

LLN Research Database by sussexlearningnetwork

ID: 11498300000026003

Title: Putting the learner at the centre - Credit Frameworks and Foundation degrees

Keywords: Foundation degrees; credit frameworks; progression

Organisation: Sussex Learning Network

Purpose: The SLN commissioned SEEC to carry out a study looking at the feasibility of developing a common credit framework for foundation degrees in Sussex.

Method: This report builds on the Progression and Credit Study undertaken by Sussex Learning

Network (SLN) and endorses the recommendations within that study. This report

complements that study by reviewing:

- Institutional processes which support or hinder academic credit awarded through

the accreditation of prior certificated learning (APCL) or prior experiential learning

(APEL)

- The recognition given to learning gained from the workplace
- The flexibility within programme structures across SLN
- Transfer arrangements relating to credit transfer by receiving institutions
- Any key issues relating to credit that arose as a result of the investigation, and

recommendations on taking these forward in the context of learner progression.

Information was primarily gained through

- Interviews held with defined people within specific institutions in the SLN
- Research undertaken into the recruitment details, on-line and paper-based, relating

to Foundation degrees across SLN institutions. Particular attention was paid to entry criteria, information on any option to gain academic credit through the process APCL and/or APEL, and to progression details.

Outcomes of research: The study identifies key issues relating to credit, and makes recommendations

on taking these forward in the context of learner progression.

This report builds on the Progression and Credit Study undertaken by the Sussex Learning Network in December 2006, and complements that study by reviewing:

- institutional processes which support or hinder academic credit awarded through the

- accreditation of prior certificated learning (APCL) or prior experiential learning (APEL)

- the recognition given to learning gained from the workplace
- the flexibility within programme structures across the SLN
- transfer arrangements relating to credit transfer by receiving institutions
- any key issues relating to credit that arise as a result of the investigation, and recommendations on taking these forward in the context of learner progression

Is a final report available?: Yes

How will the findings be disseminated?: Through the Sussex Learning Network website and the Lifelong Learning

Network National Forum

Where can it be found?: <http://www.sussexlearningnetwork.org.uk/sln-research/reports-andpublications>

Contact name: Peter Rainger

Email: pfr@brighton.ac.uk

Records: View Record

Access the SLN Research Database online at <http://www.sussexlearningnetwork.org.uk/research>