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| Procedure Number: 02-C-026 | Recognition of Prior Learning Policy and Procedure (RPL) including Initial Assessment in Apprenticeships | |
| | Date of Last Revision: | 02 April 2019 |
| | Date of Last Review: | |
| | Date of Next Review: | 02 April 2020 |

1. 0 CEATA Initial Assessment and RPL Policy and Procedures

Rationale

The assessment of an individuals' starting point is essential to determine the programme is appropriate taking into account and prior knowledge and skills to establish content and duration. Where evidence is provided of RPL the duration and content of the apprenticeship will be reduced and funding reduced accordingly. If the learner has significant RPL they will not be eligible for further apprenticeship funding. These checks are to ensure learning is not repeated unnecessarily and the apprenticeship is of value to the learner and employer. Initial Assessment records are subject to audit.

Note: any reduction must not fall below the minimum required of 12 months; if this amount of training is not required the learner is ineligible for apprenticeship funding.

2.0 Definitions

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.

Recognition of Prior Learning (RPL)

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)
- Any previous apprenticeship undertaken

3.0 Procedure

Initial Assessments – all applicants must complete maths and English assessments and a skills gap analysis (for the proposed programme) and undertake an assessment of prior learning; this should be conducted as a discussion between applicant and provider and wherever possible include the employer.

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The areas to be included in the discussion are;

1. Existing qualifications including units completed
2. Knowledge and experience from previous/current role
3. Existing skills and behaviours

All the above to be discussed in relation to the proposed apprenticeship (pathway or unit choices) and the level of competency and/or knowledge. The content of existing qualifications should be discussed in detail to establish the relevancy to the proposed apprenticeship i.e. what type of engineering, type of workplace experience gained in, how long the experience was gained in, etc.?

Evidence of RPL must meet the following tests;

- Valid
- Current
- Reliable
- Authentic
- Sufficient

Following the initial assessments should any RPL be evident the information should be passed to the CEATA Operations Officer and/or General Manager to make a decision regarding the reduction in time and funding required should they deem RPL has been proven. It may be reasonable to carry out further assessment including practical assessment to validate applicants declared prior experience.

4.0 Records

Details of the initial assessments and record of RPL discussion should be kept in the learner file and the CEATA RPL Discussion Record completed and a copy given to the applicant and employer. Records should be used to set milestones to demonstrate 'distance travelled' and provide SMART Target setting parameters.

5.0 Revisions

| Date | Pages / Sections | Issue Status | Amendment Details |
|---------------|------------------|--------------|-----------------------|
| 02 April 2019 | All | Issue 1 | First issue of policy |
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