

## Diploma Supplement, 2014/15

The Diploma Supplement issued by Northumbria University follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reasons why.

### 1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 **Family name(s)**
- 1.2 **Given name(s)**
- 1.3 **Date of birth**
- 1.4 **Student identification number/code**

The above information is shown on the transcript.

The identification number shown as the Student ID on the transcript is the unique identification number for a student registered at Northumbria University.

The HESA ID shown is the unique national identifying reference number for students registered at a state university in the UK from the Higher Education Statistics Agency, UK.

### 2. INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 **Name of the qualification and the title conferred**
- 2.2 **Main field(s) of study for the qualification**
- 2.3 **Name and status of the awarding institution**
- 2.4 **Name and status of institution administering studies**

Some Northumbria awards are delivered at an institution other than Northumbria University through the University's collaborative links. Where this is the case, the transcript element will normally include the name of the partner institution in the 'Location of Study' field.

#### 2.5 Language of instruction/examination

All modules contributing to a Northumbria award will be taught and assessed in English except where:

- the award is at level 3 or level 4 when at least half the qualifying credits must be taught and assessed in English or
- the subject area of the award or specified modules is another language.

### 3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

#### 3.1 Level of the qualification

Award Title	Standard full-time duration	Credit Requirements	ECTS Credit Equivalence*	Framework for Higher Education Qualifications (FHEQ) Level (see section 8)	EHEA Cycle (see section 8)
<b>Doctor</b> Professional Doctorate programmes	5 years	<b>540 credits</b> 360 level 8 180 level 7	270	8	Third
<b>Master of Fine Art</b>	2 years	<b>240 credits</b> level 7	120	7	Second
<b>Master</b> Master of Arts (MA) Master of Business Administration (MBA) Master of Clinical Practice (MCPract) Master of Education (MEd) Master of Laws (LLM) Master of Public Administration (MPA) Master of Public Health (MPH) Master of Research (MRes) Master of Science (MSc) Masters in Teaching and Learning (MTL)	1 calendar year	<b>180 credits</b> level 7	90	7	Second
<b>Postgraduate Diploma (PgDip)</b>	2 semesters	<b>120 credits</b> level 7	60	7	
<b>Postgraduate Certificate (PgCert)</b>	1 semester	<b>60 credits</b> maximum 20 credits at level 6; minimum 40 credits at level 7	30	7	
<b>Postgraduate Certificate in Education (PGCE)</b>	1 year	<b>120 credits</b> maximum 80 at level 6; minimum 40 at level 7	60	7	
<b>Integrated Masters</b> Master of Chemistry (MChem) Master of Engineering (MEng) Master in Law (MLaw) Master of Mathematics (MMath) Master in Nursing (MNurs) Master in Science (MSci) Master in Computing (MComp) Master in Geography (MGeog) Master in Physics (MPhys)	4 years	<b>480 credits</b> 120 credits at level 4; 120 credits at level 5; 120 credits at level 6; 120 credits at level 7	240	7	Second

<b>Master of Architecture</b>	2 years	<b>240 credits</b> 120 credits at level 6; 120 credits at level 7	120	7	Second
<b>Graduate Diploma (GDip)</b> (Graduate entry)	1 year	<b>120 credits</b> level 6	60	6	
<b>Graduate Certificate (GCert)</b> (Graduate entry)	1 semester	<b>60 credits</b> level 6	30	6	
<b>Professional Graduate Certificate in Education (PGCE)</b>	1 year	<b>120 credits</b> level 6	60	6	
<b>Honours Degree</b> Bachelor of Arts with Honours (BA (Hons)) Bachelor of Education with Honours (BEd (Hons)) Bachelor of Engineering with Honours (BEng (Hons)) Bachelor of Laws with Honours (LLB (Hons)) Bachelor of Laws (Exempting) with Honours (LLB (Hons) (Exempting)) Bachelor of Science with Honours (BSc (Hons))	3 years	<b>360 credits</b> 120 credits at level 4; 120 credits at level 5; 120 credits at level 6	180	6	First
<b>Ordinary Degree</b> Bachelor of Arts (BA) Bachelor of Education (BEd) Bachelor of Engineering (BEng) Bachelor of Laws (LLB) Bachelor of Laws (Exempting) (LLB (Exempting)) Bachelor of Science (BSc)	3 years	<b>300 credits</b> 120 credits at level 4; 120 credits at level 5; 60 credits at level 6	150	6	First
<b>Advanced Diploma of Higher Education (Adv DipHE)</b>	2 years and 1 semester	<b>300 credits</b> 120 credits at level 4; 120 credits at level 5; 60 credits at level 6	150	6	First
<b>Advanced Diploma (Adv Dip)</b>	1 semester	<b>60 credits</b> level 6	30	6	
<b>Foundation Degree (Fd)</b>	2 years	<b>240 credits</b> 120 credits at level 4; 120 credits at level 5	120	5	Short

<b>Diploma of Higher Education (DipHE)</b>	2 years	<b>240 credits</b> 120 credits at level 4; 120 credits at level 5	120	5	Short
<b>Diploma (Dip)</b>	1 semester	<b>60 credits</b> level 5	30	5	
<b>Higher National Certificate (HNC)</b>	2 years part-time	<b>120 credits</b> level 4	60	4	
<b>Certificate of Higher Education (CertHE)</b>	1 year	<b>120 credits</b> level 4	60	4	
<b>Certificate (Cert)</b>	1 semester	<b>60 credits</b> maximum 20 credits at level 3; minimum 40 credits at level 4	30	4	
<b>Foundation Diploma (FDip)</b>	1 year	<b>120 credits</b> level 3			
<b>Foundation Certificate (FCert)</b>	1 semester	<b>60 credits</b> maximum 20 credits at level 3; minimum 40 credits at level 3			

\*The European Credit Transfer and Accumulation System (developed by the European Commission).

Please note:

*Programmes may include some lower or higher level credit in levels in accordance with section 5.2 of the University's Modular Framework<sup>1</sup>. For example, postgraduate taught programmes may include up to 30 level 6 credits.*

*Accredited Prior Learning (APL) and Accredited Prior Experiential Learning (APEL) may contribute towards a University award in accordance with section 5.4 of the Modular Framework.<sup>1</sup>*

*Some programmes may contain additional credit above the standard requirement specified in the table.*

Section 8 shows the place of the University's awards in the national education awards structure for England, Wales and Northern Ireland and in the European educational cycles.

### 3.2 Official length of programme

The transcript element of the supplement shows the date of admission to the Northumbria programme and the date of award. The standard full-time duration of studies is shown in 3.1 above as the number of programme years or semesters. Where a full-time programme is completed in less than a year, its length is shown in semesters. (A semester normally comprises 12 weeks of teaching followed by a 2 or 3 week assessment period.) Part-time programmes will be completed over a longer period. For second cycle postgraduate taught awards (Masters, PgDip, PgCert), the standard programme year comprises a student workload of 100 hours per 10 credits (ie 1800 hours for a taught Masters programme). For short and first cycle undergraduate awards (Bachelors, Advanced Dip HE, Fd etc.), the standard programme year comprises a student workload of at least 1200 hours (100 hours notional student workload per 10 credits).

<sup>1</sup> <https://www.northumbria.ac.uk/sd/central/ar/qualitysupport/northumbriaframeworks/framework/?view=Standard>

The duration of a programme may vary according to the discipline, for example some undergraduate degree programmes may include a placement which may or may not contribute credit towards the award.

### 3.3 Access requirements

Information on specific entry requirements for programmes is provided in the programme specification (see section 4.2).

#### Postgraduate taught programmes

A second class honours degree from an approved university or institution of higher education is normally required for admission to a taught postgraduate programme. Students may also be admitted with equivalent qualifications and/or experience. Applicants whose first language is not English will normally be required to have an IELTS score of 6.5 for entry (with a minimum score of 5.5 in each component).

#### Undergraduate taught programmes

As well as GCE and VCE 'A levels', the University accepts a wide range of entry qualifications including BTEC National Awards, Scottish Highers and Advanced Highers, Irish Leaving Certificate, Access courses and the International Baccalaureate. Entry requirements are usually expressed as UCAS tariff points and can be found in programme specifications. In addition to achieving the UCAS tariff points for entry to the programme, students must also be able to demonstrate that they have studied an appropriate minimum number of units at Level 3, which is usually not less than two full GCE or VCE A levels or equivalent (though for programmes at sub degree level this requirement is usually not less than one full GCE or VCE A level or equivalent). Applicants may be required to have studied a particular subject or subjects to a certain level. Where the first language is not English, an IELTS score of 6.0 (with a minimum score of 5.5 in each component) will normally be required for entry.

## 4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

### 4.1 Mode of study

The mode of attendance is shown on the transcript element of this supplement.

### 4.2 Programme requirements

The University publishes the learning outcomes of programmes and individual modules on the University website. Programme information is available from the Programme Specifications search at <https://www.northumbria.ac.uk/programmespecs/> (The programme name or subject area should be entered in the search box provided; there is also an A-Z index of programmes.) Module information is available from <http://nuweb.northumbria.ac.uk/live/webserv/mod.php>; module codes are indicated on the transcript element of this supplement.

### 4.3 Programme details (eg modules studied and individual marks/grades/credits awarded)

Information on the modules taken and marks, grades and credit awarded is provided on the transcript element of this supplement. Northumbria credit and ECTS (European Credit Transfer and Accumulation System) credit are awarded on successful completion of the module and where module failure has been compensated.

The key to module grades is as follows:

AD	Module failure disregarded for final award
C	Module compensated
D	Distinction (BTEC awards)
F	Module failed
IC	Assessment incomplete, module failed
M	Merit (BTEC awards)
P	Module passed

#### 4.4 Grading scheme

Full details of the University's grading and awarding regulations are provided in the Assessment Regulations for Northumbria Awards available from the University website at <http://northumbria.ac.uk/sd/academic/> via 'Current Student Information'.

These are the standard regulations which apply to all the University's academic programmes delivered in the UK or overseas (including under franchise arrangements), and by distance learning, unless variations for individual modules or programmes have been specifically approved (normally to meet professional body requirements).

##### 4.4.1 Module grading scheme

To pass a module, students must complete all assessment components. All numeric grades are marked on a percentage scale (0-100). The module pass mark for undergraduate modules (up to and including level 6) is 40% unless a higher mark has been specified and approved on the grounds of professional body requirement. The pass mark for postgraduate modules (level 7) is 50%. Modules can also be designated pass/fail.

##### 4.4.2 Classification of awards

The University classification system is determined by the average mark of the qualifying modules for the award taking into account the credit value of each module.

###### Undergraduate honours awards

A level 6 average of at least 40% is required for the award of an honours degree, the classification of which is based on the best outcome for the student from either:

- the average mark for the modules taken in level 6 or
- a combination of the average mark for modules taken in levels 6 and 5 weighted 60:40.

Note that, in accordance with professional body requirements, Bachelor of Engineering honours degrees are classified using the averaged mark of levels 6:5 weighted 70:30 only.

Classification is determined on average marks at the first attempt as follows:

First Class Honours	Average mark of 70% or above
Second Class Honours (Upper Division)	Average mark of at least 60% but less than 70%
Second Class Honours (Lower Division)	Average mark of at least 50% but less than 60%
Third Class Honours	Average mark of at least 40% but less than 50%

The University has borderline regulations which allow a student to be considered for a higher classification if their average mark is close to a classification boundary. The number of level 6 credits in the higher classification band determines whether the classification is raised.

A student with insufficient credit for an honours degree will be awarded a Pass degree provided 60 level 6 credits are attained.

###### Integrated Masters awards

Integrated Masters degrees are awarded with honours classifications using the above principles. However, classification is based on the best outcome from either:

- the average mark for the modules taken in level 7 or
- a combination of the average mark for modules taken in levels 7 and 6 weighted 60:40.

As the level 7 module pass mark is 50%, there is no Third class Honours classification. Borderline regulations also operate at classification boundaries with the number of level 7 credits in the higher classification band determining whether the classification is raised.

###### Other awards

Distinction and commendation are available on all taught awards other than BTEC awards (where distinction and merit are available), undergraduate honours and integrated masters degrees.

A distinction is awarded to a student who has an overall average of 70% or more from qualifying modules at the first attempt. A commendation is awarded to a student who has an overall average of 60% from qualifying modules at the first attempt.

Borderline regulations allow a student to be considered for the award of distinction or commendation if the overall average mark from the qualifying modules is close to the relevant boundary. The number of credits in the higher classification band determines whether the classification is raised.

#### **4.5 Overall classification of the qualification**

This is shown on the transcript element of this supplement.

### **5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION**

#### **5.1 Access to further study**

A second cycle Masters degree of the University gives access to postgraduate research (Doctoral) programmes.

A first cycle Bachelors degree of the University normally with second class honours, or above, gives access to taught postgraduate study.

Level 4 and 5 awards of the University give access to first cycle honours degrees.

#### **5.2 Professional status**

Many Northumbria programmes meet the requirements of professional bodies. This includes programmes which are subject to statutory regulation by the UK Government and programmes regulated by professional bodies. The accreditation or recognition of the Northumbria award may lead to full or partial membership of the relevant professional body.

### **6. ADDITIONAL INFORMATION**

#### **6.1 Additional Information**

Northumbria's flexible learning arrangements allow Accredited Prior Learning (APL) and Accredited Prior Experiential Learning (APEL) to contribute to many awards. Programmes of study may also include a period of study or work experience outside the University.

#### **6.2 Further Information Sources**

Further information is available from the University's website at <http://northumbria.ac.uk/>

The UK National Academic Recognition Information Centre (NARIC) at <http://www.naric.org.uk/> is a useful source of information on arrangements for higher education in the UK.

### **7. CERTIFICATION OF THE SUPPLEMENT**

#### **7.1 Date**

#### **7.2 Signature**

#### **7.3 Capacity**

These are shown on the transcript element of this supplement.

#### **7.4 Official stamp or seal**

The official signature is provided on the transcript.

## INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

### Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland<sup>2</sup>, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

#### Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at:

<https://www.gov.uk/recognised-uk-degrees>

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=2>

#### Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - <http://www.qaa.ac.uk/en>) The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed

to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries'

<http://www.qaa.ac.uk/en/publications/documents/qualifications-can-cross-boundaries.pdf>

#### Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

#### Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

#### Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

<sup>2</sup> The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).



## Diagram of higher education qualification levels in England, Wales and Northern Ireland

