

Positive outcomes for students studying on a modular basis - QAA's response to Office for Students' call for evidence

This is QAA's response to the Office for Students' (OfS') call for evidence seeking views

How providers and learners will respond

The list understandably assumes that providers will implement the LLE. However, in the policy's current iteration, it is not guaranteed that providers will make these changes, be able to meet the timeline for these changes, or whether they will be made in a consistent manner

Question 3

Do you agree that a measure of 'completion' would be an appropriate part of delivering our general policy aims for the implementation of the LLE?

It will be important for providers to monitor how many learners are completing modules when assessing the success of the modular learning experience. Whereas the current completion measure includes acquirement of a qualification, the definition of completion for a modular learner will need to reflect the appropriate context. The proposed list of potential delivery changes rightly considers the reduced emphasis of qualifications and most modules will not lend themselves directly to a qualification. Indeed, QAA's [Micro-credentials Characteristics Statement](#) considers a key element of a micro-credential to be that it offers an award but not a qualification. This approach should be reflected in the regulation of the LLE.

Some learners currently undertaking micro-credentials or short courses for continued professional development prioritise the skills acquired throughout the learning of the course over completion of the final assessment to acquire the whole award. Alternative measures of completion that are not solely assessment focused and reconsider the role assessment can

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