



FRAMEWORK FOR CREDIT

DEFINITION OF TERMS

1. **Credit is an educational currency providing a measure of learning outcomes achievable in notional hours at a given level.**

The amount of credit attributed is based upon an estimation of the notional time which it would take the learner to achieve the learning outcomes specified.

2. **Learning outcomes specify what an individual knows, understands and/or is able to do.**

It is intended that learning outcomes should specify the minimum achievement required at the point of assessment.

Guidelines for the writing of learning outcomes are being developed. These will not be prescriptive but are intended to provide support for practitioners developing curricula. Curriculum developers should interpret the guidance in a manner best suited to the subject matter and context of learning.

3. **Notional learning time is that time which it is estimated that learners will need, on average, to achieve specified learning outcomes. It includes all appropriate learning activities relating to assessed learning, including the assessment itself.**

Taught or contact time will, of course, vary according to the mode of delivery, but notional learning time will not. All learning relevant to the learning outcomes should be considered when notional learning time is being assessed. Consideration should also be given to the level at which the learning is being offered and any assumed prior skill or knowledge required of the learner. Whatever learning activities are appropriate should be included in the equation: eg lectures, essential practicals and visits, project work, private study, assessment etc.

Notional learning time is not equivalent to the actual time that any particular learner needs to spend in order to acquire the learning outcomes. The real time will vary according to the individual's capability, degree of prior experiential or other learning, any concurrent learning required within the work place, etc.

4. **A level is a threshold standard of achievement within a hierarchy of levels.**

Undergraduate levels are not intrinsically related to the year of study for an honours degree. The Generic level descriptors guide the writing of learning outcomes for modules by providing information against which the threshold of the level can be inferred. They can also be used to establish the level of a module, unit or programme by relation to its learning outcomes.

5. **A module is a discrete and coherent block of learning. It may form a part of a programme of learning towards an overall qualification or stand alone. The module title should be descriptive of the content. The learning outcomes, indicative content and delivery and assessment methodology must be defined such that the appropriate credit and level can be ascribed.**

6. **Modules may be grouped into a coherent programme of study often leading towards a recognised qualification award. Programmes may be standard or specific to a particular learner or group of learners.**

Modularised provision enables learners to tailor their programme of study to meet perceived needs. It is important, however, to ensure that such provision is coherent and leads towards a relevant outcome. Learner guidance and counselling will, therefore, be an essential adjunct to the modularised curriculum.

OPERATIONAL CRITERIA

7. **Credit is only awarded for learning which has been achieved and verified through reliable and valid assessment in line with current rules and regulations.**

Credit is, therefore, awarded to individuals when they can demonstrate that the learning outcomes have been achieved according to the assessment criteria at the requisite level.

8. **Credit award is independent of grading.**

Additional credit cannot be awarded for exceptional achievement; outcomes can be achieved or not achieved. If there is a requirement to recognise grades of achievement, a separate grading system must be adopted.

9. **General credit refers to the credit attributable to specified learning outcomes; specific credit refers to the amount of general credit which can be accepted as contributing to a particular programme.**

In the case of student transfer it is, therefore, the responsibility of Edge Hill to establish that portion of the general credit presented by any one individual which it will consider relevant to be counted as specific credit within the

context of the programme of study for which that individual wishes to register. It may be necessary to enable scrutiny of the learning outcomes against which this credit was awarded in order to facilitate such decisions.

10. **The level of modules is determined by the degree of correspondence between the stated learning outcomes and the level descriptors.**

All modules must be assigned to a level. From the above it is logical that modules can only have one level although they may contribute towards programmes leading to awards at a different level. Any changes in learning outcomes and assessment criteria will result in the creation of a different module which may be assigned another level.

A module may be utilised in various programmes of study. Its level as defined in relation to the level descriptors will always be the same regardless of its position in relation to any particular programme. Thus a level 1 module in French language may be studied in the first year of a three year undergraduate language studies programme, whilst also being available as an option for the second year of a European business studies programme.

11. **Credit is an award in its own right and can be accumulated towards qualifications under specified criteria.**

These criteria are specified within the “Regulations for Progression Through and Classification of First Degrees.”

12. **Each individual externally validated award should be recognised as carrying a single general credit rating.**

This would apply to professional body, NCVQ and all other awarding body qualifications offered by HEIs. For example qualifications which contain ENB recognition.

The agreed single general credit rating of any programme would not affect the right of Edge Hill to assign a different amount of specific credit to that learning, within the context of transfer or accumulation of credit towards any other specified award.

13. **The level of any qualification will be established by matching its overall learning outcomes and/or the learning outcomes of its component units or modules against the level descriptors.**

CREDIT TARIFF

14. **In general the academic year will be based on a 1200 hours of notional learning time for undergraduate study.**

This assumes that in the majority of cases full-time study, for undergraduates, is 40 hours per week for 30 weeks of the year.

15. **One credit equates to learning outcomes achievable within 10 notional hours of learning.**

The adoption of this statement, now being agreed by the majority of HEIs within the United Kingdom, means that the standard 15 credit module at Edge Hill will represent 150 notional learning hours rather than 120 hours that it does at present.

- 16 **There will be three undergraduate levels corresponding broadly with the current system linked to the three years of conventional undergraduate study (HE CATS Levels 1, 2 & 3).**

Levels are not intrinsically linked to year of study in an undergraduate degree, although there may be a correlation.

Level descriptors now developed should enable all learning, irrespective of mode, to be incorporated within this system of levels.

Given the previous definition of level as “a threshold standard of achievement within a hierarchy”, it is not appropriate to continue to utilise separately identified levels for learning which is work-based or experiential.

Four year degrees and longer professionally related degrees are still encompassed within the proposed levels. Their level make-up will differ according to the need for which they have been designed.

17. **The award of an honours degree normally requires the achievement of a minimum of 360 credits. The requirements in terms of amounts of credit to be achieved at each level are specified in the appropriate Regulations.**



FRAMEWORK FOR CREDIT

CREDIT DEFINITIONS AND PRINCIPLES

1. CREDIT

Credit is a quantified means of expressing equivalence of learning. It is awarded to a learner in recognition of the verified achievement of designated learning outcomes at a specified level.

- *Credit provides a means of quantifying learning achievements, achievable in notional learning hours at a given level.*
- *One credit equates to 10 notional hours of successful learning activity.*
- *Notwithstanding the link between credit and notional learning time, the emphasis of assessment will be upon learning achieved and not time served.*
- *Credit is awarded for the achievement of specified learning outcomes. No additional credit can be awarded for achievement above the threshold level (although such achievement can be recognised through the award of marks or grades).*
- *Credit is an award in its own right, and can be accumulated towards qualifications under specified criteria. These criteria are specified within the Regulations for the award of the qualification*
- *Credit can awarded by the application of the accreditation of prior (experiential) learning. The award of this credit is determined by the Edge Hill AP(E)L Policy and the Protocols which apply to the respective award schemes.*

2. LEARNING OUTCOMES

Learning outcomes are statements of what a learner is expected to be able to demonstrate after the completion of a process of learning. This may include demonstration of knowledge, understanding, and skills.

- *Learning outcomes are distinct from the aims of learning, in that they are concerned with the achievements of the learner rather than the overall intentions of the teacher.*
- *The learning outcomes specified for a learning experience must be assessable.*
- *Learning outcomes are designed to recognise achievement at a specified level, and together with assessment criteria, they specify the minimum requirements for the award of credit at that level. (see 5 below)*
- *Achievement of learning outcomes will be judged against appropriate assessment criteria relevant to the level of the award.*
- *Statements of competence may be used as, and equated to, learning outcomes. Learning outcomes are not always co-terminus with competencies.*

3. ASSESSMENT CRITERIA

Assessment criteria are descriptions of what the learner is expected to do, in order to demonstrate that a learning outcome has been achieved.

- *Assessment criteria have a direct relationship with learning outcomes. The purpose of assessment criteria is to establish clear and unambiguous standards of achievement in respect of each learning outcome. Level descriptors are used as a guide during this process. (See 5 & 6 below).*
- *The assessment criteria are set at a threshold level of achievement. Performance in excess of this threshold can be further differentiated by the application of marking or grading criteria, which serve to discriminate between the relative performances of students who have surmounted this threshold.*
- *The credit framework itself does not encompass a grading scheme.*

4. NOTIONAL LEARNING TIME

Notional learning time refers to the number of hours which it is expected a learner (at a particular level) will spend, on average, to achieve the specified learning outcomes at that level.

- *Taught or contact time will vary according to the mode of delivery, but notional learning time will not. All learning relevant to the learning outcomes should be considered when notional learning time is being estimated. Consideration should also be given to the level at which learning is being undertaken when reaching this judgement.*
- *Notional learning time is not the actual time that any particular learner needs to spend in order to achieve the learning outcomes. The actual time will vary according to the individual's capability, degree of prior experiential or other learning, and the mode of learning.*

5. CREDIT LEVEL

Credit level is an indicator of the relative demand, complexity and depth of learning, and of learner autonomy.

- *The credit level identifies the relative demands of learning which will be required of a learner undertaking a unit of learning/ module.*
- *Credit levels encompass all forms of assessed learning offered across all award hierarchies, delivered by whatever means and in whatever context.*
- *Credit levels are not intrinsically related to years of full-time study or to previous learning achieved and/or experience of the learner.*

6. CREDIT LEVEL DESCRIPTOR

A credit level descriptor is a statement which describes the characteristics of learning demand which the learner will encounter at each credit level.

- *Level descriptors should be seen as a developmental continuum in which preceding levels are necessarily subsumed within those which follow.*
- *Level descriptors are a guide, to the curriculum designer and to learners, as to the kinds of demand it is appropriate to make of learners at each of the designated levels. As such they are generic in nature and can be applied across subject disciplines and modes of learning.*
- *At Edge Hill level descriptors will primarily be used by course designers developing learning outcomes and assessment criteria at units of learning/module level.*
- *For the Edge Hill level descriptors, see the paper on “Levels of Academic Credit”.*

GENERAL

Guidance on writing, and examples of, learning outcomes and assessment criteria are available from the Teaching and Learning Development Unit.



LEVELS OF ACADEMIC CREDIT AND LEVEL DESCRIPTORS

1. INTRODUCTION

- 1.1 Edge Hill recognises the developmental nature of academic learning and programmes of study. Students develop and progress both in terms of acquiring knowledge, understanding, skills and competences; and as autonomous learners, exercising increasing control over their learning.
- 1.2 Level is a fundamental and universal characteristic of a standard. The level is an indicator of the relative demand, complexity and depth of learning and of learner autonomy.
- 1.3 A level descriptor is an agreed definition of the characteristics of learning demand which the learner will encounter at a given credit level. Level descriptors apply to levels in professional and vocational awards, as well as conventional academic awards.
- 1.4 Level descriptors are distinct from grading or marking descriptors. Similar grading/marking criteria can be used at different levels; but level descriptors are specific to a single level.
- 1.5 Level is not automatically synonymous with “year of study”, but refers to the learning outcomes of the specific module, unit or course of study.
- 1.6 Similarly level should be clearly distinguished from mode of study. Mode of study refers to how the module/ unit is studied e.g. full time; part time; day; evening; distance learning; intensive summer school etc. The same module may be delivered at the same level by whichever mode of study is adopted.

2. EDGE HILL AND THE USE OF DESCRIPTORS IN THE NATIONAL CONTEXT

- 2.1 Edge Hill recognises two types of descriptors. Firstly there are **qualification descriptors** as set out in the *QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (Revised, 2008). These focus on the outcomes which are expected from a student before a particular level of award is made to them. These are most useful when determining the learning outcomes for a particular named award, and should be used by programme designers and validation panels when making judgements about the overall “level” of a specified award. These qualification descriptors are attached as Appendix 1 to this document.
- 2.2 In addition there are **credit level descriptors**, which have been described in Section 1 of this paper. These are most useful for determining the learning

outcomes and assessment criteria for modules or units of study which comprise programmes, and should be used by programme designers and validation panels when making judgements about the level of learning of specific modules or units of study. The Edge Hill descriptors are based on those originally agreed by the four major Credit Consortiums and published in *Credit and HE Qualifications – Credit Guidelines for HE Qualifications in England, Wales and Northern Ireland*.(November 2001). These qualification descriptors are attached as Appendix 2 to this document.

2.3 Edge Hill recognises five levels of provision for “taught” academic programmes offered by the institution. These are:-

- **“E” or Entry level.** This level relates to such awards as Fastrack, and is equivalent to “Level 3 Advanced” in the National Qualifications Framework; “Level 3” in the EWNI framework; “Level FE3” in the FE/HE framework and “Level 0” in the former CNAA framework.
- **HE (Higher education) 4 level.** This level equates to “Certificate C Level” in the Higher Education Qualifications Framework; “Level 4” in the EWNI framework; and “Level 1” in the former CNAA framework.
- **HE5 level.** This level equates to “Intermediate I Level” in the Higher Education Qualifications Framework; “Level 5” in the EWNI framework; and “Level 2” in the former CNAA framework.
- **HE6 level.** This level equates to “Honours H Level” in the Higher Education Qualifications Framework; “Level 6” in the EWNI framework; and “Level 3” in the former CNAA framework.
- **M level/HE Level 7.** This level equates to “Master’s M Level” in the Higher Education Qualifications Framework; and “Level 7” in the EWNI framework.

All the constituent elements of taught programmes are validated at one of these five levels. The number of credits required at different levels are set down in the Regulations relating to specific named awards.

3. ADDITIONAL GUIDANCE FOR THE USE OF LEVELS AND LEVEL DESCRIPTORS AT EDGE HILL.

3.1 A module or unit of study is validated and is unique to a specific level. If a module or unit of study covering the same content but targeted at learners studying at a different level were to be offered, this would need to be validated at that different level, with consequent alterations to its learning outcomes and assessment criteria (which are level specific).

3.2 Generic level descriptors will be used -

- In programme/ module planning and curriculum design, and in the development of learning outcomes and assessment criteria.
- In the validation process when the level of a module/ programme proposal is being confirmed.
- In the making of judgements about levels of learning and achievement in AP(E)L claims and in work-based and placement learning.

3.3 It is recognised that not all generic level descriptors will apply to all modules. Similarly it is recognised that programme designers and validation panels will need to apply the generic descriptors to their specific subject area, also taking into account any guidance contained within Subject Benchmark Standards.

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APPENDIX ONE

QUALIFICATIONS DESCRIPTORS

(QAA Framework for Higher Education Qualifications in England, Wales and Northern Ireland. August 2008)

See : <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/EWNI08/FHEQ08.pdf>

Descriptor for a higher education qualification at level 4: Certificate of Higher Education

The descriptor provided for this level of the FHEQ is for any Certificate of Higher Education which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 4 qualifications.

Certificates of Higher Education are awarded to students who have demonstrated:

- 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
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of the qualification will be able to:

- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

And holders will have:

- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.

Descriptor for a higher education qualification at level 5: Foundation Degree

The descriptor provided for this level of the FHEQ is for any Foundation Degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 5 qualifications, including Diplomas of Higher Education, Higher National Diplomas, etc.

Foundation Degrees are awarded to students who have demonstrated:

- 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

- 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
- knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
- 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:

- use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
- 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
- undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

And holders will have:

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

Descriptor for a higher education qualification at level 6: Bachelor's degree with honours

The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 6 qualifications, including bachelor's degrees, graduate diplomas etc.

Bachelor's degrees with honours are awarded to students who have demonstrated:

- 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
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- 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
- to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

Typically, holders of the qualification will be able to:

- 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
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

And holders will have:

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

Descriptor for a higher education qualification at level 7: Master's degree

The descriptor provided for this level of the framework is for any master's degree which should meet the descriptor in full. This qualification descriptor can also be used as a reference point for other level 7 qualifications, including postgraduate certificates and postgraduate diplomas.

Master's degrees are awarded to students who have demonstrated:

- 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
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- 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
- conceptual understanding that enables the student:
- to evaluate critically current research and advanced scholarship in the discipline
- to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level
- continue to advance their knowledge and understanding, and to develop new skills to a high level.

And holders will have:

- the qualities and transferable skills necessary for employment requiring:
- the exercise of initiative and personal responsibility
- decision-making in complex and unpredictable situations
- the independent learning ability required for continuing professional development.

APPENDIX TWO

GENERIC LEVEL DESCRIPTORS (NICAT)

SUMMARY OF EWNI GENERIC CREDIT LEVEL DESCRIPTORS

(Source: NICATS Manual, 2002 and HE credit framework for England, 2008)

The level descriptors should be seen as a developmental continuum in which preceding levels are necessarily subsumed within those which follow. Level 4 – 8 are relevant to HE learning.

Learning accredited at this level will reflect the ability to:

Entry level - employ recall and demonstrate elementary comprehension in a narrow range of areas, exercise basic skills within highly structured contexts, and carry out directed activity under close supervision.

Level 1 - employ a narrow range of applied knowledge, skills and basic comprehension within a limited range of predictable and structured contexts, including working with others under direct supervision, but with a very limited degree of discretion and judgement about possible action.

Level 2 - apply knowledge with underpinning comprehension in a number of areas and employ a range of skills within a number of contexts, some of which may be non-routine; and undertake directed activities, with a degree of autonomy, within time constraints.

Level 3 - apply knowledge and skills in a range of complex activities demonstrating comprehension of relevant theories; access and analyse information independently and make reasoned judgements selecting from a considerable choice of procedures in familiar and unfamiliar contexts; and direct own activities, with some responsibility for the output of others.

Higher Education Levels:

Level 4 - develop a rigorous approach to the acquisition of a broad knowledge base; employ a range of specialised skills; evaluate information using it to plan and develop investigative strategies and to determine solutions to a variety of unpredictable problems; and operate in a range of varied and specific contexts, taking responsibility for the nature and quality of outputs.

Level 5 - generate ideas through the analysis of concepts at an abstract level, with a command of specialised skills and the formulation of responses to well defined and abstract problems; analyse and evaluate information; exercise significant judgement across a broad range of functions; and accept responsibility for determining and achieving personal and/or group outcomes.

Level 6 - critically review, consolidate and extend a systematic and coherent body of knowledge, utilising specialised skills across an area of study; critically evaluate new

concepts and evidence from a range of sources; transfer and apply diagnostic and creative skills and exercise significant judgement in a range of situations; and accept accountability for determining and achieving personal and/or group outcomes.

Level 7 (M) - display mastery of a complex and specialised area of knowledge and skills, employing advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for related decision-making including use of supervision.

Level 8 (D) - make a significant and original contribution to a specialised field of inquiry demonstrating a command of methodological issues and engaging in critical dialogue with peers; accepting full accountability for outcomes.

Table of generic level descriptors

Level	Intellectual skills and attributes	Processes	Accountability
Entry	<ul style="list-style-type: none"> • Employ recall and demonstrate elementary comprehension in a narrow range of areas with dependency on ideas of others. • Exercise basic skills. • Receive and pass on information. 	<ul style="list-style-type: none"> • Operate mainly in closely defined and highly structured contexts. • Carry out processes that are repetitive and predictable. • Undertake the performance of clearly defined tasks. • Assume a limited range of roles. 	<ul style="list-style-type: none"> • Carry out directed activity under close supervision. • Rely entirely on external monitoring of output and quality.
1	<ul style="list-style-type: none"> • Employ a narrow range of applied knowledge and basic comprehension. • Demonstrate a narrow range of skills. • Apply known solutions to familiar problems. • Present and record information from readily available sources. 	<ul style="list-style-type: none"> • Show basic competence in a limited range of predictable and structured contexts. • Utilise a clear choice of routine responses. • Co-operate with others. 	<ul style="list-style-type: none"> • Exercise a very limited degree of discretion and judgement about possible actions. • Carry restricted responsibility for quantity and quality of output. • Operate under direct supervision and quality control.
2	<ul style="list-style-type: none"> • Apply knowledge with underpinning comprehension in a number of areas. • Make comparisons. • Interpret available information. • Demonstrate a range of skills. 	<ul style="list-style-type: none"> • Choose from a range of procedures performed in a number of contexts, some of which may be non-routine. • Co-ordinate with others. 	<ul style="list-style-type: none"> • Undertake directed activity with a degree of autonomy. • Achieve outcomes within time constraints. • Accept increased responsibility for quantity and quality of output subject to external quality checking.
3	<ul style="list-style-type: none"> • Apply knowledge and skills in a range of complex activities, demonstrating comprehension of relevant theories. • Access and evaluate information independently. • Analyse information and make reasoned judgements. • Employ a range of responses to well defined but often unfamiliar or unpredictable problems. 	<ul style="list-style-type: none"> • Operate in a variety of familiar and unfamiliar contexts using a range of technical or learning skills. • Select from a considerable choice of procedures. • Give presentations to an audience. 	<ul style="list-style-type: none"> • Engage in self-directed activity with guidance/evaluation. • Accept responsibility for quantity and quality of output. • Accept limited responsibility for the quantity and quality of the output of others.

4	<ul style="list-style-type: none"> • Develop a rigorous approach to the acquisition of a broad knowledge base. • Employ a range of specialised skills. • Determine solutions to a variety of unpredictable problems. • Generate a range of responses, a limited number of which are innovative, to well defined but often unfamiliar problems. • Evaluate information, using it to plan and develop investigative strategies. 	<ul style="list-style-type: none"> • Operate in a range of varied and specific contexts involving creative and non-routine activities. • Exercise appropriate judgement in planning, selecting or presenting information, methods or resources. 	<ul style="list-style-type: none"> • Undertake self-directed and a limited amount of directive activity. • Operate within broad general guidelines or functions. • Take responsibility for the nature and quantity of outputs. • Meet specified quality standards.
5	<ul style="list-style-type: none"> • Generate ideas through the analysis of information and concepts at an abstract level. • Command wide ranging, specialised technical, creative and/or conceptual skills. • Formulate appropriate responses to resolve well defined and abstract problems. • Analyse, reformat and evaluate a wide range of information. 	<ul style="list-style-type: none"> • Utilise diagnostic and creative skills in a range of technical, professional or management functions. • Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes. 	<ul style="list-style-type: none"> • Accept responsibility and accountability within broad parameters for determining and achieving personal and/or group outcomes.
6	<ul style="list-style-type: none"> • Critically review, consolidate, and extend a systematic and coherent body of knowledge. • Utilise highly specialised technical or scholastic skills across an area of study. • Utilise research skills. • Critically evaluate new information, concepts and evidence from a range of sources. 	<ul style="list-style-type: none"> • Transfer and apply diagnostic and creative skills in a range of situations. • Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing. 	<ul style="list-style-type: none"> • Accept accountability for determining and achieving personal and/or group outcomes.
7	<ul style="list-style-type: none"> • Display mastery of a complex and specialised area of knowledge and skills. • Demonstrate expertise in highly specialised and advanced technical, professional and/or research skills. 	<ul style="list-style-type: none"> • Conduct research, or advanced technical or professional activity. • Design and apply appropriate research methodologies. • Communicate results of research to peers. 	<ul style="list-style-type: none"> • Accept accountability in related decision making including use of supervision.
8	<ul style="list-style-type: none"> • Make a significant and original contribution to a specialised field of inquiry. 	<ul style="list-style-type: none"> • Demonstrate command of methodological issues. • Communicate results of research to peers and engage in critical dialogue. 	<ul style="list-style-type: none"> • Accept accountability in related decision making including use of supervision.

Further Sources/References:

- Framework for Higher Education Qualifications (Revised, 2008) - HEQ:
<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>
- Higher Education Credit Framework for England -HECF:
<http://www.qaa.ac.uk/england/credit/creditframework.pdf>
- Qualifications and Curriculum Framework (Qualifications and Curriculum Development Agency, 2008) - QCF:
http://www.qcda.gov.uk/libraryAssets/media/QCF_level_descriptors.pdf
- Southern England Consortium for \Credit Accumulation and Transfer - SEEC:
<http://www.seec.org.uk/docs/creditlevelDescriptors2003.pdf>
- Linking Levels, Learning Outcomes and Assessment Criteria, Jenny Moon.
http://www.bologna-bergen2005.no/EN/Bol_sem/Seminars/040701-02Edinburgh/040701-02Linking_Levels_plus_ass_crit-Moon.pdf
- Guidance for using unit level descriptors within the Qualifications and Credit Framework tests and trials
http://www.rewardinglearning.org.uk/docs/quals/qca_unit_level_descriptors_guidance_131006.pdf
- The NICATS Generic Level Descriptors
http://www.nicats.ac.uk/about/prn_tlevl_descriptors.pdf