

Apprenticeship Policy

Prior Learning Policy



 academy



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1. Policy intent.

ANS Academy will 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.

2. Policy Implementation

- a) Upon induction learners to sit down with assessor and complete their Individual Learning Plan and enrolment on Bud.
- b) Learners will provide certificates of prior qualifications and upload these to Bud
- c) Assessor to check results with the LRS (Learning Records Service).
- d) Learners to complete initial assessment testing their knowledge and understanding across the 5 on program assessments. Scores will be recorded on the Funding spreadsheet.



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e) Learners complete an English and Math diagnostic assessment to be recorded.

2.1 Assessment of prior knowledge skills and experience

A skill scan is completed against each element of the knowledge, skills, and behaviour requirements of the apprenticeship, to assess the Apprentice's current level of competency and any prior knowledge, skills, or experience that would enable them to demonstrate competence against elements. Learners will complete a Microsoft form to show their skills in various areas of apprenticeship. A scale of 1 to 10 is used for each element, where 1 = no knowledge or experience, and 10 = fully competent. Where an Apprentice scores less than 4, they are deemed to require all teaching and learning associated with that element. An average will then be calculated for each learner and a score of 7 or more would indicate that no teaching or learning is required for that element. For scores of 4 to 7, are used to determine the level of teaching and learning required.

For scores of 4 or more on the skill scan, an adjustment is made as detailed below.

Average Score based on the Skill Scan	% Of funding claimed	Reduction in Expected content and duration	
Less than 4.0	100%	0 %	
Between 4.0 and 4.9	See Impact		
Between 5.0 and 5.9			
Between 6.0 and 6.9			
7.0 or More	Nil	Ineligible	To be reviewed

- For learner with scores above a 4.0 a review of the data will be had in detail. Off the job hours will be reviewed and logged against teaching time. The % of off the job hours to be removed will be counted out of the total.
- From this the % will be halved and this will account for the reduction in funding in line with the clause 25.4 in the 2023/2024 ESFA Apprenticeship Funding Rules.
- If the reduction in funding reaches 30% or more (60% reduction in Off the Job Hours) then the apprenticeship is not the correct route.
- If average score is 7 or above the learner is likely to be ineligible but a further investigation will be completed.

2.2 Assessment of the Apprentice's starting point for Math and English

BKSB provide initial assessment of Maths and English is completed for each Apprentice as part of the application process. This is used to determine the Apprentice's starting point and in conjunction with information about prior attainment, the Apprentice's suitability, and eligibility for functional skills at level 1 or 2.

Learners who have achieved a level 2 English & Math's qualification and have received the following in their initial assessments will receive the following support.

High (2.0-2.9 >) – Deemed to have achieved Level 2 in their initial assessment will have a small bespoke package of learning to complete via BKSB to fill in their minor gaps.

Medium (1.0-1.9) – These are deemed to be working towards Level 2. Learners will complete a further diagnostic test. Learners will receive a bespoke package of learning materials to work through. Checkpoints will be completed, and progress will be checked within progress reviews.

Low (0-1) – these learners are deemed to be working below level 2. Learners will receive a more detailed package of learning within BKSB linked to their diagnostic assessment. Learning and progress will be tracked and recorded in progress reviews.

Learners who have not achieved Level 2 in English or Math's will complete initial assessment as above and this will inform their individual learning plan for completing functional skills.

2.3 Prior Learning Functional Skills

Where learners who move to a functional skills program, prior learning must be attained. Staff to check on enrolment if prior learning has taken place, where it has confirmation of completion of individual units to be taken. They must be checked that:

- 1) They are units under the reformed English and Math qualification.
- 2) They were delivered and awarded by relevant awarding organisations.

If these criteria are met, then the units may be used towards full completion of the qualification with ANS Academy. Please check with Centre Manager and the awarding organisation before confirming with the learner.

3. Policy intent.

3.1 Basic eligibility

Prior to enrolment basic eligibility checks are completed in line with ESFA (Education Skills and Funding Agency) requirements for funding, including age, hours worked, employment status, residency criteria, place of work and right to work in the UK.



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3.2 Job role suitability

Prior to enrolment, a detailed job role discussion takes place against the requirements of the relevant standard or framework, to ensure the Apprentice's job role is suitable for the apprenticeship framework or standard to be undertaken.

3.3 Assessment of prior learning and qualifications

As part of our application process, Apprentices provide details of their job role and any relevant qualifications achieved (including Math and English).

Within the application the Apprentice is asked to confirm if they are currently studying. This is cross checked against the learning record service and any indications that the Apprentice may be currently studying any other DFE (Department for Education) funded programme is resolved prior to the Apprentice starting on programme.

Where there is overlap or similarity between any modules/units or qualifications previously undertaken and the requirements of the apprenticeship, an adjustment is made as detailed below.

3.4 Impact on Price, Content and Duration

3.4.1 Price

The price of the apprenticeship is adjusted proportionately to the percentage overlap. I.e., if the overlap is 20%, the training price will be reduced by 20%

3.4.2 Content

All planned activities are mapped to the various elements (knowledge, skills, behaviour, and any units and elements of mandatory qualifications) of the apprenticeship. Where competence or partial competence is identified for elements, the activities mapped to those elements will be reviewed and adjusted or exempted accordingly, which in turn will reduce the off the job hours associated with those activities. The mapping from activities to the requirements of the apprenticeship is updated automatically to show any exempt activities. A gap analysis is provided to ensure the full occupational profile and all remaining elements of knowledge skills, behaviour and any mandatory qualifications are addressed as part of the apprenticeship programme.

Note. The personal tutor may at their discretion and in agreement with the learner still deliver up to the full content of the apprenticeship programme to ensure currency of knowledge and to enable the learner to demonstrate proficiency. However, any of the job hours that should be reduced in line with the above will not be funded and will not be included when determining learner eligibility.

3.4.3 Duration & price impact

Where prior learning, knowledge or skills are identified, we will either: -

- For learner with scores above a 4.0 a review of the data will be had in detail. Off the job hours will be reviewed and logged against teaching time. The % of off the job hours to be removed will be counted out of the total.
- From this the % will be halved and this will account for the reduction in funding in line with the clause 25.4 in the 2023/2024 ESFA Apprenticeship Funding Rules.



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