



## Diploma Supplement

### GENERAL DESCRIPTION OF THE MODULAR PROGRAMME ARRANGEMENTS AND REQUIREMENTS FOR TAUGHT AWARDS

The Diploma Supplement issued by the University of Leeds 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 '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 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.

It is issued as two elements as follows:

- a 'Diploma Supplement and Transcript' sheet setting out the individual and academic information on an individual holder of one of the University's awards as required under sections 1, 2, 4, 5.2, 6 and 7 of the model;
- this General Description of the modular programme arrangements and requirements for taught awards at the University setting out the information as required under sections 2.3, 2.4, 2.5, 3, 4, 5, 6.2 and 8 of the model.

The two elements do not constitute a Diploma Supplement unless they have been issued together in support of an official certificate confirming the award of a degree or other academic qualification.

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

1.1 Family Name 1.2 Given Name 1.3 Date of Birth 1.4 Student identification number/code

are shown on the transcript element of this supplement.

The Identification No shown is the unique Identification Number for a student registered at the University of Leeds\*.

The HESA No 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

are shown on the transcript element of this supplement.

2.3 Name and status of the awarding institution (in original language)

The University of Leeds, a university established under a Royal Charter granted in 1904, originated from the Leeds School of Medicine founded in 1831 and the Yorkshire College of Science founded in 1874. It is recognised by the UK authorities as having the power to award its own degrees see <http://www.dcf.gov.uk/recognisedukdegrees/>. The power to award degrees is protected by UK law.

2.4 Name and Status of institution (if different from 2.3) administering studies (in original language)

All or some of the students at the following institutions follow degree or other programmes of study validated by the University as leading to one of its academic awards. These institutions are recognised by the UK authorities as being able to offer courses leading to a degree of a recognised body such as the University - see <http://www.dcf.gov.uk/recognisedukdegrees/>.

Accredited Institutions	Leeds Trinity & All Saints	<a href="http://www.leedstrinity.ac.uk/">http://www.leedstrinity.ac.uk/</a>
	York St John University†	<a href="http://www.yorksja.ac.uk">http://www.yorksja.ac.uk</a>

For students at these institutions who have been awarded a degree or other academic award of the University of Leeds the transcript element of this Diploma Supplement is provided by the institution concerned.

2.5 Language of instruction/examination

The University's programmes are all taught and examined in the English language, except where the subject of the degree is such that it is obvious that all or part of the teaching and assessment will have to be in another language (for example, the BA degrees in modern languages such as French, German, Italian, Chinese, Russian etc).

\* or at one of the University's Accredited Institutions (see 2.4)

† formerly York St John University College: this institution has had its own taught degree awarding powers since 2005 and was granted University title in 2006.



<u>Award Title</u>	<u>Minimum Full-time Duration (programme years)</u>	<u>Total Minimum Credit volume to be taken*</u>	<u>Total Minimum Credit volume to be passed</u>	<u>Highest UL + Level of Modules which must be included</u>	<u>Minimum Credits to be Passed at Highest Level</u>	<u>ECTS Credit Equivalence</u>	<u>Qualification Level in the NQF and FHEQ for E, W &amp; NI (see Section 8)</u>	<u>EHA Cycle (see Section 8)</u>
<b>Bachelor (Hons)</b> Bachelor of Arts (BA) Bachelor of Laws (LLB) Bachelor of Science (BSc) Bachelor of Engineering (BEng) Bachelor of Health Science (BHSc) Bachelor of Music (BMus) Bachelor of Performing Arts (BPA) Bachelor of Design (BDes)	3 years minimum	360 minimum	300**	3	100**	180 - 240	6/H	First
<b>Bachelor (Ordinary)</b> Bachelor of Arts (BA) Bachelor of Laws (LLB) Bachelor of Science (BSc) Bachelor of Engineering (BEng) Bachelor of Health Science (BHSc) Bachelor of Music (BMus) Bachelor of Performing Arts (BPA) Bachelor of Design (BDes)	3 years minimum	300 - 360***	240	3	60 (160 at levels 2 and 3 combined)	150 - 180	6/H [I]	First
Graduate Diploma (GradDip)	1 year	120	100	3	60	60	6/H	First
[Professional] Graduate Certificate ([P]GC) (see † below for the PGCE)	1 semester	60	60	3	60	30	6/H	First
Advanced Diploma (AdvDip)	3 years	300	240	3	40	150	6/H	Short
Foundation Degree (FD)	2 years	240	200	2	100	120	5/I	Short
Diploma of Higher Education (DipHE)	2 years	240	200	2	100	120	5/I	Short
Diploma	1 year	120	80	2	60	60	5/I	Short
Certificate of Higher Education (CertHE)	1 year	120	100	1	100	60	4/C	–
Certificate	1 semester	40	40	1	40	20	4/C	–

+ *UL = University of Leeds*

\* *in some awards some credit to be taken requirements may be fulfilled through the University's CATS/APCL/APEL arrangements.*

† The PGCE (Postgraduate Certificate in Education or Professional Graduate Certificate in Education) is awarded by the University in conformity with the [Statement for use by UUK, SCOP, QAA, UCET - PGCE qualification title](http://www.qaa.ac.uk/academicinfrastructure/FHEQ/PGCEstatement.asp) - see <http://www.qaa.ac.uk/academicinfrastructure/FHEQ/PGCEstatement.asp>. The award is made as the result of the successful completion of a 38 week HE programme providing both professional training leading to the award of QTS (Qualified Teacher Status) and a course of academic study leading to an academic qualification. It includes at least 60 UL credits (30 ECTS) at the level required for award.

\*\* *exceptionally the award requirements for 3-year programmes leading to the degree of Bachelor of Science (BSc) with Honours in the Faculty of Mathematical and Physical Sciences and in Joint Honours BSc degrees in Science may be met by the achievement of a total of 280 credits including at least 80 UL credits at UL level 3.*

\*\*\* *Students on programmes of study leading to the award of an Ordinary degree must enrol for at least 100 credits, and not more than 120 credits, in each programme year in modules compatible with their programme's specification.*

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

### 3.2 Official Length of Programme

The minimum full-time duration of studies is shown under 3.1 as the number of 'programme years' (i.e. years of full-time study which may be undertaken over a longer period by part-time students) required for the University's award. In some instances students may complete a full-time programme or some parts thereof on a part-time basis - where this occurs it is evident from the number of credits recorded in any individual academic session on the personalised Diploma Supplement and Transcript sheet which accompanies this General Statement.

For second cycle Postgraduate Taught awards (Masters, PGDip and PGCert) the standard Masters programme year comprises a committed workload of at least 1800 hours (100 notional learning hours per 10 UL credits). For short and first cycle Undergraduate awards (Masters, Bachelors, GradDip, PGC, AdvDip, FD, DipHE, CertHE, Diplomas and Certificates) the standard programme year comprises a committed workload of at least 1200 hours (100 notional learning hours per 10 UL credits). Where the required duration of full-time studies is less than a year it is shown as semesters or months.

Programme durations may vary according to the discipline: the actual number of programme years studied is shown on the transcript element of this supplement.

### 3.3 Access requirements

#### Postgraduate Taught Programmes

The normal minimum entry requirement for admission to a taught postgraduate programme require candidates to be graduates of the University of Leeds or any other approved university or institution of Higher Education with normally at least the Honours degree of Bachelor in an appropriate discipline or its equivalent; or if not graduates, to possess other qualifications and/or experience which is recognised by the University as the equivalent of an Honours degree of Bachelor through its procedures for the recognition of prior certificated or experiential learning.

In addition applicants whose first language is not English must, before they can be admitted to the University, provide evidence that they have attained normally at least a pass (grade C) in the Certificate of Proficiency in English of the University of Cambridge or a IELTS band score of 6.0 overall with not less than 5.5 in any individual skill, or a paper based TOEFL score of 550 with 4 on the Test of Written English or a computer based TOEFL score of 220 with 4 on essay writing.

### **Undergraduate Programmes**

The normal minimum entry requirement for admission to a first degree or undergraduate award programme comprises passes (in GCSE subjects at grade A\*, A, B or C) in 5 subjects in GCSE/GCE 'A-Level' examinations including:

- at least a grade A\*, A, B or C in English at GCSE or its equivalent, *and*
- at least two subjects at grade A-E in GCE 'A-Level' examinations or their equivalent.

This normal minimum requirement may also be fulfilled by the equivalent in other examinations such as Intermediate GNVQ and Advanced GNVQ/Advanced VCE, International/European Baccalaureate Diploma, a recognised Access course or other qualifications recognised by the University or through the assessment of an applicant's prior certificated or experiential learning through the University's procedures for the recognition of such learning.

In addition all applicants whose first language is not English must, before they are admitted to a programme of study leading to a first degree of the University, provide evidence that they have attained normally at least a pass (grade C) in the Certificate of Proficiency in English of the University of Cambridge or a IELTS band score of 6.0 overall with not less than 5.5 in any individual skill, or a paper based TOEFL score of 550 with 4 on the Test of Written English or a computer based TOEFL score of 220 with 4 on essay writing.

### **All Programmes**

Upon admission to postgraduate taught or undergraduate programmes in the University all applicants whose first language is not English must undergo a test in English. Students who fail to reach a satisfactory standard in this test are required to complete satisfactorily appropriate courses, as may be required. These may require a year of study additional to the period required for a qualification of the University.

## **4. INFORMATION ON THE CONTENTS AND RESULTS GAINED**

### 4.1 Mode of Study

Studies are full-time unless part-time studies are indicated on the transcript element of this supplement.

### 4.2 Programme Requirements

The University publishes the learning outcomes of its programme and its individual modules in the programme and module catalogues accessible through the University's website at: <http://www.leeds.ac.uk/programmes>. Details of programme requirements at one of the University's Accredited Institutions are available from the relevant institution (see 2.4).

### 4.3 Programme Details (modules or units studied and individual grades/marks/credits obtained)

are shown on the transcript element of this supplement.

### 4.4 Grading Scheme and, if available, grade distribution and guidance

Full details of the University's grading and awarding arrangements are published in the University's Ordinances, Regulations and Rules for Award - available from : <http://campus.leeds.ac.uk/govern.htm>.

The University operates a unified corporate degree, diploma and certificate awarding/classification system for undergraduate and taught postgraduate programmes that are not otherwise constrained by accreditation requirements. The University's classification arrangements are designed to be consistent with the QAA Framework for Higher Education Qualifications (EWN1), including taking due account of the relationship between assessment arrangements and programme learning outcomes. The classification system is based on averaging the grades obtained across the modules comprising the final programme years of the programme for the award concerned with the grades being weighted in line with the credit value of the modules concerned.

0-100 Numeric Scale (see also the guidance on the *Interpretation of Diploma Supplement and Transcript Information for Taught Modular Programmes* on the reverse of the transcript element of this supplement)

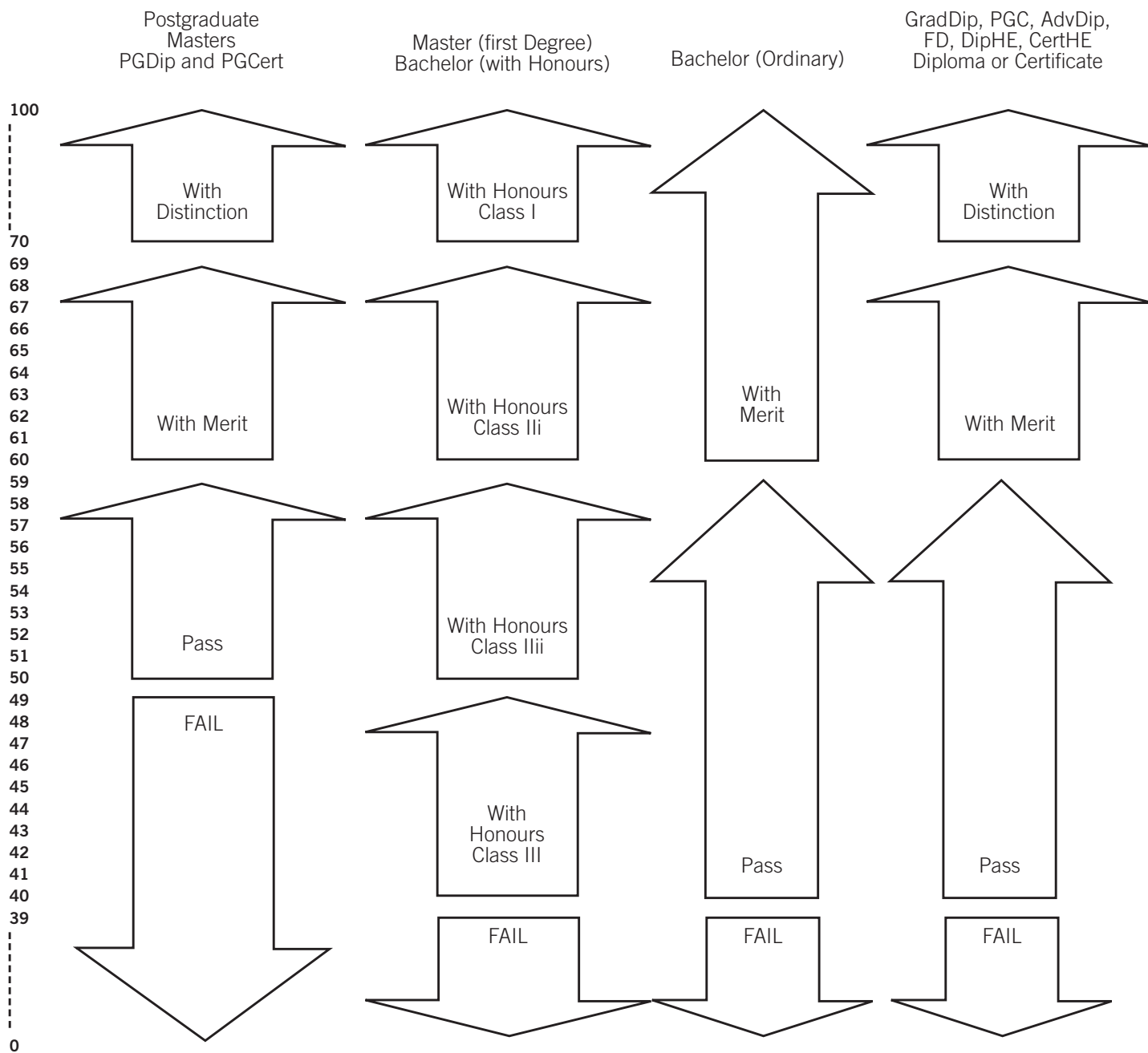
All numeric grades on the transcript element are shown in the University's 0-100 scale. All assessed work is marked according to the achievement represented. It should be noted that in disciplines within the University's Faculties of Arts and of Education, Social Sciences and Law examiners usually mark within a 20-90 scale: these marks have been translated to the 0-100 scale for the purpose of the Diploma Supplement and Transcript. Further information is given in the University's Rules for Award at: <http://campus.leeds.ac.uk/govern.htm>.

### Award and Classification

Students eligibility for award is determined on the basis of their:

- meeting the requirements of the relevant Ordinance and Regulations i.e. obtaining sufficient credits at the appropriate level(s) in the prescribed manner, *and*
- meeting the requirements of the programme specification concerned to satisfy the programme outcomes through passing all compulsory and sufficient optional/elective modules, *and*
- through achieving a 'Classification Average' or 'Award Average' grade/mark, calculated as the average (weighted mean) of the marks achieved in all the modules taken in the relevant programme year(s), which is equal to or greater than the prescribed minimum Classification/Award Average pass grade/mark.

The 'Classification Average/Award Average' mark obtained determines any classification of the award in accordance with the following diagram:



### Bachelors Degrees awarded with or without Unclassified Honours

The registrable (see section 5.2) clinical degrees of MBChB and BChD are awarded in line with the requirements of national and professional practice. They are assessed and graded in accordance with the provisions detailed in their prescribed programme specifications. Their award with unclassified honours is reserved solely for candidates who have achieved distinction across the modules, programme components and examinations in all the programme years in accordance with the requirements stated in the relevant programme specification.

4.5 Overall Classification of the qualification (*in original language*) 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.

Intermediate cycle awards of the University give access to first cycle Honours Bachelors degrees.

## 5.2 Professional Status (if applicable)

The following professions for which the University provides programmes of education and training are subject to statutory regulation by the UK Government: doctors, dentists, nurses, midwives, radiographers and school teachers.

Other professions are regulated by a specialist college, society or institute with its own individually prescribed examinations and requirements for membership. The accreditation/recognition of one of the University's programmes by one or more of these professional bodies may be on the basis that the programme meets in full its membership requirements or that success in the University's examinations, possibly at a prescribed level of attainment, gives exemption from all or some of the professional body's membership examinations. Holders of University awards accredited/recognised by such a professional body may apply for membership of that body on an individual basis and thereafter maintain or extend their membership by continuing to meet the professional body's requirements which usually include payment of annual membership fees.

Any accreditation, professional or statutory recognition of the programme of study followed by a holder of an award of the University is shown on the transcript element of this supplement. Details of the current professional standing of a holder of one of the University's awards is certified by the relevant professional or statutory body independently of documentation produced by the University.

## **6. ADDITIONAL INFORMATION**

### 6.1 Additional Information

Candidates for the University's awards who have previously successfully attended certain courses of study either at the University of Leeds or at an approved educational establishment are eligible for special consideration under the policies and procedures for credit accumulation and transfer(CATS)/accreditation of Prior Experiential Learning (APEL) for the granting of exemption from any module/course and its examinations other than the modules/courses comprising the final examinations for an award of the University providing always that no such exemptions will apply to the statutory qualifying examinations for registrable awards or to the penultimate programme year for the first degree of Master. Where applicable such study exemptions are shown on the transcript element of this supplement.

Programmes of study may include requirements for substantial Study or Work Experience (Industrial Placements) outside the University which may be reflected in the programme title as detailed in the award information and/or identified in the other information given in the transcript element of this supplement.

Where modules contributing to an award of this University have been taken under the University's arrangements for collaborative programmes (i.e. programmes are offered jointly with other Universities and Institutions) these modules and the location of studies are identified in the transcript element of this supplement.

Award holders of the University may, in addition to providing this Diploma Supplement and Transcript, also have a Progress File i.e. their individual records of learning and achievements, progress reviews and plans that are used to clarify personal goals and which can provide a resource from which material is selected to produce personal statements (e.g. curricula vitae etc) for employers, admission tutors and others. Progress files also contain information on the structured Personal Development Planning (PDP) processes supported by the University and designed to develop the capacity of its students to reflect upon their own learning and achievement, and to plan for their own personal educational and career development. Further information on HE Progress Files and PDP in the UK HE system is available from: <http://www.qaa.ac.uk/academicinfrastructure/progressFiles/default.asp>

### 6.2 Further Information Sources

The University's website <sup>1</sup> is at <http://www.leeds.ac.uk>. Further information of arrangements for Higher Education in the UK is obtainable from: The UK National Academic Recognition Information Centre (NARIC/ENIC), ECCTIS 2000, Oriel House, Oriel Road, Cheltenham, Gloucestershire, GL50 1XP United Kingdom.

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

### 7.1 Date

### 7.2 Signature

### 7.3 Capacity

### 7.4 Official stamp or seal

are shown on the transcript element of this supplement.

June 2009

<sup>1</sup> See section 2.4 for the websites of the University's Accredited Institutions

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

In England, Wales and Northern Ireland<sup>1</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/recognisedukdegrees/>

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/recognisedukdegrees/>

### 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 for 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 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.

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<sup>1</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).

### 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 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.	Entry	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	Typically one undergraduate academic year is 120 credits (compare ECTS: 60 credits)		
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G			
Entry Entry Level Certificate in Adult Literacy			