

Ginger Nut Training.



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Initial Assessment and Recognition of Prior Learning Policy

Originator

Centre Manager

Responsible Person

Quality & Compliance Lead

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Introduction

Ginger Nut Training is committed to ensuring that every learner works towards clear and meaningful goals through a programme that reflects their individual starting point, job role and development needs. Our initial assessment process establishes whether the chosen apprenticeship is appropriate, sufficiently challenging and eligible for funding, and identifies the support needed to enable the learner to progress and achieve.

Recognition of prior learning (RPL) forms an integral part of this process. We consider relevant knowledge, skills and behaviours gained through previous qualifications, education, training and work experience. Where prior learning is identified and evidenced, we adjust the training content, planned hours, duration where appropriate and price so that apprenticeship funding supports the new learning the apprentice needs.

We work with the learner and employer to agree an individual training plan that supports occupational competence and reflects English and maths requirements, learning difficulties or disabilities, and any reasonable adjustments. Assessment is fair, accessible and evidence based, in line with our commitment to equality, diversity and inclusion.

This policy sets out how Ginger Nut Training carries out, records, reviews and quality assures initial assessment and RPL decisions. It applies to new applicants and relevant reviews of transferring or returning learners and changes in employment or programme, using the funding rules applicable to each apprentice.

1 Purpose and scope

We assess each applicant's starting point, eligibility, prior learning and support needs so that their apprenticeship develops the new knowledge, skills and behaviours needed for their job. We use the assessment to agree an individual training plan, appropriate duration and price, and evidence the basis of each funding decision.

This policy covers occupational apprenticeship standards delivered in England, including transfers, restarts and changes of employer or standard version.

2 Applying the correct rules

Funding and ILR Compliance Officer records the apprentice's original start date, applicable rules, standard code and version, assessment plan and funding band. New starts from 1 August 2026 use the 2026–27 rules. Earlier starts retain the rules applicable to their cohort, subject to cross-cohort provisions and any expressly retrospective changes. A transfer or restart does not automatically make an apprentice a new-start learner.

The 2026–27 rules apply specified provisions across cohorts, including redundancy, standard-version changes and the payment arrangements in paragraph 190. Staff must check the operative rule before making a decision. Current national rules and our funding agreement take precedence if a policy provision becomes outdated.

3 Principles

Initial assessment covers eligibility, RPL, learning support, and English and maths. No learner is approved on self-assessment scores alone.

We recognise relevant learning gained through qualifications, previous training, work and other experience. Length of service or qualification level alone does not determine eligibility.

We remove training the apprentice does not need and retain a clear record of what remains to be learned. RPL does not automatically exempt the apprentice from qualification or apprenticeship assessment requirements.

Assessment procedure

4 Employer engagement and job suitability

The Client team explains the apprenticeship, employer commitments, delivery model, assessment arrangements and funding route. They obtain the job description, normal paid working hours, employment arrangements and named line manager. The occupational tutor checks that the standard has a clear and substantial relationship to the apprentice's primary duties and that the workplace can develop and demonstrate the required outcomes.

The employer agrees supervision, mentoring, paid release for training, workplace opportunities and input to progress reviews. Funding and Compliance confirms the applicable levy, transfer or co-investment route, funding availability, employer approval and any contribution. Staff must not assume that levy or non-levy status alone determines the contribution. No apprentice may be charged for apprenticeship training or assessment.

5 Eligibility verification

'The enrolment team' completes the current cohort eligibility checklist and records the evidence seen, the rule applied and any exception. The right to work alone does not establish funding eligibility. The checklist must address:

Identity, date of birth and school-leaving eligibility; ordinary residence and the exact qualifying route or exception in Annex A; immigration permission and sufficient time to complete training and assessment.

Employment by the correct employer or eligible connected organisation; employment covering completion; lawful wages; a separate identifiable line manager; and a valid signed apprenticeship agreement from the start.

At least 50% of working hours in England over the apprenticeship, including remote and hybrid arrangements, unless an Annex A exception applies. Obtain employer evidence supporting the expected working pattern.

Other courses, apprenticeships, apprenticeship units, government-funded Skills Bootcamps and student finance; prohibited overlap, duplicated funding and any expressly permitted exception. Record the end of conflicting provision where necessary.

Standard approval, entry requirements, funding-agreement restrictions and specific age limits, including Level 7 and Administration Assistant Level 2 ST1472 where applicable. Check restrictions before offering a place.

Self-employed sole traders and other excluded employment arrangements cannot be approved. Escalate unusual employment, secondment, shareholder or director

arrangements for an evidenced decision against the relevant rules. Use the complete Annex A rather than a blanket three-year residence test.

6 Information gathering

Before the first day of learning, gather the learner declaration, qualifications and available PLR, relevant CV or employment history, previous apprenticeship and training details, job description, skills scan where applicable, English and maths decision and support screening. Record missing information and resolve material gaps before approval. Check T Level progression profiles where relevant; do not infer eligibility simply from the title of a previous qualification. For a same or lower-level apprenticeship, evidence significant new skills and training materially different from prior qualifications or apprenticeships.

6.1 Application decisions where prior learning or experience is identified

Ginger Nut Training will assess an applicant's prior learning, qualifications and relevant work experience against the knowledge, skills and behaviours of the proposed apprenticeship standard. Where relevant prior learning or experience is identified, we will consider its impact on the training required and whether an eligible programme can be designed that provides sufficient new learning and meets funding and assessment requirements.

Following this assessment, Ginger Nut Training reserves the right not to accept an applicant onto the proposed apprenticeship where the evidence indicates that the applicant is not eligible, that the programme would substantially duplicate learning they already have, or that we cannot provide an appropriate programme with sufficient new learning. The decision will be based on the individual assessment, recorded with the reasons and supporting evidence, and communicated to the applicant. The applicant may request a review through the organisation's complaints or review process.

Skills scans and tutor decisions

7 Age appropriate assessment

For applicants aged 16–18, check the PLR if available and discuss relevant prior learning and experience. Where none is identified, record the outcome and employer agreement. Where relevant learning is identified, complete the skills scan and any relevant progression-profile checks. For applicants aged 19 or over, check the PLR if available, discuss prior learning and complete a skills scan against the standard or a training plan mapped to its outcomes.

8 Ginger Nut skills scan

Our 1–10 self-assessment provides a starting point for discussion. Scores of 1 indicate little familiarity; 2–3 basic familiarity; 4–6 developing understanding or application; 7–8 substantial understanding or application; and 9–10 a claim of confident competence. A numerical score does not prove competence or translate directly into a percentage of funded training to remove.

A subject-competent tutor reviews every completed scan and the wider evidence before approval. Detailed discussion is required where a knowledge or skills score is 7 or above, an average exceeds 5, the overall summary exceeds 4 out of 5, or qualifications, work history or employer evidence suggest overlap. Apply the behaviour-score approach below before

deciding whether behaviour scores require further investigation. Low scores do not override contrary evidence. These thresholds are internal review prompts, not funding rules.

Behaviour statements may be broadly phrased, and high self-assessment scores alone do not establish occupational competence. The tutor checks their meaning and relevance to the standard through proportionate discussion. Where high behaviour scores reflect general attitudes rather than evidenced competence at the required occupational level, and there is no other evidence of relevant prior learning, record the rationale for no behaviour-related RPL reduction; a separate detailed RPL review is not automatically required. Relevant transferable experience must still be considered, and further investigation is required where evidence suggests overlap. Retain original scores, moderated scores and reasons for changes. If a qualification is mandatory, check its separate achievement and assessment requirements with the awarding organisation.

9 Evidence and professional judgement

The tutor tests what the learner knows and can do at the level, breadth and currency required by the standard. Use discussion, work products, practical tasks, questioning, qualification content, transcripts, previous training records and employer testimony as appropriate. Assess validity, authenticity, sufficiency and currency. A CV, PLR or learner assertion alone may not establish current occupational competence.

For each relevant outcome or curriculum component, record the evidence, tutor judgement, new learning still required and delivery adjustment. Use learner and employer discussion to resolve inconsistent information. A signed summary provides an audit trail; recording an interview is optional and requires appropriate privacy information and permissions.

A learner can request a review of a disputed decision through the Quality and Compliance Lead. A different subject-competent tutor reviews the evidence. A director oversees unresolved appeals. Record the outcome and do not approve funding while a material eligibility issue remains unresolved.

10 Outcome mapping

Ginger Nut Training plans delivery through modules. The tutor maps recognised learning to the module outcomes, relevant KSBs and planned activities, identifying complete and partial overlap. Modules may be omitted, combined or adapted where this removes unnecessary learning while covering the remaining outcomes. Where most of a module remains to be learned, the learner may retain access to its delivery, but the tutor must evidence why the planned teaching is needed to reach the required occupational level. No automatic percentage threshold determines whether a whole module is retained or removed.

Where an outcome is already mastered and its teaching is unnecessary, remove or shorten that teaching and record the associated reduction in funded OTJ hours and price, even if the module is otherwise retained. A modular or group delivery model is not, by itself, a reason to fund duplicated learning. Record any necessary integration or further development in the approved RPL template. Do not replace omitted content with unrelated stretch activities to preserve funding.

Adjusting training hours duration and price

11 Programme calculations

For starts from 1 August 2025, use the standard's published minimum OTJ hours, with the correct version and any applicable historic transition arrangements. Record our typical planned OTJ hours for a learner with no RPL; this baseline must meet or exceed the published minimum. Do not inflate the baseline for an individual to dilute an RPL reduction.

For current new starts, calculate remaining planned hours by deducting evidenced RPL hours from our baseline. The published minimum is also reduced by the same evidenced hours. No funded programme may fall below 187 hours of evidenced delivery or the eight-month minimum practical period. A higher standard-specific requirement still applies where relevant. The remaining training must represent genuine new learning; do not extend dates simply to reach a threshold.

Earlier cohorts use their original OTJ and duration rules. Part-time, zero-hours and term-time arrangements require a realistic delivery timetable agreed with the employer. Current new starts do not use an automatic six-hours-per-week or 20% calculation, or automatic pro-rata duration extension.

12 RPL price calculation

Ginger Nut Training uses fixed and variable costs to inform the negotiated price of the remaining training and assessment. This costing model operates alongside the mandatory RPL funding calculation; it does not replace it. Calculate RPL percentage as removed OTJ hours divided by our typical no-RPL baseline hours, multiplied by 100. Under rule 39.3.2, the minimum reduction from the funding band maximum is 50% of that RPL percentage. The rule already recognises fixed costs. The resulting reduced funding ceiling is the maximum payable through apprenticeship funding and the starting point for further employer negotiation. Retain the costing rationale and ensure the agreed funded price reflects remaining delivery and complies with that ceiling.

Worked example	Amount
Typical planned OTJ hours / published minimum	500 / 400 hours
Evidenced RPL hours removed	100 hours
Remaining planned hours / adjusted minimum	400 / 300 hours
RPL percentage	$100 \div 500 \times 100 = 20\%$
Funding band maximum	£12,000
Minimum reduction and revised funding ceiling	£1,200 reduction; £10,800 ceiling

This illustration does not set a standard's actual funding band or required hours. The tutor also determines the appropriate remaining duration and records a rationale if duration stays the same despite fewer hours, for example because of necessary sequencing. Content and price must still change.

13 Approval of the calculation

All RPL decisions must be recorded using the approved Ginger Nut Training RPL Assessment and Calculation Template. This includes decisions where no RPL reduction is

required. Retain the supporting evidence, outcome mapping, calculations, rationale and approvals with the learner's initial assessment record.

The tutor completes the RPL mapping and hours calculation. The Senior Tutor checks the occupational judgement; Funding and ILR Compliance Officer verifies eligibility, formula, funding ceiling and data. Record the final training and assessment prices separately using the applicable ILR requirements. Assessment prices must reflect actual agreed arrangements, not an assumed share of the completion payment.

Training repeated to satisfy a regulated profession's accreditation requirements may qualify where the rules permit; retain the regulator's requirement and reasoning. Optional refresher training for recognised competence is separately identified and privately funded, outside funded OTJ hours and the funded training plan.

English maths and learner support

14 English and maths decisions

Record an individual decision for each subject, using age at the start of apprenticeship training, apprenticeship level, accepted prior attainment and any mandatory qualification requirements. For Level 3 and above, apprentices aged 16–18 normally require an accepted Level 2 in both subjects before completion. For Level 2 apprenticeships, use the separate Level 1 and Level 2 progression and assessment requirements in paragraph 54; do not apply the Level 3 rule automatically.

For apprentices aged 19 or over at the start, standalone English and maths are optional with employer agreement. Record whether each subject is included and the learner's involvement. If opted in, plan delivery and retain evidence of the required assessment attempts; achievement is not normally an apprenticeship exit condition. Requirements within a mandatory qualification remain applicable. Changing age during the programme does not reclassify the original start-age requirement.

Where a funded qualification is included and acceptable prior attainment is not evidenced, use a suitable current assessment to select the starting level. Tuition starts immediately above the assessed level, or at Level 2 if already working there. BKSBS is an assessment tool, not evidence of an exemption. Diagnostic assessment for exempt learners may inform our teaching but is not a universal funding requirement.

Check the official subject equivalence lists and evidence guidance. Accept valid PLR entries and other approved documentary evidence as well as certificates. Record the subject, qualification, grade, awarding organisation and evidence checked. Do not assume that any Functional Skills achievement exempts a learner from higher requirements, or that a degree automatically exempts both subjects. Resolve overseas qualifications through the accepted UK ENIC route. No duplicate qualification funding may be claimed.

Standalone English and maths hours sit outside occupational OTJ hours. Claim only when evidenced subject learning begins. Record actual delivery dates, update withdrawals to the last day of learning and avoid delivery consisting wholly of self-directed distance learning.

15 Learning support

The Enrolment Team screens all learners for barriers to learning and refers any declared or potential support needs to the Learner Success Coach, in line with the Learner Success

Framework. Cognassist may inform screening but is not, by itself, a diagnosis or funding decision. Provide an accessible alternative where required.

The Learner Success Coach completes a full, individual assessment using learner discussion and supporting evidence to identify needs, their impact on completing the apprenticeship and appropriate support. The Learner Success Coach records the assessment outcome, determines the appropriate support tier under the framework and agrees an individual support plan with the learner and relevant delivery staff. The learner agrees support arrangements in writing; obtain consent before sharing their needs with the employer. Reasonable adjustments are provided according to need, regardless of funding availability.

Before a learning support claim is made, the Learner Success Coach provides evidence of the learning difficulty or disability, its impact and the necessary adjustments. Funding and ILR Compliance Officer checks funding eligibility and evidence of provider costs and actual support delivered. A support tier, screening result or plan alone does not justify funding; learning gaps or ordinary pastoral support alone are insufficient.

The Learner Success Coach and staff delivering support record adjustments, dates, staff input, costs and impact for each claim month. Review continuing need at least every three calendar months, and sooner when needs change. Funding and ILR Compliance Officer verifies monthly claim evidence, stops claims when support or costs cease, and applies the current ILR, EAS and exceptional support processes. The further detailed assessment is not an eligible cost.

Agreeing and maintaining the individual plan

16 English and maths flexibilities

A lower Entry Level 3 requirement requires an individual, evidenced judgement under the funding rules. An EHCP or diagnosis alone does not automatically approve the flexibility. Use an appropriate professional to assess why the normal requirement cannot be achieved within the occupational training timeframe, even with support, adjustments and stepping-stone qualifications. Apply the decision separately by subject.

Retain the EHCP or qualifying formal assessment, professional judgement, evidence of the barrier and agreed plan. The apprentice must be expected to become occupationally competent, meet all other requirements and achieve Entry Level 3 in the adjusted subject. Plan continuing literacy and numeracy development. If the learner disputes the decision, arrange an independent second professional opinion. Record the relevant ILR information.

17 Initial assessment outcome and agreement

The tutor completes an outcome summary covering eligibility, job and programme suitability, RPL or the reason for no reduction, required new learning, hours, duration, price, English and maths, and agreed support sharing. The employer and learner review the outcome and contribute to the training plan. Offer learners aged 24 or younger the opportunity to declare care leaver eligibility and provide bursary information sensitively.

Ginger Nut's normal control is a signed training plan and completed approvals before the first day of learning. National rules permit evidenced broad agreement before delivery and a fully signed plan by the end of the 42-day qualifying period in specified circumstances. Any use of that provision requires a logged compliance exception, evidence of prior agreement and

tracked signature completion. It does not excuse an absent initial assessment or unsigned apprenticeship agreement at the start.

The training plan identifies the standard and version, job and working hours, parties, practical and apprenticeship dates, adjusted OTJ hours, delivery model, remaining curriculum, timetable and responsibilities. Include English and maths separately, employer release, review arrangements and complaints routes. Recognised prior learning is excluded from funded content. Keep previous versions and dated agreements.

18 First day of learning and data checks

Funding starts from evidenced learning relevant to the apprenticeship and included in the agreed plan. Initial assessment, onboarding and progress reviews are not OTJ training. Routine productive work, assessment tests and unrelated learning are also excluded. Eligible OTJ develops new standard-related competence during normal paid hours; exceptional out-of-hours delivery requires agreement and compensation under the rules.

Funding and ILR Compliance Officer reconciles the learner file, apprenticeship agreement, training plan, RPL record, prices, ILR and Apprenticeship Service requirements before submission. Check the current ILR specification and validate source data rather than relying on automatic system calculations. Keep the original planned OTJ hours and planned end date in the ILR except where an authorised correction or restart rule applies.

Transfers changes and assurance

19 Transfers and restarts

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For a provider transfer on the same standard, obtain previous assessment, training plan, learning records, OTJ evidence, dates, prices and assessment registration. Verify the learning completed and map the remaining needs. Do not assume that the funding left matches the remaining delivery cost, or apply a second RPL reduction to learning already accounted for without checking the transfer rules.

Document remaining content, realistic dates, agreed price and funding treatment. Funding and ILR Compliance Officer verifies the total programme duration and evidence across providers and uses the appropriate transfer price and ILR treatment. A remaining episode can be shorter than the ordinary minimum where the same-standard transfer exception applies; evidence the whole apprenticeship. A return from a break retains the original cohort rules.

For a change of employer or substantive job duties, review workplace suitability, employment evidence, release arrangements and remaining training, and obtain the necessary updated agreements. Apply the relevant employment-gap or redundancy rules. A change to a different standard requires a fresh initial assessment; previous apprenticeship time does not automatically count towards the new programme's minimum duration.

20 Changes to assessment plans

Before enrolment, confirm the correct standard and assessment plan version, mandatory qualifications, assessment availability and contract arrangements. Legacy EPA and revised apprenticeship assessment requirements must be distinguished. For revised plans, put

required assessment contracts in place at the start and check any provider assessment responsibilities. RPL does not waive assessment requirements unless the applicable arrangements expressly permit this.

For a move to a revised version of the same standard, obtain apprentice, employer and provider agreement, compare the outcomes and assessment demands, verify assessment readiness and update the plan and agreement. Retain the original cohort duration and funding band where required. A new standard code is a programme change. Record agreed price changes and remove assessment costs no longer needed under the applicable rules.

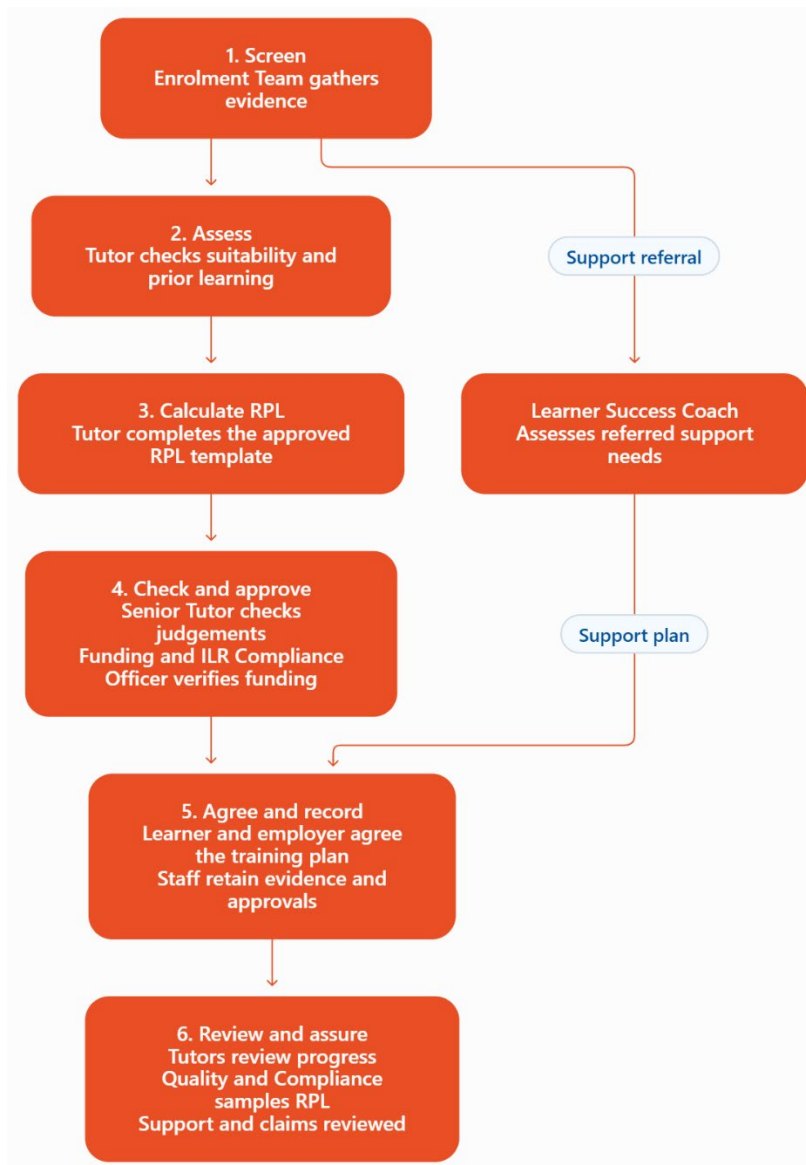
21 Reviews and correction of errors

Tutors test the accuracy of the initial starting point during early delivery and progress reviews. Update the teaching and support plan when needs change. Do not retrospectively remove funding reductions, invent evidence or increase the price simply because an initial RPL decision was inadequately assessed. Refer material errors to Quality and Compliance and Funding for an evidenced correction and any required funding adjustment.

Progress reviews normally take place at least every three calendar months. An alternative employer-agreed timetable must be agreed in advance and be no more than six months apart. Plan occupational active learning for the delivery model; standalone English and maths alone do not satisfy occupational active learning requirements. At completion, the employer, learner and provider confirm that the training plan has been delivered.

22 Quality assurance and accountability

Quality and Compliance will periodically sample RPL calculations and decisions as part of routine quality assurance activity. Sampling also covers initial assessments, no-RPL decisions, partial RPL, same or lower-level qualifications, transfers and support decisions. Senior Tutors maintain curriculum mappings and authentic no-RPL baselines. Funding and ILR Compliance Officer checks claims and resolves data discrepancies.



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