



**KENT &
MEDWAY** | **LIFELONG
LEARNING
NETWORK**

Workshop 1

Credit Framework

How our partners are facilitating credit transfer

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Discussions

- Kent and Medway Credit Frameworks
- Agreed Principles of Credit Transfer
- Mechanics of Credit Transfer
- Open Credit Transfer – The Challenges
- Open Credit Transfer – The Strengths
- Investigating how we can take advantage of the opportunities available and work through the challenges of credit transfer.
- Summary & Questions

Credit transfer

- Through the elements of the Kent and Medway Credit Framework there is a commitment by partner institutions to work together to promote and enable progression into and through HE levels of learning.
- By each institution awarding and recognising credit achieved across the LLN partners the transfer of credit can be formalised, and promoted to facilitate progression for vocational learners.

Agreed Principles of Credit Transfer

- Principle 1: Notional Learning Hours
- Principle 2: Assessment
- Principle 4: Certification
- Principle 5: Transfer of credit between partner providers
- Principle 6: Flexibility in learning levels of units
- Principle 7: Use of level descriptors
- Principle 8: The Assessment of Prior Experiential Learning (APEL)
- Principle 9: Recommended information fields for Kent and Medway units
- Principle 10: Learner Guidance on building on credit gained

Mechanics of Credit Transfer

- **Principle 4: Certification**
- The provision of a certificate of credit is an effective way to celebrate the achievements of learners and to promote and enable credit accumulation and transfer. Partners agree to provide certificates of credit, together with a transcript of credit achieved, to all learners who successfully complete a credit-bearing unit. Partners may offer a certificate of completion, or certificate of attendance for non-credit bearing provision

QAA Policy on transcripts - Guidelines for HE Progress Files – QAA website

Open Credit Transfer – The Challenges

- Encouraging progression through ‘multi–versity’ study
 1. APCL policy dictates 50% of credit can be honoured
 2. there is the possibility that the cocktail of modules achieved may cause funding difficulties under ELQ guidelines with the need to complete set modules in order to achieve a full qualification
 3. where the mix of learning outcomes achieved does not match/cross over ‘neatly’ into programme structures at the receiving institution e.g. FD Early Years (OU) against the FD Early Years (UoG) – mapping required on a case by case scenario – cost implications.

Open Credit Transfer – The Strengths

Supports and facilitates progression by

- Recognising the validity of each others' credit frameworks, quality policies by accepting credit gained through assessed learning accredited by partner institutions
- Providing greater opportunity for learner flexibility
- Support activities to provide clear guidelines on progression routes and opportunities - Information, Advice and Guidance on how to build on credit gained and on future learning pathways
- Award of a certificate of credit, and/or an accompanying credit transcript, detailing the amount and level of credit achieved following assessment of learning
- Work with partner institutions, employers and work-based learning providers to promote the benefits of accredited learning and to further develop opportunities to acquire credit through work-based learning
- Encourages open dialogue and collaboration to promote learning at HE level and to contribute to the development of a skilled workforce for Kent and Medway.

Taking advantage of the opportunities and working through the challenges of credit transfer.

- What approach does your institution take on credit transfer? (modelling tool, case by case scenario, discretion of programme leader, very flexible approach)
- How may the KMLLN facilitate the opportunities presented?
- What credit transfer barriers does your institution find difficult to reduce and why?
- How may the KMLLN help in reducing the impact of the challenges?