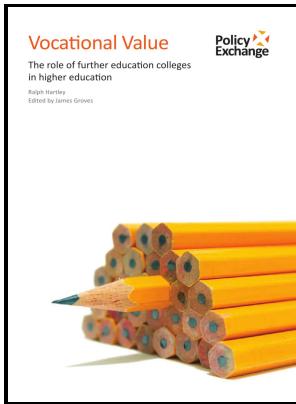


APEL, progression and records of achievement - report of the TVEI Access to Higher Education Project

Division of Continuing Education, South Bank University - Entering a new field: Evaluation in the workplace



Description: -

-APEL, progression and records of achievement - report of the TVEI

Access to Higher Education Project

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Crossing the Academic/Vocational Divide: Personal Effectiveness and Autonomy as an Integrating Theme in Post

Northern Ireland Secondary education in Northern Ireland is selective.

Crossing the Academic/Vocational Divide: Personal Effectiveness and Autonomy as an Integrating Theme in Post

This could mean, in theory, offering a place on a programme to a male applicant rather than a female applicant who might be equally or even better qualified for admission, in the interests of a more even gender balance. The argument also suggested that because people lacked skills there were no jobs for them. In this way, all planning and all teaching becomes a continuous narrative of reflection and action planning.

Crossing the Academic/Vocational Divide: Personal Effectiveness and Autonomy as an Integrating Theme in Post

Uniting theory and practice is essential for sound reflective thinking — being able to see the connections between what you do, how you feel about it, how you evaluate it and what research and theory also tells you.

Crossing the Academic/Vocational Divide: Personal Effectiveness and Autonomy as an Integrating Theme in Post

We look at mentoring; understanding your placement institution; planning and preparation. They are the common-sense held ideas of the profession that we are socialised into.

Crossing the Academic/Vocational Divide: Personal Effectiveness and Autonomy as an Integrating Theme in Post

Writing a journal Many professionals find reflection easier if they have a written focus for their thoughts. The guide was at the front, and then about fifteen students, and then me in the middle and Malc at the back behind the other fifteen. This was the beginning of the wholesale change to competencebased training, where the emphasis shifted to what a candidate could do, rather than what courses they attended or what written

exams they passed.

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