

KEY POINTS FOR EMPLOYERS

THE IMPORTANCE OF RECOGNISING PRIOR LEARNING AND EXPERIENCE

Apprentices should not receive training on the knowledge, skills and behaviours they have already acquired through prior qualifications, training or work experience. The apprenticeship should be about learning new capabilities which support them to become competent in their job.

The benefits to employers when the prior learning and experience of their apprentices is correctly recognised, include:

- **Shortened or accelerated apprenticeships**, by reducing the time spent by the apprentice away from their 'day job' and the time taken to become occupationally competent. The apprenticeship must still meet the minimum duration and off-the-job training requirements, after prior learning and experience has been applied
- **Supports progression** from other skills offers, such as: T Levels, Occupational Traineeships and SkillsBootcamps. The Institute for Apprenticeships and Technical Education's (IfATE) Occupational maps and T Level progression profiles* and mapping give details of potential progression pathways
- **Motivated and engaged apprentices**, by having a tailored training plan that gives them the most effective and direct route to occupational competence.
- **Make the most of apprenticeship funds**, by reducing the price (from the funding band maximum) to reflect the cost of the omitted training content. The employer can still negotiate a further reduction to the price at this point e.g. where they have a large cohort of apprentices on the same training programme.

*T-Level Progression Profiles are available for Digital, Construction & Education and Childcare currently.

RECOGNISING PRIOR LEARNING



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● PRIOR LEARNING AND EXPERIENCE'S IMPACT ON ELIGIBILITY FOR APPRENTICESHIPS

To be eligible for funding there must be the **equivalent of at least 6 hours per week of off-the-job training** once any unnecessary training content has been removed from the training plan. There must also be a **minimum of 12 months** duration remaining. Employers, with the help of the provider, can support apprentices in circumstances where they are ineligible for funding. There may be a higher-level apprenticeship they could complete or a different programme that is better suited to their skills and career aspirations.

RECOGNISING PRIOR LEARNING



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● THE IMPORTANCE OF RECOGNISING PRIOR LEARNING AND EXPERIENCE

The outcome of the assessment of prior learning and experience provides a baseline for the provider, with input from the employer, to create a tailored training plan for the apprentice.

Where the content and the duration of the training plan has been reduced, providers must reduce the price of the apprenticeship from the funding band maximum of that standard, using the calculation in the funding rules. This calculation reflects the delivery costs of the hours removed from the training plan – the Recognition of Prior Learning guidance has further information.

- [2022/2023 Apprenticeship Funding Rules](#)
- [Recognition of Prior Learning guidance](#)



RECOGNISING PRIOR LEARNING



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SUPPORTING APPRENTICES TO PREPARE FOR INITIAL ASSESSMENT

Employers should make sure the apprentice:

- understands the requirements of the occupational standard (apprenticeship) they will work towards
- is aware that their relevant prior learning and experience can reduce the training they need, with the potential to become occupationally competent more quickly
- is aware of the Guide for Apprentices: Initial Assessment to Recognise Prior Learning which explains how they can prepare for their initial assessment
- is ready to undertake a skills scan, provide evidence of prior qualifications and or training and have a follow-up discussion with the training provider about their prior learning and experience and how they meet, or partially meet, the knowledge, skills, and behaviours set out in the occupational standard
- **[HASO Standards page - you will find standard and Assessment Plans documents and other guidance here.](#)**
- **[Short Guide for Apprentices: Initial Assessment to Recognise Prior Learning](#)**



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EMPLOYERS' INVOLVEMENT IN THE RECOGNITION OF PRIOR LEARNING PROCES

The provider conducts the assessment of prior learning and experience, documents the findings in the training plan and uses the assessment to develop the apprentice's tailored training programme.

However, the employer and the apprentice must play active roles in ensuring the assessment accurately reflects the apprentice's prior learning and experience, that the training programme is adjusted accordingly and that this is recorded in the training plan.

Employers should:

- read and understand the provider's initial assessment and recognition of prior learning policy and process
- involve the right people in their organisation; those responsible for recruitment or induction may know more about the apprentice's background, knowledge, and skills, particularly if they are an existing employee
- discuss and agree with the provider that the assessment is accurate and how prior learning will be reflected in the delivery model and the apprentice's training plan
- agree the reduction in price (from the funding band maximum) where unnecessary training has been identified
- **[Apprenticeship Training Plan - template](#)**



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WHAT EMPLOYERS SHOULD DO FOLLOWING THE INITIAL ASSESSMENT

Employers should:

- agree with the provider what prior learning and experience is relevant and how much of the training content the apprentice requires, which should be documented following a discussion with the provider
- check that the apprentice continues to meet the eligibility criteria for the chosen apprenticeship, after taking account of their prior learning and experience
- agree the planned volume, content, start and end dates for the programme
- agree a price for the apprenticeship that is reduced in proportion with the training that will not be delivered. Your provider must use the calculation in the funding rules
- agree a schedule for delivery of training that works for the business; for example whether the training will be delivered one day per week, in a block or front-loaded at the start of the programme
- agree how they, the provider and the apprentice will support the achievement of the apprenticeship
- verify and sign the training plan, which is a record of what has been agreed between them, the provider and their apprentice
- work with the provider to identify alternative options for the apprentice if they are not eligible for apprenticeship funding because they have too much or too little prior learning

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