

GENERIC LEVEL DESCRIPTORS (ARRANGED BY LEVEL OF STUDY)

LEVEL 4

	<u>CHARACTERISTICS OF CONTEXTS</u>	<u>RESPONSIBILITY</u>	<u>ETHICAL UNDERSTANDING</u>
	Characteristics of context are:	Requirements for responsibility:	Requirements for ethical understanding are:
1. Operational Contexts	Defined contexts demanding use of a specified range of standards techniques.	Work is directed, with limited autonomy within defined guidelines.	Awareness of ethical issues in current area(s) of study. Ability to discuss these in relation to personal beliefs and values.

	<u>KNOWLEDGE & UNDERSTANDING</u>	<u>ANALYSIS</u>	<u>SYNTHESIS/ CREATIVITY</u>	<u>EVALUATION</u>
	The Learner:			
2. Cognitive Descriptors	Has a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology.	Can analyse with guidance using given classifications/ principles.	Can collect/collate and categorise ideas and information in a predictable standard format.	Can evaluate the reliability of data using defined techniques and/or tutor guidance.

	<u>PSYCHO-MOTOR</u>	<u>SELF- APPRAISAL REFLECTION ON PRACTICE</u>	<u>PLANNING AND MANAGEMENT OF LEARNING</u>	<u>PROBLEM SOLVING</u>	<u>COMMUNICATION AND PRESENTATION</u>	<u>INTERACTIVE AND GROUP SKILLS</u>
	The Learner:					
3. Other Transferable Skill Descriptors	Able to perform basic skills with awareness of the necessary tools and materials and their potential uses and hazards. Needs external evaluation.	Is largely dependent on Criteria set by others but begins to recognise own strengths and weaknesses.	Can work within a relevant ethos and can access and use a range of learning resources.	Can apply given tools/methods accurately and carefully to a well-defined problem and begins to appreciate the complexity of the issues.	Can communicate effectively in a format appropriate to the discipline and report practical procedures in a clear and concise manner with all relevant information.	Meets obligations to others (tutor and/or peers); can offer and/or support initiatives; can recognise and assess alternative options.

LEVEL 5

	<u>CHARACTERISTICS OF CONTEXT</u>	<u>RESPONSIBILITY</u>	<u>ETHICAL UNDERSTANDING</u>
	Characteristics of context are:	Requirements of responsibility are:	Requirements of ethical understanding are:
1. Operational Contexts	Simple but unpredictable or complex but predictable contexts demanding application of wide range of techniques.	Management of processes within broad guidelines for defined activity.	Awareness of the wider social and environmental implications of area(s) of study. Ability to debate issues in relation to more general ethical perspectives.

	<u>KNOWLEDGE & UNDERSTANDING</u>	<u>ANALYSIS</u>	<u>SYNTHESIS/CREATIVITY</u>	<u>EVALUATION</u>
	The Learner:			
2. Cognitive Descriptors	Has a detailed knowledge of (a) major discipline(s) and an awareness of a variety of ideas/contexts/frameworks which may be applied to this.	Can analyse a range of information within minimum guidance, can apply major theories of discipline and can compare alternative methods/techniques for obtaining data.	Can reformat a range of ideas/ information towards a given purpose.	Can select appropriate techniques of evaluation and can evaluate the relevance and significance of data collected.

	<u>PSYCHO-MOTOR</u>	<u>SELF-APPRAISAL REFLECTION ON PRACTICE</u>	<u>PLANNING AND MANAGEMENT OF LEARNING</u>	<u>PROBLEM SOLVING</u>	<u>COMMUNICATION AND PRESENTATION</u>	<u>INTERACTIVE AND GROUP SKILLS</u>
	The Learner:					
3. Other Transferable Skill Descriptors	When given a complex task, can choose and perform an appropriate set of actions in sequence to complete it adequately. Can evaluate own performance.	Is able to evaluate own strengths and weaknesses: can challenge received opinion and begins to develop own criteria and judgement.	Adopts a broad ranging and flexible approach to study; identifies strengths of learning needs and follows activities to improve performance; is autonomous in straight forward study tasks.	Can identify key elements of problems and choose appropriate methods for their resolution in a considered manner.	Can communicate effectively in a format appropriate to the discipline and report practical procedures in a manner with all relevant information in a variety of formats.	Can interact effectively within a learning group, giving and receiving information and ideas and modifying response where appropriate. Is ready to develop professional working relationships within disciplines.

LEVEL 6

	<u>CHARACTERISTIC OF CONTEXT</u>	<u>RESPONSIBILITY</u>	<u>ETHICAL UNDERSTANDING</u>
	Characteristics of context are:	Requirements of responsibility are:	Requirements of ethical understanding are:
1. Operational Contexts	Complex and unpredictable contexts demanding selection and application from a wide range of innovation or standard techniques.	Autonomy in planning and managing resources and processes within broad guidelines.	Awareness of personal responsibility and professional codes of conduct. Ability to incorporate a critical ethical dimension into a major piece of work.

	<u>KNOWLEDGE AND UNDERSTANDING</u>	<u>ANALYSIS</u>	<u>SYNTHESIS/CREATIVITY</u>	<u>EVALUATION</u>
	The Learner:			
2. Cognitive Descriptors	Has a comprehensive /detailed knowledge of (a) major discipline(s) with areas of specialisation in depth and awareness of the provisional nature of the state of knowledge.	Can analyse new and/or abstract data and situations without guidance, using a wide range of techniques appropriate to the subject.	Within minimum guidance can transform abstract data and concepts towards a given purpose and can design novel solutions.	Can critically review evidence supporting conclusions /recommendations including its reliability, validity and significance and can investigate contradictory information / identify reasons for contradictions.

	<u>PSYCHO-MOTOR</u>	<u>SELF-APPRAISAL, REFLECTION ON PRACTICE.</u>	<u>PLANNING AND MANAGEMENT OF LEARNING</u>	<u>PROBLEM SOLVING</u>	<u>COMMUNICATION AND PRESENTATION</u>	<u>INTERACTIVE AND GROUP SKILLS</u>
	Learner:					
3. Other Transferable Skill Descriptors.	Can perform complex skills consistently, with confidence and a degree of co-ordination and fluidity. Able to choose an appropriate response from a repertoire of actions and can evaluate own and others performance.	Is confident in application of own criteria of judgement and in challenge of received opinion in action and reflect on action.	With minimum guidance, can manage own learning using full range of resources for discipline; can seek and make use of feedback.	Is confident and flexible in identifying and defining complex problems and the application of appropriate knowledge and skills to their solution.	Can engage effectively in debate in a professional manner and produce detailed and coherent project reports.	Can interact effectively within a learning or professional group. Can recognise or support leadership or be proactive in leadership. Can negotiate in a learning/ professional context and manage conflict.

Level 7

	<u>CHARACTERISTIC OF CONTEXT</u>	<u>RESPONSIBILITY</u>	<u>ETHICAL UNDERSTANDING</u>
	Characteristics of context are:	Requirements of responsibility are:	Requirements of ethical understanding are:
1. Operational Contexts	Complex and unpredictable possibly specialised context that may demand innovative approach and advanced functional capacity.	Autonomy in professional practice. Responsible for self and others. Has an overview of the issues of practice.	Awareness of and ability to manage the implications of ethical dilemmas. Can work proactively with others to formulate solutions.

	<u>KNOWLEDGE AND UNDERSTANDING</u>	<u>ANALYSIS</u>	<u>SYNTHESIS/CREATIVITY</u>	<u>EVALUATION</u>
	The Learner:			
2. Cognitive Descriptors	Has a depth of knowledge in specialised/applied areas and/or across areas. Can work at and with advanced levels of theoretical and/or research knowledge.	Can undertake analysis of complex, incomplete or contradictory areas of knowledge and take appropriate action in order that the task may be completed.	Can undertake synthesis of information or ideas and create responses to problems in terms of advanced states of knowledge. This may involve development of new approaches in new situations.	Can evaluate / argue alternative approaches. Can accurately and with justification assess or report on own or other's work.

	<u>PSYCHO-MOTOR</u>	<u>SELF-APPRAISAL, REFLECTION ON PRACTICE.</u>	<u>PLANNING AND MANAGEMENT OF LEARNING</u>	<u>PROBLEM SOLVING</u>	<u>COMMUNICATION AND PRESENTATION</u>	<u>INTERACTIVE AND GROUP SKILLS</u>
	The Learner:					
3. Other Transferable Skill Descriptors.	Has technical expertise; performs smoothly with precision and effectiveness. Can deploy and adapt skills appropriately in unusual situations. Can plan and discuss strategies and tactics.	Reflects habitually on own and possibly others' functioning in order to improve own and possibly others' practice. Can justify outcomes of her/his reflective process.	Is autonomous in study and use of resources for learning. Makes professional use of others in support of self-directed learning.	Is confident and autonomous in problem solving. Can isolate, clarify and assess, and manage resolution of most relevant problems.	Can engage confidently in academic and professional communication with others within her/his field.	Can clarify a group task and lead, work with or work within a group towards defined outcomes, making appropriate use of the capacities of the group members. Is able to negotiate and handle conflict with confidence.

These Level Descriptors are devised by the Southern England Consortium for Credit Accumulation and Transfer (SEEC).