

6. Good Practice Procedures in APL *(continued)*

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 WBT do the same based on the following recommendations:

- Be committed to 'equal opportunities' in the planning, implementation and evaluation of Work based Training 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.

7. Forms for the APL Process

Form 01. Registration and application form

Form 02. Self Assessment Guide in Guide to Skills and Knowledge for ECCE.

PORTFOLIO BUILDING FORMS:

Form 03. Portfolio Front Page

Form 04. Portfolio Contents Page

Form 05. Assessors Checklist

Form 06. Assessors Checklist continuation

Form 07. Verifier report

PRE-FORMATTED EVIDENCE MATERIAL:

Form 08. Record of Mentor/candidate contact

Form 09. Record of observation

Form 10. Practical Activity sheet

Form 11. Record of questions and answers

Form 12. Record of individual sessions.

Form 13. Reflective accounts

