

The University of Southampton
Explanatory Notes on the
Diploma Supplement

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Prologue

This document is issued by the University of Southampton to accompany the official Diploma Supplement and, when read in conjunction with the student specific information, constitutes a full Diploma Supplement.

This document also gives the background and purpose of the Diploma Supplement, providing further explanation to the information given on the student specific document.

The Diploma Supplement

The Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the 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, equivalency statements or suggestions about recognition.

The Diploma Supplement is divided into the following eight sections:

1. Section one, information identifying the holder of the qualification
2. Section two, information identifying the qualification
3. Section three, information on the level of the qualification
4. Section four, information on the content of the qualification and the results gained
5. Section five, information on the function of the qualification
6. Section six, additional information
7. Section seven, certification of the Diploma Supplement
8. Section eight, a summary and description of the UK Higher Education and Training System

The University of Southampton Diploma Supplement

The University issues its full Diploma Supplement solely to students who completed the requirements for the award of one of its degrees or other qualifications in or after the academic year 2008-09. Bachelor of Medicine students will receive the Diploma Supplement from the academic year 2011-12. All other students are issued with a transcript. A transcript is an authoritative and official record of a learner's programme of study to date, the grades they have achieved and the credit they have gained. Neither the Diploma Supplement nor the transcript is proof of an Award from the University.

The information given on the Diploma Supplement is provided by the University, under the terms of the Data Protection Act 1998, from its student administration system as the academic and identifying personal information recorded for the student named.

Sections on the Diploma Supplement and in this document are numbered appropriately to correspond with the convention outlined above.

Section one

Section 1 of the Diploma Supplement pertains to information identifying the Holder of the Qualification awarded and has the following subsections:

- 1.1 Student Name – The student's name as recorded by the University of Southampton at the time of the award
- 1.2 Date of Birth – the student's date of birth
- 1.3 Student ID – the student's University of Southampton identification number

1.4 HESA ID – the student’s Higher Education Statistic Agency¹ identification number

Section two

Section 2 of the Diploma Supplement pertains to information identifying the Qualification awarded and has the following subsections:

- 2.1 Qualification Achieved – the full name of the qualification awarded, for example Bachelor of Arts, Bachelor of Science, etc.
- 2.2 In the field(s) of – the major field(s) of study (disciplines) that define the main subject area(s) for the qualification
- 2.3 with the classification of – the classification achieved (i.e. First Class, Second Class Upper Division, Second Class Lower Division, Third, Pass, Distinction)
- 2.4 Awarding institution – the University of Southampton is a United Kingdom Higher Education institution funded by government grants and tuition fees
- 2.5 Teaching campus – the University of Southampton has a number of campuses; the principal campus at which the student was based for the majority of their teaching is represented on the Diploma Supplement
- 2.6 Language(s) of instruction/examination – the language(s) in which the majority of the course was delivered and examined
- 2.7 Date Awarded – the date on which the student was awarded their qualification
- 2.8 Date of Admission – the date of the term in which the student was admitted to their programme study
- 2.9 Date of Leaving – the date the student completed their programme of study (typically when the last teaching or assessment was completed)

Section three

Section 3 of the Diploma Supplement pertains to information identifying the Qualification awarded and has the following subsections:

- 3.1 Programme Level – the programme level represented on the Diploma Supplement is either Undergraduate or Postgraduate Taught, as relevant to the programme of study. Standard undergraduate programmes are 3 or 4 academic years in length and lead to a first-cycle (Bachelor) degree (e.g. BSc, BA, BN, BEd, BEng) typically with Honours (Hons), or integrating both a first and second cycle award in an Integrated Masters (e.g. MEng, MChem, MBiol, MOcean) respectively,. Standard postgraduate taught programmes are 1 calendar year in length and lead to a Masters (e.g. MSc, MA, MEd) degree. These programmes are second cycle qualifications within the European framework. More information about the higher education system in the United Kingdom is provided in the further information in Section 8.
- 3.2 Mode of Study – for some programmes students can opt to study full- or part-time, this is represented here as the mode of study.
- 3.3 Length of Programme – the standard length of the programme of study for a full-time student. Where a student follows the programme part time, typically every one year of full time study is replaced by two years of part-time study.
- 3.4 Access requirements – The University of Southampton admits students on their individual merit. For an undergraduate programme of study candidates who have achieved current UK qualifications must satisfy the relevant School and specific programme requirements. These requirements are published annually on the University website and in the undergraduate prospectus. Candidates will normally be expected to have passed three subjects at General Certificate of Education Advanced level (GCE A level) or equivalent in other UK Level three qualifications. Students completing study outside of the UK are expected to have achieved qualifications at a comparable breadth and level. Candidates not possessing any relevant qualifications may be admitted to a first degree course provided they can submit evidence of previous serious study and demonstrate the

¹ The Higher Education Statistics Agency (HESA) is the official agency for the collection, analysis and dissemination of quantitative information about higher education. HESA is a private limited company which has formal agreements with government departments to provide the data which they require. It is funded by subscription from all of the universities and higher education colleges throughout the United Kingdom.

capacity and attainments to pursue the proposed course successfully. Occasionally candidates for admission may be required to take an additional admissions test for some programmes. For a postgraduate programme of study candidates who have graduated of a University in the United Kingdom or any other appropriate institution of higher education with a first cycle degree in a relevant field may be admitted having satisfied the relevant School and specific programme requirements. These requirements are published annually on the University website and in the postgraduate prospectus.

Section four

Section 4 of the Diploma Supplement contains information on the content of the qualification and the results gained.

The University's programmes of study leading to the award of a named degree or other qualification require study of a number of modules. A module is a self-contained unit of teaching, learning and assessment. Each module has a credit weighting based upon the proportion of their time that students are expected to devote to the module. The University uses a credit point system compatible with the QAA "*Higher Education Credit Framework for England: Guidance on Academic Credit Arrangements in Higher Education in England*" published in August 2008. The European Credit Transfer Scheme (ECTS) has been developed by the European Commission. This is a system based on ECTS credits (student workload), designed to facilitate mobility, credit accumulation and transfer and the international recognition of periods of study completed abroad. Occasionally students may accumulate credits at other institutions. This University will represent the marks achieved for those credits on this document. Those modules taken outside of the University can be clearly identified by the last 3 digits of the module (e.g. BIOL1999). The language competency levels used by the University are informed by the Council of Europe's Common Framework of Reference. Each module is assigned a level demonstrated by the first digit of the module code, represented on this document with the following values and meanings:

0 – Level 3 ⁱⁱ (Foundation level)	6 – Level 7 (Masters)
1 – Level 4 (Certificate of Higher Education level)	7 – Level 7 (Master of Philosophy)
2 – Level 5 (Diploma of Higher Education level)	8 – Level 8 (Doctorate)
3 – Level 6 (Bachelors including Advanced Diploma in Nursing)	L1-L7 Language competency levels 1-7

The modules and credits studied in each 'programme year – or Part' are set out in the individual programme specification as published.

All the module outcomes obtained by a student are represented on this document. The module outcome is represented by a mark. Numerical marks are shown in the University's 0 -100 scale. Non numerical marks are shown on a scale of A, B, C, D, E, F. The letter P denotes a Pass and the letter F denotes a Fail, where the module is being marked on a pass/fail basis. Where P is used as postscript to a numerical mark it denotes that the module has been passed, even though the mark appears to be below the module pass mark. Where F is used as postscript to a numerical mark it denotes that the module has been failed, even though the mark appears to be above the module pass mark. The notation 'AU' indicates that the module was audited: this means that the student attended the teaching, but assessment was not taken for any credit. The notation 'AUAB' indicates authorised absence from the assessment of the module. Each mark printed on this document is accompanied by relevant mark code. The code denotes as follows:

OE – Original Entry;	recording the student's original achievement in the first attempt at the module assessment
RE – Referral;	recording the student's achievement in the referral sitting of a module when the original achievement was not a pass
CR – Capped mark;	recording the level at which the student's mark was capped following referral, according to the regulations used for progression regulations and in the classification of award
OM – Original Mark;	recording the student's achievement when taking a referral as if for the first time according to the regulations used in progression regulations and in the classification of award

ⁱⁱ QAA The framework for higher education qualifications in England, Wales and Northern Ireland, August 2008

Section five

Section 5 of the Diploma Supplement contains information on the function of the qualification.

Within the United Kingdom, successful completion of a qualification within a level of the higher education framework normally entitles access to further academic study at the next level, for example completion of a first cycle (Bachelor) degree could enable a person to go onto a second cycle (Masters) level qualification. Further information in the structure of Higher Education in the UK is included in section eight.

The information given in this section under the title of 'Professional status', gives details of any rights to practise, or professional status accorded to the holders of the qualification where applicable. It specifies access, if any, the qualification gives in terms of employment or professional practice and indicates which competent authority allows this (for example, the Nursing and Midwifery Council)

Section six

Section 6 of the Diploma Supplement gives additional information not included in other sections but relevant to the purposes of assessing the nature, level and usage of the qualification the Diploma Supplement is issued for. As this section cannot give exhaustive additional information, for all queries about the information contained within the Diploma Supplement or this booklet, please contact the Exams and Awards Office, by post at: Student Administration and Registry, University of Southampton, Highfield, Southampton, SO17 1BJ, or by e-mail at: certificates@southampton.ac.uk or telephone on: 023 8059 5922. Further useful information can be found on the University of Southampton website, www.southampton.ac.uk.

Section seven

Section 7 of the Diploma Supplement is information on the certification of the document.

The University of Southampton has taken steps to ensure the security of the Diploma Supplement. These include secure, serial numbered paper, coated in AVP toner. A full detail of the security employed for the documents is available upon request, to the Exams and Awards Office. This office should also be contacted should you require verification of any documents. It should be noted that the Diploma Supplement is not proof of any award made by the University; this can only be demonstrated by possession of an Award Certificate.

The date of issue is printed after the last result in section four. Each page of the Diploma Supplement is officially certified by the signatures of the Vice Chancellor; Professor William Wakeham (2001-2009) and latterly Professor Donald Nutbeam (2009-), and the Registrar and Chief Operating Officer; Mr Simon Higman (2008-).

The Diploma Supplement document is only valid when it bears the University hologram.

Section eight

Section 8 of the Diploma Supplement is a summary and description of the UK Higher Education and Training System. The information below has been prepared by the National Recognition Information Centre for the United Kingdom (UK NARIC).

In England, Wales and Northern Irelandⁱⁱⁱ, Higher Education institutions are independent, self-governing bodies active in teaching, research and scholarship and established by Royal Charter or legislation. Most are part-funded by government. Assessment Authority for Wales (ACCAC) and the Council for Curriculum Examination and Assessment, (Northern Ireland) (CCEA) have established the National Qualifications Framework, which is aligned with the FHEQ as shown overleaf with typical credit values. These authorities regulate a number of professional, statutory and other awarding bodies which control qualifications at HE and other levels.

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

ⁱⁱⁱ The UK has a system of devolved government, which for higher education, affects England, Scotland, Wales and Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Education and Skills (DfES) for England, the Scottish Executive, the Welsh Assembly, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), the Standing Conference of Principals and the National Recognition Information Centre for the UK (UK NARIC).

on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. About ten per cent of higher education provision is available in colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution or further education college.

Degree awarding powers and the title 'university':

All the universities and many of the higher education colleges have legal power to develop their own courses and award their own degrees, and determine the conditions on which they are awarded: some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second' cycle) and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so.

All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The name of institutions with their own degree awarding powers ("Recognised Bodies") is available from the Department for Innovation, Universities & Skills.

Institutions able to offer courses leading to a degree of a recognised body ("Listed Bodies") are listed by the English, Welsh and Northern Irish authorities. Lists of these institutions are also available from the Department for Innovation, Universities & Skills.

Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications for in England, Wales and Northern Ireland (FHEQ), including qualifications descriptors, developed with the sector by the Quality Assurance Agency (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk).

The Qualifications and Curriculum Authority (QCA), the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) and the Council for Curriculum Examination and Assessment, (Northern Ireland) (CCEA) have established the National Qualifications Framework, which is aligned with the FHEQ as shown overleaf with typical credit values. These authorities regulate a number of professional, statutory and other awarding bodies which control qualifications at HE and other levels.

Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001 and are available in England, Wales and Northern Ireland. In terms of the European HE Area they are "short cycle" qualifications within the first cycle.

Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by universal use of external examiners, a standard set of indicators and other reports and by the activities of the QAA and in professional areas by relevant Professional and Statutory Bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark (character) statements, the Code of Practice and a system of programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. Accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA reviews also cover higher education programmes taught in further education institutions.

Diagram of Higher Education qualification levels in England, Wales and Northern Ireland

National Qualification Framework*	Framework for Higher Education Qualifications **	European HE Area Cycle/typical credits	Progression with selection of students
8 Specialist awards	8 Doctorates	Third cycle (540 where appropriate)	
7 Level 7 Diploma	7 Masters degrees, Postgraduate Diplomas and Certificates	Second cycle (180/120/60)	
6 Level 6 Diploma	6 Bachelors Degrees, Graduate Diplomas and Certificates	First cycle (360)	
5 Level 5 BTEC Higher National Diploma	5 Diplomas of Higher Education and Further Education, Foundation Degrees, Higher National Diplomas	Short cycle (240)	
4 Level 4 Certificate	4 Certificates of Higher Education	(120)	
3 Level 3 Certificate Level 3 NVQ A levels	# QCA/ACCAC/CCEA (non-HE) ## QAA	Entry	
2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C	Entry to each level of the Framework for Higher Education Qualifications is possible from the next lower level in the National Qualifications Framework or Framework for Higher Education Qualifications for students with the necessary pre-requisites.		
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G			
Entry Entry Level Certificate in Adult Literacy	Typically one undergraduate academic year is 120 credits (compare ECTS: 60 credits)		