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Autore	Challis Maggie <1952->
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Nota di contenuto	Introducing APEL; Copyright; Contents; List of figures and tables; Foreword to Introducing APEL; Foreword to the series; Abbreviations; Chapter 1 The Accreditation of Prior Experiential Learning: a historical context; What is APEL?; Where can APEL be used?; What APEL is not; Why is APEL attractive to learners?; Why now?; APEL as part of the agenda for adult learners; Chapter 2 How does APEL work?; Introduction; Initial guidance; Recognizing and identifying skills; Relating skills to criteria; Gathering evidence; Assessment; Accreditation; Certification; Progression Chapter 3 How can we make APEL happen?; Where to start?; Why are we considering introducing APEL?; In how much of our provision do we want to use APEL?; Who are the learners we wish to attract through APEL?; What groundwork needs to be done before we start?; Which staff do we need to involve within the institution?; With whom do we need to work outside the college?; How do we resource the service?; Monitoring

and evaluation; Chapter 4 Conclusion; A pro forma checklist for action; Appendix 1 The creation and structure of National Vocational Qualifications; Appendix 2 Open College Networks; Appendix 3 National standards for assessment and verification References and further reading; Index

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#### Sommario/riassunto

The fact that learning accumulates and exists outside an education or training environment cannot be disputed. Yet traditionally, it is only institutional, certificated learning that carries any status. Accreditation of Prior Experiential Learning systems seek to give positive credit for all learning, by placing it within a recognized accreditation framework. In the light of recent legislation, APEL systems offer the key towards more flexible and open delivery systems for further education. Maggie Challis offers a detailed, practical introduction to the skills and processes of implementing an A

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