

## Progression and credit framework

### Key partners

University of Brighton, University of Chichester, FE Sussex, Learning & Skills Council (LSC), Northbrook College Sussex, Open College Network (OCN), The Open University in the South East, Qualifications & Curriculum Authority (QCA), University of Sussex

### Background

The original business plan for the Sussex Learning Network set out a commitment to developing

- A progression accord that builds upon a highly successful 'academic' foundation to embrace vocational and academic learners.
- A credit framework to support progression endorsed and utilised as appropriate by all of the partners.

A progression agreement will support learners moving between different institutions, levels or courses; for example by making a guaranteed offer of a place to learners coming via a particular route. The benefits of establishing progression agreements include cross-institutional working on curriculum development, for example, to ensure that learners on a particular further education course are prepared to progress onto a named higher education course in terms of content, level, depth and mode of study. A credit framework will support progression by providing a common and consistent way to recognise, measure, value and compare achievement.

Our aim will be to use these developments to increase opportunities for a diverse group of learners with a range of qualifications and experiences.

### Targets / Milestones

1 A range of progression agreements supporting vocational learners

1.1 A working group involving key partners established to explore issues of progression and credit **September 2006**

1.2 At least one progression agreement in place **December 2006**

1.3 At least three further progression agreements in place **July 2007**

2 A credit framework to support vocational progression endorsed and implemented across Sussex

2.1 A report of the current operability of credit between institutions, and an analysis of what would be required to develop a comprehensive Sussex-wide credit framework for foundation degrees **December 2006**

2.2 A common foundation degree framework including credits, progression and work-relatedness **December 2007**

### Activities 2006–08

In terms of progression agreements, the diverse group of learners with which we are working means that we will look at this issue from a curriculum specific standpoint, rather than try to develop a 'one size fits all' model. This will mean developing agreements that relate to individual curriculum or subject areas. We will begin by exploring opportunities to develop progression agreements in three areas of the curriculum, with the aim of establishing at least one agreement by December 2006. Working through the SLN curriculum team and the progression & credit working group, the learning from each curriculum area will be shared as three further progression agreements are rolled out by July 2007, and the full range by July 2008.

In terms of a credit framework, initial scoping work will establish the current operability of credit between institutions and will identify what would be required to develop a Sussex-wide framework. Local investigative and developmental work will be set in the context of national developments, led jointly by the LSC and QCA, and we will seek to take advantage of any opportunities to act as a pilot area for ideas that are being developed nationally over the two year period. We will also take advantage of opportunities for peer learning in the areas of progression and credit, working with other existing and emerging Lifelong Learning Networks.