

A University of Hull Learning **Outcomes** **Tool**

This University of Hull Learning Outcomes Tool draws heavily from earlier work undertaken by Rosie Bingham and others at Sheffield Hallam University.

A University of Hull Learning Outcomes Tool

This guidance document is in the form of a tool to help staff clarify the learning outcomes they write for their programmes. The aim is to help staff design robust learning outcomes and clarify to students what is expected of them at different stages of their programme of study. Put simply, it is a **tool** to make the job of programme/module writing easier!

The document offers you suggested generic learning outcomes wording across the four types of Learning Outcomes types recognised within UoH documentation, and across Levels 3 – 8 of the National Qualifications Framework (where Level 4 is Certificate level (first year undergraduate) and Level 8 is PhD level).

Tips for Use:

You should not expect to use everything – the document presents generic options and you should **SELECT** from these as appropriate.

You should not expect to just copy and paste from this tool; think about how the wording here should be adapted for your course.

Within PROGRAMME specifications we suggest you think about the balance of different learning outcomes types:

- Knowledge and Understanding
- Intellectual or Cognitive Skills
- Practical / Professional Skills – these are perhaps best-seen as Subject-Specific Skills
- Transferable Skills – you will probably not want to include all transferable Skills types within one programme.

You might choose to equally weight them or to include more learning outcomes from some types than others. It is recommended however that you weight them such that at least 15% come from each area, for example:

- 30% Knowledge and Understanding
- 35% Intellectual or Cognitive Skills
- 20% Practical / Professional Skills (perhaps best-seen as Subject-Specific Skills)
- 15% Transferable Skills.

The learning outcomes within MODULE specifications, should relate to, and reflect, the learning outcomes at programme level. It will not necessarily be appropriate to include all learning outcome types within a given module, but most modules will include learning outcomes of more than one type.

How to use the Learning Outcomes Tool

For each type of Learning Outcome

- Go to the appropriate page of the Learning Outcomes Tool

- Find the column that relates to the LEVEL of the programme or module that you are working on
- Select those learning outcomes that reflect the aims and learning to be achieved on the module
- Look at the suggested generic wording given and select those elements which reflect the skills you hope your students will develop through that programme / module
- Draft your learning outcome(s) using that wording, adapted to the particular context and focus of your programme / module
- Look at the wording in the column to the LEFT of that you are working with – check that your wording reflects a level of difficulty higher than that expressed in that column
- Look at the wording in the column to the RIGHT of that you are working with – check that your wording reflects a level of difficulty lower than that expressed in that column
- Adapt the preamble to the learning outcome type to reflect the degree of support / guidance that is appropriate for the level of the programme or module that you are working on.

Use the grid or map of programme learning outcomes against individual modules and cross-reference to show in which module each programme outcome is covered and assessed. This helps to indicate both any gaps and any over-coverage.

Although this represents revision to the first University of Hull Learning Outcomes Tool issued in 2006, it is recognised that the new document is not a definitive version and will evolve as the approach embeds within the university and the HE sector as a whole. There may be particular types of learning outcomes that have been overlooked or attributes of learning outcomes you think should be added or amended.

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Knowledge and Understanding

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	In relation to the subject / work area, students will, with the support of given procedures / formats be able to	In relation to the subject / work area, students will, with clear guidance, be able to	In relation to the subject/professional/ work area, students will, within specified parameters, be able with guidance to	In relation to the subject/professional area, students will, within specified parameters, be able with some guidance to	In relation to the specialised area of study, students will, with limited / minimum guidance be able to	In relation to the specialised area of study, students will, Independently, be able with supervision
Coverage of key aspects	Identify and outline fundamental and limited concepts and principles of <i>the topic</i>	Explain fundamental concepts and principles of <i>the area of study</i>	Select and explain key aspects which have some complexity and depth and are well-established within a <i>broad subject base</i>	Select and explain key aspects which are complex, coherent and detailed and are at, or informed by, the forefront of <i>the discipline</i>	Select and explain current issues in <i>the discipline</i> which are complex, conceptually challenging, and are at, or informed by, the forefront of <i>the academic discipline or area of professional practice</i>	Select, explain and interpret highly specialised and substantial knowledge which is complex, interrelated, original and at the forefront of an <i>academic discipline or area of professional practice</i>
Underpinning depth and breadth of knowledge and understanding	Demonstrate general awareness of the narrow subject base which underpins and contextualises the specific issue or task.	Demonstrate some breadth + depth of awareness + understanding of the broad underlying concepts and principles of the area of study which underpins and contextualises the specific issue or task	Demonstrate some breadth + depth of awareness + understanding of issues <i>within the broad subject base</i> which underpins and contextualises the specific issue or task.	Demonstrate breadth + depth of awareness + understanding of issues at the forefront of <i>the discipline</i> which underpins and contextualises the specific issue or task.	Demonstrate breadth + depth of awareness + understanding of issues at the forefront of <i>the academic discipline or area of professional practice</i> which underpins and contextualises the specific issue or task.	Demonstrate significant breadth + depth of awareness + understanding of issues at the forefront of <i>the academic discipline or area of professional practice</i> which underpins and contextualises the specific issue or task.
Awareness and use of relevant literature / information sources	Demonstrate some ability to draw on or refer to the prescribed literature / information sources	Demonstrate the ability to use/draw on data / information / literature from a prescribed range of sources	Demonstrate the ability to use/draw on data / information / literature from a largely-prescribed range of sources	Demonstrate the ability to identify and select data / information / literature relevant and appropriate to the task from a partially-prescribed range of sources	Demonstrate the ability to identify and integrate data / information / literature relevant and appropriate to the task from a partially-prescribed range of sources	Demonstrate the ability to identify and integrate data / information / literature relevant and appropriate to the task from a range of sources which are largely self-determined

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Recognition of inter-relationships of topics to a situation / context	Demonstrates the ability to recall and recognize given inter-relationships between topics for a simple situation / context.	Demonstrates the ability to respond to given inter-relationships between topics and suggest interpretation for a simple situation / context.	Demonstrates the ability to identify and respond to interrelationships between topics and explain / interpretat them in relation to a complex situation / context..	Demonstrates understanding of the complex and potentially contradictory nature of static inter-relationships between topics within unspecified and unpredictable situations / contexts.	Demonstrates understanding of the dynamic nature of inter-relationships between topics, including those within incomplete and ambiguous situations / contexts.	Demonstrates understanding of the need to create new inter-relationships between topics, their dynamic nature, and the impact these may have on the discipline With respect to unbounded situations / contexts.

Cognitive Skills

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	In relation to the subject / work area, students will, with the support of given procedures / formats be able to	In relation to the subject / work area, students will, with clear guidance, be able to	In relation to the subject/professional/ work area, students will, within specified parameters, be able with guidance to	In relation to the subject/professional area, students will, within specified parameters, be able with some guidance to	In relation to the specialised area of study, students will, independently, be able with limited / minimum guidance to	In relation to the specialised area of study, students will, Independently, be able with supervision to
Understanding Task	follow instructions to complete assigned task.	demonstrate understanding of the requirements as outlined in the assignment guidance.	demonstrate understanding of the issues which are central to the assigned task; follow guidance to devise a simple task related to the topic.	demonstrate an understanding of a range of issues pertinent to the task as outlined; devise a task related to the range of issues inherent in the topic.	demonstate an understanding of the underlying issues through the appropriate interpretation of a set question / task; devise a task related to the complex issues underlying the topic.	demonstrate insight and innovation in pursuing effective lines of enquiry and investigation pertinent to the chosen line of study.
Gathering and processing information	use given classifications, principles and/or* theories to identify, collate, explain, justify and/or analyse information / data / appropriate literature	use given classifications / principles / theories to collate, analyse, evaluate and/or summarise information / data / appropriate literature. Link reference to literature with own ideas within work.	coherently collate, critically analyse, explain; justify; and identify the relevance and significance of information / data / appropriate literature Integrate reference to literature effectively within own work.	coherently collate, critically evaluate and make and justify links between information / data / appropriate literature Integrate reference to literature effectively with own ideas within work.	contextualise, synthesise, critically evaluate and create and justify links between information / data / appropriate literature Integrate reference to literature effectively with own ideas within work showing insight and understanding of alternative points of view.	demonstrate insight and innovation in the contextualisation, synthesis, critically evaluation and creation and justification of links between information / data / appropriate literature. Integrate reference to literature effectively with own ideas within chosen line of study showing insight and understanding of alternative points of view.
Making judgements using the information	draw inferences about basic, specified, predictable, routine and/or complete information / situations.	draw conclusions about specified, predictable, routine, complete and/or essential information / literature / situations.	make and justify decisions about specified / predictable / straightforward information / literature / situations.	make judgments by critical analysis and evaluation in relation to complete, important, unspecified, unpredictable and/or complex information / literature / situations.	make informed judgments about unspecified, unpredictable, complex, advanced, current, incomplete, uncertain and/or ambiguous information / literature / situations.	make informed judgments about unpredictable, complex, incomplete, uncertain, ambiguous, specialised, unspecified, deficient and/or contradictory information / literature / situations.

Building the argument for those judgements	present simple ideas in an order which enables understanding.	sort and order information / ideas into a logical line of argument.	produce a line of argument supported by relevant evidence./ use of sources	devise and sustain an argument supported by valid / significant evidence / use of sources	devise and sustain an argument, supported by valid / significant, evaluated evidence, including some elements which are new / original / unusual and may offer new insights or hypotheses.	meet the standards set by peers in the discipline, in terms of devising and sustaining a new or original model / theory / argument.
Application of theory to practice	identify aspects of <i>the topic</i> within a given context	interpret aspects of <i>the topic</i> within a given context	apply aspects of <i>the topic</i> between specified subjects/topics; subject and / or professional work areas.	apply aspects of <i>the topic</i> to a new / different context where they identify them as being appropriate.	apply selected aspects of <i>the topic</i> to a new / different context in an original way	apply selected aspects of <i>the topic</i> to a new / different context to create original insights.

Practical / Professional / Disciplinary Skills – The particular Learning Outcomes you choose will be as appropriate to your area, but below are things you might like to include or aspects you might like to consider

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Academic Practice / Practical Work	Academic Practice / Practical Work	Academic Practice / Practical Work	Academic Practice / Practical Work	Academic Practice / Practical Work	Academic Practice / Practical Work
	With the support of given procedures/formats students will be able to:	With comprehensive guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	With minimal guidance students will be able to:	Working independently, students will be able to:
English	Convey information in English which is generally accurate.	Convey information in English which is accurate and has clarity.	Convey information which has some complexity in English which is accurate and has clarity using appropriate grammar / syntax / vocabulary-choice / style.	Convey complex information effectively in written/spoken English which is accurate appropriate and has clarity and demonstrating command of grammar / syntax / vocabulary-choice / style.	Communicate complex information and nuance of meaning / ambiguity effectively in English which is accurate and has clarity and demonstrating ability to select / adapt use of grammar / syntax / vocabulary-choice / style appropriately.	Communicate complex / highly specialised / substantial / original information / ideas and nuance of meaning / ambiguity effectively in English which is accurate and has clarity and demonstrating ability to select / adapt use of grammar / syntax / vocabulary-choice / style appropriately.
	Follow instructions with regard to word count for assignments.	Adhere to word-counts for assignments.	Produce concise work which adheres to word-counts for assignments.	Express and structure work effectively such that it adheres to word-counts for assignments.	Express and structure work effectively such that it adheres to word-counts for assignments.	Express and structure investigations effectively such that it adheres to appropriate word-counts.
Use of academic conventions	Use academic conventions provided.	Use academic conventions in line with guidance provided to achieve task in line with rubric/ instructions.	Use academic conventions appropriately for the purpose, topic, situation and audience to achieve task in line with rubric/ instructions..	Use academic conventions appropriately and effectively for the purpose, topic, situation and audience to achieve task in line with rubric/ instructions	Select and use academic conventions sensitively, appropriately and effectively for the purpose, topic, situation and audience to achieve task in line with rubric/ instructions..	Select and use academic conventions appropriately and effectively to a publishable standard to achieve task in line with rubric/ instructions..

Referencing	Demonstrate awareness of the need to indicate sources of information accurately.	Reference sources in a consistent pattern in line with guidance provided.	Reference a range of different types of sources accurately in line with guidance provided.	Reference a range of different types of sources accurately in line with standard conventions.	Make effective and accurate use of reference across a range of different types of sources in line with standard conventions.	Make effective and accurate use of reference and citation of a range of different types of sources to a publishable standard.
	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Methods of enquiry and production	Methods of enquiry and production	Methods of enquiry and production	Methods of enquiry and production	Methods of enquiry and production	Methods of enquiry and production
	With the support of given procedures/formats students will be able to	With clear guidance students will be able to	With guidance students will be able to	With some guidance students will be able to	With limited / minimum guidance students will be able to	Working independently, students will be able to
carry out specified methods of enquiry and production	use restricted methods of enquiry and production.	identify, explain, and use appropriately the main methods of enquiry and production,	identify, justify and use methods of analysis, enquiry and production which are appropriate to tasks, including self-initiated tasks.	critically evaluate methodologies and methods which create and interpret knowledge / outcomes, in order to select and use those most appropriate. Identify appropriate good practice.	conceptualise and design a project to generate new knowledge / outcomes, identify and justify methodologies and use/develop/adapt advanced methods of academic enquiry / production. Record work in a way which enables use and facilitates auditing.	

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Academic/Professional Context and Autonomy	Academic/Professional Context and Autonomy	Academic/Professional Context and Autonomy	Academic/Professional Context and Autonomy	Academic/Professional Context and Autonomy	Academic/Professional Context and Autonomy
	In relation to the subject / work area, students will	In relation to the subject / work area, students will:	In relation to the subject/professional/ work area, students will:	In relation to the subject/professional area, students will:	In relation to the specialised area of study, students will:	In relation to the specialised area of study, students will:
Context of operation and Autonomy of Action	Operate effectively in simple situations within practical / employment / vocational contexts where they are provided with clear guidance.	Operate effectively in straightforward situations within practical / employment / work contexts requiring the exercise of some personal responsibility/accountability.	Operate effectively in situations that are largely straightforward and predictable. within practical / employment / professional contexts requiring the exercise of personal responsibility/accountability and/or decision-making.	Operate effectively in situations / contexts which contain elements which are complex or unpredictable within practical / employment / professional contexts requiring the exercise of initiative and personal responsibility/accountability and decision-making.	Operate effectively in complex and unpredictable situations within practical / employment / professional contexts requiring the exercise of initiative and personal responsibility/accountability / decision-making / self-direction / originality.	Operate effectively in complex and unpredictable situations within practical / professional or equivalent environments requiring the exercise of personal responsibility / accountability and largely autonomous initiative and direction.
Application of knowledge to situations of varying complexity	Follow instructions within specific situations, including, where appropriate, within a vocational context.	Relate ideas / information of the subject area to concrete situations, including, where appropriate, within a work context.	Apply underlying concepts and principles of the subject area in a novel situation, including, where appropriate, within an employment context.	Accurately deploy established techniques of analysis and enquiry within situations / contexts which may contain complex or unpredictable elements including, where appropriate, within an employment / professional context.	Demonstrate self-direction and originality / act autonomously in planning and implementing tasks at a professional or equivalent level within situations / contexts which are complex and unpredictable.	Demonstrate self-direction / autonomy / originality in initiating, planning and implementing tasks at a professional or equivalent level within situations / contexts which are complex and unpredictable

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Working with Other Disciplines/Professions	Working with Other Disciplines/Professions	Working with Other Disciplines/Professions	Working with Other Disciplines/Professions	Working with Other Disciplines/Professions	Working with Other Disciplines/Professions
Collaborative working with other disciplines / professions	In relation to the subject / discipline/professional area, students will, following clear guidance / within agreed guidelines	In relation to the subject / discipline/professional area, students will, with clear guidance and support,	In relation to the subject / discipline/professional area, students will, with clear guidance / support,	In relation to the subject / discipline/professional area, students will, with some guidance / support,	In relation to the subject / discipline/professional area, students will, with limited / minimum guidance / support,	In relation to the subject / discipline/professional area, students will, working independently,
	Describe the boundaries of own discipline / professional role in relation to those in other disciplines / professions	Demonstrate within own practice that they understand the boundaries of own discipline / professional role in relation to those in other disciplines / professions.	Where appropriate, participate effectively in collaboration with people from other disciplines / professions.	Where appropriate, organise and participate effectively in collaboration with people from other disciplines / professions.	Where appropriate, initiate, organise and participate effectively in collaboration with people from other disciplines / professions.	Where appropriate, initiate, organise and participate effectively in collaboration with people from other disciplines / professions.
Appreciation of the role of other disciplines / professions	Describe why working with other disciplines / professions is necessary.	Identify other professions / disciplines which have a relevant contribution to make to the area of practice / particular case.	Identify the potential contribution of own and other professions / disciplines to the area of practice/particular case. Describe the purpose of these disciplines / professions and their role within a multidisciplinary team.	Analyse the similarities / differences in the contributions of own / other professions / disciplines to the area of practice / particular case Analyse the purpose of these disciplines / professions and their role within a multidisciplinary team.	Evaluate the impact of the different professional responsibilities and approaches of other disciplines / professions on the process of collaborative working within the area of practice / particular case	Evaluate the impact of the different professional responsibilities and approaches of other disciplines / professions on the process of collaborative working within the area of practice / particular case
Barriers to multi – disciplinary teams			Identify barriers to working effectively within a multidisciplinary team.	Analyse barriers to working effectively within a multidisciplinary team..	Evaluate barriers to working effectively within a multidisciplinary team.	Initiate and co-ordinate ways of improving multidisciplinary working.

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Ethics + Legal Issues	Ethics + Legal Issues	Ethics + Legal Issues	Ethics + Legal Issues	Ethics + Legal Issues	Ethics + Legal Issues
	In relation to the subject students will, following clear guidance / within agreed guidelines,	In relation to the subject students will, with clear guidance and support,	In relation to the subject students will, with clear guidance / support,	In relation to the subject students will, with some guidance / support,	In relation to the subject students will, with limited / minimum guidance / support,	In relation to the subject students will, working independently,
	Recognise the application of principles of legal / ethical issues within the actual practice of self and/or others.	Identify the application of principles of legal / ethical issues within the actual practice of self and/or others.	Identify the potential influence of the ethical / legal issues within own discipline/ role.	Analyse the potential influence of the ethical / legal issues within own discipline/ role.	Recognise, analyse and respond to the complexity of legal / ethical issues within own discipline/ role.	Show initiative in evaluating and responding to the complexity of legal / ethical issues within own discipline/ role.
	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	Risk Assessment	Risk Assessment	Risk Assessment	Risk Assessment	Risk Assessment	Risk Assessment
	NOTE: It should be remembered that Risk Assessments produced by students are not in themselves sufficient. The tutor / supervisor must also ensure that proper university process is followed.					
	In relation to the subject / discipline/professional area, students will, with clear guidance	In relation to the subject / discipline/professional area, students will, with clear guidance	In relation to the subject / discipline/professional area, students will, with guidance	In relation to the subject / discipline/professional area, students will, with limited guidance	In relation to the subject / discipline/professional area, students will, with only minimum guidance	In relation to the subject / discipline/professional area, students will, under supervision
	follow a simple risk assessment.	follow and interpret a simple risk assessment.	follow and evaluate a simple risk assessment. Select possible risk factors.	apply and adapt a risk assessment. Analyse competing risks Select appropriate risk limitation procedures.	develop and implement risk assessment. Evaluate competing risks Identify and implement appropriate risk limitation procedures.	Initiate, develop and implement risk assessment. Evaluate competing risks Develop and implement appropriate risk limitation procedures, including engagement in any appropriate professional development.

Transferable Skills

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	With the support of given procedures/formats students will be able to demonstrate the following skills:	With clear guidance students will be able to demonstrate the following skills:	With guidance students will be able to demonstrate the following skills:	With some guidance students will be able to demonstrate the following skills:	With limited / minimum guidance students will be able to demonstrate the following skills:	Working independently, students will be able to demonstrate the following skills:
	Communication	Communication	Communication	Communication	Communication	Communication
	For a given purpose, topic, situation and/or audience, Clearly communicate information, attitudes and ideas in a specified written, verbal or visual format.	For a given purpose, topic, situation and audience, Clearly communicate information, attitudes and ideas in a specified written, verbal or visual format and in such a way as to demonstrate understanding.	For a suggested purpose, topic, situation and audience, Accurately, clearly and appropriately communicate information, attitudes and ideas in an appropriate written, verbal or visual format in a way that is appropriate for the purpose, topic and situation and in such a way as to demonstrate understanding to academic, specialist and non-specialist audiences.	When faced with complex, situations, purposes, topics and audiences, select and use a format and style to communicate appropriately information, attitudes and ideas to an appropriate standard and in such a way as to enable understanding and engagement by academic, specialist and non-specialist audiences.	When faced with complex, unpredictable situations, purposes, topics and audiences, select use and adapt the appropriate format and style to meet those outcomes and convey information, attitudes and ideas to an appropriate standard and in such a way as to enhance understanding and engagement by academic/ professional audiences.	When faced with complex, unpredictable situations, purposes, topics and audiences, Communicate succinctly information, attitudes and ideas (including aims, processes and outcomes) to a professional / publishable standard. and in such a way as to advance understanding by academic/ professional audiences.

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	With the support of given procedures/formats students will be able to demonstrate the following skills:	With clear guidance students will be able to demonstrate the following skills:	With guidance students will be able to demonstrate the following skills:	With some guidance students will be able to demonstrate the following skills:	With limited / minimum guidance students will be able to demonstrate the following skills:	Working independently, students will be able to demonstrate the following skills:
	Gathering and using information	Gathering and using information	Gathering and using information	Gathering and using information	Gathering and using information	Gathering and using information
Gathering Information	Access specified sources, collect and use the information / data for a given purpose.	Collect, use and explain information / data for a given purpose from a range of sources.	Identify, access, use and explain information / data which is relevant for a suggested purpose from a range of sources.	Identify, access, select, use and comment on information / data which is relevant for a suggested purpose from a wide range of resources including current research / academic publications / appropriate primary sources.	Identify, access, select, use and evaluate information / data to enable the achievement of aims + desired outcomes drawing heavily on current research and academic publications + appropriate primary sources.	Identify, access, select, use and evaluate information / data to enable the achievement of aims + desired outcomes making effective use of current research and academic publications and appropriate primary sources and identifying new sources of information.
Research / Exploration Tasks	Carry out simple exploration of a topic with clear support and guidance.	Undertake simple and straight-forward research tasks with external guidance.	Develop appropriate research strategies for straight-forward tasks with some guidance.	Undertake reasonably straight-forward research tasks competently, with minimum guidance	Undertake complex research tasks competently, with minimum guidance and evaluate the research and data collection methods.	Undertake innovative research tasks competently and independently and evaluate the research and data collection methods.

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	With the support of given procedures/formats students will be able to demonstrate the following skills:	With clear guidance students will be able to demonstrate the following skills:	With guidance students will be able to demonstrate the following skills:	With some guidance students will be able to demonstrate the following skills:	With limited / minimum guidance students will be able to demonstrate the following skills:	Working independently, students will be able to demonstrate the following skills:
	Information + Communications Technology	Information + Communications Technology	Information + Communications Technology	Information + Communications Technology	Information + Communications Technology	Information + Communications Technology
	Use <i>specified ICT</i> for closely defined purposes and tasks.	Use <i>specified ICT applications and strategies</i> for a restricted range of given purposes and tasks.	Select and use <i>specified ICT applications and strategies</i> as appropriate for guided purposes and tasks	Select, use and evaluate <i>ICT applications and strategies</i> which are appropriate for various purposes and tasks.	Identify, select, plan for (including resource planning), use and evaluate <i>ICT applications and strategies</i> to enhance the achievement of aims and desired outcomes.	Identify, select, plan for (including resource planning), use and evaluate; and justify, explain <i>ICT applications and strategies</i> to enhance the achievement of aims and desired outcomes.

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	With the support of given procedures/formats students will be able to demonstrate the following skills:	With clear guidance students will be able to demonstrate the following skills:	With guidance students will be able to demonstrate the following skills:	With some guidance students will be able to demonstrate the following skills:	With limited / minimum guidance students will be able to demonstrate the following skills:	Working independently, students will be able to demonstrate the following skills:
	Learning to learn	Learning to learn	Learning to learn	Learning to learn	Learning to learn	Learning to learn
Reflection	Using given techniques, reflect on own strengths, limitations + performance in a given situation.	Using suggested approaches or techniques, reflect on own strengths, limitations + performance in a range of given situations.	Select from a range of suggested approaches and techniques, to reflect on and analyse own strengths, limitations + performance and identify their implications.	With guidance identify approaches and techniques for reflection. To reflect on and evaluate own strengths, limitations + performance and the implications and their relevance for personal development.	Independently / with limited guidance identify approaches and techniques for reflection. To reflect on and critically evaluate own strengths, limitations + performance and personal and contextual factors which have an impact on the achievement of the aims and desired outcomes.	Independently / with supervision identify approaches and techniques for reflection. To reflect on and critically evaluate own strengths, limitations + performance and personal and contextual factors which have an impact on the study, its aims and desired outcomes.
Engagement with ongoing training/CPD	Demonstrate the learning ability needed to engage in further training.	Demonstrate the learning ability needed to undertake further training and develop new skills within a structured and managed environment.	Demonstrate the learning ability needed to undertake appropriate further training of a professional or equivalent nature.	Demonstrate the learning ability needed to undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations.	Demonstrate the independent learning ability required for ongoing professional skills development.	Demonstrate the independent learning ability needed to continue to undertake research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches.

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	With the support of given procedures/formats students will be able to demonstrate the following skills:	With clear guidance students will be able to demonstrate the following skills:	With guidance students will be able to demonstrate the following skills:	With some guidance students will be able to demonstrate the following skills:	With limited / minimum guidance students will be able to demonstrate the following skills:	Working independently, students will be able to demonstrate the following skills:
	Planning own work	Planning own work	Planning own work	Planning own work	Planning own work	Planning own work
	Follow a given plan to achieve a given objective.	Amend and implement a given plan to achieve a given objective.	Set milestones within a given plan and implement plan to achieve several objectives.	Create, implement and monitor a plan to achieve a limited number of agreed objectives.	In response to unpredictable situations, create, implement and monitor a plan to achieve own objectives.	In response to unpredictable situations, create and implement a series of plans to achieve multiple objectives at different levels and understand the inter-relationship between objectives.

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	With the support of given procedures/formats students will be able to demonstrate the following skills:	With clear guidance students will be able to demonstrate the following skills:	With guidance students will be able to demonstrate the following skills:	With some guidance students will be able to demonstrate the following skills:	With limited / minimum guidance students will be able to demonstrate the following skills:	Working independently, students will be able to demonstrate the following skills:
	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems	Solving Problems
Address problems appropriate to level	Solve simple, defined problems by carrying out specified approaches.	Solve simple, defined problems by selecting an approach from those suggested.	Solve straightforward problems by identifying, explaining and selecting appropriate approaches to use.	Identify and solve straightforward and complex problems by identifying the main characteristics of the problem. Select, justify and use appropriate approaches, including some at the forefront of the subject / profession	Identify and address complex problems related to aims and desired outcomes. Identifying the main characteristics and any aspects of risk relating to the problem. Select / justify / use / adapt appropriate approaches, including those at the forefront of the subject / profession and identify possibilities for originality or creativity.	Identify, anticipate and address all problems related to the task in hand, redefining existing knowledge as appropriate. Act as an innovator + take a lead in the identification of problems and the formulation of solutions with originality or creativity
Evaluation of strategies used	Check that the approach(es) has solved the problem.	Analyse both the approach and solution to the problem.	Evaluate both the approaches and solutions to the problem.	Evaluate the selected approaches and solutions to the problem.	Evaluate, review and amend both the approaches and solutions to the problem.	Continually monitor and evaluate processes / progress and adjust strategies in the light of unforeseen difficulties/ new problems.

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	With the support of given procedures/formats students will be able to demonstrate the following skills:	With clear guidance students will be able to demonstrate the following skills:	With guidance students will be able to demonstrate the following skills:	With some guidance students will be able to demonstrate the following skills:	With limited / minimum guidance students will be able to demonstrate the following skills:	Working independently, students will be able to demonstrate the following skills:
	Working with Numbers	Working with Numbers	Working with Numbers	Working with Numbers	Working with Numbers	Working with Numbers
	Using given techniques, carry out restricted + specified numerical approaches + techniques to process / describe data for given tasks.	Using suggested numerical approaches or techniques to process / describe and interpret data for given tasks.	Select from a range of suggested approaches and techniques to analyse / explain / evaluate data. Apply to a specific simple / limited context	With guidance identify approaches and techniques which are appropriate for purposes and tasks, and use them to analyse / explain/ evaluate data. Apply to a new / different / wider context where they identify them as being appropriate.	With limited guidance identify, select, plan for (including resource planning), use and evaluate numerical approaches + techniques. to analyse / explain/ evaluate data. Apply selected aspects to a new / different / complex / broad context to enhance the achievement of aims and desired outcomes.	Independently / with supervision identify, select, plan for (including resource planning), use and evaluate numerical approaches + techniques. to analyse / explain/ evaluate data. Apply selected aspects to a new / different / complex / broad / unpredictable context to enhance the achievement of aims and desired outcomes.

	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
	With the support of given procedures/formats students will be able to demonstrate the following skills:	With clear guidance students will be able to demonstrate the following skills:	With guidance students will be able to demonstrate the following skills:	With some guidance students will be able to demonstrate the following skills:	With limited / minimum guidance students will be able to demonstrate the following skills:	Working independently, students will be able to demonstrate the following skills:
	Working with Others	Working with Others	Working with Others	Working with Others	Working with Others	Working with Others
	<p>To meet given objectives and own responsibilities, within a group situation</p> <p>use given approaches / techniques, to</p> <p>operate with others in restricted and given situations.</p>	<p>To meet specified objectives and own responsibilities within a group situation,</p> <p>use specified approaches / techniques to</p> <p>operate with others in given situations.</p>	<p>To meet specified objectives and own responsibilities within a group situation,</p> <p>use appropriate approaches / techniques to</p> <p>operate with others in various situations (eg course / professional / work / career related).</p>	<p>Identify objectives and own responsibilities within a group situation,</p> <p>and use and evaluate strategies to meet them,</p> <p>operating with others in a variety of contexts (eg Course / professional / work / career related).</p>	<p>Identify who and how others may help in achieving aims and desired outcomes</p> <p>and put plans into action, (eg <i>clarify roles + responsibilities, agree resources +support, identify ethical working practices,</i></p> <p><i>use others to challenge thinking / explore alternatives etc.)</i></p>	<p>Identify ways to make professional use of others to achieve aims and desired outcomes</p> <p>and put plans into action.</p> <p>Continually refer and respond appropriately to peer expectations.</p>

QAA QUALIFICATION DESCRIPTORS

QAA QUALIFICATION LEVEL	QAA QUALIFICATION DESCRIPTORS
Certificate (C) level: Certificate of Higher Education	<p>Certificates of Higher Education are awarded to students who have demonstrated:</p> <ul style="list-style-type: none">i) knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study;ii) an ability to present, evaluate, and interpret qualitative and quantitative data, to develop lines of argument and make sound judgments in accordance with basic theories and concepts of their subject(s) of study. <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none">a) evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work;b) communicate the results of their study/work accurately and reliably, and with structured and coherent arguments;c) undertake further training and develop new skills within a structured and managed environment; <p>and will have:</p> <ul style="list-style-type: none">d) qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

**Intermediate (I)
level:
Degree (non-
Honours)**

Non-Honours degrees are awarded to students who have demonstrated:

- i) knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed;
- ii) ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context;
- iii) knowledge of the main methods of enquiry in their subject(s), and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study;
- iv) an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of the qualification will be able to:

- a) use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis;
- b) effectively communicate information, arguments, and analysis, in a variety of forms, to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively;
- c) undertake further training, develop existing skills, and acquire new competences that will enable them to assume significant responsibility within organisations;

and will have:

- d) qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

**Honours (H)
level:
Bachelors degree
with Honours**

Honours degrees are awarded to students who have demonstrated:

- i) a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at or informed by, the forefront of defined aspects of a discipline;
- ii) an ability to deploy accurately established techniques of analysis and enquiry within a discipline;
- iii) conceptual understanding that enables the student:
 - _ to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline; and
 - _ to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline;
- iv) an appreciation of the uncertainty, ambiguity and limits of knowledge;
- v) the ability to manage their own learning, and to make use of scholarly reviews and primary sources (e.g. refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- a) apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects;
- b) critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgments, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem;
- c) communicate information, ideas, problems, and solutions to both specialist and non-specialist audiences;

and will have:

- d) qualities and transferable skills necessary for employment requiring:
 - _ the exercise of initiative and personal responsibility;
 - _ decision-making in complex and unpredictable contexts; and
 - _ the learning ability needed to undertake appropriate further training of a professional or equivalent nature.

**Masters (M) level:
Masters degree**

Masters degrees are awarded to students who have demonstrated:

i a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;

ii a comprehensive understanding of techniques applicable to their own research or advanced scholarship;

iii originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;

iv conceptual understanding that enables the student:

_ to evaluate critically current research and advanced scholarship in the discipline;

and

_ to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

a deal with complex issues both systematically and creatively, make sound judgments in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;

b demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;

c continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have:

d the qualities and transferable skills necessary for employment requiring:

_ the exercise of initiative and personal responsibility;

_ decision-making in complex and unpredictable situations; and

_ the independent learning ability required for continuing professional development.

<p>Doctoral (D) level: Doctoral degree</p>	<p>Doctorates are awarded to students who have demonstrated:</p> <ul style="list-style-type: none">i the creation and interpretation of new knowledge, through original research or other advanced scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication;ii a systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of an academic discipline or area of professional practice;iii the general ability to conceptualise, design and implement a project for the generation of new knowledge, applications or understanding at the forefront of the discipline, and to adjust the project design in the light of unforeseen problems;iv a detailed understanding of applicable techniques for research and advanced academic enquiry. <p>Typically, holders of the qualification will be able to:</p> <ul style="list-style-type: none">a make informed judgments on complex issues in specialist fields, often in the absence of complete data, and be able to communicate their ideas and conclusions clearly and effectively to specialist and non-specialist audiences;b continue to undertake pure and/or applied research and development at an advanced level, contributing substantially to the development of new techniques, ideas, or approaches; <p>and will have:</p> <ul style="list-style-type: none">c the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent environments.
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