Programme Framework for Northumbria Awards – Areas of Learning Graduate Characteristics and Learning Outcomes

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Contact:	ar.qte.regs@northumbria.ac.uk

A Northumbria graduate will be able to:
1. Be able to think independently, understand and justify their own opinions, and will recognise the need to challenge their thinking, and the thinking of others
2. Be able to apply their disciplinary knowledge to complex problems in their discipline and its professional or industrial practice in order to identify appropriate solutions which are sustainable and justifiable.
3. Value curiosity, collaboration and analysis as keystones in the creation of new knowledge and practice
4. Be able to communicate effectively to diverse audiences utilising a range of formats and media
5. Display the attitudes and skills to engage and work constructively and sensitively in multi-cultural environments and teams and have an awareness of ethical considerations
6. Combine all of the above to support their future employability and long term career prospects

In addition, a Northumbria Masters graduate will be able to:
PG Cert / Diploma will be able to:
7. Critically reflect on their own work and that of others
8. Present and justify their work, in the context of wider theories and practice, to their peers
9. Display and critically apply expert knowledge within areas of their discipline and /or its practice

Master's degree will further be able to:
10. Conceptualise, theorise and undertake research which addresses complex issues and which advances understanding within the discipline or practice
11. Contribute to the creation of new knowledge and /or applications to practice within their discipline through a critical understanding of the processes through which knowledge is created.
12. Formulate balanced judgements when considering incomplete or ambiguous data and can communicate these judgements clearly to both specialist and non-specialist audiences

These will represent the overall aims of a Northumbria programme, with learning outcomes more specifically articulating how each programme will seek to develop their students to the Northumbria Graduate.

The design of Northumbria programme / module learning outcomes should be subject specific, but clearly related to the development of Northumbria Graduate Characteristics The language of the description of level is indicative and illustrative. It is derived from the Level Descriptors of Framework for Higher Education Qualifications (FHEQ) and its purpose is to assist designers to express at an appropriate level, the challenges of their own fields of study. Care should always be taken to ensure that the special distinctive qualities of our programmes are fully encapsulated in the Programme Learning Outcomes.

AREAS OF LEARNING	Related Northumbria Graduate Characteristics	LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
Knowledge and Understanding	1, 2, 8, 11, 12	Demonstrate knowledge of the underlying concepts and principles.	Demonstrate knowledge and critical understanding of the well-established concepts, principles and their development.	Demonstrate a systematic understanding of key aspects, 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.	Demonstrate a systematic understanding of knowledge which is at the forefront of an academic discipline or area of professional practice.
Learning process	1, 2, 3,12	Develop lines of argument and make sound / ethical judgements in accordance with basic theories and concepts.	Understand the limits of their knowledge, and how this influences analyses and interpretations based on that knowledge.	Demonstrate an understanding of the uncertainty, ambiguity and limits of knowledge.	Demonstrate the independent learning ability required to advance their knowledge and understanding, hypothesise new problems / questions and to develop new skills to a high level for continuing

					professional development.
Enquiry	1, 2, 3, 10	Present, evaluate and interpret qualitative and quantitative data showing an awareness of the key principles of Information Literacy.	Demonstrate knowledge of the main methods of enquiry in (*the field of study*) and demonstrate application of the key principles of Information Literacy.	Deploy accurately established techniques of analysis and enquiry and initiate and carry out projects within *(the field of study)*. Evaluate use of Information Literacy, including the ethical use of information in *(the field of study)*.	Demonstrate a comprehensive understanding and critical evaluation of methodologies and techniques, including Information Literacy, applicable to their own research or advanced scholarship and, where appropriate, propose new hypotheses.
Analysis	1,3,9,10	Evaluate and interpret concepts and principles.	Use a range of established techniques to initiate and undertake critical analysis of information.	Describe and appraise current research, or equivalent advanced scholarship and critically evaluate methods, arguments, assumptions, abstract concepts and data (that may be incomplete), to make judgements.	Demonstrate a critical awareness and evaluation of current research, advanced scholarship, contemporary problems and/or new insights, much of which is at, or informed by, the forefront of the discipline.
Problem Solving	2,3,11,12	Evaluate the appropriateness of different approaches to solving problems.	Evaluate critically the appropriateness of different approaches to solving problems and propose solutions to problems arising from analysis.	Develop appropriate questions to achieve a solution – or identify a range of solutions – to a problem and use decision-making in	Evaluate complex issues both systematically and creatively, make sound judgements in the absence of complete data, and

		complex and unpredictable contexts.	employ appropriate decision-making in complex and unpredictable situations.
Communication 1,4,7,11	Communicate the results of study/work accurately, reliably, and with structured and coherent arguments.	Communicate effectively information and arguments in a variety of forms, to specialist and non specialist audiences, and deploy key techniques of the discipline effectively.	Communicate and analyse information, ideas, problems, and solutions to both specialist and non-specialist audiences.	Communicate; defend and justify their conclusions clearly to specialist and non-specialist audiences.
Application 2, 9, 11	Undertake further training and develop new skills within a structured and managed environment.	Apply underlying concepts and principles outside the context in which they were first studied.	Apply the methods and techniques that they have learned to review, consolidate, extend and apply their knowledge and understanding and devise and sustain arguments, using ideas and techniques, some of which are at the forefront of a discipline.	Demonstrate originality in the application and integration of new and existing knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline.
Reflection 3, 5, 6, 7, 8, 12	Demonstrate qualities and	Demonstrate qualities and transferable skills	Manage their own learning, exercise	Demonstrate the qualities and

		transferable skills necessary for employment and/or further study requiring the exercise of some personal responsibility.	necessary for employment or further training including the development of existing skills, and acquisition of new competencies that will require the exercise of personal responsibility and decision-making and will enable students to assume significant responsibility within organisations.	initiative, personal responsibility and demonstrate the learning ability, qualities and transferable skills necessary for employment or further training of a professional or equivalent nature.	transferable skills necessary for employment requiring the exercise of initiative and personal responsibility self direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level.

Adapted from Staffordshire University