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Accreditation Of In-Company Training Provision - An Overview Of Models And Issues

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Introduction

Northumbria ,and Teesside and Middlesex Universities are committed to meeting the challenge of engaging employed learners by offering solutions which are work-related and tailored to company requirements. BothAll institutions have developed ways to provide vocationally relevant education on a flexible basis so as to maximise opportunities for access and progression and to encourage participants to recognise the value of and engage in opportunities for HE level earning. This includes the **accreditation of in-company training** which can provide an excellent tool to engage employers in a way which is responsive and directly addresses their needs.

Accreditation is the formal recognition of learning achievements of an individual, linked to an internal or external standard. Increasingly Often the credits gained via the accreditation process are attached to programmes delivered outside of formal Higher Education (HE) award structures. Universities can utilise the accreditation process to confirm that an individual's performance or training at work or, indeed a training programme itself, conforms to standards that are agreed and approved by an Higher Education Institution (HEI) or a Further Education College (FEC). Accreditation not only provides a quality assurance process of an assessed learning activity, but also enables the university to benefit from the opportunities to form new external partnerships.

Several government initiatives have resulted in more education and training departments seeking academic accreditation, particularly in the health sector, as advocated in the document 'Working together, Learning together' (DoH 2001) which identified that all learning should have the potential to be accredited. More recently, the Leitch Report (DfES 2006) argued that the UK must raise attainment of skills at all levels, with the responsibility for this being shared between government, organisations and individuals. The challenge set by the government is to increase employer engagement and investment in work place qualifications, including co-funded work place degrees, and therefore HEI's must develop strategies and processes to work towards this goal as effectively and painlessly as possible. Whilst some of the challenges set by Leitch are at sub degree level and therefore not appropriate for HE, the use of accreditation offers the potential for employer engagement at higher levels as well as access to alternative funding streams for the University.

Credit needs to be marketed as a portable, international 'currency'; part of a system which makes 'learning flexible, adaptable, valued, accessible, tailor-made, quality driven and market led' (NICATS 2001)[1]. It identifies learning by amount and level – i.e. how much learning was involved and how difficult it was. HE level credit gives

status by recognising successful completion of modules, courses and programmes, including qualifications. HE credit is often (but not always) valued more when the training manager (or equivalent) is a graduate themselves; or the profession in question has evolved into a graduate profession with many employees who do not have the newly requisite qualifications already in place; or a strong research ethic is fostered – hence the University's research ability and strength is valued.

Using accreditation processes depends a great deal on employers having an understanding of university procedures and valuing academic credit. If the company feels that their training programme is robust and already provides the knowledge and skills which their employees need to successfully undertake their roles then they may need a little persuading that HE level credit will bring any added value. This is particularly the case when the addition of credits to an in-company programme involves the inclusion of specified contact hours and a clearly defined assessment method; both of these amendments are often viewed as negative additions rather than positive.

Requests for credit rating of programmes involving organisations external to the HEI usually arise in one of the following ways:

- an organisation approaches the HEI to discuss credit rating of an existing or proposed programme(s)

- an organisation approaches the HEI for assistance in developing a programme for credit rating and/or approval

- the HEI approaches an organisation offering to develop and/or deliver a programme or to credit rate some of the company's own training provision

There are various ways in which HEIs can satisfy the above demands and these might include:

- Recognising existing company provision as already being at HE level
- Developing new programmes of learning in partnership with employers
- Transforming a company's ideas, often partly devised, into a format that can carry credit
- Awarding credit for learning an individual has derived from work-based experience (APL)[2]
- Creating a programme using existing modules with some new material
- Or, and this is more usual, a combination of the above

This paperchapter will set out some descriptivbe some models of HE level accreditation of external employer-led provision and will provide some case studies to illustrate how these have worked in practice. It will detail some quality assurance principles and procedures which have been found helpful in the development of this work and will conclude with a discussion around some of the positive outcomes and some of the pitfalls encountered. The range of examples from current practice should be taken within the context of different modes of HE provision as offered by the Universities we represent, and we offer some diverse modes of accreditation. Thisese will not and cannot form a definitive list; other models will exist.

Collaborative partnerships

The development of accreditation services within HEI's require the formation of collaborative partnerships with the organisations that are involved. Not least, this challenges HE in terms of the epistemologies of practice and knowledge generation and the implications for HE that accreditation of learning from outside higher education brings. Development of partnerships provides the opportunity to capture and develop new knowledge and ideas from work and reposition them within the theories that support the vocational and professional areas in which they originate. The organisation can be assisted in recognising and acknowledging the human and intellectual capital which is engendered from the educational development process, thus strengthening the practical knowledge and locating it within theoretical constructs. The developmental activity that goes into constructing an educationally sound programme has to be collaborative; the HEL has to develop listening skills and not try to impose structures and content which are alien to the organisation. Similarly the organisation has to appreciate the quality assurance processes and modular frameworks which envelop programmes. The developmental process and the explicit nature of determining tacit knowledge can reflect the new model of knowledge which Gibbons et al (1994) describe as mode 2. That is; knowledge which is generated by trans-disciplinary activity, produced through the cooperation of users and participants at the place of application, as opposed to mode 1 which is discipline specific and emerges from the academy and considered as the exclusive source of knowledge.

The Quality Assurance Environment

Quality assurance of accreditation processes, and the consequent provision, is maintained by a programme of moderation and annual monitoring and review. The in-company activity and the outcomes of this activity are monitored in-line with comparable programmes across the university. This ensures similar levels of outcomes are attained with all delivery partners whilst also providing an opportunity for changes or realignment to take place.[3]

The quality assurance procedures are carried out by the academic school responsible for the modules or programmes being delivered. Programmes offered by, or in partnership with organisations external to the university will be externally examined in line with standard university procedures. Middlesex University differs in that it provides an external examiner service, through the accreditation quality assurance process, to courses that would normally be too small to sustain an individual external examiner. Where large numbers are involved the organisation will be encouraged to add a layer of external scrutiny by appointing a suitable external assessor themselves.

Accreditation may apply to any of the following categories of learning offered by the university and/or external organisations, which are not part of an HE award:

- short courses
- professional courses
- training and development programmes
- modules from University approved programmes
- open and distance learning courses

A negotiator and/or link person, who could either be an existing specialist or a co-opted person, should be appointed to liaise with the company. Each accreditation proposal needs to be considered by a relevant academic standards committee or

accreditation board which will ensure: academic integrity; appropriate learning outcomes; volume and level of credits and notional student learning hours, and appropriate assessment strategies. The academic standards committee or accreditation board will seek comments from a variety of experts including an internal specialist assessor not involved in negotiation and discussion with the client and, if appropriate, an external specialist assessor, perhaps the subject External Examiner.

Most universities engaging in this agenda are likely to be using or developing a university-wide framework which sets out the principles and procedures for different models of external accreditation (e.g. *The Northumbria University Framework for Corporate and Community Collaboration, 2002*). The following list of principles is an extract from this framework:

- Importance of maintenance of the standards of HE whilst recognising and respecting the cultures and goals of the partner.

- A commitment at the outset to organisations of what they can anticipate and what might be achieved.

- Ownership of corporate activity at School level which is supported at University level.

- Responsiveness to individual, team and organisational needs within different participating organisations.

- A wide range of accredited and non-accredited projects and initiatives that have the ability to enhance the participating organisation's overall strategy.

- Respect of the knowledge, skills and abilities of partner organisations and a desire to learn from them in order to add value to both organisations through flexible approaches to programme design.

- Application of the University's quality management and enhancement procedures, in order to ensure that the accredited provision is delivered at a standard that is equivalent to that of the University.

Middlesex adds an additional perspective in that the organisation retains the intellectual property of the programme, and additional costs are incurred if other services from the university, such as contributions to teaching or access to learning resources, is involved, although advice is given in relation to educational features of programmes.

These principles provide a useful bedrock on which to build and it is envisaged that as this type of work increases, it will move into the mainstream of university procedures. However it is important to retain the ability to be flexible and responsive to employer needs whilst drawing upon good practice and previous successes.

Different models of accreditation – description & case studies

1. Mapping —two- approaches to accreditation:

a) Where the company has an existing programme of training provision, rating can be given via a comparative mapping exercise. The in-company programme is mapped against a subject/module or skills-based set of learning outcomes that already exist

within the University. The confirmation of the achievement, to gainof academic credit, is demonstrated by the learners through assessment procedures that ensure learning outcomes have been met. .The approach at Middlesex is to align intended learning to level descriptors to ensure equity and comparability of level and credit amount rather than of content. The assessment must be appropriate and related to the specificity of the credit being awarded but also be appropriate and related to the learner's company work role. As stated above, employers who are graduates themselves may be more inclined to value the input an HEI can offer.

Case Study – Teesside University

An example of this is a Tees Valley Small or Medium Enterprise (SME) who provide fabrication, installation and testing of pipe-work and supply labour for offshore and marine industries. Their training manager had completed his degree at the University of Teesside and was eager to have the company training they were already delivering accredited.

Their 'Line Management Development Programme' gave an excellent opportunity for collaboration as elements required delivery by several academic schools (Teesside Business School and the School of Science and Technology) and partner Further Education colleges. Project funding from the Learning and Skills Council meant that the initial cohort could be subsidised. This definitely 'kick-started' the process, however, the company realise that subsequent cohorts will incur full fees for accreditation. Currently the company are using their own training officers, this means that fees are reduced to approximately 30% of the usual module fee to cover the quality assurance mechanisms and university administration processes.

At Middlesex University by mapping against level descriptors rather than specific programmes a wider range of learning can be acknowledged. Rather than replicate what the university already offers, and therefore potentially being in competition with the university, the accredited programme can take the form of complementing existing provision and provide for a smaller niche market.

Case study – Middlesex
A Graduate Diploma in Approved Social Work (for those working in Mental Health) was validated by the university. It included an accredited (by Middlesex) component of 60 credits at HE level 6 (Honours) which was provided by a charity in London, already approved by the professional body of Social workers, and which provided specialist training for a number of London Boroughs, thus enabling participants from across London to access the accredited programme, but then to take it to their University of choice to consolidate it. Those who chose to take it to Middlesex could combine it with a consolidation module, as well as a specialist area of practice, such as children or adults in order to gain the Diploma, all of which was recognised by the professional body. This enabled the University to use its resources for those courses which had a large number of applicants and the specialist programme could be provided by specialist practitioners. This made a valuable link with an external local partner, utilised training already accredited by the professional body and provided continuity of provision and quality across the programme.

b) Credit equivalence

A credit equivalence exercise is another way for organisations to gain university recognition for learning/ training delivered within the workplace. This could be used where an organisation is delivering provision not sufficient to equate to a University award. The University will assess the provision offered and recognise this as being equivalent to an agreed amount and level of credit. The organisation receives a certificate (time-limited to a maximum of 3 years) for display confirming the status of the 'programme'. Learners are not registered with the university and therefore will not have student status. It is very rare that a company-owned training programme is immediately suited to this process and there is usually a period of negotiation between the employer and the university-based expert to bring the programme into line with university requirements.

Individuals who successfully complete the programme and wish to take their learning further, are able to have this equivalence recognised by university admissions through Accreditation of Prior (Certificated) Learning procedures, providing they have written confirmation of successful completion from the organisation. Normally the University would agree any exemption arrangements against specific programmes with the organisation in advance via an articulation programme. These arrangements would be outlined in the submission document. Credit achieved will be considered to be current for five years.

Case Study – Northumbria University

A global company with a regionally-based filtration and purification plant contacted the university with a view to seeking accreditation of their training packages delivered via e-learning. A university expert worked with a counterpart at the company to support them through the approval process. It was quickly established that the training was being delivered at HE level 5 and was equivalent to approximately 20 credits. The assessment procedures were deemed to be equivalent to those used on a degree level programme. The company put together the documentation and attended a credit equivalence approval event, at which they were awarded the certificate valid for three years.

At Middlesex a number of accredited programmes have been developed, particularly at post graduate level, using up to 80 credits at HE level 7 (Masters), and achieved through an organisational accredited programme, which are valid for six years. Participants can then transfer to a negotiated work based learning post graduate programme, and by adding a research and development module and a final project can gain a Masters award, thus augmenting the organisational programme with HE critical thinking and inquiry skills. This model has been used successfully in providing professional development for participants from Marks and Spencer, Metropolitan Police, Nutritional Therapists and Sustainability and Waste management specialists amongst others.

2. Accreditation of Prior (Experiential) Learning {AP(E)L}

Credit may be awarded via the Accreditation of Prior Learning (APL) process. This prior learning can either be experiential, AP(E)L or certificated, AP(C)L and is managed through specific university mechanisms. The credit awarded might be 'general' (i.e. around notional learning hours, level of learning experience) or 'specific' (i.e. against a named award or particular module, mapped against learning outcomes). At Middlesex APEL can form up to two thirds of a work based learning degree or postgraduate award where claimants gain general[4] credit which reflects academic credit levels and amounts towards individually negotiated academic award. For An example, at Teesside APL is widely used by the Work-Based Studies Degree

programme, where a scheme is designed specifically for employed learners. This route is offered primarily on the an evening and attaches credit to previous learning, when appropriate to the current award, obtained within the last five years (or if older, students may provide appropriate evidence). By submitting a portfolio of evidence a student is able to claim up to 300 credits against their new award, hence gaining considerable advanced standing.[5] The evidence can be assessed via a range of approaches including a reflective commentary, annotated CV, presentation / interview etc.

Recent claims for areas of expertise have included: 'The Construction & Co-ordination of Corporate Training for Children's Services'; 'Police Small Team Management'; 'Financial Management in a School Environment'; 'Ultrasonic Welder Design Project' and 'Supporting Children with Special Educational Needs in Literacy'. These claims are supported with Areas of Learning – short essays substantiated by pieces of evidence. The level at which the credits are awarded is decided by mapping the student's learning against the existing university level descriptors. The amount of credit awarded – i.e. 30, 40, 60 credits is decided by comparing the claim against the outcomes for existing modules, i.e. the contact hours and assessment criteria specified to obtain 20 credits at the same level. This is by no means a precise science and takes time and experience to adequately map. Recent research undertaken at Middlesex has explored APEL assessment of general credit volumes in an attempt to make this a more transparent and objective process.

3. Hybrid solutions

It is is unusual for company-owned training provision to be presented in a format that is recognisable and immediately acceptable for university accreditation. In such cases, programmes can be devised in collaboration with the company to ensure that both employer and HEI are satisfied with the outcome, as described below.

Case Study – Teesside University

The University of Teesside worked with a local chain of convenience retail stores to develop a management programme. The chain had tried to engage with HE level learning for several years but had always been unimpressed with the existing offering; modules and courses which were not suitable due to lack of flexibility of content, assessment, place of delivery and so on. The Training Manager had already developed a good deal of material to support management training and together with the Work-based Learning team and Teesside Business School the required activities, content and assessment were developed into three 20 credit modules, in keeping with University of Teesside requirements (levels, outcomes, aims etc) whilst satisfying all of the company's wishes. The course became a year long programme of seminars, tutorials and presentations: a 60 credit University Certificate in Advanced Professional Development in Resource Management in the Retail Sector (UCAPD). The modules are: 'Finance and Trading', 'Personal Development in Management' and 'People Management'.

The programme is delivered by the company's training team on their own premises and overseen and quality assured by University staff. The modules are primarily assessed by written reports and presentations. All assignments are approved and moderated by University staff, who in addition attend the presentations. Before the modules commenced the managers attended an information session at the University where they were enrolled as associate students, welcomed to the campus and introduced to the Learning Resources

Centre. The first cohort consisted of 8 store managers who had undergone a competitive application process. Two subsequent cohorts are running now consisting of 8 local managers and a further 8 at a distant office elsewhere in the country – where the chain have purchased a company with a similar profile.

Middlesex University has worked with a wide variety of organisations where training or professional development programmes have been accredited as an award in their own right, or used as part of a larger award. All the training is delivered by the organisation and the role of the university is that of quality assurance, providing external scrutiny and advice, but with little or no involvement in the assessment process.

Case study: Middlesex University

A charity that runs sheltered accommodation and support for Mental Health Service users has run an accredited Diploma in mental health care which carries 120 credits at HE level 5 (Intermediate). This is specifically aimed at non health practitioners working in the field of mental health rehabilitation and supported independent living. An outcome from the programme for the university was the design and validation of a BSc Mental Health for non health care mental health professionals, which provided a progression route for these participants who did not wish to progress along the nursing or social work routes. Some participants have gone on to undertake a shortened mental health nurse programme, using their experience and the diploma as APEL and APL, in order to progress their careers in mental health care.

4. Academic Recognition of Continuing Professional Development

Many people working in both the public and private sector undertake continuing professional development (CPD) as part of their work, either on a voluntary or compulsory basis. Often this is required for membership of their relevant professional body or it can be simply through a desire to keep abreast of developments in their field of work. It is possible to offer such people the opportunity to gain university credit for such activity, via a *wraparound assessment*, such as **Northumbria University's Academic Recognition of Continuing Professional Development (ARCPD) module.**

The aims of the module are
- to enable individuals to gain academic credit from CPD learning experiences and events such as short courses, conferences, workshops, one-to one coaching etc., which is not currently credit-rated by the University. (For 10 credits, attendance should be equivalent to a minimum of 3 full days).
- To develop and demonstrate the skills and knowledge gained from attending, participating in, recording and reporting on higher-level work-related learning.

Participants attend a learning event or events lasting the equivalent of at least three full days. They will participate in the event(s) in whatever way is appropriate and intended by the organisers. Examples are: a short full-time management course; a manufacturer's equipment course; one-to one coaching; workshops; conferences including such elements as papers, discussions and plenaries; etc. They then produce a portfolio to provide evidence of the learning gained from their experiences as follows:

1) Personal details, needs analysis and the learning proposal

2) A factual account of the learning event, giving appropriate detail of the proceedings and summarising the material presented,

3) A brief assessment of the effectiveness of the event as a learning experience.

4) An evaluation of the student's own learning, and considering how the learning gained relates to the student's own work situation and personal development.

This analysis should demonstrate understanding of the facts, principles, opinions and skills acquired, explain how the knowledge and skills gained build upon current competence and how these have been/ will be applied to own work. In addition it should show how their understanding of the knowledge gained is based upon relevant and up to date theory. The learner is required to construct a portfolio of evidence using a variety of assessment activities. In this way, the intrinsic nature of work-based learning is incorporated into the assessment strategy by encouraging learner autonomy and reflection on practice. The learning process provides for a number of formative activities. This enables an iterative process of negotiation of and feedback on evidence required to meet the assessment criteria as the learner, tutor (and workplace mentor where appropriate) engage in this dialogue.

This module has been used effectively in a variety of settings, and examples can be provided if required.

Many of the accredited programmes of Continuous Professional Development are for professionals working in a range of careers, although a high number are from the health related professions.

Case Studies: Middlesex University

A teaching Primary Care Trust had a shortage of trained Practice Nurses. Several CPD courses were devised and accredited with a range of credits at HE Level 5 and 6 which provided a range of supervised clinical skills aimed at nurses from the acute hospital sector to gain the appropriate skills for General practice. Nurses were recruited onto a 'Bank', trained and supervised and loaned out to GP's to fill skills gaps in the service. This was a highly successful initiative while funds were available from the Teaching PCT. Changes in public funding resulted in the programme being suspended, and consequent nursing skills shortages in General Practices.

The recent award of Centre of Excellence in Teaching and Learning (CETL) status to the department of Mental Health and Social Work has provided the opportunity to create programmes for mental health professionals and service users. A recently accredited programme includes that of training professionals and service users to teach in a group or classroom setting. The programme, which is accredited at both HE level 4 and 6 is taught by academics from the CETL and works with practitioners and service users who contribute to the learning experiences of university students studying mental health and social work. It provides the participants with skills of classroom facilitation and presentation so that they can gain confidence and contribute meaningfully to student sessions, as well as experience some personal and professional development.

Some advantages & disadvantages:

Advantages

- Accreditation offers extra **opportunities for Universities to collaborate with the world of business** but also with other HEIs and FE providers with ~~funders~~ sponsors and across their own institution more effectively. This collaboration brings increased student numbers and revenue but also a stronger, more active and informed institution, better equipped to meet the challenges of the 21st century. **Useful and long-standing relationships can be forged between the university and the companies they are dealing with**, with future learning and business opportunities being fostered (from high level consultancy arrangements to renting university lecture theatres for their own meetings).

- By liaising with employers to develop and accredit training they are either delivering to staff already or know what they want creating~~;~~ HEIs will deliver genuinely **demand-led, responsive provision**, in line with Government agendas around increasing the UK's levels of skills and knowledge. Because of this relevance, this activity often attracts project funding, which may be viewed as both an advantage and a disadvantage – good in that it allows the activity to happen but bad in that good work is sometimes not sustained due to funding difficulties.

- Accrediting company programmes of learning, whatever their size and irrespective of where the learning is delivered, can also be used as a mechanism by which to facilitate the progression of students to specific degree programmes. Work-Based Studies routes are particularly useful here. The encouragement given from receiving HE level credit for training already ~~they would have had being to~~ undertaken at work ~~anyway~~ is often enough **to encourage students on to the next stage,** some of them students who would never have considered HE level study normally. By giving recognition of the level, size and quality of a company's education and training HEIs enable and encourage more individuals to access other credit-based learning opportunities.

- Because this work is hybrid and unusual – profiles can differ enormously from company to company – it provides interesting case studies and material for conferences, marketing, and publications. The work also offers development opportunities for company trainers; some internal trainers delivering on a recent programme for a local newspaper company have been nominated for a national media training award.

- Accredited programmes attract mature learners who would not normally consider studying at university levels. This contributes to the widening access and participation agendas for the university.

- Accrediting programmes of study can be lucrative for HEIs, but should be developed on a business model. If costs are kept artificially low then the service tends not to be appreciated as much as it would be if costs are business like and on a par with business models. It can also attract individual self employed trainers who self fund, as well as larger organisations with considerable training budgets, so costs need to be realistic. Costs of programme development time should be calculated appropriately and can be a source of income for academic subject groups proving specialist advice.

- Accrediting a programme in partnership enables the articulation of tacit knowledge and sharing within an organisation. It is important to encourage organisations to capture and value this knowledge. As Eraut (2000) notes, making tacit knowledge explicit improves the quality of individual's performance;

communicates that knowledge to others; keeps actions under critical control by linking performance with outcomes, and constructs artefacts that assist in decision making or reasoning.

Disadvantages

- There are funding implications around designing learning for only one recipient; it is always **more sustainable to develop more generic packages** and allow the assessment to contextualise. Having explicit APEL processes for individuals can therefore provide progression routes and keep costs reasonable.

- Difficulties are sometimes encountered if university schools and departments are not accustomed, or are reluctant, to working together and/or with external agencies. Although the benefits of networking and collaboration outweigh this it **takes time and effort to make cultural changes**.

- Employees who are resistant to training, or who have not had to undertake assessments in the past for similar activities may choose not to submit assessments. Credit can only be awarded to assessed learning. This could have a negative effect on funding and again is a cultural change issue. Further issues arise when the training includes elements of professional body activity. Organisations can improve uptake of such programmes by providing financial incentives or bonuses for successful completion.

- Attempting to offer the flexibility that busy companies need whilst still being tied to the traditional timetable of academic examination boards etc. can present problems. Such delivery ideally requires monthly boards which could be cancelled if they had no business in a particular month.

- Traditional academics can be very suspicious of educational programmes outside the university and can be difficult to engage, possibly presenting a negative response to the public front of the Institution. One of the best ways of changing this can be to engage them in successful examples, such as supervision of projects that use the subject specific learning in creative and dynamic ways.

- Unfortunately organisations still tend to use training courses as a way of addressing poor performance without engaging in the disciplinary process, so participants may be unaware as to how the programme is intended to develop or improve their performance. This means that failing a course or perceived lack of participation may have an impact on their work role. The implications of failure should be discussed with the organisation as part of the accreditation process so that it can be addressed in the course documentation from the outset and issues of failure or non completion are anticipated.

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[1] See http://www.nicats.ac.uk/mainindex.html for more information.

[2] The University therefore seeks to recognise learning wherever and whenever it occurs and strives to incorporate the varied learning experiences of potential students by allowing them credit against University programmes. Applicants are encouraged to identify the learning already achieved through training, work and previous educational experience, so that the University can ensure that they are not required to repeat such learning and that their study with us both builds on and integrates with their experience'. University of Teesside Quality Handbook, p.1 Section D3 – Regulatory Framework, September 2007)

[3] Any programme which is delivered entirely by an external organisation is the subject of a Memorandum of Agreement (see Appendix 1), agreed between all involved parties and setting out all obligations in line with the Quality Assurance Agency for Higher Education

See [http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section2/default.asp].

This would typically include the following headings:

- Rationale for Provision

- Structure
- Assessment
- Resources
- Entry Requirements
- Learning Outcomes
- Monitoring and Review
- CATS Level and Points Claim
- Background/Supplementary Information

[4] General credit: is awarded for learning demonstrated by the individual and does not have to demonstrate an exact match with taught programmes. Specific credit matches specific learning outcomes which the individual has chosen to demonstrate s/he has the equivalent learning from a source other than taught programmes in the university

[5] The diversity of students' learning experiences means that there is always a range of credit awarded. From the last cohort of 19 students:

Number of students	Numbers of credits awarded	Level
4	10	4
2	20	4
2	30	4
3	60	4
2	70	4
1	100	80 level 4, 20 level 5
1	120	100 level 4, 20 level 5
1	190	130 level 4, 40 level 5, 20 level 6
1	220	100 level 4, 80 level 5, 40 level 6
1	240	120 level 4, 100 level 5, 20 level 6
1	260	120 level 4, 100 level 5, 40 level 6

- All at various levels and for both certificated and experiential learning
- Plus 20 credits for undertaking the module in which they conduct a self-audit and produce a portfolio of evidence as an APL credit claim.