

## University of Salford Diploma Supplement

The University of Salford's Diploma Supplement provides an overview of the level, context and status of the programme of studies that were pursued by the holder of the qualification identified within the Academic Transcript. The Academic Transcript is issued with the certificate.

### 1. Information identifying the holder of the qualification

The following information is available on the University transcript:

- 1.1 Family name
- 1.2 Given name(s)
- 1.3 Date of birth
- 1.4 University Student Number
- 1.5 HESA (Higher Education Statistics Agency, UK) identification number

### 2. Information identifying the qualification

Selected information relating to the student programme is included on the University transcript:

- 2.1 Name of qualification and title conferred
- 2.2 Main field(s) of study
- 2.3 Name and status of Awarding Institution

In 1967, Her Majesty's Privy Council awarded a Royal Charter to the University of Salford, which enabled the University to award degree qualifications and other academic awards.

### 2.4 Name and status of institution administering studies (Teaching Institution)

Some students follow degrees or other programmes of study approved by the University of Salford at partner institutions. These institutions are approved as collaborative partners of the University of Salford. The name of partner institution(s) (if applicable) is included on the transcript.

### 2.5 Language of teaching and examination

The University's programmes are all taught and examined in the English language, except where the subject of the degree is such that all or part of the teaching and/or assessment must be in another language.

### 3. Information on the level of the qualification

#### 3.1 Level of qualification

The qualifications of the University and their level within the Quality Assurance Agency's Frameworks for Higher Education Qualifications (FHEQ) of UK Degree-Awarding Bodies (2014) are set out below.

Qualification	Abbreviation	Standard Length (Full-Time)	Minimum Overall Credits	ECTS Credit Equivalence	FHEQ Level
Master of Architecture	[MArch]	2 years	240 credits	120	Level 7
Masters Degree (Taught)	MA/MBA/MDes/ MEnt/ LLM/MRes/MSc/	1 year	180 credits	90	Level 7
Postgraduate Diploma	PgDip	1 year	120 credits	60	Level 7
Postgraduate Certificate	PgCert	6 months	60 credits	30	Level 7
Integrated Masters Degree	MEng/MPhys/ MArts/MChem/ MSci	4 years	480 credits (including 120 Level 7 credits)	240	Level 7
Graduate Diploma	GradDip	1 year	120 credits	60	Level 6
Graduate Certificate	GradCert	6 months	60 credits	30	Level 6
Top-up Honours Degree	BA (Hons)/ BBA (Hons)/ BEng (Hons)/ LLB (Hons)/ BSc (Hons)	1 year	120 credits	60 credits	Level 6
Honours Degree with placement	BA (Hons)/ BBA (Hons)/ BEng (Hons)/ LLB (Hons)/ BSc (Hons)	4 years	380 - 480 credits	190 - 240	Level 6
Honours Sandwich Degree	BA (Hons)/ BBA (Hons)/ BEng (Hons)/ LLB (Hons)/ BSc (Hons)	3 years	360 credits	180	Level 6
Honours Degree	BA (Hons)/ BBA (Hons)/ BEng (Hons)/ LLB (Hons)/ BSc (Hons)	3 years	360 credits	180	Level 6
Ordinary Degree	BA/BBA/BEng/ LLB/BSc	3 years	300 credits	150	Level 6
Foundation Degree	FdA/FdEng/FdSc	2 years	240 credits	120	Level 5
Diploma of Higher Education	DipHE	2 years	240 credits	120	Level 5
Higher National Diploma (Pearson)	HND	2 years	240 credits	120	Level 5
Certificate of Higher Education	CertHE	1 year	120 credits	60	Level 4
Higher National Certificate (Pearson)	HNC	1 year	120 credits	60	Level 4
Foundation Certificate	FdCert	1 year	120 credits	60	Level 3

The University of Salford is responsible for the academic standards of its awards and the quality of its programmes. In defining its own programme design, approval, amendment, review and withdrawal procedures, the University of Salford takes appropriate account of best practice in the UK Higher Education Sector and in particular the expectations articulated in the UK Quality Code for Higher Education.

Credits are awarded in accordance with the prevailing Academic Regulations for Taught Programmes, the current Regulations can be viewed via the link below:

<https://www.salford.ac.uk/governance-and-management/academic-regulations>

### 3.2 Official length of programme

The standard full-time duration of study is shown in the table in Section 2 of the above Academic Regulations. Part-time students undertake the equivalent number of credits over a longer period of time.

### 3.3 Access/Entry requirement(s)

The qualifications, skills and qualities needed for undergraduate and postgraduate study vary from programme to programme. For current specific requirements please visit <https://www.salford.ac.uk/search/courses>

Applicants without the specified formal qualifications may be admitted through the [Accreditation of Prior Learning \(APL\)](#) or the [Salford Alternative Entry Scheme](#).

The University also recognises many international qualifications for admissions purposes. In addition, all applicants must satisfy the [University's English Language requirements](#).

## 4 Information on the contents and results gained

### 4.1 Mode of study

The Section 6 of the Academic Regulations for Taught Programmes determines the number of credits for which a student must be registered during a trimester or academic/calendar year in order to be recorded as undertaking either full-time or part-time mode of study.

### 4.2 Programme details: modules studied and the individual grades/marks/credits obtained

Details of the modules undertaken and the marks or grades obtained and credits awarded are documented on the transcript, issued by the university to the student.

### 4.3 Grading scheme and grade distribution guidance

Student performance in coursework and examinations shall be assessed and recorded as a mark or grade (PASS/FAIL). All marks shall be in the form of a percentage (i.e. out of 100%).

At levels 3, 4, 5 and 6 the pass mark for a module is 40% and the following marking scale is used:

Descriptor	Mark Scale
outstanding	90% - 100%
excellent	80% - 89%
very good	70% - 79%
good	60% - 69%
fair	50% - 59%
adequate	40% - 49%
unsatisfactory	30% - 39%

poor	20% - 29%
very poor	10% - 19%
extremely poor	0% - 9%

At level 7 the pass mark for a module is 50% and the following marking scale is used:

Descriptor	Mark Scale
outstanding	90% - 100%
excellent	80% - 89%
very good	70% - 79%
good	60% - 69%
satisfactory	50% - 59%
unsatisfactory	40% - 49%
inadequate	30% - 39%
poor	20% - 29%
very poor	10% - 19%
extremely poor	0% - 9%

**Descriptors** for the marking bands, which have been developed by Schools and which elaborate on the levels of performance identified in the marking scale in terms of disciplines, are used to inform marking.

#### 4.4 Overall classification of the qualification

A student who has met the requirements for their qualification is given a programme mark that represents a summary of their performance on the programme.

All marks and other information ratified and all decisions taken by the Assessment Board shall be consistent with the Regulations of the University. Programme marks are calculated in accordance with the prevailing Academic Regulations for Taught Programmes, found via the link below:

<https://www.salford.ac.uk/governance-and-management/academic-regulations>

<http://www.salford.ac.uk/university/governance/policies-and-procedures/browse-by-theme/14>.

#### 4.5 Award and classification

For an Undergraduate Honours Degree or an Integrated Masters Degree qualification, the classification shall be determined by the programme mark, according to the table below:

(i) **For students starting their programme of study in 2016/17:**

Minimum Programme Mark	Class of Degree
70.00%	first
60.00%	upper second
50.00%	lower second
40.00%	third

(ii) **For students who commenced their programme of study prior to 2016/17:**

Minimum programme mark	Classification
68.50%	First Class
59.00%	Upper Second Class
49.50%	Lower Second Class
40.00%	Third Class

For a Foundation Degree qualification the classification shall be determined by the programme mark, according to the table below:

Minimum Programme Mark	Class of Degree
70.00%	Foundation Degree with Distinction Higher National Diploma with Distinction Higher National Certificate with Distinction
60.00%	Foundation Degree with Merit Higher National Diploma with Merit Higher National Certificate with Merit
40.00%	Foundation Degree Higher National Diploma Higher National Certificate

For Postgraduate Diploma and Taught Masters Degree qualifications the classification shall be determined by the programme mark, according to the table below:

Minimum Programme	Taught Masters Classification	Postgraduate Diploma Classification
70.00%	Masters Degree with Distinction	Postgraduate Diploma with Distinction
60.00%	Masters Degree with Merit	Postgraduate Diploma with Merit
50.00%	Masters Degree	Postgraduate Diploma

## 5. Information on the function of the qualification

### 5.1 Access to further study

Any qualification can give access to further study at the same level or higher, e.g. a Masters degree can give access to postgraduate research (Doctoral) programmes; a Bachelors degree can give access to further taught postgraduate study; a Foundation degree can give access to a Bachelor degree with Honours.

### 5.2 Professional status

Information on the current accreditation, professional or statutory recognition of a programme (if applicable) is accessible at <https://www.salford.ac.uk/search/courses> Information on the current professional standing of the holder of a University of Salford award may be obtained from the relevant professional or statutory body.

## 6. Additional information

Programmes of study may include requirements for substantial study or work experience (placements) outside of the University, which may be reflected in the programme title or the module listing on the University transcript.

Any further additional information may be obtained from:

University of Salford website [www.salford.ac.uk](http://www.salford.ac.uk)

National Recognition Information Centre for the UK (UK NARIC) [www.ecctis.co.uk/NARIC/](http://www.ecctis.co.uk/NARIC/)

## 7. Certification of the Diploma Supplement

This Diploma Supplement is for graduates awarded on or after 1<sup>st</sup> June 2023



## 8. 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 University of Salford Diploma Supplement

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-successregulatory-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 enhanced 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/newsevents/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 (Accreditation of Prior Learning (APL)).



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

Framework for Higher Education Qualifications (FHEQ) <sup>5</sup>		FQ- EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland <sup>6</sup>	
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges <sup>3</sup>		Typical Qualifications	Level
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3 <sup>rd</sup> cycle	Typically not credit rated <sup>1</sup>	Typically not credit rated		Vocational Qualifications Level 8	8
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 <sup>nd</sup> cycle	180	60-120 <sup>2</sup>		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 <sup>st</sup> 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 <sup>4</sup>

<sup>1</sup>PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.

<sup>2</sup>A range of 90-120 ECTS is typical of most awards

<sup>3</sup>1 ECTS credit is typically worth 2 UK credits

<sup>4</sup>The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

<sup>5</sup>For 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.

<sup>6</sup>These 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