This work has been submitted to NECTAR, the Northampton Electronic Collection of Theses and Research.

Conference or Workshop Item

Title: Support and barriers in validated prior learning

Creators: Murray, J. and Bramble, P.


Version: Presented version


http://nectar.northampton.ac.uk/6683/
Rotterdam, 9-11 April, 2014

- Round Table -

Support and Barriers in Validated Prior Learning

Chairs: Dr Jane Murray and Paul Bramble
Round Table Aim

To address the support and barriers in Validated Prior Learning (VPL) systems to create a Roadmap of Validated Prior Learning
<table>
<thead>
<tr>
<th>Time</th>
<th>Session Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.20-11.30</td>
<td>Welcome and Introductions</td>
</tr>
<tr>
<td>11.30-11.45</td>
<td>Dr Jane Murray: Setting the Scene - one university’s experiences of VPL</td>
</tr>
<tr>
<td>11.45-12.00</td>
<td>Round Table: Share and agree definition of VPL</td>
</tr>
<tr>
<td>12.00-12.45</td>
<td>Round Table: Discussion (6 conference themes)</td>
</tr>
<tr>
<td>12.45-13.00</td>
<td>Plenary: A Roadmap of Validated Prior Learning</td>
</tr>
</tbody>
</table>
Setting the Scene....
Northampton, UK
How and why is VPL being developed and implemented at the University of Northampton?
APCL Process
APEL Process

1. Development of a pack for distribution at open days.
2. APEL and APCL forms in pack. Appropriate form completed.
3. Submission of form will either lead to APCL claim or planning of evidence with APEL tutor.
4. Feedback meeting with APEL tutor’s prior to submission.
5. Assessment of portfolio with viva.
6. APCL and APEL outcomes to APL for confirmation and ratification.
7. Student informed and credits put on the system.

Pre-entry publicity → Applicant enquiry → APL information pack (1)

Claim for APCL made - See APCL Process

Claim for APEL made (2)

Submission of form APEL-1 and Planning meeting held with Admissions Tutor (3)

Feedback meeting with Admissions Tutor (4)

Assessment meeting (including viva) with APEL Champion (5)

Outcome presented to APL Sub-Group for a) consideration (if complex); b) ratification (if approved); c) note (if rejected) (6)

Claim processed & applicant informed of decision (7)

APEL credits placed on student records system (7)
What are challenges and barriers affecting VPL being developed and implemented?
What are the institutional barriers to VPL?
(In learning and in working contexts)

The VPL is not graded and students only receive a pass. This is not counted in the grading or classification of the final award.

Some institutions do not transfer qualifications and experience between disciplines.

Poor retention of support staff.

Poor employability post-university.

Lack of access to support services.

Separate applications for each assignment extensions are required, despite diagnosis of specific learning difficulty.
What are the personal barriers to VPL?

- Disclosure of disability and/or special educational need.
- Social cohesion and not feeling part of the cohort moving through impacted on grades.
- Poor knowledge, understanding and skills acquired from Access to HE course in regard to the nature of HE study.
- Having to identify and negotiate support whilst trying to manage newly acquired disability.
What are support mechanisms for VPL?

- Anti-discrimination legislation
- The HE institution
- Employers / work sector
- Qualified counselors
Creating our Roadmap of VPL

Our definition of VPL?

(1) The power of VPL?
(2) The Roadmap of VPL (later)
(3) Linkages of VPL?
(4) Personalisation of learning?
(5) Quality assurance of VPL?
(6) Open & flexible learning?
Plenary: (2) The Roadmap of VPL

How can barriers be overcome and support mechanisms secure VPL as a tool for...

- quality assurance?
- lifelong learning?
- societal integration?

What do we mean by *The Roadmap of Validated Prior Learning*?