following items:

- Current role and time in position.
- Last educational establishment attended.
- Qualifications, including levels and grades.

CV and Job description request – This is so that as a training provider can see what the apprentice has done before in and out of work and how that experience may relate to the requested programme. The job description is to ensure that the apprentice has scope for the training, the role relates to the programme and is of an appropriate level.

Certificates and accreditation and LRS inspection – Apprentice will be asked to produce previous qualification and training certificates to see where prior learning may lie within their past knowledge and skills. We then check the (LRS) learner record system and MIS system to see if evidence of prior learning exists and compare with the current CV.

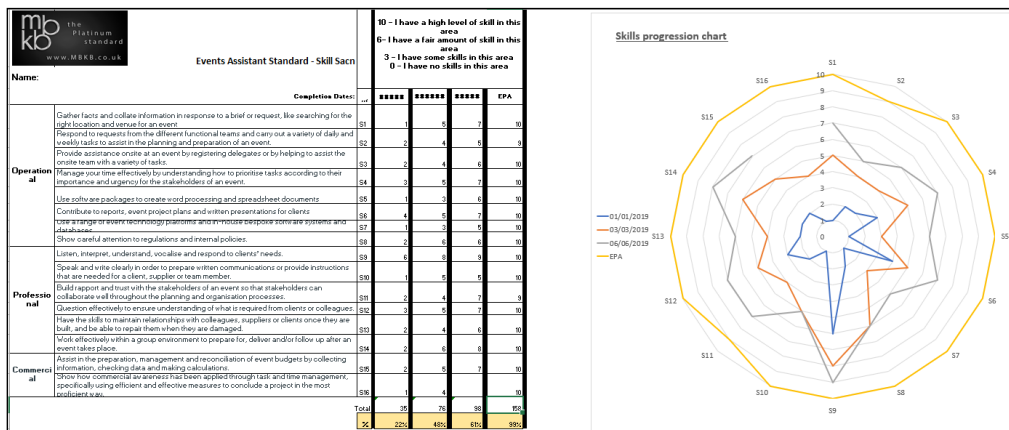
Operational needs and policy analysis (ONA) – A full operational needs analysis is completed with the employer to identify, business needs, goals and values, discussion completed to identify apprentice's current role within the company and how the training will/can fit in, with the organisational needs and the organisations aspirations.



Skill Scan – A document which is completed with the apprentice and their employer to establish a starting point against the knowledge, skills and behaviours within the programme, we also assess employability and future skills. To achieve this we have created questions for each of the learning outcomes associated with the elements of the knowledge, skills, behaviors and employability, the apprentice and employer then agree a score on their current competency between 0 and 10, this aggregates to give a total for each area, then a final total RPL percentage.

It is vital that these are completed together to get a full picture of the apprentice’s current level of knowledge within related subject areas. The skills scan creates a graphical profile to show the base line level and progression throughout the programme.

Below is an example of a skill scan that has been completed at 4 intervals, prior to program in blue, at gateway (EPA) in yellow, with two midway monitoring points shown in orange and grey.



Discussion of prior learning and experience – A discussion is held with the apprentice and tutor to ensure all prior experience is taken into consideration and ensure that the relevant knowledge from lower levels is present before progression is agreed. This is logged on the initial Individual session plan. The skills scan provides us with information to make a decision on fees to be charged to the employer and funding is adjusted based on RPL levels, but furthermore shows us where competency gaps exists against the knowledge, skills and behaviours, allowing us to tailor the learner journey to address these specific needs. The ongoing monitoring and completion of the skill scan ensure we accurately track changes in competence level and ongoing support needs.

Learner Journey- This document is completed with the apprentice and the employer. This uses the information from the above-mentioned activities to plan a suitable learning programme and off the job learning plan for the apprentice, taking into consideration prior knowledge and skills, how we can advance those skills through



additional activity and added value training. This is a full planning discussion that is completed and designed to meet the individual needs.

Responsibilities and Monitoring

It is the overall responsibility of the MBKB Tutor managing the onboarding phase to ensure that the activity outlined above is completed for every apprentice. If the Tutor feels that the apprentice has a number of areas where prior learning is evident then a discussion will be had with the Performance Director, Quality Director/ CEO to establish the reduction of fees and price negotiated with the employer. It will be the responsibility of the Administration/Audit team to ensure compliance with this policy and all relevant steps have taken place to ensure all of the points stated within the introduction have been met.

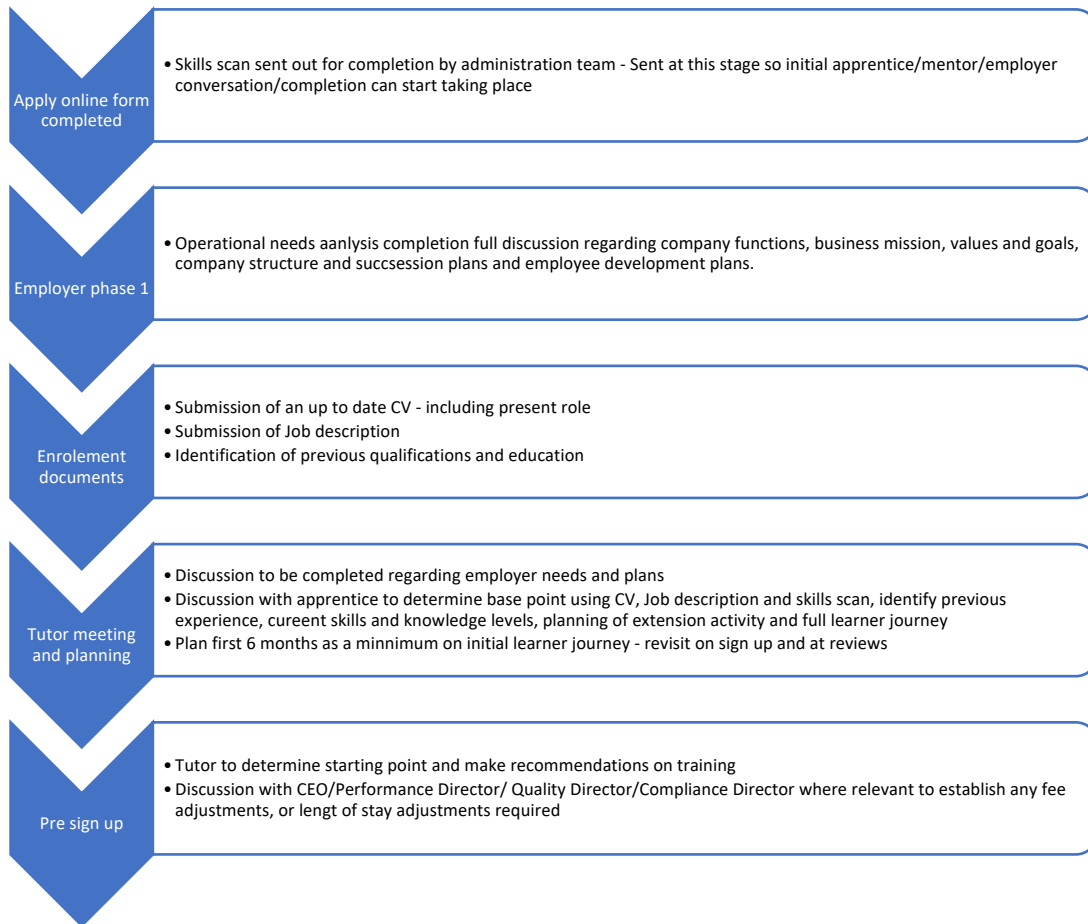
In line with the Quality processes and procedures the above activity will also be subject to quality observation checks.

As with all policies, this forms part of the MBKB Team Induction, is part of the team handbook and issued to all team members. It is the responsibility of the operational team to ensure that all employees are sufficiently trained within this process and understand the requirements of the policy. Refresher training will be completed when documents are updated, refreshed or changed for any reason.

It is the responsibility of the Tutor to ensure Learner Journeys are kept up to date as an ongoing working document and Skills scans are completed a minimum of four times throughout the programme with the final being before submitting for IQA or being put forward for gateway.

Advice and guidance

Any required guidance or interpretation on the initial Assessment of Prior Learning policy should be discussed with either the Quality Director, Performance Director or CEO.



See also Related Policies

P003 Advice and Guidance Policy

P022 Management of Quality and Delivery

P023 Management of Programmes

P024 Quality assurance and Verification

P037 Initial Assessment and delivery of Maths, English, Digital Skills

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