

Recognising Prior Learning in Apprenticeship Delivery - 5 Steps towards Best Practice

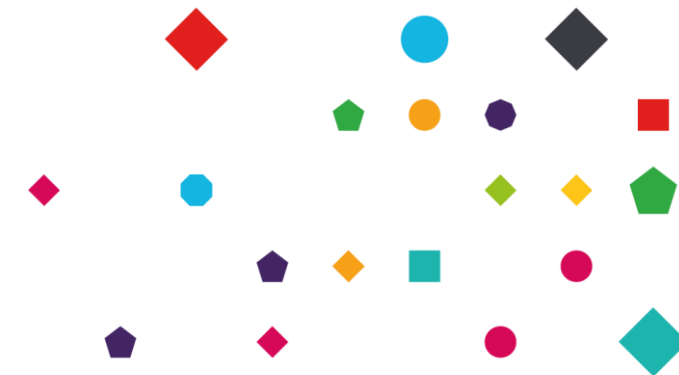
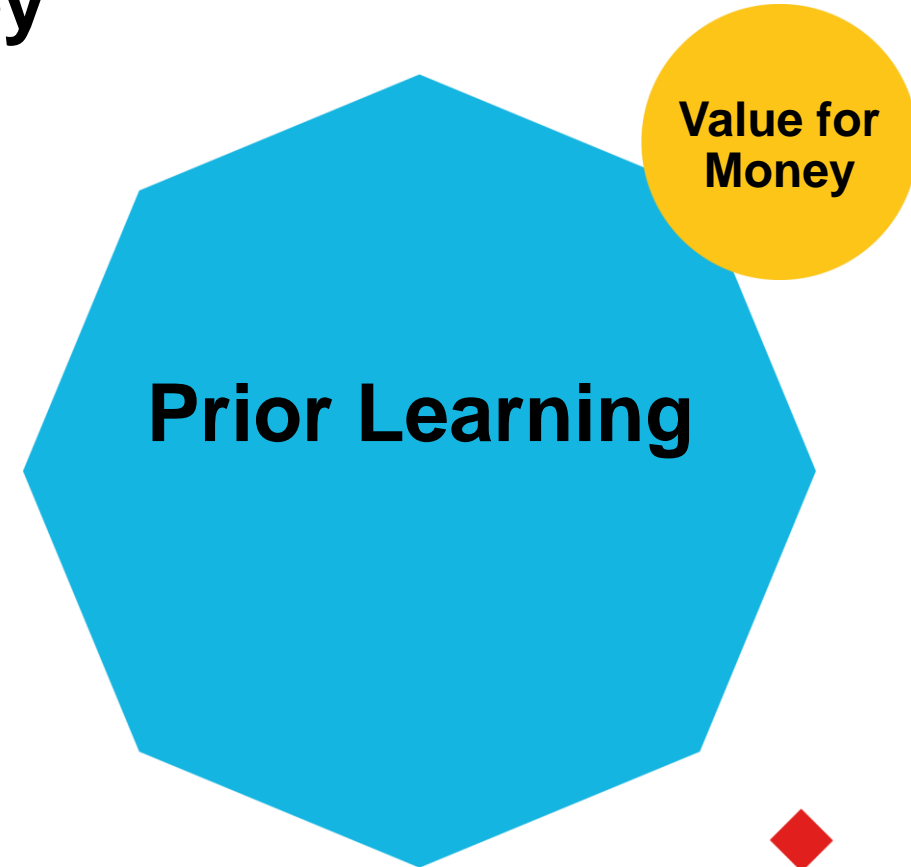
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Funding and Policy



Prior Learning – Value for Money

- In early February, the DfE launched a tender for an organisation that will investigate and research assessment of prior learning in apprenticeships, associated costs and value for money.
- ESFA funding rules state that they may take action to reclaim funding from providers where audits find that prior learning has not been assessed and price/duration of the apprenticeship reduced accordingly.



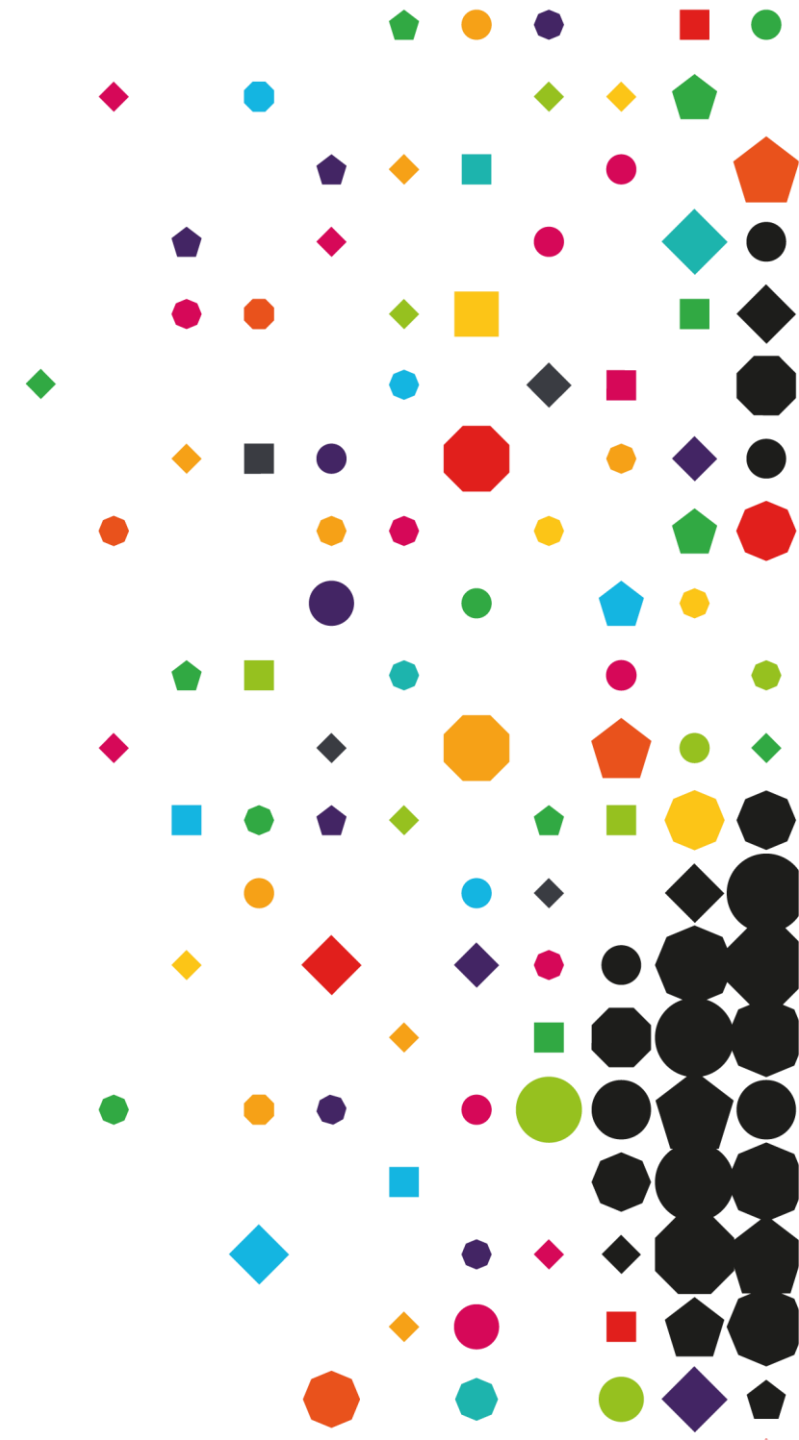
Prior Learning Expectations

- Apprenticeship funding (levy or co-investment) should not be used to pay for, or accredit, learners existing knowledge, skills and behaviours.
- Providers must account for prior learning and reduce duration, content and price, where appropriate.
- Where accounting for prior learning would mean the programme duration would be less than 12 months or fail to meet the 20% off-the-job requirements, the apprentice is ineligible to take the apprenticeship.
- Prior learning must be quantified and evidenced and included in the evidence pack and written agreement with employer.



What Counts as Prior Learning?

- Work experience relevant to the apprenticeship Standard or Framework - particularly important to check if the apprentice is an existing employee.
- Prior education, training or associated qualification(s) in a related sector subject area.
- Any previous apprenticeship undertaken in a related sector subject area.





5 Steps to Support Best Practice – Initial Assessment



1

Carry out a thorough initial assessment with the apprentice to establish full learning and employment history.

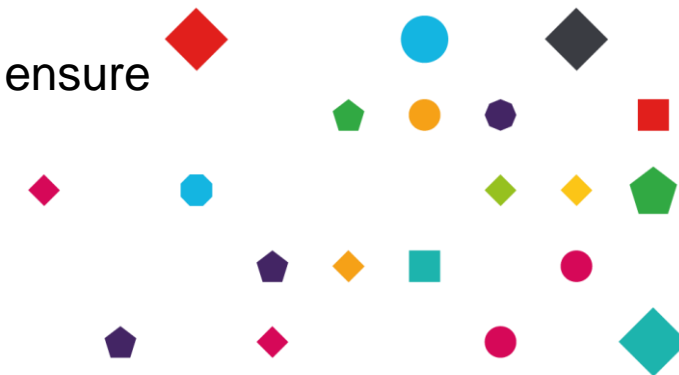
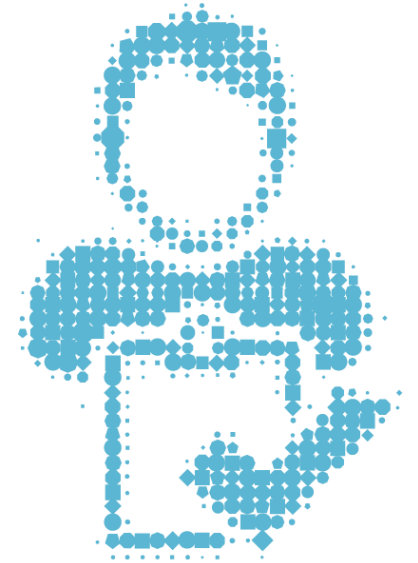
- Use the Standard and assessment plan, or Framework as a basis for the discussion.
- Discuss what knowledge skills and behaviours the apprentice has already gained from previous/current employment or study/qualifications taken (particularly important with current employees).
- How does this compare to the standard or framework content?
- What does the apprentice want to get out of the apprenticeship. What's their goal and where are they against that goal?
- How much of the content is new to them?
- Will the apprenticeship result in significant new learning?
- Keep comprehensive evidence of initial assessment in evidence pack and summarise in the commitment statement.

5 Steps to Support Best Practice – Employer Agreement

2

Discuss prior learning, previous and current job roles with apprentice and the employer.

- Is there competency at a lower level indicating the apprentices is ready for progression?
- Has the employer assessed there is a particular learning need – if so, what is it?
- Is the learning need identified by the employer relevant to the apprenticeship
- Agree relevant options and key milestones for the apprentices learning programme, to ensure no repeat learning occurs, unless necessary, to reach gateway.
- Reduce price and duration accordingly, in agreement with employer.
- Include changes in Written Agreement and Commitment Statement and ensure employer and apprentices signature.





Assessing Prior Learning – Reducing Duration



Previous Qualifications

What level was the previous qualification?
What proportion of guided learning hours were committed to the relevant learning?

Previous Apprenticeship

What level was the apprenticeship and what sector? How long ago was it? Check content against new apprenticeship – what is the same?

Current and previous Employment

Was any in-house training given, how much? Are there any gaps in knowledge that need to be addressed? Would a qualification or other type of training be more appropriate than an apprenticeship?

5 Steps to Support Best Practice – Regular Review

3

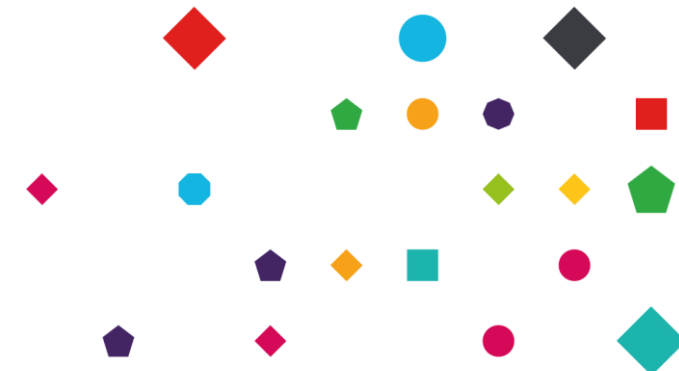
Review progress with apprentice regularly.

- Regularly review distance travelled and progression against goals and milestones – is it appropriate for the programme and individual apprentice
- Does the learning programme reflect the current knowledge, skills and behaviours of the apprentice?
- Is the reduction in duration and content fit for purpose and not affecting progression and planned end date for learning. If so, why is this occurring.
- Have you assessed the job role against the standard or framework to ensure there is enough opportunity for the apprentice to progress and consolidate their knowledge gained as part of the programme.

5 Steps to Support Best Practice - Evidence

4

- Check Learner Records Service for previous qualifications
- Collect and retain evidence for relevant prior learning,
- Include signatures of apprentice and employer for any changes to content or duration as part of evidence pack.
- Ensure Commitment Statement reflects the changes to content and duration.
- Ensure Written Agreement reflects changes to price and duration.
- Ensure any adjustments have apprentices and employers signatures, where relevant.



5 Steps to Support Best Practice - EPA

5 Check with the EPAO re gateway and evidence requirements.

- Liaise with the EPAO to ensure that changes to the on-programme content do not affect Assessment Plan requirements.
- Do changes to content and/or duration require you to provide any prior learning or other evidence to the EPAO in replacement?
- Are the apprentice and employer fully aware of Assessment Plan and EPA requirements. Are you and they confident that the assessment plan requirements can still be met if content and duration are reduced?





Ofsted and Prior Learning

Ofsted inspectors consider the 'distance travelled' by the apprentice in determining the value added by the training programme.

Evidence of a robust initial assessment, clear milestones and progress against these are essential for a good inspection outcome.

Thank you

