<table>
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<th>QMUL Model Themes</th>
<th>Level 4 Learning Outcomes Students will be able to:</th>
<th>Level 5 Learning Outcomes Students will be able to:</th>
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</table>
| 1) Skills that will enable students to develop own networks, engage with employers or work with local communities | • Identify and discuss their own career aspirations or relevant skills and knowledge and how they impact on others  
• Identify and discuss what their own role in their programme and/or subject discipline might mean to them for future educational endeavours | • Evaluate and demonstrate their own attitudes, values and skills in the workplace and/or in the wider world  
• Evaluate and demonstrate evidence of their skills to support networking and how these have influenced their practice, their subject discipline and their career aspirations | • Apply a critically reflective approach to how they have developed their subject, work-based and generic skills to support networking  
• Apply a critically analytical approach to how they can help to shape and influence their future career and life-long learning | • Provide evidence of a critically analytical and evaluative approach to how they have developed their subject discipline, work-based and networking skills  
• Provide an explicit, appropriate and critical overview of their own networking skills, and how they can help to shape and influence their future career and life-long learning |
| 2) Multi-disciplinary and inter-disciplinary knowledge, fostered by studying across a range of areas beyond the boundaries of the degree programme | • Identify and demonstrate the perspectives or problem solving techniques of different disciplines  
• Demonstrate connections between different theoretical perspectives within your discipline | • Evaluate perspectives from different disciplines  
• Demonstrate how discipline specific problem solving techniques or approaches may be generalised or applied in a broader context | • Apply a critically analytical approach to an appropriate range of multi-disciplinary and/or inter-disciplinary approaches  
• Model a holistic approach to knowledge which draws on a range of appropriate disciplines | • Critically analyse and synthesise relationships between different theoretical perspectives drawn from different disciplines  
• Evaluate problem solving solutions and forms of inquiry which expand context |
| 3) International perspectives | • Discuss socio-cultural values and practices with others  
• Consider the role of their discipline in diverse cultural and global contexts | • Reflect on socio-cultural values and skills within diverse cultural and global contexts  
• Analyse the impact of diverse cultural and global contexts upon aspects of their discipline | • Apply subject, work-based and general life skills in multi-cultural and global environments  
• Demonstrate evidence of a personal ethic which is informed by a critical awareness of diverse cultural and global contexts | • Provide an explicit, appropriate and critical account of their own global perspectives, values and experiences  
• Critically evaluate the impact of diverse cultural and global contexts on their practice and discipline |
| 4) Enterprising perspectives | • Identify and discuss their individual enterprising perspectives  
• Describe how they apply creative ideas and innovations to practical situations whilst undertaking the module | • Recognise and prioritise areas for developing their own enterprising perspectives  
• Demonstrate and evaluate how they have enhanced their own learning through engaging in enterprising skills and behaviours | • Justify approaches they have taken when participating in module based enterprise projects and/or situations  
• Critically evaluate how they have enhanced their knowledge, understanding and self-awareness of an enterprising perspective | • Demonstrate that they have addressed complex issues involving enterprising perspectives in creative and systematic ways  
• Critically reflect on the capabilities they have developed through participating in this module and how these might be applied or extended in the wider world |

These learning outcomes only apply if the module is being studied as a QMUL Model module.