



SEEC Annual Conference 2008

Mainstreaming Credit: simple arithmetic or complex equation?

Workshop abstracts for parallel sessions

Thursday 19 June	2.30 – 3.45 pm	... simple or complex ? 1
<p>External Examiners and APEL/SEEC guidance <i>Sue Cundell, Chair SEEC APEL Network Group</i> Not only is there a range of approaches and practices relating to the assessment of prior experiential learning, but there is also diversity in the support (if any) given to external examiners regarding APEL. In this workshop participants will</p> <ul style="list-style-type: none">• explore the different models of support for external examiners,• consider the new SEEC leaflet which provides guidance to external examiners at HE level• identify any further strategies which could support the external examination process.		
<p>Skills Cycles: vehicles for blended learning and PDP <i>Norman Brady, University of Greenwich Business School</i> With employability as the main driver, Greenwich developed (2006-7) a customised PDP course as part of its BA Advertising and Marketing Communications. This PDP model incorporates E-portfolios, a record of academic and work-related skills, personal development planning as well as formal and informal student reflection. The underpinning pedagogy utilises 'skills cycles', a blended learning approach, and tutorials linking skills and employment, which are designed to build into the e-portfolio on a WebCT/Blackboard platform. The course content includes marketing-related tasks, tasters of professional skills, personal branding, interactivity, research methods and work placement. The final year can be a traditional dissertation, a themed individual project, or a work-based learning project, from ideas initiated in the 2nd year. Norman Brady, Programme Leader for the BA, will review this approach, setting new questions about the complexities for students and staff alike.</p>		
<p>Managing HEI/employer partnerships in FD WBL <i>Mark Price, University of Brighton</i> In the University of Brighton School of Education, we have been developing Foundation Degrees for some time and our 'suite' of five awards spanning professional contexts from early years and play work to learning support and youth work, is currently being reviewed in the context of current children's services national strategy. All our FDs feature blended learning approaches and include significant aspects of work based learning. A particular challenge for us is managing the partnership with employers in supporting the credit, facilitation and assessment of work based learning. This workshop will present some key areas for exploration, including reference to research into student experience and perceptions of 'professional identity' arising from Foundation Degree learning.</p>		

Friday 20 June	11.30 – 1 pm	... simple or complex ? 2
<p>From the simple to the complex: creatively stretching the boundaries <i>Debbie Hatfield, University of Brighton, Jane Campbell-Baigrie & Annie Watts, University of Plymouth</i></p> <p>Health and social care has seen unprecedented changes in recent times. Service redesign and changing job roles to accommodate the complex needs of an ageing population have meant changes for education and continuing professional development too. Newer and smarter ways are required since ongoing education is no longer experienced in the conventional manner (Price, 2007). Learning frequently occurs in short, sharp episodes of 'in-house' activity or training without exposure to a higher education institution. The aim of this workshop is to share two new approaches for recognising and accrediting continuing professional education (CPE) and development in the workplace. The complexities involved centre around the structures that have to be put in place alongside the role of the academic. The two illustrations will be followed by discussion to ascertain the relative merits, opportunities and challenges for similar developments in order to draw out the simple and complex issues of mainstreaming credit.</p>		
<p>Lifelong Learning Networks: a view from the bridge <i>Ruth Keynes & Karen Morse SELLLN, & Jennifer Crawford, K&MLLN</i></p> <p>SELLLN has been working with four universities and six colleges in London to develop progression arrangements for vocational learners. The work includes researching the use of credit and recommending ways in which Network partners can utilise credit to support vocational learners' progression. Karen and Ruth will discuss their experience of the LLN initiative, particularly about working with diverse partners, and diverse learner experiences. They will look at tools for advancing vocational learners, such as generic portfolios, concurrent learning and negotiated learning. Jennifer, from Kent and Medway LLN, has worked with the development of a local Credit Framework project, which has now been fully implemented. She will describe the outcomes, and between them, the three presenters will draw out where the simplicities of using credit become complex, and work towards some potential shared principles.</p>		
<p>The Credit and Qualifications Framework in Wales <i>Kenn Palmer, DELLS/ELWa</i></p> <p>The Credit and Qualifications Framework for Wales (CQFW) embraces all post-16 and higher education in Wales, and has been established jointly by the Welsh Assembly Government and the Higher Education Funding Council for Wales (HEFCW). It aims to assist all formal and non-accredited learning in Wales, by breaking down barriers for those wishing to return to learning, facilitating lifelong learning and enabling progression, including through funding by credit. Kenn will outline the intricacies of this single unifying structure, and also his experience of exploring how alignment with credit practice in Europe can benefit learners in Wales.</p>		
<p>In-company accreditation – preparing to expand <i>Marian Redding & Matt Redmond, Anglia Ruskin University</i></p> <p>Anglia Ruskin AP(E)L Advisers will evaluate training within an organisation and initially assign a general credit value. This will in most cases be aligned with an Anglia Ruskin Award so that entry with credit is enabled. The session will examine the quality assurance framework used for the process of recognising external credit. We will discuss the value to the employer engagement agenda in offering a responsive system within an HEI. We intend to share specific experiences of assigning a credit value to education that takes place at work, and the discussion will enable participants to share models of how requests for accreditation of in-house company programmes are managed.</p>		