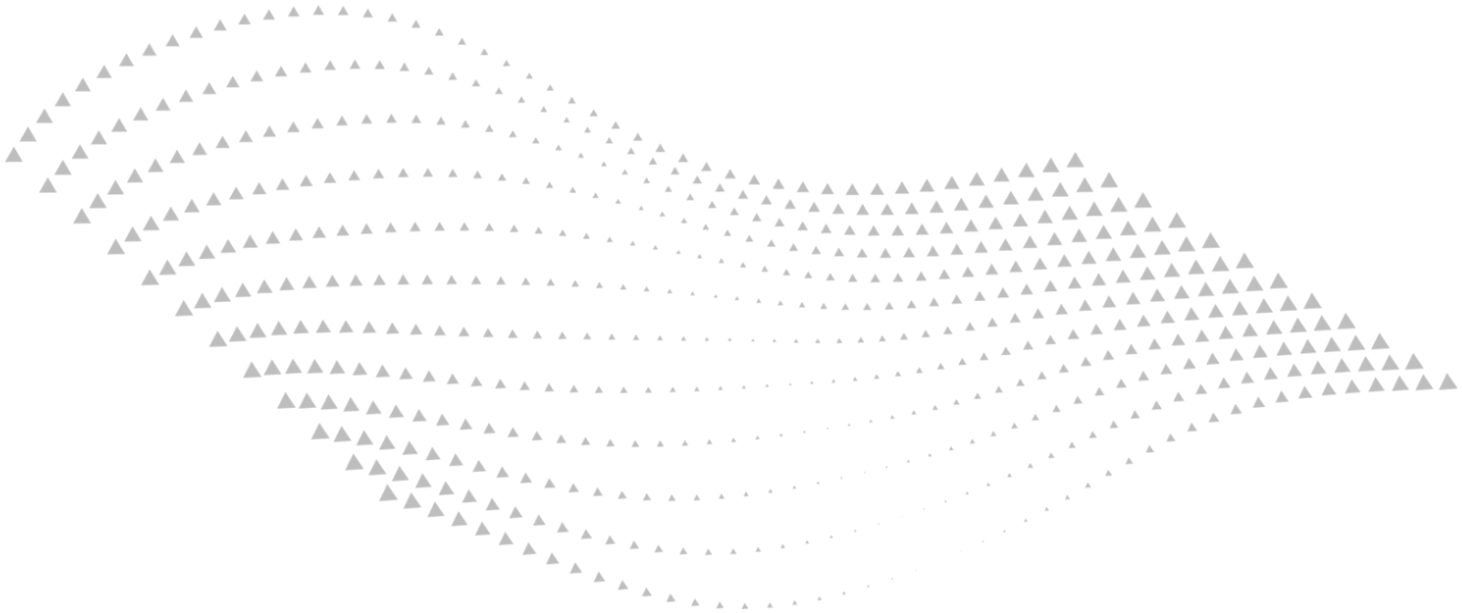
BIMM UNIVERSITY | A university for the creative industries

BIMM University Academic Framework



Last approved: July 2026
Approved by: Academic Board
Next review due: July 2030

Contents:

Contents: 2
1. Academic Framework....3
2. Authority to Confer Awards 3
3. Approval of Courses....4
4. Certificates and Transcripts 4
5. Recognition of Prior Learning for the Transfer of Credit....5
6. Academic Calendar & Modes of Attendance 5
7. Academic Credit....5
8. Credit volume....6
9. European Credit Transfer & Learning Hours....6
10. Credit Framework....6
11. Top-up degrees....10
12. Credit and module status on postgraduate taught courses....10
13. Naming Awards....11
14. Delivery....11
15. Modules 12
Appendix 1: Undergraduate Course Framework Model (UG-CFM)....14
Appendix 2:....15
RQF Level 3 Descriptors 15
Appendix 3:....16
FHEQ Qualification Descriptors....16
Descriptor for a higher education qualification at Level 4 on the FHEQ....16
(e.g., Certificate of Higher Education)....16
Descriptor for a higher education qualification at Level 5 on the FHEQ....17
(e.g., Diploma of Higher Education) 17
Descriptor for a higher education qualification at Level 6 on the FHEQ....18
(e.g., Bachelor's Degree with Honours) 18
Descriptor for a higher education qualification at Level 7 on the FHEQ....20
(e.g., Master's Degree, Postgraduate Diploma, Postgraduate Certificate) 20

1. Academic Framework

1.1 This Academic Framework sets out the criteria and rules for courses leading to a BIMM University award. It is aligned with the relevant sector-wide standards, in particular the *Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (QAA, 2014)*, the *Framework for Qualifications of the European Higher Education Area (QF-EHEA, 2018),* and the *Sector Recognised Standards (OfS, 2022)*.

1.2 Following approval through the University's course approval process, course-specific requirements may be set for the award of named degrees, diplomas and certificates, and these may be more stringent than those in this document.

2. Authority to Confer Awards

2.1 BIMM University derives its authority to confer awards from the Higher Education & Research Act (2017). BIMM University, acting through its Academic Board, has delegated to the Vice Chancellor (or designate) the authority to confer awards on persons recommended as eligible. The Academic Board has provided for the establishment of these authorised committees to make recommendations for the conferment of awards:

- Assessment Award Boards.
- Professorial Appointments Committee
- Honorary Awards Committee.

2.2 The conferment of a BIMM University award will be by the Vice Chancellor or, under delegated authority, by the Chair or Deputy Chair of its Academic Board.

2.3 For all taught undergraduate and postgraduate awards, conferment (the act of awarding a degree or official title) requires the following conditions to be met:

- The student was registered at the University at the time of their assessment for the award.
- The student has satisfactorily completed the approved course of study, and the award is recommended.
- The conferment has been recommended by the appropriate assessment board or committee, acting under regulations approved by the University.

2.4 For all taught undergraduate and postgraduate awards, conferment will be to the award for which the student is registered, except in cases of non-completion. Typically, an exit award may be conferred if a student has fulfilled the requirements of that award and it is available within their chosen course of study.

2.5 The university has established an Honorary Awards Committee, a sub-committee of the Professorial Appointment Committee, which reports to Academic Board to consider recommendations for the conferment of honorary awards on individuals and to make recommendations to Academic Board for the inclusion of new honorary awards. The criteria for approval and the list of available honorary awards are set out in the university's Honorary Awards Scheme.

2.6 The university has established a Professorial Appointments Committee, a sub-committee of the Academic Board, to consider recommendations for conferring professorial titles on individuals and to make recommendations to Academic Board for the inclusion of new professorial titles. The criteria for approval and the list of available professorial titles are set out in the university's Professorial Appointment Framework.

2.7 The Vice Chancellor (or designate), acting on the recommendation of the Award Board, may

rescind an award. Any award may be revoked if it is established that the authorised assessment board or committee reached its decision on the basis of misleading or incorrect evidence. For example, in the case of honorary awards, if a person granted such an award engages in activity that is not in line with the University's good standing. In the case of an academic award, it may be rescinded if it is established that unfair academic practice has taken place.

3. Approval of Courses

3.1 The University will consult widely before approving a new course. It will consider proposals in the context of existing university courses, their relationships with one another and with those of other bodies, and the commercial and academic rationales for developing the new course. Academic Board oversees the approval of all courses through a process managed by the University's Education Committee, which will consider courses based on the following:

- Position within the national qualification frameworks.
- Whether the proposed course's characteristics and level would distinguish it from existing courses and relate it to them.
- The suitability of existing awards for the proposed course(s) of study.
- The financial viability of the proposed course.
- The likely demand for, and recognition of, the proposed course by institutions, students and employers.

The procedures for submitting a new course for approval are in the University's Higher Education Course Approval & Modification Procedure.

4. Certificates and Transcripts

4.1 The University shall confirm the conferment of taught undergraduate and postgraduate awards by producing a certificate recording:

- The student's legal name as registered with the University.
- The approved title of the course.
- The qualification obtained and any classification.
- The name of the campus at which the student completed their studies.

4.2 The certificate will include the University's logo and bear the signatures of the Provost and the Vice Chancellor. It will consist of a statement accompanied by a transcript detailing the student's results. A transcript is a formal record of the results of all assessments undertaken during a course leading to an award.

4.3 The University shall confirm the conferment of honorary awards by issuing a certificate recording:

- The individual's name.
- The title of the award.
- The date of the award.

4.4 The certificate will include the University's logo and bear the signatures of the Provost and the Vice Chancellor.

5. Recognition of Prior Learning for the Transfer of Credit

5.1 The University's Recognition of Prior Learning Policy & Procedure allows applicants to have prior learning from a member state of the European Credit Transfer & Accumulation System (ECTS) formally recognised and credited towards their undergraduate course of study.

5.2 The University's PG Recognition of Prior Certified & Experiential Learning Policy & Procedure allows applicants to have prior learning from a member state of the European Credit Transfer & Accumulation System (ECTS) formally recognised and credited towards their postgraduate course of study.

6. Academic Calendar & Modes of Attendance

6.1 The University's Academic Calendar is usually structured as follows:

- Semester/Trimester 1, comprised of 15 weeks (typically 12 weeks taught).
- Semester/Trimester 2, comprised of 15 weeks (typically 12 weeks taught).
- Summer Trimester 3, comprised of 15 weeks (for postgraduate and accelerated courses only).
- Weeks 13-14 of each Semester/Trimester are typically assessment weeks.
- Weeks 14-15 of each Semester/Trimester are typically marking & moderation weeks.

6.2 Modes of attendance are as follows:

Mode:	Characteristics:
Full-time	Students study for 40 hours per week during term-time.
Part-time	Students study for up to 20 hours per week. Teaching may occur during or outside of term-time, during the daytime, evenings and/ or weekends.

7. Academic Credit

7.1 Credit is a means of expressing the equivalence of learning. It is awarded to a student for the verified achievement of designated intended learning outcomes at a specified level for a complete module. It is a way to compare learning achieved across various contexts.

7.2 All credit-bearing modules are credit-rated according to level and volume.

Credit Levels Regulated Qualification Framework (RQF) and Framework for Higher Education Qualifications (FHEQ):

- **Level 3** (RQF) Foundation (stage 0).
- **Level 4** (FHEQ) Certificate (stage 1).
- **Level 5** (FHEQ) Diploma (stage 2).
- **Level 6** (FHEQ) Bachelor's Degree with honours (stage 3).
- **Level 7** (FHEQ) Master's Degree (stage 4).

8. Credit volume

Credit reflects the notional student effort required to complete a module successfully. It is calculated by assigning 10 hours of learning per credit. The credit volume encompasses all student effort, including taught lessons, independent or guided study, assessment and revision. All university undergraduate and postgraduate taught modules at RQF Level 3 and FHEQ Levels 4-7 are weighted at 15, 30, and 60 credits.

9. European Credit Transfer & Learning Hours

9.1 In line with the FHEQ and the FQ-EHEA, BIMM University credits must be based on a 40-hour week, with one credit equating to 10 notional learning hours. Credits may be converted to the European Credit Transfer & Accumulation System (ECTS) as follows:

Qualification	FHEQ Credits	ECTS Credits	Learning Hours
Foundation Diploma	60	30	600
Certificate of Higher Education	120	60	1200
Diploma of Higher Education	240	120	2400
Ordinary Degree	300	150	3000
Top-up Degree	120[1]	60	1200
Bachelor's Degree	360	180	3600
Postgraduate Certificate	60	30	600
Postgraduate Diploma	120	60	1200
Master's Degree	180	90	1800
Integrated Master's Degree	540	270	5400

10. Credit Framework

10.1 The University's taught degrees, diplomas, and certificates shall be designed in accordance with the **credit values and rules** set out in the tables below.[2]

Postgraduate Awards					
Award Title	Level	Minimum Credit Requirement	Minimum Period of Registration	Maximum Period of Registration	Award rules
Master's Degree (MA, MMuS or MSc)	7	180	1 yr. Full Time (FT) 2 yrs. Part Time (PT)	2 yrs. FT 4 yrs. PT	Typically delivered over a single academic year and incorporating a project or dissertation module,

[1] 120 credits at Level 6.
[2] Source: Frameworks for Higher Education Qualification of UK Degree-Awarding Bodies (QAA, 2014).

					normally of 60 credits.
Distance Learning Master's Degree (MA, MMuS or MSc)	7	180	1 yr.	6 yrs.	Delivered online with two intakes in September and January, incorporating a project or dissertation module, normally of 60 credits.
Integrated Master's Degree (MA, MMuS or MSc)	7	180	4 yrs. FT 8 yrs. PT	8 yrs. FT 12 yrs. PT	A four-year course combining undergraduate and postgraduate study. Year four will consist of Level 7 credit only. Students may choose during year two to pursue a master's degree or exit with an undergraduate degree. Students failing to achieve sufficient credit in year three may also be awarded an undergraduate degree
Postgraduate Diploma (PG-Dip)	7	120	1 yr. FT 2 yrs. PT	2 yrs. FT 4 yrs. PT	These qualifications may be approved as standalone or exit awards embedded within a Master's degree course.
Postgraduate Certificate (PG-Cert)	7	60	1 yr. FT 2 yrs. PT	2 yrs. FT 4 yrs. PT	

Undergraduate Awards					
Award Title	Level	Minimum Credit Requirement	Minimum Period of Registration	Maximum Period of Registration	Award rules
BA/BMus/BSc (Hons) Single Honours	6	360	3 yrs. FT 6 yrs. PT	6 yrs. FT 10 yrs. PT	This is a degree comprising a main area of study from a single subject area, and 210 credits must be closely aligned to that subject area. All undergraduate course also include 90 credits of spine modules Incorporating a 30 credit Level 6 project module. Courses may also include up to 60 credits of option modules from outside the main area of study that have been approved as relevant to the course.
Accelerated 2 Year BA/BMus/BSc (Hons) Single Honours	6	360	2 yrs. FT 4 years. PT	4 yrs. FT 8 years. PT	This is a degree comprising a main area of study from a single subject area, and 210 credits must be closely aligned to that subject area. All undergraduate course also include 90 credits of spine modules Incorporating a 30 credit Level 6 project module. Courses may also include up to 60 credits of option modules from outside the main area of study that

					have been approved as relevant to the course.
BA/BMus/BSc (Hons) Joint Honours	6	360	3 yrs. FT 6 yrs. PT	6 yrs. FT 10 yrs. PT	This degree comprises two main areas of study with an even split of core credits across all course levels, comprising of 120 core credits from each subject. All undergraduate course also include 90 credits of spine modules Incorporating a 30 credit Level 6 project module. Joint Honours may also include up to 30 credits of option modules at Level 6.
BA/BMus/BSc (Hons) Level 6 Top-up	6	120	1 yr. FT 2 yr. PT	2 yrs. FT 4 yrs. PT	This one-year standalone course enables students with a Level 5 qualification to 'top-up' to a Level 6 honours degree, incorporating a Level 6 project module, of 30 credits.
Ordinary Bachelor's Degree (BA/BMus/BSc)	6	300	2 yrs. FT 4 yrs. PT	6 yrs. FT 10 yrs. PT	This exit award is granted in recognition of student learning where insufficient credit has been achieved to award an undergraduate honours degree.
Foundation Degree (FdA/FdMus/FdSc)	5	240	2 yrs. FT 4 yrs. PT	4 yrs. FT 8 yrs. PT	This course must include an assessed and credit-rated element of work experience comprising at least 30 credits at Level

					5.
Diploma of Higher Education (Dip-HE)	5	240	2 yrs. FT 4 yrs. PT	4 yrs. FT 8 yrs. PT	These may be approved as standalone awards or exit awards and will bear the course's name and the award's title.
Certificate of Higher Education (Cert-HE)	4	120	1 yr. FT 2 yrs. PT	2 yrs. FT 4 yrs. PT	
Foundation Diploma (F-Dip)	4	60	1 yr. PT	2 yrs. PT	This is not an exit award and applies only to named Foundation Diploma courses.
BA/BSc/BMus (Hons) with Integrated Foundation Year	6	480 (120 + 360)	4 yr. FT 8 yrs. PT	8 yrs. FT 14 yrs. PT	This Level 3 entry route is for applicants who do not meet the threshold for direct entry into year one of an undergraduate course. Following successful completion of a Foundation Year, students may progress to a named undergraduate course at Level 4.[3]

11. Top-up degrees

11.1 New Level 6 top-up degrees are reserved for partner institutions that offer their own Level 5 courses and wish to deliver a BIMM Award at Level 6. Approval of the Level 6 top-up will be processed as a modification through the Course Modification Committee process.

11.2 Top-up awards may also be made to students who enter BIMM University courses through university-approved progression agreements with external partners and for students subject to teach-out arrangements.

12. Credit and module status on postgraduate taught courses

12.1 Credit is module-specific and is awarded upon successful completion of the module. All modules contributing to an award must be credit-bearing.

12.2 For full-time taught postgraduate courses comprising 180 credits, the usual pattern of delivery will be 60 credits in the Autumn Trimester, 60 in the Spring Trimester and 60 in the Summer Trimester.

[3] Completion of a Foundation Year does not entitle students to an exit award as it is designed for progression to Level 4 only.

12.3 Individual modules may contribute to more than one course, but their credit volume and level shall remain unchanged, irrespective of the course to which they contribute.

12.4 Modules may be delivered within a single Trimester or across two Trimesters. Where a module is delivered across two Trimesters, the minimum credit volume is 30 credits.

12.5 Taught postgraduate courses typically comprise 90 credits of modules closely aligned with the subject area.

12.6 Taught postgraduate modules may be offered as standalone credit-bearing units. This provision allows students to accredit individual modules towards a full Master's Degree.

13. Naming Awards

13.1 For Undergraduate awards, successful students will receive one of the following:

- **Bachelor of Arts.** (Single, Joint Hons or Top Up at Level 6) - This is a classified award.
- **Bachelor of Music.** (Single, Joint Hons or Top Up at Level 6) - This is a classified award.
- **Bachelor of Science.** (Single, Joint Hons or Top Up at Level 6) - This is a classified award.
- **Foundation Degree Arts.** This is a classified award.
- **Foundation Degree Music.** This is a classified award.
- **Foundation Degree Science.** This is a classified award.
- **Diploma of Higher Education.** This is an unclassified award.
- **Certificate of Higher Education.** This is an unclassified award.
- **Foundation Diploma.** This is an unclassified award.

13.2 For Postgraduate taught awards, successful students will receive one of the following:

- **Master of Arts.** This is a classified award.
- **Master of Music.** This is a classified award.
- **Master of Science.** This is a classified award.
- **Integrated Masters.** This is a classified award.
- **Postgraduate Diploma.** This is an unclassified award.
- **Postgraduate Certificate.** This is an unclassified award.[4]

13.3 The minimum requirements for the naming of awards are as follows:

- **Single Honours**: A degree comprising a primary area of study from a single subject.
- **Joint Honours**: A degree comprising two main areas of study, with an even split of core credits across all course levels. Each subject of study warrants specific recognition on the degree certificate and constitutes a named entry route for applicants. The two elements of study will be reflected in the degree title, e.g., Songwriting & Music Business.

14. Delivery

14.1 Undergraduate courses may be delivered on a full-time or part-time basis, where approved. Accordingly, any derogations must be formally approved. Likewise, postgraduate taught courses may be offered on a full-time or part-time basis, subject to approval.

[4] With the exception of the PG Cert Learning and Teaching (Porfessional Practice) which is a classified postgraduate award.

15. Modules

15.1 There are **two types of modules**:

- **Core** – a module that all students on the course must take to achieve the intended learning outcomes for the level/course.

  A Core module must be designed to secure the course learning outcomes for each level and, cumulatively, for the award of a qualification. They should be closely aligned with the subject area to ensure the course has a clear identity. They should also be constructively aligned, with their assessments aligned to both the intended outcomes and to one another, so that core learning is built at each level and throughout the course.

  Spine modules are compulsory core modules on each undergraduate course that deliver key transferable skills at each level and are designed to allow faculty to contextualise their content within the subject of study.

- **Option** – one of a set of modules that students may select.[5]

  Option modules are freestanding units of learning that should not require any prerequisite learning beyond the transferable knowledge and skills a student at each level of study within a subject will have acquired. Option modules need not be closely aligned with overall course learning outcomes. They will, however, be relevant to the subject area and aligned with the FHEQ.

15.2 **Single Honours Undergraduate courses** will be approved with the following split of core and option credits at each level:

- **Level 4 FDip**: 60 credits, all core.
- **Level 4 Honours Degree/CertHE**: 120 credits, all core (including Curriculum Spine modules).
- **Level 5 Honours Degree/Foundation Degree/DiPHE**: A minimum of 80 credits of core modules (including Curriculum Spine modules).
- **Level 6 Honours Degree**: A minimum of 80 credits in core modules (must include the Final Year Project) and a maximum of 40 credits of option modules.

15.3 **Joint Honours Undergraduate courses** will be approved with the following split of core and option credits at each level:

- **Level 4 Honours Degree/CertHE**: 120 credits, all core (45 credits from each subject and 30 credits from Curriculum Spine modules).
- **Level 5 Honours Degree/Foundation Degree/DipHE**: A minimum of 120 credits, all core (45 credits from each subject and 30 credits from Curriculum Spine modules).
- **Level 6 Honours Degree**: A minimum of 90 credits of core modules (must include the 30-credit Final Year Project) and up to 30 credits of options.

15.4 **Modules** will typically be delivered as follows:

- **15 credits:** over one semester/trimester, requiring 150 hours of student effort.
- **30 credits:** over one or two semesters/trimesters or, for the PgCert Learning & Teaching (Professional Practice) only, over one academic year, requiring 300 hours of student effort.
- **60 credits:** over one or two Trimesters, normally at level 7 only, requiring 600 hours of student

[5] Core modules cannot also be offered as option modules.

effort.

Appendix 1: Undergraduate Course Framework Model (UG-CFM)

<table>
<tr><th colspan="5">Undergraduate Single Honours</th></tr>
<tr><th colspan="4">Level 4 Cert HE</th><th>Total: 120 Credits</th></tr>
<tr><td>S1</td><td>Spine 1
15 credits</td><td colspan="2" rowspan="2">Core Subject Modules
90 credits</td><td rowspan="2">Core Subject Modules may consist of:
15 credit modules: over one semester.
30 credit modules: over one or two semesters.</td></tr>
<tr><td>S2</td><td>Spine 2
15 credits</td></tr>
<tr><th colspan="4">Level 5 DipHE</th><th>Total: 120 Credits</th></tr>
<tr><td>S1</td><td>Spine 3
15 credits</td><td>Core Subject Modules
Minimum 60 credits</td><td rowspan="2">Option Modules up to 30 credits</td><td rowspan="2">Core Subject Modules may consist of:
15 credit modules: over one semester.
30 credit modules: over one or two semesters.

Option Modules may consist of:
2 x 15 credit modules: each over one semester.
1 x 30 credit module: over two semesters.</td></tr>
<tr><td>S2</td><td>Spine 4
15 credits</td><td>Core Subject Modules
Minimum 60 credits</td></tr>
<tr><th colspan="4">Level 6 Honours Degree</th><th>Total: 120 Credits</th></tr>
<tr><td>S1</td><td rowspan="2">Project 30 credits</td><td rowspan="2">Core Subject Modules
Minimum 60 credits</td><td rowspan="2">Option Modules up to 30 credits</td><td rowspan="2">Core Subject Modules may consist of:
15 credit modules: over one semester.
30 credit modules: over one or two semesters.

Option Modules may consist of:
2 x 15 credit modules: each over one semester.
1 x 30 credit module: over two semesters.</td></tr>
<tr><td>S2</td></tr>
<tr><td colspan="5"></td></tr>
</table>

<table>
<tr><th colspan="5">Undergraduate Joint Honours</th></tr>
<tr><td colspan="3">Level 4 Cert HE</td><td colspan="2">Total: 120 Credits</td></tr>
<tr><td>S1</td><td>Spine 1
15 credits</td><td rowspan="2">Core Subject Modules – 90 credits
(45 Core credits from each single honours subject)</td><td colspan="2" rowspan="2">Core Subject Modules may consist of:
15 credit modules: over one semester.
30 credit modules: over one or two semesters.</td></tr>
<tr><td>S2</td><td>Spine 2
15 credits</td></tr>
<tr><td colspan="3">Level 5 DipHE</td><td colspan="2">Total: 120 Credits</td></tr>
<tr><td>S1</td><td>Spine 3
15 credits</td><td rowspan="2">Core Subject Modules – 90 credits
(45 Core credits from each single honours subject)</td><td colspan="2" rowspan="2">Core Subject Modules may consist of:
15 credit modules: over one semester.
30 credit modules: over one or two semesters.</td></tr>
<tr><td>S2</td><td>Spine 4
15 credits</td></tr>
<tr><td colspan="3">Level 6 Honours Degree</td><td colspan="2">Total: 120 Credits</td></tr>
<tr><td>S1</td><td rowspan="2">Project 30 credits</td><td rowspan="2">Core Subject Modules 60 credits
(30 Core credits from each single honours subject)</td><td rowspan="2">Option Module 30 credits</td><td rowspan="2">Core Subject Modules may consist of:
15 credit modules: over one semester.
30 credit modules: over one or two semesters.

Option Module may consist of:
2 x 15 credit modules: each over one semester.
1 x 30 credit module: over two semesters.</td></tr>
<tr><td>S2</td></tr>
<tr><td colspan="5"></td></tr>
</table>

Appendix 2: RQF Level 3 Descriptors

Knowledge descriptor (knowing):	Skills descriptor (doing):
• Has factual, procedural and theoretical knowledge and understanding of a subject or field of work to complete tasks and address problems that while well-defined, may be complex and non-routine. • Can interpret and evaluate relevant information and ideas. • Is aware of the nature of the area of study or work. • Is aware of different perspectives or approaches within the area of study or work.	• Identify, select and use appropriate cognitive and practical skills, methods and procedures to address problems that while well-defined, may be complex and non-routine. • Use appropriate investigation to inform actions. • Review how effective methods and actions have been.

Appendix 3: FHEQ Qualification Descriptors

Descriptor for a higher education qualification at Level 4 on the FHEQ
(e.g., Certificate of Higher Education)
The descriptor provided for this level is for any Certificate of Higher Education, which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications aligned with Level 4 of the FHEQ.
Level 4 awards are made to students who have demonstrated:
• Knowledge of the underlying concepts and principles associated with their area(s) of study, and an ability to evaluate and interpret these within the context of that area of study.
• An ability to present, evaluate and interpret qualitative and quantitative data, in order to develop lines of argument and make sound judgements in accordance with basic theories and concepts of their subject(s) of study.
Holders of a Level 4 qualification will be typically 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 typically have:
• The qualities and transferable skills necessary for employment requiring the exercise of some personal responsibility.
• 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. The Certificate of Higher Education may be a first step towards obtaining higher level qualifications.

Descriptor for a higher education qualification at Level 5 on the FHEQ
(e.g., Diploma of Higher Education)
The descriptor provided for this level of the FHEQ is for any foundation degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 5 of the FHEQ.
Level 5 awards are made to students who have demonstrated:
• Knowledge and critical understanding of the well-established principles of their area(s) of study, and of the way in which those principles have developed.
• Ability to apply underlying concepts and principles outside the context in which they were first studied, including, where appropriate, the application of those principles in an employment context.
• Knowledge of the main methods of enquiry in the subject(s) relevant to the named award, and ability to evaluate critically the appropriateness of different approaches to solving problems in the field of study.
• An understanding of the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.
Typically holders of the qualification will be able to:
• Use a range of established techniques to initiate and undertake critical analysis of information, and to propose solutions to problems arising from that analysis.
• Effectively communicate information, arguments and analysis in a variety of forms to specialist and non-specialist audiences and deploy key techniques of the discipline effectively.
• Undertake further training, develop existing skills and acquire new competences that will enable them to assume significant responsibility within organisations.
Holders will have:
• The qualities and transferable skills necessary for employment requiring the exercise of personal responsibility and decision-making.
• 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, for example HNDs, 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.

Descriptor for a higher education qualification at Level 6 on the FHEQ
(e.g., Bachelor's Degree with Honours)
• The descriptor provided for this level of the FHEQ is for any bachelor's degree with honours which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 6 of the FHEQ.
Level 6 awards are made to students who have demonstrated:
• A systematic understanding of key aspects of their field of study, including acquisition of coherent and detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline.
• An ability to deploy accurately established techniques of analysis and enquiry within a discipline
• Conceptual understanding that enables the student:
o To devise and sustain arguments, and/or to solve problems, using ideas and techniques, some of which are at the forefront of a discipline
o 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 the qualification will be able to:
• Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding, and to initiate and carry out projects.
• Critically evaluate arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements, and to frame appropriate questions to achieve a solution - or identify a range of solutions - to a problem.
• Communicate information, ideas, problems and solutions to both specialist and non-specialist audiences.
Holders will have:
• The qualities and transferable skills necessary for employment requiring:
o The exercise of initiative and personal responsibility.
o Decision-making in complex and unpredictable contexts.
o The learning ability needed to undertake appropriate further training of a professional or equivalent nature.
• Developed an understanding of a complex body of knowledge, some of it at the current boundaries of an academic discipline. Through this, the holder will have developed analytical techniques and problem-solving skills that can be applied in many types of employment. The holder of such a qualification will be able to evaluate evidence, arguments and assumptions, to reach sound judgements and to communicate them effectively.

• The qualities needed for employment in situations requiring the exercise of personal responsibility, and decision-making in complex and unpredictable circumstances.
Bachelor's degrees with honours form the largest group of higher education qualifications. Typically, learning outcomes for these courses would be expected to be achieved on the basis of study equivalent to three or four full-time academic years. In addition to bachelor's degrees at this level are short courses and professional 'conversion' courses, based largely on undergraduate material, and taken usually by those who are already graduates in another discipline, leading to, for example, graduate certificates or graduate diplomas.

Descriptor for a higher education qualification at Level 7 on the FHEQ
(e.g., Master's Degree, Postgraduate Diploma, Postgraduate Certificate)
• The descriptor provided for this level of the frameworks is for any master's degree which should meet the descriptor in full. This qualification descriptor should also be used as a reference point for other qualifications at Level 7, including postgraduate certificates and postgraduate diplomas.
Level 7 awards are made to students who have demonstrated:
• A systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study or area of professional practice.
• A comprehensive understanding of techniques applicable to their own research or advanced scholarship.
• Originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
• Conceptual understanding that enables the student:
○ To evaluate critically current research and advanced scholarship in the discipline.
○ To evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.
Typically holders of the qualification will be able to:
• Deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences.
• Demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.
• Continue to advance their knowledge and understanding, and to develop new skills to a high level.
Holders will have:
• The qualities and transferable skills necessary for employment requiring:
○ The exercise of initiative and personal responsibility.
○ Decision-making in complex and unpredictable situations.
○ The independent learning ability required for continuing professional development.
Master's degrees are often distinguished from other qualifications at this framework level (for example, advanced short courses, which often form parts of continuing professional development programmes and lead to postgraduate certificates and/or postgraduate diplomas) by an increased intensity, complexity and density of study. Master's degrees, in comparison to postgraduate certificates and postgraduate diplomas, typically include planned intellectual progression that often includes a synoptic/research or scholarly activity.