APL Application form

1. **TO BE COMPLETED BY THE APPLICANT** with advice from the TEI.

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| **Applicant Name** | Erica Bloggs. *This is the student or prospective student who is seeking APL.* | | |
| **Programme** | Diploma in Theology, Ministry & Mission. *Which Common Awards programme are you studying, or proposing to study?* | | |
| **TEI** | St Brendan’s. *What Theological Education Institution are you studying at or planning to study at?* | | |
| **Programme Start Date** | October 2018. *When did you start the programme, or when do you hope to start it?* | | |
| **Application Date** | 23 June 2017 | | |
| **This application is for APCL**  **APEL**  **Both APCL and APEL** | | For **APCL**, the prior learning will have been gained on a course of study that has been formally assessed and certificated by a higher education provider, thereby gaining credits at a specific level.  All other forms of prior learning are treated as **APEL**. | |
| Number of credits of APCL: | | | Number of credits of APEL: 20 |
| **From which Common Awards modules are you seeking exemption?** | | | **How many credits are being claimed from each category?** |
| TMM1051 ‘Using the Bible Today’, 20 credits  *You should normally provide the module code, title, and credit weighting for each module. It may help to refer to the Programme Regulations (T3) that set out the pathway for your programme at your TEI. In some cases, it will be easier to provide a more general description – e.g., ‘The whole of Level 4’, ‘The option modules in List E on the Programme Regulations’. In these cases, you will normally be seeking to demonstrate that you have met the relevant Programme Learning Outcomes, rather than for a set of specific Module Learning Outcomes.* | | | |  |  | | --- | --- | | Biblical Studies | 20 | | Christian Tradition |  | | Ministry and Mission |  | | Theological Reflection and Reflective Practice |  | |
| **What prior learning underpins this request?** | | | |
| *For APCL, please supply the title (and code, if available) of each module taken, the institution at which it was taken, the Higher Education Institution that validated it (if different), the level, the number of credits, and when it was taken (or, if it led to an award, when that was awarded).*  THE181, ‘The Bible Speaks Today’, Basingstoke School of Mission (validated by University of Kingsbury); Level 4; completed 2016  *Or, for APEL, please provide a brief description of where, when, and how the learning was demonstrated.*  My blog: ‘Random Rambles’, <http://www.randomrambles.me/>  Interview with Jane Smythe (tutor at St Brendan’s TEI), 22 June 2017 (notes to be provided by TEI); Book review set by St Brendan’s admissions team, June 2017 | | | |

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| **LEARNING OUTCOMES** | | | |
| I am mapping my prior learning to Common Awards **Programme Learning Outcomes** / **~~Module Learning Outcomes~~** (delete as applicable) | | | |
| **Learning Outcome**  You should *either* list all the Programme Learning Outcomes (for the relevant levels) that would normally be covered by the modules from which you seek to be exempted, *or* all the Module Learning Outcomes for those modules. Your TEI will advise (see Detailed Guidance, §§26–31).  Please give each Learning Outcome a separate row in the table (adding as many rows as you need). Please indicate where each Learning Outcome comes from (and if listing Module Learning Outcomes from several different modules, please indicate which module each Outcome belongs to). Please quote the full text of the relevant learning outcome. | **APCL / APEL / CA**  For each Learning Outcome, please note in the middle column whether it is being met by APCL, by APEL, or whether it is not covered by your prior learning, but will be met by one of the Common Awards modules that you go on to take. | **How demonstrated**  Please provide a brief description of how each Learning Outcome was met, See the Detailed Guidance, §§36, 40 for advice on the kinds of claim to make here. | **Evidence**  Briefly identify the relevant evidence that has been supplied to the TEI to substantiate the claim made. |
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| ***Programme* Learning Outcome example:** |  |  |  |
| BA Level 4 |  |  |  |
| SSK1: ‘discuss intelligently a range of biblical texts and various issues and methods related to their interpretation.’ | APCL | THE181, Learning Outcome 3: ‘demonstrate ability to interpret a number of biblical texts in historical context.’ | Transcript, Module syllabus |
| SSS1: ‘identify the context and genre of selected biblical texts, and comment intelligently on their significance for the texts' interpretation’ | APCL | THE181, Learning Outcome 3 (see above). | See above |

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| ***Module* Learning Outcome example:** |  |  |  |
| TMM1051 |  |  |  |
| SSK1: ‘Describe and evaluate different understandings of biblical authority within the context of Christian churches.’ | APEL | Blog posts on uses of the Bible in church debates about sexuality.  Interview with Dr Smythe. | Text of posts.  Notes from interview (supplied by TEI). |
| SSK2: ‘Describe and compare selected contemporary hermeneutical approaches to the interpretation of selected biblical texts in context.’ | APEL | Interview with Dr Smythe. | Notes from interview. |
| SSS1: ‘Analyse selected biblical texts in the light of contemporary issues.’ | CA | Will be met in TMM2011, Bible in Context |  |
| SSS2: ‘Question the ways in which biblical interpretation of selected texts and contemporary issues correlate and communicate this reliably in a range of contexts.’ | APEL | Blog posts on uses of the Bible in church debates about sexuality.  Interview with Dr Smythe. | Text of posts.  Notes from interview. |
| SSS3: ‘Communicate introductory issues in contemporary biblical interpretation in a clear, concise and engaging manner.’ | APEL | Blog posts on uses of the Bible in church debates about sexuality. | Text of posts. |
| KS1: ‘Identify gather and evaluate source materials for a specific purpose.’ | APEL | Blog posts on uses of the Bible in church debates about sexuality. | Text of posts. |
| KS2: ‘Evaluate the appropriateness of different approaches, communicating their findings sensitively and accurately, showing self-awareness about their own beliefs, commitments and prejudices.’ | APEL | Interview with Dr Smythe. | Notes from interview. |
| KS3: ‘Carry out a guided task that involves: independent inquiry; management of time and resources; using IT; meeting deadlines; evaluating the task.’ | APEL | Managing home office; discussed in interview with Dr Smythe. | Notes from interview. |

# TO BE COMPLETED BY THE TEI

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| **Assessor Name** | | Jane Smythe. *This is the member of TEI staff who has assessed the application.* | | | | |
| **Date of Assessment** | | 30 June 2017 | | | | |
| 1 | Is the total quantity of APL being claimed within the limits set out in your TEI’s APL policy? | | Yes |  | No |  |
| 2 | Is the total quantity of APEL claimed **no more than** 60 credits? | | Yes |  | No |  |
| 3 | Is the date on which the prior learning was demonstrated **no more than** five years before the application date? | | Yes |  | No |  |
| 4 | Is it your academic judgment that the mapping document and accompanying evidence demonstrate that the student has already achieved the necessary Learning Outcomes? | | Yes |  | No |  |
| 5 | If the answer to question 4 is ‘No’, can you confirm that the application identifies a Common Awards module or modules that will fill the gap, and that the student will take the relevant module(s)? | | Yes |  | No |  |
| 6 | Can you confirm that, in your academic judgment, the requested exemption will still allow the student to be sufficiently prepared for his or her remaining Common Awards modules? | | Yes |  | No |  |
| 7 | In your academic judgment will the applicant’s pathway remain coherent and well balanced? | | Yes |  | No |  |
| 8 | Has this assessment been confirmed by the TEI Board of Examiners or a sub-committee of that Board? | | Yes |  | No |  |
| **Outcome of TEI Assessment** | | | | | | |
| Approved in full | | | | | | |
| Approved in part | | Further details: |  |  |  |  |
| Approved with conditions | | Further details: Erica will need to take TMM2011, Bible in Context, even though that module is optional. | | | |  |
| Rejected | | Reason for decision: |  |  |  |  |

1. **REFERRAL TO DURHAM** – TO BE COMPLETED BY THE TEI

If the TEI wishes to approve an application, but the assessor has answered ‘No’ to any of questions 1, 2, 3 and 5 above, it should be referred to Durham. The Chair or Deputy Chair of the Common Awards Management Board will act as moderator, evaluating the judgment that the TEI has made. In such a case, please enter in the box below a brief account of how the judgment was made. There is no need to supply us with all the evidence that the student supplied to you, unless we subsequently request it.

If the TEI is unsure whether or not to approve an application, it can also be referred to Durham. In that case, the Chair or Deputy Chair of the Common Awards Management Board will be acting as an assessor. In such a case, please enter in the box below any information you think will be helpful to us, and please *do* supply all the accompanying evidence

# Additional detail

Erica is someone who has done a lot of personal reading and thinking about the bible, including some academic reading. She discussed an exemption from TMM1051 with me, and showed me some impressive posts from her blog. I conducted an interview with Erica which allowed me to dig into the learning displayed in those blog posts, and to discuss the other experience mentioned above. I satisfied myself that she had met all the relevant learning outcomes. I can supply my notes from the interview, and copies of some of the blog posts, if necessary.

TO BE COMPLETED BY DURHAM

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| **Outcome** | Approved | | |
| **Notes** | This seems to be a straightforward case, and I am happy to confirm the assessor’s judgment. | | |
| **Approved by** | Mike Higton | **Date** | 5 July 2017 |