

## **Accreditation of Prior Experiential Learning (APEL) Exemption from MA Education Programmes: Independent Study (Module EFPM327)**

It is possible to claim exemption from 30 credits for the Independent Study module if you have acquired the relevant knowledge, understanding and skills through experience. The Independent Study module allows students to pursue their own interests in education and to undertake their own educational investigations. Students on the module might, for example: research the development of a set of resources for a particular aspect of their teaching; investigate a particular form of assessment; explore a political, historical, philosophical or social perspective on education; or work on a leadership issue.

To claim exemption, students must submit a portfolio of written evidence to demonstrate they have met the intended learning outcomes of the module. This evidence can be through experience in their professional duties and/or professional development activities. The evidence must reflect the achievement of learning, or outcomes of the learning, and not just the experience of the activities that is being accredited.

The table below includes the intended learning outcomes for the 30 credits. When applying for exemption please complete the 'student notes' column to illustrate how your previous experience relates to the module intended learning outcomes. The application for exemption will be reviewed by your programme lead.

The criteria used to judge the submission will be:

- The quality of the work in comparison to that expected on the Independent Study module
- The extent to which the experiential learning matches the intended learning outcomes of the module.

Exemption must normally be applied for when you apply for the MA Education programme.

If your application is successful, you will be charged 25% of the normal rate per module for the 30 credit module that has been waived under the APEL process. The 2019/20 fee rate for UK/EU students is £1200\* per 30 credits so you will pay only £300 for exemption from a 30 credit module. Half of this fee, £150, is due when you send in this form. This money is not refundable even if it is felt you have failed to meet the learning outcomes for the module. The remaining £150 is payable when your application for APEL is accepted.

\*(the fee rate is £2950 per 30 credit module for International Students – you will pay £737.50 for exemption from 30 credits with £368.75 payable on application and the remaining £368.75 payable when your application for APEL is accepted)

**EFPM327 Independent Study Module 30 credits****Further guidance to note:**

The type of evidence you provide will vary and will depend on your experience. It may include, for example, annotated lesson plans or schemes of work, research projects, professional development activities, analysis of school data. As stated above, the evidence must reflect the achievement of learning, or outcomes of the learning, and not just the experience of the activities that is being accredited.

If the Programme Director feels, when reviewing your application, that the evidence you have provided is not sufficient then you will be given the opportunity to amend your application and/or provide further evidence.

**Intended Learning Outcomes****Student Notes (Example)****Module Specific Skills:**

1. Demonstrate systematic understanding of a specific educational issue

Becoming a G&T Lead Teacher and then overseeing it at XXXX School allowed me to utilise both Government guidelines and current research in the area of G&T provision and support to ensure XXXX not only provide one off events but ensured everyday provision was in place. To look beyond just enrichment but embed effective differentiation, encourage depth of learning as well as breadth through methods of developing independence. Move beyond just simply asking the students to do more (extension tasks) but search for Ken Robinson's 'the element' and match ability with interest through using methods like self- directed projects (see attached evidence document 1).

2. Demonstrate your knowledge of a particular educational issue and its pedagogical implications

Recently I was seconded from XXXXXX Community College to support a failing PE department (Classified by a County Audit). With a central focus on teaching and learning I completed the Cambridge Education Effective Classroom observation course with Distinction and set about improving standards around the central themes of (GOAPE) Setting a clear goal, opportunities for differentiation, Attainment and progress demonstrated over time and high engagement levels across the department. A clear measure of success was being mentioned in our OFSTED inspection for having strong leadership and example of how consistency exists across the department (see attached evidence document 2).

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| <p>3. Demonstrate critical awareness of a particular educational issue</p> | <p>Recently I have become the school's ITT mentor for the PGCE students coming from University of Exeter. This role has really sparked in me a desire to research a range of current educational practices in striving to be the best I can be. As a school XXXX has embraced cooperative learning but I personally feel at the expense of encouraging independent learning. Adopting 'Flip' learning and encouraging student leadership has enriched my approach to teaching.</p> <p>In terms of behaviour management I have also developed restorative approaches. A particular area of interest has been in using non-directive forms of mentoring inspired by John Whitmore work of coaching for performance and using his GROW principle of development. I have also completed a staff coach course (LEARN) and have become a coach to staff who require support or currently under performing (see attached evidence – documents 3, 4 and 5).</p>                                                 |
| <p><b>Discipline Specific Skills and Knowledge</b></p>                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
| <p>4. Critically evaluate academic and other resource material</p>         | <p>Completion of both NCSL's 'leading from the middle' and 'leadership pathways' courses has allowed me to work with like-minded colleagues and learn more about leadership issues and practices. The online units have challenged me to reflect on my practices and to find solutions to problems using current research such as Stephen Covey's putting first things first matrix for time management, Appreciating and handling difficult conversations considering literature such as Daniel Goleman's 'emotional intelligence' and the idea of 'storming norming forming' of team dynamics. However the most powerful aspect of the courses is the use of diagnostic tools to evaluate my impact pre and post course on my colleagues. This highlights how the NCSL courses were designed to reflect on current research and to apply it in a reflective manner to my own practice and to be reviewed by myself and my peers against recognised criteria (see attached evidence – document 6).</p> |

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|                                                                                                                 | <p>Identifying and using relevant literature can be seen clearly in my role in a school Triad (3 teachers combining efforts to produce useful teaching and learning materials. Our action research focus was to produce useful G&amp;T provision materials teachers could use. For example, developing everyday challenge and stretch utilising Bloom's Taxonomy of questioning. Joseph Renzulli's three ring conception of giftedness to improve accurate identification (<a href="#">see attached evidence – document 7</a>).</p>                                                                                                                                                                                                                          |
| <p>5. Synthesise material relevant to a specific educational topic</p>                                          | <p>Within my Gifted and Talented lead teacher role I completed an audit of our G&amp;T provision using IQS (Institutional Quality Standards) and I presented my findings to SLT, MLT and Governors. As result we developed an action plan focusing on areas such as accurate identification and reducing cross subject variation by introducing and supporting departmental coordinators We also looked at raising aspirations through links with Colleges and Universities such as the XXXX College's Reach Academy as well as the University of Exeter STAR Programme. A final report was also developed for the school which synthesised this material and my findings from the data analysis (<a href="#">Evidence attached – document 8 and 9</a>).</p> |
| <p>6. Use appropriate technologies for handling resources and data relevant to a specific educational topic</p> | <p>Within my roles I have regularly reviewed current practice through a process called departmental self- evaluation (DSE) which utilised a range of information such exam and progress data, work scrutiny, learning walks and lesson observations to provide the basis for future planning and development. This also contributed to performance management discussions. This data was managed through an online system (XXXX) and drew on XXXX data sources (<a href="#">see evidence attached – documents 10 and 11</a>)</p>                                                                                                                                                                                                                             |
| <p>7. Present data and findings in a form appropriate for educational contexts</p>                              | <p>I recently attended a national education conference where I presented data from a small action research project undertaken in my school. This was predominantly an oral presentation,</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |

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|                                                                                              | <p>although I also prepared a powerpoint slideshow (outlining relevant data and displaying summary graphs) and a paper handout to supplement the talk. A short written paper was also developed as part of my preparations for the conference and was circulated to interested audience members after the event. The paper was requested by several academic researchers. Other teachers attending the event also requested the written paper, though some asked just for references mentioned during the presentation and for the data summary slides (see attached evidence – documents 12 and 13).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Personal and Key Transferable/ Employment Skills and Knowledge:</b></p>                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>8. Manage your own learning and show the independence required for masters level work</p> | <p>Critical reflection has played a big part in my life both professionally and personally. I have held a number of positions in my 23 years of teaching which have required myself to produce performance reviews and actions plans in wide range of contexts both for myself and others. As well as a PE teacher in 5 different schools, I have been a team leader in two schools as well as worked as a PE Lecturer at XXXX College leading courses up to HND level, as well as working for the XXXX on setting up and developing the first XXXXXX which is now known as the XXXXX. In the past 6 years I spent my time at XXXX School where I have held Head of Department and College Leader (Temporary senior teacher in charge of whole school G&amp;T &amp; enrichment provision).</p> <p>As an outstanding teacher (Verified by recent OFSTED and internal observations) I always look at my own practice and look to develop my own levels of competence in a rapidly changing educational world. By learning new skills and methods of teaching through professional development opportunities I have been able to maintain my own practice alongside current trends and requirements. Completing nationally recognised courses like the NCSL I have been able</p> |

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|                                                                                                                                                                  | <p>develop my weaker areas of leadership as well as effectively develop others through hands on application of academic theory (Evidence attached – document 14).</p> <p>In the attached evidence I have included examples of instances where deadlines were provided and met both via online and face to face delivery to complete NCSL Leadership pathways. I have also included references made during applications for jobs. I have also enclosed examples of my interest in coaching peers and that I completed LEARN coaching course as part of the XXXXX and I am now a teacher coach at XXXXXX (attached evidence document 15 and 16).</p> <p>When Yr. 11 leave in the summer term we are given ‘gained time’ to allow myself and my team of PE teachers to complete performance management targets, revise schemes of work and refine teaching techniques /methods as well as provide useful resources to support both students and fellow teachers. This time is also used to visit other schools and to attend CPD opportunities.</p> |
| <p>9. Demonstrate effective communication by expressing ideas and opinions, with confidence and clarity, to a variety of audiences for a variety of purposes</p> | <p>I took part in an overseas ‘exchange of ideas’ involving a school in Denmark. As well as the comparison of ideologies, structures and methods of delivery we built over two years and number of visits a willingness to share our ideas on how they could develop student leadership and how we could develop Handball. As result, I was able to reflect and develop my own coaching expertise at an accelerated rate. Within the first year we had all the PE staff complete coaching course and teach the Handball across KEY stage 3 and 4. My GCSE Students gained high practical marks and were confident enough to coach the sport to a number of primary schools for the Devon PE advisory team. I was also asked to present to fellow Head of Departments on the role Handball has had in modernising the PE curriculum. A sign of success is that Handball has now</p>                                                                                                                                                               |

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|                                                                                                           | become one of the fastest growing sports in the Exeter Area (see attached evidence document 17).                                                                                                                                                                                                                                                                                                                                                                                    |
| 10. Think creatively about the main features of a given problem and develop strategies for its resolution | I have recently taken up a new role as a PE consultant to a failing PE department at XXXXX school where I was seconded for two days a week over a 12 week period. I had a range of roles from helping SLT audit and review current practice, offer an advisory capacity to the acting HOD to coaching under-performing PE staff to become greater aware of the key issues, get them to take responsibility and guided them to find solutions (see evidence attached – document 18). |