Continuum between level 10 - level 11

<table>
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<tr>
<th>Level 10</th>
<th>Level 11</th>
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<tbody>
<tr>
<td>3. Critically identify, define, conceptualise and analyse complex/problems and issues and offer professional insights, interpretations and solutions</td>
<td>3. Apply critical analysis, evaluation and synthesis to forefront issues, or issues that are informed by forefront developments in the subject/discipline/sector.</td>
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<tr>
<td>1. Detailed knowledge and understanding in one or more specialisms, some of which is informed by, or at the forefront of, a subject/discipline/sector.</td>
<td>1. Extensive, detailed and critical knowledge and understanding in one or more specialisms, much of which is at, or informed by, developments at the forefront.</td>
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<td>5. Work with others to bring about change/development/new ways of thinking</td>
<td>5. Work in a peer relationship with specialist practitioners.</td>
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Facet | Definition |
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<tbody>
<tr>
<td>Abstraction</td>
<td>Extracting knowledge or meanings from sources and then using these to construct new knowledge or meanings</td>
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<tr>
<td>Depth</td>
<td>Depth of learning, i.e. acquiring more knowledge and using knowledge differently. For example, engaging in a narrow topic in depth, engaging in up-to-date research or taking a multidisciplinary approach and examining something familiar and presenting it in a new innovative way.</td>
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<tr>
<td>Research and Inquiry</td>
<td>Developing critical research and enquiry skills and attributes</td>
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<tr>
<td>Complexity</td>
<td>Recognising and dealing with complexity of knowledge - including the integration of knowledge and skills, application of knowledge in practice - conceptual complexity, complexity of learning process</td>
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<tr>
<td>Autonomy</td>
<td>Take responsibility for own learning in terms of self-organisation, motivation, location and acquisition of knowledge</td>
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<tr>
<td>Unpredictability</td>
<td>Dealing with unpredictability in operational contexts – recognising that ‘real world’ problems are by nature ‘messy’ and complex, being creative with the use of knowledge and experience to solve these problems</td>
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<tr>
<td>Professionalism</td>
<td>Displaying appropriate professional attitudes, behaviour and values in whatever discipline/occupational area chosen (from academic to occupational subjects) including learning ethical behaviours, developing academic integrity, dealing with challenges to professionalism, recognising the need to reflect on practice and becoming part of a discipline/occupational community</td>
</tr>
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Learning at masters: 5 key elements

1. Understanding your new learning and teaching environment
2. Reflecting on your current scholarship skills
3. Planning your own personal development
4. Reviewing your approaches to study management
5. Building new peer networks

7 facets of mastersness

Image from: QAA Mastersness Toolkit

Learning at masters: what do you think?

Statement: The more facts and information I remember, the better my grades will be in masters

1. Agree
2. Disagree
3. Unsure
Scaling the pyramid of learning

Statement: The more facts and information I remember, the better my grades will be in masters

Whilst remembering forms an important first step in learning, it does not guarantee the level of learning and higher processing that you need to demonstrate as a masters student.

Scholarship Skills

Include:

- Critical thinking
- Active reading
- Research design
- Developing an academic voice

What is this?


Learning at masters: what do you think?

Statement: the longer you study the better your results

1. Agree
2. Disagree
3. Unsure

Learning: what the research tells us

The longer you study the better your results:
Not necessarily
Effective learning depends on how you study not how long you study for
You do need to put time into your studies, and new students often underestimate the time needed for assignments, but length of time alone does not guarantee results

Learning at masters: a myth

Statement: good postgraduate students don’t find honours difficult

Not true!
Learning: what the research tells us

“When students think about why something is wrong, new synaptic connections are sparked that cause the brain to grow... this suggests that we should value mistakes and move from viewing them as learning failures.”

Mistakes have the potential to be turned into learning achievements.

Boaler, J. (2013)

References and further reading


