**CHECKLIST FOR THE ACCREDITATION OF EMPLOYER BASED TRAINING TO A LEVEL OUTSIDE THE FHEQ**

The aim of accrediting employer-based training is to provide added value to existing training for both the employer and employee. Accreditation at a level which falls within the Framework for Higher Education Qualifications (FHEQ) must be approved by CPSG. The approval process can be found in the Process document for the Approval, Monitoring and Review of Collaborative Activity at <https://www2.aston.ac.uk/clipp/quality/a-z/collaborativeprovision/index>.

Accreditation at a level that falls outside the FHEQ has been delegated by CPSG to Schools, and the award of credit may allow an Aston Module Achievement (AMA) award. See

See <http://www.aston.ac.uk/quality/a-z/ama-recognising-module-achievement/>.

All activity must be reported to CPSG to enable a record to be kept of the awards.

**APPROVAL**

**The following information should be gained about the training:**

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| Is the training in-house or with a training provider? Length of training, number of delegates. Level at which employees are working, entry requirements, entry profile, background and qualifications of the trainers, training content. |
| Details of any current assessment and examples of student work. |
| Details of any current quality assurance arrangements, accreditation or endorsement |
| Publicity material |
| Employee information/handbook |
| Resources: physical location: any health and safety issues. |
| Visit report (see <https://www2.aston.ac.uk/clipp/quality/a-z/collaborativeprovision/index> for a template) |

**Discussions with the prospective partner should cover:**

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| The form of accreditation that might take place, possible credit and level values, learning  outcomes and how they will be achieved, evidence of learning. Consideration of level descriptors and any relevant subject benchmarks |
| How the accreditation will be considered: meeting, scrutiny of papers, information required, need for any external advisor. |
| Timescales for approval |
| Review and monitoring, how and when this will take place |
| Assessment and moderation, examination boards, involvement of an External Examiner.  Need to involve other subject experts within the University? Involvement of the employer or trainer in assessment? |
| Issue of certificates and transcripts, student records |
| Regulations governing award and appeals |
| Any University involvement in promoting the training? |
| Progression, how the credit might be used by successful students. |
| Cost of initial accreditation and ongoing annual costs |

The School Learning and Teaching Committee should use the **Process Document for Approval, Monitoring and Review of Collaborative Activity** at <https://www2.aston.ac.uk/clipp/quality/a-z/collaborativeprovision/index> as a guide.

Schools may decide what elements of the Process Document are relevant. As a minimum, the following information should be considered:

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| Due diligence on the partner(Due Diligence Checklist at  <https://www2.aston.ac.uk/clipp/quality/a-z/collaborativeprovision/index>) |
| Risk Assessment (form at <https://www2.aston.ac.uk/clipp/quality/a-z/collaborativeprovision/index>) |
| Proforma for Calculating Costs and Income (form at <https://www2.aston.ac.uk/clipp/quality/a-z/prog-approval/index>) |
| Proposed form of accreditation. |
| Module specifications |
| location of teaching, resources available |
| Arrangements for monitoring |
| Arrangements for External Examining and assessment timetable |
| Draft agreement (see <http://www.aston.ac.uk/staff/legal-services/> for template agreements and contacts for advice) |

**FOLLOWING APPROVAL**

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| The School decision should be reported to the Collaborative Provision Strategy Group |
| The agreements should be finalised with Legal Services and signed |
| SITS records set up |
| An External Examiner appointed |
| Meetings with the partner arranged |
| An assessment timetable and Examination Boards arranged |
| Information provided for students and other stakeholders |

**MONITORING AND REVIEW**

The School Learning and Teaching Committee should receive and consider an annual review report of the activity, carried out by the academic lead for the arrangement.

Meetings should be held with employers, employees and training providers, if considered appropriate.

The following evidence should be considered:

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| Legal Agreement |
| Due Diligence, updated if anything has changed |
| Risk Assessment, updated if anything has changed |
| Proforma for calculating costs and income, updated to compare against previous |
| Previous Annual Review report, if Annual Review has already taken place |
| Statistical data: admissions: applications/recruitment/intake qualifications/demographic profile, completion |
| Evidence that appropriate moderation of assessment has taken place |
| Employer, employee and trainer feedback |
| External Examiner’s report and response |
| Reports from any other recent audits and reviews |
| Feedback from any external stakeholders and responses |

The report should include:

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| A recommendation for continuation or termination, if the expiry date of the agreement is approaching |
| Recommendations for improvements |
| Sharing of good practice |
| Identification of issues that require action at School or University level |

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