

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient 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, equivalent statements or suggestions about recognition.

It is issued as two elements as follows:

- A transcript ('Statement of Academic Record') setting out the personal 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;
- These supplementary notes and general description of the requirements for taught awards at the University setting out the information 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 Number shown is the unique Student Number for a student registered at the University of Ulster or at one of its approved partner institutions (see 2.4).

The HESA Number shown is the unique national identifying/reference number for students registered at a 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(s) (in original language)

The University of Ulster was established by Royal Charter on 1 October 1984. It was formed by the merger of The New University of Ulster and the Ulster Polytechnic. It is a Recognised Body with the power to award its own degrees: see www.dcsf.gov.uk/recognisedukdegrees. The power to award degrees is regulated by law in the UK.

The University may also make joint awards with other bodies. In these instances, that institution's name is also recorded. Joint awards are currently made with the state Higher Education and Training Awards Council of the Republic of Ireland (see www.hetac.ie) and University College Dublin (www.ucd.ie/).

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

Some students of partner institutions follow programmes of study validated by the University to lead to one of its academic awards. The University's current partners are listed at www.ulster.ac.uk/collaborativepartnerships/. The colleges in Northern Ireland are Listed Bodies recognised by the UK authorities as being able to offer courses leading to a degree of a Recognised Body such as the University: see www.dcsf.gov.uk/recognisedukdegrees/. The other bodies in Northern Ireland are public sector or charitable organisations. The University of Hong Kong is a public sector educational body approved by the relevant authorities. The School of Hotel and Tourism Management International in Switzerland is a private organisation.

2.5 Language of Instruction/Examination

The University's programmes are taught and examined in the English language, except where the subject of the qualification warrants all or part of the teaching and assessment to be in another language (for example, the BA degrees in modern languages).

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of Qualification

The University's undergraduate and taught postgraduate programmes lead to one of the awards set out in the following table. This summary of the minimum attendance, study and credit requirements is derived from the relevant award regulations and regulatory framework which should be consulted for full details of requirements – see plangov.ulster.ac.uk/governance/charter.html and www.ulster.ac.uk/academicoffice/.

| Award Title | Minimum Full-Time Duration | Minimum Credit Points | Range of Credit Levels | Minimum Number of Credit Points at Highest Level | Maximum Number of Credit Points at Lowest Level | ECTS Credit Equivalence | EWNI HE Qualification Level (see Section 8) | EHEA Cycle (see Section 8) |
|---|----------------------------|-----------------------|------------------------|--|---|-------------------------|---|----------------------------|
| Master's degrees | 1 calendar year | 180 | 6, 7 | 150 | 30 | 90 | 7 | Second |
| Master of Architecture (MArch) Master of Arts (MA) Master of Business Administration (MBA) Master of Business Studies (MBS) Master of Clinical Research (MClinRes) Master of Design (MDes) Master of Education (MEd) Master of Fine Art (MFA) Master of Landscape Architecture (MLA) Master of Laws (LLM) Master of Medical Science (MMedSc) Master of Music (MMus) Master of Public Administration (MPA) Master of Research (MRes) Master of Science (MSc) | | | | | | | | |
| Postgraduate Diploma (PGDip) | 1 year | 120 | 6, 7 | 90 | 30 | 60 | 7 | Second |
| Postgraduate Certificate (PGCert) | 1 semester | 60 | 6, 7 | 40 | 20 | 30 | 7 | Second |
| Integrated Master's degree | 4 years | 480 | 3, 4, 5, 6, 7 | 120 | 30 | 240 | 6 and 7 | First and Second |
| Master of Engineering (MEng) Master of Pharmacy (MPharm) Master of Science (MSci) | | | | | | | | |
| Bachelor's degrees (Honours) | 3 years | 360 | 3, 4, 5, 6 | 120 | 30 | 180 | 6 | First |
| Bachelor of Arts (BA) Bachelor of Design (BDes) Bachelor of Engineering (BEng) Bachelor of Laws (LLB) Bachelor of Music (BMus) Bachelor of Science (BSc) | | | | | | | | |
| Graduate Diploma (GradDip) | 1 year | 120 | 3, 4, 5, 6 | 90 | 30 | 60 | 6 | Short |
| Graduate Certificate (GradCert) | 1 semester | 60 | 3, 4, 5, 6 | 40 | 20 | 30 | 6 | Short |
| Bachelor's degrees (non-Honours) | 3 years | 360 | 3, 4, 5, 6 | 60 | 30 | 180 | 6 | Short |
| Bachelor of Engineering (BEng) Bachelor of Science (BSc) | | | | | | | | |
| Foundation degrees | 2 years | 240 | 3, 4, 5 | 100 | 40 | 120 | 5 | Short |
| Foundation degree in Arts (FdA) Foundation degree in Engineering (FdEng) Foundation degree in Science (FdSc) | | | | | | | | |
| Associate Bachelor's degree (AB) | 2 years | 240 | 3, 4, 5 | 100 | 40 | 120 | 5 | Short |
| Diploma of Higher Education (DipHE) | 2 years | 240 | 3,4,5 | 100 | 40 | 120 | 5 | Short |
| Advanced Diploma (AdvDip) | 1 year | 120 | 3, 4, 5 | 90 | 30 | 120 | 5 | Short |
| Advanced Certificate (AdvCert) | 1 semester | 60 | 3, 4, 5 | 40 | 20 | 30 | 5 | Short |
| Diploma in Industrial Studies (DIS) | 1 year | 60 | 5 | 60 | 60 | 30 | 5 | - |
| Diploma in Professional Practice (DPP) | 1 year | 60 | 5 | 60 | 60 | 30 | 5 | - |
| Diploma in Area Studies (DAS) | 1 year | 120 | 3, 4, 5 | 90 | 30 | 60 | 5 | - |
| Certificate in Area Studies (CAS) | 1 year | 120 | 3, 4 | 90 | 30 | 60 | 4 | - |
| Certificate in Industrial Studies (CIS) | 1 year | 60 | 4 | 60 | 60 | 30 | 4 | - |
| Certificate of Higher Education (CertHE) | 1 year | 120 | 3, 4 | 90 | 30 | 60 | 4 | - |
| Diploma | 1 year | 120 | 3, 4 | - | 120 | 60 | 4* | - |
| Certificate | 1 semester | 60 | 3, 4 | - | 60 | 30 | 4* | - |
| Access Diploma | 1 year | 120 | 1, 2, 3 | 60 | 10 | 60 | - | - |

Notes: *Diplomas and Certificates require at least 90 and 40 credit points respectively at Level 4 to be at EWNI qualification level 4. Credit points: 10 notional learning hours = 1 credit point. Credit levels: 7 = Master's; 4 – 6 = undergraduate with 6 at final honours level; 1, 2, 3 = Access, a pre-HE standard. In some awards some credit requirements may be fulfilled through arrangements for the accreditation of prior learning.

Section 8 shows the place of the University's awards in the national education awards structure for England, Wales and Northern Ireland (EWNI) and in the European Higher Education Area (EHEA) education cycle.

3.2 Official Length of Programme

Duration is recorded under 3.1 in calendar years (48 weeks), years (the academic year of 2 semesters: 30 weeks), or where the required duration of full-time studies is less than a year, as one semester (15 weeks). Part-time study takes proportionately longer according to the student's pace of study. For second cycle Postgraduate awards the standard year comprises a committed workload of at least 1800 hours. For short and first cycle and other Undergraduate awards the standard year comprises a committed workload of at least 1200 hours. The Certificate and Diploma in Area Studies, Industrial Studies, and Professional Practice are additional undergraduate awards made in recognition of a one-year period of study abroad or work placement as an integral part of the course.

Programme duration may vary according to discipline: the actual duration of study is shown on the transcript element of this Supplement.

3.3 Access Requirements

Postgraduate Programmes

The minimum entry requirements for admission to a taught Master's programme are for candidates to be graduates of the University or an other approved university or institution of higher education with at least the degree of Bachelor in an appropriate discipline with second-class Honours or its equivalent *or*, if not graduates, to possess other qualifications and/or experience which are recognised by the University as the equivalent of an Honours degree of Bachelor through its procedures for the accreditation of prior certificated or experiential learning. For admission to a postgraduate certificate or postgraduate diploma the entry standard is a non-Honours degree or equivalent.

Undergraduate Programmes and the Integrated Master of Engineering

The minimum entry requirements for admission to a Graduate Diploma or Graduate Certificate, which are graduate conversion courses, are an Honours or non-Honours degree or equivalent.

The minimum entry requirements for admission to an Honours or non-Honours degree or MEng are passes in five subjects in GCSE (Grade A-C)/GCE 'A-Level' examinations, including at least two subjects at grade A-E at GCE 'A-Level' and English at GCSE, or acceptable alternatives.

The minimum entry requirements for admission to a Foundation degree, Associate Bachelor's degree, Diploma of Higher Education or Certificate of Higher Education are passes in four subjects in GCSE (Grades A-C)/GCE 'A-Level', including at least one subject at grade A-E at GCE 'A-Level' and English at GCSE, or acceptable alternatives.

The minimum entry requirements for admission to an Advanced Certificate or Advanced Diploma are a Certificate of Higher Education and English at GCSE (Grade A-C) or acceptable alternatives.

The minimum entry requirements for admission to Certificates and Diplomas are five subjects at GCSE (Grades A-C) including English or acceptable alternatives.

Alternatives to GCE A-Level include Intermediate GNVQ and Advanced GNVQ/Advanced VCE, International or European or Welsh Baccalaureate Diploma, Edexcel/OCR National Diploma/Certificate or a recognised Access course. Procedures for the accreditation of prior learning (APL), certificated or experiential, may be used to admit a candidate who does not hold an approved recognised qualification.

Access Diplomas are preparatory programmes designed for students who have been out of formal education for some time. Applicants are required to have a basic level of written and oral English communication and numeracy skills and to be able to demonstrate the motivation and ability to cope with the demands of the course.

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of Study

The mode of study of the programme undertaken for the award (full-time or part-time) is indicated on the transcript element of this supplement.

4.2 Programme Requirements

The University publishes the learning outcomes of its programmes in the programme specifications accessible through the University's website at: www.prospectus.ulster.ac.uk. Details of programme requirements for courses at one of the University's partner institutions are available from the institution concerned (see 2.4).

4.3 Programme Details (modules studied and individual marks/grades obtained)

are shown on the transcript element of this supplement.

4.4 Grading Scheme and, if available, Grade Distribution and Guidance

Modules are assessed by coursework and/or examination. Percentage marks are generally used to record student achievement, although some modules or components may be assessed on a pass/fail basis only. The pass mark in modules in undergraduate

programmes is 40% and in postgraduate programmes 50%. The overall mark in the module is determined by the weighting given to each assessment component as determined by its assessment strategy. Where a module or a component of a module has been failed, a candidate may repeat the module assessment, in which case the minimum pass mark or the actual mark achieved, whichever is the lower, is recorded. Further information on the generic assessment criteria set by the University to guide marking in qualitative and quantitative work at each level is available at www.ulster.ac.uk/academicoffice/Policies.html under Assessment.

Award and Classification

Students' eligibility for award is determined on the basis of their satisfying the programme outcomes and regulations by completing all compulsory and sufficient optional modules at the appropriate level(s) in the prescribed manner.

The overall summary mark is generally derived from the results in modules at the highest level only. Exceptions in some Honours degrees are permitted. For students admitted to certificates, diplomas and Master's degrees, other than integrated Master's before 2009/10, all modules count.

The percentages used to determine overall gradings/classifications are set out in the following table:

| Overall Percentage | Honours Degree | Degree, Diploma, Certificate Access Diploma | Integrated Master's Degree, | Master's Degree, Postgraduate Diploma, Postgraduate Certificate | Diploma and Certificate in Industrial Studies, Professional Practice, Area Studies |
|--------------------|----------------|---|-----------------------------|---|--|
| At least 70% | Class I | Pass with Distinction | Pass with Distinction | Pass with Distinction | Pass with Commendation |
| At least 60% | Class Iii | Pass with Commendation | | | |
| At least 50% | Class Iiii | | Pass | Pass | Pass |
| At least 40% | Class III | Pass | | | |

To be eligible for a particular class of degree, or for Commendation or Distinction, candidates must achieve the requisite mark in their overall summary result. In calculating the overall mark each module's contribution is weighted according to its credit value. For the award of Distinction in Master's courses, a mark of at least 70% must be obtained in the overall average including the dissertation (where available).

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 Master's degree of the University gives access to postgraduate research (Doctoral) programmes.

A first cycle Bachelor's degree of the University with second-class honours or above gives access to taught Master's degrees or to postgraduate research programmes. A first cycle Bachelor's degree of the University gives access to Graduate Diplomas, Graduate Certificates, Postgraduate Diplomas and Postgraduate Certificates (which may be offered through linked Postgraduate Diplomas/Master's).

Awards of the University at FHEQ level 5 give access to first cycle Honours Bachelor's degrees with exemptions.

Awards of the University at level 4 give access to first cycle Honours Bachelor's degrees or level 5 qualifications, often with exemptions.

Access diplomas give access to undergraduate qualifications at HE Level 4.

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 authorities: Biomedical Science, Clinical Physiology, Community Youth Work, Dietetics, Nursing, Occupational Therapy, Optometry, Pharmacy, Physiotherapy, Podiatry, Radiography, Social Work, Speech and Language Therapy, Teacher Training.

Other professions are regulated by a specialist college, society or institute with its own individually prescribed examinations and requirements for membership. A University programme may be accredited or recognised by one or more of these professional bodies on the basis that it 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.

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 Qualifications | Level |
| Doctoral Degrees (eg PhD, DPhil, EdD) | 8 | 3 rd cycle | Typically not credit rated ¹ | Typically not credit rated | | Vocational Qualifications Level 8 | 8 |
| Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates | 7 | 2 nd cycle | 180 | 60-120 ² | | 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 |

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)

Levels 2, 1
and entry



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 or at an approved educational institution may be granted exemption from certain modules and their examinations.

Programmes of study may include requirements for substantial study or work experience (industrial placements) outside the University. Such periods are identified in the transcript element of this Supplement.

Award holders of the University may, in addition to this Diploma Supplement and transcript, also have a Progress file which is their individual record of learning and achievements, progress reviews and plans that are used to clarify personal goals and can provide a resource from which material is selected to produce personal statements (eg curricula vitae) 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 www.qaa.ac.uk.

6.2 Further Information Sources

The University's website is www.ulster.ac.uk. Further information on arrangements for Higher Education in the UK is obtainable from: The UK National Europass Centre, Oriel House, Oriel Road, Cheltenham, Gloucestershire, GL50 1XP, United Kingdom. www.uknec.org.uk

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.

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

The following information is a nationally approved statement, last updated in July 2009.

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/recognisedukdegrees/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/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 - 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

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/Qualsbou ndaries09.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).