

## Diploma Supplement, 2008/09

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

**2.5 Language of instruction/examination**

English is the primary language of learning and assessment except where the study area involves foreign languages. Otherwise, all modules must be taught and assessed in English except where an award comprises only Level 4 or Level 3 modules when at least half the qualifying credits must be taught and assessed in English.

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### 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</b> Master of Arts (MA) Master of Business Administration (MBA) 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)	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 credits at level 6; minimum 40 credits 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 Science (MSci)	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>Professional Diploma in Architecture (Prof Dip Arch)</b>	2 years	<b>240 credits</b> 120 credits at level 6; 120 credits at level 7	120	7	
<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

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>Ordinary Degree (ab initio or by transfer)</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>Higher National Diploma (HND)</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>150 credits</b> 120 credits at level 4; 30 credits at level 5	75	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 2; minimum 40 credits at level 3	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), Accredited Prior Experiential Learning (APEL) and Accredited Work-based Learning (AWBL) 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.

<sup>1</sup> <http://northumbria.ac.uk/sd/central/ar/lts/approval/framework/>

### 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 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 hours 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, HND etc), the standard programme year comprises a student workload of at least 1200 hours (100 hours notional student workload per 10 credits).

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.

#### 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 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

<http://northumbria.ac.uk/sd/central/ar/lts/approval/progspecs/>. (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://sits.unn.ac.uk/live/websevr/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. Both Northumbria credit and ECTS (European Credit Transfer and Accumulation System) credit are awarded on successful completion of the module; Northumbria credit is also awarded where module failure has been disregarded at the final stage of the award in accordance with the assessment regulations (see section 4.4).

The key to module grades is as follows:

AD	Module disregarded for final award
C	Module compensated
CR	Credit (Higher Education Foundation Course only)
D	Distinction (BTEC programmes and Higher Education Foundation Course only)
F	Module failed
M	Merit (BTEC programmes and Higher Education Foundation Course only)
OD	Module disregarded for transfer to Ordinary degree
P	Module passed

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#### 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/central/ar/lts/assess>.

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

All numeric grades are marked on a percentage scale (1-100). 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. A student with a classification average of 67-69% will be awarded a first class honours degree if the majority of level 6 credits are at 70% or above. The borderline rule also operates for classification averages of 58-59% and 48-49%.

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

###### Other awards

Distinction and commendation are available on all taught awards other than BTEC awards, the Higher Education Foundation Course and classified 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. A student with a level average of 67-69% will be eligible for a distinction if the majority of qualifying credits are at 70% or above. A student on an undergraduate programme with a level average of 58-59% will be eligible for an award with commendation if the majority of credits are at 60% or above. On postgraduate programmes the borderline regulations for the award of commendation apply where the student has a level average of 59% only.

#### 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.

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## 6. ADDITIONAL INFORMATION

### 6.1 Additional Information

Northumbria's flexible learning arrangements allow Accredited Prior Learning (APL), Accredited Prior Experiential Learning (APEL) and Accredited Work Based Learning (AWBL) 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.

## 8. 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 and established by Royal Charter or legislation. 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. About ten per cent of higher education provision is available in 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 or further education college.

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

All the universities and many of the higher education colleges have legal power to develop their own courses and award their own degrees, and 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 set out at:

<http://www.dfes.gov.uk/recogniseddegrees/annex4.shtml>

Institutions able to offer courses leading to a degree of a recognised body ("Listed Bodies") are listed by the English, Welsh and Northern Irish authorities. The list may be found at: <http://www.dfes.gov.uk/recogniseddegrees/annex5.shtml>.

### 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), including qualifications descriptors, developed with the sector by the Quality Assurance Agency (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - [www.qaa.ac.uk](http://www.qaa.ac.uk)). The Qualifications and Curriculum Authority (QCA), the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) and the Council for Curriculum Examination and Assessment, (Northern Ireland) (CCEA) have established the

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<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 Education and Skills (DfES), Scottish Executive, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), the Standing Conference of Principals and the National Recognition Information Centre for the UK (UK NARIC).

National Qualifications Framework, which is aligned with the FHEQ as shown overleaf with typical credit values. These authorities regulate a number of professional, statutory and other awarding bodies which control qualifications at HE and other levels. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001 and are available in England, Wales and Northern Ireland. In terms of the European HE Area they are “short cycle” qualifications within the first cycle.

### **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 universal use of external examiners, a standard set of indicators and other reports and by the activities of the QAA and in professional areas by relevant Professional and Statutory Bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark (character) statements, the Code of Practice and a system of 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. Accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA reviews also cover higher education programmes taught in further education institutions.

### **Credit Systems**

There is a national credit system in place in Wales which embraces all post-16 education. Around 75% of institutions in England and Northern Ireland (around 85% of students) belong to credit systems consortia. There are local credit systems in some other institutions. QCA is developing a system intended for further education in England, the Framework for Achievement, designed to articulate with higher education. Many institutions use credit points for students transferring between programmes or institutions, and use ECTS for transfers within the European area and to recognise learning gained by students on exchange visits with institutions elsewhere in Europe.

### **Admission**

The most common qualification for entry to higher education is the General Certificate of Education at ‘Advanced’ (A)-level (including the “advanced supplementary”). Other qualifications for entry are the Advanced Vocational Certificate of Education, the kite-marked Access Certificate or other qualifications located in the National Qualification Framework (NQF) level 3 Advanced, or the equivalent according to the Credit and Qualifications Framework in Wales, including the Welsh Baccalaureate and qualifications in the Scottish Credit and Qualifications Framework. A-levels are normally taken by students in their 13th year of school or at a college of further education and comprise up to three or four specialist subjects studied in considerable depth, involving coursework and final examinations. Part-time and mature students may enter with these qualifications or alternatives with evidenced equivalent prior learning and experience. Institutions will admit students whom they believe to have the potential to complete their programmes successfully, and set their requirements for entry to particular programmes accordingly.

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

National Qualifications Framework *	Framework for Higher Education Qualifications **	European HE Area Cycle/ typical credits	Progression with selection of students
8 Specialist awards	D (doctoral) Doctorates	Third cycle (540 where appropriate)	
7 Level 7 Diploma	M (masters) Masters degrees, Postgraduate Diplomas and Certificates	Second cycle (180/120/60)	
6 Level 6 Diploma	H (honours) Bachelors Degrees, Graduate Diplomas and Certificates	First cycle (360)	
5 Level 5 BTEC Higher National Diploma	I (intermediate) Diplomas of Higher Education and Further Education, Foundation Degrees, Higher National Diplomas	Short cycle (240)	
4 Level 4 Certificate	C (certificate) Certificates of Higher Education	(120)	
3 Level 3 Certificate Level 3 NVQ A levels	* QCA/ACCAC/CCEA (non-HE) ** QAA	Entry	
s2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	<p><b>Entry to each level of the Framework for Higher Education Qualifications is possible from the next lower level in the National Qualifications Framework or Framework for Higher Education Qualifications for students with the necessary pre-requisites.</b></p>		
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G			
Entry Entry Level Certificate in Adult Literacy	<p><b>Typically one undergraduate academic year is 120 credits (compare ECTS: 60 credits)</b></p>		