



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, equivalence 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 is a higher education institution established by Royal Charter designated by the UK government as a recognised body with degree awarding powers: see gov.uk/recognised-uk-degrees, gov.uk/check-a-university-is-officially-recognised. 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 Letterkenny Institute of Technology (lyit.ie), Institute of Technology Sligo (itsligo.ie) and University College Dublin (ucd.ie) in the Republic of Ireland.

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 ulster.ac.uk/academicoffice/partnerinstitutions.html. 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 gov.uk/check-a-university-is-officially-recognised. 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. HTMi Hotel and Tourism Management Institute Singapore and HTMi Hotel and Tourism Management Switzerland are private organisations, as is the College of Health in England. Two other private organisations, QAHE, which has campuses in London and Birmingham, England, and City University College, Qatar are Affiliate Colleges of the University offering franchised courses. Where applicable, the name of the partner institution is also recorded on the transcript.

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 the use of 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 ulster.ac.uk/about/governance/ordinance-and-regulations and 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 Master of Architecture (MArch) Master of Arts (MA) Master of Business Administration (MBA) 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)	1 calendar year	180	6, 7	150	30	90	7	Second
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 degrees (Honours) Master of Biomedical Science (MBiomedSci) Master of Chiropractic (MChiro) Master of Engineering (MEng) Master of Optometry (MOptom) Master of Pharmacy (MPharm)	4 years	480	3, 4, 5, 6, 7	120	30	240	6 and 7	First and Second
Bachelor's degrees (Honours) Bachelor of Arts (BA) Bachelor of Design (BDes) Bachelor of Engineering (BEng) Bachelor of Laws (LLB) Bachelor of Music (BMus) Bachelor of Science (BSc)	3 years	360	3, 4, 5, 6	120	30	180	6	First
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) Bachelor of Engineering (BEng) Bachelor of Science (BSc)	3 years	360	3, 4, 5, 6	60	30	180	6	Short
Foundation degrees Foundation degree in Arts (FdA) Foundation degree in Engineering (FdEng) Foundation degree in Science (FdSc)	2 years	240	3, 4, 5	100	40	120	5	Short
Associate Bachelor's degree (AB)	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 Professional Practice (International) (DPPI)	1 year	60	5	60	60	30	5	-
Diploma in International Academic Studies (DIAS)	1 year	120	3, 4, 5	90	30	60	5	-
Diploma in Area Studies (DAS)	1 year	120	3, 4, 5	90	30	60	5	-
Certificate of Higher Education (CerHE)	1 year	120	3, 4	90	30	60	4	-
Diploma (Dip)	1 year	120	3, 4	-	120	60	4*	-
Certificate (Cert)	1 semester	60	3, 4	-	60	30	4*	-
Access Diploma (AccDip)	1 year	120	1, 2, 3	60	10	60	-	-

Notes: There are a small number of extended Master's degrees comprising 60 credits at level 6 and 180 at level 7.

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.

32 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 Diplomas in Area Studies, International Academic Studies, Industrial Studies, and Professional Practice (International) 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.

33 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 another 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 Integrated Master's Degrees

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 integrated Master's degree 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, Irish Leaving Certificate, 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

41 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.

42 Programme Requirements

The learning outcomes of its programmes are contained in the programme specification for each course and are set out in the course handbook.

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

are shown on the transcript element of this supplement.

44 Grading Scheme and, if available, Grade Distribution 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 at levels 1 to 6 is 40% and at level 7 it is 50%. The overall mark in the module is determined by the weighting given to each assessment element as determined by its assessment strategy. Candidates are required to achieve a satisfactory standard in each assessment

element and obtain the overall module pass mark to pass a module. 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: ulster.ac.uk/academicoffice/download/Assessment%20Criteria.docx.

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 in courses other than Honours degrees is generally derived from the results in modules at the highest level only. In Honours degrees awarded before 2018/19 some exceptions to this rule were permitted. From 2018/19 intake Level 5 contributes 30% of the overall result in Bachelor's degrees with Honours and Level 5 and Level 6 contribute 20% and 30% respectively in integrated Master's degrees with Honours. For students admitted to Honours degrees before 2018/19 and completing in or after 2018/19, both algorithms are calculated and the better result is applied.

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

Overall Percentage	Honours Degree and Integrated Master's Degrees with Honours	Degree, Diploma, Certificate	Other Integrated Master's Degrees	Master's Degree, Postgraduate Diploma, Postgraduate Certificate	Diploma in International Academic Studies, Professional Practice (International)
At least 70%	Class I	Pass with Distinction	Pass with Distinction	Pass with Distinction	Pass with Distinction
At least 60%	Class Iii	Pass with Commendation		Pass with Commendation (from 2015/16 Intake)	Pass with Commendation
At least 50%	Class Iiii		Pass	Pass	
At least 40%	Class III	Pass			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).

45 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, Community Youth Work, Dietetics, Healthcare Science Practitioner (Cardiac Physiology) or (Respiratory and Sleep Physiology), Nursing, Occupational Therapy, Optometry, Paramedic Practice, 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.

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.

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 may have successfully undertaken recognised activities outside the academic curriculum which are not included in the transcript element of this Supplement. These are activities which contribute to the life of the University or the wider community as well as the student's own development. Participation in the activities is verified by the University. The University recognises such achievements through the Ulster EDGE Award where they are drawn from an approved range of activities.

Award holders may, in addition to this Diploma Supplement and transcript, have their own 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 curriculum vitae) for employers, admission tutors and others. This includes information on the structured student personal development 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.

6.2 Further Information Sources

The University's website is 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: 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.

INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

In the United Kingdom (UK), Higher Education (HE) is a devolved matter, with political oversight provided by the UK Government and Parliament (England), the Scottish Government and Parliament (Scotland), the Welsh Government and Parliament (Wales), and the Northern Ireland Executive and Assembly (Northern Ireland). HE provision is offered by many different types of institution that are active in teaching, research, and scholarship. The term includes all publicly funded universities and other HE institutions, alternative HE providers that offer HE courses but do not receive annual public funding, and those further education colleges in England and Wales which offer HE level courses.

Degree Awarding Powers and University Title

The power to award degrees is regulated by law in the UK. Those organisations granted the power to award HE degrees are referred to as 'Recognised Bodies', and a full list of these is published by the UK Government. It is an offence for an organisation to purport to award, or to offer a UK degree, unless it is authorised to do so. Degree-awarding bodies often work with other providers that do not have degree awarding powers to deliver provision which leads to a qualification of the degree-awarding body. The Listed Bodies Order confirms the providers that do not have the powers to award their own degrees, but offer programmes that lead to a degree of a Recognised Body (see <https://www.gov.uk/check-a-university-is-officially-recognised>).

Qualifications

There are two parallel frameworks for HE qualifications of UK degree-awarding bodies, one that applies to Scotland and one that operates in the rest of the UK:

- The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)
- The Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS).

These frameworks are the principal national reference points for academic standards in UK HE. They meet the expectations of the Bologna Declaration and thus align with A Framework for Qualifications of the European Higher Education Area (QF-EHEA).

Quality Assurance

Academic standards are established and maintained by HE institutions themselves, using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the use of external examiners, standards agreed and recognised by the sector, by the activities of the Quality Assurance Agency for Higher Education (QAA), and in professional areas by relevant professional, statutory and regulatory bodies. The sector standards are overseen by the UK Standing Committee for Quality Assessment, formed from partner organisations, providers and national HE regulators

A cornerstone of quality arrangements across all four nations is **the UK Quality Code for Higher Education**, which was revised in 2018. The Quality Code articulates fundamental principles that apply to HE quality across the UK, irrespective of changing national contexts. It incorporates Expectations and Core Practices which are applicable to all providers in the UK, and Common Practices which only apply to Scotland, Wales and Northern Ireland, and can be accessed at <https://www.qaa.ac.uk/quality-code>.

All institutions that possess degree-awarding powers of any kind must undergo quality assurance review activity as required by the relevant government:

England

The Higher Education and Research Act 2017 (HERA) drives the regulatory and legal requirements of HE in England. The legislation can be found at <http://www.legislation.gov.uk/ukpga/2017/29/contents/enacted>. This Act established the Office for Students (OfS) and gave it responsibility for regulating the English HE sector. Its primary focus is the student interest in its duty as a market regulator. The OfS is responsible for risk-based monitoring of indicators relating to the baseline quality and standards of provision. It maintains the Register of HE providers in England, and implemented a regulatory framework in February 2018: <https://www.officeforstudents.org.uk/publications/securing-student-success-regulatory-framework-for-higher-education-in-england/>.

Degree-awarding bodies in England must be registered with the OfS and meet all ongoing conditions of registration in order to retain degree-awarding powers. The OfS has express powers to revoke degree-awarding powers for HE providers in England if conditions of registration are not maintained. The QAA is the designated body responsible for carrying out the quality and standards assessment functions for English HE, as set out in Section 23 of the HERA. Details of how the QAA carries out Quality and Standards Reviews on behalf of the OfS can be found at <https://www.qaa.ac.uk/reviewing-higher-education/types-of-review/quality-and-standards-review>.

Northern Ireland

Funding for HE is directly provided by the Department for the Economy in Northern Ireland. Northern Ireland is currently operating under the QAA's 2016 Higher Education Review method, with the expectation of introducing an enhancement-led model as part of any future reforms.

Scotland

The Scottish Funding Council (SFC), a non-departmental public body, is the strategic body responsible for funding Scotland's teaching and learning provision and research. Scotland takes an enhancement-led approach to quality assurance with its Quality Enhancement Framework (QEF), which focuses on the whole student experience and its enhancement rather than on quality assurance alone. This is built on partnership and collective engagement between a number of bodies including the Scottish Funding Council, QAA Scotland, the National Union of Students (NUS), and Universities Scotland; for more information see <https://www.qaa.ac.uk/scotland/quality-enhancement-framework>. The QEF requires both rigorous institution-led review, using external reference points, and external review on a five-year cycle, known as Enhancement-Led Institutional Review (ELIR). Institutions must demonstrate how they meet the expectations of the Quality Code, which is confirmed as a formal part of ELIR.

Wales

The Higher Education Funding Council for Wales (HEFCW) is the Welsh Government sponsored body responsible for regulating the Welsh HE sector. The QAA undertakes Quality Enhancement Reviews of regulated HE providers every six years under the Wales Quality Assessment Framework. For more information, see <https://www.qaa.ac.uk/reviewing-higher-education/types-of-review/quality-enhancement-review>. Reforms involving a more unified post-compulsory education and training system, with a new Commission for tertiary education, innovation and research, are currently underway.

More information on quality assurance systems across UK higher education, including a poster that summarises the current landscape in each of the four nations, can be found on the QAA website: <https://www.qaa.ac.uk/news-events/blog/what-we-mean-when-we-talk-about-quality-assurance-of-uk-he>.

Credit Systems

A number of integrated credit frameworks operate within the UK: the Scottish Credit and Qualifications Framework (SCQF) and the Credit and Qualifications Framework for Wales (CQFW), both of which are underpinned by the same principles, such as the definition of one credit as 10 notional hours of learning.

The FHEQ is a qualifications framework, based on the outcomes represented by the main qualification titles; it is not an integrated credit and qualifications framework, nor does its use depend on the use of credit. Not all degree-awarding bodies in England use credit in the same way, therefore. Some may not use credit at all, and some may use the European Credit Transfer and Accumulation System (ECTS) to support student mobility within Europe and award ECTS points rather than UK credit.

Nevertheless, credit is widely used by most degree-awarding bodies in the UK. An advisory Higher Education credit framework for England has been in use since 2008. The credit framework is written for HE providers in England as a description of the typical practice developed across the sector and to provide a reference point for those wishing to introduce or consolidate their use of credit. The SCQF and the CQFW are integrated credit and qualifications frameworks, which means that they specify minimum credit volumes and levels for qualifications. The SCQF embraces all educational sectors, with the FQHEIS as a constituent part; and the CQFW is a meta-framework for credit and qualifications in Wales, embracing all post-14 education and training, and treating the FHEQ as a constituent part. The credit arrangements in the FQHEIS/SCQF apply to all degree-awarding bodies in Scotland. All degree-awarding bodies in Wales have agreed to use the credit arrangements stipulated in the CQFW, in relation to the FHEQ.

Admission

UK HE providers determine their own admissions policies and the minimum entry requirements for each programme. For Bachelor's degrees, the minimum entry requirement is usually two or three General Certificate of Education Advanced-level (GCE A level) passes, as well as a minimum number of General Certificate of Secondary Education (GCSE) passes at grade C or above. These remain the most common form of entry qualification held by young entrants to HE. Other appropriate qualifications may also provide entry, e.g. the International Baccalaureate, the Welsh Baccalaureate, Scottish Highers, Advanced Highers, or qualifications at the same levels of the Scottish Credit and Qualifications Framework and Edexcel BTEC National Qualifications. The Universities and Colleges Admissions System (UCAS) tariff establishes comparability between different types of qualification across the UK using a points system.

The Access to Higher Education Diploma provides another route for mature entrants. Most institutions also welcome applications from mature candidates who have had appropriate experience but may lack formal qualifications, offering credit for prior study and informal learning acquired through work or other experiences (Recognition of Prior Learning (RPL)).

Comparing Qualifications in the UK

The table compares qualifications across the UK, providing examples of major qualifications at each level. For more details, refer to the website given at the head of each column.

Framework for higher education qualifications in England, Wales and Northern Ireland www.qaa.ac.uk	Regulated Qualifications Framework for England and Northern Ireland www.ofqual.gov.uk www.ccea.org.uk	Credit and Qualifications Framework for Wales www.cqfw.net	Scottish Credit and Qualifications Framework www.scqf.org.uk	
LEVEL	LEVEL	LEVEL	LEVEL	
8 Doctoral Degree	8 Vocational, Technical and Professional Qualifications	8 Doctoral Degree, Vocational Qualifications	12 Doctoral Degree, Professional Apprenticeship, Professional Development Award (PDA), Award	
7 Master's Degree, Integrated Master's Degree, Postgraduate Diploma, Postgraduate Certificate in Education (PGCE), Postgraduate Certificate	7 Vocational, Technical and Professional Qualifications	7 Master's Degree, Vocational Qualifications, Postgraduate Certificate in Education (PGCE)	11 Master's Degree, Integrated Master's Degree, Postgraduate Diploma, Postgraduate Certificate, Professional Apprenticeship, Graduate Apprenticeship PDA, SVQ, Award	
6 Bachelor's Degree with Honours, Bachelor's Degree, Professional Graduate Certificate in Education (PGCE), Graduate Diploma, Graduate Certificate	6 Vocational, Technical and Professional Qualifications	6 Honours Degree, Vocational Qualifications, Professional Certificate in Education	10 Bachelor's Degree with Honours, Graduate Diploma, Graduate Certificate, Professional Apprenticeship, Graduate Apprenticeship, PDA, SVQ, Award	
			9 Bachelor's/Ordinary Degree, Graduate Diploma, Graduate Certificate, Graduate Apprenticeship, Technical Apprenticeship, PDA, SVQ, Award	
5 Foundation Degree, Diploma of Higher Education (DipHE), Higher National Diploma (HND)	5 Vocational, Technical and Professional Qualifications, Higher National Diploma (HND)	5 Foundation Degree, Vocational Qualifications, Higher National Diploma (HND)	8 Higher National Diploma (HND), Diploma of Higher Education (DipHE), Technical Apprenticeship, Higher Apprenticeship, PDA, SVQ, Award	
4 Higher National Certificate (HNC), Certificate of Higher Education (CertHE)	4 Vocational, Technical and Professional Qualifications, Higher National Certificate (HNC)	4 Higher National Certificate (HNC), Certificate of Higher Education (CertHE), Vocational Qualifications	7 Higher National Certificate (HNC), Certificate of Higher Education (CertHE), Modern Apprenticeship, PDA, SVQ, Scottish Baccalaureate, Advanced Higher, Award	
3 Access to HE Diploma*	3 Vocational, Technical and Professional Qualifications, GCE AS and A Level	3 Welsh Baccalaureate Advanced, Vocational Qualifications, GCE, AS and A Level, Access to HE	6 Higher, Modern Apprenticeship, Foundation Apprenticeship, National Progression Award (NPA), National Certificate, PDA, SVQ, Award	
The Access to HE Diploma is regulated by QAA but is not part of the FHEQ	2 Vocational & Technical Qualifications, GCSE at grade A-C and grade 9-4, Functional Skills (England), Essential Skills Qualification (NI)	2 Welsh Baccalaureate National, Vocational Qualifications, Essential Skills Wales Qualifications, GCSE at grade A*-C	5 National 5, Modern Apprenticeship, SVQ, NPA, National Certificate, Award	
	1 Vocational & Technical Qualifications, GCSE at grade D-G and grade 3-1, Functional Skills (England), Essential Skills Qualifications (NI)	1 Welsh Baccalaureate Foundation, Vocational Qualifications, Essential Skills Wales Qualifications, GCSE at grade D-G	4 National 4, SVQ, NPA, National Certificate Award	
	Entry Level Entry Level Certificate (sub levels 1-3), Functional Skills (England), Essential Skills Qualifications (NI)	Entry Level Entry Level Qualifications, Essential Skills Qualifications	Entry Level Entry Level Qualifications, Essential Skills Qualifications	3 National 3, NPA, National Certificate, Award
				2 National 2, NPA, National Certificate, Award
			1 National 1, Award	

Please note that the Credit and Qualifications Framework for Wales incorporates the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ); the Scottish Credit and Qualifications Framework incorporates the Framework for Higher Education Qualifications of Higher Education Institutions in Scotland (FQHEIS).

Information correct at time of printing – September 2020.