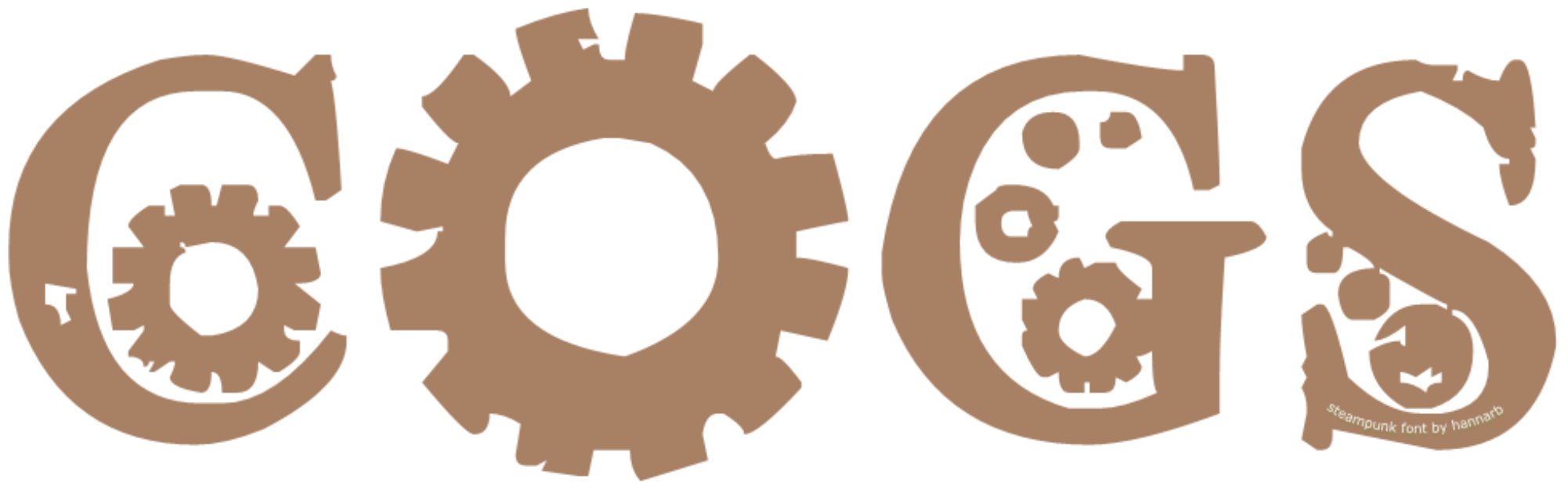# COGS: Changemaker Outcomes for Graduate Success

The University of Northampton Learning Outcomes Toolkit

The Institute of Learning and Teaching in Higher Education (ILT) and staff at the University of Northampton, 2017

COGS

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Contents

This is version 2 of the COGS Toolkit.
We would welcome your feedback as part of its ongoing enhancement in order to meet your needs. Please contact Rachel Maxwell (<u>Rachel.Maxwell@northampton.ac.uk</u>) in the first instance.

Introduction to the COGS Toolkit

COGS (Changemaker Outcomes for Graduate Success) is a toolkit to help staff write clear and robust programme and module learning outcomes that are appropriate to the academic level of study in order to clarify for students what is expected of them across the different stages of their study. It is not a prescriptive list of learning outcomes, but rather a toolkit that is designed to provide a starting point for discussion with programme and module teams as part of the design phase, capable of being adapted and tailored according to the specific requirements of subject disciplines.

The toolkit itself is divided into two parts. The first part is designed to help with the writing of Subject Specific Knowledge, Understanding and Skills learning outcomes. The second part has emerged from the ChANGE project (Changemaker Attributes at Northampton for Graduate Employability) which produced a framework to embed Employability and Changemaker skills, attributes and behaviours into our curricula, through the writing of Employability and Changemaker learning outcomes. These Learning Outcomes will replace existing Key Skills ones.

The COGS toolkit has been co-developed by ILT staff and academic and professional services staff across the disciplines. Its purpose is to breakdown the various elements of the headline skill, bringing in the various interpretations and nuances suggested by staff, to allow for adaptation and tailoring to a particular subject area. It also helps to ensure that the resulting learning outcomes are written at the appropriate academic level.

It is essential to understand that in no way should the COGS toolkit be viewed as prescriptive. It is designed to help and facilitate, as a basis for adaptation and application, not to require a particular form of wording. Guidance on how to use the toolkit is provided in Appendix 2.

How to use COGS

The toolkit offers you generic learning outcomes wording across the 2 types of learning outcomes in use at the University of Northampton, across levels 4-7 of the QAA Framework for Higher Education Qualifications (FHEQ).

Tips for Use:
1. There is neither an expectation or a requirement for you to use everything listed. Please select from the options available as appropriate for your subject discipline.
2. The toolkit provides you with a starting point. You should think about how the suggested wording should be tailored according to the specifics of your module / programme.
3. The UMF requires a maximum of 12 Programme Learning Outcomes. Of these, you should aim to write 9 outcomes that address subject knowledge, understanding and skills, and 3 outcomes for Employability and Changemaker in line with the ChANGE framework categories.
4. Module Learning Outcomes should relate to and reflect the Programme Learning Outcomes. The PLO/MLO map in the Programme Specification will help to ensure that there is a balance of learning outcome types and ChANGE categories at each level over the duration of the programme.
5. It will be neither appropriate or possible to address all of the ChANGE categories in each module. However, across each academic level within a programme students should have an opportunity to engage at least once with each category (Collaboration, Change and Self-Direction).

Using the Tool

For each type of Learning Outcome:

1. Go to the appropriate page of the toolkit
2. Find the column that relates to the level of the programme or module in question
3. Starting with the appropriate prefix (which ensures increasing autonomy over the duration of a programme) select the elements of the learning outcomes that are contextually appropriate for the module in question
4. Adapt and tailor the generic wording provided to write outcomes that are both appropriate to academic level and tailored to the particular needs of your subject discipline / focus of your module or task e.g. where alternatives are given, choose the most appropriate / where italics are given, tailor to your teaching context
5. Use the wording in the columns to either side of the column you are working with and check that your wording is suitably harder than the lower level or easier than the level above

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The Institute of Learning and Teaching in Higher Education at the University of Northampton would like to acknowledge that the toolkit concept and the Subject-Specific Knowledge, Understanding and Skills part of the toolkit itself are based on earlier work conducted at the University of Hull[1].

The ChANGE Framework within COGS

The ChANGE framework was approved for introduction at the University of Northampton in June 2016. The framework provides a model by which to enable meaningful embedding of the University's Changemaker principles and our Employability Skills into the curriculum, across all programmes and modules.

Work has already been completed to write 'headline' statements at Level 6 for our 10 employability skills (capabilities and behaviours), as well as for the 3 categories shown in Figure 1, namely Change, Self-Direction and Collaboration. Each of these 3 categories has 3 associated skills and the final skill – positive work ethic, integrity and values, sits at the heart of the model. These 10 skills match those in use in our Employability Plus scheme, although the associated definitions and wording are much broader than more typical definitions. This is because our definitions incorporate earlier research conducted by the Institute of Learning and Teaching with staff and students, to understand what it means to be a Changemaker.
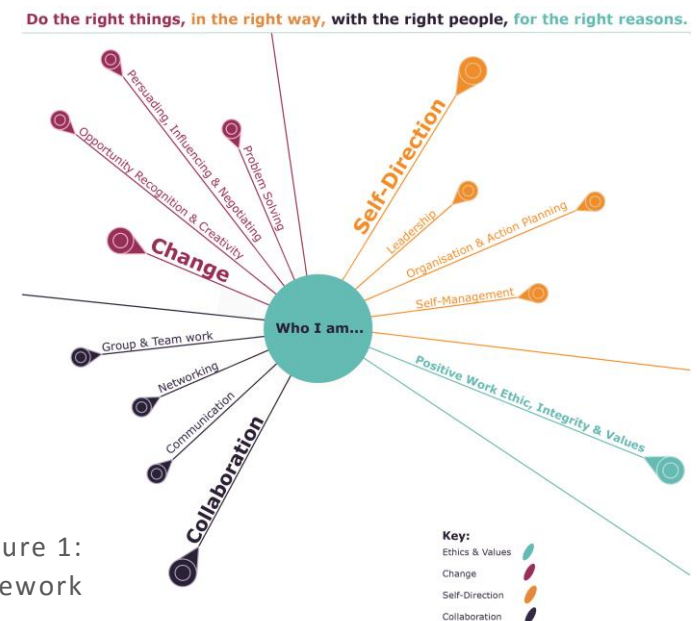

Figure 1:
The ChANGE Framework

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[1] The University of Hull (2012). *A University of Hull Learning Outcomes Tool* in *The University of Hull Quality Handbook 2012.* Hull: University of Hull.

Part 1: Subject Specific Knowledge, Understanding and Skills

	Level 4	Level 5	Level 6	Level 7
	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Coverage of key aspects	Explain fundamental concepts and principles of *the area of study*	Select and explain key aspects which have some complexity and depth and are well-established within *a broad subject base*	Select and explain key aspects which are complex, coherent and detailed and informed by *the academic discipline or area of professional practice*	Select and explain current issues in *the discipline* which are complex, conceptually challenging, and at the forefront of *the academic discipline or area of professional practice*
Underpinning knowledge and understanding	Explain / discuss / utilise the key underlying concepts / principles of *the area of study* which underpin and contextualise the specific issue or task	Make connections / comparisons between key underlying concepts / principles within *the area of study* within a specific context	Successfully extend / apply / critique concepts / principles in *the academic discipline or area of professional practice*	Successfully extend / apply / critique concepts / principles at the forefront of *the academic discipline or area of professional practice* in order to enhance / develop a new line of enquiry / apply in new contexts
Awareness and use of relevant literature / information sources	use/draw on data / information / literature from a prescribed range of sources	use data / information / literature from a largely-prescribed range of sources	identify and select data / information / literature relevant and appropriate to the task from a partially-prescribed range of sources	identify and integrate data / information / literature relevant and appropriate to the task from a range of sources which is at least partly self-determined

	Level 4	Level 5	Level 6	Level 7
Address the Inter-relationships of topics	respond to given inter-relationships between topics and suggest interpretation for a simple situation / context.	identify and respond to inter-relationships between topics and explain / interpret them in relation to a complex situation / context.	Demonstrate understanding of the complex and potentially contradictory nature of static inter-relationships between topics within unspecified and unpredictable situations / contexts.	Demonstrate understanding of the dynamic nature of inter-relationships between topics, including those within incomplete and ambiguous situations / contexts.
Understanding 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 understanding of a range of issues pertinent to the task as outlined; devise a response related to the range of issues inherent in the topic.	Demonstrate 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.
Gathering and processing information	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 e 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.
Making judgments	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.
Building the argument	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.

	Level 4	**Level 5**	**Level 6**	**Level 7**
Application of theory to practice	Interpret aspects of *the topic* within a given context	Apply aspects of *the topic* between specified *subjects/topics; subject and / or professional work areas.*	Apply aspects of *the topic* to a *new / different context* where they identify them as being appropriate.	Apply selected aspects of *the topic* to *a new / different context* in an original way
Quality and standard of expression in English	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.
Referencing	Use academic conventions and reference sources in a consistent pattern in line with guidance provided.	Use academic conventions appropriately for the purpose, topic, situation and audience and reference a range of different types of sources accurately in line with guidance provided.	Use academic conventions appropriately and effectively for the purpose, topic, situation and audience and reference a range of different types of sources accurately in line with standard conventions.	Select and use academic conventions sensitively, appropriately and effectively for the purpose, topic, situation and audience and make effective and accurate use of referencing across a range of different types of sources in line with standard conventions.
Methods of enquiry	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.
Ethics and Legal Issues	Identify the application of principles of ethical / legal 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 ethical / legal issues within own discipline/ role.
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.

	Level 4	Level 5	Level 6	Level 7
Gathering and using Information	Collect, use and explain information / data from a range of sources	Identify, access, use and explain relevant information / data from a range of sources	Identify, access, select, use and comment on relevant information / data from a wide range of resources including current research / academic publications / appropriate primary sources	Identify, access, select, use and evaluate relevant information / data, drawing heavily on current research and academic publications and appropriate primary sources
	and undertake simple and straight-forward research tasks	and develop appropriate research strategies for straight-forward tasks	and competently undertake reasonably straight-forward research tasks	and competently undertake complex research tasks to enable the achievement of aims and desired outcomes.
Working with Numbers	Use suggested numerical approaches or techniques	Select from a range of suggested approaches and techniques	With guidance identify approaches and techniques which are appropriate for purposes and tasks, and use them	With limited guidance identify, select, plan for, use and evaluate numerical approaches and techniques
	to process / describe and interpret data	to analyse / explain / evaluate data.	to analyse / explain/ evaluate data.	to analyse / explain/ evaluate data.
	for given tasks.	Apply to a specific simple / limited context	Apply to a new / different / wider context where they identify them as being appropriate.	Apply selected aspects to a new / different / complex / broad context to enhance the achievement of aims and desired outcomes.

Part 2: Changemaker and Employability Skills

1. Collaboration

On graduation (L6), our students add value to their work through creating and nurturing meaningful links with others.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Awareness and use of skills for collaborative working	demonstrate an understanding of a range of skills and capabilities necessary to work in different collaborative contexts	consider and apply different approaches, skills and/or abilities necessary for working effectively in changing collaborative contexts, demonstrate an understanding of the benefits and difficulties of collaborative working and select a workable solution from a range of suggested strategies	apply and analyse / evaluate different approaches necessary for working effectively in changing collaborative contexts, be able to reflect upon / analyse difficulties arising from collaborative working and successfully identify and implement a workable solution using an identified / adapted strategy	evaluate a complex range of skills and responsibilities in relation to ambiguous collaborative contexts collaborate with diverse roles in different hierarchical structures reflect on own impact within the collaborative context devise and justify use of workable and creative solutions in the light of evidence and appropriate literature
Negotiation within collaborative working	demonstrate an ability to negotiate ways of working within groups / teams, and to value, appreciate and experiment with different roles and approaches to problem-solving, including the skill of effective listening	create successful professional relationships (groups or teams) and engage through the provision of meaningful contributions that evidence the application of collaborative working skills, including that of effective listening and reaching a negotiated decision supported by theory, evidence or argument	create successful professional relationships (groups or teams) and actively / constructively engage through the provision of meaningful contributions that clearly apply collaborative working skills, including that of effective listening before reaching a considered, reflective / analytical decision substantially supported by theory, evidence or argument	support others to create effective networks / manage the networks created by others evaluate stakeholder / partner contributions to inform decisions / outcomes negotiate a workable compromise / consensus that demonstrates understanding and respect for others reflect on your own role / contributions / impact in the context of advanced scholarship / complex professional contexts.

General communication	communicate with a variety of audiences,	communicate with a variety of audiences,	communicate effectively with a variety of audiences,	communicate effectively with a specialist and non-specialist audiences, demonstrating sensitivity to responsibilities and contextual hierarchies
	following guidance as to the style and method of communication appropriate to the audience	selecting from a range of tools and strategies to convey meaning and purpose	selecting the appropriate tool and strategy to convey meaning and purpose	selecting the appropriate tool and strategy to convey meaning and purpose
	Intermediate Award Outcome for CertHE On completion of Level 4, our students work collaboratively, making connections with peers.	**Intermediate Award Outcome for Dip HE** On completion of Level 5, our students create collaboratively through professional connections.	**Ordinary/Honours Degree** On completion of Level 6, our students learn and create effectively and collaboratively through meaningful professional connections with others.	**PG Cert / PG Dip / Masters Degree** At Level 7 our students are capable of using evidence-based approaches to collaborate effectively in complex, diverse and ambiguous situations

1.1 Communication

On graduation (L6) students communicate complex concepts, demonstrating professionalism, empathy and the ability to adapt to different audiences.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
	effectively communicate / argue	accurately, clearly and appropriately communicate / argue and counter-argue	select and use a (range of) format(s) and style(s), including digital and cloud technologies where appropriate to communicate / argue and counter-argue	creatively adapt the format and style / tool and strategy to meet intended outcomes / convey meaning and purpose

Communicate nuances of meaning to influence opinion

Provide an extended argument / justification |
	information / attitudes / ideas in a structured and appropriate written, verbal, visual or digital format that demonstrates an awareness of the purpose, topic and context	information / attitudes / ideas in a range of written, verbal, visual or other digital formats appropriate for the purpose, topic and context	information / attitudes / ideas professionally and empathetically	balance controversy, recognise subjectivity / evidence objectivity in order to manage bias of self / others
	and delivered in such a way as to demonstrate understanding to an identified audience	and delivered in such a way as to demonstrate understanding to academic, specialist and non-specialist audiences	and delivered in such a way as to enable understanding and engagement by academic, specialist and non-specialist audiences	communicate effectively / empathetically with specialist and non-specialist audiences, demonstrate sensitivity to responsibilities and contextual hierarchies
	for a specific purpose, topic, situation.	for a suggested purpose, topic, situation.	for complex concepts, purposes, topics, situations.	pro-actively / autonomously initiate and take responsibility for communicating difficult / complex / unpredictable concepts, purposes, topics, situations

1.2 Group and Teamwork
On graduation (L6) students establish and maintain effective teams; valuing others, meeting challenges and actively reflecting upon the experience.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Performing in a team	perform and function co-operatively in given situations in small groups and teams to meet specified objectives and fulfil own responsibilities.	perform and function effectively / productively and co-operatively in various situations in groups and teams of varying sizes (e.g. course / professional / work / global or virtual contexts) to actively meet specified objectives and fulfil own responsibilities	perform and function effectively / productively and co-operatively in changing and uncertain circumstances within complex group or team situations (e.g. course / professional / work / global or virtual contexts) to identify and meet objectives and actively fulfil own responsibilities.	Perform, function and lead effectively / productively and co-operatively in changing and uncertain circumstances within complex group or team situations (e.g. course / professional / work / global or virtual contexts) Evaluate gaps in team skills and roles, consciously / reflectively adopt uncomfortable roles to enable the team to perform Create effective teams from diverse groups Propose / implement solutions for addressing failure in team contexts / breakdown in team communications
Reflecting on teamworking skills	Consider how to improve teamworking skills	Reflect on / analyse own contributions to the team / group and begin developing strategies to improve teamworking skills	Critically reflect / analyse on own contributions to the team / group and identify appropriate strategies for self- and team-improvement / development	Critically reflect / analyse on own contributions to the team / group and identify appropriate strategies for self- and team-improvement / development Take responsibility for failure in team contexts, where appropriate, to inform future action

Giving and receiving feedback	give and receive simple feedback in ways that are productive and encourage self-development	give and receive simple feedback in ways that are productive and encourage self and others to develop	give and receive detailed feedback in ways that are productive and that enable self and others to develop	Give comprehensive / constructive feedback and feedforward receive and use partial / incomplete / unconstructive feedback and feedforward to inform future practice

1.3 Networking
On graduation (L6) our students proactively connect with others, and exchange ideas to establish mutually beneficial working relationships.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Establish connections within networks / practically explore functions of networks	identify, and explore / participate in at least one relevant networking opportunity or 'mutually beneficial working relationship',	connect with other members of relevant online and physical, internal, external or professional networks	proactively connect with and maintain mutually beneficial working relationships with other members of relevant online / physical / internal / external / professional networks	Initiate / build new networks proactively connect with / maintain mutually beneficial working relationships with other members of relevant online / physical / internal / external / professional / interdisciplinary networks
	establish a physical and/or online presence	establish a physical and/or online presence	establish a professional physical and/or online presence	support others to create effective networks
				manage the networks created by others
		and adopt a variety of roles within that network (or mutually beneficial working relationship)	and demonstrate confidence / professionalism / responsibility when working independently within those networks (or mutually beneficial working relationships)	Promoting confidence / professionalism / responsibility to enable the independent working of others within networks (or mutually beneficial working relationships)
	when working on simple / structured tasks or projects.	when working on complex / structured tasks or projects,	on complex / unstructured tasks or projects,	on complex / unstructured tasks or projects,
		recognise differences in roles and structures and their associated impact on practice	recognise / accommodate differences in roles and structures and their associated impact on practice	actively plan for / design networks to accommodate differences in roles and structures and their associated impact on practice

Explain issues in / aspects of networking	Explain the benefits and importance of networks to self and other members of the network from working as part of a (multidisciplinary) team and analyse these and own contributions drawing on relevant research.	Identify associated opportunities and barriers to self, other members of the network and other identified stakeholders from working effectively as part of a multidisciplinary team and analyse these and own contributions as part of an identified networking strategy, drawing on relevant research and practice.	Identify and analyse associated opportunities and barriers to self, other members of the network and other identified stakeholders from working effectively as part of a multidisciplinary team and critically analyse and evaluate these and own contributions as part of a personalised networking strategy, demonstrating synthesis of research and practice	evaluate associated opportunities and barriers to self, other members of the network and other identified stakeholders from working effectively as part of a multidisciplinary team in complex / ambiguous contexts and critically analyse and evaluate these and own contributions as part of a personalised networking strategy, demonstrating synthesis of research and practice Transfer practice to new contexts Forming / shaping opinions of self and others (within the network), including representing your discipline in multi- / inter-disciplinary contexts

2. Self-Direction

On graduation (L6) our students use evidence, analysis and critical reflection to achieve and encourage others to generate positive, values-driven impact for themselves and their communities.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Analysis of learning / self-development needs	Identify areas for self-development and explore strengths and weaknesses,	Adopt an evidence-based approach to self-development and explore multiple educational and/or professional development opportunities that value self and others	Use evidence, analysis and critical reflection / analysis to enhance self-development as learners and professionals in a variety of contexts, valuing self and others in the process	Use evidence, analysis and critical reflection / analysis to drive / initiate self-development as learners and professionals in a variety of contexts, valuing self and others in the process
		Demonstrate confident engagement in relevant personal and professional communities,	Articulate and evidence their ability to engage meaningfully and confidently with their personal and professional communities,	Justify the approaches taken to promote meaningful / confident engagement with their personal and professional communities,
	through reflecting on / analysing own role, purpose and effect within relevant personal and professional communities	and understanding own agency in the capacity to solve problems showing a clear consideration for ethical concerns	analysing own agency in relation to impact to a given problem/scenario and demonstrating sound ethical behaviour	analysing own agency in relation to impact to a given problem/scenario and demonstrating sound ethical behaviour
				Act autonomously in planning and implementing tasks

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Evidence of work ethic	Undertake personal development planning, taking opportunities for personal growth and challenge, making use of associated support and resources	Approach tasks in a consistent and positive manner, seeking out additional opportunities for growth and self-development	Demonstrate a consistent and positive work ethic that indicates a preparedness to take appropriate risks, explore multiple options and create opportunities for self-development in a purposeful manner.	Demonstrate a consistent and positive work ethic that indicates a preparedness to take appropriate risks, explore multiple options and create opportunities for self-development in a purposeful manner. Anticipate / plan for foreseen challenges / changes, be prepared to address unseen challenges / changes Critical examination of own strengths and weaknesses, recognising failure as a competence and pro-actively approaching approaches to positive self-development to achieve own goals
	Intermediate Award Outcome for CertHE On completion of Level 4, our students use evidence to generate impact for themselves and their communities.	**Intermediate Award Outcome for Dip HE** On completion of Level 5, our students use evidence and reflection to develop themselves and generate positive impact on their work with others.	**Ordinary / Honours Degree** On completion of Level 6, our students use evidence, analysis and critical reflection to achieve and encourage others to generate positive, values-driven impact for themselves and their communities.	**PG Cert / PG Dip / Masters Degree** At Level 7 our students exercise initiative and personal responsibility to achieve and encourage others to generate positive, values-driven impact for themselves and their communities.

2.1 Leadership

On graduation (L6), our students are responsible and accountable decision makers, who apply strategies to inspire others and secure commitment to effect sustainable change.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Analyse own leadership style	Explore ideas on leadership with a view to forming own conceptualisation,	Critique own leadership style and identify areas for self-improvement, drawing on accepted leadership theory and practice	Research opportunities to apply own leadership style / strategy to effect (social / ethical) change in the appropriate context, critiquing accepted leadership theory and practice in the process	Review and adjust own leadership style to accommodate new / changing contextual requirements in an original way Research opportunities to apply own leadership style / strategy to effect (social / ethical) change in the appropriate context, critiquing accepted leadership theory and practice in the process Including some elements which are new / original / unusual and may offer new insights / hypotheses
Initiate own engagement as leaders	Take responsibility for a small-scale leadership role within the cohort / lead a small-scale group-based project	Formulate an idea or problem (and associated delivery plan) for sustainable (social / ethical) change	Design, develop, articulate and lead on a complex project with multiple deliverables, highlighting how to effect sustainable (social / ethical) change using an evidence-based approach	Design, develop, articulate and lead on a complex project with multiple deliverables, highlighting how to effect sustainable (social / ethical) change implementing evidence-based leadership approaches in an original way
Engage others under / with your leadership	Communicate the idea / project and delivery plan to group / team members to agree responsibilities	Communicate the idea / project and delivery plan effectively to identified stakeholders to secure buy-in and commitment	Inspire stakeholders and obtain their commitment to deliver and maintain the identified change(s)	Proactively identify / engage appropriate stakeholders and inspire commitment to deliver and maintain the identified and emergent positive changes

Evaluation of own leadership	recognise appropriate leadership characteristics in relation to self and the context where the student operates	evaluate lessons learned and identify areas for self-improvement	Critically evaluate the leadership role and analyse own strengths and weaknesses in the area of leadership demonstrate accountability for less-successful actions taken explore areas of difficulty and complexity, demonstrate how you would adapt your own behaviour in response to the lessons learned about your own leadership style and approach	Use current discipline / leadership research / literature to evaluate the leadership role and analyse fluctuations in your leadership capabilities / opportunities / effectiveness over time actively pre-empting foreseen difficulties through appropriate contingency planning demonstrate accountability for less-successful actions taken explore areas of difficulty and complexity, demonstrate how you would adapt your own behaviour in response to the lessons learned about your own leadership style and approach
Engage with ethical / legal issues of leadership role	Explore the actual influence and impact of ethical / legal decision-making in a given context	Explore and evaluate the actual and potential influence and impact of ethical / legal decision-making in a given context	Evaluate and critique the ethical / legal position underpinning the decision-making strategy employed in the project	Manage / prioritise conflicting ethical / legal requirements

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2.2 Self Management

On graduation (L6), our students critically reflect on and evaluate their skills, independently and pro-actively plan for personal and professional continuous development, demonstrating perseverance and justifying their approach.

PREFIX …	Level 4	Level 5	Level 6	Level 7
	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Self-analysis	identify and provide valid examples of personal strengths and weaknesses and relate these to developmental needs	analyse personal strengths, weaknesses and developmental needs	critically reflect on / analyse and evaluate personal skills, identify development needs and measure progress against a self-development plan	critically reflect on / analyse and evaluate personal skills, identify development needs and measure progress against a self-development plan including some elements which are new / original / unusual and may offer new insights or hypotheses
Respond to feedback and build into plans	Positively respond to feedback to create and implement a SMART self-development plan to improve performance, Redevelop / refine the plan in the light of changing circumstances sourcing and utilising appropriate resources, strategies / approaches to personal development	Independently, consistently and pro-actively plan for SMART self-development, making clear justifications for priorities based on self-reflection / analysis, evaluation and feedback from valued others to improve performance. Manage multiple challenging and/or shifting expectations whether external or internal in origin demonstrating resilience independently acquiring, utilising and applying multiple, appropriate resources, strategies / approaches. Extend the scope of contribution to enhance outcomes	Review / adapt your personal / professional continuous development in the light of peer and professional review, drawing on multiple sources of information / feedback from valued others to evidence your plan and improve performance. Proactively make allowance for / include solutions for managing uncertainty, challenging / shifting circumstances demonstrating resilience independently acquiring / utilising / applying / critiquing multiple, appropriate resources, strategies and approaches. Extend the scope of contribution to ensure impactful deliverables and enhance outcomes	Review / adapt your personal / professional continuous development in the light of peer and professional review, drawing on multiple sources information / feedback from valued others to evidence and justify your plan and improve performance. Synthesise complex / conflicting feedback in relation to own performance. Proactively make allowance for / include solutions for managing uncertainty, challenging / shifting circumstances demonstrating resilience independently acquiring / utilising / applying / critiquing multiple, appropriate resources, strategies and approaches. Proactively extend the scope of contribution to ensure impactful deliverables and enhance outcomes that demonstrate both perseverance and sensitivity to complex contexts and social nuance

| Monitor and analyse plan and implementation | Monitor and evaluate the effectiveness of your own self-management

Identify whether the plan worked and understand reasons for this | Analyse decisions taken and reflect on what could have been done differently | Critically analyse decisions taken and reflect on what could / should have been done differently and use self-management skills in academic / professional contexts to engender positive and effective change to self and others | Critically evaluate the successful implementation / progress of your plan

Extract constructive lessons from failure / disappointment / difficulty to inform positive change for self and others

in complex / ambiguous academic / professional contexts

Demonstrate resilience in the process |

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2.3 Organisation and Action Planning (L6)

Our graduates (L6) define goals, prioritise and manage complex tasks, evaluate and apply resources and adapt in positive ways to changing circumstances.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Identifying Targets and Approaches	use suggested approaches / techniques / resources to set own targets and objectives in the context of a given task / brief / assessment and plan how to meet them within given deadlines identifying own strengths, limitations and performance in a range of given situations.	identify and critique approaches / techniques / resources for planning / meeting the prioritised requirements of a task / brief / assessment. Identify own competences and limitations / risks drawing from available resources / sources of support.	critically analyse approaches / techniques / resources for planning / meeting the prioritised requirements of a complex task / brief / assessment. Draw from a range of considered options that identify own competences and address identified limitations / risks	Explore evidence-based approaches / techniques / resources for planning / meeting the requirements of an ill-defined / open-ended task / brief / assessment. Exercise initiative and personal responsibility to address challenges beyond currently identified competences
Planning and adapting plans	Plan, implement and adapt learning strategies to overcome difficulties and produce the quality of work required.	Manage a project plan to meet identified goals and deadlines, justify chosen approaches, develop contingency for changing circumstances and show an ability to adapt in positive ways to problems arising, drawing on relevant literature where appropriate.	Adapt to challenges and problems arising, / deviation from the plan / other uncertainties, and take decisive action to ensure successful delivery, drawing on a critical evaluation of literature where appropriate.	Proactively anticipate challenges and problems arising, / deviation from the plan / other uncertainties, and take decisive action to ensure successful delivery, drawing on a critical evaluation of literature.
Reflect on own strengths		Reflect on / analyse own strengths, limitations and performance, identify their implications for other situations.	Reflect on / evaluate own strengths, limitations and performance measured against own judgement criteria and the implications and their relevance for other situations / ongoing personal development.	Reflect on / evaluate own strengths, limitations and performance measured against own and external judgement criteria and the implications and their relevance for other situations / ongoing personal / professional / academic development.

Analyse outcomes of plans and approaches adopted	Make use of received feedback	Identify / consolidate the lessons learned to ensure positive impact on future plans and initiatives	Identify / consolidate the lessons learned to ensure positive impact on future plans and initiatives	Synthesise / extend learning from experience and literature to ensure positive impact on future plans and initiatives
	drawn from a range of (given) (re)sources to support achievement of the task / project / assessment effectively.	reflectively drawing on / analysing feedback received from a variety of sources and draw from a range of (re)sources to support achievement of the task / project / assessment effectively and begin to analyse their relevance / usefulness / value.	effectively drawing on and responding to feedback received from a variety of sources. Apply, analyse, synthesise and critically evaluate a wide range of resources effectively.	accommodating uncertainty / diverse feedback / conflicting views. Self-manage milestones

3. Change

On graduation (L6), our students are socially responsible problem solvers, who apply knowledge of their chosen field to identify, create, promote and manage opportunities for positive change.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Analyse real world contexts and issues	explore relevant real world issues and current socially-engaged projects and their associated impact and reflect on / analyse own roles within society and identify relevant and interesting challenges with which to engage.	investigate real world issues of meaning to self demonstrating awareness of relevant social, ethical and moral issues.	analyse / investigate local / national / international socio-cultural issues demonstrating an informed social awareness / consciousness. Critically consider own spheres of influence.	critically analyse / investigate complex and ill-defined socio-cultural issues in local / national / international contexts identify broader / more specific implications for selected issues across contexts demonstrating a nuanced social awareness / consciousness. Proactively extend own spheres of influence.
Identify & solve problems	Recognise and solve simple / straightforward / structured problems / identify aspects that could be improved.	Explore the practical impact and effectiveness of a range of identified solutions / the chosen solution for straightforward / structured problems including some abstract problems.	Produce appropriate informed decisions in the context of real-world issues / adapt recognised approaches to new problems / contexts and justify chosen solutions and associated decisions to address complex / concrete and abstract problems.	Produce appropriate informed decisions in the context of real-world issues Build on recognised approaches to create new solutions Justify chosen solutions and associated decisions to address complex / concrete and abstract problems. Plan for sustainable / transferable solutions

Identify personal and ethical issues	Identify your capacity to make steps towards this change	Analyse the impact you could have to make this change and your view of the ethical issues involved	Through engagement in social action, demonstrate a clear set of positive personal ethics and their effective implementation Consciously engage with alternative perspectives / conflicting views Justify own ethical stance	Through engagement in social action, demonstrate a clear set of positive personal / professional ethics and their effective implementation Evidence consideration of alternative perspectives / conflicting views Where appropriate, reconsider / challenge own ethical stance
	Intermediate Award Outcome for CertHE On completion of Level 4, our students use their knowledge to identify opportunities for change.	**Intermediate Award Outcome for Dip HE** On completion of Level 5, our students are socially responsible and use their knowledge to manage opportunities for positive change.	**Ordinary / Honours Degree** On completion of Level 6, our students are socially responsible problem solvers, who apply knowledge of their chosen field to identify, create, promote and manage opportunities for positive change.	**PG Cert / PG Dip / Masters Degree** On completion of Level 7, our students can operationalize strategic change, resulting in ethical and sustainable solutions.

3.1 Opportunity Recognition and Creativity (L6)

On graduation (L6), our students apply creative thinking to recognise, create and maximise opportunities, taking unprompted action to foster innovative, practical change.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Identify opportunities	recognise opportunities for positive change and development and use creative thinking to recognise that there are alternatives within a specific / simple / clearly defined / personal context.	recognise opportunities for positive change and development and use creative thinking to consider alternatives within a specified / personal / professional / community contexts.	create opportunities for positive personal and social change and development and use creative thinking to design alternatives within a specified / personal / professional / community contexts where there are elements of unpredictability and complexity.	create opportunities for positive personal and social change and development and use creative thinking to design alternatives within a specified / personal / professional / community contexts where there are elements of unpredictability and complexity.
Explore alternatives	Develop creative and innovative ways to make the most of recognised opportunities, and demonstrate awareness that change usually brings uncertainty.	Develop creative and innovative ways to make the most of recognised opportunities and consider how to utilise alternatives to engender positive change.	Develop creative and innovative ways to make the most of recognised opportunities and evaluate alternative approaches to creative thinking which maximise and engender positive change.	Develop creative and innovative ways to make the most of recognised opportunities and evaluate alternative approaches to creative thinking which maximise and engender positive change. Create alternatives to existing opportunities
Implement change and identify potential risks to sustainability of change?		Identify potentially disruptive factors and discern their relevance and priority, implement positive, practical change within new / different / individual contexts	Identify potentially disruptive factors, discern their relevance and priority and plan to mitigate any ensuing disruption. Exercise initiative to foster innovative, practical change within new / different / individual contexts.	Proactively design to mitigate for / take advantage of / accommodate disruptive factors Exercise initiative to foster innovative, practical change within uncertain / ambiguous contexts. Plan for sustainable / transferable solutions

3.2 Problem-solving, analysis and investigation

On graduation (L6), our students work independently and with others to identify, design and critically evaluate evidence-based ethical and creative solutions to problems.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Identify problems and solutions	Recognise and solve straightforward / defined problems Identify, select and justify approaches to use from a range of both predefined and self-generated solutions	Identify and solve straightforward problems including some abstract problems Identify, select and justify approaches to use from a range of both predefined and self-generated, creative solutions, using clearly defined / accepted problem solving strategies	Identify and solve straightforward / complex / concrete and abstract problems Devise a range of creative alternative solutions that justify a chosen course of action, drawing from / adapting accepted problem solving strategies	Produce appropriate informed decisions in the context of real-world issues Build on recognised approaches to create new solutions. Justify chosen solutions and associated decisions to address complex / concrete and abstract problems. Plan for sustainable / transferable solutions
Solve the problem	Implement a chosen solution to a problem, demonstrating consideration of ethical issues, individually and with others	Implement an ethically sound solution to a (complex) problem, individually and with others	Implement an ethically sound solution to a complex (concrete and abstract) problem, individually and with others	Implement an ethically sound solution to a complex (concrete and abstract) problem, managing conflicting stakeholder requirements
Evaluation of action taken	Evaluate the effectiveness of different problem solving strategies	Critically evaluate both the chosen approaches and solutions to the problem	Critically evaluate the selected approaches and solutions to the problem and propose a refined solution	Systematically evaluate the selected approaches and solutions to the problem and propose a refined solution Plan for sustainability / iterative reuse by abstracting the solution to make it transferable

3.3 Persuading, Influencing and Negotiating

Our graduates (L6) articulate ideas and concepts confidently and knowledgeably to a variety of audiences, demonstrating perseverance to reach consensus and obtain commitment to a shared vision.

	Level 4	Level 5	Level 6	Level 7
PREFIX …	With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
Communicate own views	Articulate core ideas and concepts to their immediate peer group, whether own ideas or summaries from literature	articulate core ideas and concepts to their immediate peer group and to a wider audience / whole cohort supporting arguments with evidence / literature	Articulate core ideas and concepts to a variety of audiences, including external stakeholders where appropriate drawing on evidence / literature to support a given / negotiated position / conclusion	Articulate core ideas and concepts to a variety of audiences, including external stakeholders where appropriate drawing on evidence / literature to support a given / negotiated position / conclusion Communicate nuances of meaning to influence opinion Provide an extended argument / justification communicate effectively / empathetically with specialist and non-specialist audiences, demonstrate sensitivity to responsibilities and contextual hierarchies pro-actively / autonomously initiate and take responsibility for communicating difficult / complex / unpredictable concepts, purposes, topics, situations

Negotiate and engage with alternative views	Recognise that compromise and negotiation may be needed when working with others who hold alternate perspectives	work harmoniously, changing and adapting in response to identified needs for compromise and in response to negotiated outcomes / decisions or consider alternative perspectives and agree a negotiated compromise	Negotiate from a position of unfamiliarity to consider alternative perspective(s), put forward ideas for change and evaluate the effect of the compromise on the project / piece of work / stakeholders or Demonstrate empathy and active listening skills when negotiating to reach a compromise for the benefit of the group / team / society	balance controversy, recognise subjectivity / evidence objectivity in order to manage bias of self / others Negotiate from a position of unfamiliarity to consider alternative perspective(s), put forward ideas for change and evaluate the effect of the compromise on the project / piece of work / stakeholders or Demonstrate empathy and active listening skills when negotiating to reach a compromise for the benefit of the group / team / society Negotiate a pathway to action in situations where compromise / consensus is not possible
Analyse a variety of communication methods	Demonstrate an awareness of the need for different methods of communication for different audiences / needs / purposes	Demonstrate capability with different methods of communication when seeking to influence or persuade others	Evaluate a range of different methods of communicating for change and reflect on / analyse the selected approach	Abstract principles of effective communication for change; proactively plan to embed in own practice Support others to reflect on and develop their ability to persuade and influence others
Act on feedback	Demonstrate an ability to listen and to adapt behaviour in response to feedback	Demonstrate an ability to listen actively and adapt behaviour / plans in response to feedback from a variety of sources	Seek feedback from a variety of sources and demonstrate how behaviour / plans / solutions have been modified in response	Synthesise feedback from a variety of sources, including self-reflection and demonstrate how behaviour / plans / solutions have been modified in response Give comprehensive / constructive feedback and feedforward receive and use partial / incomplete / unconstructive feedback and feedforward to inform future practice

4. Positive Work Ethic, Integrity and Values

The actions and behaviours of our Level 6 students are driven by an awareness of personal and professional values motivating them to achieve positive social impact.

Level 4	Level 5	Level 6	Level 7
With detailed guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:	In relation to the specialised area of study, students will, with minimal / no guidance be able to
describe and/or demonstrate the impact of individual values on own actions	analyse the impact of individual values on the behaviour of self and others	evaluate and reflect on the impact of individual values on the behaviour of self, others and wider society	evaluate and reflect on the impact of individual values on the behaviour of self, others and wider society
express the key professional values for the subject discipline	express the key professional values for the subject discipline	express the key professional values for their subject discipline	express and promote the key professional values for their subject discipline within own networks
select an appropriate strategy to develop identified personal or professional values	identify areas of convergence and divergence between personal and professional values	strengthen areas of personal and professional ethical convergence and develop strategies to address areas of divergence and consider how to change behaviours	strengthen areas of personal and professional ethical convergence and develop strategies to address areas of divergence and consider how to influence change in behaviours of self and others
Take deliberate action to develop new (or strengthen/enhance existing) positive values in both personal and professional contexts	Demonstrate resilience in holding on to positive personal and professional values in challenging situations	Strengthen positive personal and professional values in challenging situations and begin to positively influence others in both contexts	Strengthen positive personal and professional values in challenging situations and begin to positively influence others in both contexts
Reflect on / analyse the ways in which the development of identified values have enabled living with greater integrity	Monitor and reflect on / analyse the ways in which the development of identified values have enabled living with greater integrity	Monitor, reflect on / analyse and refine the ways in which the development of identified values have enabled living with greater integrity	Monitor, reflect on / analyse and refine the ways in which the development of identified values have enabled living with greater integrity
			Evidence consideration of alternative perspectives / conflicting views
			Critique adverse power structures and hierarchies.
			Work to enact institutional change to rectify inequality
			Where appropriate, reconsider / challenge own ethical stance
			Explore how failure has enabled personal and professional self-development
Intermediate Award Outcome for CertHE	**Intermediate Award Outcome for Dip HE**	**Ordinary / Honours Degree**	**PG Cert / PG Dip / Masters Degree**

The actions of our Level 4 students are informed by an awareness of personal values.	The actions and behaviours of our Level 5 students are informed by an awareness of personal and professional values.	The actions and behaviours of our Level 6 students are driven by an awareness of personal and professional values motivating them to achieve positive social impact.	Our Level 7 students are capable of assessing the ethical structures and frameworks in which they operate, taking action to achieve positive social change.

Step-by-step guidance on how to use the COGS Toolkit

1. Collaboration

At the top level, these are the 4 cognate areas of Changemaker and Employability skills, attributes and behaviours at Levels 4-7. Each category has 3 further sub-categories, apart from Positive Work Ethic, Integrity and Values, which has none.

On graduation (L6), our students add value to their work through creating and nurturing meaningful links with others.

The category is followed by a sentence explaining what this skill (sub-)category looks like at Level 6 / upon graduation. While some parts may be familiar, others may not be. This is because the definitions comprise evidence from staff and students as to what it means to be a Changemaker. The same is true for the suggestions below.

	Level 4	Level 5	Level 6
PREFIX …	With comprehensive guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:
Awareness and use of skills for collaborative working			

There is a table for each cognate area and associated sub-category.
Each table in Part 2 of COGS is outlined in a different colour, that maps to the colours used in the ChANGE model. If you do not need a Learning Outcome with a high degree of specificity or detail, you can use the table for the overall cognate area instead. Suggestions here are designed to broadly cover all of the sub-categories.

The table suggests things you might like to think about when writing Employability and Changemaker learning outcomes. The wording suggested emerged from development workshops with staff and projects undertaken by ILT on Changemaker in the Curriculum.

	Level 4	Level 5	Level 6
PREFIX ...	With comprehensive guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:

Each LO should start with the appropriate prefix for the academic level of the module. This shows how student autonomy increases through the duration of their programme as the level of guidance needed should correspondingly decrease.

	Level 4	Level 5	Level 6
PREFIX ...	With comprehensive guidance students will be able to:	With guidance students will be able to:	With limited guidance students will be able to:
Performing in a team	perform and function co-operatively in given situations in small groups and teams to meet specified objectives and fulfil own responsibilities.	perform and function effectively / productively and co-operatively in various situations in groups and teams of varying sizes (e.g. course / professional / work / global or virtual contexts) to actively meet specified objectives and fulfil own responsibilities	perform and function effectively / productively and co-operatively in changing and uncertain circumstances within complex group or team situations (e.g. course / professional / work / global or virtual contexts) to identify and meet objectives and actively fulfil own responsibilities.

The toolkit uses specific colours for words and phrases at a particular level. Where a word or phrase is used again at higher levels, it will be written in the colour of the first level at which it was introduced. Where a phrase is expanded or developed at a higher level, a new colour is introduced to show progression between academic level.

Where appropriate, the skills categories are sub-divided, allowing increased discrimination in terms of LO specificity

Intermediate Award Outcome for CertHE	Intermediate Award Outcome for Dip HE	Honours Degree
On completion of Level 4, our students use evidence to generate impact for themselves and their communities.	On completion of Level 5, our students use evidence and reflection to develop themselves and generate positive impact on their work with others.	On completion of Level 6, our students use evidence, analysis and critical reflection to achieve and encourage others to generate positive, values-driven impact for themselves and their communities.

At the bottom of the tables for the 4 main cognate areas are statements that be used as Intermediate Award Outcomes for Cert HE and Dip HE. It is not necessary to write these for each of the sub-skills.

Framework for Higher Education Qualification Level Descriptors 4-7

Drawn from: http://www.qaa.ac.uk/en/Publications/Documents/Framework-Higher-Education-Qualifications-08.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.

The Foundation Degree is an example of a qualification that meets, in full, the expectations of the qualification descriptor (and the *Foundation Degree qualification benchmark*)[2].

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).

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[2] The *Foundation Degree qualification benchmark* (2004) can be accessed at: www.qaa.ac.uk/reviews/foundationDegree/benchmark/FDQB.asp

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.