



The GTA Assessment of Prior Learning Policy

This policy applies to all members of GTA (including staff, learners, volunteers) who access training at the GTA

Document Ref	CP1.7
Version	1.4
Issue Date	06/03/2024
Reviewed Date	06/03/2024
Next Review Date	01/08/2024

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06/03/2024

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Introduction

The Doncaster, Rotherham & District Motor Trades GTA Ltd (GTA) is committed to providing high-quality education and services to all its learners, customers, and employers as per the GTA company customer charter.

Policy Purpose

The GTA is committed to providing Learners, staff, and stakeholders with the opportunity to enhance their level of English, mathematics and ICT skills to ensure that they can contribute fully to the achievement of the GTA's company objectives.

The GTA acknowledges that as an educational provider, it is required to assess learners' prior, current knowledge and ability in relation to Maths and English and provide the relevant support or exemption to meet the requirements of the learner and/or apprenticeship.

Scope

This policy applies to all learners engaging in an apprenticeship with the GTA.

Objectives

The main aim of the policy is to provide learners with information that supports and builds upon existing skills-

- Provide accurate and robust initial assessments which identifies learner's needs
- Provide a tailored training process for English and Maths
- Provide a high-quality and relevant teaching delivery to learners
- Ensure that funding requirements match expected achievements
- Reduce repeating previous qualifications or units already achieved
- Matching funding to take into account prior learning for ESFA & Employer accordingly

Training Procedure

1.1 First Contact

Information Advice and Guidance (IAG) trained Marketing Representatives discuss the course requirements and all prior learning achieved by the learner.

1.2 Interview Stage and Initial Assessment

Marketing representatives will make several formal assessments on learners, including a marked and scored interview, skills aptitude test and a BKSb assessment for English and Maths.

Interviews focus on a few key areas such as communication skills, confidence, enthusiasm, and punctuality. Any medium to low-scoring areas or behaviours will be reviewed and discussed with the prospective candidate post-interview in the individual feedback session.

Assessments and prior learning are used to gauge the learner's existing knowledge and understanding of English, maths, and vocational aptitude. Information gathered from the assessments and the interview, enables marketing representatives to gain a profile of the individual and provide specific support before the learner meets an employer for the first time. An example may be assistance with interview techniques prior to a job interview.

Throughout the interview process, learners will be given the opportunity to discuss all prior achievement and/or qualifications and produce evidence of prior learning which may be relevant to the desired apprenticeship training, any overlap of skills and/or knowledge must be considered and may result in a reduction in funding requirement or shortened course and must be considered when negotiating costs to the employer or ESFA. Learners with qualification that do not exactly match may still have units that are transferable and must be used. An example would be if the VRQ Skills and Knowledge are present, only the VCQ is required or units from another vocational area may be generic - Health & Safety or Employee Rights and Responsibilities.

At this stage marketing staff can provisionally advise learners of suitable prior learning and any skills gaps which need addressing and discuss with the potential employer adjustments to funding requirements that may impact the negotiated price for delivery and/or course duration.

1.3 Exemptions Funding Reports

Marketing Representatives collate the prior learning information along with the results from the interview stage and pass to the Administration Office for detailed analysis. The prior learning information gathered is compared with the Learner Record Service (LRS) reports; these are reviewed in-conjunction with each other to produce a learner focused plan, which includes identified skills and skills gaps and individual requirements for the apprenticeship. The qualification requirements are inputted into the Learner Management System – PICS as an AIM when the apprenticeship proceeds.

If a fully documented LRS report identifies an exemption, learners will be asked to support the LRS report with a certificate if practically possible. The certificates confirm prior learning for English, Maths and vocational units which are matched to their required apprenticeship, full qualifications or units which can be exempted must be used to minimise qualification overlap ensuring they are not repeated.

If a LRS report identifies possible exemptions but has data missing such as 'Grade' or 'Level' learners will be asked to support this with a certificate, the LRS report will not be sufficient evidence on its own in this case. If learners are unable support the LRS report with a genuine supportive certificate they may have to repeat some elements of the apprenticeship.

For exemptions relating to the Functional Skills requirements for English and Maths please see policy – *CP 1.6 The GTA Delivery of English and Maths*.

Any exemptions which have been approved such as qualifications, units or prior knowledge and skills or prior learning will be used to inform the Total Negotiation Price TNP of the apprenticeship and the funding required will be adjusted accordingly. The TNP will be discussed with the employer as part of the Training Needs Analysis. The TNP will be recorded and agreed as part of the 'Apprenticeship Training Agreement' for Framework Services.

1.4 Prior to Learning Commencing

Every learner has an Individual Learning Agreement (ILA) which amongst other information, will provide in more detail, a full profile of the requirement for skills, knowledge, and behaviours to ensure that the learner will succeed and meet any planned objectives.

The ILA will summarise the support/action required to close any skills gaps, how the support will be addressed and how the support will be measured. The ILA will be used throughout the delivery programme to inform all staff involved with the learner's apprenticeship, and how the learner's is progressing to achieve their goals. Staff responsible for the different aspects of the delivery will be able to update and make changes and/or adjustments progressively throughout the delivery. Learner's skills gaps in English and maths will be assisted by Functional Skills Department, vocational gaps may require one to one from vocational tutor, behavioural by their learning support contact in conjunction with others where appropriate.

Any deviations from the original plan or agreed support can be adjusted in a timely manner, recorded on the ILA, to help maintain the expected outcome.