



Diploma Supplement

GENERAL DESCRIPTION OF THE ARRANGEMENTS AND REQUIREMENTS FOR POSTGRADUATE RESEARCH DEGREES

The Diploma Supplement issued by the University of Leeds 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 should be free from any value judgements, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

For graduates awarded Postgraduate Research Degrees by the University it is issued as two elements as follows:

- a 'Diploma Supplement and Statement' sheet setting out the individual and academic information on an individual holder of one of the University's postgraduate research degree awards as required under sections 1, 2, 4, 5.2, 6 and 7 of the model;
- this General Description of the arrangements and requirements for postgraduate research degrees of 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 statement element of this supplement.

The Identification No shown is the unique Identification Number for a student registered at the University of Leeds*.

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 statement element of this supplement. Holders of one of the doctoral degrees awarded by the University are entitled to use, and be addressed by, the academic title of Doctor (Dr).

2.3 Name and status of the awarding institution (in original language)

The University of Leeds, a university established under a Royal Charter granted in 1904, originated from the Leeds School of Medicine founded in 1831 and the Yorkshire College of Science founded in 1874. It is recognised by the UK authorities as having the power to award its own degrees see <http://www.dcsf.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)

Some of the students at the following institutions follow programmes of study and research recognised by the University as leading to the award of one of its research degrees. These institutions are recognised by the UK authorities as being able to offer courses leading to a degree of a recognised body such as the University - see <http://www.dcsf.gov.uk/recognisedukdegrees/>

Accredited Institutions	Leeds Trinity University †	http://www.leadstrinity.ac.uk/
	York St John University ‡	http://www.yorks.j.ac.uk

For students at these institutions who have been awarded a research degree of the University of Leeds the statement element of this Diploma Supplement is provided by the relevant institution.

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. Theses presented for examination for a research degree and any associated oral examination are normally in the English language. Special permission may be granted to a candidate undertaking research in the modern languages to present, if the particular subject (s)he is researching so demands, his/her thesis in a language other than English. Where special permission is granted for the thesis to be submitted in a language other than English, any associated oral examination may, at the discretion of the examiners, be conducted in whole or in part in the language used in the thesis. The title of the thesis in the statement element of this supplement is given in the language in which the thesis was presented for examination and in English.

* or at one of the University's Accredited Institutions (see 2.4)

† formerly Leeds Trinity and All Saints: this institution was granted its own taught degree awarding powers and University College title in 2009.

‡ formerly York St John University College: this institution has had its own taught degree awarding powers since 2005 and was granted University title in 2006.

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of Qualification:

The University's programmes of postgraduate research, study and training 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's *Curricular Ordinance X and Regulations* which should be consulted for full and precise details of the requirements for awards - see: <http://www.leeds.ac.uk/secretariat/ordinances.html> or http://students.leeds.ac.uk/info/10112/research_degrees

Award Title	Minimum Full-time Duration in programme years (calendar years)	Minimum Part-time Duration in programme years (calendar years)	Total Minimum UL Notional Credit volume to be taken*	Total Minimum Notional Credit Volume to be passed	Minimum Notional Credits to be Passed at Highest Level	ECTS Notional Credit Equivalence	Qualification Level in the NQF and FHEQ for E.W & NI (see Section 8)	EHEA Cycle (see Section 8)
Doctor of Medicine (MD)	2	2 or 3 ¹	n/a	n/a	n/a	n/a	8/Doctoral	Third
Doctor of Philosophy (PhD)	3	5	540	540	540	270	8/Doctoral	Third
<u>The Professional Doctorates</u>								
Doctor of Education (EdD)	3	5	540 + 150M	540 + 150M	540 + 150M	270 + 75		
Doctor of Clinical Psychology (DClinPsychol)	3	n/a	n/a	n/a	n/a	n/a		
Doctor of Clinical Dentistry (DClinDent)	3	5	540 + 240M	540 + 240M	540 + 240M	270 + 120	8/Doctoral (and 7/M)	Third and Second
Doctor of Health and Social Care (DHSC)	3	4	540 + 180M	540 + 180M	540 + 180M	270 + 90		
Doctor of Business and Management (DBM)	3	5	540 + 180M	+ 180M	+ 180M	+ 90		
<u>Integrated Degrees of Doctor of Philosophy and Master</u>	4	n/a	540	540	540	270	8/Doctoral (and 7/M)	Third and Second
MA and PhD			+ normally 180M**	+ normally 180M**	+ normally 180M**	+ normally 90		
MSc and PhD LLM and PhD								
Master of Philosophy (MPhil)	2	4	360	360	360	180	7/Masters	Second
<u>Masters degrees by research</u>	1	2	180	180	180	90	7/Masters	Second
Master of Arts (MA by research)								
Master of Education (MEd by research)								
Master of Science (MSc by research) Master of Science (Engineering) (MSc(Eng) by research)								

* UL = University of Leeds Notional Credits: for Postgraduate Research Degree Awards a 'programme year' is defined as the study and research a full-time student is required to complete in one calendar year which is normally equivalent to at least 180 UL "notional" credits (90 ECTS credits). Credits are awarded for taught modules whilst notional credits are awarded for the full programme of study and research that is required for the award of a research degree but only when these have been completed successfully.

** The individual programmes of study and research indicated include generic research training and/or the study of taught modules at the level of the EHEA Second (Masters) cycle.

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.

The University also awards the following Higher Doctorates to individuals who have distinguished themselves by their original contributions to scholarship or science by means of a substantial and sustained contribution which has led to international recognition. Diploma Supplements are not provided to recipients of such awards:

Doctor of Letters (Litt.D.) Doctor of Divinity (D.D.) Doctor of Music (D.Mus.) Doctor of Laws (LL.D.)
 Doctor of Science (D.Sc.) Doctor of Science (Engineering) (D.Sc.(Eng.))

¹ For candidates commencing in or after September 2007

3.2 Official Length of Programme

The minimum duration of studies, training and research is shown under 3.1 as the number of 'programme (calendar) years' required for the University's award. 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 UL credits).

Programme durations may vary according to the discipline: the actual number of programme years studied is shown on the statement element of this supplement.

3.3 Access requirements

Postgraduate Research Degree Programmes

The normal minimum entry requirement for admission to a postgraduate research degree programme requires candidates to:

- a) be graduates of the University of Leeds or any other approved university or institution of Higher Education with 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 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;
- b) have demonstrated acceptable levels of literacy and numeracy.

Unless otherwise stated in the relevant prescribed programme, normally candidates wishing to proceed to a research degree will, in the first instance either be required to apply for acceptance as provisional candidates for the degree concerned or be asked to register as postgraduate research students. Such provisionally registered students are subsequently accepted as candidates for the degree concerned when they have satisfactorily completed the required period of provisional registration.

Upon admission to postgraduate research programmes in the University all applicants whose first language is not English must undergo a test in English. Students who fail to reach a satisfactory standard in this test are required to complete satisfactorily appropriate courses, as may be required. These may require a year of study additional to the period required for a qualification of the University.

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of Study

Studies are full-time unless part-time or split site studies are indicated on the statement element of this supplement.

4.2 Programme Requirements

The University publishes learning outcomes at: http://students.leeds.ac.uk/info/21519/rules_regulations_and_guidelines/958/ordinances

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

are shown on the statement element of this supplement. Research degree programmes of the University include the requirement for candidates to present a thesis and to attend for oral examination. Depending on the nature of the final award such programmes may also require the satisfactory completion of all or a combination of research training, taught modules and periods of professional/clinical practice.

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

All numeric grades on the statement element of this supplement are shown in the University's 0-100 scale. Such grades are used solely in relation to any taught elements within a postgraduate research programme. All assessed work is marked according to the achievement represented. It should be noted that in disciplines within the University's Faculties of Arts and Education, Social Sciences and Law examiners usually mark within a 20-90 scale: these marks have been translated to the 0-100 scale for the purpose of the Diploma Supplement and Statement. The University's assessment arrangements are designed to be consistent with the QAA Framework for Higher Education Qualifications (EWN1), including taking due account of the relationship between assessment arrangements and programme learning outcomes.

Award and Classification

Students' eligibility for postgraduate research degree awards is determined on the basis of their:

- meeting the requirements of the relevant Ordinance, Regulations and programme of research and training, *and*
- satisfying their examiners that they have met the learning outcomes prescribed for the award concerned through the presentation of a thesis and presenting themselves for oral examination; *and*
- the satisfactory completion of all taught modules in research programmes requiring the satisfactory completion of taught modules.

The award of doctoral degrees is NOT classified**. The degree of Master of Philosophy or a Masters degree by research may be awarded with distinction.

For the Integrated Degrees of Doctor of Philosophy and Master the Masters degree element may be awarded with a classification of *with merit* or *with distinction* on the basis of the 'Award Average' obtained in accordance with the following diagram. The Award Average is calculated as the average (weighted mean) of the marks achieved in all the modules taken.

Classification of Taught Postgraduate Masters Degrees, PGDip and PGCert awards and Taught Elements within Research Degrees			
Award Average Obtained			
<	>	>	>
100<----->70	69<----->60	59<----->50	49<----->0
← With Distinction	← With Merit	← Pass	← FAIL

** The degree of Doctor of Medicine (MD) may be awarded *with commendation* or *with distinction* for candidates commencing study and research before September 2007.

4.5 Overall Classification of the qualification (in original language) is shown on the statement element of this supplement.

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

A second cycle Masters degree of the University gives access to postgraduate research (Doctoral) programmes.

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: doctors, dentists, nurses, midwives, radiographers, school teachers and social workers.

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.

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.

6. ADDITIONAL INFORMATION

6.1 Additional Information

Applicants for Professional Doctorate programmes who have successfully attended certain courses of study either at the University of Leeds or at an approved educational establishment or who have attained appropriate levels of registration status with a relevant and recognised professional body may be eligible for special consideration under the University's policies and procedures for credit accumulation and transfer (CATS)/Accreditation of Prior Experiential Learning (APEL) for the granting of exemption from some or a proportion of the modules/courses and their examinations which comprise the study element of their prescribed programme of study provided always that no such exemptions will apply to any statutory qualifying examinations for registrable awards or to the research components of their programme. Where applicable such study exemptions are shown on the statement element of this supplement.

Where modules contributing to an award of this University have been taken under the University's arrangements for collaborative programmes (i.e. programmes are offered jointly with other Universities and Institutions) these modules and the location of studies are identified in the statement element of this supplement.

Award holders of the University may, in addition to providing this Diploma Supplement and Statement, also have a Progress File i.e. their individual records of learning and achievements, progress reviews and plans that are used to clarify personal goals and which can provide a resource from which material is selected to produce personal statements (e.g. *curricula vitae* etc) for employers, admission tutors and others. Progress files also contain information on the structured Personal Development Planning (PDP) processes supported by the University and designed to develop the capacity of its students to reflect upon their own learning and achievement, and to plan for their own personal educational and career development. Further information on HE Progress Files and PDP in the UK HE system is available from:

<http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/progfile2001.pdf>

6.2 Further Information Sources:

The University's website^{††} is at <http://www.leeds.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, Oriol House, Oriol 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 statement element of this supplement

March 2016

^{††} See section 2.4 for the websites of the University's Accredited Institutions

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland^{*} 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/standardsandquality/otherrefpoints/Qualsboundaries09.pdf>).

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 Code of Practice and 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. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

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.

^{*} 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	3
						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)