

SECTION 2

ANGLIA RUSKIN UNIVERSITY AWARDS

(A) List of Anglia Ruskin Awards

2.1 Anglia Ruskin University confers the following awards:

2.1.1 Undergraduate

Award Title	Nomenclature
Bachelors Degree with Honours (commonly referred to as an “Honours Degree”), using only the following designations:	
Bachelor of Arts with Honours	BA (Hons)
Bachelor of Science with Honours	BSc (Hons)
Bachelor of Engineering with Honours	BEng (Hons)
Bachelor of Optometry with Honours	BOptom (Hons)
Bachelor of Osteopathy with Honours	BOst (Hons)
Bachelor of Laws with Honours	LLB (Hons)
Bachelors Degree (commonly referred to as an “Ordinary Degree”), using only the following designations:	
Bachelor of Arts	BA
Bachelor of Science	BSc
Bachelor of Engineering	BEng
Bachelor of Optometry	BOptom
Bachelor of Laws	BOst
Graduate Diploma	Grad Dip
Graduate Certificate	Grad Cert
Professional Graduate Certificate in Education	PGCE (level 6)
Foundation Degree, using only the following designations:	
Foundation in the Arts	FdA
Foundation in the Sciences	FdSc
Foundation in Engineering	FdEng
Diploma of Higher Education	Dip HE
Higher National Diploma	HND
University Diploma	Univ Dip
Certificate of Higher Education	Cert HE
Higher National Certificate	HNC
Certificate of Education	Cert Ed
University Certificate	Univ Cert
Access Certificate	Acc Cert

2.1.2 Taught Postgraduate

Award Title	Nomenclature
Master's Degree, using only the following designations:	
Master of Arts	MA
Master of Science	MSc
Master of Business Administration	MBA
Master of Research	MRes
Master of Laws	LLM
Master of Fine Art	MFA
Master of Surgery	MCh
Master of Architecture	MArch
Master of Teaching & Learning	MTL
Master of Optometry	MOptom
Postgraduate Diploma	PG Dip
Postgraduate Certificate	PG Cert
Postgraduate Certificate in Education	PGCE (level 7)
Integrated Taught Master's Degree, using only the following designations:	
Master of Design	MDes
Master of Engineering	MEng
Master of Law	MLaw
Master of Osteopathy	MOst

2.1.3 Research Degrees

Award Title	Nomenclature
Doctor of Philosophy	PhD
Doctor of Philosophy by published work	PhD
Doctor of Business Administration	DBA
Doctor of Education	EdD
Doctor of Medicine by published work	MD
Doctor of Medicine by Research	MD (Res)
Master of Philosophy	MPhil
Master of Philosophy by published work	MPhil
Postgraduate Diploma in Professional Research	PG Dip Prof
Professional Master's	MProf
Professional Doctorate	DProf ³

³ A full list of approved Professional Doctorate programmes is contained in the *Research Degrees Regulations* at www.anglia.ac.uk/researchregs

2.1.4 Higher Doctorates

Award Title	Nomenclature
Doctor of Letters	DLitt
Doctor of Science	DSc
Doctor of Technology	DTech
Doctor of Laws	LLD

2.1.5 Honorary Degrees

Award Title	Nomenclature
Master of Arts	Hon MA
Master of Science	Hon MSc
Doctor of Arts	Hon DA
Doctor of Letters	Hon DLitt
Doctor of Laws	Hon LLD
Doctor of Science	Hon DSc
Doctor of Technology	Hon DTech
Doctor of Business Administration	Hon DBA
Doctor of Education	Hon EdD
Doctor of Theology	Hon DTh
Doctor of Health Sciences	Hon DHSc
Doctor of Music	Hon DMus
Honorary Fellowship	

(B) Definitions

These Academic Regulations incorporate the following definitions:

“Credit”

2.2 Credit is an educational currency. It measures the notional learning hours required to undertake a module, based on the ratio of 1 credit to 10 notional learning hours. Successful completion of a module leads to the award of an approved volume of credit at a prescribed level as set out in Regulation 2.26 (these parameters are known as a module’s credit rating). Credits are accumulated as students progress through their period of study. Full-time undergraduate students normally take modules with a total value of 120 credits in one academic year. The volume of credit accumulated by full-time postgraduate students varies in relation to their period of study which may be less than one academic year.

“Modules”

2.3 A **module** is a discrete body of learning leading to specified learning outcomes which are formally assessed. Student achievement in a module is assessed either by fine grading or on a pass/fail basis. Assessment normally takes place within, or at the end of, the period in which the module is delivered, unless an exception to this principle for a specific module, course or student cohort has been agreed at the approval stage and subsequently by the Senate (or a committee of the Senate acting on its behalf). A module is managed by a **Module Leader** who may be supported by one or more **Module Tutors**.

- 2.4 The academic content, intended learning outcomes and assessment methods for a module are summarised on a **Module Definition Form (MDF)**. MDFs are formally approved during the Course (Re)Approval and/or Curriculum Revisions processes.
- 2.5 All modules are placed into one of the following types (for a description of each type, see the Notes of Guidance on completion of the MDF at www.anglia.ac.uk/qau):
- standard;
 - placement;
 - theory practice;
 - major project.
- 2.6 A placement module incorporates placement activity e.g. supervised work experience, a sandwich year or a period of language study abroad. A placement module is **either** additional to the normal credit requirement for a course (in which case it is normally not formally assessed) **or** is included within the credit requirement for a course (in which case it is normally a compulsory module). A placement module is **either** assessed according to published assessment criteria (with the student awarded credit at the appropriate level and volume) **or** is not assessed in cases where the module is designed solely to define a volume of placement activity (with the student awarded “P credit” on successful completion of that activity). The credit status and assessment arrangements for a placement module within a particular course are applied equally to all students taking the module.
- 2.7 A module is categorised as either a **compulsory** or **optional module** when it is identified as a constituent module of a particular course (for a definition of these categories see the definition for “course”, Regulations 2.9 and 2.10).
- 2.8 A module may also be placed into one of the following categories:
- a **pre-requisite module** is one which a student must take and pass (or be awarded credit for) before proceeding to another specified module;
 - a **co-requisite module** is one for which a student can enrol only if concurrently enrolled for one or more other specified modules (both/all modules are normally taken at the same time);
 - a **restricted module** is one which for reasons such as law, safety, client protection or professional requirements may be taken only by students registered for a particular course;
 - an **excluded module** is one which may not be taken in combination with one or more other modules.

“Courses”

- 2.9 A **course** comprises an approved range of modules designed to prepare students for a named award. A student studying for such an award must be registered for the appropriate course. Each course is assigned an approved **course title** designed to reflect the course’s curriculum content. A course contains a prescribed set of **compulsory** and **optional modules** whose interrelationship is consistent with the design principles set out in the Academic Regulations and is defined on a Course Specification Form. A **compulsory module** is one which a student is required to take and pass (or is awarded credit for) in order to qualify for the named award for which the student is registered. **Optional modules** are those contained within a list of modules from which a student selects and passes (or is awarded credit for) a specified number and at a specified level(s) in order to qualify for the named award and award title. A course is managed by a **Course Leader**. A course is

assigned to a single **Course Group** for the purpose of curriculum management and delivery.

- 2.10 The **Course Specification Form** (CSF) contains a definitive statement of the intended learning outcomes (see below for a definition of “learning outcomes”, Regulations 2.25 and 2.35) arising from successful completion of a particular course. The CSF summarises the constituent modules for the course, the learning and teaching methods that enable students to achieve the course learning outcomes, and the assessment methods that enable students to demonstrate their achievement. The CSF is formally approved during the academic approval process and an extract must be published to students in the appropriate Student Handbook.

“Course Group”

- 2.11 A **Course Group** is the generic term for a group of educationally-related courses which have been combined to provide an intermediate level of curriculum management. The identification of a named Course Group enables an academic department to manage consistently and efficiently the learning experience of significant numbers of students registered for the constituent courses, some of which may be delivered in a number of locations. Course Groups have a variety of substructures, ranging from clusters of small, normally cognate courses that can sensibly be managed as a single unit, to a single large course with an alternative substructure. A Course Group is managed by a **Deputy Head of Department**.

“Awards”

- 2.12 An **award** is the qualification (e.g. BA (Hons), BA, Dip HE, FdA, MSc, PGCE) conferred by Anglia Ruskin University on a student on successful completion of a period of study (see Regulation 2.1).
- 2.13 A **named award** is the generic term for a particular award and an approved course title associated with that award (e.g. BSc (Hons) [award] Forensic Science [course title]). Anglia Ruskin University does not confer unnamed awards.
- 2.14 An **integrated taught Master’s degree** (e.g. MDes, MEng, MLaw, MOst) is awarded after full time study equivalent to at least four academic years, of which full time study equivalent to at least one academic year is at level 7 (see also Regulation 2.42). In this way, study at Bachelors level is integrated with study at Master’s level and the course is designed to meet in full the level 6 and level 7 generic learning outcomes set out in Regulations 2.61 and 2.67. Such an award is an integrated 1st and 2nd cycle award under the Bologna Process. *[N.B. This definition is based on Chapter A1: The National Level (section 1) of the QAA’s UK Quality Code for Higher Education (December 2011)].*
- 2.15 A **framework award** is the generic term for a named award which is available in certain circumstances to students who have failed to satisfy the credit requirements of the course for which they are registered. A framework award may be available at both undergraduate and postgraduate level.
- 2.16 The structure and content of a framework award is designed to ensure that it is available to the widest possible student constituency within the Faculty. In certain Faculties it is appropriate to develop a single framework award (but separate awards at undergraduate and postgraduate level) as the alternative award available to students registered for most courses within the Faculty. In other Faculties it is more appropriate to develop a limited number of framework awards as the alternative award available to students registered for designated courses covering broad subject areas within the Faculty.
- 2.17 Admission of a student to a framework award is formally considered and approved by the Anglia Ruskin Awards Board, on the recommendation of the Faculty Student Review Subcommittee (see Regulations 8.26 - 8.29).

- 2.18 A framework award is **not** available to students who are not registered for a course leading to an Anglia Ruskin award and, for this reason, a framework award is not advertised in the Anglia Ruskin University Prospectus, UCAS documentation or any other external information source. However, applicants for admission with prior learning (APCL/APEL) can be admitted to a framework award when the applicant holds insufficient specific credit for admission to any other Anglia Ruskin course and award.
- 2.19 An **intermediate award** is conferred on a student who, having originally registered for a course leading to a higher award, has not completed that course for whatever reason including:
- academic failure;
 - preclusion from the award for disciplinary or professional reasons;
 - voluntary withdrawal for personal, health or other reasons.
- 2.20 An intermediate award is conferred only if a student has satisfied all the specific credit requirements for a designated stage within a course leading to a named award. An intermediate award bears the title of the original award (unless a professional, statutory or regulatory body (PSRB) requires otherwise).
- 2.21 An Ordinary Degree may be conferred on a student as an intermediate award only if the student has failed, for whatever reason, to complete all the credit requirements for an Honours degree but has otherwise achieved at least 300 credits (including at least 60 credits at level 6) as prescribed in the CSF for a named award.
- 2.22 A student on whom an Anglia Ruskin intermediate award has been conferred may not apply for re-admission to Anglia Ruskin University to gain an Honours degree under the provisions of a framework award (see Regulation 2.15).
- 2.23 A student on whom an intermediate award has been conferred may subsequently apply to register for a course leading to a higher award (which may or may not be the course for which the student originally registered), subject to the following conditions:
- evidence of ability to benefit from the study involved and to contribute to the learning experience of other students;
 - satisfaction of the admissions criteria for the course concerned at the time of re-registration, including an assessment of any proposed admission with prior learning and compliance with the maximum accredited prior learning (APCL) which may be claimed as the basis for such admission under Section 4 of the Academic Regulations;
 - re-registration and payment of the appropriate fee.
- 2.24 A **staged award** is conferred on a student at a defined point within the period of study for a higher award. It is conferred on successful completion of a subset of the specific credit requirements for the higher award on the understanding that the student is immediately proceeding to the higher award without re-registration. Staged awards are conferred only to satisfy a PSRB requirement (documentary evidence of which must be provided when the course is initially approved) and are not awarded in any other circumstances.

“Academic Standards”

- 2.25 Anglia Ruskin University uses **learning outcomes** to define academic standards and the level of student achievement. Learning outcomes describe at a threshold level the knowledge, understanding, affective and transferable skills which students are expected to demonstrate on successful completion of a period of learning. Within Anglia Ruskin University’s modular curriculum structure, learning outcomes are expressed for both courses and modules. Student achievement of the learning outcomes for individual

modules collectively contributes to student achievement of the learning outcomes of the course for which they are registered.

2.26 **Level** is an indicator of the academic standard at which a module is delivered and assessed. Level is also used to define the academic standard of an Anglia Ruskin award in terms of the knowledge, understanding and skills that an award holder is expected to demonstrate on successful completion of the associated course.

2.27 These Academic Regulations recognise the following five levels within the curriculum⁴:

Level 3	Higher education access level
Level 4	Equivalent to first year full-time undergraduate standard
Level 5	Equivalent to second year full-time undergraduate standard
Level 6	Equivalent to third and final year full-time undergraduate standard
Level 7	Equivalent to postgraduate taught standard, assuming Honours degree competencies

“Mode of Study”

2.28 Students’ **mode of study** is the basis on which they are registered for a course, namely:

- as a *full time* student registered to complete an award within the minimum period of registration, as prescribed in the Academic Regulations. A full-time undergraduate student normally takes modules with a total value of 120 credits in one academic year (180 credits in an extended academic year for a full-time postgraduate student). In doing so the students normally takes modules totalling 60 credits per semester⁵. With the prior approval of the appropriate Director of Studies, a full-time undergraduate or postgraduate student may take modules totalling 75 credits per semester⁶ **solely** and explicitly in order to accommodate re-assessment with attendance or retake or replacement modules for which, in all cases, a student has enrolled under the Regulations governing re-assessment: see Regulations 6.74-6.88 of these Academic Regulations). In exceptional cases (including cases where a student has been admitted to a particular course with prior certificated learning), and with the prior approval of the appropriate Director of Studies, a student may take modules totalling 75 credits per semester for reasons related to the personal circumstances of the student;
- as a *part time* student registered to complete an award within the maximum period of registration, as prescribed in the Academic Regulations. A part-time undergraduate student, takes modules with a total value of up to a maximum of 90 credits in one academic year (up to a maximum of 135 credits in an extended academic year for a part-time postgraduate student). In doing so the student normally takes modules totalling 45 or 60 credits in any one semester.

2.29 With the approval of the Dean of the appropriate Faculty (or nominee), students may register at Anglia Ruskin University to enrol for taught modules for which credit is awarded on successful completion but which by themselves do not lead to an Anglia Ruskin award. Such students are known as Associate Students or Visiting Students for which the following definitions apply:

⁴ Anglia Ruskin’s levels of study map directly to Levels 3-7 in *Chapter A1: The National Level (section 1)* of the QAA’s *UK Quality Code for Higher Education* (December 2011)

⁵ Under a trimester delivery pattern a full-time undergraduate student takes modules totalling 120 credits a year with a minimum of 30 and a maximum of 60 credits per trimester

⁶ Or modules totalling up to 150 credits a year under a trimester delivery pattern

- an *Associate Student* is a student admitted to Anglia Ruskin University to enrol for one or more taught modules up to and including a credit value of 90 credits, taking all elements of the assessment process for which credit is awarded on successful completion. An Associate Student is a registered student in a named Faculty (but is not registered for an Anglia Ruskin award). Associate Students are subject to Anglia Ruskin University's general entry requirements and are required to demonstrate that they have appropriate academic qualifications and/or experience to undertake the proposed modules. The Faculty is required to provide this evidence to the Admissions Office before enrolment takes place. An Associate Student who has accumulated 90 credits and who wishes to register for a course leading to an Anglia Ruskin award, must satisfy the specific entry requirements for that course and, in doing so, may submit an admission with prior learning application, based on the 90 credits already achieved. The normal processes for admission with prior learning are followed in such circumstances (see Section 4 of the Academic Regulations). The admission of all Associate Students is subject to the approval of the Dean of the appropriate Faculty (or a designated alternate). Also see Regulation 3.38;
- a *Visiting Student* is a student registered for an award at a higher education institution abroad who is admitted to Anglia Ruskin University for a semester, trimester, academic year or any other delivery pattern approved by the Senate to enrol for one or more taught modules, taking all elements of the assessment process for which credit is awarded on successful completion. A Visiting Student is a registered student in a named Faculty (but is not registered for an Anglia Ruskin award). In certain cases Visiting Students are admitted under a formal agreement between Anglia Ruskin University and an international Associate College or under the ERASMUS programme (or a similar programme). The admission of all Visiting Students is subject to the approval of the Dean of the appropriate Faculty (or a designated alternate).

2.30 All Associate Students and Visiting Students have access to the same services and facilities as other students and are governed by appropriate regulations within each Section of these Academic Regulations. Modules available to Associate Students and Visiting Students may be limited in certain circumstances e.g. in the case of Visiting Students by the terms of Anglia Ruskin University's agreement with the international Associate College.

"Transfer, Withdrawal and Discontinuation"

- 2.31 The **Transfer** of a student from one course to another is student initiated and is not the result of a decision to discontinue a student from a course. A student may request the transfer from one course to another under Regulations 8.35 - 8.39.
- 2.32 **Withdrawal** from a course is student initiated (and can occur for a variety of reasons) or is the consequence of persistent non-engagement without explanation (ie: a student is deemed by Anglia Ruskin to have withdrawn if there has been poor or no engagement and no communication from the student or a response to attendance monitoring messages⁷). Withdrawal is not an outcome of the assessment process.
- 2.33 **Discontinuation** is a Tier 2 (Awards Board) assessment outcome and is therefore only relevant after academic failure. A student is discontinued when it is no longer possible to continue to study towards the intended award (eg: the student has exhausted all available re-take and/or replacement modules). The consequence of discontinuation may be admission to an alternative course or a Framework Award, the conferment of an intermediate award or termination of the student's registration at Anglia Ruskin University.

⁷ Students for whom there is no record of engagement with Anglia Ruskin during weeks 3-9 of a learning and teaching period (eg: Semester or Trimester) and who have not responded to official communications are automatically withdrawn by the Academic Registrar in week 10 of the appropriate learning and teaching period.

(C) General Principles of the Undergraduate and Postgraduate Curriculum

2.34 These general principles reflect Anglia Ruskin University's broad approach to curriculum design and development and inform the detailed design principles which follow (see Section 3 of these Academic Regulations).

Academic Standards

2.35 Anglia Ruskin's curriculum structure uses learning outcomes to define academic standards and the level of student achievement. Specifically:

- the primary level of student achievement is expressed in terms of intended learning outcomes at **course** level;
- intended learning outcomes at **module** level collectively contribute to student achievement of intended learning outcomes at course level⁸;
- intended learning outcomes at module level define a threshold level of learning which all students who successfully complete the module are expected to demonstrate. Module learning outcomes are developed with reference to Anglia Ruskin University's Level Descriptors (levels 3-7), approved by the Senate (November 2006, updated September 2008 and June 2011). Many students demonstrate learning above the threshold level. Such learning is calibrated in Anglia Ruskin University's generic assessment criteria and marking standards (see the *Senate Code of Practice on the Assessment of Students*) which may be customised by Faculties and/or Departments for modules within a particular subject area.

An Awards Framework

2.36 Anglia Ruskin's curriculum structure contains an awards hierarchy. Specifically:

- Anglia Ruskin's named awards are based on student achievement of clearly defined credit volumes at prescribed levels;
- attainment of credit which is insufficient to achieve a named award is recognised through provision of an academic transcript summarising a student's achievement in individual modules.

University-Wide Regulatory Framework

2.37 Anglia Ruskin's curriculum structure ensures the comparability of academic standards across its named awards by applying a single set of Academic Regulations applies to all students registered in all Faculties and at all delivery points.

Curriculum Structure

2.38 Anglia Ruskin's curriculum structure is modular and requires students to demonstrate their progression through levels of knowledge and understanding. Specifically:

- courses lead to a named award and comprise modules of a standard size or multiples thereof;
- each course has a structured framework which prescribes compulsory and optional modules;

⁸ A maximum total of four learning outcomes are identified for a 15 credit module and a maximum total of six learning outcomes for modules with a larger credit volume

- there are five levels of student learning and achievement in terms of the module (see Regulation 2.27);
- the levels are defined through Anglia Ruskin University's Level Descriptors (levels 3-7);
- academic standards at each level are set and maintained through module-specific assessment criteria, related to module learning outcomes, to determine student achievement.

Credit Accumulation

2.39 Anglia Ruskin's curriculum structure is based on the accumulation of credit during a student's period of study. Specifically:

- a student who successfully completes a module is awarded a mark of at least 40% and the associated volume and level of credit;
- failure in a module can be retrieved by re-assessment or the retaking or replacement of modules within prescribed limits, as defined in the Academic Regulations and the appropriate CSF (see Section 6 of these Academic Regulations);
- in certain circumstances and within prescribed limits (see Section 6 of these Academic Regulations) compensation is permitted for a failed module within an undergraduate course. Compensation requires evidence of academic strength at a clearly defined level elsewhere within a student's period of study;
- credit volume for a module is based on the notional learning hours required for successful completion of the module, using the ratio 15 credits for 150 notional learning hours;
- the accreditation of prior certificated learning (APCL) and the accreditation of prior experiential learning (APEL) are recognised within prescribed limits, as defined in the Academic Regulations (see Section 4 of these Academic Regulations).

Transparency and Flexibility

2.40 Anglia Ruskin's curriculum structure is transparent and flexible. It provides opportunities for students to select optional modules from a designated range available within their course, as defined in the Academic Regulations. Specifically:

- Anglia Ruskin University's Anglia Ruskin's Academic Regulations are widely available to all students;
- Anglia Ruskin University and course-specific Student Handbooks provide guidance and advice to students, enabling them to make full use of the positive features of Anglia Ruskin's curriculum structure;
- students are permitted to vary their rate of learning within prescribed limits, as defined in the Academic Regulations;
- students are permitted to change courses and/or modules within prescribed limits, as defined in the Academic Regulations.

(D) Curriculum Structure

2.41 A course must contain a prescribed set of modules to fulfil the credit requirements for an Anglia Ruskin award as detailed in the following table.

2.42 The exceptions detailed in the footnotes to the table below are for consideration and use during the design and developmental stages of a course only. Once a course has been approved, the credit requirements prescribed in the CSF apply in all cases and cannot be altered without further approval.

Award	Total Credit for Award (minimum) ⁹	Level 3	Level 4	Level 5	Level 6	Level 7
	(i)	(ii)	(iii)	(iv)	(v)	(vi)
Honours Degree ¹⁰	360 ¹¹		120	120	120	
Ordinary Degree ¹⁰	300		120	120	60	
Foundation Degree ¹⁰	240		120	120		
Diploma of Higher Education ¹⁰	240		120	120		
Higher National Diploma ¹⁰	240		120	120		
Higher National Certificate ¹⁰	120		90	30		
Certificate of Education ¹⁰	120		60	60		
Certificate of Higher Education	120		120			
Professional Graduate Certificate in Education (PGCE: Level 6)	120				120 ¹²	
Graduate Diploma	90-120				90-120	
Graduate Certificate	60-75				60-75	
University Diploma	60-120			60-120		
University Certificate	60-105		60-105			
Access Certificate	60-120	60-120				
Master's Degree (self-standing 2 nd cycle award under the Bologna Process)	180					180 ¹³
Master's Degree (integrated 1 st and 2 nd cycle award under the Bologna Process) ¹⁰	480		120	120	120	120
Postgraduate Diploma	120					120 ¹³
Postgraduate Certificate	60					60 ¹³
Postgraduate Certificate in Education (PGCE: Level 7)	60					60

⁹ Exceptions that exceed the total credit limit of all Anglia Ruskin's awards (see column (i) above) may be granted at the academic approval stage, providing the minimum requirements detailed above are still satisfied. Such exceptions are initially highlighted to the relevant Faculty Management Team and the Corporate Management Team's Curriculum Planning Group at the planning approval stage and are subject to final Senate approval on an individual basis

¹⁰ The normal structure of these awards comprises credits from more than one level. Exceptionally and subject to Senate approval on an individual basis at the academic approval stage, the sub-totals of credit for each level indicated in the above table may be less than stated, with the reduced amount replaced by the same volume of credit from a **higher** level(s) (notwithstanding the other permitted variations detailed below)

¹¹ An Honours degree can comprise up to 480 credits for the purposes of (i) language courses containing a one year period of study abroad and (ii) courses containing a work placement sandwich year. The additional 120 credits are designated as "P" credits (see Regulation 2.6)

¹² May include up to 45 credits at level 7

¹³ May include no more than 30 credits at level 6 within this total

- 2.43 With certain exceptions, the postgraduate curriculum is structured into Stages corresponding to the following awards:

Stage One	Postgraduate Certificate (incorporating the Certificate in Management Studies - CiM)
Stage Two	Postgraduate Diploma (incorporating the Diploma in Management Studies - DMS)
Stage Three	Master's Degree

- 2.44 The Postgraduate Certificate in Education (Level 7) is a single stage award.
- 2.45 Some courses leading to an undergraduate award are approved as **Extended** courses. The CSF for an extended course includes additional modules of up to a maximum of 120 level 3 credits which is studied by students registered for the course in an additional academic year at the beginning of the course prior to the study of level 4 modules.

(E) Academic Standard of Anglia Ruskin Awards¹⁴

- 2.46 The academic standard of an Anglia Ruskin award is defined in terms of the knowledge, understanding and skills that an award holder is expected to be able to demonstrate on successful completion of the associated course. Learning outcomes are used to describe appropriate levels of knowledge, understanding and skills for each award.
- 2.47 The academic standard of an Anglia Ruskin award is also defined through the credit requirements set out in Regulation 2.42. These requirements are expressed in terms of the volume and level of credit which a student must accumulate during their period of study for a particular award.
- 2.48 Anglia Ruskin University's awards framework has been developed to reflect the expectations of *Chapter A1: The National Level (section 1)* of the QAA's *UK Quality Code for Higher Education* (December 2011) and is reviewed periodically by the Senate to ensure currency with that framework, thereby ensuring that the standards of Anglia Ruskin University's awards are comparable to those conferred by other UK higher education institutions.

Awards at Level 3 (access)

- 2.49 The following generic learning outcomes apply to all awards at level 3:

2.49.1 *Knowledge and Understanding*

- (a) Development of knowledge and understanding (subject specific)
- Knowledge base: the learner has a given factual and theoretical knowledge base regarding the area being studied
 - Ethical issues: the learner is able to relate knowledge to personal beliefs and values

¹⁴ These Academic Regulations apply only to taught courses leading to an Anglia Ruskin award at levels 3-7. Separate Regulations apply to Anglia Ruskin University's research degrees, including the definition of academic standards for those awards, available at www.anglia.ac.uk/researchregs

2.49.2 *Intellectual (thinking), Practical, Affective and Transferable Skills*

(a) Intellectual skills (generic)

- Analysis: the learner can analyse straightforward data with guidance using given classifications/principles
- Synthesis: the learner can collect and sort ideas and information in a predictable and standard format
- Evaluation: the learner can evaluate data using defined techniques and tutor guidance
- Application: the learner can apply given tools/methods under supervision to well defined problems and identify basic issues

(b) Practical skills (subject specific)

- Application of skills: the learner can operate in predictable, defined contexts requiring use of a limited range of standard techniques
- Autonomy in skill use: the learner is able to act effectively under guidance or supervision within defined guidelines

(c) Affective and transferable skills (generic)

- Group working: the learner can work effectively as a member of a team and recognise obligations to others for example, tutors, peers, and colleagues
- Learning resources: the learner can work within a defined context and can use and access a range of learning resources
- Self-evaluation: the learner can identify own strengths and weakness within given criteria
- Management of information: the learner can manage information and collect appropriate data from given sources and undertake simple supervised research tasks
- Autonomy: the learner can engage in self-directed activity with appropriate support
- Communications: the learner can communicate in a format appropriate to the task and report in a clear and concise manner
- Problem solving: the learner can apply given tools/methods under supervision to well defined problems and identify basic issues
- Adaptation to context: the learner undertakes a given and clearly defined role
- Performance: the learner undertakes given performance tasks that may be complex
- Team and organisational working: the learner adapts own behaviour to meet obligations to others
- Ethical awareness and application: the learner has an awareness of the ethical issues in the main areas of study

2.50 *Access Certificate (Access Cert)*

2.50.1 A student on whom an Access Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.49.

2.50.2 The credit requirements for an Access Certificate are defined in Regulation 2.42.

2.50.3 An Access Certificate is not classified.

2.50.4 An Access Certificate has no intermediate awards.

2.50.5 An Access Certificate cannot be conferred as an intermediate award within any other award.

Awards at Level 4 (undergraduate)

2.51 The following generic learning outcomes apply to all awards at level 4:

2.51.1 *Knowledge and Understanding*

- (a) Development of knowledge and understanding (subject specific)
- Knowledge base: the learner has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology
 - Ethical issues: the learner can demonstrate awareness of ethical issues in current areas of study and is able to discuss these in relation to personal beliefs and values

2.51.2 *Intellectual (thinking), Practical, Affective and Transferable Skills*

- (a) Intellectual skills (generic)
- Analysis: the learner can analyse with guidance using given classifications/principles
 - Synthesis: the learner can collect and categorise ideas and information in a predictable and standard format
 - Evaluation: the learner can evaluate the reliability of data using defined techniques and/or tutor guidance
 - Application: the learner can apply given tools/methods accurately and carefully to a well-defined problem and begin to appreciate the complexity of the issues
- (b) Practical skills (subject specific)
- Application of skills: the learner can operate in predictable, defined contexts that require use of a specified range of standard techniques
 - Autonomy in skill use: the learner is able to act with limited autonomy, under direction or supervision, within defined guidelines
- (c) Affective and transferable skills (generic)
- Group working: the learner can work effectively with others as a member of a group and meet obligations to others (for example, tutors, peers, and colleagues)
 - Learning resources: the learner can work within an appropriate ethos and can use and access a range of learning resources
 - Self-evaluation: the learner can evaluate own strengths and weakness within criteria largely set by others
 - Management of information: the learner can manage information, collect appropriate data from a range of sources and undertake simple research tasks with external guidance
 - Autonomy: the learner can take responsibility for own learning with appropriate support
 - Communications: the learner can communicate effectively in a format appropriate to the discipline(s) and report practical procedures in a clear and concise manner

- Problem solving: the learner can apply given tools/methods accurately and carefully to a well-defined problem and begins to appreciate the complexity of the issues in the discipline
- Adaptation to context: the learner relates own role to specified and externally defined parameters
- Performance: the learner undertakes performance tasks that may be complex and non-routine engaging in self-reflection
- Team and organisational working: the learner works effectively with others and recognises the factors that affect team performance
- Ethical awareness and application: the learner demonstrates an awareness of ethical issues and is able to discuss these in relation to personal beliefs and values

2.52 *University Certificate (Univ Cert)*

2.52.1 A student on whom a University Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.51.

2.52.2 The credit requirements for a University Certificate are defined in Regulation 2.42.

2.52.3 A University Certificate is not classified.

2.52.4 A University Certificate has no intermediate awards.

2.52.5 A University Certificate cannot be conferred as an intermediate award within any other award.

2.53 *Certificate of Higher Education (Cert HE)*

2.53.1 A student on whom a Certificate of Higher Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.51.

2.53.2 The credit requirements for a Certificate of Higher Education are defined in Regulation 2.42.

2.53.3 A Certificate of Higher Education is classified as pass, merit or distinction.

2.53.4 A Certificate of Higher Education has no intermediate awards.

2.53.5 A Certificate of Higher Education can be conferred as an intermediate award for successful completion of a designated stage within a Diploma of Higher Education, Foundation Degree, Ordinary Degree, Honours Degree or an Integrated Taught Master's Degree.

2.54 *Higher National Certificate (HNC)*

2.54.1 A student on whom a Higher National Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.51.

2.54.2 The credit requirements for a Higher National Certificate are defined in Regulation 2.42.

2.54.3 The particular focus of a Higher National Certificate is the development of knowledge and skills which are work related and vocationally relevant and which include appropriate employer links.

2.54.4 A Higher National Certificate is classified as pass, merit or distinction.

2.54.5 A Higher National Certificate has no intermediate awards.

2.54.6 A Higher National Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Higher National Diploma.

Awards at Level 5 (undergraduate)

2.55 The following generic learning outcomes apply to all awards at level 5:

2.55.1 *Knowledge and Understanding*

- (a) Development of knowledge and understanding (subject specific)
- Knowledge base: the learner has a detailed knowledge of major theories of the discipline(s) and an awareness of a variety of ideas, contexts and frameworks
 - Ethical issues: the learner is aware of the wider social and environmental implications of area(s) of study and is able to debate issues in relation to more general ethical perspectives

2.55.2 *Intellectual (thinking), Practical, Affective and Transferable Skills*

- (a) Intellectual skills (generic)
- Analysis: the learner can analyse a range of information with minimum guidance using given classifications/principles and can compare alternative methods and techniques for obtaining data
 - Synthesis: the learner can reformat a range of ideas and information towards a given purpose
 - Evaluation: the learner can select appropriate techniques of evaluation and can evaluate the relevance and significance of the data collected
 - Application: the learner can identify key elements of problems and choose appropriate methods for their resolution in a considered manner
- (b) Practical skills (subject specific)
- Application of skills: the learner can operate in situations of varying complexity and predictability requiring application of a wide range of techniques
 - Autonomy in skill use: the learner is able to act with increasing autonomy, with reduced need for supervision and direction, within defined guidelines
- (c) Affective and transferable skills (generic)
- Group working: the learner can interact effectively within a team/ learning group, giving and receiving information and ideas and modifying responses where appropriate
 - Learning resources: the learner can manage learning resources for the discipline and can develop working relationships of a professional nature within the discipline(s)
 - Self-evaluation: the learner can evaluate own strengths and weakness, challenge received opinion and develop own criteria and judgement

- Management of information: the learner can manage information and can select appropriate data from a range of sources and develop appropriate research strategies
- Autonomy: the learner can take responsibility for own learning with minimum direction
- Communications: the learner can communicate effectively in a manner appropriate to the discipline(s) and report practical procedures in a clear and concise manner in a variety of formats
- Problem-solving: the learner can identify key areas of problems and choose appropriate tools/methods for their resolution in a considered manner
- Adaptation to context: the learner identifies external expectations and adapts own performance accordingly
- Performance: the learner undertakes complex and non-routine performance tasks and analyses performance of self and others and suggests improvements
- Team and organisational working: the learner interacts effectively within a team, giving and receiving information and ideas and modifying responses where appropriate. The learner recognises and ameliorates situations likely to lead to conflict
- Ethical awareness and application: the learner is aware of personal responsibility and professional codes of conduct

2.56 *Higher National Diploma (HND)*

2.56.1 A student on whom a Higher National Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.55.

2.56.2 The credit requirements for a Higher National Diploma are defined in Regulation 2.42.

2.56.3 The particular focus of a Higher National Diploma is the development of knowledge and skills which are work related and vocationally relevant and which include appropriate employer links.

2.56.4 A Higher National Diploma is classified as pass, merit or distinction.

2.56.5 The Higher National Certificate is an intermediate award for successful completion of a designated stage within the Higher National Diploma.

2.56.6 A Higher National Diploma cannot be conferred as an intermediate award within any other award.

2.57 *University Diploma (Univ Dip)*

2.57.1 A student on whom a University Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.55.

2.57.2 The credit requirements for a University Diploma are defined in Regulation 2.42.

2.57.3 A University Diploma is not classified.

2.57.4 A University Diploma has no intermediate awards.

2.57.5 A University Diploma cannot be conferred as an intermediate award within any other award.

2.58 *Certificate of Education (Cert Ed)*

2.58.1 A student on whom a Certificate of Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.55.

2.58.2 The credit requirements for a Certificate of Education are defined in Regulation 2.42.

2.58.3 The award of a Certificate of Education is reserved for courses whose curriculum is substantially based on the study of education.

2.58.4 A Certificate of Education is classified as pass, merit or distinction.

2.58.5 A Certificate of Education has no intermediate awards.

2.58.6 A Certificate of Education cannot be conferred as an intermediate award within any other award.

2.59 *Diploma of Higher Education (Dip HE)*

2.59.1 A student on whom a Diploma of Higher Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.55.

2.59.2 The credit requirements for a Diploma of Higher Education are defined in Regulation 2.42.

2.59.3 A Diploma of Higher Education is classified as pass, merit or distinction.

2.59.4 The Certificate of Higher Education is an intermediate award for successful completion of a designated stage within the Diploma of Higher Education.

2.59.5 A Diploma of Higher Education can be conferred as an intermediate award for successful completion of a designated stage within an Ordinary Degree, Honours degree or an Integrated Taught Master's Degree.

2.60 *Foundation Degree (FdA, FdSc, FdEng)*

2.60.1 A student on whom a Foundation Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.55.

2.60.2 The credit requirements for a Foundation Degree are defined in Regulation 2.42.

2.60.3 The particular focus of a Foundation Degree is the development of skills and knowledge relevant to the workplace. Its design must be consistent with the core structure and content developed by Anglia Ruskin University for all Anglia Ruskin Foundation Degrees.

2.60.4 The award of a Foundation in the Arts (FdA) is reserved for courses whose curriculum is substantially based on business studies, art and design, the arts and humanities and areas of social sciences.

2.60.5 The award of a Foundation in the Sciences (FdSc) is reserved for courses whose curriculum is substantially based on science, mathematics, technology and their applications.

2.60.6 The award of a Foundation in Engineering (FdEng) is reserved for courses whose curriculum is substantially based on engineering and its applications.

2.60.7 A Foundation Degree is classified as pass, merit or distinction.

2.60.8 The Certificate of Higher Education is an intermediate award for successful completion of a designated stage within a Foundation Degree.

2.60.9 A Foundation Degree cannot be conferred as an intermediate award within any other award.

Awards at Level 6 (undergraduate)

2.61 The following generic learning outcomes apply to all awards at level 6:

2.61.1 *Knowledge and Understanding*

(a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has a comprehensive/detailed knowledge of a major discipline(s) with areas of specialisation in depth and an awareness of the provisional nature of knowledge
- Ethical issues: the learner is aware of personal responsibility and professional codes of conduct, where applicable, and can incorporate a critical ethical dimension into the learner's work
- Sustainability: the learner has the awareness and ability to apply their knowledge and understanding and work with others to take action which promotes the principles of sustainability

2.61.2 *Intellectual (thinking), Practical, Affective and Transferable Skills*

(a) Intellectual skills (generic)

- Analysis: the learner can analyse new and/or abstract data and situations without guidance, using a range of techniques appropriate to the subject
- Synthesis: with minimum guidance the learner can transform abstract data and concepts towards a given purpose and can design novel solutions
- Evaluation: the learner can critically evaluate evidence to support conclusions/recommendations, reviewing its reliability, validity and significance and can investigate contradictory information/ identify reasons for contradictions
- Application: the learner is confident and flexible in identifying and defining complex problems and can apply appropriate knowledge and skills to their solution

(b) Practical skills (subject specific)

- Application of skills: the learner can operate in complex and unpredictable contexts, requiring selection and application from a wide range of innovative or standard techniques
- Autonomy in skill use: the learner is able to act autonomously, with minimal supervision or direction, within agreed guidelines

(c) Affective and transferable skills (generic)

- Group working: the learner can interact effectively within a team/ learning/professional group, recognise, support or be proactive in leadership, negotiate in a professional context and manage conflict
- Learning resources: with minimum guidance the learner can manage own learning using full range of resources for the discipline(s) and can work professionally within the discipline
- Self-evaluation: the learner is confident in application of own criteria of judgement and can challenge received opinion and reflect on action and can seek and make use of feedback
- Information management: the learner can select and manage information, competently undertake reasonably straightforward research tasks with minimum guidance
- Autonomy: the learner can take responsibility for own work and can criticise it
- Communications: the learner can engage effectively in debate in a professional manner and produce detailed and coherent project reports
- Problem solving: the learner is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge, tools/methods to their solution
- Adaptation to context: the learner locates his/her own role within poorly defined and/or flexible contexts requiring a level of autonomy
- Performance: the learner seeks and applies new techniques and processes to his/her own performance and identifies how these might be evaluated
- Team and organisational working: the learner works effectively within a team, supports or is proactive in leadership, negotiates in a professional context and manages conflict. The learner proactively seeks to resolve conflict
- Ethical awareness and application: the learner is aware of personal responsibility and professional codes of conduct and incorporates this into their practice
- Sustainability: the learner has developed the attitudes and skills to make informed decisions that reflect care, concern and responsibility for themselves, for others and the environment, now and in the future

2.62 *Graduate Certificate (Grad Cert)*

- 2.62.1 A student on whom a Graduate Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.61.
- 2.62.2 The credit requirements for a Graduate Certificate are defined in Regulation 2.42.
- 2.62.3 A Graduate Certificate is not classified.
- 2.62.4 A Graduate Certificate has no intermediate awards.
- 2.62.5 A Graduate Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Graduate Diploma.

2.63 *Graduate Diploma (Grad Dip)*

- 2.63.1 A student on whom a Graduate Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.61.

- 2.63.2 The credit requirements for a Graduate Diploma are defined in Regulation 2.42.
- 2.63.3 A Graduate Diploma is not classified.
- 2.63.4 The Graduate Certificate is an intermediate award for successful completion of a designated stage within a Graduate Diploma.
- 2.63.5 A Graduate Diploma cannot be conferred as an intermediate award within any other award.

2.64 *Professional Graduate Certificate in Education (PGCE: Level 6)*

- 2.64.1 A student on whom a Professional Graduate Certificate in Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.61.
- 2.64.2 The credit requirements for a Professional Graduate Certificate in Education are defined in Regulation 2.42.
- 2.64.3 The award of a Professional Graduate Certificate in Education is reserved for courses whose curriculum is substantially based on education studies and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.64.4 A Professional Graduate Certificate in Education is classified as pass, merit or distinction.
- 2.64.5 A Professional Graduate Certificate in Education has no intermediate awards.
- 2.64.6 A Professional Graduate Certificate in Education cannot be conferred as an intermediate award within any other award.

2.65 *Ordinary Degree (BA, BSc, LLB, BOptom, BEng)*

- 2.65.1 A student on whom an Ordinary Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.61.
- 2.65.2 The credit requirements for an Ordinary Degree are defined in Regulation 2.42.
- 2.65.3 The award of a Bachelor of Arts (BA) is reserved for courses whose curriculum is substantially based on business studies, art and design, the arts and humanities and areas of social sciences.
- 2.65.4 The award of a Bachelor of Science (BSc) is reserved for courses whose curriculum is substantially based on science, mathematics, technology, certain areas of business and management and their applications.
- 2.65.5 The award of a Bachelor of Laws (LLB) is reserved for courses whose curriculum is the specialised study of law.
- 2.65.6 The award of a Bachelor of Optometry (BOptom) is reserved for courses whose curriculum is the specialised study of optometry and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.65.7 The award of a Bachelor of Engineering (BEng) is reserved for courses whose curriculum is substantially based on engineering and its application.
- 2.65.8 An Ordinary Degree is classified as pass, merit or distinction.

- 2.65.9 The Certificate of Higher Education and Diploma of Higher Education are intermediate awards for successful completion of designated stages within an Ordinary Degree.
- 2.65.10 An Ordinary Degree can be conferred as an intermediate award for successful completion of a designated stage within an Honours Degree and an Integrated Taught Master's Degree.
- 2.66 *Honours Degree (BA (Hons), BSc (Hons), LLB (Hons), BOptom (Hons), BOst (Hons), BEng (Hons))*
- 2.66.1 A student on whom an Honours Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.61.
- 2.66.2 The credit requirements for an Honours Degree are defined in Regulation 2.42.
- 2.66.3 The award of a Bachelor of Arts with Honours (BA (Hons)) is reserved for courses whose curriculum is substantially based on business studies, art and design, the arts and humanities and areas of social sciences.
- 2.66.4 The award of a Bachelor of Science with Honours (BSc (Hons)) is reserved for courses whose curriculum is substantially based on science, mathematics, technology, certain areas of business and management and their applications.
- 2.66.5 The award of a Bachelor of Laws with Honours (LLB (Hons)) is reserved for courses whose curriculum is the specialised study of law.
- 2.66.6 The award of a Bachelor of Optometry with Honours (BOptom (Hons)) is reserved for courses whose curriculum is the specialised study of optometry and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.66.7 The award of a Bachelor of Osteopathy with Honours (BOst (Hons)) is reserved for courses whose curriculum is the specialised study of osteopathy and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.66.8 The award of a Bachelor of Engineering with Honours (BEng (Hons)) is reserved for courses whose curriculum is substantially based on engineering and its application.
- 2.66.9 An Honours Degree is classified as first, upper second, lower second or third class honours.
- 2.66.10 The Certificate of Higher Education, Diploma of Higher Education and an Ordinary Degree are intermediate awards for successful completion of designated stages within an Honours Degree.
- 2.66.11 An Honours Degree can be conferred as an intermediate award for successful completion of a designated stage within an Integrated Taught Master's Degree.

Awards at Level 7 (postgraduate)

2.67 The following generic learning outcomes apply to all awards at level 7:

2.67.1 *Knowledge and Understanding*

- (a) Development of knowledge and understanding (subject specific)

- Knowledge base: the learner has depth and systematic understanding of knowledge in specialised/applied areas and across areas and can work with theoretical/research-based knowledge at the forefront of their academic discipline
- Ethical issues: the learner has the awareness and ability to manage the implications of ethical dilemmas and work proactively with others to formulate solutions
- Sustainability: the learner has the awareness and ability to apply critically their knowledge and understanding and work with others to take proactive action which promotes the principles of sustainability
- Disciplinary methodologies: the learner has a comprehensive understanding of techniques/methodologies applicable to their own work (theory or research-based)

2.67.2 *Intellectual (thinking), Practical, Affective and Transferable Skills*

(a) Intellectual skills (generic)

- Analysis: the learner with critical awareness can undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively
- Synthesis: the learner with critical awareness, can synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of their discipline/practice
- Evaluation: the learner has a level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches
- Application: the learner can demonstrate initiative and originality in problem solving and can act autonomously in planning and implementing tasks at a professional or equivalent level, making decisions in complex and unpredictable situations

(b) Practical skills (subject specific)

- Application of skills: the learner can operate in complex and unpredictable, possibly specialised contexts, and has an overview of the issues governing good practice
- Autonomy in skill use: the learner is able to exercise initiative and personal responsibility in professional practice
- Technical expertise: the learner has technical expertise, performs smoothly with precision and effectiveness and can adapt skills and design or develop new skills or procedures for new situations

(c) Affective and transferable skills (generic)

- Group working: the learner can work effectively with a group as leader or member. Can clarify task and make appropriate use of the capacities of group members and is able to negotiate and handle conflict with confidence
- Learning resources: the learner is able to use full range of learning resources
- Self-evaluation: the learner is reflective on own and others' functioning in order to improve practice
- Management of information: the learner can competently undertake research tasks with minimum guidance
- Autonomy: the learner is independent and self-critical learner, guiding the learning of others and managing own requirements for continuing professional development

- Communications: the learner can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently
- Problem solving: the learner has independent learning ability required for continuing professional study, making professional use of others where appropriate
- Adaptation to context: the learner autonomously adapts performance to multiple contexts
- Performance: the learner autonomously implements and evaluates improvements to performance drawing on innovative or sectorial best practice
- Team and organisational working: the learner works effectively with multiple teams as leader or member, clarifies and makes appropriate use of the capacities of team members resolving likely conflict situations before they arise
- Ethical awareness and application: the learner incorporates a critical dimension to their practice, managing the implications of ethical dilemmas and works proactively with others to formulate solutions
- Sustainability: the learner has developed the attitudes and skills and is able to apply their knowledge to make informed decisions and take actions that reflect care, concern and responsibility for themselves, for others and the environment, now and in the future

2.68 *Postgraduate Certificate in Education (PGCE: Level 7)*

- 2.68.1 A student on whom a Postgraduate Certificate in Education is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.67.
- 2.68.2 The credit requirements for a Postgraduate Certificate in Education are defined in Regulation 2.42.
- 2.68.3 The award of Postgraduate Certificate in Education is reserved for courses whose curriculum is substantially based on education studies and includes the confirmation of Qualified Teacher Status (QTS) by the relevant PSRB.
- 2.68.4 A Postgraduate Certificate in Education is not classified.
- 2.68.5 A Postgraduate Certificate in Education has no intermediate awards.
- 2.68.6 A Postgraduate Certificate in Education cannot be conferred as an intermediate award within any other award.

2.69 *Postgraduate Certificate (PG Cert)*

- 2.69.1 A student on whom a Postgraduate Certificate is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.67.
- 2.69.2 The credit requirements for a Postgraduate Certificate are defined in Regulation 2.42.
- 2.69.3 A Postgraduate Certificate is not classified.
- 2.69.4 A Postgraduate Certificate has no intermediate awards.

2.69.5 A Postgraduate Certificate can be conferred as an intermediate award for successful completion of a designated stage within a Postgraduate Certificate in Education, Postgraduate Diploma or Master's Degree.

2.70 *Postgraduate Diploma (PG Dip)*

2.70.1 A student on whom a Postgraduate Diploma is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.67.

2.70.2 The credit requirements for a Postgraduate Diploma are defined in Regulation 2.42.

2.70.3 A Postgraduate Diploma is classified as pass, merit or distinction.

2.70.4 The Postgraduate Certificate is an intermediate award for successful completion of a designated stage within a Postgraduate Diploma.

2.70.5 A Postgraduate Diploma can be conferred as an intermediate award for successful completion of a designated stage within a Master's Degree.

2.71 *Taught Master's Degree (MA, MSc, MBA, LLM, MOptom, MRes, MFA, MCh, MTL, MArch)*

2.71.1 A student on whom a taught Master's Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.67. Although such students are expected to demonstrate each of the generic learning outcomes, certain Masters degrees may focus on particular aspects and may require students to demonstrate specific levels of knowledge, understanding and/or skills within the generic learning outcomes.

2.71.2 The credit requirements for a taught Master's Degree are defined in Regulation 2.42.

2.71.3 The award of a Master of Arts (MA) is reserved for courses whose curriculum is substantially based in art and design, the arts and humanities and areas of social sciences.

2.71.4 The award of a Master of Science (MSc) is reserved for courses whose curriculum is substantially based on science, mathematics, technology, certain areas of business and management and their applications.

2.71.5 The award of a Master of Business Administration (MBA) is reserved for courses whose curriculum is substantially based on business and/or management studies. The award is professional and practice related in character and, therefore, students are normally expected to have appropriate work experience prior to commencing their studies.

2.71.6 The award of a Master of Laws (LLM) is reserved for courses whose curriculum is the specialised study of law.

2.71.7 The award of a Master of Optometry (MOptom) is reserved for courses whose curriculum is the specialised study of optometry.

2.71.8 The award of a Master of Research (MRes) is reserved for courses whose curriculum is the specialised study of research methodology.

2.71.9 The award of a Master of Fine Art (MFA) is reserved for courses whose curriculum is the specialised study of fine art.

- 2.71.10 The award of a Master of Surgery (MCh) is reserved for courses whose curriculum is the specialised study of surgery.
- 2.71.11 The award of Master of Teaching and Learning (MTL) is reserved for courses in the Faculty of Health, Social Care & Education whose curriculum follows the syllabus prescribed by the relevant PSRB.
- 2.71.12 The award of Master of Architecture (MArch) is reserved for courses whose curriculum is the specialised study of architecture.
- 2.71.13 A taught Master's Degree is classified as pass, merit or distinction.
- 2.71.14 The Postgraduate Certificate and Postgraduate Diploma are intermediate awards for successful completion of a designated stage within a taught Master's Degree.
- 2.71.15 A taught Master's Degree cannot be conferred as an intermediate award within any other award.

2.72 *Integrated Taught Master's Degree (MDes, MEng, MLaw, MOst)*

- 2.72.1 A student on whom an integrated taught Master's Degree is conferred is expected to be able to demonstrate achievement of learning outcomes that reflect those listed in Regulation 2.67. Although such students are expected to demonstrate each of the generic learning outcomes, certain Masters degrees may focus on particular aspects and may require students to demonstrate specific levels of knowledge, understanding and/or skills within the generic learning outcomes.
- 2.72.2 The credit requirements for an Integrated Taught Master's Degree are defined in Regulation 2.42.
- 2.72.3 The award of a Master of Design (MDes) is reserved for courses whose curriculum is the specialised study of design.
- 2.72.4 The award of a Master of Engineering (MEng) is reserved for courses whose curriculum is the specialised study of engineering and its applications and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.72.5 The award of a Master of Law (MLaw) is reserved for courses whose curriculum is the specialised study of law and legal practice and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.72.6 The award of a Master of Osteopathy (MOst) is reserved for courses whose curriculum is the specialised study of osteopathy and leads to recognition by the relevant professional, statutory and regulatory body.
- 2.72.7 The Certificate of Higher Education, Diploma of Higher Education, an Ordinary Degree and an Honours Degree are intermediate awards for successful completion of designated stages within an Integrated Taught Master's Degree.
- 2.72.8 An Integrated Taught Master's Degree cannot be conferred as an intermediate award within any other award.