

Interpretation of Diploma Supplement and Transcript Information for Taught Modular Programmes¹

The Diploma Supplement issued by York St John 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.

1. Information identifying the holder of the qualification

- 1.1 Full name.
- 1.2 Date of birth.
- 1.3 The Student Number shown is the unique identification number for a student registered at York St John University.
- 1.4 The HESA Number 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.
- 1.5 Date of admission to York St John University.
- 1.6 Date of leaving York St John University.
- 1.7 The Assessment Scheme shown is the assessment model the student was assessed under. The 'compensation' assessment scheme (Scheme A) is used for most students who commenced their studies on or after 1 September 2020. Students who began their programme prior to this date typically completed their studies under the 'condonement' assessment scheme (Scheme B).

2. Information identifying the qualification

- 2.1 Name of the qualification/intended award. The main field(s) of study for the qualification are shown on the transcript element of this supplement.
- 2.2 The award classification (where applicable).
- 2.3 The average mark used for the qualification/intended award.
- 2.4 Name and status of the awarding institution (in original language). The University's degrees are awarded by York St John University.
- 2.5 Institution that administered the programme of study.
- 2.6 Institution / location that the programme of study was delivered at.

3. Information on the level of the qualification

- 3.1 Level of qualification

Programmes of study are organised according to a modular structure. Each module is a self-contained unit of teaching, learning and assessment which is assigned a credit value according to the number of notional study hours assigned to it. Credit is awarded on the principle that 10 credits relate to a notional 100 hours

¹ Applies to students graduating in 2024-25. Students that graduated prior to 2024-25 were issued a transcript of results which included a diploma supplement appended to the document.

of learning time. Modules are assigned a level which maps to the Office for Students [Sector-recognised standards](#) as follows:

York St John level		HE Qualifications	Typical credits	ECTS credits	European Higher Education area cycle
Condonement	Compensation				
Level 0	Level 3	Foundation Certificate	40	20	-
Level 1	Level 4	Certificate of Higher Education (CertHE)	120	60	-
		University Certificate	40	20	-
Level 2	Level 5	Diploma of Higher Education (DipHE)	240	120	Short
		Foundation Degree	240	120	Short
		University Diploma	60	30	Short
Level 3	Level 6	Bachelor's Degree with Honours (BA, BSc, LLB)	360	180	First
		Ordinary Bachelor's Degree	300	150	First
		Graduate Diploma	120	60	First
		Graduate Certificate	60	30	First
		Graduate Certificate in Education Studies	60	30	First
		Professional Graduate Certificate in Education	60	30	First
Level M	Level 7	Integrated Master's Degree with Honours (MArt, MSci, MLaw)	480	240	First and second
		MFA Fine Art, MFA Illustration, MFA Photography	240	120	Second
		Master's Degree (MA, MSc, MBA, MFA (Creative Writing), MDes, MRes (taught), LLM)	180	90	Second
		Postgraduate Diploma	120	60	Second
		Postgraduate Certificate in Education	60	30	Second
		Postgraduate Certificate	60	30	Second
		Master of Research (research)	180	90	Second
Level 8	Level 8	Doctor of Education	540	270	Third
		Doctorate in Counselling Psychology	540	270	Third
		Professional Doctorate	540	270	Third

Students typically study 120 credits in one year as a full time undergraduate student or 180 credits in a year as a full time postgraduate student. A part time student will study the same number of credits for an award over a longer period. Credit may be transferred to the University from another UK or international higher education institution (HEI). On selected exchange programmes marks on the University scale are assigned according to agreed mark conversion tables and incorporated into award calculations. For information on the performance at another HEI, that institution's transcript should be consulted.

4. Information on the contents and results gained

- 4.1 Programme requirements – The University publishes the learning outcomes of its programmes in the programme specifications accessible through the [University's website](#).
- 4.2 Programme details (modules studied and individual grades/marks/credits obtained) are shown on the transcript element of this supplement.
- 4.3 Grading scheme and, if available, grade distribution and guidance. All modules are marked according to a standardised 0 to 100 marking scale, except for when all the module assessment(s) are marked on a pass / fail basis. Modules marked on a pass / fail basis are only allocated a grade. A student who resits an assessment for a module is normally only eligible for the pass mark for the module as designated in the undergraduate or taught postgraduate marking scale; except for qualified fails or where a resit is required for a pass / fail assessment where the other component(s) for the module have been given a numerical mark and have been passed. In these scenarios, the original mark for the module is awarded on successful completion of the deficient work.

Undergraduate levels 3 to 6 module mark scale		
Mark range	Honours Degree	Non-Honours
70 to 100	Class 1	Pass with distinction
60 to 69	Class 2 Division 1	Pass with merit
50 to 59	Class 2 Division 2	Pass
40 to 49	Class 3	Pass
0 to 39	Fail	Fail
Pass mark	40	40

Integrated Master's level 7 module mark scale	
Mark range	Honours Degree
70 to 100	Class 1
60 to 69	Class 2 Division 1
50 to 59	Class 2 Division 2
0 to 49	Fail
Pass mark	50

Postgraduate levels 7 and 8 module mark scale	
Mark range	Taught postgraduate (indicative result)
70 to 100	Distinction
60 to 69	Pass with merit
50 to 59	Pass
0 to 49	Fail
Pass mark	50

4.5 Grade annotators

Grade	Description
AC	Academic misconduct, pass through compensation
AF	Academic misconduct, failed resit
AP	Academic misconduct, passed resit
AR / AS / AH / PR	Academic misconduct, awaiting resit
AX	Academic misconduct, enforced withdrawal of studies
AZ	Academic misconduct, pass for credit only
D	Distinction (no numerical grade given)
DF	Deferred
F / FW / WF	Fail
FC	Fail carried through condonement

H	Suspected academic misconduct
NA	Not assessed
NS / NW / WN	Not submitted
P	Pass
PC	Pass through compensation
PL	Plagiarism carried
QF	Qualified fail
R / RG	Resit
RA / R3 / RX / F3	Resit at third attempt
V	Attempt voided
VN / VP / FR / DD / DR / NR	Repeating module internally in following year
Z	Non-serious attempt (mark of less than 20)
0X / X2 / X3 / FX	No further attempts permitted

5. Information on the function of the qualification

5.1 Access to further study – Awards typically qualify students for study at the next higher education level.

5.2 Professional status (if applicable)

If a programme is accredited or recognised by a professional body this will be stated on the [Programme Specification](#). Professions may be regulated by a specialist college, society or institute that set their own specific examinations and requirements for membership or be subject to statutory regulations by the UK Government. The accreditation or recognition 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 specific level of attainment, allows for exemptions from some or all of the membership examinations for the professional body. Graduates of York St John University awards accredited or recognised by a professional body may apply for membership of that body on an individual basis. Subsequently, they must maintain or extend their membership by fulfilling the ongoing requirements set forth by the professional body, which typically 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.

6. Additional information

The University makes provision for entry to its programmes of study with advanced standing based on Recognition of Prior Learning (RPL) or Accredited Prior Experiential Learning (APEL). Detailed information on accreditation of prior learning is set out in the [Admissions Policy](#). The application of RPL / APEL will permit the granting of exemption from studying a module(s) allowing a student to use previous credit to contribute to the credit requirement for a York St John award. This application of prior credit is subject to meeting the requirements for credit that must be studied on a York St John programme. Where applicable such study exemptions are shown on the transcript element of this supplement. Detailed information on the implications of recognition of prior learning (RPL) and award can be found in the [Code of Practice for Assessment](#).

Where the University has accepted previous credit successfully achieved by a student, it is not the University's policy to include marks attached to such credit in degree classification. Only results obtained from York St John University will be used to calculate degree classifications.

Programmes of study may include requirements for substantial work experience (industrial placements) outside the University which may be reflected in the programme title as detailed in the award information and/or identified in the other information given in the transcript element of this supplement.

7. Information on the national higher education system

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 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 King on the granting of Royal Charters and incorporation of universities, there are several 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 higher education 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 based on 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 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.

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 higher education sector by the Quality Assurance Agency for Higher Education. 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.

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, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet the ongoing conditions of registration with the Office for Students and comply with the Sector-Recognised Standards.

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. Higher education 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 National Qualification Framework (NQF) level 3 qualifications and the kite marked Access to Higher Education Diploma may also provide entry to higher education. Level 3 qualifications in the Credit and Qualifications Framework (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 higher education 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.