

Diploma Supplement

GENERAL DESCRIPTION OF THE MODULAR PROGRAMME ARRANGEMENTS AND REQUIREMENTS FOR TAUGHT AWARDS

The Diploma Supplement issued by Leeds Trinity University follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. 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 studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended.

It is issued as two elements as follows:

- a 'Higher Education Achievement Record' (transcript) setting out the individual and academic information on an individual holder of one of the University awards as required under sections 1, 2, 4, 5.2, 6 and 7 of the model;
- this General Description of the modular programme arrangements and requirements for taught awards at the University setting out the information as 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 No shown is the unique Identification Number for a student registered at Leeds Trinity University.

The HESA No shown is the unique national identifying/reference number for students registered at a state 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 (in original language)

Leeds Trinity University was originally established in 1966 as two Roman Catholic colleges resulting from a partnership between the Catholic Education Council and the Sisters of the Cross and the Passion. The two colleges formally merged in 1980 to form Trinity & All Saints College. In 2009 the College changed its name to Leeds Trinity University College following attainment of Degree Awarding Powers confirmed by the Privy Council in 2009. In 2012 it was awarded University title by the Privy Council and adopted the name Leeds Trinity University. It is recognised by the UK authorities as having the power to award its own degrees see <http://www.dcf.gov.uk/recognisedukdegrees/> The power to award degrees is protected by UK law.

2.4 Name and Status of institution (if different from 2.3) administering studies (in original language)

This Diploma Supplement only covers programmes administered by Leeds Trinity University.

2.5 Language of instruction/examination

The University's programmes are all taught and examined in the English language, except where the subject of the degree is such that it is obvious that all or part of the teaching and assessment will have to be in another language (for example, the PGCE in modern languages such as French, German, Spanish etc).

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 following awards

Summary of the minimum attendance, study and credit requirements for awards

The following summary is derived from the University Taught Course Academic Regulations which should be consulted for full and precise details of the requirements for awards – see: <http://www.leedstrinity.ac.uk/services/registryservices/pages/academicregulations.aspx>

Award Title	Minimum Full-time Duration (programme years)	Total Minimum Credit volume to be taken*	Total Minimum Credit volume to be passed	Highest Level of Modules which must be included	Minimum Credits to be Passed at Highest Level	ECTS Credit Equivalence	E.W 7 NI HE Qualification Level (see Section 8)	EHA Cycle (see Section 8)
Master (PGT) Master of Arts (MA) Master of Science (MSc) Master of Business Studies (MBS) Master of Teaching & Learning (MTL)	1 calendar year	180	180	7	120	90	Masters	Second
Postgraduate Diploma (PGDip)	1 calendar year	120	90	7	75	60	Masters	Second
Postgraduate Certificate (PGCert) (see † below for the PGCE)	1 semester	60	60	7	40	30	Masters	Second
Bachelor of Arts (BA QTS) (registrations on or before 2012/13)	4 years minimum	480	480	6	120	180-240	Honours	First
Batchelor (Hons) Bachelor of Arts (BA QTS) (registrations from 2013/14) Bachelor of Arts (BA) Bachelor of Science (BSc)	3 years minimum*v	360 minimum	360	6	120	180-240	Honours	First
Bachelor (Ordinary) Bachelor of Arts (BA) Bachelor of Science (BSc)	3 years minimum	300***	300	6	60	150-180	Honours	First
Professional Graduate Certificate (PGC) (see † below for the PGCE)	Non-direct entry	120	120	6	120	60	Honours	First
Foundation Degree (FD)	2 years	240	240	5	120	120	Intermediate	Short
Diploma of Higher Education (DipHE)	2 years	240	240	5	120	120	Intermediate	Short
Diploma	1 year	180	180	5	60	60	Intermediate	Short
Certificate of Higher Education (CertHE)	1 year	120	120	4	120	60	Certificate	
Certificate	1 Semester	40	40	4	40	20	Certificate	

- * *In some awards some credit may be fulfilled through the University's Recognition of Prior Learning arrangements*

- † *The PGCE (Postgraduate Certificate in Education or Professional Graduate Certificate in Education) is awarded by the University in conformity with the Statement for use by UUK, SCOP, QAA, UCET - PGCE qualification title see <http://www.qaa.ac.uk/AssuringStandardsAndQuality/Qualifications/Pages/Statement-on-the-PGCE-Qualification.aspx> The award is made as the result of the successful completion of a 38 week HE programme providing both professional training leading to the award of QTS (Qualified Teacher Status) and a course of academic study leading to an academic qualification. It includes at least 120 credits (60 ECTS) at the level required for award.*

- *** *Students on programmes of study leading to the award of an Ordinary degree must enrol for at least 100 credits, and not more than 120 credits, in each programme year in modules compatible with their programme's specification.*

- *v *Some undergraduate programmes are offered as 2-year 'accelerated' degrees. All requirements remain the same but the '3 years minimum programme years' are compressed into 2 calendar years.*

Section 8 shows the place of the University's awards in the national education awards frameworks for England, Wales and Northern Ireland and in the European educational cycles.

3.2 Official Length of Programme

The minimum full-time duration of studies is shown under 3.1 as the number of 'programme years' (i.e. For undergraduate programmes this is full-time study over 3 years (standard degree) or 2 years (accelerated degree); a longer period of study may be undertaken by part-time mode. For second cycle Postgraduate Taught awards (Masters, PGDip and PGCert) the standard Masters programme year comprises a committed workload of at least 1800 hours (100 notional learning hours per 10 Leeds Trinity University credits). For short and first cycle Undergraduate awards (Masters, Bachelors, GradDip, PGC, FD, DipHE and CertHE) the standard programme year comprises a committed workload of at least 1200 hours (300 notional learning hours per 30 Leeds Trinity University credits). Programme durations may vary according to the discipline: the actual number of programme years studied is shown on the transcript element of this supplement.

3.3 Access requirements

Postgraduate Taught Programmes

The normal minimum entry requirement for admission to a taught postgraduate programme require candidates to be graduates of Leeds Trinity University or any other approved university or institution of Higher Education with normally at least the Honours degree of Bachelor in an appropriate discipline or its equivalent; or if not graduates, to possess other qualifications and/or experience which is recognised by the University as the equivalent of an Honours degree of Bachelor through its procedures for the recognition of prior certificated or experiential learning.

In addition applicants whose first language is not English must, before they can be admitted to the University provide evidence that they have attained normally at least a pass (grade C) in the Certificate of Proficiency in English of the University of Cambridge or a minimum IELTS band score of 6.0 overall with not less than 5.5 in any individual skill, or a secure English Language Test recognised by UK Visa and Immigration (UGVI) see: www.leedstrinity.ac.uk/international/english

Undergraduate Programmes

The normal minimum entry requirement for admission to a first degree or undergraduate award programme comprises passes (in GCSE subjects at grade A*, A, B or C) in 5 subjects in GCSE/GCE 'A-Level' examinations including:

- at least a grade A*, A, B or C in English at GCSE or its equivalent, *and*
- at least two subjects at grade A-E in GCE 'A-Level' examinations or their equivalent.

This normal minimum requirement may also be fulfilled by the equivalent in other examinations such as Intermediate GNVQ and Advanced GNVQ/Advanced VCE, International/European Baccalaureate Diploma, a recognised Access course or other qualifications recognised by the University or through the assessment of an applicant's prior certificated or experiential learning through the University's procedures for the recognition of such learning.

In addition all applicants whose first language is not English must, before they are admitted to a programme of study leading to a first degree of the University, provide evidence that they have attained normally at least a pass (grade C) in the Certificate of Proficiency in English of the University of Cambridge or a IELTS band score of 6.0 overall with not less than 5.5 in any individual skill, or a secure English Language Test recognised by UK Visa and Immigration (UGVI) see: www.leedstrinity.ac.uk/international/english

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of Study

Studies are full-time unless part-time studies are indicated on the transcript element of this supplement.

4.2 Programme Requirements

The University publishes the learning outcomes of its programme and its individual modules in the programme and module catalogues accessible through the University's website at:

<http://www.leedstrinity.ac.uk/services/registryservices/pages/default.aspx>

4.3 Programme Details (modules or units studied and individual grades/marks/credits obtained)

Are shown on the transcript element of this supplement.

4.4 Grading Scheme and, if available, grade distribution and guidance

Full details of the University grading and awarding arrangements are published in the Taught Course Academic Regulations - available from: <http://www.leedstrinity.ac.uk/services/registryservices/pages/academicregulations.aspx>

The University operates a unified corporate degree, diploma and certificate awarding/classification system for undergraduate and taught postgraduate programmes that are not otherwise constrained by accreditation requirements. The University classification arrangements are designed to be consistent with the QAA Framework for Higher Education Qualifications (EwNI), including taking due account of the relationship between assessment arrangements and programme learning outcomes. The classification system is based on averaging the grades obtained across the modules comprising the final programme years of the programme for the award concerned with the grades being weighted in line with the credit value of the modules concerned.

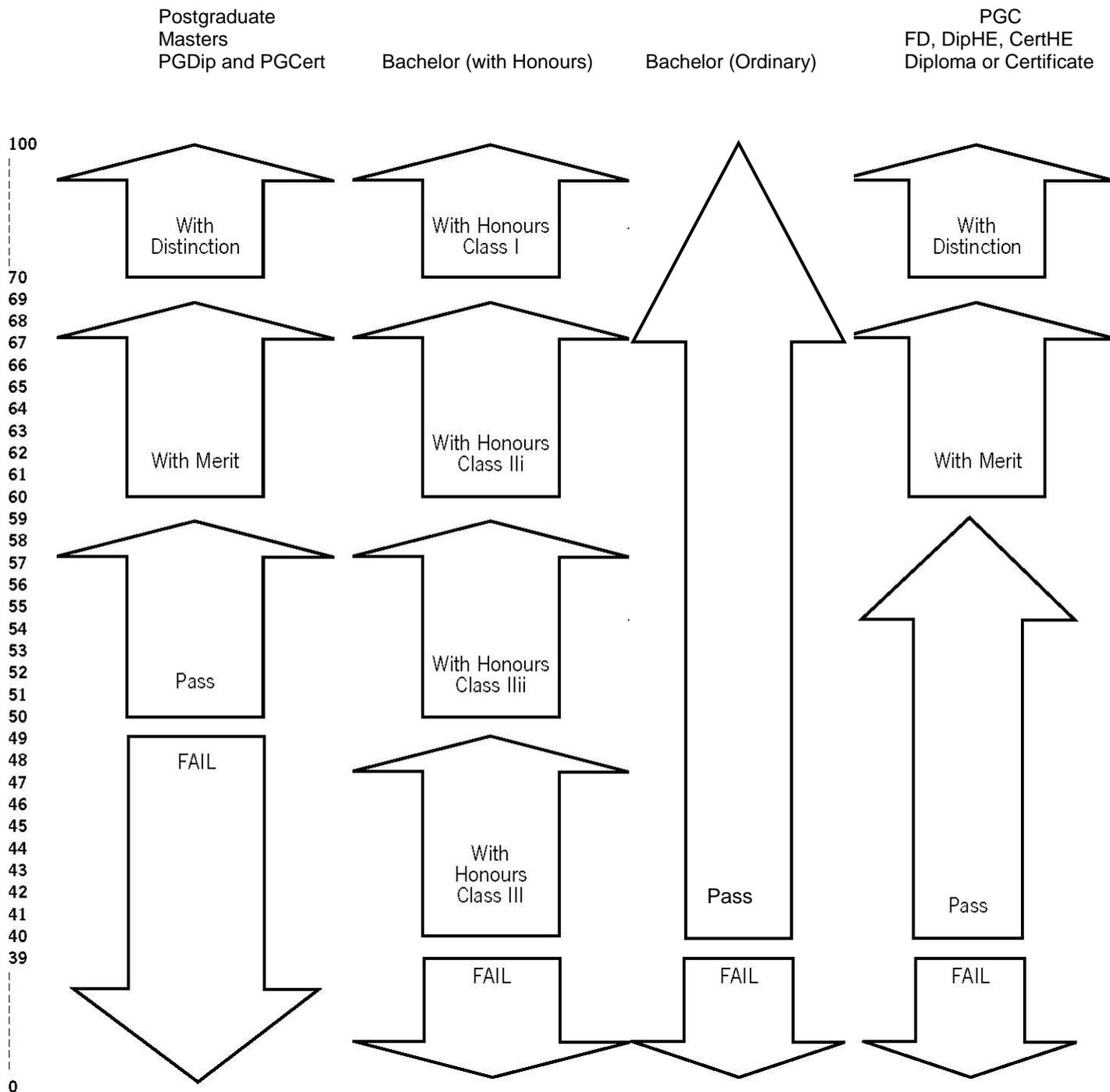
All numeric grades on the transcript element are shown in the University 0-100 scale. All assessed work is marked according to the achievement represented. Further information is given in the University Rules for Classification Award Calculation at: <http://www.leedstrinity.ac.uk/services/registryservices/pages/academicregulations.aspx>

Award and Classification

Students eligibility for award is determined on the basis of their:

- meeting the requirements of the relevant Regulations i.e. obtaining sufficient credits at the appropriate level(s) in the prescribed manner, *and*
- meeting the requirements of the programme specification concerned to satisfy the programme outcomes through passing all compulsory and sufficient optional/elective modules, *and*
- through achieving a mark profile against a 'Classification Average' or 'Award Average' grade/mark, calculated as the average (weighted mean) of the marks achieved in all the modules taken in the relevant programme year(s), which is equal to or greater than the prescribed minimum Classification/Award Average pass grade/mark.

The 'mark profile' obtained determines any classification of the award in accordance with the following diagram:



Bachelors Degrees awarded with or without Unclassified Honours

Students registered for the programmes of BA Primary Education (Early Years) and BA Primary Education) (Junior Years) which are the 4 years Honours Degree leading to Qualified Teacher Status:

To be eligible for the award of an Honours Degree without QTS in a QTS Programme of 480 credits a student must have obtained a minimum of 400 credits, including a minimum of 100 credits at the final level (level 6) and a classification grade within the Honours range; i.e. between 4.0 and 10.0, without satisfying the requirements for QTS.

To be eligible for the award of an Ordinary Degree without QTS in a QTS Programme of 480 credits a student must have obtained a minimum of 360 credits, including a minimum of 60 credits at level 6.

4.5 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 first cycle Bachelors degree of the University normally with second class honours or above gives access to taught postgraduate study.

Intermediate cycle awards of the University give access to first cycle Honours Bachelors degrees.

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 Government: school teachers.

Other professions are regulated by a specialist college, society or institute with its own individually prescribed examinations and requirements for membership. The accreditation/recognition of one of the University's programmes by one or more of these professional bodies may be on the basis that the programme 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.

Any accreditation, professional or statutory recognition of the programme of study followed by a holder of an award of the University is shown on the transcript element of this supplement. Details of the current professional standing of a holder of one of the University's awards is certified by the relevant professional or statutory body independently of documentation produced by the University.

5.3 The National College for Teaching and Leadership¹

In England, the Secretary of State for Education set the standards for the teaching profession and the criteria for all accredited providers of initial teacher training (ITT). The Teachers' Standards set out the expectations for all teachers, and are available from www.education.gov.uk/TeachersStandards

The National College for Teaching and Leadership an executive agency of the Department for Education, awards qualified teacher status (QTS) on behalf of the Secretary of State. QTS allows the holder to work as a qualified teacher in maintained schools and non-maintained schools in England.

An undergraduate degree with integrated ITT from an accredited provider will allow a successful graduate to be recommended for the award of QTS.

All qualified teachers who are employed in a relevant school in England must, by law, have completed an induction period satisfactorily, subject to specified exceptions. An NQT has only one chance to complete satisfactory induction. While an NQT who fails their induction does not lose their QTS, they cannot be employed lawfully as a teacher in a relevant school, including any post where they would carry out specified work.

The National College for Teaching and Leadership accredits ITT providers on behalf of the Secretary of State, and Ofsted inspects providers to assure the quality of their ITT and their compliance with the ITT criteria. The Ofsted inspection handbook is available from: www.ofsted.gov.uk The process for NQT induction is available from www.education.gov.uk/NQTinduction

6. ADDITIONAL INFORMATION

6.1 Additional Information

Candidates for University awards who have previously successfully attended certain courses of study either at Leeds Trinity University College or at an approved educational establishment may be eligible for consideration under the policies and procedures for the *Recognition of Prior Learning* whereby they may be granted exemption from a module or modules or a level of their programme of study. Where applicable such exemptions are shown on the transcript.

¹ Previously known as the Teaching Agency

Undergraduate programmes of study include a requirement for study or work experience known as *Professional Placements* which are taken at Levels 4 and 5. In addition to the academic outcome achieved by the award holder for this module, the detail of the nature and duration of the placement is provided in the transcript.

Where modules contributing to an award of this University have been taken under the University's arrangements for collaborative programmes, these modules and location of studies are identified on the transcript.

Award holders who have undertaken additional activities which have been verified by the University will have these activities shown in their transcript. Such activity may include student representation roles, membership of University committees, Students' Union officer roles. Award holders who have attained prizes or other awards verified by the University will have these recorded in their transcript.

The ethos of the University seeks to promote an environment whereby students are encouraged and enabled to undertake extra-curricular activity which contributes to their community either within the University or external to it. However, not all such activity is, or can be, verified by the institution. Students may therefore have undertaken additional activities, either within or outside the University, which may have contributed significantly to their personal and professional development. The University encourages students to record details of these activities in other documentation, such as their CV.

6.2 Further Information Sources.

The University's website is at <http://www.leadstrinity.ac.uk>. Further information of arrangements for Higher Education in the UK is obtainable from: The UK National Academic Recognition Information Centre (NARIC/ENIC), ECCTIS 2000, Oriel House, Oriel Road, Cheltenham, Gloucestershire, GL50 1XP United Kingdom.

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.

June 2014

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland², 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.

Higher Education (HE) is provided by many different types of institution. In addition to universities and Universitys, 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. 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', 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 set out at:

<https://www.gov.uk/recognised-uk-degrees>

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. The list may be found at: <https://www.gov.uk/recognised-uk-degrees>

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 review of higher education institutions. 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.

² ¹The 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 Children, Education, Lifelong Learning & Skills (DCELLS), Scottish Executive, the Welsh Assembly Government, 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).

Credit Systems

There is a national credit system in place in Wales which embraces all post-16 education. Around 75% of institutions in England and Northern Ireland (around 85% of students) belong to credit systems consortia. There are local credit systems in some other institutions. QCA is developing a system intended for further education in England, the Framework for Achievement, designed to articulate with higher education. Many institutions use credit points for students transferring between programmes or institutions, and use ECTS for transfers within the European area and to recognise learning gained by students on exchange visits with institutions elsewhere in Europe

Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A)-level (including the "advanced supplementary"). Other qualifications for entry are the Advanced Vocational Certificate of Education, the kite-marked Access Certificate or other qualifications located in the National Qualification Framework (NQF) level 3 Advanced, or the equivalent according to the Credit and Qualifications Framework in Wales, including the Welsh Baccalaureate and qualifications in the Scottish Credit and Qualifications Framework. A-levels are normally taken by students in their 13th year of school or at a college of further education and comprise up to three or four specialist subjects studied in considerable depth, involving coursework and final examinations. Part-time and mature students may enter with these qualifications or alternatives with evidenced equivalent prior learning and experience. Institutions will admit students whom they believe to have the potential to complete their programmes successfully, and set their requirements for entry to particular programmes accordingly.

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

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

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