



ACCREDITED PRIOR EXPERIENTIAL LEARNING POLICY (APEL)

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If requested, the College will make the policy available in alternative formats to accommodate visual impairments. The policy can also be downloaded from the College website and made available in alternative languages upon request.

Northern Ireland Colleges and Universities APEL Good Practice Guidelines

Approved by APEL Development Group

Section 1 Background and Strategic Overview

The Department for Employment and Learning (DfE) is committed to the principle that higher education, and Foundation Degrees (FDs) in particular, are open to all those who have the ability to benefit from higher education. To help bring this about it wishes to encourage more people, who may have less in the way of formal qualifications, to consider applying for places in higher education on the basis of accredited prior experiential learning (APEL). The Quality Assurance Agency for Higher Education (QAA) defines APEL as a process through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes. The goal of APEL therefore is to value, recognise and assess an individual's experiential learning with a view to awarding credit for learning that occurs from life and work experiences.

An earlier consultation recommended that 'academic qualifications should not be a pre-requisite for entry to FD courses and that APEL is retained as a key principle of the FD philosophy'. APEL is especially relevant to people who hold vocational qualifications and/or those who wish to enhance their employment opportunities. It maps particularly well to work-based higher education qualifications such as FDs. While recognising that institutional autonomy applies, it is proposed that the Colleges and Universities subscribe to and apply the procedures of the Northern Ireland *APEL Guidelines* (NIAPELS).

The development of these Guidelines will be of key importance in ensuring the wider application of the widening participation agenda as it will provide an opportunity to grow and build student cohorts that would not normally progress to FDs. While some Colleges have established or emerging APEL policies, these Guidelines represents a model for implementing and achieving uniform APEL policy and practice. It should be read in conjunction with individual College Admissions Procedures

The *APEL Guidelines* presented here has been developed in association with all six Regional Colleges. Following a pilot for entry to a selection of FDs in 2010, dissemination and sector wide implementation commenced in 2011.

Section 2 Underpinning Principles

While institutional autonomy applies to the individual Admissions Procedures of the Northern Ireland Regional Colleges and the awarding bodies, the following principles underpin this Universities and Colleges *APEL Guidelines*.

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| 1 | Adherence to QAA APEL Principles for Guidance as contained in the QAA (2004) Guidelines for the Accreditation of Prior Learning. Subsequently reviewed and republished in October 2013. QAA definitions should be used for clarity and a consistent, shared understanding. |
| 2 | Governance of the implementation of the Guidelines will be via the higher education admissions process at the College, which adhere to the QAA Code of Practice, Chapter B6 Assessment of students and the recognition of prior learning to Higher Education. Final decisions on APEL applications will be signed-off by two members of College staff, namely the APEL Adviser/Higher Education Coordinator plus the subject specialist. |
| 3 | The outcome of the process of evaluating a student's Prior Experiential Learning may be twofold. Firstly it may be used to accredit a candidate with the necessary entry requirements for a particular programme. Secondly a student may be given exemption for specific module outcomes in line with the principle 4, below. |

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| 4 | Any limitations of the <i>APEL Guidelines</i> must be clearly stated i.e. the maximum level of credit for which APEL application can be considered along with dates after which APEL applications can no longer be considered. While applications will be considered on a rolling basis throughout the year, normally a deadline of 31 May will apply (for enrolment to programmes commencing at the start of the following academic year) and applications after this date will be considered at the discretion of the College. The minimum on-course exemptions that can be applied for is one full module and the maximum is 50% of full Foundation Degree i.e. 120 Cats at Level 4. |
| 5 | In meeting Specific Course requirements, the <i>APEL Guidelines</i> must establish clear evidence of the (i) knowledge/subject base considered to be equivalent to normal entry requirement i.e. A levels and other Level 3 courses (ii) skills base required to study successfully at a higher level. The Portfolio of Evidence should be assessed against the QAA Foundation Degree qualification Benchmark (May 2010), Subject Benchmarks and the Programme Specifications. Assessment will be made of an applicant's 'readiness to successfully progress'. Where agreeing on-course exemptions, due regard will be paid to the requirements of professional and statutory bodies. |
| 6 | Level 2 Essential Skills in Communication will be accepted in lieu of a grade C in GCSE English Language in fulfilment of General Entrance Requirements by the University of Ulster and Queen's University Belfast. Level 2 Essential Skills in Application of Number will be considered on an individual basis, when offered in lieu of a grade C in GCSE Maths, in fulfilment of General Entrance Requirements or Course Requirements by the University of Ulster and Queen's University Belfast. |
| 7 | The responsibility for the claim lies with the applicant. However Colleges will provide a Guidelines to support students in the understanding of the Guidelines and the production of an APEL claim. |
| 8 | Post Pilot Phase - Colleges will be permitted to charge a fee for APEL for Entry up to a maximum of £30 and a sliding scale of fees for on-course exemption up to a maximum of £30 per 20 CATS points (equivalent to £180 for maximum exemption of 120 CATS points). Pilot phase outcomes will inform if this fees scale is feasible. |

Section 3 Definitions

These *APEL Guidelines* recognise the definitions as contained in the QAA Guidelines on the Accreditation of Prior Learning (September 2004). Subsequently reviewed and republished in October 2013.

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| Recognition of Learning/ Accreditation | any process that acknowledges and establishes publicly that some reasonably substantial and significant element of learning has taken place and can be assessed to have done so. |
| Accreditation of Prior Learning (APL) | a process for assessing and, as appropriate, recognising prior experiential learning or prior certificated learning for academic purposes. This recognition may give the learning a credit value in a credit-based structure and allow it to be counted towards the completion of a programme of study and the award of qualifications associated with it. |
| Accreditation of Prior Certificated Learning (APCL) | a process through which previously assessed and certificated learning is considered and, as appropriate, recognised for academic purposes. |

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| Accreditation of Prior Experiential Learning (APEL) | a process, through which learning achieved outside education or training systems is assessed and, as appropriate, recognised for academic purposes. |
| APEL Adviser | person with subject expertise to provide advice and guidance to applicants |
| Authenticity | the evidence should clearly relate to the applicant's own effort and achievements |
| Credit | is an educational currency which provides a measure of learning achieved at a given level? |
| Currency | the evidence should relate to current learning i.e. within the last five years. Where the course/subject and/or professional, statutory or regulatory bodies have specific requirements and/or time limits for the currency of evidence, certification or demonstration of learning, these should be made clear and transparent. |
| Reliability | the extent to which there is inter-assessor agreement or consistency in the assessment of claims. |
| Sufficiency | there should be sufficient written evidence to demonstrate fully the achievement of the learning being claimed. |
| Validity: | there should be a clear and transparent link between the learning being evidenced and the outcomes against which recognition is being sought. |

Section 4 APEL Roles and Responsibilities

The successful delivery of the *APEL Guidelines* will require the identification of existing staff to undertake two key roles, that of APEL Adviser and Subject Specialist. It is anticipated that existing staff in post will undertake these roles. The tasks associated with these roles and the responsibility of APEL applicants (students) are outlined below, along with a summary of the content of a Portfolio of Evidence. Draft Guidance Notes for Students are at Appendix A and a Checklist for College staff is outlined in Appendix B.

| Who? | What? |
|--------------------------------------|--|
| Applicant Responsibilities | <p>Make initial contact, attend initial meeting with adviser, obtain paperwork and engage with the support Guidelines</p> <p>Identify existing skills and knowledge</p> <p>Match this against the learning outcomes of the programme / entry requirements</p> <p>Collect and collate evidence to support claim in consultation with the APEL Adviser/Subject Specialist</p> <p>Formally submit claim in required format within deadlines</p> <p>Inform APEL Adviser of any change in contact details</p> <p>Pay fee, if applicable</p> |
| APEL Adviser Responsibilities | <p>Provide relevant materials and provide guidance on:</p> <p>The nature of APEL</p> |

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| To be undertaken by the HE Coordinator or Careers Guidance/Student Support/Information Services staff. | <p>The entry requirements of the programme, including specific learning outcomes</p> <p>College procedure – structure, limits, process, fees</p> <p>Formulating a claim and demonstrating learning</p> <p>The assessment process</p> <p>The structure and content of a draft claim</p> <p>Advise applicant if APEL application is viable, making clear that this is not a guarantee of a successful outcome</p> <p>Receive and progress the claim</p> <p>Notify relevant college Departments/Offices/Services</p> <p>Liaison with appropriate representative of awarding body</p> <p>Administer the process monitoring and applicant feedback process</p> <p>Maintain records including database of decisions, tracking student progress, completion of exit statistics</p> <p>Advise on progression routes and career opportunities</p> |
| College APEL Coordinator (can be delegated to Campus APEL Adviser) | <p>Maintain an overview of the APEL process and procedures to ensure all quality assurance requirements are met.</p> <p>To receive information and track entry, progression and retention of APEL students.</p> |
| <p>Subject Specialist Responsibilities</p> <p>To be undertaken by Course Coordinators/Directors/Subject Leaders</p> | <p>To assess the Portfolio of Evidence against the QAA Foundation Degree qualification Benchmark (May 2010) and the Programme Specifications. In cases of APEL for on-course exemption evidence will be assessed against the learning outcomes of the relevant module(s)</p> |

Section 5 The APEL Process

The table below outlines the APEL process and timeline for each stage. A copy of the Expression of Intent Form is at Appendix C. A copy of the APEL Application Form at Appendix D.

| Stage | Task | Timeline |
|----------------|---|--------------------------------------|
| Stage 1 | <p>Information and Individual Guidance to APEL Applicant</p> <p>Outline of APEL process provided for potential applicants.</p> <p>Information and individual advice on APEL provided i.e. is the proposed evidence appropriate / likely to meet the entry criteria? Outcome is the submission of an Expression of Intent Form within one week of initial contact (see Appendix C).</p> | Initial telephone contact / meeting. |
| Stage 2 | <p>Guidance on Planning the APEL Claim</p> <p>Distributing and explaining the Application Form and content/purpose of the Portfolio of Evidence. Introducing the learning outcomes against which the evidence will be</p> | Within 2 weeks |

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| | <p>assessed. This can include referral to relevant case studies.</p> <p>Informing the HE Coordinator of potential APEL application.</p> | |
| Stage 3 | <p>Preparing Materials and Evidence for submission to Support a Claim</p> <p>Evidence may include:</p> <ul style="list-style-type: none"> Practice-based documents Reports on observation of practice / witness statements Video/audio tapes, with commentary and analysis related to the achievement of learning outcomes Analytic and evaluative description of practice Statements from supervisors in relation to aspects of practice Continuing Professional Development (CPD) records and appraisals Reports of professional discussions | <p>4 to 6 weeks with regular contact with APEL Adviser or Subject Specialist</p> |
| Stage 4 | <p>Assessing a claim – consultation and approval</p> <p>Colleges need to ensure that procedures are in place to ensure equitable and consistent treatment of claims. Colleges should record activity for the individual and assimilate a dataset to ensure fairness and consistency of decisions. Outcomes of claims must be Insufficient Evidence, Approved or Not Approved. The assessment of the portfolio should be supplemented by a Viva Voce with the subject specialist to establish authenticity and reliability of evidence, understanding of the student on expectations of studying at Level 4 and their motivation to progress to Foundation Degree level study. Decisions should be ratified by both the APEL Adviser and Subject Specialist or by a relevant panel/committee at the College.</p> | <p>Normally within 3 working weeks during term-time.¹</p> |
| Stage 5 | <p>Disseminating the Outcomes of a Claim</p> <p>Informing of result of claim in timely manner i.e. insufficient evidence / approved / not approved. A Region Wide Database of decisions to be kept to ensure equitable and consistent treatment of claims.</p> | <p>Within 1 week of receiving an approved decision.</p> |
| Appeals Process & Quality Assurance | <p>Colleges should establish an Appeals Process to ensure that Appeals are dealt with fairly and consistently. There is no external appeals process. Where on-course exemption is awarded, portfolios should be made available to External Examiners via the Validation Panel. An outline of an Appeal Process is given in Appendix E.</p> | <p>Appeals to be submitted within 10 days of decision.</p> |

¹ The APEL Adviser will revise turnaround times, in consultation with subject specialists, for APEL applications submitted after 31 May or during the summer holiday period. Colleges will undertake to provide appropriate cover during holiday periods to allow processing of APEL applications in timely manner.

APPENDICES

Appendix A

INTRODUCTION FOR STUDENTS TO THE NI COLLEGE AND UNIVERSITY ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL) BEST PRACTICE GUIDELINES

What do we mean by proper informal and non-formal learning and APEL?

Prior informal learning is learning based on experience. It includes all learning which you have done up to this point which has not already been formally assessed. This includes prior learning gained through life and work experiences (paid and voluntary), as well as prior learning gained through community-based learning, workplace learning and training, continuing professional development and independent learning.

APEL is a process through which the learning you have gained from experience can be counted.

APEL can help you to:

- Think about the learning you have already achieved and to plan how to build on this learning to meet your personal and career goals.
- Get a place on an appropriate Foundation Degree at a college if you don't have the normal entry qualifications but can show that you have the necessary knowledge, skills and understanding.
- Gain credit towards modules of a Foundation Degree so as to shorten the normal period of learning by showing that you already have the knowledge, skills and understanding needed for particular parts of the programme or qualification (e.g. units or modules).

It is important to stress that recognition or credit is not given for the experience itself. It is what you have learned from experience that counts.

Who is APEL for?

Accreditation of Prior Experiential Learning (APEL) can benefit:

- Individuals in the workplace looking for recognised credit for entry to an academic programme at higher education level.
- learners who may have exited a higher education programme prior to completion or the receipt of credit and who wish to count that learning towards another award;
- learners who wish to 'top up' an existing qualification.

Your APEL Adviser at the College will support you through the APEL process by:

- Introducing you to the *APEL Guidelines*.
- Building your confidence as a learner through identifying your strengths and skills.
- Advising you on how to prepare your portfolio of evidence of learning using the APEL profiling tool.

APEL and Foundation Degrees

The requirements for the Foundation Degree programme are outlined in the course -leaflet which you will have received prior to interview. You should note GCSE English Language/Maths at grade C are still required, however Level 2 Essential Skills in Communication will be accepted in lieu of a grade C in GCSE English Language in fulfilment of General Entrance Requirements by the University of Ulster and Queen's University Belfast. Level 2 Essential Skills in Application of Number will be considered on an individual basis, when offered in lieu of a grade C in GCSE Maths, in fulfilment of General Entrance Requirements or Course Requirements by the University of Ulster and Queen's University Belfast. During the interview process the APEL Adviser or member of the course team will have discussed your professional qualifications and experience. For applicants who do not meet the entry requirements consideration for entry to the programme may alternatively be based on accreditation of prior experiential learning (APEL). All APEL claims must be made to the APEL Adviser/Higher Education Coordinator using the APEL Application Form and submitted with the evidence of learning. The APEL Advisor will guide you through the process and a subject specialist will review your experience against the skills/knowledge criteria for the course.

WHAT DOES APEL INVOLVE?

APEL is about getting evidence and explaining how it allows you to meet the knowledge and skills requirements for a course of study. This means that you must reflect on that experience and on the learning that you have already achieved as a result. Before you go through the process of APEL there is an important guiding principle you should remember.

It is what you have learned that is being recognised, not what you have done.

So, for example, two people might have the same experience through doing identical jobs but one might have learned much more from the task(s) involved than the other. People who have learned something are able to use that learning to help them in other related situations. So you need to provide evidence of what you have learned from your experiences, not just describe what you've done. This involves reflecting on your experiences and drawing out from them what you have learned, then writing this down and talking about it with your facilitator. The writing and the talk will help to provide the evidence you need.

PORTFOLIO OF EVIDENCE

Your claim for APEL is to be supported by a Portfolio of Evidence of Learning including a Personal Reflection and examples of evidence to authenticate your claim. Your Portfolio should contain:

- Title page
- Table of contents
- Curriculum Vitae
- Employment History
- Education & Training History
- Training and Professional Qualifications
- Informal Learning Activities e.g. conferences/workshops etc.

Additional Information to support your submission can include:

- Practice-based documents
- Reports on observation of practice
- Video/audio tapes, with commentary and analysis related to the achievement of learning outcomes
- Analytic and evaluative description of practice
- Statements from supervisors in relation to aspects of practice

- Continuing Professional Development (CPD) records and appraisals
- Reports of professional discussions
- Reflective statements.

That evidence is then assessed by the APEL Adviser and Subject Specialist at a college. The table below outlines the criteria that will be used to assess your portfolio of evidence.

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| Currency | Your evidence should relate to current learning i.e. within the last five years. Where the course/subject and/or professional, statutory or regulatory bodies have specific requirements and/or time limits for the currency of evidence, certification or demonstration of learning, these should be made clear and transparent. |
| Reliability | the extent to which there is inter-assessor agreement or consistency in the assessment of claims. |
| Sufficiency | there should be sufficient written evidence to demonstrate fully the achievement of the learning being claimed. |
| Validity: | there should be a clear and transparent link between the learning being evidenced and the outcomes against which recognition is being sought. |

Once the evidence has been assessed and once it is decided that your evidence meets the Foundation Degree, Subject Benchmark Statements/Module Learning Outcomes you will be notified of the outcome of your APEL application.

By going through an APEL process you will be encouraged to value your professional experience. The table below outlines the APEL process and suggested timeline for each stage.

| Stage | Task | Timeline |
|----------------|--|---|
| Stage 1 | Information and Individual Guidance to APEL Applicant Outline of APEL process provided for potential applicants. Information and individual advice on APEL provided i.e. is the proposed evidence appropriate / likely to meet the entry criteria? Outcome is the submission of an Expression of Intent Form within one week of initial contact (see Appendix C). | Initial telephone contact / meeting. |
| Stage 2 | Guidance on Planning the APEL Claim Distributing and explaining the Application Form and content/purpose of the Portfolio of Evidence. Introducing the learning outcomes against which the evidence will be assessed. This can include referral to relevant case studies. Informing the HE Coordinator of potential APEL application. | Within 2 weeks |
| Stage 3 | Preparing Materials and Evidence for submission to Support a Claim Evidence may include: Practice-based documents Reports on observation of practice / witness statements Video/audio tapes, with commentary and analysis related to the achievement of learning outcomes | 4 to 6 weeks with regular contact with APEL Adviser or Subject Specialist |

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| | <p>Analytic and evaluative description of practice</p> <p>Statements from supervisors in relation to aspects of practice</p> <p>Continuing Professional Development (CPD) records and appraisals</p> <p>Reports of professional discussions</p> | |
| Stage 4 | <p>Assessing a claim – consultation and approval</p> <p>Colleges need to ensure that procedures are in place to ensure equitable and consistent treatment of claims. Colleges should record activity for the individual and assimilate a dataset to ensure fairness and consistency of decisions. Outcomes of claims must be Insufficient Evidence, Approved or Not Approved. The assessment of the portfolio should be supplemented by a Viva Voce with the subject specialist to establish authenticity and reliability of evidence, understanding of the student on expectations of studying at Level 4 and their motivation to progress to Foundation Degree level study. Decisions should be ratified by both the APEL Adviser and Subject Specialist or by a relevant panel/committee at the College.</p> | Normally within 3 working weeks during term-time. ² |
| Stage 5 | <p>Disseminating the Outcomes of a Claim</p> <p>Informing of result of claim in timely manner i.e. insufficient evidence / approved / not approved. A Region Wide Database of decisions to be kept to ensure equitable and consistent treatment of claims.</p> | Within 1 week of receiving an approved decision. |
| Appeals Process & Quality Assurance | Colleges should establish an Appeals Process to ensure that Appeals are dealt with fairly and consistently. There is no external appeals process. Where on-course exemption is awarded, portfolios should be made available to External Examiners via the Validation Panel. | Appeals to be submitted within 10 days of decision. |

You will see that you will be supported throughout the process by staff from the College. Your main role will be to reflect on what you have learned from your experience and to bring it together in a format that can then be assessed by the subject specialist to establish your readiness to progress to your chosen course of study. This next section will further explain the APEL process by helping you to reflect on your experience and the learning you gained from it.

² The APEL Adviser will revise turnaround times, in consultation with subject specialists, for APEL applications submitted after 31 May or during the summer holiday period. Colleges will undertake to provide appropriate cover during holiday periods to allow processing of APEL applications in timely manner.

HOW DO YOU LEARN BEST?

There is no right or wrong way to learn – everybody is different and everybody learns in different ways.

Different styles of learning

Learning is a process which involves gaining knowledge, processing information and making connections between different bits of knowledge. Adults are likely to learn differently from the way children learn – and are likely to have different reasons for wanting to learn. It has also been suggested that men and women might learn in different ways.

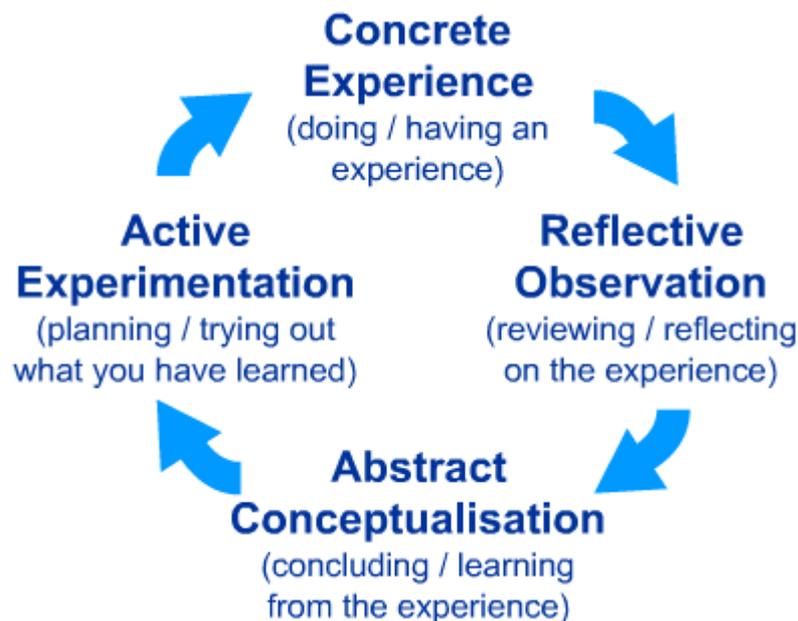
Sometimes we learn by experience. Over time we do things repeatedly and improve how we do things (ie through learning to get better at it) or we watch others doing things and learn from observation. We also learn by reflecting on our experiences, going over in our minds how we did something, how we might do it better next time, what was good about what we did and what could be better.

How do we learn from experience?

Most people learn a great deal from doing something (or seeing someone else do something), experiencing (or seeing) the consequences of that action and 'learning a lesson' as a result.

People may often learn more from the experience of doing something than from reading books or from listening to a trainer or lecturer. Learning can be an individual or a shared experience.

Various attempts have been made to describe the process of learning but it is often described as a learning cycle in four stages.



STAGE 1 - DOING

Learning begins with a real experience – this can be any experience of 'event'. It may be a specific experience or a series of related tasks/experiences in connection with your job

STAGE 2 - REVIEWING

The experience or event may 'make us think'. If we do, we move into Stage 2 of the cycle.

STAGE 3 - CONCLUDING

Thinking about the experience may make you realise that 'there is more to it than meets the eye', that the experience is simply one example of a pattern of things. We may begin to make connections to form ideas or theories about what that pattern is. We may make generalisations about the experience.

We may, of course, then confirm those ideas by repeating similar experiences and maybe observing similar results.

STAGE 4 - PLANNING

However, we may go on to apply those ideas to new or different situations in order to test them out. If our ideas are borne out in practice then the 'lesson has been truly learnt' and we are likely to apply it in future situations/experiences, and so the cycle may be related.

WHAT TYPES OF EXPERIENCE CAN WE LEARN FROM?

We can learn from any experience we have had or some event we have observed which was significant to us in some way. Any experience/event will do: it could be from work, home, leisure – anything at all, as long as we feel it as significant.

It might be significant because it:

- Taught us a great deal.
- Had successful outcomes.
- Gave us a sense of achievement.
- Earned us respect and recognition from others.
- Involved a major investment of time, energy or effort.
- Changed the way we did things.

Examples of types of work-related learning experience we might consider include, but are not limited to:

- A particular piece of work, task or project undertaken at work, or through community learning and development or voluntary work or independent study.
- The experience of doing a particular job (paid or unpaid) over a period of time.
- An educational or training course which may have been assessed but was not credit-rated by an academic institution.
- The experience of training or teaching others, either formally or informally.

WHAT IS REFLECTION?

Learning through reflection is a skill that involves thinking about our own experiences from the past, thinking about our feelings about those experiences and drawing out some of the lessons that we have learned from those experiences.

We can reflect on our learning in a number of ways – for example, reflection might be an activity that we do thinking by ourselves. Or it might occur in a more social setting – for example as part of a group learning situation where we talk about and reflect on our experiences and share these thoughts with other people.

Reflection is something that we often do as part of our day-to-day activities – we often reflect as we are doing things and sometimes change the way that we do things according to that reflection. At other times, reflection is used long after an event or activity has been completed. In both cases, reflection can help us learn from ourselves and our experiences.

How do we reflect?

One way to reflect is to simply think about things from the start of an event to the completion of that event. Another way to reflect is to ask ourselves questions about our work experience. The questions below can help you organise the outcomes from your reflection:

We might ask:

- What did I do in that role?
- What were my main responsibilities and tasks?
- How easy or difficult did I find that role?
- What were some of the challenges I faced undertaking that role?
- What have I learned from undertaking that role?

Appendix B College Staff Checklist

Staff should be familiar with the NI College and University *APEL Guidelines* and the associated policy documents of the College. Below is a checklist to guide staff through the APEL process for individual applications.

| Tasks | Yes / No | Comments |
|---|----------|----------|
| Arrange meeting with applicant. Advise on most appropriate programme of study. Recommend any further sources of advice. Discuss learning from experience and sources of evidence to be used in claim. Agree timeframe and action plan for putting claim together Provide Guidance Notes and Application Form to candidate. Inform HE Coordinator / Subject Specialist as appropriate. | | |

| | Consideration of Portfolio of Evidence | Comments |
|---|--|----------|
| 1 | Is the background of the experiential learning relevant to the degree sought? Does the evidence support the achievement of each of the knowledge, skills and understandings as contained in the QAA Foundation Degree Qualification Benchmark? (i) Critical understanding of the well-established principles in their field of study and the way in which those principles have developed; | |

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| <ul style="list-style-type: none"> (ii) Successful application in the workplace of the range of knowledge and skills learnt throughout the programme; (iii) Ability to apply underlying concepts and principles outside the context in which they were first studied, and the application of those principles in a work context; (iv) Knowledge of the main methods of enquiry in their subject(s), and the ability to evaluate critically the appropriateness of different approaches to solving problems in their field of study and apply those in a work context; (v) An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge in their field of study and in a work context; (vi) Ability to use a range of techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis in their field of study and in a work context; (vii) Ability to effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively in their field of study and in a work context; (viii) Ability to undertake further training, develop existing skills, and acquire new competencies that will enable them to assume responsibility within organisations; (ix) Qualities and transferable skills necessary for employment and progression to other qualifications requiring the exercise of personal responsibility and decision making; (x) Ability to use opportunities for lifelong learning. | |
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| | | Yes/No | Comments |
|---|--|--------|----------|
| 2 | How well presented is the portfolio? Scale of 1 to 5 with 5 Excellent | | |
| 3 | Does the portfolio meet the requirements of currency and authenticity? | | |
| 4 | Have any additional activities been carried out in support of the portfolio i.e. viva, performance assessment, interview? | | |
| 5 | Does the portfolio of evidence, in your opinion, clearly meet and map to the learning outcomes of the module(s) for which exemption is sought? Please refer to the relevant programme specifications. | | |
| 7 | Are there any additional comments you believe are relevant to the final decision? | | |
| 8 | Do you recommend that the exemption requested is awarded? Please state the level and volume of exemption you recommend. Please provide a rationale for your decision. | | |

Signature (Subject Specialist)

Date:

Signature (APEL Coordinator)

Date:

Appendix C Expression of Intent to Submit an APEL Application

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| Surname: | | |
| Forename(s): | | |
| Title: | | |
| | | |
| APEL Reference Number | | |
| Contact Details Home Address: Postcode: Email address: | | Telephone Number(s) Home: Work: Mobile: |
| <p>I have met with the APEL Coordinator and wish to give notice of my intent to submit an APEL application for:</p> <p>Entry to the following Foundation Degree:</p> <p>Exemption from the following Foundation Degree Module(s)</p> | | |
| <p>Personal Statement – Please provide details of your interest in and motivation to study your chosen Foundation Degree.</p> | | |
| <p>Student Signature</p> <p>Date</p> | | |
| <p>OFFICIAL USE ONLY</p> <p>APEL Campus Adviser Signature</p> <p>Forwarded to College APEL Coordinator/HE Adviser</p> | | |

Appendix D APEL Application Form

Please make sure you have read and fully understood the Student Guidance Notes before completing this forms and your portfolio of Evidence. College staff are available to help you.

| PART 1: PERSONAL INFORMATION | | | |
|---|---|------|---|
| Surname: | | | |
| Forename(s): | | | |
| Title: | | | |
| Date of Birth: | | | |
| Student ID (if applicable) | | | |
| If you have already submitted an Application for full-time study via UCAS, please insert your UCAS number here: <table border="1" data-bbox="502 880 882 931"><tr><td>11 -</td><td>-</td></tr></table> | | 11 - | - |
| 11 - | - | | |
| Contact Details | | | |
| Home Address: | | | |
| Postcode: | | | |
| Telephone Number(s) | | | |
| Home: | | | |
| Work: | | | |
| Mobile | | | |
| Email address: | | | |
| Employer Name and Address: | | | |

| |
|---|
| PART 2: PROPOSED COURSE OF STUDY |
| Foundation Degree Title: |
| Mode of attendance: |

| | | |
|---|--|--|
| Please tick the level of APEL for which you are applying: | | |
| (i) | Entry | |
| (ii) | On-course Exemption – please list the module(s) for which you are seeking exemption. 1. 2. 3. 4. 5. 6. | |
| (iii) | Both Entry and On-Course Exemption | |

| | | |
|--|-----------------------|-------|
| PART 3: OUTLINE OF APEL CLAIM | | |
| I enclose the following documentation: | | |
| (i) | APEL Application Form | |
| (ii) | Portfolio | |
| Signature | | Date: |

Please return this form and evidence to the APEL Adviser

Outcome of Claim – Official Use only

To be completed by APEL Adviser / HE Coordinator

| | |
|---------------------|--|
| Name of Candidate: | |
| Course Applied for: | |

| | | |
|-----------|---|----------|
| | | Please ✓ |
| Decision: | Insufficient Evidence – refer back to applicant | |
| | Application approved | |
| | Application not approved | |
| Comments: | | |

| | | |
|--|-------|--|
| Entry to Foundation Degree | | |
| Details of Exemption to be awarded | | |
| Signature (APEL Coordinator) | | |
| Signature (Subject Specialist) | | |
| Signature (Chair of Panel) | | |
| Outcome reported to candidate | Date: | |
| Information reported to Course Committee | Date: | |
| Decision and Detail Recorded on Database | Date: | |

Appendix E Appeals Process

The Appeals process only applies where an applicant feels that the APEL process has not been conducted as per the Guidelines as outlined here. An applicant who feels that the assessment criteria have not been applied correctly will have the right of appeal against the selection decision.

Applicants expressing dissatisfaction should be informed that all appeals on APEL decisions must be made as detailed below.

Stage 1

The applicant (or his/her parent/guardian/legal carer if aged under 18) must submit to the course Centre Manager the grounds for the appeal, in writing, within ten days of receipt of the decision. The APEL Coordinator and Subject Specialist will review the decision and inform the applicant of the outcome of their appeal and the reasons for reaching this decision within ten days of receipt of the appeal.

Stage 2

If not mutually resolved at Stage 1 the applicant must submit to the relevant Programme Area Manager the grounds of the appeal, in writing, within ten days of receipt of the appeal decision given at Stage 1. The Programme Area Manager will call a meeting of the applicant and the course selector within ten days of receipt of this information to hear the appeal. The Programme Area Manager's decision on the appeal will be final.

Appeals will only be heard where the applicant:

- Can provide new information not available at the time of application

OR

- Disagrees with a decision made in accordance with the *APEL Guidelines/Admissions Procedures*

OR

- Believes that the *APEL Guidelines/Admissions Procedures* has not been applied correctly in the processing of the application

All stages of the appeal must be documented and held on file.