

Credit Framework Guidance - Student Resource

Starting the Conversation

This resource, along with the [What is Credit? Guide for students](#), is intended to help you understand credit better, and to equip you with the knowledge to have meaningful conversations about credit, what it is and what it means for you as students.

In 2021, QAA published the revised [Higher Education Credit Framework for England: Advice on Academic Credit Arrangements](#) to support providers in designing and running a wide range of courses.

Credit is a way of measuring and recognising learning. It's a tool most higher education providers use to 'build' higher education courses, and compare learning achieved in different contexts. It's also awarded to learners when they've successfully completed a block of learning.

Learners - a term covering 'traditional' students, apprentices, as well as people in work looking to study to enhance their careers - on any academic courses which use credit can use the framework to better understand how higher education learning is constructed, and the learning options available to them. It can also help them understand the workload and difficulty associated with particular modules or courses.

The revised Credit Framework also allows students to see some of the approaches and processes around progression, or options around returning to learning, and even leaving courses early, enabling them to consider a provider's opportunities for flexible learning journeys.

The questions below offer a starting point to prompt your thinking about what credit might mean for you, and are suggestions for things you can ask in order to understand credit a little better.





To ask module or course leaders

- How is my award structured in terms of credit? Do you have any information or resources on how you use credit?
- Do you award credit for placements? How does this work?
- How do you use credit to design new and develop existing courses?
- How is recognition and accreditation of prior learning built into the design of the course?
- I have learning I'd like to have recognised from previous education or work - how do I go about doing this?



To ask support services and quality teams

- What happens if I need to change providers? How does my credit move across with me to my new provider? How does this work across the UK - for example, from a Scottish to an English provider?
- For part-time students undertaking postgraduate taught courses, how do you use credit to support their flexible learning requirements?
- Do you only import credits, not marks, for study abroad placements?
- Do you offer micro-credentials? What level(s) are they offered at? And can they 'stack' together into a larger award?



To ask students' unions and other student bodies

- Do you work with the institution to design courses? Are there any ways I can get involved?
- What resources are available to encourage students to use the Credit Framework to understand the learning options available to us?

This resource has been funded from membership fees. It is separate from the statutory regulatory functions we perform on behalf of the Office for Students in England.