

**ACADEMIC GUIDANCE 2:
Undergraduate Level Descriptors**

2011-2012

This document is available in hard copy and on the University intranet and internet sites. Please contact the Student Information and Advice Centre (Cooper House) or the Kingston University Students' Union (KUSU) Student Support Centre if you have any difficulty in obtaining a copy that you can read, or find any aspect of these regulations difficult to understand.

Last updated: September 2006

LEVELS DESCRIPTORS (adapted from SEEC/HECIW Levels Descriptors)

The demonstration of the following skills will normally be embedded in a specific subject base.

The extent to which these qualities are expected will be indicated to the learner and not all aspects would be present in each element of work undertaken.

LEVEL 4

Operational Context

The context of the learning will have the following characteristics:

- a set of defined contexts demanding use of a specified range of standard techniques
- containing limited autonomy, with work directed within defined guidelines
- requiring an awareness of ethical issues in current area(s) of study and the ability to discuss these in relation to personal beliefs and values

Cognitive/Intellectual Skills (generic)

The learner will demonstrate:

- a given factual and/or conceptual knowledge base with emphasis on the nature of the field of study and appropriate terminology
- the ability to analyse with guidance, using given classifications/principles
- the ability to collect and categorise ideas and information in a predictable and standard format
- the ability to evaluate the reliability of data using defined techniques and/or tutor guidance

Key/Transferable Skills (generic)

The learner will demonstrate:

- the ability to work within a relevant ethos and to access and use a range of learning resources
- the ability to apply given tools/methods accurately to a well defined problem and the awareness of the complexity of issues
- the ability to work effectively in an appropriate format and to report in a clear and concise manner with all relevant information
- the ability to meet obligation to others and to offer initiatives and support those of others

LEVEL 5

Operational Context:

The context of the learning will have the following characteristics:

- simple but unpredictable **or** complex but predictable contexts demanding application of a wide range of techniques
- requiring the management of processes within broad guidelines for defined activities
- requiring an awareness of the wider social and environmental implication of area(s) of study and the ability to debate issues in relation to more general ethical perspectives

Cognitive/Intellectual Skills (generic)

The learner will demonstrate:

- a detailed knowledge of (a) major discipline(s) and an awareness of a variety of ideas/contexts/frameworks which may be applied to this
- the ability to analyse a range of information with minimum guidance, applying major theories of the discipline and comparing alternative methods/techniques for obtaining data
- the ability to reformat a range of ideas/information towards a given purpose
- the ability to select appropriate techniques of evaluation and use these to judge the significance of data collected

Key/Transferable Skills (generic)

The learner will demonstrate:

- an ability to develop own criteria and judgement, evaluating own strengths and weaknesses and challenging received opinion where appropriate
- the ability to adopt a broad ranging and flexible approach to study with autonomous performance in straightforward tasks
- the ability to identify key elements of problems and select appropriate methods for their solution, reporting effectively on work undertaken
- the ability to interact effectively within a group, exchanging information and modifying response where appropriate

LEVEL 6

Operational Context

The context of the learning will have the following characteristics:

- complex with some unpredictability, response to which demands selection from a range of innovative or standard techniques
- requiring autonomy in planning and managing resources and processes within broad guidelines
- involving awareness of personal responsibility and professional codes of conduct and the ability to incorporate a critical ethical dimension into work where appropriate

Cognitive/Intellectual Skills (generic)

The learner will demonstrate:

- a comprehensive/detailed knowledge of (a) major disciplines(s) with areas of specialisation in depth and an awareness of the provisional nature of the state of knowledge
- an ability to analyse new and/or abstract data and situations without guidance, using a wide range of techniques appropriate to the subject
- having minimum guidance, the ability to transform abstract data and concepts towards a given purpose and can design novel solutions
- the ability to critically review evidence supporting conclusions/recommendations including its reliability, validity and significance, and to investigate contradictory information

Key/Transferable Skills (generic)

The learner will demonstrate:

- confidence in the application of their own criteria of judgement and can reflect on action to elucidate/evaluate chosen approach
- confidence and flexibility in identifying and defining complex problems and the ability to apply appropriate knowledge and skills to their solution
- the ability to engage effectively in debate in a professional manner and produce detailed and coherent project reports
- the ability to interact effectively within a group, including the exercise of leadership skills on occasion and the ability to negotiate and manage conflict if necessary

Last Updated: September 2006