Quality and Standards Code A2

AWARDS FRAMEWORK

Approved by Academic Board – February 2019

Next Review: February 2022
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1. **Introduction**

The Awards Framework of the University of Law (the University) has been informed by the UK Standing Committee for Quality Assessment and Quality Assurance Agency’s UK Quality Code for Higher Education (the Quality Code), Expectations and Practices for Standards; the *Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (FHEQ)*; the *Higher education credit framework for England: guidance on academic credit arrangements in higher education in England (Credit Framework)*; and the *Master’s Degree Characteristics Statement*.

2. **Background**

The intention of this Awards Framework is to ensure that the University meets the expectations set out in the Quality Code, and in particular to equip the University with a coherent, flexible and credible Awards Framework in alignment with the FHEQ and Credit Framework. All future programme approvals must meet the requirements of this Awards Framework. Existing programmes that sit outside the requirements of this Framework should be realigned at the next scheduled periodic review or revalidation.

Responsibility for approving the modification of this Framework and reviewing and evaluating its effectiveness lies with the Academic Board which will review it formally alongside any review of the Policy: Setting and maintaining academic standards.

The Academic Board must approve all programmes of study, whether or not they lead to a qualification, and the award(s), including exit awards, to be made for each programme; such approval will be in accordance with the appropriate University policy.

3. **Programmes**

A programme is an approved course of study that provides a coherent learning experience and normally leads to a qualification.

The structure of a degree programme leading to an award will meet the requirements set out in Appendix 1, unless varied by approval of the Academic Board.

The University may make Single, Joint, Dual, or other awards, following defined types of awards set out in Appendix 2.

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1. Quality Assurance Agency, October 2014
Qualifications and awards will be located within the FHEQ which defines the overall level of intellectual achievement, generic outcomes, characteristics and attributes which holders of qualifications possess in terms of what they know, understand and are able to do. Students are expected to have demonstrated achievement of the relevant outcomes. The FHEQ outcomes are extracted in Appendix 3.

Programme Specifications, which are published statements about the intended learning outcomes of programmes of study, will set out the requirements for completion of whole programmes and the modules or range of modules, the credit from which may contribute to a programme; they will also set out the requirements for any exit awards.

The Programme Specification will set out the learning outcomes for the programme and how these are aligned with the relevant qualification descriptors and hence level of the qualification in the FHEQ. Where appropriate, the Programme Specification will also show how any appropriate subject benchmark statement outcomes will be met and demonstrated. The Programme Specification will be formally approved at programme approval; subsequent amendment must be approved by the Academic Board, normally through its Programme Approval Committee. Programme Specifications will be reviewed annual to ensure accuracy.

4. Credit and level

Credit is used in Higher Education to summarise and describe an amount of learning (the number of credits). It also describes the depth, complexity and intellectual demand of that learning (the credit level). All modules within an approved programme of study carry a specific credit value. Credit is awarded on successful completion of a module’s learning outcomes and provides a way of measuring, using numbers, the amount and intellectual demand of learning attached to that module.

The number of credits assigned to each module is based upon the approximate number of hours a typical student is expected to spend in order to achieve the learning outcomes for that module. The University follows the nationally agreed guideline that one credit equates to a minimum of 10 notional hours of learning4.

The University's awards are normally divided into multiples of 10 credits, but other values may be deemed appropriate for the proper delivery of the curriculum. The maximum module size is 60 credits so as to allow for the inclusion of dissertations, projects and reports.

Nationally agreed credit level descriptors describe the level of the credit assigned to individual modules recognising the relative complexity, intellectual challenge and depth of learning expected. These are statements of what the student is expected to

4 Comprising not only formal contact hours and assessments, but also preparation, private reading and study, revision and any work-related learning
know, understand and be able to do as a result of the learning activity and which should be demonstrated through valid assessment.

The proposed credit rating for a University module, including the detailed learning outcomes, will be set out in a module descriptor. A module descriptor is a formal record of a module’s indicative content and structure, assessed learning outcomes, developmental learning outcomes, its assessment scheme and credit rating, reviewed through the programme approval process and confirmed by the Academic Board, normally through its Programme Approval Committee.

The FHEQ Level descriptors and expected programme outcomes are set out in Appendix [3].

While the University does not formally award European Credits (ECTS) under the European Credit and Transfer Accumulation Scheme it will provide confirmation of the equivalent ECTS credit value of its modules, and may indicate the relevant conversion number of ECTS credits on transcripts, as appropriate.

5. Awards

Students must have demonstrated that they met the entry criteria for a programme to be considered for a University award.

The summary table below details the number of credits students must achieve to be considered for a University award. Students must also meet any specified programme outcomes.

<table>
<thead>
<tr>
<th>Qualification level</th>
<th>Minimum overall credits</th>
<th>Minimum number of credits at qualification level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate of Higher Education</td>
<td>4</td>
<td>120</td>
</tr>
<tr>
<td>Diploma of Higher Education</td>
<td>5</td>
<td>240</td>
</tr>
<tr>
<td>Advanced Diploma of Higher Education</td>
<td>6</td>
<td>240</td>
</tr>
<tr>
<td>Bachelor’s degree</td>
<td>6</td>
<td>300</td>
</tr>
<tr>
<td>Bachelor’s degree with Honours</td>
<td>6</td>
<td>360</td>
</tr>
<tr>
<td>Graduate Certificate</td>
<td>6</td>
<td>40</td>
</tr>
</tbody>
</table>

⁵ QAA credit framework does not specify ‘at level or above’ but ‘minimum credits at the level of the qualification’.

⁶ QAA credit framework specifies minimum 60 at Level 6
Bachelor’s Degrees (sometimes known as undergraduate degrees) with honours are normally awarded on completion of 360 credits, with progressive study at Levels 4, 5 and 6 as defined by the FHEQ.

Additional credit may be required for completion of a particular degree programme, for example where a dual award is being made. Any additional credit requirement should be appropriate in scale to ensure students may successfully complete the programme.

Master’s degrees are normally awarded on completion of 180 credits. Additional credit may be required for completion of a particular degree programme, for example where Professional Statutory or Regulatory Body (PSRB) requirements for vocational qualifications must be met.

Unless with the explicit approval of the Academic Board, credits are not normally double-counted, ie used to contribute towards more than one award. Where credit is used to contribute towards more than one award this must be made clear on any transcript of achievement.

Credit retains a limited currency (normally 5 years) unless the learning is updated through further, relevant study and/or continuing professional development.

A certificate or diploma of higher education, and a postgraduate certificate or diploma may also be offered as standalone awards. Further requirements for University degrees are set out in Appendix 1.

6. Exit awards

The University does not usually make interim awards, meaning that, for example, a student registered for an honours degree will not be awarded a Certificate or Diploma of Higher Education on achieving the required numbers of credits. However, those who do not complete an entire programme will become eligible for an exit award as specified for each programme.

7. Transfer of credit, recognition of prior learning

The University has a Recognition of Prior Learning (RPL).
RPL formally acknowledges, through a careful process of scrutiny and mapping of the learning outcomes achieved, an individual student’s prior learning in order to gain credit towards a specific University award. Credit may be granted towards a specific programme of study, as set out in the Programme Specification, where a student has satisfactorily pursued a previous programme of relevant study and of appropriate standard either at or outside of the University.

The University may enter into articulation arrangements with another education provider, under which students who satisfy specific academic criteria on a programme, demonstrated through assessment, may transfer agreed credit to a University programme.

PSRBs may allow the University to recognise credit which also grants students exemption from study of particular subjects which are mandatory for qualification purposes. Such exemptions will be granted only after the University has undertaken a careful process of scrutiny and mapping of the learning outcomes achieved.

The marks used to calculate the grade, classification or division of any University award shall be derived only from modules studied on that programme of study, assessed by the University with the basis for that calculation set down in the relevant Programme Specification. At least 50% of the credit for any award must be accumulated as a result of learning undertaken on the programme of study leading to the award, unless specified otherwise in the Programme Specification and regulations.

In all cases, where prior learning has been recognised and/or credit has been transferred, student transcripts will make clear which credit has or may have been used towards more than one award.

8. Professional Development programmes

The University offers a range of programmes for courses in continuing professional development. Many of these courses are of short duration. Where possible, all new continuing professional development courses will be rated for credit and level. If courses are assessed at an appropriate credit and level, they may form part of an award.
Appendix 1 - Requirements for University of Law degrees

Degrees of the University are practice-focused in nature. They are designed to enable students to gain essential practical skills to enhance their employability. Programmes offer academically robust and practical learning that can be applied directly into a career in law or be transferred to other professional disciplines.

Unless with the explicit approval of the Academic Board, credits are not normally double-counted, i.e. used to contribute towards more than one award at a comparable or higher level. Where credit is used to contribute towards more than one award this must be made clear on any transcript of achievement.

A programme may include modules designed and delivered by partners, where these are delivered to the appropriate quality and standards. Such modules must be approved by the Academic Board during the programme approval process, which itself will follow approval of any partnership arrangement under the University’s Managing Higher Education Provision with Others Policy.

Level 6 (Bachelor) Degrees with Honours

General

Bachelor's Degrees (sometimes known as undergraduate degrees) with honours are normally awarded on completion of 360 credits, with progressive study at Levels 4, 5 and 6 as defined by the FHEQ and set out in Appendix [3]. Additional credit may be required for completion of a particular degree programme, for example where a dual award is being made or where there is a Foundation Year (Year 0) within a four year programme. Any additional credit requirement should be appropriate in scale to ensure students have the potential to complete the programme successfully.

Qualifying Law Degrees

Bachelor of Laws Degrees with Honours using the ‘LL.B’ designation must meet the requirements for a Qualifying Law Degree set out in the Joint Statement issued in 1999 by the Law Society and the General Council of the Bar, as supplemented.

The programme must:

• Enable students to acquire the required knowledge and transferable skills, including study of Legal Research

• Require study equivalent to no less than 180 credits in the seven subjects known as the Foundations of Legal Knowledge (Contract Law, Public Law (including Constitutional Law, Administrative Law and Human Rights), Tort,
European Union Law, Criminal Law, Land Law, Equity and Trusts)

- Be structured so that there are no fewer than 240 credits in the study of legal subjects
- Be structured so that there is study of legal subjects in each year of the programme including the final year

In addition, any law degree awarded with honours must meet the requirements set out in the QAA Benchmark Statement for Law.

Other undergraduate degrees

Honours degrees awarded by the University shall comprise 360 credits of which 90 will be at or above Level 6. All undergraduate programmes must align to the FHEQ and meet the relevant subject benchmark statement, if published.

The BA award designation is used for programmes which typically develop critical thinking, qualitative research and analysis skills, and provide an opportunity for students to engage in and develop their theoretical understanding of, typically, subjects in arts, humanities and social sciences. They provide a basis and platform for students to engage in research practices and prepare students for further scholarly research.

The BSc award designation is used for programmes which typically involve the development of current practical technical knowledge and often, industry relevant skills. They are structured in a way that prepares students for a specific career, role or industry, and can involve a focus on quantitative research and analysis. Students will typically undertake study which will develop their numerical, scientific or technological skills. A BSc award may be focused in areas of business, technology, science.

Level 7 (Master's) Degrees

Master's Degrees are normally awarded on completion of 180 credits, at least 150 of which must be delivered and assessed at Level 7 as defined by the FHEQ, set out in Appendix 3. Additional credit may be required for completion of a particular degree programme, for example where PSRB requirements for vocational qualifications must be met. Master's Degrees of the University have a professional focus and this is reflected in the professional and practice-focused nature of the curriculum and any Dissertation module(s).

The LL.M award designation is used for programmes with a significant proportion of modules that relate to the study of law, and typically require a student to hold an academic undergraduate law degree, a professional law degree, or an undergraduate degree in a related discipline.
The MSc award designation is used for programmes based heavily on subject matter that is technical and regulatory in nature, has a direct practical application in employment, and includes some element of cross-disciplinary study, often in business-related aspects. MSc programmes may or may not require a Dissertation module.

Master’s programmes must align with one of the following framework models:

<table>
<thead>
<tr>
<th>Credit total 120</th>
<th>&gt;</th>
<th>&gt;</th>
<th>Dissertation 60</th>
<th>Total 180</th>
</tr>
</thead>
<tbody>
<tr>
<td>Or:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Credit total 150</td>
<td>&gt;</td>
<td>&gt;</td>
<td>Case-study 30</td>
<td>Total 180</td>
</tr>
<tr>
<td>Or:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minimum credit 140</td>
<td>&gt;</td>
<td>&gt;</td>
<td>Dissertation 40</td>
<td>Total 180^2</td>
</tr>
</tbody>
</table>

It does not matter if the proposed programme has too many credits, within reason, but it must not have too few.
Appendix 2 – Award Types

**Single award**: An award made by one degree-awarding body.

<table>
<thead>
<tr>
<th>A makes award</th>
<th>A delivers programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>(one certificate)</td>
<td></td>
</tr>
</tbody>
</table>

**Joint award**: An arrangement under which two or more degree-awarding bodies together provide a programme leading to a single award made jointly by both, or all, participants. A single certificate or document (signed by the competent authorities) attests to successful completion of this jointly delivered programme, replacing the separate institutional or national qualifications.

<table>
<thead>
<tr>
<th>A and B jointly make award</th>
<th>A and B deliver programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>(one certificate)</td>
<td></td>
</tr>
</tbody>
</table>

**Double award**: The granting of separate awards (and certificates) for the same programme by two degree-awarding bodies who have jointly delivered the programme of study leading to them. All transcripts must make clear which credit has been used towards more than one award.

<table>
<thead>
<tr>
<th>A makes award</th>
<th>A and B deliver programme</th>
<th>B makes award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>(two certificates)</td>
</tr>
</tbody>
</table>

**Dual award**: A dual award may follow the format of a double award (above). Alternatively, it may be the granting of separate awards (and certificates) for
programmes offered by two degree-awarding bodies which have both delivered the programmes of study leading to them. Some or all of the content will be common to both programmes and awards.

All transcripts must make clear which credit has been used towards more than one award.

Articulation: A process whereby all students who satisfy academic criteria on one programme are entitled (on academic grounds) to be admitted with advanced standing to a subsequent part or year of a programme of a degree-awarding body. Arrangements, which are subject to formal agreements between the parties, normally involve credit transfer schemes. The credit that is recognised must be properly benchmarked and mapped in order for the University to recognise it towards its own award. The University will generally recognise up to 50% of the total credit for an award. All transcripts must make clear which credit has been awarded on this basis.
For information:

Awards not currently available within the University’s awards framework:

Multiple award: An arrangement where three or more degree-awarding bodies together provide a single jointly delivered programme (or programmes) leading to a separate award (and separate certification) of each awarding body. The arrangement is the same as for dual/double awards, but with three or more awarding bodies being involved.

<table>
<thead>
<tr>
<th>A makes award</th>
<th>A, B and C deliver programme</th>
<th>B makes award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>C makes award</td>
</tr>
<tr>
<td></td>
<td>(three certificates)</td>
<td></td>
</tr>
</tbody>
</table>

Concurrent: The granting of separate awards (and certificates) for a programme by two degree-awarding bodies which has mainly or entirely been delivered by one of the degree-awarding bodies. The QAA is currently reviewing such arrangements as it has concerns that these ‘badging’ awards, made by UK HEIs, are in danger of bringing the UK sector into disrepute.

<table>
<thead>
<tr>
<th>A makes award</th>
<th>(Mainly) A delivers programme</th>
<th>B makes award</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(two certificates)</td>
<td></td>
</tr>
</tbody>
</table>
Appendix 3 – Extracts from QAA

Extracts from the Frameworks for Higher Education Qualifications (QAA 2014) and Master’s Degree Characteristics Statement (QAA 2015)

The following should be taken into account when considering the appropriate level for a qualification:

- the relationship between the intended outcomes of the programme and the expectations set out in the qualification descriptors
- whether there is a sufficient volume of assessed study that will demonstrate that the learning outcomes have been achieved
- whether the design of the curriculum and assessments is such that all students following the programme have the opportunity to achieve and demonstrate the intended outcomes, through a coherent learning experience

The following level descriptors should be used as a reference point:

Level 4

Holders of a Level 4 qualification will have a sound knowledge of the basic concepts of a subject, and will have learned how to take different approaches to solving problems. They will be able to communicate accurately and will have the qualities needed for employment requiring the exercise of some personal responsibility.

Students should have demonstrated:
- knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study
- an ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.

Typically, holders of a Level 4 qualification will be able to:
- evaluate the appropriateness of different approaches to solving problems related to their area(s) of study and/or work
- communicate the results of their study/work accurately and reliably, and with structured and coherent arguments
- undertake further training and develop new skills within a structured and managed environment.

Holders of a Level 4 qualification will have:
- the qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
Level 5

Holders of qualifications at Level 5 will have developed a sound understanding of the principles in their field of study, and will have learned to apply those principles more widely. Through this, they will have learned to evaluate the appropriateness of different approaches to solving problems. Their studies may well have had a vocational orientation, enabling them to perform effectively in their chosen field. Holders of qualifications at this level will have the qualities necessary for employment in situations requiring the exercise of personal responsibility and decision-making.

Students should have demonstrated:
• knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed
• ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context
• knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study
• an understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.

Typically, holders of a Level 5 qualification will be able to:
• use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis
• effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences, and deploy key techniques of the discipline effectively
• undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.

Holders of a Level 5 qualification will have:
• the qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.

Level 6

Holders of qualifications at Level 6, for example a bachelor's degree with honours, will have developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, they will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. They will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.
Holders of a bachelor's degree with honours should have the qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.

**Students should have demonstrated:**

- a systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline
- an ability to deploy accurately established techniques of analysis and enquiry within a discipline
- conceptual understanding that enables the student:
  - to devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
  - to describe and comment upon particular aspects of current research, or equivalent advanced scholarship, in the discipline
- an appreciation of the uncertainty, ambiguity and limits of knowledge
- the ability to manage their own learning, and to make use of scholarly reviews and primary sources (for example, refereed research articles and/or original materials appropriate to the discipline).

**Typically, holders of a Level 6 qualification will be able to:**

- apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects
- critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem
- communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.

**Holders of a Level 6 qualification will have:**

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

**Level 7**
Much of the study undertaken for master's degrees will have been at, or informed by, the forefront of an academic or professional discipline. Students will have shown originality in the application of knowledge, and they will understand how the boundaries of knowledge are advanced through research. They will be able to deal with complex issues both systematically and creatively, and they will show originality in tackling and solving problems. They will have the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments.

Students should have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of a Level 7 qualification will be able to:

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

Holders of a Level 7 qualification will have:

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

Because of the practice-focused nature of many of the University’s programmes, it is useful also to consider the Professional Master’s degree characteristics.
Professional / Practice Master's

Examples: MBA, MEd, MTL, LLM and some integrated Master's.

Programme characteristics

Degree programmes in this category often have the following characteristics:

- Learning tends to be structured, and programme structure may be developed in collaboration with the relevant PSRB or employer, and may include practical elements, such as fieldwork, placements or other opportunities for work-based learning, as well as a project undertaken through independent study.
- They include research methods training, which may be provided in a range of different ways (for example, through content modules).
- In the case of integrated master's degrees that fall within this type, master's level study is integrated with study at honours degree level within a single programme. The second characteristic above applies to the master's level part of the overall award.
- They may be a prerequisite for registration or entry to a profession in accordance with the requirements of the PSRB that recognises or accredits the award.
- Related awards, such as postgraduate certificate and postgraduate diploma, are often offered as stages in the progression to a professional/practice master's award to facilitate continuing professional development at different stages of a professional career.

Programme purposes

Programmes in this category may have the following aims:

- to enable graduates to qualify for entry into a profession, subject to any further conditions required by the PSRB
- to provide continuing professional development opportunities related to particular professions or employment settings.

Intended entrants

Programmes in this category often attract entrants with a bachelor's degree with honours or equivalent, or experience that may or may not be directly relevant to the particular profession. Entrants may have acquired experience through work or other means that enables staff responsible for admissions to be confident of the candidate's ability to succeed in the programme. Some professional/practice master's

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7 Extract from the Master's Degree Characteristics, September 2015
will require entrants to be engaged in particular professions as a condition of entry to the programme.

Relationship to further study or employment

- graduates of professional/practice master's programmes will normally be equipped to enter a variety of types of employment and in particular will possess the skills and experience necessary for the particular profession or area of practice
- graduates will also normally be equipped to continue academic study at a higher level, for example for a PhD/Phil or a professional doctorate.

Characteristics of graduates

Graduates of professional/practice master's degrees typically have:

i) subject-specific attributes

- an in-depth knowledge and understanding of their profession, informed by current practice, scholarship and research, including a critical awareness of current issues and developments in the subject and the profession
- the ability to apply research to professional situations, both practical and theoretical
- the ability to use a range of techniques and research methods applicable to their professional activities.

ii) generic attributes (including skills relevant to an employment-setting)

A range of generic abilities and skills that include the ability to:

- use initiative and take responsibility
- solve problems in creative and innovative ways
- make decisions in challenging situations
- continue to learn independently and to develop professionally
- communicate effectively, with colleagues and a wider audience, in a variety of media.

Date for next review:
## Awards Framework

February 2022

### Version history

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<thead>
<tr>
<th>Version</th>
<th>Amended by</th>
<th>Revision summary</th>
<th>Date</th>
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</thead>
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<tr>
<td>1.1</td>
<td></td>
<td>Amendments approved by Academic Board</td>
<td>14/02/19</td>
</tr>
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