



BIRMINGHAM CITY
University

DIPLOMA SUPPLEMENT BOOKLET

This Diploma Supplement booklet describes the following awards:

Undergraduate Awards

Foundation Certificate

Certificate of Higher Education (Cert HE)
Diploma of Higher Education (Dip HE)

Higher National Certificate (HNC)
Higher National Diploma (HND)

Foundation Degree

available as the following awards:

- Foundation Degree in Arts (FdA)
- Foundation Degree in Engineering (FdEng)
- Foundation Degree in Science (FdSc)

Bachelor's Degree with Honours

Bachelor's Degree

available as the following awards, with and without Honours classification:

- Bachelor of Arts (BA)
- Bachelor of Education (BEd)
- Bachelor of Engineering (BEng)
- Bachelor of Laws (LLB)
- Bachelor of Music (BMus)
- Bachelor of Science (BSc)

Integrated Master's Degree

available as the following awards:

- Master of Accountancy (MAcc)
- Master of Business (MBus)
- Master of Engineering (MEng)
- Master of Finance (MFin)
- Master of Planning (MPlan)
- Master of Science (MSci)
- Master of Surveying (MSurv)

Graduate Certificate (Grad Cert)
Graduate Diploma (Grad Dip)

Professional Studies and Post-Experience Awards

Certificate in Professional Studies (CPS)
Diploma in Professional Studies (DPS)
Diploma in Education and Training (DET)
Advanced Diploma in Professional Studies (Advanced DPS)

Postgraduate Certificate in Education (PGCE)

Professional Graduate Certificate in Education
Professional Graduate Certificate in Education (International)
Postgraduate Certificate in Education (Post-Compulsory Education and Training)

Postgraduate Diploma in Education (PGDE)

Postgraduate Diploma in Education
Postgraduate Diploma in Education (International)

Postgraduate Taught Awards

Postgraduate Certificate (PG Cert)
Postgraduate Diploma (PG Dip)

Master's Degree

available as the following awards:

- Master of Architecture (MArch)
- Master of Arts (MA)
- Master of Business Administration (MBA)
- Master of Education (MEd)
- Master of Fine Art (MFA)
- Master of Laws (LLM)
- Master of Music (MMus)
- Master of Public Health (MPH)
- Master of Research (MRes)
- Master of Science (MSc)
- Master in Teaching and Learning (MTL)
- Master in Education and Learning (MEL)

Advanced Postgraduate Diploma in Music (Professional Performance)
(Advanced PG Dip)

Diploma Supplement

This Diploma Supplement model was developed by the European Commission, Council for Europe and UNESCO. The purpose of the supplement is to provide sufficient independent data to improve 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 is free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided.

1 Information Identifying the Holder of the Qualification

- | | |
|---|---|
| 1.1 Last name(s):
See transcript | 1.2 First name(s):
See transcript |
| 1.3 Date of birth:
See transcript | 1.4 Student identification number or code:
See transcript |

2 Information Identifying the Qualification

- 2.1 Name of the qualification and (if applicable) title conferred (in original language):** See transcript
- 2.2 Main field(s) of study for the qualification:** See transcript
- 2.3 Name and status of awarding institution (in original language):** See transcript
- 2.4 Name and status of institution (if different from 2.3) administering studies (in original language):** See transcript
- 2.5 Language(s) of instruction/examination:** See transcript

3 Information on the Level and Duration of the Qualification

- 3.1 Level of qualification:** See transcript
- 3.2 Official duration of course in credits and/or in years:** See transcript
- 3.3 Access requirements:**

The specific entry requirement for individual courses can be found in the course specification which is available on request from the University. The general access requirements are as listed below. The list is indicative only and the University recognises a wide variety of alternative qualifications and forms of uncertificated learning as equivalent to the listed benchmarks.

Award	Level of Attainment on Entry
Foundation Certificate	No formal access requirement other than ability to benefit except where the course of study leading to a Foundation Certificate also forms part of a degree scheme. In those cases a pass in at least one GCE A level, supported by a pass in at least one subject at GCSE /AS level

Award	Level of Attainment on Entry
Certificate of Higher Education, Diploma of Higher Education, Bachelor's Degree, Bachelor's Degree with Honours	A pass in two subjects at GCE A level, supported by a pass in three other subjects at GCSE/AS level; or an Edexcel National Certificate or Diploma. The entry requirements for an individual course may specify a pass at grade C or above in GCSE English and/or Mathematics or an equivalent qualification
Foundation Degree	A pass in one subject at GCE A level, supported by a pass in three other subjects at GCSE/AS level; or an Edexcel BTEC National Certificate or Diploma. The entry requirements for an individual course may specify a pass at grade C or above in GCSE English and/or Mathematics or an equivalent qualification
Graduate Certificate Graduate Diploma	A Degree of a UK University or an equivalent qualification

Certificate in Professional Studies, Diploma in Professional Studies, Advanced Diploma in Professional Studies	No formal requirement other than ability to benefit unless the course is providing professional updating in which case an initial professional qualification or substantial professional experience is required
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Postgraduate Certificate in Education, Postgraduate Certificate in Education Studies, Professional Graduate Certificate in Education Professional Graduate Certificate in Education Studies A Degree of a UK University or an equivalent qualification

Integrated Master's Degree	A pass in two subjects at GCE/VCE A level, supported by a pass in three other subjects at GCSE/AS level; or an Edexcel National Certificate or Diploma. The entry requirements for an individual course may
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	specify a pass at grade C or above in GCSE English and/or Mathematics or an equivalent qualification
Postgraduate Certificate, Postgraduate Diploma, Master's Degree	A Bachelor's Degree with Honours of a UK University or an equivalent qualification in a discipline relevant to the course
Advanced Postgraduate Diploma in Music (Professional Performance)	A Postgraduate Diploma/Master's Degree in musical performance of a UK University or an equivalent qualification or extensive public performing experience at an appropriate level

4 Information on the Course completed and the Results Obtained

4.1 Mode of study: See transcript

4.2 Course learning outcomes:

The learning outcomes can be found in the Course Specification for the course. Course specifications are published to students by Faculties in a variety of ways and are available on request.

4.3 Course details, individual credits gained and grades/marks obtained:
See transcript

4.4 Grading system and, if available, grade distribution table

The University's curriculum is governed by a standard set of academic regulations. The regulations include full details of the University's grading system and the classification of its awards. A number of courses that are regulated by professional, statutory or regulatory bodies (PSRBs) have approved variations from the standard regulations in accordance with PSRB requirements. A record of these courses is currently available in the Course Specification.

The regulations are also available on the Student Contract webpage <https://www.bcu.ac.uk/student-info/student-contract>. The University's classification arrangements are in line with the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies. The methods of classification of undergraduate and postgraduate awards are described in full in the regulations <https://www.bcu.ac.uk/student-info/student-contract>

Module Marks and Grades

Most modules are given an overall mark expressed as a percentage.

In order to be awarded the credits for modules on courses at Levels 3, 4, 5 and 6 a student must achieve an overall average mark of at least 40% for the module.

In order to be awarded the credits for modules on courses at Level 7 a student must achieve an overall average mark of at least 50% for the module.

On some courses a small number of modules will be given an overall grade of pass or fail only.

Grading Schemes for Awards

The following awards are not graded:

Foundation Certificate	Postgraduate Certificate (as an exit award)
Certificate of Higher Education	Postgraduate Certificate in Education
Certificate in Professional Studies	Postgraduate Certificate in Education Studies
Diploma in Professional Studies	Professional Graduate Certificate in Education
Diploma in Education and Training	Professional Graduate Certificate in Education Studies
Advanced Diploma in Professional Studies	Postgraduate Diploma in Education
Graduate Certificate	

4.5 Overall Classification of the Qualification (in original language): See transcript

5 Information on the Function of the Qualification

5.1 Access to further study:

The following awards provide students with the academic skills and contextual knowledge to progress to further undergraduate study:

- Foundation Certificate
- Certificate in Professional Studies
- Diploma in Professional Studies
- Diploma in Education and Training
- Higher National Certificate
- Higher National Diploma
- Certificate of Higher Education
- Diploma of Higher Education
- Foundation Degree
- Bachelor's Degree

The following awards provide students with the academic skills and contextual knowledge to progress to a professional qualification or postgraduate level study:

- Advanced Diploma in Professional Studies
- Graduate Certificate
- Graduate Diploma
- Bachelor's Degree with Honours
- Professional Graduate Certificate in Education
- Professional Graduate Certificate in Education Studies
- Postgraduate Certificate in Education
- Postgraduate Certificate in Education Studies
- Postgraduate Certificate
- Postgraduate Diploma
- Postgraduate Diploma in Education

The following awards provide students with the academic skills and contextual knowledge to progress to a professional qualification or to a doctoral degree:

Integrated Master's Degree
Master's Degree
Advanced Postgraduate Diploma in Music (Professional Performance).

5.2 Access to a regulated profession (if applicable)

Information regarding the professional status of the course is located within the Course Specification (see 4.2).

6 Additional Information

6.1 Additional Information

The University's roots go back to 1843 with the founding of the Polytechnic Institute and the Birmingham School of Design. Over the next hundred years Schools of Jewellery, Music, Commerce, Art, Education, Architecture, Physical Education, Technology, Radiography and Nursing were founded in and around the city. University status was conferred in 1992. In October 2007, the University changed its name to Birmingham City University.

The University currently delivers over 300 courses at sub-degree, degree, postgraduate degree and research degree level to over 30,000 students.

6.2 Further Information Sources

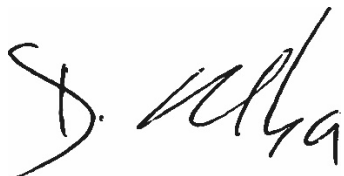
Further information can be sourced from:

- <http://www.bcu.ac.uk>
- Birmingham City University's Academic Regulations and Policies
- Course Specification
- Student Handbook

7 Certification of the Supplement

7.1 Date: See transcript

7.2 Signature:

A handwritten signature in black ink, appearing to read 'D. Mba', written in a cursive style.

Professor David Mba
FREng PFHEA

7.3 Capacity:
Vice-Chancellor

7.4 Official stamp or seal



8 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 courses, 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:

<https://www.gov.uk/check-a-university-is-officially-recognised/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:

<https://www.gov.uk/check-a-university-is-officially-recognised/listed-bodies>

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). The QAA is the designated quality body for the quality of higher education in England.

The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland 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. There is a close association between the levels of the FHEQ and the Regulated Qualifications Framework (RQF) (as shown overleaf), and other frameworks of the UK.) The [RQF](#) is the system that records the credits assigned to each level of learning achievement in a formal way to ensure that the skills and knowledge that have been learnt are recognised throughout the country. The [RQF](#) maps to the FHEQ, as well as to the European Qualifications Framework. The RQF is split into nine levels, entry level and levels one to eight, each with its own level descriptor.

Office for Students

The Office for Students (OfS) is the independent regulator for UK higher education. Each higher education provider must register with the OfS and are subject to a number of ongoing conditions of registration. The OfS has four primary regulatory objectives. These expect that all students, from all backgrounds, and with the ability and desire to undertake higher education:

- that all students, from all backgrounds, and with the ability and desire to undertake higher education are supported to access, succeed in, and progress from, higher education;
- receive a high quality academic experience, and their interests are protected while they study or in the event of provider, campus or course closure;
- are able to progress into employment or further study, and their qualifications hold their value over time;
- receive value for money.

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 set in accordance with the UK Quality Code for Higher Education. The Quality Code is a key reference point for UK higher education, protecting the public and student interest. The Code articulates fundamental principles that should apply to higher education quality across the UK, irrespective of changing national contexts. These include principles such as emphasising the role of providers in assuring the quality of the experience they offer to students, supporting student engagement, and ensuring external referencing is used to ensure the integrity of awards and the quality of provision.

UK universities also make extensive use of external expertise to help set and maintain academic standards as well as relevant professional, statutory or regulatory bodies specifically in relation to regulated courses. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the UK Quality Code and course specifications.

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 courses 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.

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).

8 Description of Higher Education in England, Wales and Northern Ireland

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 courses 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).

Framework for Higher Education Qualifications (FHEQ) ¹		FQ-EHEA cycle	Credit		Regulated Qualifications Framework for England, Wales and Northern Ireland ²	
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges ³	Typical Qualifications	Level
Doctoral degrees (e.g. PhD, DPhil, EdD)	8	3 rd cycle	Typically not credit rated ⁴	Typically not credit rated	Vocational Qualifications Level 8	8
Master's Degrees Integrated Master's Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 nd cycle	180	60-120 ⁵	Fellowships NVQ Level 5 Vocational Qualifications level 7	7
Bachelor's Degrees with Honours Bachelor's 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 Qualifications (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced ⁶	3
						2, 1 and entry

¹ 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.

² These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)

³ 1 ECTS credit is typically worth 2 UK credits

⁴ 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.

⁵ A range of 90-120 ECTS is typical of most awards

⁶ The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

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