

**Sheffield
Hallam
University**



Diploma Supplement

Diploma Supplement

General description of the arrangements for all Sheffield Hallam University awards

This diploma supplement produced by Sheffield Hallam University follows the model developed by the European Commission, Council of Europe and UNESCO-CEPES (the European Centre for Higher Education/Centre Européen pour l'Enseignement Supérieur). The purpose of the supplement is to provide sufficient independent 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 judgments, 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.

1. Information identifying the holder of the qualification

1.1 Family name(s)

1.2 Given name(s)

1.3 Date of birth

1.4 Student identification number or code

The above are included in the transcript element of this diploma supplement.

2. Information identifying the qualification

2.1 Name of qualification and title conferred

2.2 Main field(s) of study for the qualification

The above are included in the transcript element of this diploma supplement.

2.3 Name and status of awarding institution

The University traces its roots back to 1843, when Sheffield school of Design was founded. In 1969 Sheffield Polytechnic was formed through the merger of three colleges – Technology, Commerce and Art and Design. In 1976 the polytechnic was renamed Sheffield City Polytechnic when it absorbed the city's two teacher training colleges.

The polytechnic became Sheffield Hallam University, and was granted power to award its own degrees by an Act of Parliament in 1992.

2.4 Name and status of institution (if different from 2.3) administering studies

Some programmes or modules are delivered by external organisations that have been specifically recognised and approved by the University. They are able to deliver and/or assess and support provision which leads to a qualification awarded by the University. Where this is the case, this is identified in the transcript element of the diploma supplement. All programmes delivered by the University's collaborative partners are expected to demonstrate or achieve the same academic standards for student performance as set out in the University's academic and regulatory frameworks.

2.5 Language(s) of instruction/examination

All the University's programmes and modules are taught and assessed in the English language except for

- Language study modules drawn from the University Language Scheme which may be incorporated as an option within certain degree programmes. The following languages may be studied – French, German, Spanish, Italian, Portuguese, Japanese, Chinese.
- Language study modules featured in a range of specialist language degrees and associated routes, where study of a particular programme (eg BA (Honours) Languages with International Business Studies)
- LLB (Honours) Maitrise en Droit Français (years two and four of the four-year programme)

3. Information on the level of the qualification

Academic Awards Framework: credit and level minimum requirements

University award	Minimum overall credits	Minimum required at highest level	Other credit and level requirements	QAA FHEQ qualification level	Corresponding FQ-EEHEA cycle	ECTS credits equivalence	How award is classified	Intermediate awards	Maximum duration of course in FT mode
University Preparatory Year (Extended Degree Programmes) nb: this does not confer an HE award and is only available as part of an extended degree programme	120	120 at L3 (not QCF L3)				60		n/a	2 years
University Certificate of higher education (CertHE)	120	120 at L4		4		60		n/a	2 years
BTEC Higher National Certificate (HNC)	120	120 at L4		4		60		n/a	2 years
Certificate in Education (CertED)	120	60 at L5	Remaining 120 at L4 or higher	5		60		n/a	2 years
University Diploma of Higher Education	240	120 at L5	Remaining at L4 or higher	5	SHORT CYCLE (within or linked to the first cycle quals)	120		CERT HE	4 years
BTEC Higher National Diploma (HND)	240	120 at L5	Remaining at L4 or higher	5		120		CERT HE	4 years
Foundation Degree eg FdA/FdSc	240	120 at L5	Minimum of 100 at L4 or higher	5		120		CERT HE	4 years
Advanced Diploma of Higher Education	300	60 at L6	Minimum of 120 at L5 and remaining	5		150		n/a	3 years
Graduate Certificate	60	60 at L6		6		30		n/a	1 year
Graduate Diploma	120	120 at L6		6		60		Grad Cert	2 years
Professional Graduate Certificate in Education (ProfGCE)	60	60 at L6	Includes compulsory non-credit bearing modules designed to meet the requirements for Qualified Teacher Status (QTS or equivalent)	6		30		n/a	2 years
Bachelor's Degree* (ordinary degree) eg BA/BSc/BEng	300	60 at L6	Minimum of 120 at L5 and remaining 120 at L4 or higher	6	FIRST CYCLE (end of cycle) quals	150		Cert HE Dip HE	6 years
Bachelor's Degree with Honours* (honours degree) eg BA (Hons). BSc (Hons). BEng (Hons). LLB (Hons).	360	120 at L6	Minimum of 120 at L5 and remaining 120 at L4 or higher	6		180		Cert HE Dip HE Degree	6 years or 7 years in SW mode 2 years for L6 'top up'
Postgraduate Certificate in Education (PGCE)	60		Includes compulsory non-credit bearing modules designed to meet the requirements for Qualified Teacher Status (QTS or equivalent)	7		30		n/a but Pg Cert may be approved to recognise L7 credit only	
Postgraduate Certificate (Pg Cert)	60	60 at L7		7		30		n/a	2 years
Postgraduate Diploma (Pg Dip)	120	120 at L7		7		60		Pg Cert	2 years
Integrated Masters Degree (first degree)* eg Meng/MSci/Mart/MComp/March/MDes. See note 6.	480	120 at L7		7	SECOND CYCLE (end of cycle) quals	240		Cert HE Dip He Degree	7 years

University award	Minimum overall credits	Minimum required at highest level	Other credit and level requirements	QAA FHEQ qualification level	Corresponding FQ-EEHEA cycle	ECTS credits equivalence	How award is classified	Intermediate awards	Maximum duration of course in FT mode	
Masters Degree (taught) eg MA/MSc/MTL/MBA/MRes/MMedSci/LLM/MEd	180	180 at L7		7		90		Pg Cert Pg Dip	6 years (including all stages)	
Masters Degree by Research eg LLM by Research	Non credit-rated	<ul style="list-style-type: none"> Mastery of an approved research topic or an area of professional practice, correlated with the established field of knowledge and/or professional practice Demonstration of competence in research methods appropriate to the field Demonstration of achievement of the University's Generic Learning Outcomes at Level 7 		7	THIRD CYCLE (end of cycle quals)				24 months	
Master of Professional Studies (MProf)	Non credit-rated	<ul style="list-style-type: none"> Mastery of an approved research topic or an area of professional practice, correlated with the established field of knowledge and/or professional practice Demonstration of competence in research methods appropriate to the field Demonstration of achievement of the University's Generic Learning Outcomes at Level 7 		7					24 months	
Master of Philosophy (MPhil)	Non credit-rated	<ul style="list-style-type: none"> Mastery of an approved research topic correlated with the established field of knowledge Demonstration of competence in research methods appropriate to the field Demonstration of achievement of Generic Learning Outcomes at Level 7 		7					24 months	
Professional Doctorate eg DBA/EdD/DProf	Non credit-rated	<ul style="list-style-type: none"> Mastery of an approved research topic or an area of advanced professional practice that extends the understanding of an established field of knowledge and/or advanced professional practice. Consolidation of competence in research methods appropriate to the field Demonstration of achievement of Generic Learning Outcomes at L8 		8					60 months	
Doctor of Philosophy (PhD)	Non credit-rated	<ul style="list-style-type: none"> Mastery of an approved research topic, extending the understanding of an established field of knowledge Consolidation of competence in research methods appropriate to the field 		7					48 months	
Higher Doctorate eg Deng/DLitt/DSci/LLD	Non credit-rated	<ul style="list-style-type: none"> Demonstration of a major original contribution to the advancement of knowledge and the status of the individual as a leading authority in the field of study 		8			8			60 months

Notes on the Sheffield Hallam University Academic Awards Framework

- The University's Academic Awards Framework is a common Framework for the design of undergraduate and postgraduate courses through which the academic standards of all the University's awards can be defined and can be cross-referenced to relevant external frameworks and benchmarks including
 - The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ) (QAA, October 2014)
www.qaa.ac.uk/docs/qaa/quality-code/qualifications-frameworks.pdf
 - The Higher Education Credit Framework for England (May 2021)
www.qaa.ac.uk/docs/qaa/quality-code/higher-education-credit-framework-for-england.pdf
 - Generic Level Descriptors for England, Wales and Northern Ireland Subject Benchmark Statements
www.qaa.ac.uk/docs/qaa/subject-benchmark-statements/subject-benchmark-statements.pdf?sfvrsn=1656ff81_41
- Sandwich mode: University awards marked with an asterisk* are also available as 'sandwich' awards. In addition to the credit requirements shown in the table above, these awards include a substantial period of supervised work experience as a requirement of the award (see AAF, Section 3.9, Mode of Study). Achievement of a sandwich award is indicated on University Certificates and Transcripts.
- Awards may include credit that has been recognised through the University's procedures for the recognition of prior learning. Credit derived from such procedures is indicated on the University transcript.
- Substitution of higher level credit, for deficiencies at lower levels, may be permitted subject to meeting the specific aims, learning outcomes and other requirements of individual named awards.
- Compensation may be applied to all the main Undergraduate awards defined in the table above unless specific award regulations apply and the award is exempt from compensation, for example, to comply with external accreditation requirements. The rules for compensation are detailed in the University's Assessment Regulations. Compensation is not available for any Postgraduate award.
- Integrated masters degrees are level 7, second cycle qualifications and are positioned at masters level in alignment with the Framework for Higher Education Qualifications (FHEQ), (QAA,2008) and the HE Credit Framework for England (QAA,2008). Integrated masters degrees are normally delivered over a minimum of 4 years and contain at least 480 credits, including a minimum of 120 credits at L7 to meet the requirements for a masters level award. The remaining 360 credits are designed to meet the requirements for a first honours degree. Integrated masters awards are recognised as such for funding, fees and external reporting purposes. Integrated masters awards are required to meet the FHEQ Qualification Descriptors for levels 6 and 7 in full. These awards conform to the University's Assessment Regulations for undergraduate awards and are classified in line with the classification methods for bachelor's degrees with honours. Further information is provided in the University's Undergraduate Assessment Regulations.

- The minimum credit and level requirements must be met for all awards, as specified above. Exemptions will be required where credit and level requirements would be exceeded and this will only be considered for the purposes of meeting the specific requirements for accreditation by a relevant professional, statutory and/or regulatory body (PSRB).

3.2 Official length of programme

The table below gives the maximum permitted duration for each of the main undergraduate awards for students who require additional time to retrieve failure or for approved break in study/extenuating circumstances. The maximum duration applies to the highest level, intended target award of the student, at their initial enrolment. This does not preclude the awarding of intermediate awards to students who do not achieve their intended award. Professionally accredited undergraduate programmes may be limited to less than the maximum durations specified in the table below in order to meet the requirements of the relevant professional, statutory and/or regulatory body (PSRB). Such programmes will be subject to formal exemption being granted by the University.

Award	Full Time	Part Time
Integrated masters* (incl SW mode)	7 years	9 years
Sandwich Degree with Honours	7 years	9 years
Honours Degree	6 years	8 years
Degree (non-honours)	6 years	8 years
Honours degree (top-up degree, L6 only)	2 years	3 years
Foundation Degree	4 years	6 years
DipHE	4 years	6 years
CertHE	2 years	3 years
HND	4 years	6 years
HNC	2 years	3 years
Graduate Diploma	2 years	3 years
Graduate Certificate	n/a	2 years

***Integrated Masters awards meet the requirements for a first undergraduate degree for course duration, fees and funding purposes**

In order to protect the integrity, currency and relevance of awards, the maximum duration for all taught postgraduate courses, irrespective of their mode of delivery, is as follows

Award	Full Time	Part Time
PCE	2 years	4 years
PGCE	2 years	4 years
PGDE	4 years	n/a
PG Certificate	2 years	2 years
PG Diploma	2 years	4 years
Masters Degree	3 years	6 years

3.3 Access requirements

All applications to the University are considered individually on their merits. They should be able to show a level of literacy and numeracy appropriate to the course, as well as relevant skills and experience and a commitment to succeed. While there will be specific entry requirements for some courses the information below represents the normal minimum entry requirements¹ to study for a Sheffield Hallam University award.

Preparatory Years for Extended Degree Programmes (formerly known as Foundation Year Programmes)	The purpose of the preparatory year is to facilitate entry to a degree programme. Study takes place at Level 3 and is designed to prepare candidates for a relevant degree programme building their existing level 3 achievement. Progression to Level 4 (first year) of the degree programme is dependent on successful completion of the preparatory years. Normally two groups of candidates are admitted to the programme: <ul style="list-style-type: none"> • Those who possess, at least, 1 GCE A level or 2 GCE AS Levels or a BTEC National award; and • Mature students, who can demonstrate appropriate life or work experience and can provide evidence of literacy/communication skills at a level that demonstrates their ability to progress
Foundation degrees	One GCE A level or two GCE AS levels or BTEC National award or possess any of the qualifications listed for entry to undergraduate courses
Higher National Diploma	As above for foundation degrees
Entry from Foundation Degrees to level 6 programmes (final year or top up courses)	Foundation degrees are intended to widen participation in Higher Education and are an appropriate entry qualification for specified level 6 programmes. In some cases these level 6 programmes will be final year entry and in others named top-up courses, for which a specific progression route has been defined in the validation process.
Undergraduate courses	Two GCE A levels or one GCE A level and two GCE AS levels (see 8.5 below) or Success in 12 unites of assessment at level 4 from BTEC National qualifications to include at least 6 unit qualifications or Access to Higher Education Certificate from a recognised course or International Baccalaureate or Diploma in Foundation Studies (Art and Design) or Qualification from a recognised foundation course or Advanced Diploma or Cambridge Pre U Diploma or Vocational qualifications at level 3 of the NQF
Taught postgraduate programme	First degree with honours or Professional qualification recognised as being equivalent to degree standard or Ordinary degree, foundation degree, higher national diploma or University diploma plus substantial experience in an appropriate field
Research degree programme	Masters degree or First class or upper second class honours degree or Relevant professional experience for example having published research papers
Professional Doctorate	Masters degree and professional experience in the field of the proposed research

1 The University's minimum entry requirements are reviewed on a regular basis and are subject to change from time to time.

A student can also gain access to an appropriate point in a programme of study by using credit gained from prior learning or experience. This is subject to the University's accreditation procedures. See 6.1 below.

In cases where the University needs to assess an appropriate level of competence in the English language the following qualifications are used as a guide

- British Council International English Language Testing Service (IELTS) overall band 6 with a minimum of 5.5 in all skills or equivalent
- Test of English as a Foreign Language (TOEFL) score 550 (paper-based tests) or 217 (computer-based tests) or 79 (internet-based)

4. Information on the contents and results gained

4.1 Mode of study

The transcript element of the supplement shows the formal delivery mode of the course from which students have graduated. Provision at Sheffield Hallam University allows students flexibility between full and part-time education during their course of studies.

4.2 Programme requirements

Requirements for individual programmes are described in Sheffield Hallam University programme specifications, which are developed and defined in relation to

- professional decisions about the nature of the course, taken by academic staff within the relevant University subject group
- relevant subject benchmark statements – recognised as critical external reference points
- relevant professional body/employer requirements and/or other external reference points
- the University's generic learning outcomes

The generic learning outcomes articulate the University's general expectations in relation to the academic standards of its own provision. They are a core element of the University's Academic Awards Framework, providing a common foundation for the development of specific learning outcomes for individual modules and programmes. They have been developed to ensure that they are in line with national expectations in relation to standards.

The generic learning outcomes articulate the expected outcomes at each level of study, expressed as a 'threshold' (in other words the level of achievement required to pass). There is a clear line of learner development and progression between levels. They encompass the following key elements

- knowledge and understanding
- cognitive skills
- subject-specific skills (which may also be identified as professional/practical skills, depending on the subject area)
- professional/practical skills or key skills (may also be identified as subject-specific skills, depending on the subject area)

At Sheffield Hallam University the setting of appropriate academic standards for new programmes is tested during the course validation process. This is a peer review process which always involved external subject experts with appropriate academic/professional/industrial experience.

4.3 Programme details (eg modules or units studied), and the individual grade/marks/credits obtained

These are included in the transcript element of this diploma supplement.

4.4 Grading scheme and, if available, grade distribution guidance

Full details of the University's grading and awarding arrangements are published in the University's Assessment Regulations and Procedures.

4.5 Overall classification of the qualification

This is included in the transcript element of this diploma supplement, where applicable.

Information on the function of the qualification

5.1 Access to further study

Satisfactory completion of a Sheffield Hallam University honours degree programme can provide access to taught postgraduate and postgraduate research programmes either at masters or doctoral level. Integrated masters and taught masters degree programmes can provide access to doctoral programmes. Research degrees and a substantial research record can provide access to the highest academic award, a higher doctorate.

5.2 Professional status (if applicable)

The University provides programmes of education and training for a number of professions that are subject to statutory regulation. 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 may be on the basis that the programme meets in full the professional body's membership requirements. Alternatively it may be that success in the University's examinations gives exemption from all or some of the professional body's membership examinations. Students on these programmes may apply for membership on an individual basis and then maintain or extend their membership by continuing to meet the professional body's requirements. The current professional standing of a holder of one of the University's awards is certified by the relevant professional body independently of documents produced by the University.

6. Additional information

6.1 Additional information

Employability is one of the University's core values. This is demonstrated in a number of ways.

Applicants to the University may have prior qualifications or experience, gained from past learning activities, which can be used to claim academic credit towards a University award. Academic credit claimed in this way is assessed according to the University's policies and procedures for the accreditation of prior learning (APL). There are two distinct forms of APL. They are:

- accreditation of prior certificated learning (APCL) where prior learning achievements are based on formally taught, assessed and certificated learning
- accreditation of prior learning (APEL) where learning was achieved from experience gained, for example, at work, through professional development activities, training, courses, voluntary work or elsewhere

Where credit has been recognised by the University under APL procedures, this is shown on the transcript element of this supplement. Claims for credit under APL policies and procedures cannot be used to gain an award. In its entirety, APL policies and procedures do not apply to

- any statutory qualifying elements of professionally accredited or
- pre-registration awards or
- where the relevant professional body has specified that recognition of APL claims are not permissible in meeting the requirements for an accredited award.

The University is one of the largest providers of placement years, or sandwich courses, in the UK. These are a period of industrial or business placement during the course, usually in the third year. Where applicable information about work experience may be found on the transcript element of this diploma supplement.

Many students may have developed a progress file during their period of study at the University which they can provide alongside this diploma supplement and transcript. This is a student-focused activity which enables students to reflect on their own learning and development, to plan for their personal, educational and career development and take action to develop further. The emphasis is on the ongoing process of student's personal development planning.

6.2 Further information sources

Further information about Sheffield Hallam University can be found at www.shu.ac.uk

7. Certification of the supplement

7.1 Date

7.2 Signature

7.3 Capacity

7.4 Official stamp or seal

The above are included in the transcript element of this diploma supplement.

8. Description of higher education in England

In England, 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 the government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, 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.

8.1 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.

Since 2018, all Higher Education Institutions in England with existing awarding powers have been required to register with the Higher Education Regulator, the Office for Students (OfS). Institutions not already in receipt of degree awarding powers may be awarded them through applying to the regulator for inclusion on the register. The OfS may confer new University title through the application and conditions process outlined in the regulatory framework:

https://www.officeforstudents.org.uk/media/1406/ofs2018_01.pdf

All registered providers must meet regulatory requirements that are proportionate to the risks to student and taxpayer interests.

Institutions registered under the approved (fee cap) category are required to comply with the regulatory framework which includes both ongoing and temporary conditions of registration and regulatory guidance and notices. The regulatory guidance is published at:

<https://www.officeforstudents.org.uk/advice-and-guidance/regulation/conditions-of-registration/>

A full list of English institutions registered with the regulator can be found on the Office for Students website:

<https://www.officeforstudents.org.uk/advice-and-guidance/the-register/the-ofs-register/>

8.2 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'

www.qaa.ac.uk/docs/qaas/news-and-events/qualifications-can-cross-boundaries-guide-to-comparing-qualifications-in-the-uk-and-ireland.pdf?sfvrsn=3715c981_4

8.3 Quality assurance

Academic standards are established and maintained by higher education institutions 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.

In England, the Office for Students' regulatory framework defines the sector recognised standards that have been adopted in relation to those conditions of registration that relate to the standards applied to higher education and in relation to the B conditions of registration.

The Quality Assurance Agency (QAA) has been designated by the Secretary of State (known as a Designated Quality Body) to carry out the quality and standards assessment functions on behalf of and to provide advice to the OfS. The QAA publish guidance for existing OfS registered providers and providers seeking admission to the register which is available from their website:

www.officeforstudents.org.uk/advice-and-guidance/quality-and-standards/how-we-regulate-quality-and-standards/monitoring-quality-and-standards/

8.4 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.

8.5 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 the HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

1 The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland.

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

Framework for Higher Education Qualifications (FHEQ) ⁵		EQ-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	3rd cycle	Typically not credit rated ¹	Typically not credit rated ¹		Vocational Qualifications level 8	8	
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education	7	2nd cycle	180	60–120 ²		Vocational Qualifications level 7 Fellowships NVQ Level 5	7	
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1st cycle	360	180–240		Vocational qualifications level 6 NVQ level 4 Higher National Diplomas (HND) Higher National Certificates (HNC)	6	
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120		Vocational qualifications level 5 National Vocational Qualification (NVQ) level 3	5	
Higher National Certificates Certificates of Higher Education	4		120			Vocational qualifications level 4 Vocational qualifications level 3 GCE AS and A level Advanced Diploma	4	
Entry to HE via equivalent experiential or prior learning							Welsh Baccalaureate Advanced ⁴	3
							Levels 2,1 and entry	

- 1 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.
- 2 A range of 90-120 ECTS is typical of most awards
- 3 1 ECTS credit is typically worth 2 UK credits
- 4 The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

- 5 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
- 6 These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)

