

Apprenticeship Initial Assessment Recognition of Prior Learning Policy

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1 Mission Vision Values and Behaviours

1.1 Mission

Aspire Procurement Training exists to provide UK businesses with the next generation of aspiring supply chain professionals

1.2 Vision

To be the supply chain training provider of choice for apprenticeships and commercial courses, by putting the apprentice and the learner at the heart of everything we do

1.3 Core Values

- The passion and commitment to provide quality supply chain training
- The freedom from discrimination for all apprentices, learners, skills teachers, skills coaches and employees
- Continuous improvement through compliance to standards, adoption of best practice principles, and measurement against all performance targets

1.4 Behaviours

1.4.1 Be inspirational

- Our apprentices and learners perform best when they are inspired. Our whole team is passionate about the learning experience and committed to provide the best supply chain training

1.4.2 Add value

- We are focused on the value to the apprentice and the learner
- Both our study material and our teaching will bring to life the core academic content provided by our qualifying institutions
- Our skills trainers will be respected supply chain practitioners from a variety of industries and organisations and all will be MCIPS qualified
- Our teaching methods will be interactive and promote ethical best practice

1.4.3 Be inclusive

- We are advocates of inclusivity across all apprentices, learners, skills trainers, skills coaches and employees

1.4.4 Be a learner yourself

- Feedback and shared experiences will make us better. We are passionate about improvement
- We understand that learners have different learning styles. We will deliver our teaching in different formats and at a pace to suit the individual apprentice and learner

2 Policy Statement

Aspire Procurement Training is committed to maintaining and providing an initial assessment and recognition of prior learning system that is effective, consistent, ensures fair assessment and identifies support needs to enable effective learner progression, which is carried out for each individual apprentice and learner.

In doing so, Aspire Procurement Training recognises that apprentice and learner recruitment and selection procedures are required to be as welcoming and effective as possible. As such, Aspire Procurement Training adopts a sensitive approach to the recruitment of apprentices and learners from varied backgrounds and needs and as such will undertake recruitment without prejudice or bias towards any individual or group of apprentices or learners.

Our recruitment and selection procedures facilitate apprentices and learners taking responsibility for their own learning.

All employees involved in the initial assessment and assessment of recognised prior learning process will be skilled, experienced and appropriately qualified and have relevant up-to-date knowledge.

3 Purpose

The purpose of this policy is to ensure all apprentices and learners are appropriately assessed for prior learning and that this assessment is accurate, consistent and free from bias.

Aspire Procurement Training believes that by carrying out an initial assessment with every apprentice and learner, we are able to build an accurate and realistic understanding of an apprentice's or learner's:

- current attainments
- potential to complete their chosen qualification/apprenticeship
- skills development needs
- learning needs
- English and maths skills development needs

Enabling the identification of:

- appropriate advice and guidance
- an appropriate qualification at an appropriate level
- appropriate support

This then leads to the formulation, implementation, review and continual development of an effective individual skills development plan and the identification of teaching, learning and assessment methods and opportunities.

4 Scope

This policy applies to the induction process of all apprentices and learners to formal apprenticeship training provided by Aspire Procurement Training.

5 Roles and Responsibilities

Aspire Procurement Training is responsible for ensuring that all employees involved in the assessment of apprentices and learners receive appropriate training, coaching and support regarding the policy and their responsibilities.

All members of the Senior Leadership Team are responsible for ensuring that a copy of this document is available to all and for ensuring the adherence of this policy by all employees.

The Quality Manager is responsible for ensuring that all apprenticeship inductions follow this policy.

The Marketing and Business Development Executive is responsible for ensuring the policy is available to apprentices, learners and employers on the website.

Employees are required to act in accordance with the policy and to enable appropriate support to the apprentices and learners. Failure to do so may be considered as an act of misconduct and may result in disciplinary action.

6 Policy Implementation – Procedures

It is essential that all employees put the apprentice or learner at the centre of the initial assessment process, the process is an important part of the skills trainer gaining and understanding the starting point of the learner. Apprentices in particular (but also learners) need to be guided and supported to complete several initial assessments:

- BKSB Functional Skills Initial Assessment or similar platform, to discover current levels of attainment in maths and English and inform a starting place for further appropriate diagnostic assessments (BKSB)
- Candidate Initial Profile (self-assessment), which includes discussion about:
 - Occupational background
 - Current qualifications held – Courses attended
 - Further training and experience needed Assessment needs
 - Learning needs
 - Training needs
 - Aids needed
 - Differentiation / Support needs
 - Present post summary
 - Objectives and outcomes that the apprentice or learner wants to achieve
- Candidate Individual Occupational and Behaviours Skills Scan

Skills coaches must also be aware of other modes of assessment available to them:

- Discussion of social needs
- Records of prior learning and achievement (qualifications and courses).
- Discussion of learning outcomes.
- Observations of apprentice's or learner's working practice.
- Records of Dyslexia Assessments, discussion of dyslexic needs.

6.1 Points to Remember

6.1.1 Skills Coaches

- Initial assessments are a tool to be used to inform the social, physical and learning development needs of the apprentice or learner. They will help skills coaches to build a relationship with apprentices and learners that are allocated to them and must be used as a starting point for the individual skills development plan.
- If additional support is identified skills coaches should discuss those needs with the Quality Manager to ensure appropriate resources are made available. Not all needs may be met by Aspire Procurement Training or the apprentice's or learner's employer. Where appropriate apprentices may be referred to specialist, partner organisations.
- The employer should be involved to identify where they can support the apprentice or learner with their needs, between contact with their skills trainer or skills coach
- Initial assessment can be revisited during the programme as a review tool.
- Initial assessment leads the apprentice or learner to:

Negotiating learning

When an apprentice or learner becomes self-aware through initial assessment, they become more focused on improving their own learning and development and negotiating learning and assessment. The skills coach should ensure that in each session there is agreement of what needs to be achieved in the session and before the next session and what needs to be accomplished to enable attainment.

Continuous assessment

Throughout the programme the skills coach will ensure that progress is regularly reviewed using the review paperwork and individual skills development plan, giving and encouraging 360-degree constructive feedback.

Developing a relationship

Skills coaches will build on the trust and cooperation garnered during the initial assessment process and include pastoral support.

6.2 Assessment and Recognition of Prior Learning

6.2.1 Introduction

Recognition of Prior Learning (RPL) is a method of assessment (leading to the award of a qualification) that considers whether apprentices and learners can demonstrate that they can meet the assessment requirements for a unit through knowledge, understanding or skills they already possess and do not need to develop through a course of learning.

This policy and process applies to all Aspire Procurement Training qualifications. However, qualifications that require an external or practical assessment will still require the apprentice or learner to undertake the assessment to verify competency.

RPL enables recognition of achievement from a range of activities using any appropriate assessment methodology. Provided that the assessment requirements of a given unit or qualification have been

met, the use of RPL is acceptable for accrediting a unit, units or a whole qualification. Partial unit completion is not acceptable.

Aspire Procurement Training encourages the use of RPL where it is of value to apprentices or learners in facilitating assessment. The use and application of RPL enables apprentices and learners to gain all or part of a qualification without having to undertake a formal learning programme. RPL focuses on assessment and awarding prior learning which may count as evidence towards:

- A unit accumulated towards a full qualification
- A full qualification.

We seek to enable apprentices and learners to avoid the duplication of learning and assessment. There are two ways in which this will be achieved.

1. The opportunity to transfer credits, i.e. to recognise previously accredited achievement from within or outside the Qualification and Credit Framework (QCF) to count towards other qualifications.
2. For individuals with learning or achievements that have not been certificated / accredited it may be possible to assess and validate these through the RPL process. These achievements may then count towards a qualification/EPA but the organisation must adhere to the ESFA funding rules and reduce the funding/length of stay as applicable.

Aspire Procurement Training when carrying out RPL will ensure that:

- Identification of any achievement through RPL is prior to apprentices registering to taking a qualification
- Records of assessment are maintained, as for any other unit/qualification
- Certification and claims are made according to normal procedures
- All relevant evidence is assessed before assessment decisions are confirmed
- There are designated personnel with the appropriate expertise to support and assure the RPL process.

6.3 Evidence of Learning

All evidence must be evaluated using the stipulated learning outcomes and assessment criteria from the qualification or unit being claimed. In assessing a unit using RPL the assessor must be satisfied that the evidence produced by the apprentice or learner meets the assessment standard established by the learning outcome and its related assessment criteria.

Example of evidence that may be submitted include:

- Certificates — copies of previous qualifications
- Qualification Specifications — in order to map the learning outcomes and assessment methods, the assessor must see qualification units and previous assessment methods
- Witness Statements — signed by a reliable person such as a line manager as evidence of practical experience.

All evidence of learning must be:

Valid

Addresses the elements and performance criteria. Reflects the skills, knowledge and context described in the qualification specification.

Authentic

The evidence being submitted is in its original format, can be verified as genuine and can be confirmed as the work of the apprentice or learner.

Sufficient

The skills trainer must see sufficient evidence to cover all aspects of the unit, units or qualification being claimed. The evidence must demonstrate competence over a period of time and that is able to be repeated.

Current

The evidence must demonstrate the apprentice's or learner's current skills and knowledge and must comply with current best practice guidance. For example, witness statements for practical experience must be within the last 5 years.

Reliable

Evidence must be from a reliable source and in a reliable format, on organisation headed paper or certification. All translated documents must be translated by an official translator to ensure authenticity.

6.4 RPL Process

Step 1	Completion of an RPL application form
Step 2	Submit completed RPL application form and all supporting evidence
Step 3	Assessment of Evidence <i>The skills coach will review and evaluate all evidence and map prior learning to qualification units. The assessment process will be subject to the standard quality assurance procedures to ensure the integrity of the qualification/units.</i>
Step 4	If the evidence is sufficient, the skills trainer will notify the apprentice or learner on the assessment requirement in order to gain the qualification/units. If the RPL evidence is judged not to be sufficient to meet all the requirements of the relevant qualification/unit, then the apprentice or learner will be required to complete the normal course of learning.

7 Review

This policy will be reviewed annually to ensure that it is up to date and compliant with the latest legislation.

The policy was last updated in September 2021 and is due for renewal in September 2022.

This policy may also be updated before the renewal date if legislation changes or if monitoring and review of performance suggests that practices should be altered.

8 Signature

A handwritten signature in black ink that reads "M.A. Parker". The signature is written in a cursive style with a large initial 'M' and a long, sweeping underline.

Mark Parker
Director