



Diploma Supplement 2025/26

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The Diploma Supplement issued by Edge Hill University follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the Supplement is to provide sufficient recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications to which this supplement is appended. It should be free from any value judgments, equivalence statements or suggestions about recognition.

It is issued as five elements:

- An Academic Transcript setting out the individual and academic information on a holder of an Edge Hill University award
- This generic document containing further information about the programme arrangements and the University. Award Statements can also be provided, with more detailed information about your programme, if you need a copy of the Award Statement for your programme please email ceremonies@edgehill.ac.uk. Please note this will contain general credit information for the course and not specific modular information or marks.
- Academic Regulations, available here: ehu.ac.uk/ar
- Research Degree Regulations, available here: ehu.ac.uk/rdr
- List of Professional Accreditations, available here: edgehill.ac.uk/departments/support/gqasc/agqa/professional-accreditations/

The five 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.

Some links may not work in Microsoft Edge please open using another browser.

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 Registration Number is the unique identification number for a student registered at Edge Hill University.

The HESA ID Number is the unique national identifying/reference number for students registered at a state university in the United Kingdom 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
- 2.3 Name and Status of the awarding institution
- 2.4 Name and Status of institution (if different from 2.3) administering studies

Are shown on the transcript element of this supplement.

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 programme is such that it is obvious that all or part of the teaching and assessment will have to be in another language.

3 Information on the level of the qualification

3.1 Level of qualification

The following table is taken from the Academic Regulations 2025-2026 which are available in full here: ehu.ac.uk/ar

Table of credit requirements for Higher Education Awards

Award Type	Min total credit requirement	Stage two requirement (for classification)	Minimum at highest level				
			L3	L4	L5	L6	L7
University Foundation Certificate	30		30				
University Certificate of Credit	10			10			
University Certificate	60			40			
Certificate of Higher Education	120			90			
University Diploma	120			90			
University Higher Certificate	60				40		
University Higher Diploma	120				90		
Diploma of Higher Education	240	120			90		
Foundation Degree	240	120			90		
Certificate of Professional Development (CPD)	30					30	
University Advanced Certificate	60					40	
Conversion Degree (Ordinary)^+	60					60	
Ordinary Degree	300	180				60	
University Advanced Diploma	120					90	
Conversion Degree (Honours)^#	120					90	
Bachelor Degree (Honours) ~	360	240				90	
Bachelor Degree (Honours) with placement *	480	360				90	
Integrated Masters	480	360					90
Graduate Certificate	60					40	
Professional Graduate Certificate in Education (PGCE) [Secondary] **	120					90	
Professional Graduate Certificate in Education (PGCE) [Primary, Early Years and Further Education and Training programmes] ***	60					60	
Graduate Diploma	120					80	
Postgraduate Certificate	60						40
Postgraduate Certificate in Education (PGCE) [Secondary programmes] **	120						40
Postgraduate Certificate in Education (PGCE) [Primary, Early Years and Further Education and Training programmes] ***	60						60
Postgraduate Diploma	120						90
(Taught) Masters	180						150

^ Progression from specified FD, HND/C or DipHE only.

+ Condonement provisions do not apply to this award.

RPL restricted to 50%.

* Excludes awards with practice based placement requirements.

** Requires the completion of an additional 60 ungraded placement credits.

*** Primary and Early Years require the completion of additional non-modular activity in order to qualify for a recommendation for QTS.

~ The MBChB requires completion of an additional 120 credits at Level 6 and 120 credits at Level 7, totaling 600 credits for the award (with a minimum of 90 credits at Level 7).

For **awards noted in bold type**, the minimum total credit requirement is also the maximum.

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

3.2 Official Length of Programme

Edge Hill recognises standard minimum and maximum registration periods for awards as follows:

Credits for Award	Full-time		Part-time	
	Min	Max	Min	Max
120	1 year	3 years	1.5 years	3 years
240	2 years	4 years	3 years	6 years
360	3 years	6 years	4.5 years	9 years

Registration periods for other credit awards are detailed in the Edge Hill University Academic Regulations.

Validation Panels may approve programmes with alternative minimum or maximum registration periods where this is justified through curriculum delivery methods or the level of student entry qualifications. Professional bodies may also impose specific requirements in relation to maximum registration periods.

3.3 Access requirements

Information relating to Access requirements may be found in Section F of the Academic Regulations here: ehu.ac.uk/ar

4 Information on the contents and results gained

4.1 Mode of study

This is displayed on the transcript element of this supplement.

A full-time student is defined as any student undertaking 90 credits or more during a standard academic session. Full-time status in relation to academic sessions which are shorter or longer than the standard is calculated pro-rata.

4.2 Programme requirements

Award statements are available upon request. If you need an award statement, please contact the awards team here: ceremonies@edgehill.ac.uk.

4.3 Programme details: (modules or units studied and the individual grades/marks/credits obtained)

Are displayed on the transcript element of this supplement.

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

Information relating to the grading schemes in operation at Edge Hill University may be found in Section J of the Academic Regulations here: ehu.ac.uk/ar

4.5 Overall classification of the qualification (in original language)

This is displayed on the transcript 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.

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

A Foundation degree of the University gives access to advanced entry on a first cycle Bachelors degree.

5.2 Professional status (if applicable)

Information on the Professional Status of Edge Hill University programmes may be found here: edgehill.ac.uk/departments/support/gqasc/agqa/professional-accreditations/

6 Additional information

6.1 In addition to this Diploma Supplement and transcript, the award holder may also have a Progress File which gives further information on their individual record of learning and achievement. The Progress file may also contain information relating to the Personal Development Plan (PDP) supported by Edge Hill University. The PDP aims to encourage the student to reflect upon their own learning and achievement, and to plan for their own personal educational and career development.

6.2 Further information sources

Edge Hill University's website is at ehu.ac.uk

Award Statements and transcripts are not available for doctoral degrees and not necessarily available for research degrees, however a statement detailing the specific characteristics of UK doctoral degrees is available at: www.qaa.ac.uk/docs/qaa/quality-code/doctoral-degree-characteristics-statement-2020.pdf

Further information of arrangements for Higher Education in the UK is obtainable from: www.enic.org.uk

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. Please note that in place of an official stamp or seal, the transcript should be printed on Edge Hill University watermarked paper.

8 Information on the national higher education system

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

Degree awarding powers and the title 'university':

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer 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: www.gov.uk/check-university-award-degree

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: www.gov.uk/check-university-award-degree

¹ The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and UK ENIC (UK National Information Centre).

Qualifications

Higher education institutions in the UK award qualifications at different levels of achievement, including sub-degree, undergraduate (first cycle) and postgraduate (second and third cycles). These qualifications are described in the Framework for Higher Education Qualifications (FHEQ) (Quality Assurance Agency, 2024). The framework provides national points of reference that describe the main outcomes of a qualification at each level. In England, the framework has been adopted as sector-recognised standards. These form part of the regulatory requirements that institutions registered with the Office for Students must adhere to in England through compliance with ongoing condition of registration B5.

The FHEQ meets the expectations of the Bologna Declaration, and thus aligns with the Framework for Qualifications of the European Higher Education Area (QF-EHEA). The QF-EHEA provides a mechanism for relating the national qualifications frameworks of different countries to each other. Together, they help students, graduates and employers understand how qualifications from different countries relate to each other, making it easier to study, work or employ people across Europe.

Foundation degrees were introduced in 2001 to offer vocationally focused qualifications at an intermediate level. These are recognised as ‘short cycle awards within the first cycle’ of higher education under the EHEA framework. In England and Northern Ireland, qualifications are part of the Regulated Qualifications Framework (RQF), overseen by Ofqual and the Council for Curriculum Examination and Assessment (CCEA). In Wales, qualifications are part of the Credit and Qualifications Framework for Wales (CQFW) and regulated by Qualifications Wales. There is a close association between the levels of the FHEQ and the UK nations’ qualifications frameworks (as shown overleaf), and with other frameworks of the UK and Ireland (see ‘Qualifications can cross Boundaries’).

Quality Assurance

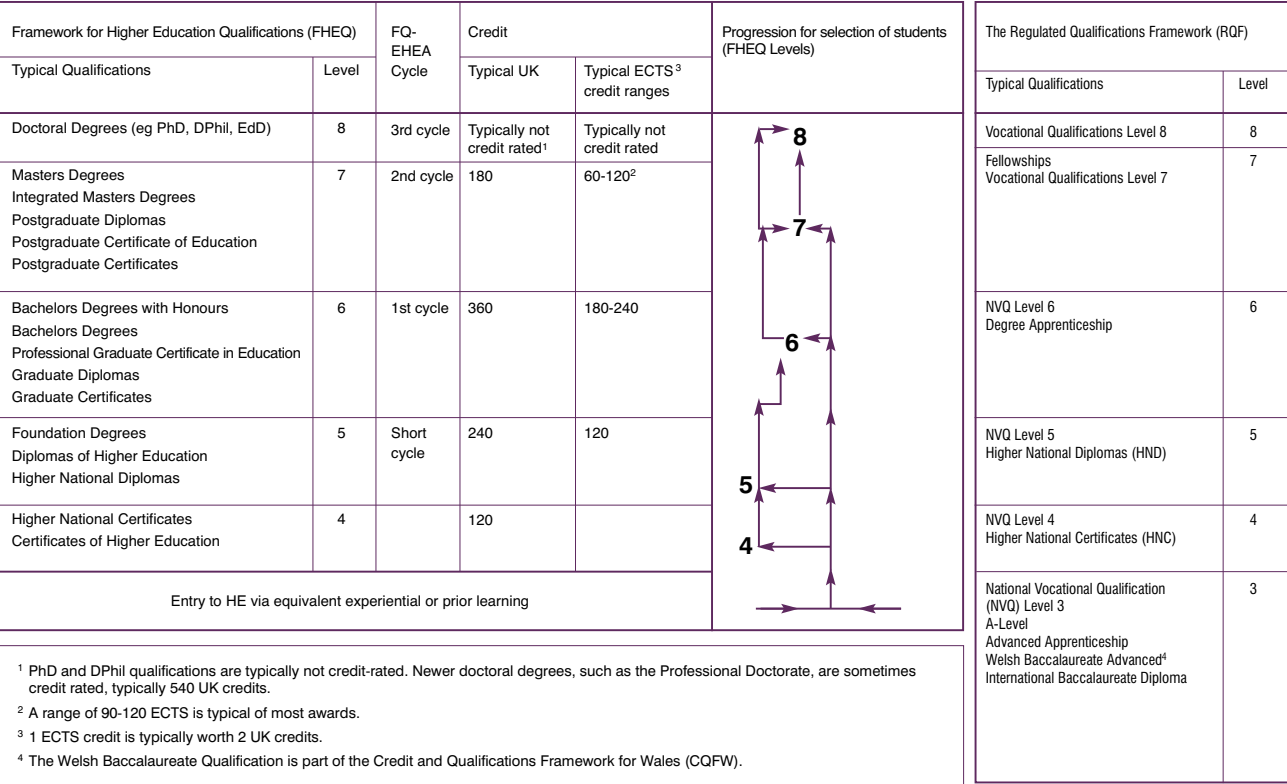
Academic standards and the quality of the student learning experience are the responsibility of each higher education provider. In England, providers registered with the Office

for Students (OfS) are expected to have effective academic governance and quality assurance arrangements in place that enable them to evidence ongoing compliance with the OfS regulatory framework, including the ongoing conditions relating to quality, standards and student outcomes (the ‘B’ conditions). These arrangements typically include processes for programme design and approval, assessment, marking and moderation and mechanisms for monitoring and review. Processes are informed by engagement with students and external subject specialist (including external examiners and independent academic reviewers) and through the evaluation of performance data and other management information. Providers also assure quality and standards through compliance with professional, statutory and regulatory body (PSRB) requirements where applicable. The UK Quality Code for Higher Education and related guidance published by the QAA continue to provide sector-agreed reference points that inform quality assurance approaches, alongside regulatory and statutory requirements. The OfS monitors providers’ compliance on a risk basis and may undertake investigations, assessments and regulatory interventions where it identifies concerns, including in relation to published information for students.

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.

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



The heart of
the North West

edgehill.ac.uk

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