



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 candidates 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 a candidate 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.

CV and Job description request – This is so that as a training provider we can see what the candidate 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 (ONAPA) – 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. With employers that we currently work with this is reviewed on every new training request and changes documented.

Introductory Meeting - A meeting will be held with future apprentices and their line manager to ensure a full understanding of the programme, the process that will be followed and the importance of prior learning identification.

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

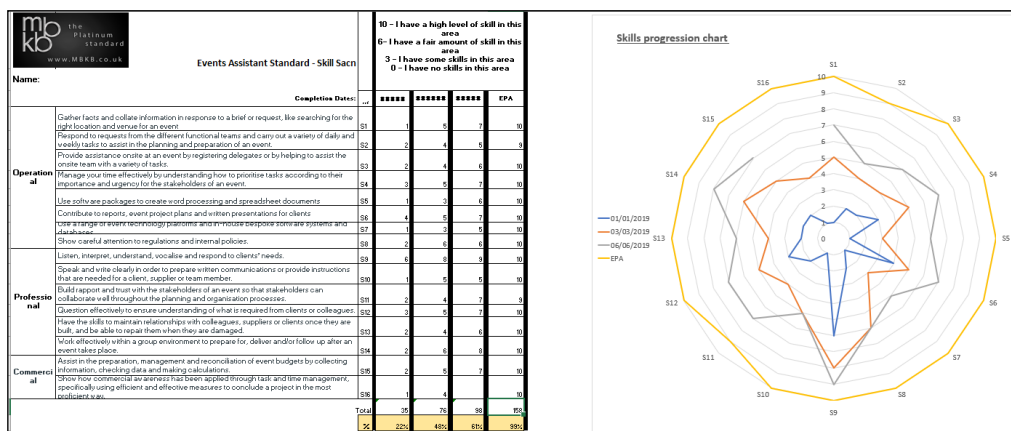
- Current role and time in position.
- Last educational establishment attended.
- Qualifications, including levels and grades.
- Copies of the CV, Job description and certificates are also added here.

Skills Module – A document that is completed at start and continues through with the apprentice to EPA gateway. It holds several tabs as described below.

Skills Analysis - 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. It also looks at core duties and career goals and aspirations. To achieve this, we have created questions for each of the learning outcomes associated with the elements of the knowledge, skills, and behaviours, 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 against the standard.

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

Below is an example of a skill analysis 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. The radar chart is shown on a separate tab within the skills module.



Discussion of prior learning and experience – A discussion is held with the apprentice and starts 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 module provides us with information to decide on fees to be charged to the employer and funding is adjusted based on RPL levels, but furthermore shows us where competency gaps exist against the knowledge, skills, and behaviours, allowing us to tailor the learner programme to address these specific needs. The ongoing monitoring and completion of the skill module ensure we accurately track changes in competence level and ongoing support needs.

Module Analysis- This document is completed with the apprentice and the employer at start and monitored on a live document throughout the programme. 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. The document remains live so can be referred to with the manager during MBKB's review process and during performance/support reviews with the employer.

Name -		Start Date											
Program and Level		End Date											
Payroll Administrator		Payroll Administrator Level 3											
Actual Completion Date		Due											
Pre Program		April 2020	May 2020	6/1/20	July 2020	August 2020	September 2020	October 2020	November 2020	December 2020	January 2021	February 2021	March 2021
Module	Ref	1	2	3 months	4	5	6 months	7	8	9	10	11	12
Knowledge - Business and customer awareness	BC1	Business & Customer Awareness	0										
	PRC1	Legislation											
	PRC 2	Payroll methods/frequency/deadline/types of Workers											
Knowledge - Payroll Core	PRC 3	Types of Pay	0										
	PRC 4	Various types of pay/PAYE & NIC thresholds etc.											
	PRC DV	Overseas in UK											
Knowledge - Pensions for Payroll	Pensions 1	State Pension/Various Types of Pensions	0										
	Pensions 2	Automatic Enrolment											
	PRT 1	PAYE calculations											
	PRT 2	NIC calculations											
	PRT 3	Student Loan/Apprenticeship/Pension calculations											
Knowledge - Technical Payroll	PRT 4	SSP	0										
	PRT 5	Child related payments											
	PRT 6	Gross to Net Calculations											
	PRT 7	Overpayments											
	PRT 8	Obligation following Year End											
Knowledge - Regulation and compliance	RC1	Regulations & Compliance	0										
Knowledge - Systems and Regulation	SP1	System and Processes	0										
Skills - Planning and Prioritization	S1	Planning and Prioritizing	0										
Skills - Analysis	S2	Analysis	0										

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. Where this is present an adjustment may be made to the programme, however the tutor will ensure that the knowledge is present before reducing coverage within the programme.

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 and regular sampling throughout the apprenticeship.

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