

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 Framework for Higher Education Qualifications (FHEQ) in England, Wales and Northern Ireland (2008) 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/MEnt/LLM/MRes/MSc/MArch	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	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
University Foundation Certificate	UFdCert	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:

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

3.2 Official length of programme

The standard full-time duration of study is shown in the table on Page 2. 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 www.salford.ac.uk/course-finder.

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 University of Salford offers programmes with the following modes of study:

Full time
Part time
Distance Learning
Sandwich

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 a Higher National Certificate, a Higher National Diploma, a Foundation Degree, an Honours Degree, an Integrated Masters Degree, a Postgraduate Certificate, a Postgraduate Diploma, or a Masters Degree is normally given a programme mark that represents a summary of his or her performance on the programme.

All marks and other information ratified and all decisions taken by the board of examiners 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:

<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:

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

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

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

Minimum Programme mark	Classification
68.50 %	Foundation Degree with Distinction Higher National Diploma with Distinction Higher National Certificate with Distinction
59.00%	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 and project mark	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 www.salford.ac.uk/course-finder. 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

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

The HEAR Reference Pack www.hear.ac.uk/assets/documents/hear/institution-resources/HEARReferencePackJan2014.pdf

7. Certification of the Diploma Supplement/Date of Issue

This Diploma Supplement was issued by the University of Salford on, or after, 1st July 2020.

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degree awarding powers and the title 'university'

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees („first“ and „second cycle“) and which meet certain numerical criteria, may also be permitted to use the title „university“. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title „university college“, although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers (“Recognised Bodies“) are available for download at: <http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/recognised-bodies>.

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.bis.gov.uk/policies/higher-education/recognised-uk-degrees/listed-bodies>.

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/Publications/InformationAndGuidance/Pages/qualifications-can-cross-boundaries.aspx>).

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 UK Quality Code and programme specifications.

A [revised operating model for quality assessment](#) was introduced in 2016/17, [following the peer-based reviews previously conducted by the QAA](#). For established higher education institutions, the revised model includes an Annual Provider Review process, which brings together the scrutiny of data, student views and other intelligence, and the information collected through the relevant funding body’s annual accountability processes. A periodic Assurance Review visit will also be conducted by the relevant funding body, to test the basis on which a governing body can provide assurances about the provider’s activities in this area.

The [Teaching Excellence Framework \(TEF\)](#) was also introduced in 2016/17 by the UK Government to recognise and reward excellent learning and teaching.

Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

Admission

The most common qualification for entry to higher education is the General Certificate of Education at „Advanced“ (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly

Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).

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

Framework for Higher Education Qualifications (FHEQ) ⁵		FQ- EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland ⁶	
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges ³		Typical 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

Levels 2, 1
and entry

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

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