A openes for Migher Education

A Consultation Paper on Qualifications Frameworks: Postgraduate Qualifications

DEG [26/4/99

withou by Jim Longhutst

					0000000	
				-		
18. Should a differentia postgraduate awards (eg	tion of level be drawn be postgraduate certificate	tween masters awards an s and diplomas)?	d lower	Yes 🛂	No 🗌	
19. Should all masters a	Yes 🖳	No 🗌				
Please comment on the r						
D.						
			*****************	······································		
		ime equivalent postgradu			if other	•
21. Postgraduate qualif	ications should be based	only on credit awarded a	postgradi	uate level(s): Yes	No 🖳	I af
If No, what is the maxin	num proportion of credit	assessed at undergradual	e level allo	wable within a postgr	aduate award at	level
22. PG1	10%	25% 🗓	other	*********		
23. PG2	10%	25%	other	*********		
24. PG3	10% 🔲	25% 🗌	other			
Please comment on the	reasons for your choices l	here:				
100 0 0 CI	and 2 au mposals for improving	word but in the consistency of nor	CCA	NOT be	1 W 9	2 /
F. Note that Descional y 2015 CUS C 4. Other points may	2 year 1 200 tree w 100 mg d y be raised here	the models	C ST	thous in budy do so wise en	legat ande al amotal	e fed Heart
G. Extended	1 godroon	must n		cony a	Wasta	<u> </u>
It would be helpful fo	r the analysis of result	s to have the following	informati	ion. This response is	sent from:	
HE Institution	FE Instit			Professional Body		<u> </u>
Statutory Body	Subject A	Association		National Training	Organisation	
Funding Body	- "	ng or awarding body		Research Council	•	
Government Departm	_	r or Employers' Organisati	ion 🗌		· · ·	
Other (Please specify)	******************************	***********************************	*********	***************************************	****************	
in England		Northern Ireland		Scotland L]	
Please return your re	sponses by 26 April 1	999 to:				
Quality Assurance A	gency for Higher Edu					
Development Directo Southgate House Southgate Street	rate (CPGF)				• · ·	

Gloucester GL1 1UB

		15 APR 1959
Responses to Consultation Paper		البية قبعة
1. The Principles		
Please indicate agreement or otherwise with the group B Principles that ari principles:	ise as a consequence of the o	development of the agreed
Principle I (Definition of postgraduate qualification)	agreed 🔽	not agreed
2. Principle IV (Module credit at one level)	agreed U	not agreed
3. Principle VI (Differentiation of intermediate awards)	agreed [not agreed [
4. Principle XI (Consistent nomenclature is required)	agreed	not agreed
5. Principle XII (Qualifications with the same title)	agreed 🔽	not agreed
5. Principle XIV (Restricted use of masters title)	agreed 🔽	not agreed 🔲
Please comment here, if you wish, on the reasons for your choices:	0	
<u>.</u>	•	
Please indicate agreement or otherwise with the group C Principles that are placed from the comments.	proposed to aid implementa	ation of specific features of
. Principle III (Character of study, and levels)		
Principle VIII (180 credits per full time equivalent year)	agreed	not agreed
Principle XV (Restricted use of PhD title)	agreed U	not agreed
). Principle XVI (Titles of doctoral awards)	agreed	not agreed
. Principle XVIII (Honorary titles)	agreed 1	not agreed
. Principle XIX (No award by default)	agreed 1	not agreed
. Principle XX (25% maximum to mix of u/g with p/g)	agreed	not agreed
ease comment here, if you wish, on the reasons for your choices:	agreed	not agreed
,		
The Models		
e Framework Development Groups have identified a number of moc tional qualifications frameworks.	lels for the postgraduate	sections of the
* • • •	None of the examples [te e e
ou wish to comment on the reasons for your choice of model please do so he		:
Model in marginally greferable CUSION of Rhil in each is Not acceptable as a Doctorare Levels, Credit and Nomenclature within the framework 22 of	to Mostol 2	but the
Levels, Credit and Nomenclature within the framework	reclared es	non in wetter t
How many postgraduate levels are required? 2		specify) Zor 4
How many levels are required to differentiate only masters awards?		specify)
If more than one level is required for masters, should they be differentiated l	•	- <u></u>
love) of outcomes and the contraction of the contra	ode of study* Yes	
ode: based mainly on taught, or research or reflective outcomes) if	•	No [_]