Module U44124 Facilitating Workplace Learning

ACCREDITATION OF PRIOR EXPERIENTIAL LEARNING (APEL)

Guidance

What is APEL?

The Accreditation of Prior Experiential Learning (APEL) can be a straightforward process. APEL enables practitioners to gain credit for the module by demonstrating their existing skills, knowledge and achievements in supporting learners in the workplace, using appropriate evidence. This process would be an alternative to attending taught sessions and completing the usual assessment activities.

Currently, many qualified health and social care professionals have been supporting the learning of others over a significant period, and have developed effective skills and knowledge without completing a recognised qualification. These practitioners might opt to use the APEL route to demonstrate their achievement of the module learning outcomes for Facilitating Workplace Learning U44124 and become recognised mentors/assessors.

Module U44124: Facilitating Workplace Learning is available in a variety of different study modes which have been devised to suit the needs of different people. The APEL route is for those who already have the knowledge and skills required to meet the module learning outcomes, and who need a structured framework within which to demonstrate their achievement through a variety of means. The module learning outcomes are listed at the back of this Guidance.

If you are intending to follow the APEL route you are advised to discuss this with an appropriate clinical practice facilitator or link lecturer. You should aim to start gathering your potential evidence three months in advance of registering for the module.

Additional Sources of Information

Further information about supporting students’ learning in practice may be obtained from the Placement Learning Unit web pages:

http://shsc.brookes.ac.uk/plu/mentoring-courses
Is the APEL route appropriate for me?

The following self-assessment is designed to help you decide whether the APEL route may be appropriate for you. If you have ticked most of the boxes below then you could consider APEL.

<table>
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<tr>
<th>Tick if applicable</th>
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<tbody>
<tr>
<td>1 You have experience of supervising and assessing students in practice.</td>
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<td>2 You are used to reflecting on your role in supporting students and see reflection as a valuable educational process.</td>
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<td>3 You feel your practice of supporting students in the workplace is sound, and that you can produce evidence from a range of sources to demonstrate this e.g. feedback from students, feedback from line manager, learning activities you have devised with and for students, personal reflections on learning and assessment activities. (see pages 4-5 for examples of evidence and the module learning outcomes)</td>
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<td>4. You are familiar with your professional body requirements for supporting learners in practice and are confident that you meet these.</td>
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<td>5. You have some working knowledge of theories of adult/professional learning and assessment, or the potential to develop this knowledge.</td>
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How do I go about the APEL process?

Registration

Once you have decided to undertake the module U4412 4 Facilitating Workplace Learning by the APEL route you need to register for the module through the Oxford Brookes University application process. You will be invited to attend an introductory workshop. These take place during week 1 of each semester: September, January and May. Only register for the module when you feel that you already have sufficient potential evidence for APEL.

Introductory workshop

This workshop is offered at the beginning of each semester and will last for approximately 2 hours.

By the end of the workshop you will be able to:

- confirm that you want to follow the APEL route
- gather appropriate evidence of achievement of the module learning outcomes
- map any previous relevant courses you might have completed as evidence for your portfolio (e.g. City & Guilds 730) and link this with professional body requirements
- decide how you would like to present your evidence; this can in a portfolio, by presentation, through an interview, or by a combination of these.
- access support available from a tutor.

On-going support

If you choose the APEL route you will be allocated a tutor from the module team. Your tutor will be able to advise you on how to draw on your existing experience and present it in an appropriate format to meet the learning outcomes. The support might be through email, a tutorial, by phone or through written feedback. Up to one hour of individual support from a tutor is available. You will need to negotiate the kind of support which suits you best.

Submission and assessment of evidence

The evidence needs to be submitted or presented no more than 5 weeks after the introductory workshop. At the workshop the tutor will give you a specific date to submit or present your evidence. You may choose to present your evidence in a portfolio, by oral presentation, through an interview or by a combination of these. Further information about this will be available at the workshop. You will be able to discuss and agree with your tutor which of these approaches would suit you.

Your evidence will be examined by two tutors from the module team. Where the evidence clearly meets the learning outcomes, you will be recommended for the awarded of credit for the module. This means that you will be awarded a pass; evidence for APEL is not graded. Results will be ratified at the appropriate examinations board and, where appropriate, successful candidates will be included on the relevant professional register of mentors/assessors.

Where the evidence is insufficient to meet the learning outcomes you will be provided with written feedback and advice about how to address the outstanding areas. You will be given a further opportunity to submit the evidence, in line with the module re-assessment regulations.
What constitutes evidence for APEL?

Criteria for evidence
Evidence that demonstrates achievement of the module learning outcomes should be current, authentic, relevant and sufficient.

Currency: All evidence in the portfolio must be less than 3 years old. Any observation of facilitating learning in practice must have taken place in the preceding 12 months.

Authenticity: All evidence must relate directly to the applicant his/herself.

Relevancy: The evidence must be relevant to an individual's professional practice and professional body requirements.

Sufficiency: The evidence must be sufficient to demonstrate the achievement of each of the module learning outcomes.

Observation of you supporting a learner or learners
Your evidence must include a formal report of an observation of you supporting a learner or small group of learners. You may have already done this in the last 12 months or you might need to arrange with a qualified mentor/educator for this to take place. There will be an opportunity at the orientation workshop for you to discuss the recording of this part of your evidence.

Range of evidence
Evidence should be drawn from at least 3 sources, for example:
- personal statement indicating experience of supporting a range of learners from a range of different backgrounds
- feedback from an observation by a qualified mentor/educator eg. mentor, clinical practice facilitator or link lecturer, of your supporting a learner within the last 12 months (compulsory)
- piece of reflective writing on courses completed within the last 3 years on supporting learners (e.g. C&G 730) and how this learning has influenced your practice as a facilitator
- programme of activities and support developed for a student in practice
- practice example and piece of reflective writing on supporting learner(s)
- feedback from a student or other learner.

All evidence should demonstrate your learning, skills and knowledge in relation to supporting and facilitating learners in the workplace. Other sources of evidence not listed above will be considered as appropriate.

You should aim to compile 3 or 4 concise pieces of evidence which together will demonstrate your achievement of the learning outcomes.

For example
- A brief profile of your own learning, moving on to explore the range of learners that you have supported, together with the kind of issues which have arisen for you and the ways you have dealt with them might demonstrate achievement towards the following learning outcomes:
  1.1, 1.2, 2.1, 2.2, 2.5, 2.6

- A brief example of supporting a learner which includes negotiating learning needs, identifying learning opportunities, assessing progress against practice competences and providing feedback to learners might demonstrate achievement towards the following learning outcomes:
  1.3, 1.4, 1.6, 2.1, 2.2, 2.3, 2.4, 2.5
Module U44124 Facilitating Workplace Learning

MODULE LEARNING OUTCOMES

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<thead>
<tr>
<th>Knowledge and understanding</th>
<th>EVIDENCE</th>
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<tr>
<td>1.1 Analyse the various roles, responsibilities and ways of working and learning independently and inter-professionally in placement/workplace learning.</td>
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<td>1.2 Discuss and apply theories and research appropriate to adult/professional learning and professional evidence-based practice.</td>
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<td>1.3 Assess, plan effectively implement and evaluate the learning experience using problem solving, reflection and action planning</td>
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<td>1.4 Facilitate learning effectively and professionally in a variety of settings, recognising the contextual, cultural and social nature of the experience.</td>
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<td>1.5 Apply sound principles and judgment through the collection of a variety of source of evidence and apply these to assessment of performance.</td>
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<td>1.6 Demonstrate understanding of the professional and local requirements for student learning and quality assurance processes, including personal accountability.</td>
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<td>1.7 Demonstrate understanding of the professional requirements for identifying and applying research and evidence based practice.</td>
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<td>Disciplinary and professional skills</td>
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<td>2.1 Reflect on experience in order to inform future practice.</td>
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<td>2.2 Identify values, attitudes and influences relating to relationships and support of learners and demonstrate an anti-discriminatory approach.</td>
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<td>2.3 Give specific feedback that reflects a variety of assessment approaches and constructively manages poor performance.</td>
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<td>2.4 Self-assess and seek feedback regarding own skills in order to develop personally and professionally.</td>
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<td>2.5 Use a variety of learning resources in order to provide safe, ethical and creative learning opportunities.</td>
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<td>2.6 Adopt the qualities, characteristics and skills required of a mentor/facilitator of workplace/placement learning.</td>
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This table should be included with your evidence for assessment, as a cross-referencing index. The evidence should be numbered and the number included on this grid where the evidence has been used to underpin the learning outcome.

Jane Appleton