



DIPLOMA SUPPLEMENT

This Diploma Supplement follows the model of UNESCO-CEPES, Council of Europe, and the European Commission. It has been designed to provide a description of the nature, level, context, content and status of the studies 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.

1. Information identifying the holder of the qualification

1.1 Family name:	Test-Only
1.2 Given names:	Edith Brændá
1.3 Date of birth (day/month/year):	1 September 1996
1.4 Student code:	1024818
HESA identification number:	

2. Information identifying the qualification

2.1 Name of qualification and (if applicable) title conferred:	Bachelor of Science with Honours The power to award degrees is regulated by law in the UK.
2.2 Main field(s) of study for the qualification:	Animal Behaviour and Welfare
2.3 Name and status of awarding institution:	University of Chester, recognised body
2.4 Name and status of institution (if different from 2.3) administering studies:	as above
2.5 Language(s) of instruction and examination:	Unless clear from the title in 2.2, Language of Instruction - English



3. Information on the level of the qualification

- 3.1 HESA level of qualification:** First Degree with Honours
- 3.2 Official length of programme:** Test course length
- 3.3 Access requirement(s):**
as required by the Programme Specification. Please see www.chester.ac.uk for details

4. Information on the contents and results gained

- 4.1 Mode of study:** Full-time
- 4.2 Programme requirements:**

The learner must satisfy the programme requirements as prescribed in the Programme Specification and the Principles and Regulations of the Institution. Please see www.chester.ac.uk for details.

4.3 Programme details and the individual grades obtained:

Programme start date 26 September 2016

Programme end date 8 June 2021

Year	Module	Title	Attempt	Credits Aim	Credits Gained	ECTS Credits	Mark	Result
2019/0	BI5113	Experiential Learning	1	20	20	10	58.0	Pass
		Learning Agreement 15%					55.0	Pass
		Dialogue Assessment 25%					60.0	Pass
		Critical Analysis and Reflection 60%					58.0	Pass
2019/0	BI5118	Behavioural Ecology	1	20	20	10	69.0	Pass
		Practical Work Report 50%					70.0	Pass
		Unseen Examination 50%					68.0	Pass
2019/0	BI5119	Adaptations to the Environment	1	20	20	10	64.0	Pass
		Practical Report 50%					58.0	Pass
		Examination 50%					69.0	Pass
2019/0	BI5126	Wildlife Crime and Conservation Genetics	1	20	20	10	54.0	Pass
		Essay 50%					66.0	Pass
		Laboratory Report 50%					42.0	Pass
2019/0	BI5129	Welfare and Behaviour Management	1	20	20	10	57.0	Pass
		Written Assessment 50%					56.0	Pass
		Unseen Examination 50%					58.0	Pass
2022/3	MD5034	Professional Skills for Biomedical Science	2	20	20	10	40.0	Pass
		Poster Presentation 50%					67.0	Pass
		Report 50%					40.0	Pass
TOTAL LEVEL 5 CREDITS				120	120	60		

Year	Module	Title	Attempt	Credits Aim	Credits Gained	ECTS Credits	Mark	Result
2020/1	BI6110	Dissertation	1	40	40	20	62.0	Pass
		Dissertation 100%					62.0	Pass
2020/1	BI6129	Animal Behaviour and Conservation	1	20	20	10	67.0	Pass
		Critical Commentary 50%					59.0	Pass
		Class Test (online) 50%					75.0	Pass
2020/1	BI6132	Physiology and Behaviour	1	20	20	10	67.0	Pass
		Coursework 100%					67.0	Pass
2020/1	BI6144	Zoo Biology and Management	1	20	20	10	62.0	Pass
		Report 50%					55.0	Pass
		Coursework 50%					68.0	Pass
2020/1	BI6169	Stress and Welfare Assessment in Animals	1	20	20	10	69.0	Pass
		Time constrained essay 50%					65.0	Pass
		Annotated Diagram 50%					72.0	Pass
TOTAL LEVEL 6 CREDITS				120	120	60		
TOTAL CREDITS AWARDED				240	240	120		

Level Type APL/Credit Transfer/Additional Credits

Level	Credits	ECTS
4	120	60
TOTAL LEVEL CREDITS AWARDED	120	60

	Credits Aim	Credits Gained	ECTS Credits
FINAL TOTAL CREDITS	240	360	180



4.4 Grading scheme and if applicable grade distribution guidance:

The grading scheme used by the University is based on percentages. Components and modules are given a mark between 0% and 100%; in cases where a module is assessed on a Pass/Fail basis only the mark column in Section 4.3 will be blank.

The module pass mark is 40% in respect of Levels 3, 4, 5 and 6. The 40% pass mark also applied to Level 7 modules registered in years prior to 2019/20, with a 50% pass mark adopted for Level 7 modules from 2019/20. In respect of the information shown in 4.3, this means that Level 7 modules with a 'year' prior to 2019/20 were subject to a 40% pass mark and Level 7 modules with a 'year' from 2019/20 were subject to a 50% pass mark. This change in pass mark simply reflects the adoption of a new set of Level 7 marking criteria which aligned the pass threshold to a higher numerical mark (50 rather than 40). The standard of work required to achieve a pass did not change as a result.

The module pass mark for Level 7 modules on the MEng programme has been 50% since the programme began in September 2014.

In certain specified circumstances at levels 3, 4, 5 and 6, failure in a module may be condoned, with the module credits awarded; where condonement has been applied, a result of Condoned will be displayed.

4.5 Overall classification of the qualification 2.1 (Upper Second Class Honours) (in original language):

5. Information on the function of the qualification

5.1 Access to further study:

Access to Postgraduate Study (2nd Cycle Degree)

5.2 Professional status (if applicable):

See Programme Specification

6. Additional information



6.1 Additional information:

6.2 Further information sources:

www.chester.ac.uk

7. Certification of the HEAR

7.1 Date of award:

10 June 2023

7.2 Signature:

Ian P Britton

7.3 Capacity:

Academic Registrar

7.4 Official stamp or seal:



University of
Chester



8. Information on the National Higher Education System

In the United Kingdom (UK), Higher Education (HE) is a devolved matter, with political oversight provided by the UK Government and Parliament (England), the Scottish Government and Parliament (Scotland), the Welsh Government and Parliament (Wales), and the Northern Ireland Executive and Assembly (Northern Ireland). HE provision is offered by many different types of institution that are active in teaching, research, and scholarship. The term includes all publicly funded universities and other HE institutions, alternative HE providers that offer HE courses but do not receive annual public funding, and those further education colleges in England and Wales which offer HE level courses.

Degree Awarding Powers and University Title

The power to award degrees is regulated by law in the UK. Those organisations granted the power to award HE degrees are referred to as 'Recognised Bodies', and a full list of these is published by the UK Government. It is an offence for an organisation to purport to award, or to offer a UK degree, unless it is authorised to do so. Degree-awarding bodies often work with other providers that do not have degree awarding powers to deliver provision which leads to a qualification of the degree-awarding body. The Listed Bodies Order confirms the providers that do not have the powers to award their own degrees, but offer programmes that lead to a degree of a Recognised Body (see <https://www.gov.uk/check-a-university-is-officially-recognised>).

Qualifications

There are two parallel frameworks for HE qualifications of UK degree-awarding bodies, one that applies to Scotland and one that operates in the rest of the UK:

- The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)
- The Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS).

These frameworks are the principal national reference points for academic standards in UK HE. They meet the expectations of the Bologna Declaration and thus align with A Framework for Qualifications of the European Higher Education Area (QF-EHEA).

Quality Assurance

Academic standards are established and maintained by HE institutions themselves, using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the use of external examiners, standards agreed and recognised by the sector, by the activities of the Quality Assurance Agency for Higher Education (QAA), and in professional areas by relevant professional, statutory and regulatory bodies. The sector standards are overseen by the UK Standing Committee for Quality Assessment, formed from partner organisations, providers and national HE regulators.

A cornerstone of quality arrangements across all four nations is **the UK Quality Code for Higher Education**, which was revised in 2018. The Quality Code articulates fundamental principles that apply to HE quality across the UK, irrespective of changing national contexts. It incorporates Expectations and Core Practices which are applicable to all providers in the UK, and Common Practices which only apply to Scotland, Wales and Northern Ireland, and can be accessed at <https://www.qaa.ac.uk/quality-code>.

All institutions that possess degree-awarding powers of any kind must undergo quality assurance review activity as required by the relevant government:

England

The Higher Education and Research Act 2017 (HERA) drives the regulatory and legal requirements of HE in England. The legislation can be found at <http://www.legislation.gov.uk/ukpga/2017/29/contents/enacted>. This Act established the Office for Students (OfS) and gave it responsibility for regulating the English HE sector. Its primary focus is the student interest in its duty as a market regulator. The OfS is responsible for risk-based monitoring of indicators relating to the baseline quality and standards of provision. It maintains the Register of HE providers in England, and implemented a regulatory framework in February 2018: <https://www.officeforstudents.org.uk/publications/securing-student-success-regulatory-framework-for-higher-education-in-england/>.

Degree-awarding bodies in England must be registered with the OfS and meet all ongoing conditions of registration in order to retain degree-awarding powers. The OfS has express powers to revoke degree-awarding powers for HE providers in England if conditions of registration are not maintained. The QAA is the designated body responsible for carrying out the quality and standards assessment functions for English HE, as set out in Section 23 of the HERA. Details of how the QAA carries out Quality and Standards Reviews on behalf of the OfS can be found at <https://www.qaa.ac.uk/reviewing-higher-education/types-of-review/quality-and-standards-review>.

Northern Ireland

Funding for HE is directly provided by the Department for the Economy in Northern Ireland. Northern Ireland is currently operating under the QAA's 2016 Higher Education Review method, with the expectation of introducing an enhancement-led model as part of any future reforms.



Scotland

The Scottish Funding Council (SFC), a non-departmental public body, is the strategic body responsible for funding Scotland's teaching and learning provision and research. Scotland takes an enhancement-led approach to quality assurance with its Quality Enhancement Framework (QEF), which focuses on the whole student experience and its enhancement rather than on quality assurance alone. This is built on partnership and collective engagement between a number of bodies including the Scottish Funding Council, QAA Scotland, the National Union of Students (NUS), and Universities Scotland; for more information see <https://www.qaa.ac.uk/scotland/quality-enhancement-framework>. The QEF requires both rigorous institution-led review, using external reference points, and external review on a five-year cycle, known as Enhancement-Led Institutional Review (ELIR). Institutions must demonstrate how they meet the expectations of the Quality Code, which is confirmed as a formal part of ELIR.

Wales

The Higher Education Funding Council for Wales (HEFCW) is the Welsh Government sponsored body responsible for regulating the Welsh HE sector. The QAA undertakes Quality Enhancement Reviews of regulated HE providers every six years under the Wales Quality Assessment Framework. For more information, see <https://www.qaa.ac.uk/reviewing-higher-education/types-of-review/quality-enhancement-review>. Reforms involving a more unified post-compulsory education and training system, with a new Commission for tertiary education, innovation and research, are currently underway.

More information on quality assurance systems across UK higher education, including a poster that summarises the current landscape in each of the four nations, can be found on the QAA website: <https://www.qaa.ac.uk/news-events/blog/what-we-mean-when-we-talk-about-quality-assurance-of-uk-he>.

Credit Systems

A number of integrated credit frameworks operate within the UK: the Scottish Credit and Qualifications Framework ([SCQF](#)) and the Credit and Qualifications Framework for Wales ([CQFW](#)), both of which are underpinned by the same principles, such as the definition of one credit as 10 notional hours of learning.

The [FHEQ](#) is a qualifications framework, based on the outcomes represented by the main qualification titles; it is not an integrated credit and qualifications framework, nor does its use depend on the use of credit. Not all degree-awarding bodies in England use credit in the same way, therefore. Some may not use credit at all, and some may use the European Credit Transfer and Accumulation System (ECTS) to support student mobility within Europe and award ECTS points rather than UK credit.

Nevertheless, credit is widely used by most degree-awarding bodies in the UK. An advisory Higher Education credit framework for England has been in use since 2008. The credit framework is written for HE providers in England as a description of the typical practice developed across the sector and to provide a reference point for those wishing to introduce or consolidate their use of credit. The SCQF and the CQFW are integrated credit and qualifications frameworks, which means that they specify minimum credit volumes and levels for qualifications. The SCQF embraces all educational sectors, with the FQHEIS as a constituent part; and the CQFW is a meta-framework for credit and qualifications in Wales, embracing all post-14 education and training, and treating the FHEQ as a constituent part. The credit arrangements in the FQHEIS/SCQF apply to all degree-awarding bodies in Scotland. All degree-awarding bodies in Wales have agreed to use the credit arrangements stipulated in the CQFW, in relation to the FHEQ.

Admission

UK HE providers determine their own admissions policies and the minimum entry requirements for each programme. For Bachelor's degrees, the minimum entry requirement is usually two or three General Certificate of Education Advanced-level (GCE A level) passes, as well as a minimum number of General Certificate of Secondary Education (GCSE) passes at grade C or above. These remain the most common form of entry qualification held by young entrants to HE. Other appropriate qualifications may also provide entry, e.g. the International Baccalaureate, the Welsh Baccalaureate, Scottish Highers, Advanced Highers, or qualifications at the same levels of the Scottish Credit and Qualifications Framework and Edexcel BTEC National Qualifications. The Universities and Colleges Admissions System (UCAS) tariff establishes comparability between different types of qualification across the UK using a points system.

The Access to Higher Education Diploma provides another route for mature entrants. Most institutions also welcome applications from mature candidates who have had appropriate experience but may lack formal qualifications, offering credit for prior study and informal learning acquired through work or other experiences (Recognition of Prior Learning (RPL)).



Comparing Qualifications in the UK

The table compares qualifications across the UK, providing examples of major qualifications at each level. For more details, refer to the website given at the head of each column.

Framework for higher education qualifications in England, Wales and Northern Ireland www.qaa.ac.uk	Regulated Qualifications Framework for England and Northern Ireland www.ofqual.gov.uk www.ccea.org.uk	Credit and Qualifications Framework for Wales www.cqfw.net	Scottish Credit and Qualifications Framework www.scqf.org.uk
LEVEL	LEVEL	LEVEL	LEVEL
8 Doctoral Degree	8 Vocational, Technical and Professional Qualifications	8 Doctoral Degree, Vocational Qualifications	12 Doctoral Degree, Professional Apprenticeship, Professional Development Award (PDA), Award
7 Master's Degree, Integrated Master's Degree, Postgraduate Diploma, Postgraduate Certificate in Education (PGCE), Postgraduate Certificate	7 Vocational, Technical and Professional Qualifications	7 Master's Degree, Vocational Qualifications, Postgraduate Certificate in Education (PGCE)	11 Master's Degree, Integrated Master's Degree, Postgraduate Diploma, Postgraduate Certificate, Professional Apprenticeship, Graduate Apprenticeship PDA, SVQ, Award
6 Bachelor's Degree with Honours, Bachelor's Degree, Professional Graduate Certificate in Education (PGCE), Graduate Diploma, Graduate Certificate	6 Vocational, Technical and Professional Qualifications	6 Honours Degree, Vocational Qualifications, Professional Certificate in Education	10 Bachelor's Degree with Honours, Graduate Diploma, Graduate Certificate, Professional Apprenticeship, Graduate Apprenticeship, PDA, SVQ, Award
			9 Bachelor's/Ordinary Degree, Graduate Diploma, Graduate Certificate, Graduate Apprenticeship, Technical Apprenticeship, PDA, SVQ, Award
5 Foundation Degree, Diploma of Higher Education (DipHE), Higher National Diploma (HND)	5 Vocational, Technical and Professional Qualifications, Higher National Diploma (HND)	5 Foundation Degree, Vocational Qualifications, Higher National Diploma (HND)	8 Higher National Diploma (HND), Diploma of Higher Education (DipHE), Technical Apprenticeship, Higher Apprenticeship, PDA, SVQ, Award
4 Higher National Certificate (HNC), Certificate of Higher Education (CertHE)	4 Vocational, Technical and Professional Qualifications, Higher National Certificate (HNC)	4 Higher National Certificate (HNC), Certificate of Higher Education (CertHE), Vocational Qualifications	7 Higher National Certificate (HNC), Certificate of Higher Education (CertHE), Modern Apprenticeship, PDA, SVQ, Scottish Baccalaureate, Advanced Higher, Award
3 Access to HE Diploma*	3 Vocational, Technical and Professional Qualifications, GCE AS and A Level	3 Welsh Baccalaureate Advanced, Vocational Qualifications, GCE, AS and A Level, Access to HE	6 Higher, Modern Apprenticeship, Foundation Apprenticeship, National Progression Award (NPA), National Certificate, PDA, SVQ, Award
The Access to HE Diploma is regulated by QAA but is not part of the FHEQ	2 Vocational & Technical Qualifications, GCSE at grade A-C and grade 9-4, Functional Skills (England), Essential Skills Qualification (NI)	2 Welsh Baccalaureate National, Vocational Qualifications, Essential Skills Wales Qualifications, GCSE at grade A*-C	5 National 5, Modern Apprenticeship, SVQ, NPA, National Certificate, Award
	1 Vocational & Technical Qualifications, GCSE at grade D-G and grade 3-1, Functional Skills (England), Essential Skills Qualifications (NI)	1 Welsh Baccalaureate Foundation, Vocational Qualifications, Essential Skills Wales Qualifications, GCSE at grade D-G	4 National 4, SVQ, NPA, National Certificate Award
	Entry Level Entry Level Certificate (sub levels 1-3), Functional Skills (England), Essential Skills Qualifications (NI)	Entry Level Entry Level Qualifications, Essential Skills Qualifications	3 National 3, NPA, National Certificate, Award
			2 National 2, NPA, National Certificate, Award
		1 National 1, Award	

Please note that the Credit and Qualifications Framework for Wales incorporates the Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ); the Scottish Credit and Qualifications Framework incorporates the Framework for Higher Education Qualifications of Higher Education Institutions in Scotland (FQHEIS).

Information correct at time of printing – September 2020.