



Accreditation of Prior (Experiential) Learning Process

Mission Statement

Excellence and Innovation in Learning

College Policy on APL/APEL

The College policy is to operate a system for the Accreditation of Prior (Experiential) Learning (APL/APEL) or the Accreditation of Current Competence (ACC) in all programmes where it is acceptable to national awarding bodies. For HE provision the College will operate a system for APL/APEL in line with the Quality Assurance Agency (QAA) and HE institutional collaborative agreements.

The aim of the policy is to enable individuals to:

- obtain qualifications without necessarily undertaking formal training and/or sitting examinations
- identify their own training and development needs and be in control of their progress
- demonstrate their knowledge and skills against national standards to achieve qualifications

and employers to:

- meet their needs to ensure the accreditation and flexibility of their workforce

Accreditation of Prior(Experiential) Learning Process

This process which enables the identification, assessment and certification of an individuals vocationally relevant past experience. APL/APEL is of particular value to people without formal qualifications who are in, preparing to enter, or returning to, employment. It enables them to obtain all or part of a wide range of NVQs and other qualifications issued by different awarding bodies.

The APL/APEL process involves a number of stages:

Stage 1	-	Reception and Initial Enquiry
Stage 2	-	Registration and Production of an Action Plan
Stage 3	-	Process and Production of a Portfolio of Evidence
Stage 4	-	Accreditation of Evidence

Stage 1 - Reception and Initial Enquiry

All potential APL/APEL applicants will be entitled to a free interview with a member of the College staff. At this interview the applicant will:

- be given a brief outline of the APL/APEL process
- be made aware of the opportunities available through APL/APEL
- be informed of possible qualifications and the APL/APEL process (Specialist)
- be made aware of the possible registration and further costs of APL/APEL (Specialist)

Stage 2 - Registration and Production of an Action Plan

- a) Following payment of the registration fee the date and time of a formal interview will be agreed with the applicant
- b) Prior to this interview the applicant will be advised to produce a curriculum vitae or an account of the applicant's previous experience for consideration at the interview
- c) The interview will last for up to one hour with a specialist member of staff
- d) The APL/APEL process to be followed will be discussed
- e) An outline Action Plan will be produced at the interview
- f) Following the interview, a complete Action Plan with detailed costs will be produced and submitted to the applicant within five working days following the interview.

Stage 3 - Production of Portfolio of Evidence

- a) Applicants will receive advice and guidance from a specialist member of staff to help them to produce their portfolio of evidence.
- b) The production of the portfolio is the responsibility of the applicant and must be a structured compilation of evidence prepared by the applicant setting out the competencies claimed, together with supporting evidence.
- c) The advice and guidance provided will ensure that if followed the evidence produced by the applicant will be of an acceptable standard with respect to the qualification being sought.

Stage 4 - Accreditation of Evidence

The applicant will be required to pay the costs of any registration or other fees requested by the organisation responsible for the qualification being sought.

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SECTION A

Note: A separate Section A to be completed, by the candidate proposing to use the APL/APEL process, for each course or programme.

This section should include any information relating to the relevant certificates, proof of competence statements, or assessment result statements, which can be presented by the candidate. In addition, it should include course details for any relevant course of training or education which the candidate has undertaken irrespective of whether or not it has resulted in a certificate.

Candidate's name:			
Candidate's signature:			
Title of course:			
Length of course:			
Date of course:			
Name and address of course providers:	Purpose of course:		
Brief description of coverage:	Brief description of any assessment taken and results obtained and/or competencies gained:		
Was a result sheet or certificate gained? YES <input type="checkbox"/> NO <input type="checkbox"/>	Is a copy included in this section? YES <input type="checkbox"/> NO <input type="checkbox"/>		

SECTION C

INTERVIEW/ORAL ASSESSMENT – To be completed by the Assessor

Candidate's name:

Signature:

Interviewer's name:

Signature:

Date of interview:

1. List the units to which course/assessment/certificates are relevant:
(Note: NVQ Database in College Office can be used for further information)

2. Comments on the usefulness of the course/certificates/experience for accreditation purposes (refer to relevance, recency, authenticity as appropriate).

3. Units of competences to be Accredited:

4. Competences successfully proved:

5. Student's comments:

6. Action Plan completed:

YES NO

APL/APEL EVIDENCE (For Assessor use)

Characteristics of Evidence Required

Evidence can be accepted from a wide range of sources providing that it is:

- Sufficient** - keeping in mind that the portfolio should be concise, sufficient evidence is required for the purpose intended and to prove competence.
- Recent** - how recent the experience is can determine its value. Certain skills and knowledge for example can quickly become redundant. Longer than three years can be suspect.
- Authentic** - for certain evidence to be accepted it may require endorsement or references from relevant sources, e.g. employers
- Relevant** - the specifications of a job or the requirements of a particular qualification will determine the relevance of the evidence.

Applicant

Direct Evidence (Candidates own work) for example:

- computer programmes
- completed accounts
- written reports
- articles made recently e.g. furniture
- photographs of objects which candidate has produced
- observation by assessor

Indirect Evidence - reference for candidate

For example:

- testimonials from employers, co-workers, voluntary organisations, teachers
- articles written about the candidate
- prizes award to the candidate
- certificates from relevant awarding bodies

Acceptable Evidence

- The evidence must be appropriate and relevant to what is being assessed.
- The evidence of competence must relate to the specified performance criteria for the units for which APL/APEL is being claimed.
- Preference should be given to direct forms of evidence i.e. performances directly attributed to the candidate.
- Where indirect evidence is used - e.g. an employers letter stating that a candidate is capable of programming computers - some additional form of assessment is required such as direct observation. Evidence of this type must not be accepted without close questioning and convincing answers being received.