

**REPUBLIC OF RWANDA**



**HIGHER EDUCATION COUNCIL  
P.O.BOX 6311 KIGALI**

**RWANDAN NATIONAL QUALIFICATIONS FRAMEWORK  
FOR HIGHER EDUCATION**

**Revised June 2007**

## PREFACE

I am delighted to introduce you to the Handbook for the Rwandan National Qualifications Framework for Higher education. The Handbook sets out the key principals of the Rwandan National Qualifications Framework for Higher Education. It will prove invaluable for all those with an interest in Rwandan higher education qualifications and learning.

Rwanda's social and economic development is invariably linked with our higher education learning and training provision. The Rwandan Qualifications Framework can help all higher education students to reach their full potential by signposting progression routes from the Certificate in Higher Education to the Doctorate. It will also enable higher education institutions to provide a range of qualifications to ensure that education and training provision is matched to Rwandan economic and labour market needs for a skilled and educated worker force. This will enable us to maximise our skills capacity, and therefore our ability to achieve sustainable development, while creating lifelong learning opportunities.

The Rwandan National Qualifications Framework and the associated Code of Practice will support our institutions of higher education in providing programmes of learning that are fit for purpose and internationally credible. It will ensure that all our higher education programmes provide students with opportunities to gain graduate competencies and skills as well as subject knowledge. All higher education qualifications in Rwanda will have to conform to the requirements of the Rwandan National Qualifications Framework and demonstrate that they are meeting the requirements of the Code of Practice. Substandard provision, wherever it is found, will be closed down.

The introduction of the Rwandan Higher education Qualifications Framework and the associated Code of Practice mark our commitment to ensuring that Rwandan higher education meets internationally recognised standards whilst ensuring that programmes of learning are geared to meeting the social and economic needs of Rwanda. It will play a critical role in enabling institutions of higher education to provide programmes of learning that truly meet the needs of learners and the Nation.

Dr Jeanne d'Arc Mujawamariya  
Minister of Education  
June 2007



## CONTENTS

<b>1. Introduction</b> .....	3
<b>3. Structure of Taught Awards</b> .....	5
3.1 Credit Weighting.....	5
3.2 Modules.....	5
3.3 Semesters.....	6
3.4 Levels of Study.....	6
3.3 Acceptance of an Award.....	6
<b>4 Undergraduate Credit Accumulation and Modular Scheme</b> .....	7
3.1 Major and minor pathways.....	8
3.2 Projects.....	9
3.4 Progression.....	9
<b>4. Taught Post-Graduate Modular Framework</b> .....	10
<b>5. Research and Professional Higher Degrees</b> .....	11
APPENDIX 2: Qualification Level Descriptors.....	15
APPENDIX 3: Requirements for Awards, Distinctions and Classifications.....	21

# QUALIFICATIONS FRAMEWORK FOR HIGHER EDUCATION INSTITUTIONS

## 1. INTRODUCTION

The Qualifications Framework sets out the requirement for the awards of institutions of higher education in Rwanda. The core of the system is a Credit Accumulation and Modular Scheme (CAMS). The Qualification Framework will enable awards to be benchmarked to internationally recognised standards. Academic quality assurance systems will be put in place to ensure that all programmes are developed and delivered in conformity with this Framework.

Two measures are used to locate qualifications within the Qualifications Framework: the level of learning outcomes to be achieved, and the volume of the programmes in terms of student credit. The Framework has 7 Levels. Changes in level are marked by changes in factors such as:

- knowledge and understanding – complexity and depth;
- professional practice (the range and sophistication of applied knowledge and understanding and the extent to which it can be applied in unfamiliar circumstances);
- generic cognitive skills - e.g. analysis, evaluation and critical skills;
- communication, numeracy and IT skills;
- Autonomy, self-reliance, the ability to take responsibility, the ability to work with others and the ability to judge and take action to satisfy one's further learning needs.

Level 1 corresponds to the first year of a full-time undergraduate course, Level 2 to the second year, Levels 3 and 4 cover the third year and Level 5 corresponds to the fourth and final year; Level 6 is masters-level work and Level 7 is doctoral.

This Framework includes awards and pathways which may not currently be offered by a given institution but which are nationally agreed as awards which may be offered in Rwanda. The awards currently offered by a particular institution shall be specified in an Appendix to the *General Academic Regulations* of that institution.

## 2. THE AVAILABLE AWARDS

All awards, with the exception of masters and doctoral degrees *by research* (where offered) are credit-based. The awards that may be offered are set out in Appendix 1.

Table 1 set out the framework for awards, including the minimum credit and level of credit for each award. Appendix 2 outlines the generic qualification descriptors.

**Table 1 – Qualifications: Credit Accumulation and Modular Scheme<sup>1</sup>**

<u>Undergraduate</u>	<u>Level</u>	<u>Credit</u>	<u>Year</u> (u/g full time)
Certificate of HE	1	120 at Level 1	1
Diploma in HE	2	240: 120 Level 1 +120 Level 2	2
Advanced Diploma in HE	3	300: 120 Level 1 +120 Level 2 + 60 Level 3	3 Sem. 1
Ordinary Degree	4	360: 120 Level 1 +120 Level 2 + 60 Level 3 + 60 Level 4	3 Sem. 2
Ordinary Degree with Honours	5	480: 120 Level 1 +120 Level 2 + 60 Level 3 + 60 Level 4 + 120 Level 5	4
<b><u>Postgraduate</u></b>			
Postgraduate Certificate	6	Minimum 60 at Level 6	
Postgraduate Diploma	6	Minimum 120 at Level 6	
Masters (following an integrated programme from undergraduate to Masters Level study)	6	Minimum 600, with min 120 at Level 6	
MA/MSc (name of programme)	6	180 with a minimum of 140 at Level 6	
MA/MSc by Learning Contract	6	180 with a minimum of 140 at Level 6	
MPhil/MRes by Research	6	Not credit rated	
MRes (named subject)		180 credits with a minimum of 140 at Level 6	
MPhil /MLitt (named subject)	6	240 credits with a minimum of 200 at Level 6	
Prof M	6	360 Level 6	
MPhil (subject not named)	6	Not credited rated – degree by research	
PhD	7	Not credited rated – degree by research	
Prof D	7	Minimum 540 with a minimum 420 at Level 7	

<sup>1</sup> Within the table, at any Level, credit at a higher Level may be substituted for the minimum credit required at that Level to achieve an award

<b>Post Experience/ CPD</b>		
CPD Certificate	1	20 Credits at Level 1
CPD Diploma	2	20 credits at Level 2
CPD Advanced Diploma	3	20 credits at Level 3
CPD Graduate Diploma	4/5	20 credits at Level 4/5
CPD Post-Graduate Certificate	6	20 credits at Level 6

Institutions may also offer *Certificates of Credit* for short courses covering less than twenty credits. These should be validated in the normal manner and should state the number and level of credits involved. Institutions may wish to validate a CPD Certificate (etc) for whose achievement these Certificates of Credit may be accumulated.

Some undergraduate degrees, such as the Bachelor of Medicine and Surgery, may last for more than four years full time and require the study of more than 480 credits. At least their final taught year shall still be at Level 5, and the validated programme document shall specify (a) how the remaining credits are divided between the years of the degree and (c) on what basis the honours classification is calculated.

### **3. STRUCTURE OF TAUGHT AWARDS**

#### **3.1 Credit Weighting**

Modules are valued in terms of credit. One credit is equated to 10 hours of notional student learning effort. One academic year of full-time undergraduate study is equivalent to 120 credits. One calendar year of full-time postgraduate study is equivalent to 180 credits. Two academic years of full time postgraduate study are equivalent to 240 credits. Where they are offered, the M Prof is studied over two calendar years and is equivalent to 360 credits and the Prof D is studied over three calendar years and is equivalent to 540 credits. The number of credits is worked out on the basis of the amount of time that an ‘average’ learner at a specified level might be expected to take to achieve the outcomes. No credits are earned if the learning outcomes are not achieved.

#### **3.2 Modules**

Academic study shall be organised into modules based on a declared number of credits. Ten-, fifteen- and twenty-credit modules shall be the norm for undergraduate modules, representing respectively 100, 150 and 200 hours of notional learning effort, though other credit weightings may be accepted. All modules shall be taught and assessed at a single level.

### **3.3 Semesters**

The academic year shall be divided into two semesters of 15 weeks which shall normally consist of twelve weeks of learning and teaching, one week for revision and consolidation and two weeks during which examinations etc. take place. Academic work and assessments will be carried out within the semester in which the module is taught and completed, unless the module runs over two semesters in the same academic year. The long vacation will be used by full-time students on one-year taught Masters Degrees to do their dissertations. (For part-time students the year may be divided into three 15-week semesters.)

### **3.4 Levels of Study**

Modules in undergraduate programmes shall normally be offered at one of five Levels (Level 1, Level 2, Level 3, Level 4 or Level 5). Modules in postgraduate masters programmes will normally be offered at Level 6 but, subject to students achieving the minimum number of credits required at that level, these degrees may include some modules at Level 5. Doctoral programmes that are credit-weighted, where offered, will be mainly at Level 7 but may include some modules rated at Level 6.

Staff teaching at Level 5 or above must normally be engaged in research and/or consultancy in their area(s) of specialisation. All other academic staff should also be engaged in at least some degree of scholarly activity to ensure that they are up to date with the cutting edge of knowledge and methods of enquiry in their subject/discipline.

### **3.3 Acceptance of an Award**

If an undergraduate student accepts an award below Honours degree level, this will not preclude the student from re-enrolling and completing a subsequent level of the award. (If the student has been awarded a lower qualification than the one for which he or she originally enrolled because of failure to progress, a year must normally elapse before re-enrolment is permitted.)

#### **4. UNDERGRADUATE CREDIT ACCUMULATION AND MODULAR SCHEME**

All undergraduate programmes are based on the Credit Accumulation and Modular Scheme as outlined above. Entry to programmes of study in the scheme will be based on the institution's Admission Policy and General Entrance Requirement. Students may study full-time or part-time, on campus, at the workplace, by distance learning or by a combination of delivery modes.

Normally a student will study for a minimum of 3 years and a maximum of 4 years full-time for an Ordinary Degree and a minimum of 4 years and a maximum of 5 years full time for a Bachelors Degree with Honours. (There will be exceptions to these rules, such as the Bachelor of Medicine and Surgery.) A part-time student will normally study for a minimum of 4 years and a maximum of 5 years for an Ordinary Degree and a minimum of 6 years and a maximum of 7 years for a Bachelors Degree with Honours. (On some programmes, part-time students may be allowed to study for three 15-week semesters a year, and the minimum and maximum study times would then be reduced.) A student may apply for an extended period of registration and this will not normally be refused. However, there can be no guarantee that a particular programme will remain in approval indefinitely.

Some institutions and/or programmes may set a minimum level of performance at Levels 3 and/or 4 which is required for progression to Level 5.

All undergraduate honours degree programmes may provide opportunities for students to exit with the following awards:

- Certificate of Higher Education
- Diploma in Higher Education
- Advanced Diploma in Higher Education
- Ordinary Degree
- Bachelor Degree with Honours

Where a qualification implies a licence to practice, however – for example, in education degrees, medical degrees or counselling qualifications – the award shall be given a different 'subject name' if it does not include this licence.



## 4.1 Major and minor pathways

Degree and Honours Degree programmes will either be:

- Specialist (single Honours or integrated multi-disciplinary degrees); or
- Combined (major/minor, joint, triple minor, negotiated), where the choice of subject combinations is made by the student, subject to availability and timetabling restrictions.

All programmes may have approved single honours, major, joint and minor pathways, as allowed by the Regulations of the particular institution.

- A **major** will normally comprise 200 credits in the major subject for a degree and 260 for a degree with honours. Of the total credit required for a major subject of a degree, at least 40 credits must be at Level 4. Of the total credit for a major subject of an honours degree, a minimum of 120 Credits must be at Levels 4 and 5, of which 80 must be at Level 5.
- A **minor** will normally comprise 100 credits in the minor subject for a degree and 140 credits for a degree with honours.
- A student studying a **triple minor** will normally take 120 credits in each subject for an ordinary degree and 160 credits in each subject for an honours degree. Of the total credit required for a minor subject at ordinary degree Level, at least 20 must be at Level 4. Of the total credit required for a minor subject of an honours degree, a minimum of 60 credits is required at Levels 4 and 5 of which at least 40 must be at Level 5.
- A **joint** pathway will normally comprise at least 160 credits in each subject for an ordinary degree and 220 credits for an honours degree. Of the total credit required for a joint ordinary degree, at least 30 credits in each subject must be at Level 4. Of the total credit required for a joint honours degree, a minimum of 90 credits in each subject is required at Levels 4 and 5, of which 60 must be at Level 5.

A student must normally gain at least 20 credits in each subject being studied at each Level before progressing to the next Level.

**Table 2 Major, Joint and Minor Credit**

<b>Award</b>	<b>Total Credits</b>	<b>Credits at Level 4 or 5 in each subject<sup>2</sup></b>
<b>Ordinary Degree - Major</b>	200 in major subject	At least 40 at Level 4
<b>Bachelor Degree With Honours - Major</b>	360 in major subject	At least 120 at Level 4 and Level 5, of which 60 must be at Level 5
<b>Ordinary Degree - Minor</b>	60 in minor subject	At least 20 must be at Level 4
<b>Bachelor Degree With Honours - Minor</b>	80 in minor subject	At least 60 at Level 4 and Level 5, of which 40 must be at Level 5
<b>Ordinary Degree - Triple minor</b>	120 in each subject	At least 20 must be at Level 4
<b>Bachelor Degree With Honours - Triple Minor</b>	160 in each subject	At least 60 at Level 4 and Level 5, of which 40 must be at Level 5
<b>Ordinary Degree - Joint</b>	160 in each subject	At least 30 must be at Level 4
<b>Bachelor Degree With Honours - Joint</b>	220 in each subject	At least 90 credits at Level 4 and Level 5, of which 60 must be at Level 5

## 4.2 Projects

All students will take a Project module in the final year of an honours degree. Students on a major/minor programme will normally undertake a Project in their major subject. Students on a joint or triple minor programme will undertake a Project which either specialises in one of the subjects they are studying or draws on two or more of them. Students on degrees leading to a professional status may opt to do their Projects in their professional area.

## 4.3 Progression

To progress from:

- Level 1 to Level 2: a student must have been awarded 100 credits in total at Level 1.
- Level 2 to Level 3: a student must have been awarded 220 credits in total, of which at least 100 are at Level 2.
- Level 3 to Level 4: a student must have been awarded 280 credits in total, of which at least 40 are at Level 3
- Level 4 to Level 5: a student must have been awarded 340 credits, of which at least 40 are at Level 4

(Note that this is the *minimum* required for progression. Particular institutions or programmes may require more credit than this to be achieved before progression is allowed.) For calculation of the class of honours to be awarded, see Appendix 3.

---

<sup>2</sup> Note: credit at a higher level can be substituted for that at a lower level

## **5. TAUGHT POST-GRADUATE MODULAR FRAMEWORK**

All taught postgraduate programmes are based on the Credit Accumulation and Modular Scheme as outlined in Table 1. Entry to programmes of study in the Postgraduate Credit Accumulation and Modular Scheme will be based on the institution's Admissions Policy and General Entrance Requirement. Students may study full-time or part-time on campus, at the workplace, by distance learning or by a combination of delivery modes. Normally a student will study for a minimum of one calendar year full-time or two academic years part-time.

Postgraduate taught programmes normally provide the following exit awards:

- Postgraduate Certificate
- Postgraduate Diploma
- MA/MSc/MRes (named subject) - one calendar year of full-time study, with dissertations carried out in the long vacation
- MPhil/MLitt (named subject) – two academic years of full-time study, with dissertations carried out in the fourth semester.

Integrated master's degrees, where offered, are Masters Awards which follow an approved route from Level 1 through to Level 6. These awards require that the student gains 600 credits, with 120 at Level 6 and the remaining credits conforming to the requirements of the Degree with Honours. The general structure and progression requirements conform to those outlined above, with progression to the Masters stage of the programme based on obtaining sufficient credit for the Degree with Honours (480). Integrated Masters Programmes normally consist of the equivalent of 5 years of full-time study or the part-time equivalent.

Masters degrees will include a dissertation with a credit rating of a minimum of 60 credits. Full-time MA/MSc students will normally take taught modules over two semesters and complete the dissertation over the long vacation (but an extension of one semester may be allowed routinely where the Programme Specification permits). Part-time students will normally take taught modules over three or four semesters. They will spend a further semester completing the dissertation. Full-time MPhil/MLitt students will normally take taught modules over three semesters and a dissertation in the fourth. Part-time students will normally take taught modules over 4 or 5 semesters and undertake work for their dissertation in the fifth or sixth.

MA/MSc degrees by Learning Contract: it is permitted, with academic guidance, for students to combine modules from two or more approved postgraduate programmes to build up the credit for an exit award. An appropriate Programme Board will recommend the title of the exit award to Senate for approval. Work-based and negotiated modules may be combined with taught modules.

## **6. RESEARCH AND PROFESSIONAL HIGHER DEGREES**

The regulations for these awards will be contained in the Framework and Regulations for Higher Degrees by Research

## APPENDIX 1: Portfolio of Permitted Awards<sup>3</sup>

<b>Title</b>	<b>Abbreviation</b>
<u>Undergraduate</u>	
Certificate of Higher Education	CertHE
Diploma in Higher Education	DipHE
Advanced Diploma in Higher Education	ADipHE
Ordinary Degree in Arts	BA (Ord)
Ordinary Degree in Science	BSc (Ord)
Ordinary Degree in Technology	BTech (Ord)
Ordinary Degree in Social Science	BSocSci (Ord)
Ordinary Degree in Education	BEd (Ord)
Ordinary Degree in Commerce	BCom (Ord)
Ordinary Degree in Business Administration	BBA (Ord)
Bachelor of Arts with Honours	BA (Hons)
Bachelor of Science with Honours	BSc (Hons)
Bachelor of Technology with Honours	BTech (Hons)
Bachelor of Social Science with Honours	BSocSci (Hons)
Bachelor of Education with Honours	BEd (Hons)
Batchelor of Commerce with Honours	BCom (Hons)
Bachelor of Medicine and Surgery (with Honours)	BMS (Hons)
Bachelor of Business Administration with Honours)	BBA (Hons)
<u>Integrated</u>	
Master of Engineering	MEng
Master of Science	MSci
Master of Technology	MTech
Master of Computing	MCom
Master of Business Administration	MBA
<u>Postgraduate</u>	
Post Graduate Certificate <sup>4</sup>	PgC
Post Graduate Certificate of Education <sup>4</sup>	PGCE
Post Graduate Certificate of Teaching	PGCHE

and Learning in Higher Education<sup>4</sup>

Post Graduate Diploma	PgD	
Master of Science <sup>4</sup>	MSc	
Master of Arts <sup>4</sup>	MA	
Master of Social Science <sup>4</sup>	MSocSci	
Master of Education <sup>4</sup>	MEd	
Master by Research	MRes	(Taught – named subject – or by research)
Master of Philosophy	MPhil	(Taught – named subject – or by research)
Master of Letters	MLitt	(Taught – named subject – or by research)
Masters in Professional Practice	MProf	(By Learning Contract)
Doctor of Philosophy	PhD	(By thesis)
Doctor of Philosophy	PhD	(By previously produced work)
Doctorate in Professional Practice	Prof D	(By Learning Contract)

Honorary Degrees

Master of the University/Institute	MUniv/MInst
Doctor of Science	DSc
Doctor of Letters	DLitt
Doctor of Technology	DTech
Doctor of the University/Institute	DUniv/DInst
Doctor of Laws	LLD
Honorary Fellowship	

Post-Experience/CPD

CPD Certificate	CpdC
CPD Diploma	CpdD
CPD Advanced Diploma	CpdAD
CPD Graduate Diploma	CpdGD
CPD Postgraduate Certificate	CpdPgC
Certificate of Credit	CC

- 3 A subject name may be added in brackets after any certificate, diploma or degree except the PhD and the MPhil and MRes by Research
- 4 May also be awarded by negotiated learning

Where the programme specific regulations allow, the above awards may be granted with distinction (see Appendix 3).

All awards may be conferred as aegrotat awards, providing that the Assessment Board is satisfied, from the work that has been submitted, that the candidate would, had s/he been assessed, have achieved the Level necessary for the award. If sufficient evidence exists for a judgement to be made, a candidate at Level 5 may be awarded a degree with honours. A candidate is not obliged to accept an aegrotat award but may elect to be (re)assessed if such opportunities exist.

Any award may be conferred posthumously where this appears appropriate.

## **APPENDIX 2: Qualification Level Descriptors**

This appendix outlines the generic learning outcomes for awards at each Level, in terms of

- knowledge and understanding,
- practice: applied knowledge and understanding,
- generic cognitive skills,
- communication, ICT and numeracy skills and
- Autonomy, responsibility and working with others.

All subject groups will be required to produce Benchmark statements defining the outcomes expected at the Honours Degree level, for a pass and for a first class degree, across these five dimensions. Programme teams will be expected to indicate the learning outcomes for each Level of the programme across the five dimensions. These will be subject to approval before the programme is delivered.

The descriptors set out the characteristic generic outcomes of each Level. They are intended to provide a generic shared understanding. There is no expectation that every programme will exhibit all the characteristics.



**HE Level 1 (Certificate of Higher Education)**

<b>Knowledge and understanding</b>	<b>Practice: knowledge and understanding applied and</b>	<b>Generic cognitive skills</b>	<b>Communication, ICT and numeracy skills</b>	<b>Autonomy, responsibility and working with others</b>
<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>*a broad knowledge of the subject/discipline knowledge embedded in the main theories, concepts and principles</li> <li>*an awareness of the evolving/changing nature of knowledge</li> <li>*an understanding of the difference between explanations based on evidence and other types of explanations and the importance of this</li> </ul>	<p>Use some of the basic and routine skills, techniques, practices and /or materials associated with the subject/discipline</p> <p>Practice these in routine and non-routine situations</p>	<p>Present and evaluate arguments, information and ideas which are routine to the subject/discipline</p> <p>Use a range of approaches to addressing defined and /or routine problems and issues within familiar contexts</p>	<p>Use a range of routine skills associated with the discipline. for example:</p> <ul style="list-style-type: none"> <li>*convey complex ideas in a well structured and coherent form</li> <li>*use a range of forms of communication effectively in both familiar and new contexts</li> <li>*use standard ICT applications to process and obtain a variety of information and data</li> <li>*use a range of numerical and graphical skills</li> </ul>	<p>Be able to work with little or no supervision</p> <p>Be able to work with others to achieve defined objectives</p> <p>Take responsibility for own work</p> <p>Be able to take a leadership role in group work</p>

**HE Level 2 (Diploma in Higher Education)**

<p>Demonstrate:</p> <ul style="list-style-type: none"> <li>*a broad knowledge base with substantial depth in their area(s) of study</li> <li>*understanding of a limited range of core theories, principles and concepts</li> <li>*limited knowledge of some major current issues and specialisms</li> <li>*an outline knowledge and</li> </ul>	<p>Use a range of appropriate methods and procedures</p> <p>Carry out routine lines of enquiry, development or investigation into problems and issues</p> <p>Adapt routine practices within accepted standards</p>	<p>Have command of analytical interpretation of a wide range of data</p> <p>Use a range of approaches to formulate evidence based solutions/responses to defined and /or routine problems/ issue.</p> <p>Evaluate evidenced-based</p>	<p>Use a range of routine skills and some advanced and specialised skills associated with the subject e.g.</p> <p>Convey complex information to a variety of audiences and for a variety of purposes</p>	<p>Exercise autonomy and initiative in some activities at a professional Level</p> <p>Take significant managerial/ leadership responsibility for the work of others in a defined area of work</p> <p>Take the lead in planning in</p>
---	--	---	--	---

understanding of research in the subject		solutions/responses to defined and /or routine problems/ issues	Use a range of applications to process and obtain data  Use and evaluate numerical and graphical data	a familiar context  Take responsibility for carrying out and evaluating tasks
--	--	---	---	---

**HE Level 3 (Advanced Diploma in Higher Education)**

<b>Knowledge and understanding</b>	<b>Practice: applied knowledge and understanding</b>	<b>Generic cognitive skills</b>	<b>Communication, ICT and numeracy skills</b>	<b>Autonomy, responsibility and working with others</b>
Demonstrate: *specialised knowledge with depth in their area(s) of study *understanding of a range of the main theories, concepts and principles of the subject *an understanding of a range of current issues and specialisms *a knowledge of the main research methodologies used in the subject	A command of analysis, diagnosis, planning and evaluation across a broad range of technical functions  Formulate appropriate responses to resolve problems	Identify and analyse routine professional problems and issues  Draw on a limited range of sources in making judgements	Communicate in a variety of forms and to a variety of audiences using structured and coherent arguments  Communicate the results of their work accurately and reliably, identifying the broader principles, issues and impact  Be able to use a range of IT skills	Take responsibility for their own learning  Exercise some degree of autonomy in a few activities at professional Level  Demonstrate an ability to take decisions at a professional level in familiar contexts

**HE Level 4 (Ordinary Degree)**

Demonstrate: *a broad and integrated understanding of the well established principles of their area(s) of study *the ability to evaluate a selection of the principles, principles, concepts and terminology of their area(s)	Use of a selection of the principle skills, techniques, practices and/or materials associated with the subject(s)  Use of a few skills etc that are specialised or advanced	Identify and analyse routine professional problems and issues  An understanding of the limits of knowledge and an ability to evaluate knowledge	Effectively communicate information, arguments and analysis in a variety of forms to specialist and non specialist audiences  Deploy the key techniques of the discipline/subject with confidence	Exercise autonomy and initiative in some activities at a professional level  Practice in ways which take account of own and other's roles and responsibilities  Work under guidance with
---	---	---	---	--

<p>of study, including some advanced aspects *knowledge that is detailed in some areas and/or informed by developments at the forefront *knowledge of routine methods of enquiry</p>	<p>Practice appropriate routine methods of enquiry to solve problems in their area of study</p> <p>Practice in a range of professional-level contexts which include a degree of unpredictability</p>	<p>Ability to draw on a range of sources in making judgements</p>	<p>Use a range of IT skills to support and enhance work</p> <p>Use and evaluate numerical and graphical data</p>	<p>qualified practitioners</p> <p>Take responsibility for own work and manage the work of others</p>
--	--	---	--	--

**Level 5 (Bachelor Degree with Honours)**

<b>Knowledge and understanding</b>	<b>Practice: knowledge and understanding</b>	<b>Generic cognitive skills</b>	<b>Communication, ICT and numeracy skills</b>	<b>Autonomy, responsibility and working with others</b>
<p>Demonstrate: *a systematic understanding of key aspects of their field of study *a critical understanding of the principal theories and concepts *a coherent and detailed knowledge of some areas that are at the forefront of knowledge in the subject(s) *knowledge and understanding of a range of established techniques of enquiry or research methods</p>	<p>Use a range of methods and techniques including some that are specialised, advanced and/or at the forefront of the subject/discipline</p> <p>Be able to transfer knowledge to unfamiliar contexts</p> <p>Carry out a defined research project</p>	<p>An appreciation of the uncertainty, ambiguity and limits of knowledge</p> <p>The ability to identify and solve professional Level problems In familiar and unfamiliar contexts</p> <p>The ability to make judgements where data/information is limited and/or comes from a range of sources</p> <p>Evaluate and consolidate knowledge, skills and thinking in a subject/ discipline</p>	<p>Communicate information, ideas, problems and solutions in a variety of formats to both specialist and non-specialist audiences</p> <p>Use a range of software solutions to support and enhance work</p> <p>Interpret, use and evaluate a range of numerical and graphical data</p>	<p>Take personal responsibility for decision making</p> <p>Act autonomously in professional/equivalent activities</p> <p>Work with others to bring about change, development and/or new thinking</p> <p>Reflect on own learning needs and take responsibility for gaining the necessary knowledge and/or skills</p>

**HE Level 6 (Postgraduate Certificate, Postgraduate Diploma, Masters Degree)**

<b>Knowledge and understanding</b>	<b>Practice: applied and knowledge understanding</b>	<b>Generic cognitive skills</b>	<b>Communication, ICT and numeracy skills</b>	<b>Autonomy, responsibility and working with others</b>
<p>Demonstrate:                      *a systematic and comprehensive understanding of the main areas of the subject/discipline                      *a critical awareness of current problems and/or new insights at the forefront of the academic discipline                      *a comprehensive understanding of relevant techniques applicable to their research or advanced scholarship                      *an understanding of how established techniques of research and enquiry are used in the discipline</p>	<p>Use a significant range of the principle skills, techniques, practices and/or materials, including some at the forefront of developments, associated with their discipline</p> <p>Apply a range of standard and specialised research or equivalent techniques of enquiry</p> <p>Plan and carry out a significant project of research, investigation or development</p> <p>Demonstrate originality in the application of knowledge</p>	<p>Deal with complex issues and make informed judgements in the absence of complete data</p> <p>Analyse, evaluate and synthesise issues which are at the forefront of knowledge</p> <p>Demonstrate original responses to problems and issues</p>	<p>Use a range of advanced and specialised skills as appropriate to the discipline: e.g.:</p> <p>*communicate using a range of appropriate methods to a range of audiences with different Levels of subject expertise</p> <p>*communicate with peers, more senior colleagues and specialists</p> <p>*use a wide range of appropriate software solutions</p> <p>*evaluate a wide range of numerical and graphical information.</p>	<p>Exercise initiative and personal responsibility</p> <p>Demonstrate self-direction and originality in tackling and solving problems</p> <p>Act autonomously in planning and implementing decisions at a professional level</p> <p>Demonstrate the skills of life-long learning</p> <p>Demonstrate the skills of leadership and the management of resources</p>

**HE Level 7 (Doctorates)**

<p>Demonstrate:                  *a critical understanding of the subject/discipline, including theories, concepts and practices at the forefront                  *critical knowledge and understanding of the research methods in the discipline/ subject, including advanced ones                  *knowledge and understanding generated through personal research or equivalent work which makes a significant contribution to the subject/discipline</p>	<p>Use a significant range of the principal skills, techniques, practices and materials associated with a subject/ discipline</p> <p>Design and execute a research, investigative or development project to deal with new problems and procedures</p> <p>Practice in the context of new problems and circumstances</p> <p>Apply a range of standard and specialist research techniques and techniques of enquiry</p>	<p>The ability to make informed judgements on complex issues in the absence of complete data</p> <p>The ability to apply a constant and integrated approach to the evaluation and synthesis of new and complex ideas, information and issues</p> <p>Identify, conceptualise and offer original insights into new, complex and abstract ideas, information and issues.</p> <p>The ability to modify and develop ideas, policies and practices in the light of evaluative feedback</p>	<p>Communicate ideas and conclusions clearly and effectively to specialist and non specialist audiences</p> <p>Communicate at the standard of peer reviewed published academic work or at the standard for presenting policy proposals to employers and/or public bodies</p> <p>Use a range of appropriate software</p> <p>Evaluate graphical and numerical data.</p>	<p>Exercise personal responsibility in dealing with complex and novel situations in professional or equivalent environments</p> <p>Work autonomously in professional or equivalent environments</p> <p>Take responsibility for the leadership of a team and the management of resources in a professional or equivalent environment</p> <p>Work in ways which are reflective, critical and based on research/evidence</p> <p>Deal with complex professional issues</p>
--	--	--	---	--

### **APPENDIX 3: Requirements for Awards, Distinctions and Classifications**

For the purposes for calculating an award below honours Level on undergraduate programmes a minimum mark of 50 per cent must be achieved in each module and on a postgraduate programme the minimum mark is 60 per cent. For the purposes of calculating an award with distinction, all calculations shall be based on a candidate's performance in their first attempt on all modules. To be awarded a distinction a candidate must have achieved a minimum mark of 80 per cent in more than half of the credit used for calculating the award. Where an award includes a dissertation/project this must have been awarded a minimum mark of 80 percent.

Wherever Levels are mentioned below, credit at a higher level may be substituted for a credit requirement at a lower level.

#### **Certificate of Higher Education**

A student can be awarded a Certificate of Higher Education with 120 credit points at Level 1.

The award “with Distinction” will be granted on the basis of all 120 credit points.

#### **Diploma in Higher Education**

A student can be awarded a Diploma in Higher Education with 240 credit points, of which a minimum of 120 must be at Level 2.

The award “with Distinction” will be granted on the basis of the 120 Level 2 credit points.

#### **Advanced Diploma in Higher Education**

A student can be awarded an Advanced Diploma in Education with 300 credit points, of which a minimum of 60 must be at Level 3.

The award “with Distinction” will be granted on the basis of the 60 credit points at Level 3 and the 60 best at Level 2

#### **Ordinary Degree**

A student can be awarded an Ordinary degree with 360 credit points, of which a minimum of 60 must be at Level 4.

The award “with Distinction” will be granted on the basis of the 120 Level 3/4 credits.

### **Postgraduate Certificate**

A student can be awarded a Postgraduate Certificate with 60 credits at Level 6. The award “with distinction” will be granted on the basis of all 60 credits.

### **Postgraduate Diploma**

A student can be awarded a Postgraduate Diploma with 120 credits, of which a minimum of 90 are at Level 6. The award “with distinction” will be granted on the basis of all 120 credits.

### **MA/MSc**

A student can be awarded a Masters Degree with 180 credits of which at least 140 are at Level 6. The award “with distinction” will be granted on the basis of all 180 credits.

### **Masters Degree (integrated programme)**

A student can be awarded such a degree with 600 credits, of which a minimum of 120 credits must be at Level 6. The award with distinction will be on the basis of the 120 Level 6 credits.

### **MPhil/MLitt**

A student can be awarded such a degree with 240 credits, with at least 200 at Level 6. The award “with distinction” will be granted on the basis of all 240 credits.

### **CPD awards**

The award with distinction will be granted on the basis of the 20 credit points awarded.

## **2 Honours Degree Classification**

A student can be awarded a Bachelor Degree with Honours with 480 credit points, of which a minimum of 120 must be at Level 5 and 60 at Level 4. The award “with honours” will be granted on the basis of the 180 credits at Levels 4/5.

For the purposes of Honours classification, where a student has been permitted to re-enter modules at Level 4 or Level 5 a subsequent pass mark will be deemed to be capped at 50%.

In what follows, 'more than half the modules' is taken to mean 'modules corresponding to more than half of the available credit, where module grades have been weighted by the credit rating of the modules'.

**First Class Honours (1<sup>st</sup>)** will be awarded to a candidate who has achieved a mark of at least 80 per cent in more than half the modules at Levels 4 and 5, including the Project, and no mark lower than 70 per cent.

**Second Class Honours, Upper Division (2i)** will be awarded to a candidate who has achieved a mark of at least 70 per cent in more than half the modules at Levels 4 and 5, including the Project, and no mark lower than 60 per cent.

**Second Class Honours, Lower Division (2ii)** will be awarded to a candidate who has achieved a mark of at least 60 per cent in more than half the modules at Levels 4 and 5, including the Project, and no mark lower than 50 per cent.

**Third Class Honours (3)** will be awarded to a candidate who achieves a minimum mark of 50 percent in all modules at Levels 4 and 5, including the Project. A candidate may be considered for the award of a 3<sup>rd</sup> Class Honours Degree with marginally fails (a mark between 45% and 49%) in up to 20 credits of modules, provided he or she has achieved at least 50 per cent for the Project.