



Higher Education Credit Framework for England: Advice on Academic Credit Arrangements

Second edition

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Definition of terms

Apprenticeship

A job with training to industry and/or professional standards, which may or may not include a mandatory qualification. See also 'Higher and degree apprenticeships'.

Articulation

An arrangement where learners enrolled on a designated course at a partner provider are automatically entitled (subject to academic criteria) to be admitted with advanced standing to a subsequent part or year of a degree-awarding body's course. 'Advanced standing' is the recognition of previous successful study, reducing the number of modules needed to complete the course

Credit

A means of quantifying and recognising learning whenever and wherever it is achieved. Credit is awarded in recognition of achievement of learning outcomes at a specified level.

Credit accumulation

A process of achieving credits over time in relation to a course or courses of study, or formally-recognised experiential learning. Each higher education awarding body determines what credit it will accept for purposes of accumulation or transfer in relation to its individual courses.

Credit Accumulation and Transfer System (CATS)

A system which enables learners to accumulate credit, and which facilitates the transfer of that credit within and between education providers.

Credit level

An indicator of the relative complexity, demand and/or depth of learning.

Credit level descriptors

The generic characteristics of learning at a specific level, used as reference points.

Credit transfer

A mechanism which enables credit awarded by a higher education (HE) awarding body to be recognised, quantified and included towards the credit requirements for a course delivered by another HE provider and/or between courses offered by an HE provider.

Credit value

The number of credits, at a particular level, assigned to a body of learning. The number of credits is based on the estimated learning hours (where one credit typically represents 10 notional hours of learning).

ECTS

European Credit Transfer and Accumulation System, intended to make studies and courses more transparent. It helps students to move between countries and to have their academic qualifications and study periods abroad recognised.

FHEQ

The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland – the principal national reference point for academic standards.

Franchised or validation partnership

Franchised and validated provision is a process by which a degree-awarding body agrees to authorise another organisation to deliver (and sometimes assess) part or all of one (or more) of its own approved courses. In a franchise model, the degree-awarding body retains responsibility for the course content, the teaching and assessment strategy, and quality assurance. A validation arrangement is where courses are designed and quality assured by the partner and approved by the validating degree awarding body.

Higher and degree apprenticeships

Higher apprenticeships are apprenticeships at FHEQ Levels 4-7 that do not include a mandatory degree qualification but may or may not include another qualification. Degree apprenticeships are apprenticeships at Levels 6 or 7 that must include a bachelor's with honours or master's degree as a mandatory qualification.

Higher education awarding body

An institution with the power to award degrees conferred by Royal Charter, or under Section 76 of the *Further and Higher Education Act 1992*, or under Section 48 of the *Further and Higher Education (Scotland) Act 1992*, or by Papal Bull, or, since 1999, granted by the Privy Council on advice from QAA, or, in England, granted by the Office for Students on advice from QAA under section 42 of the *Higher Education and Research Act 2017*.

Learning outcomes

Statement of what a learner is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

Micro-credentials

Credit-bearing courses or modules designed to be self-standing or could be studied as a component part of a larger award. Micro-credentials are awarded by a body with the powers to award academic credit, are subject to proportionate quality assurance mechanisms, and are mapped against the FHEQ levels.

Module/unit

A self-contained, formally-structured, credit bearing learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

MOOC

Massive Open Online Course, an open, online course designed in part to introduce higher education to learners. They are usually free, but some may have paid-for features like assessment and certification.

Notional learning hours

The number of hours which it is expected that a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level. This may include time spent in class, directed learning, independent study and assessment. One credit is typically described as being equal to 10 hours of notional learning.

Professional doctorate programmes

Programmes leading to a doctorate in a particular professional context, which typically include some taught elements in addition to the research dissertation. Credit practice varies but typically professional doctorates include a minimum of three calendar years' full-time postgraduate study with Level 7 study representing less than one-third of this. Part-time options are available over longer periods.

Progression

The formal journey that students take through a course, or from one course to another, requiring study at a particular level, typically enabled by achieving a minimum number of credits in order to move to the next stage.

Qualification descriptors

Generic statements of the outcomes of study for the main qualification at each level which exemplify the nature and characteristics of that qualification.

Recognition of prior learning (RPL) /Accreditation of prior learning (APL)

The identification, assessment and formal acknowledgement of prior learning and achievement. While accreditation of prior learning (APL) focuses on awarding credit for prior learning, recognition of prior learning (RPL), in addition, recognises prior learning that has occurred in a range of educational and training contexts and/or where learning is achieved outside education or training systems and is recognised for academic purposes. These terms may be used differently in specific regulated disciplines, such as nursing and other healthcare professions.

Shell module/qualification

Pre-validated template modules that enable workplace learning to be built into a learner's studies.

Transcripts

An academic record of a learner's name, the institution they studied at, and a list of all courses taken, grades received in each unit or module and the degree conferred, as well as the classification, provided by the awarding body. The diploma supplement is similar to a transcript but carries more information to make it compliant with the European Higher Education Area. The Higher Education Achievement Record (HEAR) is a formal degree transcript that provides a full record of achievements, including both academic and extra-curricular learning and experience.

Chair's foreword

Study for credit has become the norm in England over the last 20 years, and it was first quantified and articulated in 2008 as part of the work to consolidate the Burgess Report. It combines the right of higher education providers to be autonomous with their capacity to deliver qualifications which are nationally and internationally recognised.

The credit framework for England can be used as the base code for the design of qualifications for Level 4 and above, alongside the credit level descriptors. Take these together, and it is possible to design a transferable and internationally-recognised qualification of an agreed size and level of difficulty. This might be a bachelor's degree, a master's or a PGCE but, increasingly, it might be a top-up to a higher national diploma or a micro-credential.

This advice presents the framework in a wider context than was possible for the original and updates the content without altering its substance and value. It considers who are the stakeholders of credit, and how credit is used and might be used in future.

It has been my privilege to work with an extraordinary community of scholars from across the UK and within QAA. That this group has managed to both focus and innovate, and to complete design and writing tasks on time and with good humour, is a testament to their expertise and professionalism.

I hope this is a useful document – keeping the spirit of the first edition but adding some value and perspectives that have emerged in higher education in the decades since. Considering the speed of change in higher education at the moment, it would be a great testament to our work if it lasts a decade, let alone longer.



**Professor Sue Rigby,
Chair, Higher Education Credit Framework for England:
Advice on Academic Credit Arrangements Advisory Group**

Introduction



What is credit?

Credit is more than simply a record of learning; it can be a course-design aid, a tool for describing the comparability of learning achieved in terms of volume and intellectual demand, and it can help learners see their journey in terms of learning outcomes and credit accumulation at each level of study.

The flexibility of credit systems can support learners to adapt to changes in their personal circumstances without having to disrupt or retake their learning. Students can use this flexibility to pause and return to study or move between providers and courses. Expressing learning achievements in smaller chunks can also help learners compare and make sense of the enormous range of academic and professional qualifications now available.

Credit values give information about the amount of learning and academic demands of that learning. While credit is not used by all higher education providers in England, it is used widely and as such it offers some consistency within and across providers, as well as allowing alignment with systems used outside the UK such as the European Credit Transfer and Accumulation System (ECTS).

While learning may be expressed in terms of credit values, not all credit can, or will, necessarily be accumulated towards a specific course or award, and each higher education provider will determine what credit it will accept for purposes of accumulation or transfer.

About this advice

This 2021 edition of the *Higher Education Credit Framework for England: Advice on Academic Credit Arrangements* builds upon long-standing and well-established practice across the UK higher education sector and introduces guiding principles for the use of credit. An additional document – the *Making Use of Credit: A Companion to the Higher Education Credit Framework for England* – gives an overview of how credit can work within a range of emerging aspects of higher education, like micro-credentials.

The advice here recognises the autonomous status of UK higher education providers and the fact that not all providers in England use credit; instead, it enables providers to make the most effective use of credit in the context of their own mission and values. As it operates outside the regulatory framework in England, it allows higher education providers the freedom to adopt and adapt elements as appropriate to their needs and circumstances, while remaining a reliable reference point for those wishing to introduce or review their use of credit. Information on regulatory requirements for providers in England can be found on the [Office for Students' website](#).

This advice should also help providers meet emerging challenges, such as those around lifelong learning and enhancing skills and competencies. In recent years, there has been consistent interest from devolved and UK governments in recognising more 'bite-sized' chunks of learning, to support accumulation of credit over a longer period and enable transfer between providers. For example, in Scotland, the Scottish Credit and Qualifications Framework has provided a way to recognise smaller pieces of learning (10 hours minimum) since its launch in 2001.

This framework and accompanying advice supports the sector to develop a flexible, transparent and consistent credit system with learners at the centre, a system where achievement, flexibility, progression, mobility, and lifelong learning are enabled and clearly explained. It should contribute to diverse learning environments and not hinder them, or restrict innovation.

Structure of this advice

This advice sets out guiding principles that any provider can use when looking at credit. It hosts the 2021 Credit Framework table, which shows the different levels and awards higher education credit can be used within and explores the local and international landscapes credit works across.



How learners can use this advice

We use ‘learner’ in this advice to include the variety of statuses that participants in higher education hold – from traditional students to apprentices and professionals. Where appropriate, we may use terms like ‘student’ and ‘apprentice’ to refer to their particular circumstances. Learners on any academic course which uses credit can use the framework to better understand how higher education is constructed, the learning options available to them, and can help them understand the workload and difficulty associated with particular modules or courses.

Learners can use this advice to see some of the approaches and processes around progression, or options around returning to learning, and even exiting courses early, enabling them to consider a provider’s opportunities for flexible learning journeys.

Readers of this advice may find it helpful to refer to the supporting document, *Making Use of Credit: A Companion to the Higher Education Credit Framework for England*, which offers a variety of practices in which credit can be used in higher education to support flexible learning routes.





How providers can use this advice

Higher education providers can primarily use this advice as a reference point when they are designing courses, whether they are micro-credentials or full degrees. While this is not an exhaustive list, providers can also use this advice to do the following:

- ✓ Help academics design and deliver curricula.
- ✓ Benefit interdisciplinary approaches to learning and assessment.
- ✓ Supply clear information about the credit volume typically associated with different types of course.
- ✓ Quantify the learner workload associated with different modules and empower learners to measure their progress through their course.
- ✓ Adopt a transparent and sector-recognised common approach to the design and workload of micro-credentials.
- ✓ Assist in the assessment of recognition of prior learning (RPL) applications from learners wanting to change course within a provider, or to transfer with advanced standing from another provider.
- ✓ Design student exchanges and study abroad opportunities using the common currency of academic credit to map against other credit systems such as ECTS.
- ✓ Design collaborative courses that use credit to ensure mutual understanding of what will be taught and studied at each partner.
- ✓ Make it clear to future employers on a transcript, diploma supplement or [Higher Education Achievement Report](#) how much learning has been undertaken in a specific subject.
- ✓ Recognise learning achieved through assessed co-curricular or extra-curricular activities in shell modules that then count towards an award.
- ✓ Develop clear, fair and flexible mechanisms to allow learners to leave courses before their originally intended target awards are achieved, enabling them to exit with a recognised award.

Some of these activities can, and do, happen without credit, but credit systems are important as they can provide a fair and transparent framework for such crucial decisions to happen consistently within and across providers.

This advice covers the range of course design models used in higher education, including courses designed by degree-awarding bodies (DABs) which are used in franchise arrangements when working with partner institutions such as further education colleges or private providers, or in validation arrangements where courses are designed by the provider and approved by the validating DAB.

Credit Framework for England 2021

This table draws together the FHEQ levels as well as having an additional column for the ECTS value from the Qualifications Frameworks in the European Higher Education Area (QF-EHEA). It is a table of typical qualifications, levels and credit volumes awarded by higher education providers. It cannot and does not attempt to contain all types and titles of higher education awards.

Values shown in column 3 are the minimum that are typically associated with the qualification (plus any permissible minimum or maximum at a specified level shown in parentheses).

Typical higher education qualifications within each level	FHEQ Level	Minimum credit	QF-EHEA cycles	ECTS credit ranges from the QF-EHEA
PhD/DPhil	8	Not typically credit-rated	Third cycle (end of cycle) qualifications	Not typically credit-rated
Professional doctorates (eg DProf, EdD, DBA, DClinPsy)		540 (360 at FHEQ level 8)		
Research master's degrees (eg MRes, MPhil)	7	Not typically credit-rated	Second cycle (end of cycle) qualifications	The minimum requirement is 60 ECTS; however a range of 90-100 ECTS credits is more typical at second cycle level
Taught master's degrees (eg MA, MSc)		180 (150 at FHEQ level 7)		
Integrated master's degrees (eg MEng, MChem, MPhys, MPharm)		480 (120 at FHEQ level 7)		
Primary (or first) qualifications in medicine, (eg BM BS) and dentistry (eg BDS)		Not typically credit-rated		
Postgraduate diplomas		120 (90 at FHEQ level 7)		
Postgraduate Certificate in Education (PGCE)		60 (40 at FHEQ level 7)		
Postgraduate certificates		60 (40 at FHEQ level 7)		
Bachelor's degrees with honours (eg BA/BSc Hons)	6	360 (90 at FHEQ level 6)	First cycle (end of cycle) qualifications	180-240 ECTS credits
Bachelor's degrees		300 (60 at FHEQ level 6)		
Professional Graduate Certificate in Education (ProfGCE/sometimes referred to as PGCE)		60 (40 at FHEQ level 6)		
Graduate diplomas		80 (80 at FHEQ level 6)		
Graduate certificates		40 (40 at FHEQ level 6)		
Foundation degrees (eg FdA, FdSc)	5	240 (90 at FHEQ level 5)	Short cycle (within or linked to the first cycle) qualifications	Approximately 120 ECTS credits
Diplomas of Higher Education (DipHE)		240 (90 at FHEQ level 5)		
Higher National Diplomas (HND awarded by degree-awarding bodies under licence from Pearson)		240 (90 at FHEQ level 5)		
Higher National Certificates (HNC awarded by degree-awarding bodies under licence from Pearson)	4	120 (60 at FHEQ level 4)		
Certificates of Higher Education (Cert HE)		120 (90 at FHEQ level 4)		

Guiding principles for the use of credit

These guiding principles, in a similar way to the [Advice and Guidance](#) themes which support the [Quality Code for Higher Education](#), are a point of reference for providers to consider when looking at credit in the context of developing new or reviewing existing higher education provision.



Clarity

Use of credit will help you to:

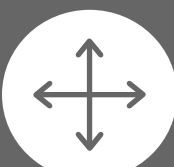
- provide a clear structural basis which you can use to develop flexible courses of study
- support transparent progression routes in course design that help learners to understand the importance of credit, and to navigate personal learning pathways
- identify and clarify the levels of difficulty of different types of academic and professional qualifications.



Consistency

Use of credit will help you to:

- provide a consistent approach to notional learning hours across courses and disciplines
- promote a common language and awareness of structure that you can use to discuss curriculum development.



Flexibility

Use of credit will help you to:

- develop a common currency for learning achievement that helps learners transfer between courses and/or providers
- support partnerships between yourself and other providers through the development of joint curricula, progression arrangements and credit transfer
- facilitate student mobility by relating the English credit framework to the credit frameworks of the other nations of the UK, and beyond.



Creativity

Use of credit will help you to:

- develop interdisciplinary courses that draw different volumes of academic credit from existing disciplines in order to create new ones, with appropriate internal flexibility in accreditation
- create innovative educational products, such as micro-credentials, that respond to and reflect changing social and educational priorities.



The UK context

Credit helps UK providers ‘map’ their qualifications against qualifications frameworks to design and operate courses. In a typical design process, course aims are written to describe the content of the course as a whole and for each level. Learning outcomes are then developed for individual modules, where used, which identify the level to which skills and knowledge should be demonstrated. A combination of credit and credit level recognises the volume and level of intellectual difficulty of the learning undertaken, as well as the notional workload, study hours or learning time required to achieve them.

Multiple frameworks are in place within the UK. Two of the four nations have an integrated Credit and Qualifications Framework that incorporates higher education as well as ‘lower’ levels: the [Credit and Qualifications Frameworks for Wales \(CQFW\)](#) and the [Scottish Credit and Qualifications Framework \(SCQF\)](#) define the role of credit and provide national qualifications frameworks for learners at all levels. The [Council for Curriculum, Examinations and Assessment \(CCEA\)](#) has responsibility for the accreditation and examination of qualifications in Northern Ireland, and shares the [Regulated Qualifications Framework \(RQF\)](#) with [Ofqual](#), which is the statutory regulator of qualifications (other than higher education qualifications) in England.

In England, the Credit Framework and [The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies \(FHEQ\)](#) are separate documents, mainly because not all degree-awarding bodies use credit, whereas elements of the FHEQ are sector-recognised standards in England. A list of the sector-recognised standards that are regulatory requirements in England can be found on the [Office for Students’ website](#). The Credit Framework for England has been designed to be complementary to the FHEQ and mirrors the levels and main qualification types found there.

Credit levels are typically aligned to the levels of the FHEQ which span study in higher education, from Level 4 (Levels 1–3 precede higher education) to Level 8.

‘[Qualifications can cross boundaries](#)’ illustrates the comparability between English credit and level requirements with those of other UK countries and Ireland, and those with a different focus such as the RQF which includes secondary and further education.





Achievement, workload, complexity – the different uses of credit

Credit is typically used to denote two things: a) a measure of the contribution particular units of learning will make to the overall outcome – in other words, a recognition of achievement, and b) a measure of the study time a learner is expected to allocate to the module/unit – in other words, workload.

In this advice, we mainly talk about credit in the former sense, although understanding the relationship between credit and notional hours of study is an important consideration. While notional hours of learning typically equate to one credit for every 10 hours of learning time, how this is applied to a range of learning experiences at a modular or course level will differ according to types of delivery, subject content and student cohorts. Credit assigned to modules or courses is based on the approximate number of hours a learner is expected to spend learning to achieve the learning outcomes for that module, including guided and independent study. For example, a 20-credit module equates to 200 hrs, divided into different modes of learning.

Providers also typically require learners to have studied at a particular level, as well as having achieved a minimum number of credits to indicate achievement of learning outcomes, in order to progress to the next year, another course, or graduate. This leads to the use of credit as a description of the complexity of learning at a certain level, and is a way of ensuring the quality of design and integration of a qualification. This can be facilitated by ‘credit level descriptors’ (see page 13) which providers use to determine the level of credit assigned to individual modules and units and together form courses of study, which often include modules or units from more than one level.



Europe

The [European Credit Transfer and Accumulation System \(ECTS\)](#), developed in 1989 to promote the international recognition of qualifications and student movement, is used by many higher education providers in England, and across the UK, to support student mobility in Europe.

ECTS is based on the principle that 60 ECTS credits are equivalent to the learning outcomes and associated workload of a typical full-time academic year of formal learning. In everyday practice, two UK credits are equivalent to one ECTS credit. For the award of ECTS credits, the learning outcomes of a qualification must be consistent with the relevant outcomes set out in the Dublin Descriptors (see Annex B of [The Frameworks For Higher Education Qualifications of UK Degree-Awarding Bodies](#)).

[The Framework of Qualifications for the European Higher Education Area \(FQ-EHEA\)](#) identifies the range of ECTS credits typically associated with the completion of each cycle as follows:

- short cycle (within or linked to the first-cycle) qualifications – approximately 120 ECTS credits
- first-cycle qualifications – 180–240 ECTS credits
- second-cycle qualifications – 60–120 ECTS credits; however, a range of between 90 and 120 is more typical of many awards in the second cycle.

Third-cycle qualifications do not always have credits associated with them, although some countries and institutions do use ECTS in the third cycle, with credits either allocated to the whole programme, or to some components, such as taught course units.

For example, a bachelor's degrees with honours in England, Wales and Northern Ireland, with a typical total volume of at least 360 credits, equate to 180 ECTS credits as long as the learning outcomes are consistent with the relevant Dublin descriptor. Integrated master's degrees comprising 480 credits, of which 120 credits are at Level 7, equate to 60 ECTS credits at second-cycle level. More typically, master's degrees which have a minimum total of 180 credits equate to 90 ECTS credits. For each of these master's qualifications, 120 of the UK credits (60 ECTS) must be at Level 7 and the outcomes must meet the expectations of the Dublin descriptor at the second-cycle level.

The FHEQ aligns with the [European Qualifications Framework \(EQF\)](#) – an eight-level framework that is designed to draw useful working comparisons across borders and education systems. The EQF is based on learning outcomes which describe the content of qualifications and what is expected from learners. First mapped against the EQF as part of the Bologna Process, the FHEQ was most recently referenced to the EQF through the [Qualifications Frameworks of England and Northern Ireland](#) in 2019.

The credit framework table sets out the ECTS equivalence for England's higher education levels.

[UK ENIC \(formerly UK Naric\)](#) is the designated UK agency for the recognition and comparison of international qualifications and skills. Operating under contract to the Department for Education (DfE), UK ENIC serves as the UK's information point on the recognition of overseas qualifications, and checks the equivalency of internationally-awarded qualifications as part of learning recognition and articulation agreements for individuals – from higher national certificates/diplomas or foundation degrees (Levels 4 and 5) to master's (Level 7).





Alignment of credit with flexible learning models

Learning and assessment models have continued to evolve in recent years, including the introduction of higher and degree apprenticeships, micro-credentials, higher technical qualifications, accelerated degrees, integrated foundation-year courses, and a growing number of professional awards, previously referred to as ‘non-prescribed qualifications’. These have widened the definition of higher education and require careful consideration of how they align with traditional models. To achieve this, providers need a clear understanding of both the level and the quantity of academic credit being studied, and how this compares to more established models based on the study of 120 credits in a typical academic year. [*Making Use of Credit: A Companion to the Higher Education Credit Framework for England*](#) looks in more detail at these models.

Higher and degree apprenticeships present additional credit-related complexities. While a course’s knowledge, skill and behaviours will align with relevant apprenticeship standards, providers may be required to exempt apprentices from some elements based on assessment of prior experience, but such exemptions may not neatly align with credit volume.

Flexibility of credit

Credit transfer provides flexibility in terms of award completion, allowing a learner to build up credit or transfer to another course or provider. The qualifications framework and level descriptors permit the transfer of credit achieved by the learner to another course or provider that may more closely reflect a learner’s academic or practical needs. Credit longevity is a matter for autonomous institutions, but careful consideration will be necessary to ensure currency of learning, as well as relevance between potentially differing disciplines.

Providers have autonomy to decide on how learners transfer credit – it is not an automatic process because there needs to be a fit between the credit being transferred and the learning outcomes of the qualification into which that transfer is being made. Learning outcomes play an important part in determining how transferable credits are; it is not just the number of credits accumulated, or how long ago they were awarded. Providers should consider how transparent and accessible their credit transfer arrangements are, and how a learner would access them.

Credit level descriptors

Regional consortia, such as [*Southern England Consortium for Credit Accumulation and Transfer*](#) (SEEC) and [*Northern Universities Consortium for Credit Accumulation and Transfer*](#) (NUCCAT), have played an important voluntary role in facilitating and promoting the consistent development of credit frameworks. They have also developed credit level descriptors, which provide more detailed descriptions of the learning at each level and deliver a structure for credit accumulation and transfer, complementing the threshold descriptors at each level of the FHEQ which define the expectations of an award.

Written as generic statements used to determine the demand, complexity, depth and learner autonomy associated with a specific level of learning and achievement, they also link with academic, vocational or professional practice and detail the range and sophistication of the application of knowledge/skills to practice. Such descriptors can be used in drafting a provider’s course learning outcomes and inform assessment criteria. Some credit level descriptors also make reference to the context of learning and the educational setting expected at each level as well as cognitive, practical and personal skills.

Southern England Consortium for Credit Accumulation and Transfer (SEEC) credit levels

There are a number of substantive level descriptors relating to credit accumulation and transfer which providers may find useful. SEEC Credit Levels Descriptors for Higher Education provide an additional related reference point for credit level and accumulation. Additionally, the Qualification Frameworks document features Annex D, which describes generic threshold standards for awards positioned at Level 6 in England, Wales and Northern Ireland, and Level 10 in Scotland.

In 2020 and 2021, SEEC reviewed their [2021 Credit Level Descriptors for Higher Education](#) to reflect the structure of the UK qualification frameworks and to reflect the changes to the context of higher education learning, particularly in relation to higher and degree apprenticeships, work-based learning and personal development planning.

QAA Subject Benchmark Statements

The SEEC and Qualifications Frameworks descriptors operate at the generic level. Subject-specific academic standards at the threshold level can be found within QAA's suite of [Subject Benchmark Statements](#). The Statements, like this advice, are intended to be illustrative and enabling, and are not prescriptive.



Annex 1: List of further resources

[Measuring and recording student achievement \(UUK, 2004\)](#)

[Proposals for national arrangements for the use of academic credit in higher education in England \(UUK, 2006\)](#)

[Frameworks for Higher Education Qualifications for UK Degree-Awarding Bodies \(QAA, 2014\)](#)

[Provision of professional doctorate programmes in English HE Institutions \(The Careers Research and Advisory Centre \(CRAC\) 2016\)](#)

[Credit and Qualifications Frameworks for Wales \(CQFW\)](#)

[Scottish Credit and Qualifications Framework \(SCQF\)](#)

[Regulated Qualifications Framework \(RQF\)](#)

[The European Qualifications Framework \(EQF\)](#)

[European Credit Transfer and Accumulation System \(ECTS\)](#)

[Higher Education Achievement Report \(HEAR\)](#)

[Qualifications can cross boundaries \(QAA, 2019\)](#)

[MicroHE – a European project to survey the impact of modularisation](#)

[Using Learning Outcomes: European Qualifications Framework Series – Note 4](#)

[Credit Transfer in Higher Education: A review of the literature \(DfE, 2017\)](#)

[The Council of Europe's 2017 recommendation on the EQF](#)

Annex 2: Membership of the 2021 Credit Framework for England Advisory Group

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