

## Good Practice Procedures in APL

3. If the grievance is with the **Internal Verifier** the Assessor should present the grievance in writing to the Provider/ Accrediting body and they will attempt to reach a solution which is agreeable to the Assessor and their decision is final.

4. If the grievance is with the **assessment/evaluation** of the APL process the Assessor should proceed with point 3 above.

5. If the Assessor is unsure into which category his/her grievance falls, he/she should proceed with point 3.

### Confidentiality

As some of the evidence used will concern the candidate's work, knowledge, skills and attitudes to working with children, their families and other ECCE professionals it is expected that candidates will take relevant steps to respect the privacy of those concerned.

Where a piece of evidence contains information that mentions children's names, other members of staff or the names of other people it is advisable that the Candidate deletes these. If necessary replace them with fictitious ones particularly where a document used as evidence of the Candidates skills may enclose sensitive information about a child.

### Equal Opportunities Policy

It is now a legal requirement that all places of work and providers of training and education draw up an

equal opportunities policy for their organisation. It is advisable that Providers of APL do the same based on the following recommendations:

- Be committed to 'equal opportunities' in the planning, implementation and evaluation of APL programmes.
- In accordance with the Employment Act 1998 and the recommendations made in the Green Paper on Adult Education 1999, all providers should undertake to:
  - Provide family-friendly services in terms of course timing and duration.
  - Remove financial barriers by covering the costs of transport to and from training days and covering childcare expenses.
  - Ensure that teaching materials and classroom practices are inclusive, appropriate and relevant to the target group of adult participants
  - Treat all participants with the understanding that the relationship between the earner and the facilitator/member of the Provider's team should be one of equals, regardless of gender, marital status, family status, sexual orientation, religious belief, age, disability, race or membership of minority groups e.g. the travelling community.
  - Provide specific supports as needed and appropriate to adult learners, bearing in mind the different learning styles, barriers to learning and different professional backgrounds that may be present in the group.
  - Ensure that all final products and evaluation procedures respect the needs and interests of the target groups and that no participant's work is reproduced without their permission.

## Further Information

### Publications by OMNA DIT/NOW Early Childhood Project

- ★ OMNA DIT/NOW Core Standard for ECCE
- ★ Guide to Essential Skills and Knowledge for ECCE.
- ★ Criteria of Competence in signposting format
- ★ Flexible Learning Directory
- ★ General Information Booklet.

### Accreditation for Prior Learning (APL)

- ★ Providers Guide
- ★ Mentor Assessor Survival Kit
- ★ Candidate information Booklet
- ★ Portfolio Building Guide  
(common to both APL and WBT)

### Work Based Training (WBT)

- ★ Providers Guide
- ★ Mentor Assessor Survival Kit
- ★ Candidate information Booklet
- ★ Portfolio Building Guide  
(common to both WBT and APL)

### Equivalence

- ★ Guide to mapping Equivalence for qualification, including Criteria of Competence in Equivalence format.

### Final Report

This includes proceedings from Conference, **'Flexible Routes to Training and Qualifications'**, Dublin Castle, February 2000