



Royal Conservatoire
of Scotland

ACADEMIC FRAMEWORK
Undergraduate Programmes

Scope and Purpose

The Academic Framework is designed to:

- Facilitate for our students the highest possible quality of educational, professional, and artistic experience.
- Develop and promulgate shared understanding and practices across all Conservatoire programmes of study.
- Set out the principles that underpin the coherence and integrity of all Conservatoire programmes of study.
- Ensure compliance with external requirements.

The Academic Framework (in both of its parts - Undergraduate and Postgraduate), together with the Quality Assurance Handbook and the Regulations, Codes of Procedure and General Rules sets out the design requirements for all programmes of study. It is informed by, and complies with, the UK Quality Code for Higher Education and the Scottish Credit and Qualifications Framework (SCQF) in respect of programme design, delivery and quality assurance.

Management of the Academic Framework

Academic Board has the ultimate responsibility for the approval and review of the Academic Framework. The Quality and Standards Committee will consider amendments to the Framework on an annual basis and will be responsible, reporting to Academic Board, for ensuring that it is maintained and developed in accordance with internal and external requirements. As part of the Academic Framework's annual review, Directors and heads of support services will be invited to comment on the effectiveness of the Academic Framework and to propose amendments.

The Academic Framework will be maintained by the Academic Registrar (who will have a particular responsibility to ensure that it is updated in accordance with external requirements), and it will be administered through Academic Administration and Support.

Curriculum Principles

Six principles encapsulate the Conservatoire's artistic and educational philosophy. These six principles represent a distillation of the qualities that the Conservatoire's curriculum will promote in all of its students. The Conservatoire has adopted a 'tight-loose' approach to the application of these principles. The 'tight' aspect is the requirement for the principles to underpin all programmes of study; and the 'loose' aspect is the freedom of Schools and Programme Teams to decide how best to apply the principles within their own programmes of study (subject to approval through review or validation).

The six principles, followed by examples of the practical implications of the application of each principle are:

Principle 1 The curriculum develops excellence alongside high levels of reflection in all our disciplines.

- We expose students to a variety of influences, approaches and attitudes to encourage them to develop their unique identities as artists.
- We encourage students to understand that excellence takes many forms.
- We provide students with an appropriate balance between practice and reflection.
- We provide students with clear statements of objectives in the form of Learning Outcomes.
- We constructively align Learning Outcomes to assessments to ensure the most effective learning experience for students.
- We incorporate alternative theories and approaches into our learning and teaching to stimulate discussion and debate.
- We accommodate each student's individual learning style through employing a variety of teaching methods.
- We evaluate the effectiveness of our teaching by seeking evidence about what students have learned and modifying our approaches accordingly.
- We provide students with supportive learning environments where they are encouraged to try out new ideas.
- We acknowledge that conservatoire education is based upon a spiral curriculum model, where progression often involves circling back to the same activity, but at a higher level.

Principle 2 The curriculum fosters the creative attitudes and skills needed for collaborative learning in and through practice.

- We convey passion for our art and work to provoke students' curiosity.
- We give students the opportunity to be involved in trans-disciplinary collaborative projects, exposing them to the possibilities and challenges that collaborative working entails.
- We give students the opportunity to make creative discoveries about their art form through working with others from a variety of other art forms.
- We model collaborative learning through team teaching where appropriate.

- We give students a sense of possibility and a culture of innovation through working with visiting artists.
- We model the excitement of collaborative exploration by designing learning opportunities in diverse environments and artistic contexts.

Principle 3 The curriculum enables students to take responsibility for managing and evaluating their own learning.

- We respect students as partners in their artistic and educational development.
- We adopt the concept of 'scaffolded learning' as the pedagogical framework to support student learning, moving from staff-led through staff-supported to staff-supervised learning.
- We give students opportunities to make discoveries for themselves and we reward creativity.
- We encourage students to monitor and review their own learning, and require them to engage in mutually constructed feedback.
- We give students opportunities to receive feedback from each other as well as from staff.
- We enable students to learn using state of the art technologies.
- We encourage students to become independent explorers in new technologies in relation to their own arts discipline.
- We demonstrate our commitment to lifelong learning and foster in our students an awareness that this will be an essential part of their professional and personal lives.
- We collaborate with students in the design of particular learning experiences at appropriate levels.
- We structure our programmes of study to enable students to plan their learning effectively.
- We feature independent resource-based learning in all programmes of study to establish the appropriate balance of teacher-led and student-led learning at each level of study.

Principle 4 The curriculum provides students with insight into a diversity of artistic fields and experience of what is required to succeed in their individual arts practice

- We expose students to the widest possible range of perspectives in the arts.
- We encourage students to challenge and question their underlying beliefs and assumptions.
- We assist students to develop a capacity for tolerating ambiguity, complexity and risk.
- We develop programmes of study to provide our graduates with the knowledge, skills and understanding required to make sustainable lives and livings.
- We give students the opportunity to engage in work based learning.
- We provide students with clear statements of anticipated entrepreneurial skill outcomes.

- We engage artists from a wide range of backgrounds in student learning wherever possible.

Principle 5 The curriculum develops the ability to use theoretical understanding to inform practice and to use practice to inform theory.

- We design our programmes of study to cover three main areas of learning: knowledge, skills and understanding.
- We embody the excitement of artistic and intellectual exploration when working with students.
- We emphasize and embody the need for open mindedness while fostering the development of practical skills and critical analysis.
- We present knowledge in its broader context – artistic, intellectual, political, social, economic – to help students understand the significance of their art.
- We plan our learning and teaching to explore the relationship between theory and practice.
- We incorporate our research and professional experiences into learning and teaching approaches.
- We engage students in research led learning.
- We give students the opportunity to demonstrate a commitment to the idea of the thinking practitioner in a variety of ways.

Principle 6 The curriculum enables students and graduates to make a contribution in the world as artists, educators, advocates and active citizens.

- We involve students in projects that initiate and implement constructive change in their communities.
- We give students opportunities to assist, lead and mentor others in learning.
- We engage students in learning and thinking about the social function of the arts.
- We ensure the curriculum is international and, where appropriate, includes intercultural perspectives.
- We promote a broad global understanding of, and high regard for, human rights, equity and ethics.
- We embody a commitment to, and foster student engagement with, environmental sustainability.
- We give students opportunities to articulate their views and responses in respect of all aspects of their learning and we respect those views.
- We encourage students to participate in the broad cultural life of the Conservatoire, beyond their own programme of study and art form.

Level Descriptors

The Conservatoire's Level Descriptors have been derived from the six Curriculum Principles and address the requirements of the SCQF by adapting its level descriptors to the unique learning environment offered by the Conservatoire. Accordingly, the headings under which the aims of each Conservatoire Level Descriptor are presented draw on the aspects of learning identified in the SCQF Level Descriptors, and are:

At Levels 1 and 2:

- Knowledge and Understanding
- Professional Practice
- Professional Preparation

At Levels 3 and 4:

- Professional *Praxis*

Each Level Descriptor is framed in terms of Aims and Learning Outcomes, which have been developed to facilitate the development of the Conservatoire's Graduate Attributes, and have been cross-referenced to SCQF and Dublin Level Descriptors – Appendix 1 shows how they relate to those external benchmark statements.

Level Descriptors are for guidance, it is not expected that every point will be covered by every programme of study. Consistent with the Conservatoire's 'tight-loose' approach, disciplinary context is key to their effective application.

Level 1: Certificate of Higher Education

Aims

Knowledge and Understanding

- To introduce underpinning knowledge and understanding
- To introduce fundamental critical and ethical concepts and skills

Professional Practice

- To consolidate and extend essential practical skills for participation in the discipline
- To introduce skills of reflection and evaluation in practice
- To ensure the student experiences autonomy and accountability in practice

Professional Preparation

- To introduce essential personal skills in creative collaboration
- To introduce contemporary skills of communication and documentation

Learning outcomes

On successful completion of level 1 the student should be able to:

- Demonstrate the attainment of the essential practical skills for participation in their discipline
- Reflect on, and evaluate, their practice within a given framework
- Demonstrate the ability to work autonomously, and with due regard for their own responsibilities
- Apply as appropriate an introductory understanding of the knowledge and understanding (concepts, key ideas, theories) that underpin their discipline
- Understand and apply as appropriate the basic critical and ethical skills relevant to their discipline
- Demonstrate and draw on the personal skills required for creative collaboration
- Demonstrate introductory communication and documentation skills using contemporary tools.

Level 2: Diploma of Higher Education

Aims

Knowledge and Understanding

- To broaden the range of knowledge and understanding and deepen it in selected areas
- To develop and deepen critical and ethical engagement

Professional Practice

- To increase the range and depth of skills, and the degree of control with which they are practised
- To strengthen autonomous reflective practice
- To ensure the student experiences a range of alternative practices and viewpoints

Professional Preparation

- To introduce entrepreneurial skills, including planning and organization skills for creative projects
- To extend and refine contemporary skills of communication and documentation
- To introduce skills in research methods

Learning outcomes

On successful completion of level 2 the student should be able to:

- Demonstrate a growing range and depth of skills relevant to their discipline, and greater control and expertise in their execution
- Independently reflect on, and evaluate, their practice
- Draw insights based on experience of working with a range of alternative practices and viewpoints
- Apply as appropriate a broader and, in selected areas, deeper knowledge and understanding of the concepts, key ideas and theories associated with their discipline
- Understand and apply as appropriate a range of critical and ethical skills relevant to their discipline
- Demonstrate planning and organizational skills, and an introductory understanding of entrepreneurship
- Demonstrate skill in communication and documentation, using contemporary tools
- Show an introductory understanding of research method

Level 3 and 4: Ordinary and Honours Degree

Aims

Professional Praxis

- To enable students to synthesize knowledge and understanding with professional practice into a personal reflective *praxis*
- To enable students to integrate knowledge and understanding with professional ancillary skills to develop areas of specialism
- Increasingly, to create opportunities for the personal *praxis* and specialisms to be realised.

Learning outcomes

On successful completion of level 3 the student should be able to:

- Demonstrate in his/her discipline a well-founded, creative and flexible *praxis* in which professional practice is informed by theoretical knowledge and understanding of the discipline
- Show that the individual *praxis* also draws on appropriate critical and ethical thinking
- Show that the individual *praxis* informs his/her conceptual understanding of the discipline
- Demonstrate independence in their individual *praxis*
- Apply this *praxis* in at least one of the following:
 - Originating new work
 - Independent Professional Practice
 - Practice-based research
 - Autonomous collaborations
 - Acting for constructive change in professional and community contexts

On successful completion of level 4 the student should be able to:

- Demonstrate in his/her discipline a well-founded, creative and flexible *praxis* in which professional practice is informed by theoretical knowledge and understanding of the discipline
- Show that the individual *praxis* also draws on appropriate critical and ethical thinking
- Show that the individual *praxis* informs his/her conceptual understanding of the discipline
- Demonstrate an area or areas of specialism within the discipline, developed through independent working
- Apply this *praxis* in one or more of the following:
 - Originating new work
 - Independent Professional Practice
 - Practice-based research
 - Autonomous collaborations
 - Acting for constructive change in professional and community contexts

Graduate Attributes

Graduate Attributes encapsulate the potential range of specialist abilities, personal qualities and skills gained through study at the Conservatoire. Conservatoire graduates are specialist arts practitioners and are generally highly skilled, effective and confident individuals. Conservatoire Graduate Attributes firstly encapsulate the Conservatoire's Curriculum Principles and then develop those principles in the context of the wide range of transferable skills and insights that are acquired and developed in the course of each student's unique academic and artistic journey.

The Conservatoire graduate ...

Is an excellent and reflective arts practitioner

and leads, creates, achieves and innovates. Conservatoire Graduates understand that the highest level of risk and daring offers the greatest potential for achievement and fulfillment.

Has the creative attitudes and skills needed for collaborative learning

and has sophisticated skills in leading, building and working in teams. As adaptable and confident people, Conservatoire graduates are used to taking risks and working positively with ambiguity and unpredictability.

Takes responsibility for managing and evaluating their own learning

and is resourceful, independent and effective in their approach to managing their life and work.

Has insight into a diversity of artistic fields and experience of what is required to succeed in their individual arts practice

and can respond quickly to a fast changing and dynamic world. Conservatoire graduates have a professionally-orientated, entrepreneurial outlook and respond positively to new opportunities and challenges.

Uses theoretical understanding to inform practice and practice to inform theory

and combines sophisticated aesthetic and emotional intelligence, integrity and insight with ability to think analytically and critically.

Makes a contribution in the world, as an artist, educator, advocate and active citizen

and uses highly developed skills to communicate a profound appreciation of how her/his artistic discipline connects with the real world.

Undergraduate Programme Structure

Modules

Each undergraduate programme of study shall be composed of modules, the module being a unit of learning. Each module shall be characterized by the academic level at which it is set and the number of credits which it conveys. The module level shall be expressed as 1, 2, 3, or 4, these corresponding to levels 7 to 10 of the SCQF.

Credit

Each level of each full-time undergraduate programme of study (i.e. each year of full-time study) shall comprise 120 credits calibrated against the SCQF, unless otherwise permitted by Academic Board. 120 credits is equivalent to 1200 notional learning hours.

The credit value of each module shall be expressed in multiples of 10 credits, up to a maximum of 60 credits in the case of core modules, and 30 credits in the case of option modules, unless otherwise permitted by Academic Board.

The assessment load must reflect the number of credits conveyed by a module. Typically, there should be a maximum of 2 assessments for 10 and 20 credit modules, and a maximum of 4 assessments for 30 to 60 credit modules.

Core and Option Modules

Core modules are central to the aims and learning outcomes of a specific programme of study, and are therefore compulsory for all students undertaking that programme of study. All core modules must normally be passed in order for a student to be eligible for the named award associated with a specific programme of study.

Option modules enrich a student's learning experience by offering opportunities to extend academic and/or artistic horizons. They also facilitate the development of an individualized learning experience, tailored to individual student needs, interests and career aspirations.

Option modules may be offered exclusively to students on a specific programme of study, or they may be offered to students of multiple or all programmes of study. Option modules may be 'close to' a specific programme of study or 'far away' from it in content.

The level of an option module that is available exclusively to students on a specific programme of study shall coincide with the level of study of those students. Otherwise, option modules may be taken at any level of study.

Learning Outcomes

A module learning outcome is a concise statement of what a student is expected to have learned upon successful completion of a specific module. Typically, there should

be between two and six learning outcomes per module, the actual number being related to the number of credits conveyed by a specific module.

A level learning outcome is a concise statement of what a student is expected to have learned upon successful completion of a specific level of a programme of study. Level learning outcomes must address the Conservatoire's Level Descriptors, and shall equate with the requirements for the appropriate exit award.

A programme learning outcome is a concise statement of what a student is expected to have learned upon successful completion of a programme of study. Programme learning outcomes shall address the Conservatoire's graduate attributes and the appropriate QAA Subject Benchmark Statement.

Credit allocation for Core and Option Modules

The balance of credit values allocated to Core and Option Modules over the 4 Levels of undergraduate study shall be:

	Core credits	Option credits
Level 1	120*	0
Level 2	100	20
Level 3	100	20
Level 4	90	30

**Includes the 10 Credit Introduction to Collaborative Practice Module.*

Assessment

Assessment is valuable not only as a measurement of learning, but also a catalyst for learning. Above all else, the processes of assessment of and for learning must be reliable, fair and valid.

Underlying Principles of Assessment

All forms of assessment should be reliable, fair and valid.

Reliable assessment means:

- That the outcome of the assessment would be the same irrespective of the precise membership of an examining panel

Fair assessment means:

- Students must be aware from the beginning of each module what, when and how they are to be assessed
- All students should be assessed under the same conditions (unless reasonable adjustments are applied)

Valid assessment means:

- All assessments are mapped onto assessment criteria, which are mapped to Learning Outcomes

Assessment is for learning:

- The assessment process is, in itself, part of the student's learning experience
- As a consequence, the assessment process is incomplete without detailed feedback

The weight of assessment should be proportionate to the credits allocated to each module. There should be a maximum of 2 assessments for 10 and 20 credit modules, and a maximum of 4 assessments for 30 to 60 credit modules.

Information about Assessment

Each Programme Document must provide clear and accurate information about assessment which is available to all staff, students and examiners.

Mutually Constructed Feedback

Where appropriate, assessment feedback should be mutually constructed to encourage students to reflect on the feedback and to determine actions needed to progress their learning and development. Mutually constructed feedback can be used in a variety of contexts, including as formative feedback on student progress (e.g. tutor reports), and as summative feedback on student assessment.

The Programme Document must make clear the process by which any dispute between lecturer(s) and student would be resolved, i.e. through the moderation of a third party whose decision will be final.

Synoptic Assessment

A synoptic assessment combines two or more modules into a single assessment. Such an assessment may help students to make connections between modules, increase the level of student engagement and provide teaching staff with the opportunity to adopt an holistic approach to the delivery of a number of individual modules.

Synoptic assessment encourages students to combine elements of their learning from different parts of a programme of study and to show their accumulated knowledge and understanding of a topic or subject area. A synoptic assessment normally enables students to show their ability to integrate and apply their skills, knowledge and understanding with breadth and depth in the subject. It can help to test a student's capability of applying the knowledge and understanding gained in one part of a programme of study to increase their understanding in other parts of the programme of study, or across the programme of study as a whole. Synoptic assessment can be part of other forms of assessment.

Where certain module learning outcomes are not assessed by the synoptic method, they will need to be assessed by another form of summative assessment attached to that module.

Written Feedback and Reports

All written feedback, even for the final assessment of the academic year, is formative and, in some cases, summative. The purpose of feedback is twofold: to let students know how well they have done in relation to the criteria against which the assignment/performance is assessed ('feedback'), and to advise them about how to improve their work in future ('feedforward').

Oral Feedback

Oral feedback is the most common type of formative feedback in the conservatoire environment. Staff make continuous and often instantaneous responses to their students' work and suggest ways of improving what they have heard or seen.

Good practice in one-to-one or small-group tuition includes:

- offering advice and criticism which is always constructive
- offering advice and criticism which is clearly expressed, so that the student understands what she/he is required to prepare for the next lesson
- reflection after each lesson so that long-term strategies can be formed to facilitate students' development
- keeping a written record of each lesson to facilitate consistency of feedback, a sense of continuity and a record of the lessons given

Programme Document Specification

The Programme Document describes the programme as it is intended to be delivered.

1 Summary of programme details

- 1.1 Programme title
- 1.2 Programme duration
- 1.3 Mode(s) of study
- 1.4 Awards incorporated into the programme framework
- 1.5 Date of validation and most recent review
- 1.6 Proposed start date

2 Target market and admissions

- 2.1 Target intake (Home/EU, rUK and International)
- 2.2 Profile of applicants that the programme expects to attract
- 2.3 Qualifications for admission
- 2.4 Selection process
- 2.5 Arrangements for the promotion of Fair Access

3 Programme rationale

- 3.1 Background to, and history of, the programme
- 3.2 Why the programme exists
- 3.3 The programme related to the Conservatoire's mission statement
- 3.4 The programme in a national and international context
- 3.5 Demand for the programme

4 Arrangements for the promotion of equality and diversity

5 Internationalisation

6 Health and safety

7 Programme aims and learning outcomes for each level

8 Outline of programme structure and content

- 8.1 Overview of Programme
- 8.2 Level 1 in outline
- 8.3 Level 2 in outline
- 8.4 Level 3 in outline
- 8.5 Level 4 in outline

9 Learning and teaching: philosophy and practice

- 9.1 Overview of the programme's approach to learning and teaching, including key features of student learning
- 9.2 Description of, and rationale for, each learning mode

- 9.3 The development of the autonomous learner
- 9.4 The Student Contract
- 9.5 The Transitions Tutor/tutorial

10 Assessment: philosophy and practice

- 10.1 Overview of the programme's approach to assessment, including the use of assessment as catalyst for learning
- 10.2 Description of, and rationale for, each assessment mode
- 10.3 Feedback modes
- 10.4 Assessment Scales and associated Matrixes
- 10.5 Assessment Calendar

11 Arrangements for work-based learning

12 Assessment and progress regulations

- 12.1 Approved programme of study
- 12.2 Regulations
- 12.3 Right to present for examinations
- 12.4 External Examiners
- 12.5 Board of Examiners
- 12.6 Subsidiary Examination Committees and Progress Committees
- 12.7 Assessment
- 12.8 Compensation, Resit and Retake
- 12.9 Programme-specific regulations

13 Student support and programme management

14 Module descriptors

Appendix:

Mapping of programme learning outcomes against:

The Conservatoire's level descriptors and graduate attributes
QAA Subject benchmark statements
European Benchmark Statements

UNDERGRADUATE MODULE DESCRIPTOR TEMPLATE

Module Title				
Brief Description <i>(Max 100 word count)</i>				
Level 1 = SCQF 7 2 = SCQF 8 3 = SCQF 9 4 = SCQF 10 M = SCQF 11				
Credit Rating		xx SCQF Credits / xx ECTS credits		
Status (Core/Option/CRSC)		<input type="checkbox"/> Core <input type="checkbox"/> Option <input type="checkbox"/> Credit Rated Short Course If Core or Option please identify the programme(s)/year(s) below: <hr style="border: 1px solid black;"/> <hr style="border: 1px solid black;"/>		
Pre-requisites				
Co-requisites				
Anti-Requisites				
Maximum number of Students		Minimum number of Students		
Learning Modes		Hours per week/task	No. of Weeks	Total (hours)
Total Notional Student Effort				

Module Co-ordinator	
Module Aims	
Module Content	
Learning Outcomes	On successful completion of this module you will be able to:
LO1	
LO2	
LO3	
Assessment 1, Type and Weighting	You will be assessed through: <ul style="list-style-type: none"> • % (LO)
Assessment Criteria for Assessment 1	Assessors will look for: <ul style="list-style-type: none"> •
Assessment 2, Type and Weighting	You will be assessed through: <ul style="list-style-type: none"> • % (LO)
Assessment Criteria for Assessment 2	Assessors will look for: <ul style="list-style-type: none"> •
Assessment 3, Type and Weighting	You will be assessed through: <ul style="list-style-type: none"> • % (LO)
Assessment Criteria for Assessment 3	Assessors will look for: <ul style="list-style-type: none"> •
Alignment of Assessment and Learning Outcome	
Feedback	
Recommended Resources	
Other Relevant Details	

Next Steps	
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Reflective Analysis Specification

A Reflective Analysis provides an analysis of the programme of study's performance over the period under review (normally the previous five years), together with a rationale for proposed changes, supported by evidence appropriate. The Reflective Analysis should highlight how any Conservatoire-wide priorities for that review will be addressed.

1 Introduction

- 1.1 the review process
- 1.2 Rationale for change
- 1.3 Summary of curriculum proposals (to include a statement as to how the programme addresses any Conservatoire-wide priorities for the review)

2 Critical evaluation of the programme

- 2.1 Programme Completion Rates
- 2.2 Student achievement rates
- 2.3 Graduate employability and careers
- 2.4 Applications and recruitment
- 2.5 The promotion of fair access
- 2.6 External examiners' reports
- 2.7 Programme Committee and
- 2.8 Outcome of annual dialogues
- 2.9 Feedback from students (to include NSS)
- 2.10 Feedback from stakeholders
- 2.11 Effectiveness of programme development
- 2.12 Arrangements for student support
- 2.13 The use and effectiveness of work-based learning
- 2.14 Resources
- 2.15 Staff Development, research and professional practice
- 2.16 Use of the quality enhancement framework

3 Summary of programme strengths and development needs

4 Summary of proposed revisions to content, learning, teaching and assessment

Appendix One: Learning Outcomes to SCQF Level Descriptors and Dublin Descriptors for First Cycle Awards

The following notes how SCQF SHE Levels One to Four map onto Conservatoire Level descriptors and how Dublin Descriptors for first cycle awards map to Levels 3 and 4. The abbreviations (*in italics*) refer to annotated versions of the SCQF and Dublin Descriptor documents which are found in Appendices Five and Six.

Level 1: Certificate of Higher Education

Aims

Knowledge and Understanding

- To introduce underpinning knowledge and understanding
- To introduce fundamental critical and ethical concepts and skills

Professional Practice

- To consolidate and extend essential practical skills for participation in the discipline
- To introduce skills of reflection and evaluation in practice
- To ensure the student experiences autonomy and accountability in practice

Professional Preparation

- To introduce essential personal skills in creative collaboration
- To introduce contemporary skills of communication and documentation

Learning outcomes

On successful completion of level 1 the student should be able to:

- Demonstrate the attainment of the essential practical skills for participation in their discipline *SC SCQF K&U 1, 2; Practice 1, 2*
- Reflect on, and evaluate, their practice within a given framework *SCQF Cognitive 1,2*
- Demonstrate the ability to work autonomously, and with due regard for their own responsibilities *SCQF Autonomy 1, 6*
- Apply as appropriate an introductory understanding of the knowledge and understanding (concepts, key ideas, theories) that underpin their discipline *SCQF K&U 1,2*
- Understand and apply as appropriate the basic critical and ethical skills relevant to their discipline *SCQF K&U 1,2; Cognitive 1,2*
- Demonstrate and draw on the personal skills required for creative collaboration *SCQF Autonomy 1,6*
- Demonstrate introductory communication and documentation skills using contemporary tools *SCQF Comms 2,3, 4*

Level 2: Diploma of Higher Education

Aims

Knowledge and Understanding

- To broaden the range of knowledge and understanding and deepen it in selected areas
- To develop and deepen critical and ethical engagement

Professional Practice

- To increase the range and depth of skills, and the degree of control with which they are practised
- To strengthen autonomous reflective practice
- To ensure the student experiences a range of alternative practices and viewpoints

Professional Preparation

- To introduce entrepreneurial skills, including planning and organization skills for creative projects
- To extend and refine contemporary skills of communication and documentation
- To introduce skills in research methods

Learning outcomes

On successful completion of level 2 the student should be able to:

- Demonstrate a growing range and depth of skills relevant to their discipline, and greater control and expertise in their execution *SCQF K&U 1,2,3*
- Independently reflect on, and evaluate, their practice *SCQF Autonomy 1,6*
- Draw insights based on experience of working with a range of alternative practices and viewpoints *SCQF Cognitive 1,2,3*
- Apply as appropriate a broader and, in selected areas, deeper knowledge and understanding of the concepts, key ideas and theories associated with their discipline *SCQF K&U 1,2,3*
- Understand and apply as appropriate a range of critical and ethical skills relevant to their discipline *SCQF Autonomy 1,7*
- Demonstrate planning and organizational skills, and an introductory understanding of entrepreneurship *SCQF Autonomy 3,4*
- Demonstrate skill in communication and documentation, using contemporary tools *SCQF Comms 1,2,*
- Show an introductory understanding of research method *SCQF K&U 5*

Levels 3&4: Ordinary and Honours Degree

Aims

Professional Praxis

- To enable students to synthesize knowledge and understanding with professional practice into a personal reflective *praxis*
- To enable students to integrate knowledge and understanding with professional ancillary skills to develop areas of specialism
- Increasingly, to create opportunities for the personal *praxis* and specialisms to be realized.

Learning outcomes

On successful completion of level 3 the student should be able to:

- Demonstrate in his/her discipline a well-founded, creative and flexible *praxis* in which professional practice is informed by theoretical knowledge and understanding of the discipline *SCQF K&U 1,2,3; DD1,3,5*
- Show that the individual *praxis* also draws on appropriate critical and ethical thinking *SCQF Autonomy 5; DD3,5*
- Show that the individual *praxis* informs his/her conceptual understanding of the discipline *SCQF Practice 1,2,3,4; Cognitive 1,2,3; DD2,4,5*
- Demonstrate independence in their individual *praxis* *SCQF Practice 1,2,3,4; Autonomy 1,2,3,4,5*
- Apply this *praxis* in at least one of the following:
 - Originating new work
 - Independent Professional Practice
 - Practice-based research
 - Autonomous collaborations
 - Acting for constructive change in professional and community contexts

On successful completion of level 4 the student should be able to:

- Demonstrate in his/her discipline a well-founded, creative and flexible *praxis* in which professional practice is informed by theoretical knowledge and understanding of the discipline *SCQF K&U 1,2,3; DD1,3,5*
- Show that the individual *praxis* also draws on appropriate critical and ethical thinking *SCQF Autonomy 5; DD3,5*
- Show that the individual *praxis* informs his/her conceptual understanding of the discipline *SCQF Practice 1,2,3,4; Cognitive 1,2,3; DD2,4,5*
- Demonstrate an area or areas of specialism within the discipline, developed through independent working *SCQF Practice 1,2,3,4; Autonomy 1,2,3,4,5*
- Apply this *praxis* in at least one of the following:
 - Originating new work
 - Independent Professional Practice
 - Practice-based research
 - Autonomous collaborations

- Acting for constructive change in professional and community contexts