

Diploma Supplement

Loughborough University issues Diploma Supplements as two elements as follows:

1. an "Academic Transcript" setting out individual and academic information on an individual holder of one of the University's awards
2. this General Description of the modular programme arrangements and requirements for taught awards

General Description of the modular programme arrangements and requirements for taught awards

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of this supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context and status of 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 reason why.

1. Information identifying the holder of the qualification (all provided on the "Academic Transcript")

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

2. Information identifying the qualification (all provided on the "Academic Transcript")

- 2.1 Name of qualification
- 2.2 Main field(s) of study for the qualification
- 2.3 Name and status of awarding institution
- 2.4 Name and status of institution administering studies
- 2.5 Language(s) of instruction/examination

3. Information on the level of the qualification

- 3.1 Level of Qualification

The University's undergraduate (UG) and taught postgraduate (PG) programmes lead to one of the following awards.

Award Title	Minimum Full-time Duration (programme years) – see Section 3.2	Minimum Credit volume to be taken	Minimum Credit volume to be passed*	ECTS Credit Equivalence	Framework for Higher Education Qualifications in England, Wales and Northern Ireland (see Section 8)	EHEA Cycle (see Section 8)
Master's Degree Master of Arts (MA) Master of Business Administration (MBA) Master of Design (MDes) Master of Research (MRes) Master of Science (MSc)	1 yr	180	150	90-75	Level 7	Second cycle (end of cycle) qualifications
Integrated Master's Degree with Honours Master of Chemistry (MChem) Master of Computer Science (MComp) Master of Engineering (MEng) Master of Mathematics (MMath) Master of Physics (MPhys)	4 yrs	480	400	240-200	Level 7	First and second (end of cycle) qualifications
Postgraduate Diploma (PGDip)	8 mths	120	100	60-50	Level 7	
Postgraduate Certificate (PGCert)	4 mths	60	60	30	Level 7	
Bachelor's Degree with Honours Bachelor of Arts (BA) Bachelor of Engineering (BEng) Bachelor of Science (BSc)	3 yrs	360	300	180-150	Level 6	First (end of cycle) qualifications
Foundation Degree Foundation Degree in Arts (FdA) Foundation Degree in Engineering (FdEng) Foundation Degree in Science (FdSc)	2 yrs	240	200	120-100	Level 5	Short cycle (within or linked to the first cycle) qualifications
Diploma of Higher Education (DipHE)	2 yrs	240	200	120-100	Level 5	Short cycle (within or linked to the first cycle) qualifications
Certificate of Higher Education (CertHE)	1 yr	120	100	60	Level 4	

* UG students pass for credit in a module where they have achieved a module mark of 40%. PGT students pass for credit in a module where they have achieved a module mark of 50%. In order to achieve the programme qualification, students must have passed modules with the minimum credit volume shown and achieved a minimum credit volume shown and achieved a minimum mark of 30% (UG) or 40% (PGT) in the remaining credit volume taken. Some Programme Regulations may set a higher minimum mark than specified above. For further information on the structure of the University's programmes and awards, contact the University.

3.2 Official Length of Programme

All programmes have a modular structure. Credits are assigned to each module based on the approximate number of hours a typical student is expected to spend learning to achieve the learning outcomes for that module (notional hours of learning). One credit represents 10 notional hours of learning. This includes not only formal contact hours, but also preparation for these, private reading and study, and the completion of formative assessment tasks and revision. The credits associated with the awards in the table under 3.1 are based on that assumption.

The standard minimum full-time duration of studies is shown in the table under 3.1 as the number of 'programme years' required for the University's award. For second cycle Masters awards the full-time programme year comprises a workload of 1800 notional hours of learning. The PGDip and the PGCert comprise less than a full-time Masters workload and their duration is shown in calendar months. For all other awards the full-time programme year comprises a workload of 1200 notional learning hours. Part-time students undertake the required programme workload over a longer period.

The actual period of time over which the programme was studied is reported on the academic transcript.

3.3 Access Requirements

Postgraduate Taught Programmes

The normal minimum entry requirements for admission to a taught postgraduate programme require applicants to hold a first (Bachelor's) degree from an approved university or Institution of Higher Education, at Honours standard. Applicants who are not graduates must possess an alternative qualification which is recognised by the University as of equivalent academic standing.

Applicants who are unable to meet the minimum entry requirements may nevertheless be admitted to a Postgraduate Certificate by special approval. Successful completion of the Certificate, with the requisite number of credits, may permit the student to upgrade his/her registration to Diploma or Master's degree level.

In addition, all applicants must satisfy the University's English Language requirement by possessing a recognised qualification such as the British Council English Language Test, at an acceptable level.

Undergraduate Taught Programmes

The normal minimum entry requirement for admission to an undergraduate (first) degree programme comprises four passes in the General Certificate of Education, of which three must be at Advanced (A2) Level at grades A – E and one must be English Language at grade C or equivalent (Ordinary Level or General Certificate of Secondary Education – GCSE).

This normal minimum entry requirement may also be satisfied by an alternative approved qualification such as a BTEC Extended Diploma, an OCR Extended Diploma, an Advanced Diploma, an International Baccalaureate Diploma, a European Baccalaureate, a Scottish Advanced Higher National Qualification (minimum two passes), a recognised Access course or Open University credits. The University also recognises many international qualifications for admissions purposes.

In addition, all applicants must satisfy the University's English Language requirement either by passing GCSE English Language (see above) or by possessing an alternative equivalent English language qualification recognised by the University.

4. Information on the contents and results gained

4.1 Mode of study

See "Academic Transcript"

4.2 Programme Requirements

The University publishes the learning outcomes of its programmes and its individual modules in the programme and module specifications accessible through the University's website at: www.lboro.ac.uk

4.3 Programme details (e.g. modules studied) and individual grades/marks/credits obtained

See "Academic Transcript"

4.4 Grading scheme and, if available, grade distribution guidance

Postgraduate Taught Programmes

Degree of Master – 150 credits (Module Marks of 50%+) and Module Marks of not less than 40% in further modules with a weight of 30 credits. Students are eligible for a distinction if they achieve 180 credits

(Module Marks of 50%+) and a Programme Mark of not less than 70%. A merit is awarded where 180 credits (Module Marks of 50%+) and a Programme Mark of not less than 60% are achieved.

Postgraduate Diploma – 100 credits (Module Marks of 50%+) and Module Marks of not less than 40% in further modules with a weight of 20 credits. Students are eligible for a distinction if they achieve 120 credits (Module Marks of 50%+) and a Programme Mark of not less than 70%. A merit is awarded where 120 credits (Module Marks of 50%+) and a Programme Mark of not less than 60% are achieved.

Postgraduate Certificate – 60 credits (Module Marks of 50%+). Students are eligible for a distinction if they achieve 60 credits (Module Marks of 50%+) and a Programme Mark of not less than 70%. A merit is awarded where 60 credits (Module Marks of 50%+) and a Programme Mark of not less than 60% are achieved.

At the discretion of the Programme Board, the above Programme Mark thresholds may be lowered by not more than 3%.

Undergraduate Programmes

Degree Classifications are based on the overall programme mark (the weighting of academic years varies according to programme regulations but is reported on the "Academic Transcript").

First Class Honours – 70%+

Second Class Honours, Upper Division – 60%-69.9%

Second Class Honours, Lower Division – 50%-59.9%

Third Class Honours – 40%-49.9%

Pass – less than 40%

At the discretion of the Programme Board, the above Programme Mark thresholds may be lowered by not more than 3%.

4.5 Overall classification of the qualification (in original language)
See "Academic Transcript"

5. Information on the function of the qualification

5.1 Access to further study

A Master's Degree of the University may give access to postgraduate research (Doctoral) programmes. A Postgraduate Diploma of the University may be upgraded to a Master's Degree of the University. A Postgraduate Certificate of the University may be upgraded to a Postgraduate Diploma or a Master's Degree of the University.

A Bachelor's Degree of the University may give access to taught postgraduate study.

A Foundation Degree of the University may give access to a Bachelor's Degree.

5.2 Professional Status (if applicable)

Many of the University's programmes are accredited by external bodies or recognised by professional institutions, making possible various exemptions from the examinations of the body concerned or enabling graduates to apply for membership. Further information can be obtained from the University.

6. Additional Information

6.1 Additional Information

Candidates for the University's awards who have been awarded credit by another Higher Education Institution may be considered for credit transfer or exemption from part of a programme of study by Senate on the recommendation of the appropriate Faculty Board.

Undergraduate programmes of study may include a compulsory or optional study or work placement outside of the University. Candidates who have successfully completed a placement will be awarded a secondary qualification as shown on the "Academic Transcript".

6.2 Further Information Sources

The University website is at: www.lboro.ac.uk

7. Certification of the supplement (all provided on the "Academic Transcript")

7.1 Date

7.2 Signature

7.3 Capacity

7.4 Official stamp or seal

8. Information on the National Higher Education System

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, 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: <http://www.dcsf.gov.uk/recogniseddegrees/index.cfm?fuseaction=institutes.list&InstituteCategoryID=1>

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/recogniseddegrees/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 - www.qaa.ac.uk). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework

1 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). 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/standardsandquality/otherrefpoints/Qualsboundaries09.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.

¹ 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

Framework for Higher Education Qualifications (FHEQ) ⁵		FQ-EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland ⁶		
Typical Qualifications	Level	Typical UK	Typical ECTS credit ranges ³	Typical UK credit rated ¹		Typical Qualifications	Level	
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3 rd cycle		Typically not credit rated ¹		Vocational Qualifications Level 8	8	
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 nd cycle		180		Typically not credit rated	Fellowships NVQ Level 5 Vocational Qualifications Level 7	7
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1 st cycle		360		180-240	Vocational Qualifications Level 6	6
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle		240		120	NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5
Higher National Certificates Certificates of Higher Education	4			120			Vocational Qualifications Level 4	4
Entry to HE via equivalent experiential or prior learning							National Vocational Qualification (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced ⁴	3
								Levels 2, 1 and entry

¹PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.
²A range of 90-120 ECTS is typical of most awards
³1 ECTS credit is typically worth 2 UK credits
⁴The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

⁵For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the NQF or Framework for Higher Education Qualifications.
⁶These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)