Proposal for an Australian Higher Education Graduation Statement

COMMISSIONED STUDIES

Final Report to the
Department of Education, Employment and Workplace Relations
Development of a National Diploma Supplement Project
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The Diploma Supplement: An Analysis of the Current European Situation

Leo Goedegebuure
Peter Corrigan

INTRODUCTION

The objectives of the subproject on the current state of play regarding the Diploma Supplement (DS) in Europe are (i) to see where Europe stands in the implementation of the DS, (ii) to analyse what, if anything, has changed with respect to the objectives, structure and content of the DS, and (iii) what the experiences of key stakeholders, in particular industry, students and recognition agencies, are with the DS. To answer these questions, we have used document analysis and have undertaken a short survey amongst the stakeholders identified. The report is structured in three sections: the history of the Diploma Supplement, the Diploma Supplement and Bologna, and experiences with the Diploma Supplement. The rationale for the incorporation of the second section is that although the concept of the DS existed well before the Bologna process got underway, it now is very much part and parcel of this process and its development should be seen within the broader context of the emerging European Higher Education Area.

THE HISTORY OF THE DIPLOMA SUPPLEMENT

The concept of the DS can be traced back as far as 1979 when UNESCO launched the idea as part of its broader program on the recognition of degrees and qualifications. As such, the DS has its roots in the realm of international agencies and international education, and is not a European invention. However, history to date has shown that it only really has taken off in Europe. This can be traced to the early 1990s process coordinated jointly by UNESCO, the European Commission and the Council of Europe, formalized in 1997, wherein the DS was not only seen as a tool for recognition, but, more importantly from an European perspective, also as a tool to enhance mobility. It should be noted that during that period, from a policy perspective, mobility was very high on the agenda so anything that could facilitate and stimulate mobility received a positive reception in Brussels.

Yet, despite policy attention for the DS during the 1990s, it seems fair to say that it really has come alive as part of the Bologna process (see further). Not only has it become recognized as one of the 'Bologna instruments', it also has become part of a much wider set of European documents known as the Europass system, formally established in 2004. This system is an internet-based system, managed at both the Community and the Nation State level with the objective of establishing a single community framework for the transparency of qualifications and competences by means of the creation of a personal, coordinated portfolio of documents (EC Decision No.2241, 2004). Two things immediately come to the fore with this. First, the Europass is a joint venture between the EC and the member countries, which is noticeable because of the fact that for a long time anything to do with education was closely guarded by the member countries as belonging 'to them' and not to 'Brussels' (also known as the subsidiarity principle). Second, the focus is not only on qualifications, but also on competencies, a much broader field than what UNESCO envisaged in 1979.

The Europass system consists of the following five documents: Europass-CV, Mobility, Diploma Supplement, Language Portfolio, Certificate Supplement. These are briefly outlined below.

The *Europass-CV* is a standardized CV template intended 'to provide citizens with the opportunity to present in a clear and comprehensive way information on all their qualifications and competences'[1]. The template is quite detailed, and individuals can choose what (not) to include. As such, it is in essence a self-declaration and thus a personal document. The electronic interface allows for linkage with the other Europass elements.

Europass-Mobility is a record documenting periods of learning attended by its holder in countries other than his/her own. It is aimed at helping the holder to better communicate what has been gained by this, again especially in terms of competences. Unlike the E-CV, this document is not compiled by an individual, but is awarded to her/him by both the sending and the hosting institution. In accordance with the importance of mobility schemes discussed earlier, the Europass-Mobility is only provided for recognized European learning pathways, i.e. those that are part of formalized mobility programs and agreements.

The *Europass-Diploma Supplement* is designed to provide information on its holder's educational achievement at higher education level. It is attached to a higher education diploma, with similar authentication, and produced by the competent national authorities, on the basis of a common template. Although it is adaptable to local needs, the common template specifies eight categories that

1 All subsequent quotations in this section are taken from the EC Decision no. 2241, dd. 13.12.2004.

should be completed or it should be explained why they are not completed (a principle derived from the corporate code of good governance: 'provide information or explain why you are not providing I').

The *Europass-Language Portfolio*, like the E-CV is an electronic template which individuals can use to 'present the language skills, cultural experiences and competences'. Again, like the E-CV, it is something an individual fills out, with the help of guidelines provided, but as such it is a non-certified document. It is intended to serve two purposes: pedagogical and reporting. As to pedagogical, it is supposed to 'enhance motivation for language learning and intercultural experiences', whilst as to reporting it 'documents language proficiency and takes stock of competency levels'. It should be noted that experiences imply both formal and informal experiences.

Finally, the *Europass-Certificate Supplement* is the vocational training equivalent to the DS. It describes the competences and qualifications that correspond to a vocational training certificate, and is an officially certified document, awarded by the competent national authorities.

As to the costs of the Europass, they are carried jointly by the EU and the member states, with co-financing of implementation and EU-support for the National Europass centres, which are established as separate legal entities.

If we look at the system of the Europass, what is apparent is that much emphasis is placed on competencies. There is little to no evidence yet of the extent to which this is achieved, but Europe clearly is on a move towards competencies as an essential component of both its higher and vocational education systems. We will return to this in the next section.

The second feature of the system appears a variant on the newly adopted 'indirect method of coordination' in the sense that the "individual components", i.e. the E-CV and Language Portfolio are not compulsory, but fully integrated in the electronic Europass system, on the one hand facilitating use whilst on the other hand most likely put there to lead to the 'why haven't you used it.' question IF it takes off. But that, of course, remains to be seen. We will return to the issue of effective use at the end of this report.

THE DIPLOMA SUPPLEMENT AND THE BOLOGNA PROCESS

Following on from the 1998 Sorbonne Declaration, in which the education ministers of France, Germany, Italy and the United Kingdom agreed to take steps to align their higher education systems, 1999 marked the year when 29 European ministers of education signed the Bologna Declaration. This started a process that still is evolving, on very much a voluntary basis, aimed at achieving:

- A common framework for readable and comparable degrees;
- The introduction of undergraduate-postgraduate levels in all countries, currently through a three-cycle degree structure including doctoral education as the third cycle;
- The introduction of ECTS-compatible credit systems;
- To achieve an European dimension in QA, evolving into a European Qualifications Framework;
- To eliminate obstacles to free student mobility

Since 29 ministers placed their signature on the declaration in Bologna on 19 June 1999 much has happened in a relatively short time period. First, Bologna was incorporated into the overarching Lisbon Strategy, the EU attempt to turn Europe into the world's most competitive and dynamic market by 2010. Through this, higher education became firmly locked into an European socio-economic and development policy that took it out of its nation-based focus that had been the consequence of the Maastricht Treaty of 1992. From this perspective, it is in fact less important if the actual objectives of the Lisbon Strategy are achieved by 2010 or not. Higher education has become part and parcel of EU policy despite the subsidiarity principle that still formally is in place. This is best illustrated by identifying the major developments that have taken place since 1999: the inclusion of doctoral education as the third cycle of the Bologna process, the move towards the creation of a European Qualifications Framework, the signing of the declaration by 45 countries (and still counting…), and most importantly probably, the move from structure to content. Whilst the focus of the original Bologna Declaration very much was on structure of systems and alignment of systems –despite many denying the notion of harmonization—what currently are the focal points are 'the introduction and implementation of the principles of student-centred learning and problem-based learning across all the signature countries' higher education systems. And by any count, that is a major achievement in a region as diverse as the 'Europe' embodied by the Bologna process in an eight year period.

MIXED EXPECTATIONS – GREAT PERFORMANCE

In 1986 Ladislav Cerych and Paul Sabatier published their classic study on European policy reforms, *Great Expectations and Mixed Performance; The Implementation of Higher Education Reforms in Europe*. Analysing a number of major reforms from the 1960s to the 1980s they conclude that, in general, many ambitious reform ideas, with a few exceptions such as the British Open University, basically got unstuck in their implementation phase and never really achieved their revolutionary objectives. If we look at the Bologna process, it appears fair to argue somewhat to the contrary. Not that the overarching objectives were modest, for they clearly were not given the wide diversity existing in European higher education, but at the start of 'Bologna' for all matter and purposes there was not much trumpeting and clatter of policy armour. It very much started off slowly and gained momentum –with policy backing and support—when it looked like it might actually be going somewhere. This probably is best illustrated by the Trends V report published by the European Universities Association on the eve of the May 2007 London Bologna Follow-up Meeting, though the picture presented in this report is supported by the outcomes of similar studies and inventories undertaken by the European Students Organization (ESIB) and Eurydice.[2]

In figures 1 and 2, the implementation of the Bologna cycles is compared for the period 2003 and 2006, as described in the Trends III and the Trends V reports. Trends III basically reported on a Europe that still was considering Bologna, that had it reservations and concerns about the process and where it was going, and was not buying-in 'holus bolus'. Trends V, on the contrary, reports on a Europe that has adopted the Bologna agenda on a very large scale, that is well underway in implementing its structural features, and that, to a fair degree, still is struggling with the more content aspects of student-centred and problem-based learning. As to the structural features, figures 1 and 2 clearly show the progress that has been made over a relatively short period of time in the implementation of the bachelor-master structure.[3]

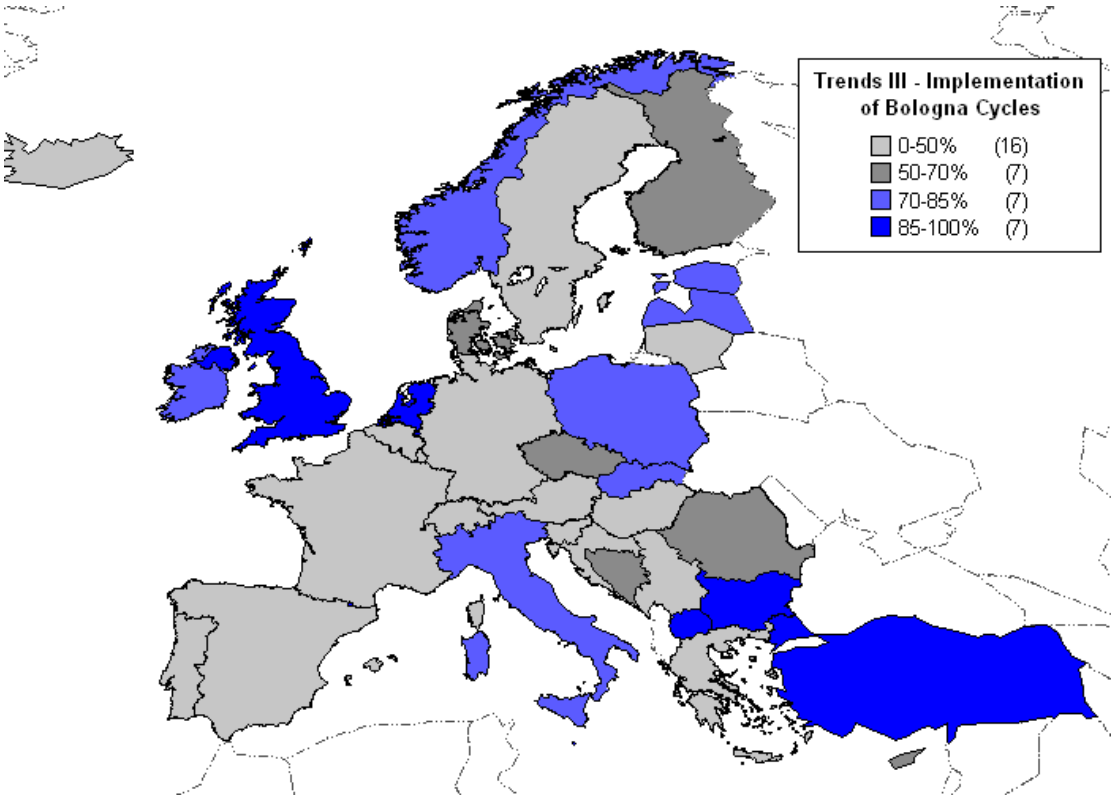

Figure 1: Trends III - Implementation of Bologna cycles

2 ESIB-The National Unions of Students in Europe, *Bologna With Students Eyes; 2007 edition*, London: Bologna Process Committee, 2007; Eurydice, *Focus on the Structure of Higher Education in Europe 2006/07; National Trends in the Bologna Process*, Brussels 2007.

3 Although the Trends V report also clearly shows that what is called a bachelor degree in one country is not necessarily the same as a bachelor degree in another country, and neither is that the case for masters (or in some countries even post-masters masters degrees).

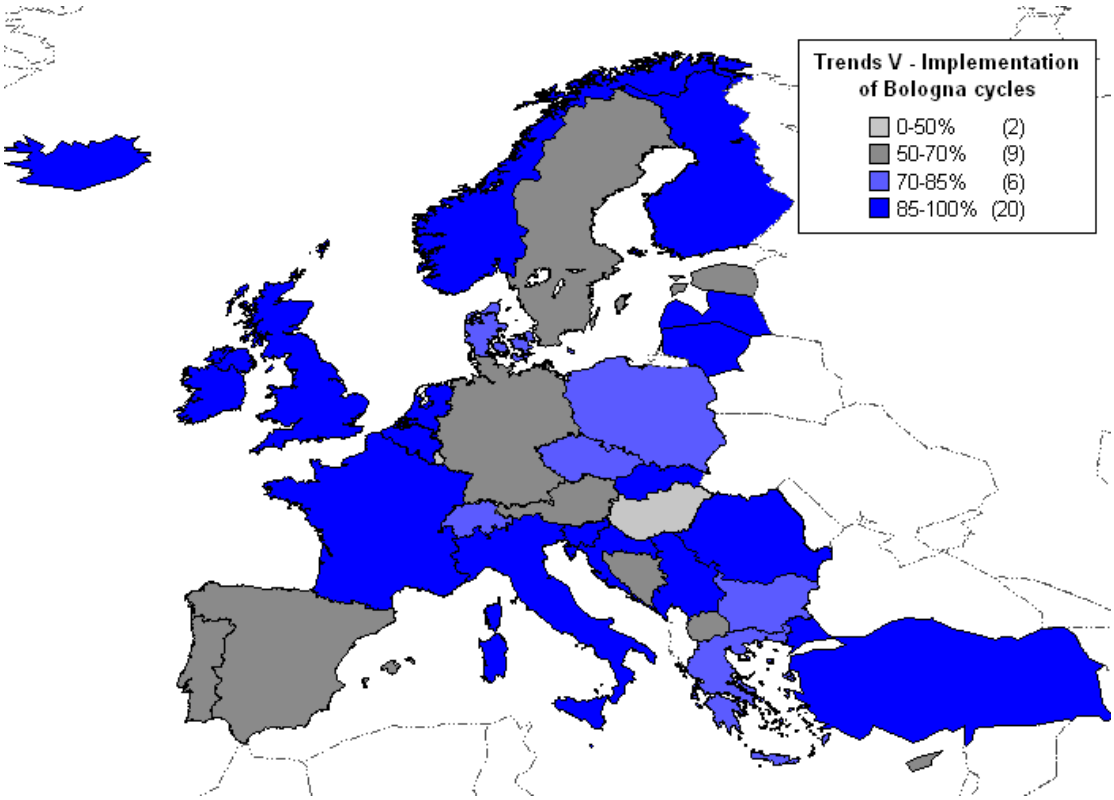

Figure 2: Trends V - Implementation of Bologna cycles

A similar situation exists as regards the adoption of the European Credit Transfer Systems (ECTS) as an instrument for credit transfer (figure 3) and credit accumulation (figure 4), and the overall implementation of the DS (figure 5).

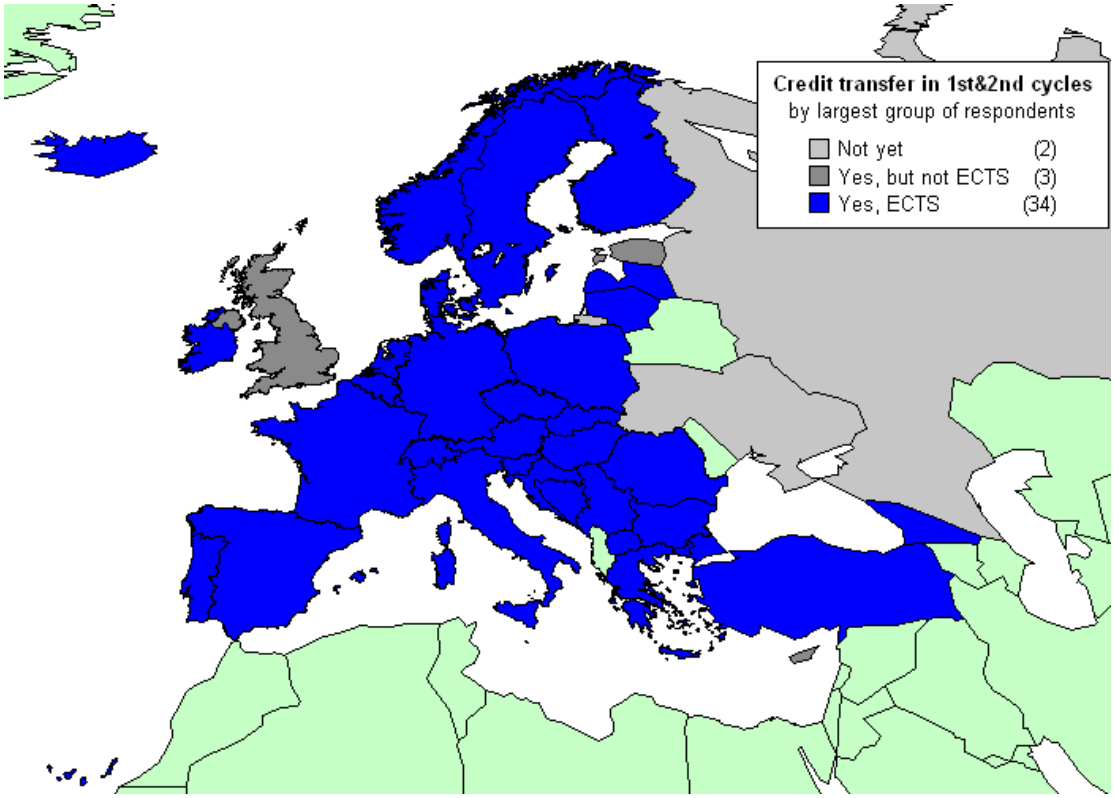

Figure 3: Credit transfer in 1st & 2nd cycles

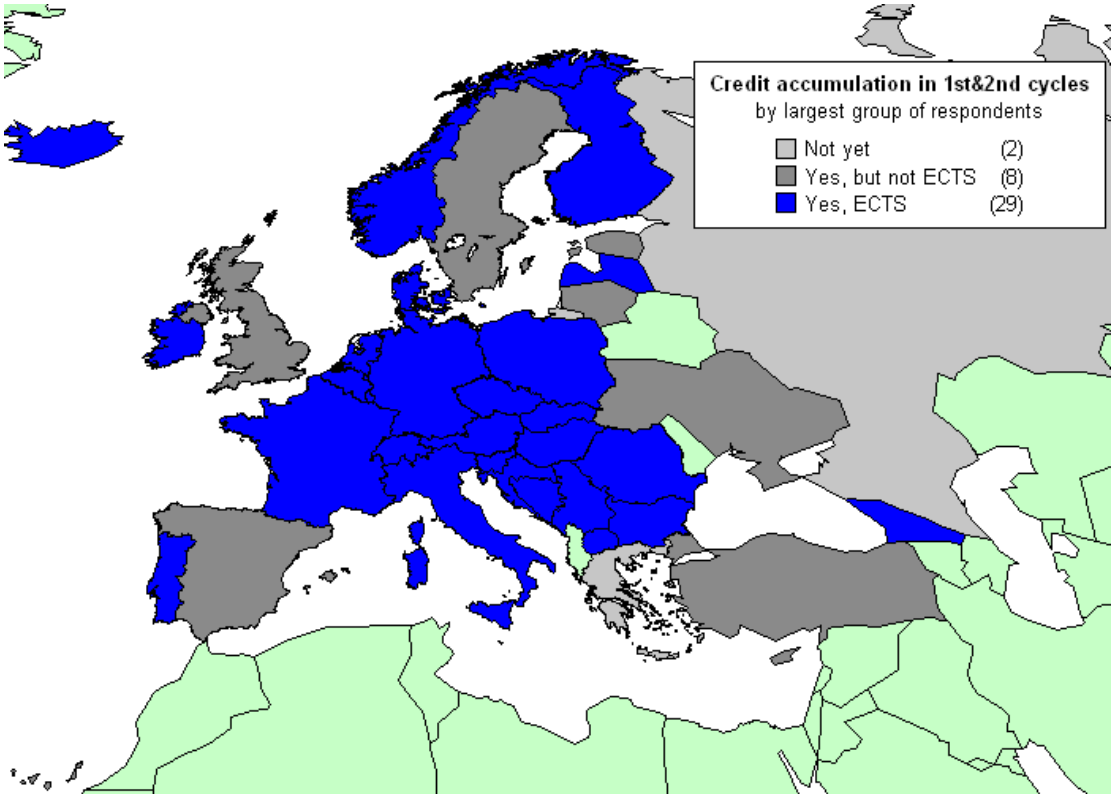

Figure 4: Credit accumulation in 1st & 2nd cycles

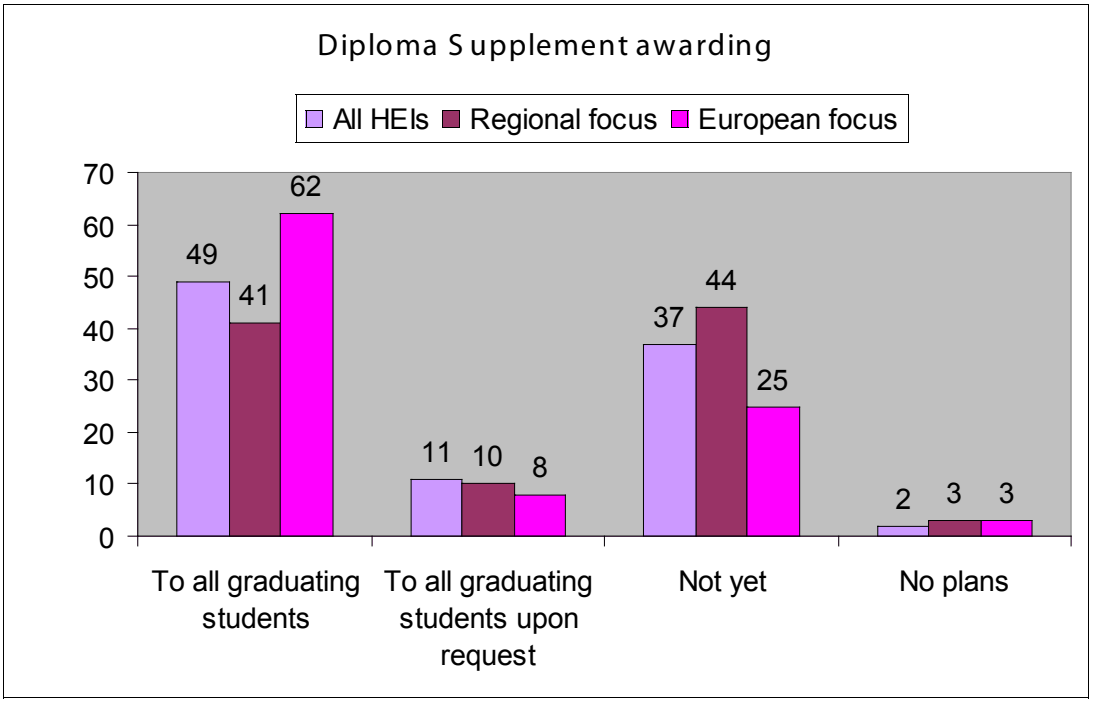

Figure 5: Diploma Supplement awarding

BOLOGNA AND THE DS: SOME EVALUATIVE COMMENTS

Despite its obvious success in terms of both the number of signature countries and the progress made in most of the important areas covered by the Bologna declaration and its subsequent additions, there have been concerns and implementation issues raised over the last couple of years. One of the strengths of the Bologna process has been its openness to accept and deal with the diversity that exists in European higher education, which means that many general principles and descriptors have found local adaptations and permutations to suit particular circumstances. There is no doubt that this greatly has facilitated adoption and implementation, and was reaffirmed by the European ministers of education in the London Communiqué: 'We reaffirm our commitment to increasing the compatibility and comparability of our higher education systems, whilst at the same time respecting their diversity'

(London Communiqué, 2007: paragraph 1.4). Yet the respect for diversity also highlights some of the weaknesses of the process. As ESIB already commented in 2005 with respect to local variations and diversity: 'These procedures are jeopardising the main aim of the Diploma Supplement: the readability, which is endangered by the use of different formats. In this way also employers will have a harder time getting used to it'. (ESIB, *Bologna With Student Eyes,* 2005: 5). The 2007 report reinforces this point: 'Although the Diploma Supplement is widely in place throughout Europe, there seems to be an enormous lack of awareness about this instrument, in particular amongst employers and even more amongst the wider public' (ESIB, *Bologna With Student Eyes*, 2007: 38). The students are not the only stakeholder group that point to this issue. At the EUA Bologna ministerial meeting it was argued that 'Efforts to promote and publicise the Diploma Supplement also need to be renewed in order to enhance its usefulness to students and employers' (p.12). And this has not been a new call. Already in Trends III, it was noted that: 'the Diploma Supplement is being introduced in a growing number of countries, but the main target group – employers—are still insufficiently aware of it. Awareness of the potential benefits of the Diploma Supplement therefore needs to be raised.' (p. 10). It is perhaps illustrative in this respect that the European Reform Barometer published in spring 2007 by BusinessEurope (the overarching European employers association) and aimed at identifying the progress achieved on the economic reform agenda of the Lisbon Strategy, no mention of the DS is made.

Our own investigations of the practical experiences with the DS in Europe confirm this picture. Approaching the national employers' associations in the various European countries on their assessment of the DS resulted in a meagre response. In those cases where we did receive a reply to our questions, the uniform reply was that in principle the national associations thought it was a useful instrument but they had the impression that their members in general were very much unaware of its existence, despite the associations' attempts to raise interest. A similar response was received from an email questionnaire that went to key DS-relevant people in 46 countries. The overall impression is that employers generally are not familiar with the DS[4], and where they are, it seems not likely to be of obvious utility to them, except in those cases where national systems have undergone major reforms. The DS is mostly used for international mobility purposes, and is important to small countries with systems that are not widely known.

A second issue that emerges, in addition to the general unawareness of the employers, is the move already identified earlier, to the more content-based aspects of the reform process. Although some of the obstacles identified in the Trends IV report in relation to the implementation of the DS appear to have been overcome[5] and as such can be seen as characteristic of a policy implementation process, what remains is the fact that the greatest challenges for the implementation of the DS lie ahead: incorporating learning outcomes, skills and competences. This clearly features as an issue in the Trends V report, and appears to be recognised by the key stakeholders.

As to the possible implications of the European experiences with the implementation of the DS for Australia, three aspects come to the fore. First, for the DS to be an effective instrument a clear information and dissemination strategy focussing on the business community would seem essential. The European experiences clearly show the consequences of not having such a strategy in place, i.e. massive unawareness of the instrument amongst one of its key audiences. Second, the evolution of the Bologna process – and in its wake the instrument of the DS – highlight the need for flexibility and the capacity to deal with new circumstances. A focus on outcome-based evidence will have consequences for the information contained in the DS, and consequently for both the information categories contained in the DS and the validation processes for the information to be included. Third, the implementation process also shows that what appears as major hurdles at one moment in time become rather insignificant in the later phases, once in particular information systems have been updated and upgraded to deal with the new demands.

4 The UK appears to be targeting employers in 2007 as key audience for the DS and the Europass system.

5 These problems were: (i) the student record system does not yet contain the necessary information, (ii) the national student data software has not yet been adjusted to Bologna requirements, (iii) the DS requires considerable information technology development to properly deal with the complexity of individual study paths, and (iv) high costs involved, especially for translation (p.22).

Recommendations of the UK 'Burgess Group'

2

Grant Harman

INTRODUCTION

Important contributions to the design and implementation of the Diploma Supplement in the UK have been made by two different advisory groups chaired by Professor Robert Burgess, Vice Chancellor of the University of Leicester. These advisory groups also have raised key issues associated with the measurement, recording and report of student achievement, and the grading of bachelors degrees. All this could be highly relevant for the Australian higher education system.

The first of these groups was the advisory group set up by Universities UK and the Standing Conference of Principals (SCOP) with the support of the Higher Education Funding Council of England to review the recommendations from the 2003 UK Government White Paper, *The Future of Higher Education,* relating specifically to recording student achievement, value added, degree classifications and credit systems. Its formal name was the Measuring and Recording Student Achievement Scoping Group.

The second group was a Steering Committee with a somewhat different membership set up by the same bodies to lead consultations on the recommendations of the first group in their major report *Measuring and Recording Student Achievement*. While both groups have been referred to as the 'Burgess Group', the term strictly belongs to the second group that led the consultative processes that took place in 2005 and 2006.

This chapter will comment on

- The first major 2004 report of the Burgess Group entitled, *Measuring and Recording Student Achievement*;
- The extensive consultation which followed, based on four specially prepared consultative papers;
- Recommendations of the Burgess Group of September 2006 on implementation of the Diploma Supplement in England, Wales and Northern Ireland, and separate recommendation on implementation of the Diploma Supplement in Scotland;
- The 2007 report of the Burgess Group entitled, *Proposals for National Arrangements for the Use of Academic Credit in Higher Education in England;* and
- Future plans for the Burgess Group.

Of particular relevance to this report, are the following recommendations and conclusions:

- That the name of the Diploma Supplement in the UK be known as the 'Diploma Supplement and Transcript' in order the build on efforts stemming from the 1997 Dearing Report that recommended that academic transcripts be provided to all graduates;
- That simplification of institutional requirements for preparation of Diploma Supplements is highly desirable, with the provision of short general explanations for a number of items to followed by URL references to university websites;
- That a one sentence description of the awarding institution be used in the Diploma Supplement and Transcript;
- That there is a widespread view that greater efforts are necessary to make enhanced information on the achievements of graduates available to students, employers and other stakeholders;
- That the UK Honours Degree classification with essentially a six grade classification system (of honours class 1, honours class 2 division A, honours class 2 division B, honours class 3, Pass and Fail) no longer meets the purposes for which it was designed and thus should be replaced by a simpler degree classification system (Pass/Fail) combined with a full academic transcript within the Diploma Supplement and Transcript, providing much greater detail on student achievement;
- That a national credit framework should be introduced that will help summarise student achievement and learning across England and that will be consistent with frameworks already in use in Wales, Scotland and Northern Ireland.

MEASURING AND RECORDING STUDENT ACHIEVEMENT

The key conclusions in this major report published in 2004 jointly by Universities UK and SCOP were as follows:

- Whilst the UK honours degree is a robust qualification, which continues to serve the UK well, the existing honours degree classification system has outlived its usefulness and is no longer adequate. There should be further investigation of alternative classificatory systems for representing achievement, which better meet the needs of different audiences and a set of criteria need to be identified and agreed for the purpose of evaluating such a system. There is merit in incorporating some of the existing initiatives in this area, including the higher education Transcript, the Progress File and Personal Development Planning. Account must also be taken of developments elsewhere in the UK, in other sectors and European developments such as the Diploma Supplement and the Europass;

- The sector should actively investigate the feasibility of designing models for predicting value added for potential students. Existing databases could be used to this end but any proposals will need to be carefully trialled and piloted with students and institutions to determine their robustness and usefulness; and

- Whilst acknowledging the autonomy of higher education institutions, the sector should work towards a common further and higher education credit system for England, Wales and Northern Ireland, articulating effectively with the Scottish Credit and Qualifications Framework and the European Credit Transfer System (ECTS). To bring this to fruition, terminology will have to be agreed and defined. (Measuring and Recording Student Achievement 2005, pp. 4-5).

While the view was taken that the current system of degree classification is inadequate, the Burgess Group considered that there were no obvious alternatives that deserved support. On the other hand, it suggested exploration of a number of alternatives, including Pass/Fail systems, the transcript only approach formerly used by the University of California Santa Cruz, grade point averages such as those used in the US and Sweden, and cumulative point scores as used in Italy.

With regard to the issue of measuring value added, it considered six particular meanings of the concept:

- comparative learning gain: students' relative learning gains, estimated by comparing their qualification outcomes with those of students elsewhere with the same entry qualifications (or other measure of prior learning);

- comparative institutional effect: the relative amount of students' learning gains that can be attributed to the institution;

- distance travelled: students' learning gains, estimated by comparing their entry and exit qualifications;

- wider benefits: the value of the institution's experience to the student, over and above the achievement of formal qualifications;

- community benefits: the value added by the college to the local community or wider society; and

- potential financial benefit gained by the student as a result of participating in higher education (Measuring and Recording Student Achievement 2005, p 25).

With regard the use of credit systems, the report noted that 2003 White Paper has stated that there are a number of ways to provide additional flexibility including credit systems which make it possible for students to break off study and start again without having to repeat learning, It noted the development of the European Credit Transfer System (ECTS), which is intended to help student mobility and has developed into a credit accumulation and transfer system for lifelong learning. It also noted that plans for a national framework for the recognition of student achievement by the Qualifications and Curriculum Authority and the creation of credit and qualifications frameworks in both Scotland and Wales which were in process of implementation.

Attention was drawn to the need for common understandings and terminology and efforts to achieve greater clarity on the respective functions of credit systems and qualifications frameworks.

CONSULTATIONS LED BY THE BURGESS STEERING GROUP

Between September 2005 and November 2006, the Burgess group initiated widespread, systematic consultations with higher education institutions in England, Scotland, Wales and Northern Ireland, based on four specially prepared consultation documents. These documents were on UK honours degrees (Universities UK and the Standing Conference of Principals 2005a; Universities UK and the Standing Conference of Principals 2006b) and proposals for national credit arrangements and for the use of academic credit in England (Universities UK and the Standing Conference of Principals 2005b; and Universities UK and the Standing Conference of Principals 2006a); On both topics, the consultative process had to take account of differing arrangements in the higher education systems of England, Scotland, Wales and Northern Ireland.

With regard to current system of UK honours degrees, the consultation achieved a reasonable level of consensus that too much emphasis was being placed on the grade of honours and that more notice needs to be taken of the individual achievement in particular studies including work experience and proven competence. However, there were many points of sharp difference of opinion while the suggestion for a Distinction/Pass/Fail system was not popular resulting in the Burgess Group modifying their recommendations in their second consultation paper to a Pass/Fail system to be supported by a combined Diploma Supplement/Transcript.

Responses from individual universities are instructive indicating a variety of viewpoints. For example, notes of discussions of the Academic Policy Committee of the University of Edinburgh on 5 October 2005 reported:

> Most members of the committee agreed that it would be logical to move to a two-point outcome scale of pass/fail supported by a transcript. However, most further agreed that it would be undesirable to introduce a third 'distinction' point on the scale. It was generally believed that this would undermine the aims of simplifying the classification in order to focus attention on the information provided in the transcript (University of Edinburgh, Paper 2005/MC/05 – accessed 18 July 2007).

The following month a report prepared on behalf of the University of Bristol stated as follows:

> … the paper does not provide sufficient detail about why the current degree classification system is 'no longer fit for purpose' (paragraph 3). Accepting that there is anecdotal dissatisfaction with the large number of students achieving an upper second class degree, it would be helpful if this statement were supported by more evidence than is currently available in the report itself. If this evidence is available in the research papers mentioned in the footnotes, some explicit references to outcomes to support the text in the report would be useful… We agree that the time has come to review the honours classification system but are not yet convinced by the proposals put forward in the paper for implementing change (University of Bristol 2005).

The Burgess Group plans is continuing its work. In September 2007, it is planned to recommend for implementation on implementation of a combined transcript and diploma supplement and to suggest that the sector come back to the issue of degree classifications after the transcript/diploma supplement is successfully implemented.

RECOMMENDATIONS ON IMPLEMENTATION OF THE DIPLOMA SUPPLEMENT

In September 2006, the Burgess Steering Group produced two consultation papers on implementation of the Diploma Supplement, one for Scotland and the other for England, Wales and Northern Ireland. These documents were distributed jointly by Universities UK and Guild HE (previously known of the Standing Conference of Principals), with the support of the Education Funding Council for England, the Quality Assurance Agency for Higher Education, the Higher Education Academy, Universities Scotland, Higher Education Wales, the Scottish Funding Council and the Higher Education Founding Council for Wales. (Universities UK and Guild HE 2006a). A closely modelled document was issued at the same time for Scotland (Universities UK and Guild HE (2006b). Table 10.1 shows the recommended template for England, Wales and Northern Ireland.

The previous year (in June 2005) the Europe Unit located the secretariat of Universities UK had surveyed all UK higher education institutions to assess engagement with European higher education policy. In total 85 institutions out of 159 responded (Europe Unit 2005)./ Of those that responded nearly one third at the time issued Diploma Supplements to grading students while almost half reported that they had plans to do so in the next couple of years. However, 73 per cent of respondents at the time produced transcripts for their graduates that accorded with the Minimum Data set specified within the Progress File Guidelines issued by the Quality Assurance Agency in 2000 following national consultation (Quality Assurance Agency 2000)

Table 9.1: Template Recommended for the Diploma Supplement and Transcript for England, Wales and Northern Ireland

The University of Easthampton
Diploma Supplement and Transcript (Illustration with weblinks)

This Diploma Supplement and Transcript is printed in black ink on paper watermarked with the crest of the University and carries the official University stamp. It is not valid unless in this format. This Diploma Supplement 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 judgements, equivalence statements or suggestions about recognition.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION
1.1 Family name(s): Other
1.2 Given name(s): Ann Norma
1.3 Date of birth (day/month/year): 21 August 1981
1.4 Student identification number or code (if available): 900900900/HESA Number 000000 HESA, the Higher Education Statistics Agency, UK, the unique national identifying number for students registered at a state university.

2 INFORMATION IDENTIFYING THE QUALIFICATION
2.1 Name of qualification and (if applicable) title conferred (in original language): Degree of Bachelor of Arts with Honours
2.2 Main field(s) of study for the qualification: French and Management Studies
2.3 Name and status of awarding institution (in original language): University of Easthampton- a chartered institution with taught and research degree-awarding powers
2.4 Name and status of institution (if different from 2.3) administering studies (in original language):
2.5 Language(s) of instruction/examination: English and French

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION
3.1 Level of qualification: UK Bachelors Degree: level H3
3.2 Official length of programme: 4 years Full-Time Exempted from Programme Year 1
3.3 Access requirements(s): Detailed information regarding admission to the programme is available in the Universities on-line Prospectus at www.eastham.ac.uk/prospectus03/html

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED
4.1 Mode of study: Full-time
4.2 Programme requirements: The Bachelor degree is obtained after 3 years of study (180 ECTS) with at least 120 at Level I and 100 at Level H. The learner must satisfy the programme requirements as prescribed in the Programme Specification and the Principles and Regulations of the Institution. Please see www.eastham.ac.uk for additional detail.
4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained:

	Results	Level	Credits	ECTS
Programme Year 1 BA French and Management Studies				
Admitted with Advanced Standing From:				
University of EFG (see its transcript for further information)	C	(120)	(60)	
Programme Year 2 BA French and Management Session 2003/04(Full time study)				
BUEC 2195 Introductory Mathematics for Management Studies (II)	85	I	10	5
BUEC 2230 Introduction to Accounting and Finance	83	I	20	10
BUEC 2675 Introductory Statistics for Management Studies (II)	85	I	10	5
FREN 2011 Language in Contexts I	72	I	10	5
FREN 2012 Language in Contexts II	72	I	10	5
FREN 2181 French Drama from the 17th to the 19th Century I	67	I	10	5
FREN 2182 French Drama from the 17th to the 19th Century II	67	I	10	5
FREN 2201 The Seventh Art - Cinema in France I	69	I	10	5
FREN 2202 The Seventh Art - Cinema in France II	69	I	10	5
BUEC 1820 Information Technology	40	C	5	2.5
Programme Yr 3 BA French and Management Studies Session 2004/05(Full time study)				
At the University of HIJK (see its transcript for further information)	0		0	
FREN 9001 Year Abroad (A)	P	n/a	60	30
FREN 9004 Year Abroad (B)	P	n/a	60	30
BUEC 2850 Marketing	40	I	20	10
Programme Yr 4 BA French and Management Studies Session 2005/06(Full time study)				
BUEC 2200 Business Finance 2	82	I	20	10
BUEC 3070 Strategic Management	66	H	20	10
BUEC 3885 Management Decision Making and Information Systems	70	H	20	10
FREN 3010 Advanced Language Skills	67	H	20	10
FREN 3070 Bilingual Liaison Interpreting	76	H	20	10
FREN 3162 French as a Professional Language	76	H	10	5
FREN 3431 Written Varieties of French	76	H	10	5

4.4 Grading scheme and, if available, grade distribution guidance: Institutions to include information here as to how the degree classification was arrived at.
4.5 Overall classification of the qualification (in original language): First. Awarded with 'Distinction in Spoken French.

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION
5.1 Access to further study: Access to postgraduate study: 2nd cycle degree or diploma.
5.2 Professional status (if applicable):

6 ADDITIONAL INFORMATION
6.1 Additional information: Programme includes Study or Work Experience outside the University (Year 3, Compulsory year abroad, including study and work placement in a second language). The student has successfully completed the British Council Year Abroad Personal Development Portfolio. This comprises • a pre-departure check-list and skills audit; • a personal development plan; • a log-book / diary; • a series of structured questionnaires for use at intervals throughout the year; • an end-of-year summary report and review. Assessed by the University, it is a requirement for certification that the University confirms to the British Council that scheme requirements have been met.
6.2 Further information sources: www.eastham.ac.uk/students

7 CERTIFICATION OF THE SUPPLEMENT
7.1 Date: 1st July 2006
7.2 Signature:
7.3 Capacity:
7.4 Official stamp or seal:

8 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 and established by Royal Charter or legislation. 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. About ten per cent of higher education provision is available in 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 or further education college.

Degree awarding powers and the title 'university':
All the universities and many of the higher education colleges have legal power to develop their own courses and award their own degrees, and 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 set out at: http://www.dfes.gov.uk/recognisedukdegrees/annex4.shtml Institutions able to offer courses leading to a degree of a recognised body ("Listed Bodies") are listed by the English, Welsh and Northern Irish authorities. The list may be found at: http://www.dfes.gov.uk/recognisedukdegrees/annex5.shtml.

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 for in England, Wales and Northern Ireland (FHEQ), including qualifications descriptors, developed with the sector by the Quality Assurance Agency (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The Qualifications and Curriculum Authority (QCA), the Qualifications and Curriculum Authority of Wales and the Council for Curriculum Examination and Assessment, (Northern Ireland) (CCEA) have established the National Qualifications Framework, which is aligned with the FHEQ as shown overleaf with typical credit values. These authorities regulate a number of professional, statutory and other awarding bodies which control qualifications at HE and other levels.

Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001 and are available in England, Wales and Northern Ireland. In terms of the European HE 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 universal use of external examiners, a standard set of indicators and other reports and by the activities of the QAA and in professional areas by relevant Professional and Statutory Bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark (character) statements, the Code of Practice and a system of 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. Accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA reviews also cover higher education programmes taught in further education institutions.

Credit Systems

There is a national credit system in place in Wales which embraces all post-16 education. Around 75% of institutions in England and Northern Ireland (around 85% of students) belong to credit systems consortia. There are local credit systems in some other institutions. QCA is developing a system intended for further education in England, the Framework for Achievement, designed to articulate with higher education. Many institutions use credit points for students transferring between programmes or institutions, and use ECTS for transfers within the European area and to recognise learning gained by students on exchange visits with institutions elsewhere in Europe.

Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A)-level (including the "advanced supplementary"). Other qualifications for entry are the Advanced Vocational Certificate of Education, the kite-marked Access Certificate or other qualifications located in the National Qualification Framework (NQF) level 3 Advanced, or the equivalent according to the Credit and Qualifications Framework in Wales, including the Welsh Baccalaureate and qualifications in the Scottish Credit and Qualifications Framework. A-levels are normally taken by students in their 13th year of school or at a college of further education and comprise up to three or four specialist subjects studied in considerable depth, involving coursework and final examinations. Part-time and mature students may enter with these qualifications or alternatives with evidenced equivalent prior learning and experience. Institutions will admit students whom they believe to have the potential to complete their programmes successfully, and set their requirements for entry to particular programmes accordingly.

Diagram of higher education qualifications in England, Wales and Northern Ireland
(Not reproduced here)

In the case of Program Details, the Burgess Group made a deliberate decision that the Diploma Supplement and Transcript should include full academic transcripts including failed units. This was in line with Guidelines published in 2001 following national consultation by the Quality Assurance Agency on the Guidelines HE Progress Files (which includes transcripts). The Guidelines state as follows:

The transcript should reflect the complete record of learning and achievement. It should include information on what was studied, what was successfully completed and what was not successfully completed. Non-completion could be indicated by the number of attempts taken to complete a study unit (Quality Assurance Agency 2001, p 6).

In addition to providing templates for the Diploma Supplement and Transcript, the Burgess Group made important recommendations about the inclusion of additional information and the use of university websites to supplement information on courses.

A strong emphasis was placed on the value of additional information. It commented as follows:

> … we note widespread evidence that many employers and others who consciously seek to recruit graduates regard a first degree as the minimum requirement at which point other supplementary evidence of capabilities and achievement comes into play. There is therefore considerable value to institutions and their graduates in presenting a more holistic view of student development and achievement through the DS framework.
>
> Accordingly, this paper invites institutions to enhance the UK DS by the inclusion of Supplementary information about graduates within section 6.1, specifically by widening and improving the information provided in this section while not excluding the original purpose (Burgess Group 2006a, p 2).

The following illustrative material was suggested for possible inclusion as supplementary information in Section 6.1 of the Diploma Supplement and Transcript:

> **National Level Illustration: measured/assessed performance in non-academic contexts**
> The student has successfully completed the British Council Year Abroad Personal Development Portfolio. This comprises
> • a pre-departure check-list and skills audit;
> • a personal development plan;
> • a log-book / diary;
> • a series of structured questionnaires for use at intervals throughout the year;
> • an end-of-year summary report and review. Assessed by the University, it is a requirement for certification that the University confirms to the British Council that scheme requirements have been met.

Institutional level Illustration: measured/assessed performance in non-academic contexts.

1. Successful completion of the Award, based on a programme of transferable skills training and experiential learning. To obtain this University certificate, students must plan, pursue and reflect on an active programme of personal development. They must show evidence of critical reflection on experience, identifying ways in which their formal and informal learning has prepared them for work and life. Assessment takes place in the final year: written assessment is modelled on a graduate application form, and oral assessment takes the form of a ten-minute interview. Assessment involves both academic staff and representative employers and is moderated by the University.
2. Completion to Bronze Level of the Personal Skills award offered jointly by the Students Union and the University. The Bronze award reflects completion of five courses: Communication Skills (Key Skills Programme), Presentation Skills (Study Skills Programme), and any 3 other courses.

National Level Illustration: Additional formal role(s) undertaken by students for which no recognition is provided in terms of credit

1. Millennium Volunteer 2005/6. (A nationwide Government initiative set up by to encourage 16-24 year olds to become active in their local communities). Completion of 200 hours: Award of Excellence made.

2. Mentor: Aim Higher Initiative Black & Minority Ethnic (BME) Mentoring Scheme (2005/6). Students carry out short-term placements in schools and colleges to increase the educational achievement and aspirations of BME pupils and other learners. A typical placement will comprise 10 half or whole days in successive weeks over one or two semesters.

Institutional Level Illustration

Additional formal role(s) undertaken by students for which no recognition is provided in terms of credit Completion of a one-year sabbatical officer appointment as Education Officer: Students Union (2005/6). Elected to work full time to steer the Students Union and represent its members, sabbatical officers are responsible for implementing policies decided upon by the members of the Union (Burgess Group 2006, p).

Of significant importance was a recommendation of the Burgess Group that the sections of the Diploma Supplement dealing with course details are best handled by web references rather than institutions taking the time and effort to reproduce information for each separate course. Providing detailed information on each course also runs the risk of error. The Burgess Group commented as follows:

> Here and elsewhere we make use of web references for further information. In doing so we suggest that this is the most appropriate means of providing access to fuller information, for example, in relation to the programme specification. An alternate approach to add a further abstract or summary of such information would create additional work to no clear benefit.
>
> Such links are of course time-limited. Courses/qualifications/regulations change over time and the responsibility of the institution to achieve and link to the relevant –rather than the current – data will be a continuing one (Burgess Group 2006a, p 9).

REPORT ON ACADEMIC CREDIT

The report of the Burgess Steering Committee on academic credit for higher education in England was published in early 2007. It developed further the proposal for adoption of a common higher education credit system/framework in England, Wales and Northern Ireland. Consultation had revealed overwhelming support for a permissive national credit framework, rather than a more prescriptive credit system from both the sector and other stakeholders.

The proposals set out were based on two key assumptions:

- Institutions' decision-making processes regarding academic standards and quality should will remain properly and entirely the responsibility of each autonomous institution; and
- The application of any national guidelines on credit will remain a matter for individual institutions to decide upon at their discretion.

This report saw 'credit' as having an increasingly important role in recording student achievement and providing support for students and their progression both into and within the education system. It is a key tool for promoting lifelong learning. Credit can serve a number of purposes but is fundamentally a tool for assessing the equivalence of learning achieved by an individual. Credit is usually defined by a

specific number of credit points, representing how much learning an individual has done to achieve a qualification. The level at which credit points are awarded is also important.

The report noted that credit points and level or qualification descriptors are often part of, or linked to, local, regional or national frameworks. A credit framework is a means of setting down the recommended overall credit requirements for specific qualifications. Framework or level descriptors outline the general outcomes of learning expected at a given level. Whilst all learning may be expressed in terms of credit values, not all credit can or will necessarily be accumulated towards a specific programme or award. Each higher education institution (HEI) will determine what credit it will accept for purposes of accumulation or transfer.
The Steering Group proposed that:

- Credit arrangements for higher education in England should be developed at a national level by the start of academic year 2008/09.

- The fine operational detail of these national credit arrangements should be developed by a credit issues development group (CIDG) on behalf of the English higher education sector.

- By the start of academic year 2009/10, English higher education institutions should have credit-rated their main provision and thereafter should start to include the credit value in a published description of each of the programmes they offer.

- National credit arrangements for higher education in England should be structured as a framework that is linked to the Framework for Higher Education Qualifications (FHEQ).

- Guidance should be drawn up by the CIDG. This should be broad, overarching and advisory, allowing institutions to adopt and adapt elements as appropriate to their needs and circumstances. The guidance should indicate:

    (a) The total credit value normally associated with the main higher education awards in England. For example, a normal full-time year of undergraduate study should be represented by 120 credits, and a full-time postgraduate year by 180 credits; and expectations about the minimum number of credits, within the overall total, normally associated with the level of the award.

    (b) The UK Higher Education Europe Unit (Europe Unit), should lead in continuing to monitor and inform about European Credit Transfer System (ECTS) credit developments, with the purpose of providing clear guidance on articulation between ECTS and the UK credit systems to the credit issues development group.

    (c) The national credit arrangements should be owned by the English higher education sector and maintained by QAA on its behalf.

No firm decisions have yet been taken on these recommendations. However, it appears that there is a growing view in the UK that the European Commission's European Credit Transfer Scheme (ECTS)2 is unsatisfactory and that the UK Government should lobby for changes. In April 2007, the Education and Skills Committee of the UK Parliament issued a report that claimed that ECTS 2 is not fit for purpose. It took the view that an in-put based system, based solely on hours of study, is inadequate and 'risks undermining the value of British one-year Masters degrees and four-year integrated Masters degrees'. Rather, the Committee argued that 'any credible system of credit needs to be based on input, level of study, and outcomes achieved' (The United Kingdom Parliament 2007).

References

Europe Unit (2005) *Results of the UK Europe Unit survey on UK HEIs'engagement in European HE Developments*, London.

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The United Kingdom Parliament Education and Skills Committee (2007) 'Education and Skills Committee demand European Commission role to be constrained in higher education plans, Press Release', 30 April 2007.

Universities UK (2006) *Universities UK Consultations*, London

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3

Survey of Documentation Provided to Graduates and European Comparisons

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INTRODUCTION

This chapter reports on a survey of Australian public universities with regard to information that is provided to graduates on completion of their courses. It also provides selected examples of testamurs and academic transcripts and compares the information provided by Australian universities with that provided by higher education institutions in the European Higher Education Area.

INSTITUTIONAL SURVEY

A questionnaire was developed by the project team and after consultation with a number of university administrators was finalised and mailed in May 2007 to all 37 public universities requesting completion by an appropriate senior officer and provision of examples of testamurs and academic transcripts. In all, 25 institutions responded during the period 20 May to 7 August 2007. The responding institutions were as follows:

Charles Sturt University
Deakin University
Griffith University
James Cook University
LaTrobe University
Macquarie University
Murdoch University
Queensland University of Technology
RMIT University
Southern Cross University
The Australian National University
The University of Adelaide
The University of Melbourne
The University of New England
The University of Western Australia
The University of New South Wales
University of South Australia
University of the Sunshine Coast
University of Queensland
University of Southern Queensland
University of Technology, Sydney
University of Sydney
University of Tasmania
University of Wollongong
Victoria University

Reminder letters have been sent out to institutions that have not yet replied and the project team will follow this up in order to secure as full a coverage as possible.

The following is an analysis of the responses provided. Non-responses have been removed from the sample where possible.

DOCUMENTATION CURRENTLY PROVIDED TO UNIVERSITY GRADUATES

1. Does your institution provide graduates with the following documentation?
Testamur Yes / No
Transcript of units completed and grades achieved Yes / No
Diploma Supplement (along European Lines) Yes / No

All responding institutions supply graduates with a testamur and transcript. No institutions are currently providing a Diploma Supplement.

2. We would be grateful if you could provide copies of the above with any student identification suitably removed for bachelors degrees, masters degrees and doctoral degrees.
Copies provided **Yes / No**

*Most responding institutions provided copies of documentation but not all provided copies of transcripts***.**

3. Is the above documentation provided at a graduation ceremony, or at some other time?
At graduation ceremony Yes /No
At some other time (please specify) Yes / No

Many institutions provide both the testamur and transcript at the graduation ceremony, while some mail the transcript to students either before or after the graduation ceremony. Students who graduate in absentia are mailed documentation. Some institutions provide multiple copies of transcripts at graduation and some reported that they will provide transcripts prior to the graduation ceremony if required.

4. Are students charged a fee for the above documentation? Yes / No

Students are generally not charged for the documentation provided at graduation but some institutions do charge for the provision of a transcript. Additional or replacement copies of testamurs and transcripts generally incur a cost, which varies between institutions.

5. If your university does not provide a Diploma Supplement, does it provide in-house tools or systems (such as Transcript 2 designed by the University of South Australia) to allow students to informally describe their programs? Yes / No

Some institutions (less than 20 %) provide in-house tools such as Transcript 2, ePortfolio, Student Portfolio or a home-grown product.

INFORMATION CURRENTLY PROVIDED ON TESTAMURS AND TRANSCRIPTS

6. Does the testamur provided by your institution include information other than the name of the institution, candidate's family name and first name, title of the award, level of achievement (eg Hons 1) and date? Yes / No

More than half of the institutions that responded include information on the testamur other than the name of the institution, candidate's family name and first name, title of the award, level of achievement and date. Other information includes:

* *Dual badging with another institution, if relevant;*
* *Specialisation or major, if relevant;*
* *Student number;*
* *Date of Birth;*
* *Signatures;*
* *The crest (seal);*
* *Certificate or testamur number; and*
* *Watermark.*

Some universities use special security paper while others use normal bond paper.

7. What information does your institution currently provide to its graduates on the transcript?

- ❑ Family name and given name
- ❑ Date of birth
- ❑ Student identification number
- ❑ Name of qualification
- ❑ Class of honours, Grade Point Average, and/or grades for individual units
- ❑ Course descriptions
- ❑ Graduate attributes
- ❑ Other (please specify):

All institutions provide family name, given name, student number, name of qualification and class of honours and/or grades for individual units (including the name and code number for each unit). Many provide information on the major field(s) of study and the academic unit where the study took place while a number provide information on credit given for previous studies, prizes and medals. About 25% provide the date of birth and a significant number reported that they did not provide a Grade Point Average. None of the institutions provide course descriptions or graduate attributes. However, a number provide a reference number plus an identifier on the testamur in case a second or subsequent copy is produced as a result of loss or damage. In the case of research higher degree students, some universities show thesis title and date of submission. All universities appear to include all units attempted whether or not a pass, a higher grade or a failure was achieved.

PLANS TO ISSUE A DIPLOMA SUPPLEMENT

8. If your institution does not currently issue a Diploma Supplement, does it plan to provide additional information to that currently provided on the current testamur and/or academic transcript? Yes / No

Approximately one third of institutions indicated their wish to provide additional information to that currently provided on the testamur and/or transcript. More that half expressed an interest in providing a Diploma Supplement in future but await the outcome of this project prior to proceeding. Some are moving ahead with investigations of e-portfolios as a means of providing this additional information.

9. What type of additional information would your institution wish in future to provide to graduates in a Diploma Supplement?

- ❑ Main fields of study for the qualification
- ❑ Level of qualification
- ❑ Official length of program
- ❑ Mode of study
- ❑ Program requirements and details
- ❑ Workplace learning completed as part of the course
- ❑ Indication if the course has received relevant professional accreditation
- ❑ Study completed at another institution (eg study abroad or student exchange)
- ❑ Information on degrees jointly awarded by two or more organisations
- ❑ Proportion of research in a masters degree
- ❑ Access to further study on the basis of this qualification
- ❑ Professional status and standing of the award
- ❑ Explanatory notes on grading system used by the University
- ❑ Graduate attributes
- ❑ Other (please specify): _____

Approximately half of the institutions chose not to respond at all to this question, which may mean that they have no plans to issue a diploma supplement and so did not see this to be a relevant question, or they simply had no interest in answering. There was no clear direction on what type of additional information institutions may provide in future, although more than 50% of responses favoured including main fields of study, level of qualification, workplace learning, professional accreditation, professional status and explanatory notes on the grading system.

SUPPLY OF REPLACEMENT TESTAMURS AND TRANSCRIPTS

10. On request, does your university supply graduates with replacement copies of testamurs and transcripts? Yes/No

All institutions provide replacement copies upon request and at a cost.

11. What charges are made for this service?

Many institutions stressed that they require some proof that a testamur has been lost or destroyed prior to producing replacement copies. The cost varies greatly for both testamurs and transcripts: Testamur $30 - $100 and $150 if a name change is required; Transcript $10 -$20 – usually a number of copies are provided at one time.

INFORMATION SUPPLIED TO STUDENTS ON ASSESSMENT RESULTS EACH SEMESTER

12. What information is supplied to students each semester on their assessment results (ie grades for semester, or full transcript)?

13. How is this conveyed to students?

Students are generally provided results (unit code, grade and mark) at the end of each semester. These are generally available online or conveyed via email or SMS. In some institutions, students are able to access a full transcript upon request. A number of institutions provide written advice to students who have qualified for an award.

14. Please supply sample copy of information without any identifying information? Sample copy supplied Yes/No

15. Can students access their assessment results via the web? Yes / No

All institutions reported that students can access results on the web.

E-PORTFOLIOS

16. Does you institution provide students with the opportunity to maintain an E-portfolio during their courses? Yes/No

A small number of institutions provide students with the opportunity maintain an E-portfolio.

17. If Yes, please provide information on any official, authenticated data that your university transfers to student E-Portfolios.

Of those that provide access to an e-portfolio none provided insight into this question, aside from validating the name and course.

18. If No, does your institution have any plans to introduce an E-Portfolio? Yes/No

More than half of the responding institutions reported that they are currently considering, or are in the early stages of developing/implementing an e-portfolio system.

ADMINISTRATIVE IT SYSTEMS THAT PROVIDE DATA RELEVANT TO A DIPLOMA SUPPLEMENT

19. Please list the existing data systems in your institution that provide information on student enrolments, assessment results and course and unit information (eg, Web Enrolment System, Callista, Course and Unit Database).

There is no congruence within the sector on the data systems themselves, or the combination of systems. Common student systems are Callista, PeopleSoft and StudentOne; others are Student 21, Technology 1, ISIS, Banner, Flexsis and some in-house systems. Many institutions have developed their own in-house course and unit databases, web enrolment systems and course information systems. Two institutions reported that they would be changing their student system in the coming year.

20. Has your institution made recent technical efforts to enhance the transfer of data between different systems? Yes / No

Three-quarters of the responding institutions reported that they have made efforts to enhance the transfer of data between the different systems and that this is an ongoing activity.

OTHER COMMENTS

22. Please add any relevant comments on the introduction of an Australian Diploma Supplement for Australian university graduates.

XXX supports minimum standards across Australian transcripts rather than the introduction of a diploma supplement.

Please keep it flexible and not prescriptive, especially about information on the transcript. Please don't duplicate transcript information on supplement.

XXX would welcome an agreed AVCC/DEST diploma supplement framework - and a better name for the supplement.

The Diploma Supplement will relate to a course of study. The Academic Transcript is a cumulative statement of the whole of a student's academic record. It is important that the two be kept separate, not least for the integrity of both documents.

Transcript should be retained as a separate document with the diploma supplement's purpose being to set the transcript in the national, university and course context.

University is currently reviewing the Academic Transcript as it moves to a new Student Information System.

XXX preference would be to build any additional requirement into our current framework - transcript, parchment, student portfolio.

We would prefer a minimalist approach that did not create unsustainable verification issues and was as universal as possible.

Diploma Supplement is a consideration but enhancement to transcript rather than create a separate document seems more sensible.

Consideration of a standard GPA underway for inclusion in the transcript.

XXX supports a minimalist model describing formal academic and contextual components – students' results, program of study (including all credit bearing /mandatory elements), accreditation and professional recognition, the institution and the national system. This would see broader university life achievements and extra curricular activity excluded –potentially to be dealt with by institutional e-Portfolios. Further, … any supplement should:

- *be extendable to cover the VET activity of dual sector institutions;*
- *indicate where study has been undertaken beyond the student's home institution (particularly where international study and mandatory work experience is involved); and*
- *allow for reference to two institutions where qualifications are co-badged or taught by partner institutions.*

EXAMPLES OF TESTAMURS AND ACADEMIC TRANSCRIPTS

Testamurs and academic transcripts from the universities listed are included at Appendix 1 to illustrate the variety in the sector:

Testamurs
Victoria University
University of New England
University of Queensland
University of Sydney

Academic Transcripts
The Unversity of Melbourne
Australian National University
Griffith University
La Trobe University
The University of New South Wales

With regard to testamurs, there is considerable variety in terms paper/parchment size, format and academic practice. While many universities print testamurs on A4 paper or parchment, a number including the Australian National University, the University of Melbourne and the Queensland University of Technology use A3. Some have a minimum of information, essentially providing the name of the University, the name of the graduate, the name of award, the date of conferral, and signature(s) of senior officers. In contrast, others such as the University of Sydney provide more traditional testamurs, stating explicitly that the award is being made in the name of the University Senate, that the graduate has fulfilled all requirements having passed all prescribed examinations in order to be admitted to the degree, and that award of the degree provides entry to all the privileges enjoyed by graduates. Many university testamurs simply provide the name of the degree to which the candidate is admitted whereas others indicate the grade of honours and fields of specialisation.

Even more variety is evident with regard to academic transcripts. While transcripts generally show the name of the award and list all units (name and code number) studied, the results for these, and the final results for the course, they differ in many respects, including:

- The grading system for assessment of units (While many universities use the grading system of High Distinction, Distinction, Credit, Pass, Fail, other systems in use include the American style system of A, B, C, D, P, or a modified UK system of First Class Honours, Second Class Honours Division A, Second Class Honours Division B, Third class Honours, Pass, Fail. There is also variation in use of other grades such as 'Conceded Pass' and 'Conditional Pass'.
- The code for entering grades (full words such as Distinction or abbreviations such as 'D');
- The inclusion of marks or percentages as well as grades;
- The inclusion of credit points (either credit points, or both credit points enrolled and credit points gained);
- Use of grade point averages (for both semesters and for the total award);
- Indication of whether the study was full-time or part-time; and
- Use of special security features such as use of polymer, watermarks, shadow imaging, microprinting, and solvent based ink.

A major problem for employers and professional bodies is that many transcripts provide details of the grading systems on the reverse side and consequently in photocopying often this detail is not included.

COMPARISON WITH EUROPEAN DOCUMENTATION

Comparison of Australian and European documentation provided by higher education institutions to their graduates is difficult since now more than 40 countries belong to the European Higher Education Area and documentation about Diploma Supplements and transcripts is available electronically for only a limited number of institutions.

Those European higher education institutions that have introduced the Diploma Supplement appear to have followed strictly the Diploma Supplement template consisting of information supplied under eight headings, as shown in Table 10.1.

Table 10.1 Outline Structure for the Diploma Supplement

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. 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 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.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION 1.1 Family name(s):
1.2 Given name(s):
1.3 Date of birth (day/month/year):
1.4 Student identification number or code (if available):

2 INFORMATION IDENTIFYING THE QUALIFICATION
2.1 Name of qualification and (if applicable) title conferred (in original language):
2.2 Main field(s) of study for the qualification:
2.3 Name and status of awarding institution (in original language):
2.4 Name and status of institution (if different from 2.3) administering studies (in original language):
2.5 Language(s) of instruction/examination:

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION
3.1 Level of qualification:
3.2 Official length of programme:
3.3 Access requirements(s)

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED
4.1 Mode of study:
4.2 Programme requirements:
4.3 Programme details: (e.g. modules or units studied), and the individual grades/marks/credits obtained: (if this information is available on an official transcript this should be used here)
4.4 Grading scheme and, if available, grade distribution guidance:
4.5 Overall classification of the qualification (in original language):

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION
5.1 Access to further study:
5.2 Professional status (if applicable):

6 ADDITIONAL INFORMATION
6.1 Additional information:
6.2 Further information sources:

7 CERTIFICATION OF THE SUPPLEMENT
7.1 Date:
7.2 Signature:
7.3 Capacity:
7.4 Official stamp or seal:

8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM
(N.B. Institutions who intend to issue Diploma Supplements should refer to the explanatory notes that explain how to complete them.)

Examples of European Diploma Supplements are included in Appendix 2 of this report for the following higher education institutions:

Gottfried Wilhelm Leibniuz-Universitat, Essen, Germany
Letterkenny Institute of Technology, Letterkenny, Republic of Ireland
University of Nottingham, Nottingham UK

While all three examples follow the eight prescribed headings, the University of Nottingham has followed practice recommended by the Burgess Group, departing somewhat from the detailed prescriptions, changing the name to 'Diploma Supplement; Record of Academic Achievement' and using brief generic

statements for a number of headings accompanied by references to University websites. It will be noted that the academic transcripts in the three examples correspond closely with current Australian transcripts. In the UK the established practice is to include all units studied for a particular award on the transcript irrespective of whether or not the student was successful.

In the case of the UK, more detailed information is available than on other European countries on the practice of issuing academic transcripts and the national introduction of academic transcripts and Diploma Supplements. Traditionally, UK universities did not provide academic transcripts but rather advised students annually by notice boards about grades achieved in examinations. At graduation, students were provided with a testamur showing the degree awarded and the honour grade or other distinctions achieved but no transcript.

The UK Dearing Inquiry into higher education recommended in 1997 that universities should develop a transcript which would record a student's achievement and which should follow a common format devised by institutions collectively through their representative bodies (National Inquiry into Higher Education 1997). It saw the academic transcript as being part of what it called a 'Student Progress File' that would include the both a transcript and a personal development portfolio to be used by students to 'monitor, build and reflect upon their personal development'.

In consultation with other higher education bodies, the UK Quality Assurance Agency in September 1999 issued a consultation paper addressing the development of transcripts and progress files and their implementation in all institutions. In February 2001, a final set of guidelines were issued on the development of progress files and transcripts. The key points were as follows:

- The transcript provides a comprehensive verifiable record of the learning and achievement of an individual learner.
- Transcripts should also provide learners with a record of their learning while they are studying; a formative statement that should help students monitor and reflect on their progress, and plan their further academic development;
- Higher education institutions are encouraged to introduce a transcript, that includes a consistent data set, by 2001/2002, but the use of such a transcript would not be expected until 2002/2003.
- Many higher education institutions already provide students with a transcript but there is considerable variation in the information they contain.
- The progress file provides an opportunity to move towards a more consistent transcript which would improve the quality and consistency of information on the learning and achievement of individual students in higher education for the benefit of everyone who has an interest in such information; promote awareness of the national qualification frameworks and national and international transparency and recognition of higher education awards; contribute to an individual's lifelong record of learning and achievement; support the process of personal development planning; and encourage good practice in the provision of information on learning in UK higher education (Quality Assurance Agency 2001).

References

Quality Assurance Agency (2000) *Policy Statement on a Progress File for Higher Education*, Gloucester

National Committee of Inquiry into Higher Education (1997) *Higher Education in the Learning Society*, London.

APPENDIX 1:

EXAMPLES OF AUSTRALIAN TESTAMURS AND ACADEMIC TRANSCRIPTS

VICTORIA UNIVERSITY

By authority of the Council of Victoria University

Testamur Sample

after undertaking the course in Accounting
and having satisfied the requirements of the University
was admitted to the Degree of

Bachelor of Business

on the 25th day of December in the year 2009.

Given under the seal of Victoria University, Australia.

VDI 99999

Professor Elizabeth Harman
Vice-Chancellor and President

Hon. Mr Justice Frank Vincent, AO QC
Chancellor

The University of New England

By authority of the Council

Sample Student

was admitted to the degree of

Master of Economics

on the 00th day of March 0000

Chancellor *Vice-Chancellor*

UNE

SAMPLE

THE UNIVERSITY OF QUEENSLAND
AUSTRALIA

James Anthony Doe

having fulfilled the conditions
prescribed by the University is, on this day,
conferred the degree of

BACHELOR OF ARTS

WITH MAJORS IN ENGLISH AND HISTORY

SAMPLE

GIVEN UNDER THE COMMON SEAL
OF THE UNIVERSITY OF QUEENSLAND
THE EIGHTEENTH DAY OF DECEMBER, 2006

CHANCELLOR

VICE-CHANCELLOR

SECRETARY AND REGISTRAR

12345678

001234-5678-901

The University of Sydney

SAMPLE ONLY

In the name of the Senate and by the authority of the same be it known that

[redacted]

having fulfilled all the requirements and having passed all the examinations prescribed by the By-laws has been this day admitted to the degree of

Bachelor of Engineering (Project Engineering and Management (Civil))
Honours Class II, Division 2

and to all the privileges attached to the same by Royal Charter in token whereof the Senate has authorised the Corporate Seal of The University to be hereunto affixed

Gavin Brown

Vice-Chancellor and Principal

Gregory Hancock

Dean of the Faculty of Engineering and Information Technologies

Dated this Eighty-second day of May
Two thousand and ninety-seven

Registrar

Student Number: [redacted]

[redacted]

05 Jun 2007

THE UNIVERSITY OF MELBOURNE

ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT

1998 Bachelor of Engineering and Bachelor of Commerce

		Points	Mark	Grade
316102	Introductory Microeconomics	12.50	066	H3
433141	Computing Fundamentals A	14.28	083	H1
620171	Mathematics 1P	14.28	070	H2B
732103	Introduction To Business Law	12.50	069	H3
316101	Introductory Macroeconomics	12.50	077	H2A
316129	Business Statistics	12.50	074	H2B
431102	Computer Engineering 1	7.14	089	H1
431103	Electrical Engineering 1	7.14	076	H2A
620172	Mathematics 1Q	14.28	068	H3

1999 Bachelor of Engineering (Electrical) and Bachelor of Commerce

		Points	Mark	Grade
431204	Int. Programmable Logic & Microprocessor	12.50	078	H2A
431210	Engineering Circuit Analysis	12.50	073	H2B
620231	Vector Analysis	12.50	069	H3
640121	Physics (Advanced) A	12.50	081	H1
431221	Fundamentals of Signals and Systems	12.50	068	H3
431222	Electronic Devices And Circuits	12.50	064	P
433142	Computing Fundamentals B	12.50	074	H2B
620232	Mathematical Methods	12.50	073	H2B
640122	Physics (Advanced) B	12.50	082	H1

2000 Bachelor of Engineering (Electrical) and Bachelor of Commerce
Bachelor of Engineering (Software) and Bachelor of Commerce

		Points	Mark	Grade
316205	Introductory Econometrics	12.50	070	H2B
325211	Principles of Marketing	12.50	060	P
431330	Design Laboratory	12.50	079	H2A
433252	Software Engineering Principles & Tools	12.50	074	H2B
433253	Algorithms and Data Structures	12.50	057	P
325203	Operations Management	12.50	070	H2B
325212	Market Research	12.50	065	H3
433254	Software Design	12.50	076	H2A
433255	Logic and Computation	12.50	066	H3
433313	Computer Design	12.50	076	H2A

2001 Bachelor of Engineering (Software) and Bachelor of Commerce

		Points	Mark	Grade
306102	Accounting Concepts	12.50	076	H2A
316202	Intermediate Microeconomics	12.50	053	P
333201	Business Finance	12.50	076	H2A

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ACADEMIC TRANSCRIPT

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Student Number: [redacted]

[redacted]

05 Jun 2007
Page 2

THE UNIVERSITY OF MELBOURNE

ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT

2001 - Continued

433332	Operating Systems	12.50	063	P
433341	Software Engineering Process & Practice	12.50	070	H2B
325206	e-Marketing and Retailing	12.50	053	P
433353	Networks & Communications	12.50	065	H3
433371	Interactive System Design	12.50	069	H3
433340	Software Engineering Project	25.00	086	H1

2002 Bachelor of Engineering (Software) and Bachelor of Commerce

		Points	Mark	Grade
333303	International Finance	12.50	070	H2B
433351	Database Systems	12.50	075	H2A
433443	Software Project Management	12.50	073	H2B
333301	Investments	12.50	071	H2B
333302	Corporate Finance	12.50	071	H2B
333307	Real Estate Finance	12.50	060	P
433440	Advanced Software Engineering Project	25.00	086	H1

2006 Master of Applied Finance

		Points	Mark	Grade
333661	Principles of Finance	12.50	078	H2A
333662	Derivative Securities	12.50	086	H1
333666	Financial Management and Analysis II	12.50	084	H1
333670	Fixed Income	6.25	080	H1
333677	Technical Analysis and Trading	6.25	085	H1
333663	Mergers and Value Enhancing Strategies	12.50	078	H2A
333664	Risk Management and Regulation	12.50	072	H2B
333667	International Finance	6.25	095	H1
333668	Financial Spreadsheeting	6.25	079	H2A
333673	Project Finance	6.25	080	H1
333678	Financial Engineering	6.25	071	H2B

2007 Master of Commercial Law

		Points	Mark	Grade
730810	Competition Regulation of Mergers	(12.50)	***	***
732852	Fundamentals of the Common Law - Int	(12.50)	***	***

Scholarship(s):
Melbourne Faculty Scholarship
Awarded 1998

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ACADEMIC TRANSCRIPT

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Student Number: [redacted]

[redacted]

THE UNIVERSITY OF MELBOURNE

ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT

Course(s) Completed:

Bachelor of Commerce
Completed 31 Dec 2002. Conferred 27 Aug 2003.

Bachelor of Engineering (Software Engineering) (Honours - H2B)
Completed 31 Dec 2002. Conferred 27 Aug 2003.

Master of Applied Finance
Completed 14 Dec 2006. Conferred 21 Mar 2007.

End Of Transcript

Gillian Luck

Gillian Luck
Vice-Principal and Academic Registrar

TRANSCRIPT ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT ACADEMIC TRANSCRIPT ACADEMIC

ACADEMIC TRANSCRIPT

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THE AUSTRALIAN NATIONAL UNIVERSITY
Canberra • ACT • 0200 • Australia
T: +61 2 6125 0325
F: +61 2 6125 0751

TRANSCRIPT OF ACADEMIC RECORD

FAMILY NAME	OTHER NAMES	STUDENT No.
[redacted]	[redacted]	[redacted]

AWARD AND PROGRAM SUMMARY

DESCRIPTION	STATUS	DATE
BACHELOR OF ARTS WITH SECOND CLASS HONOURS DIVISION A GENDER, SEXUALITY AND CULTURE SOCIOLOGY	AWARDED	30 JULY 2004

ENROLMENT DETAILS

	COURSE CODE	COURSE TITLE	MARK	GRADE
UNDERGRADUATE				
3100	**BACHELOR OF ARTS**			
2000	**SEMESTER 1**			
	ANTH1002	INTRODUCING ANTHROPOLOGY	69	CREDIT
	DRAM1005	PAGE TO STAGE 1 : ACTING	72	DISTINCTION
	ENGL1001	INTRODUCTION TO LITERARY STUDY	73	DISTINCTION
	SOCY1002	SELF AND SOCIETY	77	DISTINCTION
	SEMESTER 2			
	ANTH1003	UNDERSTANDING HUMAN DIVERSITY	68	CREDIT
	DRAM1006	INTRODUCTION TO THE WESTERN THEATRICAL TRADITION	72	DISTINCTION
	SOCY1003	CONTEMPORARY SOCIETY	76	DISTINCTION
	SOCY1004	INTRODUCTION TO SOCIAL PSYCHOLOGY	77	DISTINCTION
2001	**SEMESTER 1**			
	GEND1001	SEX, GENDER AND IDENTITY: AN INTRODUCTION TO GENDER STUDIES	76	DISTINCTION
	SOCY2040	CLASSICAL SOCIOLOGICAL THEORY	76	DISTINCTION
	SOCY2044	INTERSEXIONS: GENDER AND SOCIOLOGY	82	HIGH DISTINCTION
	SOCY3016	LAW, CRIME AND SOCIAL CONTROL	76	DISTINCTION
	SEMESTER 2			
	GEND1002	READING POPULAR CULTURE: AN INTRODUCTION TO CULTURAL STUDIES	79	DISTINCTION
	SOCY2043	QUALITATIVE RESEARCH METHODS	70	DISTINCTION
	SOCY3021	THE SOCIOLOGY OF HEALTH AND ILLNESS	78	DISTINCTION
	SOCY3022	IDENTITY, DIFFERENCE AND ETHNICITY	80	HIGH DISTINCTION
2002	**SEMESTER 1**			
	GEND2021	TRAUMA, MEMORY AND CULTURE	72	DISTINCTION
	HIST2122	POPULAR CULTURE, GENDER AND MODERNITY	68	CREDIT
	SOCY2033	AUSTRALIAN SOCIETY: DEVELOPMENT AND CHANGE	76	DISTINCTION
	SOCY3014	MODERN SOCIOLOGICAL THEORY	80	HIGH DISTINCTION
	SEMESTER 2			
	GEND2023	GENDER SEX AND SEXUALITY: AN INTRODUCTION TO FEMINIST THEORY	76	DISTINCTION
	HIST2003	FLESH AND FANTASY: BODY, SELF AND SOCIETY IN THE WESTERN WORLD	72	DISTINCTION
	SOCY2008	THE SOCIOLOGY OF DISASTER	75	DISTINCTION
	SOCY2030	SOCIOLOGY OF THIRD WORLD DEVELOPMENT	68	CREDIT
2003	**SEMESTER 1**			
	SOCY4005F	SOCIOLOGY IV HONOURS (S)		CONTINUING COURSE

Certified Correct

(see reverse side for gradings)

Mr Tim Beckett
Director
Student Academic Services
18 May 2007

THE AUSTRALIAN NATIONAL UNIVERSITY
Canberra • ACT • 0200 • Australia
T: +61 2 6125 0325
F: +61 2 6125 0751

TRANSCRIPT OF ACADEMIC RECORD

FAMILY NAME	OTHER NAMES	STUDENT No.
[redacted]	[redacted]	[redacted]

ENROLMENT DETAILS *(cont.)*

COURSE CODE	COURSE TITLE	MARK	GRADE
SEMESTER 2			
SOCY4005F	SOCIOLOGY IV HONOURS (S)	72	SECOND CLASS HONOURS DIV A

total number of courses printed on academic transcript : 26

* Entries below this line are NOT VALID *

Certified Correct

(see reverse side for gradings)

Mr Tim Beckett
Director
Student Academic Services
18 May 2007

[redacted]

DEGREES AWARDED

[redacted]

ACADEMIC RECORD

- - - Beginning of Undergraduate Record - - -

Bachelor of Journalism

Awarded a Griffith University Academic Scholarship.

Semester 1 - 2004

Program : Bachelor of Journalism
Academic Load : Full-Time

			Credit Points	Grade
COMMUN	1101ART	Effective Writing	10	Distinction
POLITICS	1001AIS	International Relations	10	High Distinction
COMMUN	1501ART	New Communication Technologies	10	High Distinction
MANAGMNT	1004MMG	Sport Organisation &Governance	10	High Distinction
		Total Credit	40	Cumulative GPA 6.75

Semester 2 - 2004

Program : Bachelor of Journalism
Academic Load : Full-Time

			Credit Points	Grade
COMMUN	1502ART	Mass Media:Iss & Controversies	10	Distinction
COMMUN	1503ART	News and Politics	10	High Distinction
MATHS	1008APY	Business Statistics	10	High Distinction
MARKETNG	1003MMG	Introduction to Marketing	10	High Distinction
		Total Credit	80	Cumulative GPA 6.75

Awarded Griffith Award for Academic Excellence 2004

Semester 1 - 2005

Program : Bachelor of Journalism
Academic Load : Full-Time

			Credit Points	Grade
COMMUN	2505ART	Styles & Genres of Journalism	10	Distinction
COMMUN	2511ART	News Writing and Ethics	10	Distinction
MANAGMNT	2310HSL	Sport Facility Planning & Mgt	10	High Distinction
POLITICS	2009IBA	Bus & Pol in Asia Pacific Regn	10	Distinction
		Total Credit	120	Cumulative GPA 6.58

continued...

14 Jun 2007

Semester 2 - 2005

Program : Bachelor of Journalism
Academic Load : Full-Time

			Credit Points	Grade
SPORT	3333HSL	Sport Development Systems	10	High Distinction
COMMUN	2507ART	News and Information Gathering	10	Distinction
LAW	2513ART	Media Law	10	Distinction
POLITICS	2006PPP	Politics,Politicians & Media	10	Distinction
		Total Credit	160	Cumulative GPA 6.50

Awarded Griffith Award for Academic Excellence 2005

Semester 1 - 2006

Program : Bachelor of Journalism
Academic Load : Full-Time

			Credit Points	Grade
COMMUN	3506ART	Feature Writing	10	Distinction
COMMUN	3512ART	Broadcast Journalism	20	High Distinction
MARKETNG	3518ART	Campaign Strategies	10	Distinction
POLITICS	1004PPP	Government-Business Relations	10	High Distinction
		Total Credit	210	Cumulative GPA 6.52

Semester 2 - 2006

Program : Bachelor of Journalism
Specialisation : Politics
Sport Management
Academic Load : Full-Time

			Credit Points	Grade
MANAGMNT	3001HSL	Strat&Change: AService Ind.app	10	High Distinction
COMMUN	3532ART	Communication Project 2	10	High Distinction
MARKETNG	3323HSL	Sport Marketing	10	Distinction
		Total Credit	240	Cumulative GPA 6.54

Awarded Griffith Award for Academic Excellence 2006

19 Nov 2006 : Completion of Program

----- End of Transcript -----

14 Jun 2007

THE UNIVERSITY OF NEW SOUTH WALES

Academic Transcript

SAMPLE NAME (1234567)

AWARDS

BCom	BACHELOR OF COMMERCE
SPECIALISATION:	INFORMATION SYSTEMS HONOURS CLASS 1, ACCOUNTING
DATE OF COMPLETION	11 JANUARY 2002
DATE OF CONFERRAL:	03 MAY 2002

ENROLMENT HISTORY SUMMARY

TERM	CAREER	PROGRAM
SEMESTER 1 1997	UNDERGRADUATE	3502 COMMERCE - BCom
SEMESTER 2 1997	UNDERGRADUATE	3502 COMMERCE - BCom
SEMESTER 1 1998	UNDERGRADUATE	3502 COMMERCE - BCom
SEMESTER 2 1998	UNDERGRADUATE	3502 COMMERCE - BCom
SEMESTER 1 1999	UNDERGRADUATE	3502 COMMERCE - BCom
SEMESTER 2 1999	UNDERGRADUATE	3502 COMMERCE - BCom
SEMESTER 1 2000	UNDERGRADUATE	3502 COMMERCE - BCom
SEMESTER 2 2000	UNDERGRADUATE	3502 COMMERCE - BCom

ENROLMENT HISTORY DETAILS

UNDERGRADUATE 3502 COMMERCE - BCom

SEMESTER 1 1997			
SESSION ONE			
ACCT 1501	ACCOUNTING AND FINANCIAL MANAGEMENT 1A	50	PASS
ECON 1101	MICROECONOMICS 1	75	DISTINCTION
INFS 1602	COMPUTER INFORMATION SYSTEMS 1	75	DISTINCTION
LEGT 7711	LEGAL ENVIRONMENT OF COMMERCE	70	CREDIT
SEMESTER 2 1997			
SESSION TWO			
ACCT 1511	ACCOUNTING AND FINANCIAL MANAGEMENT 1B	70	CREDIT
ECON 1102	MACROECONOMICS 1	70	CREDIT
FINS 2612	AUSTRALIAN CAPITAL MARKETS	70	CREDIT
GENT 0301	AUSTRALIA AND THE NEW ASIA-PACIFIC	70	CREDIT
SEMESTER 1 1998			
SESSION ONE			
ACCT 2522	ACCOUNTING AND FINANCIAL MANAGEMENT 2A	70	CREDIT
FINS 2613	BUSINESS FINANCE	70	CREDIT
INFS 1603	BUSINESS DATA MANAGEMENT	80	DISTINCTION
LEGT 7721	BUSINESS TRANSACTIONS	80	DISTINCTION
SEMESTER 2 1998			
SESSION TWO			
ACCT 2542	ACCOUNTING AND FINANCIAL MANAGEMENT 2B	65	CREDIT
INFS 2607	BUSINESS DATA NETWORKS	70	CREDIT

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Continued on page 2

ACADEMIC TRANSCRIPT

See over for explanation of grades

THE UNIVERSITY OF NEW SOUTH WALES

Academic Transcript

SAMPLE NAME (1234567)

SEMESTER 1 1999			
SESSION ONE			
ACCT 3563	ACCOUNTING AND FINANCIAL MANAGEMENT 3A	65	CREDIT
INFS 2603	SYSTEMS ANALYSIS AND DESIGN	70	CREDIT
INFS 3603	EXECUTIVE SUPPORT SYSTEMS	80	DISTINCTION
INFS 3608	ADVANCED DATABASE SYSTEMS	75	DISTINCTION
SEMESTER 2 1999			
SESSION TWO			
ACCT 3583	ACCOUNTING AND FINANCIAL MANAGEMENT 3B	75	DISTINCTION
ACCT 3708	AUDITING	70	CREDIT
INFS 3604	INFORMATION FUNCTION MANAGEMENT	80	DISTINCTION
SEMESTER 1 2000			
SESSION ONE			
INFS 4795	THESIS PART A		SATISFACTORY
INFS 4857	INFORMATION AND DECISION TECHNOLOGY	70	CREDIT
INFS 4886	RESEARCH TOPICS IN INFORMATION SYSTEMS 1	75	DISTINCTION
SEMESTER 2 2000			
SESSION TWO			
INFS 4796	THESIS PART B	90	HIGH DISTINCTION
INFS 4811	KNOWLEDGE BASED INFORMATION SYSTEMS	80	DISTINCTION
INFS 4887	RESEARCH TOPICS IN INFORMATION SYSTEMS 2	80	DISTINCTION

Entries below this line are invalid

This transcript is printed on BLUE polymer without alterations or erasures

per

Richard Henry
Deputy Vice-Chancellor (Academic)
Registrar and Deputy Principal

30 APRIL 2007

ACADEMIC TRANSCRIPT

See over for explanation of grades

[Name of the Higher Education Institution]

Diploma Supplement

This Diploma Supplement model was developed by the European Commission, Council of Europe and UNESCO/CEPES. 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 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.

1. HOLDER OF THE QUALIFICATION

1.1 Family Name / 1.2 First Name

Mustermann, Jens

1.3 Date, Place, Country of Birth

23. Dezember 1987, Essen, Germany

1.4 Student ID Number or Code

MB - 12345

2. QUALIFICATION

2.1 Name of Qualification (full, abbreviated; in original language)

Master of Science - M. Sc.

Joint study program with Univ. of Manchester, Great Britain

Title Conferred (full, abbreviated; in original language)

n.a.

Explanatory Note: Usually not applicable for Germany, except for some specialised professional designations, which are awarded simultaneously with the academic degree. For these see 5.2.

2.2 Main Field(s) of Study

Mechanical Engineering

2.3 Institution Awarding the Qualification (in original language)

Gottfried Wilhelm Leibniz- Universität (founded 1623)
Department of Mechanical Engineering

Status (Type / Control)

University / State Institution

2.4 Institution Administering Studies (in original language)

[same]

Status (Type / Control)

[same]

2.5 Language(s) of Instruction/Examination

German

Certification Date:

Chairman Examination Committee

3. LEVEL OF THE QUALIFICATION

3.1 Level

Graduate/second degree (two years), by research with thesis

3.2 Official Length of Programme

Two years, 120 ECTS-credits

3.3 Access Requirements

Bakkalaureus/Bachelor degree (three to four years),
in the same or related field; or foreign equivalent

4. CONTENTS AND RESULTS GAINED

4.1 Mode of Study

Full-time

4.2 Programme Requirements/Qualification Profile of the Graduate

Explanatory Note: If available, provide details of the learning outcomes, skills, competencies and stated aims and objectives associated with the qualification. If applicable, provide details of the regulations covering the minimum standards required to secure the qualification, e.g. any compulsory components or compulsory practical elements, whether all elements have to be passed simultaneously, any thesis/dissertation regulations etc. Include details of any particular features that help define the qualification, especially information on the requirements for successfully passing it.

4.3 Programme Details

See “Transcript of Records” for list of courses and grades; and ,,Prüfungszeugnis" (Final Examination Certificate) for subjects offered in final examinations (written and oral), and topic of thesis, including evaluations.

4.4 Grading Scheme

General grading scheme cf. Sec. 8.6 - Grade Distribution (Award year) ,,Sehr gut" (7%) - ,,Gut" (23%) ,,Befriedigend" (50 %) - ,,Ausreichend" (15%) - ,,Nicht ausreichend" (5%)
In addition institutions already use the ECTS grading scheme which operates with the levels A (best 10 %), B (next.25 %), C (next 30 %), D (next 25 %), and E (next 10 %).

4.5 Overall Classification (in original language)

Gut
Based on the accumulation of grades received during the study programme and the final thesis (examinations 75%, master thesis 25%);
cf. Prüfungszeugnis (Final Examination Certificate)

Certification Date:

Chairman Examination Committee

5. FUNCTION OF THE QUALIFICATION

5.1 Access to Further Study

Qualifies to apply for admission for doctoral studies (thesis research) - Prerequisite: Overall grade of at least "Note" and acceptance of doctoral thesis research project

5.2 Professional Status

Explanatory Note: Give details of any rights to practise, or professional status accorded to the holders of the qualification. What specific access, if any, does the qualification give in terms of employment or professional practice and indicate which competent authority allows this. Indicate if the qualification gives access to a 'regulated profession'.

6. ADDITIONAL INFORMATION

6.1 Additional Information

Explanatory Note: Add any additional information not included above but relevant to the purposes of assessing the nature, level and usage of the qualification e.g. the qualification involved a period of study/training in another institution/company/country and/or, include further relevant details about the higher education institution where the qualification was taken.

6.2 Further Information Sources

On the institution: www.u-leibniz.de; on the programme
www. u-leibniz.de/Maschinenbau/index.htm - For national information sources cf. Sect. 8.8

7. CERTIFICATION

This Diploma Supplement refers to the following original documents:
Urkunde über die Verleihung des Grades vom [Date]
Prüfungszeugnis vom [Date]
Transcript of Records vom [Date]

Certification Date: 23. July 2001

Prof. Dr. Hans Meyer
Chairman, Examination Committee

(Official Stamp/Seal)

8. NATIONAL HIGHER EDUCATION SYSTEM

The information on the national higher education system on the following pages provides a context for the qualification and the type of higher education that awarded it.

8. INFORMATION ON THE GERMAN HIGHER EDUCATION SYSTEM[1]

8.1 Types of Institutions and Institutional Status

Higher education (HE) studies in Germany are offered at three types of Higher Education Institutions (HEI).[2]

- *Universitäten* (Universities) including various specialized institutions, offer the whole range of academic disciplines. In the German tradition, universities focus in particular on basic research so that advanced stages of study have mainly theoretical orientation and research-oriented components.

- *Fachhochschulen* (Universities of Applied Sciences) concentrate their study programmes in engineering and other technical disciplines, business-related studies, social work, and design areas. The common mission of applied research and development implies a distinct application-oriented focus and professional character of studies, which include integrated and supervised work assignments in industry, enterprises or other relevant institutions.

- *Kunst- und Musikhochschulen* (Universities of Art/Music) offer studies for artistic careers in fine arts, performing arts and music; in such fields as directing, production, writing in theatre, film, and other media; and in a variety of design areas, architecture, media and communication.

Higher Education Institutions are either state or state-recognized institutions. In their operations, including the organization of studies and the designation and award of degrees, they are both subject to higher education legislation.

8.2 Types of Programmes and Degrees Awarded

Studies in all three types of institutions have traditionally been offered in integrated "long" (one-tier) programmes leading to *Diplom-* or *Magister Artium* degrees or completed by a *Staatsprüfung* (State Examination).

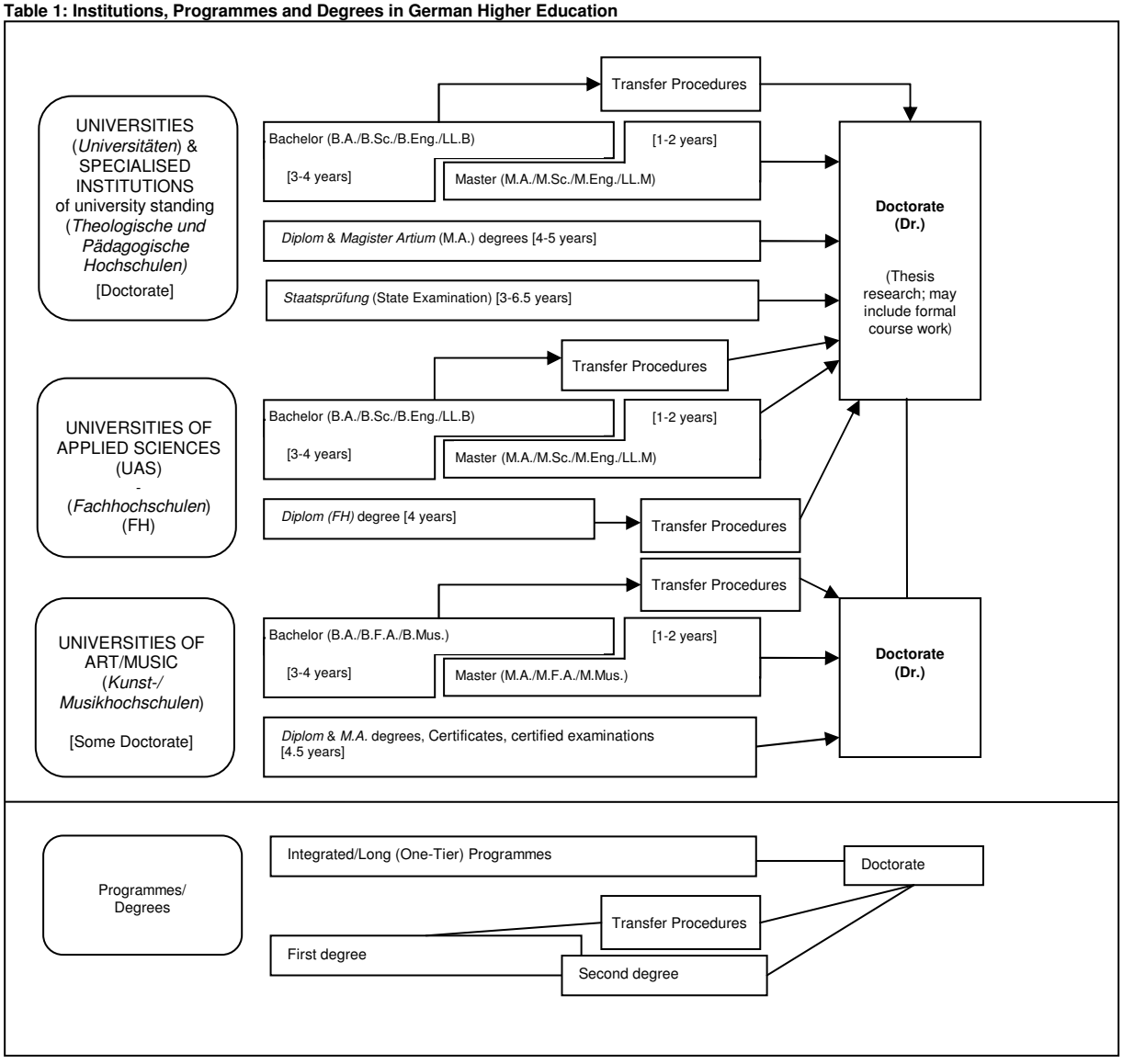
Within the framework of the Bologna-Process one-tier study programmes are successively being replaced by a two-tier study system. Since 1998, a scheme of first- and second-level degree programmes (Bachelor and Master) was introduced to be offered parallel to or instead of integrated "long" programmes. These programmes are designed to provide enlarged variety and flexibility to students in planning and pursuing educational objectives, they also enhance international compatibility of studies.

For details cf. Sec. 8.4.1, 8.4.2, and 8.4.3 respectively. Table 1 provides a synoptic summary.

8.3 Approval/Accreditation of Programmes and Degrees

To ensure quality and comparability of qualifications, the organization of studies and general degree requirements have to conform to principles and regulations established by the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany (KMK).[3] In 1999, a system of accreditation for programmes of study has become operational under the control of an Accreditation Council at national level. All new programmes have to be accredited under this scheme; after a successful accreditation they receive the quality-label of the Accreditation Council.[4]

Table 1: Institutions, Programmes and Degrees in German Higher Education



8.4 Organization and Structure of Studies

The following programmes apply to all three types of institutions. Bachelor's and Master's study courses may be studied consecutively, at various higher education institutions, at different types of higher education institutions and with phases of professional work between the first and the second qualification. The organization of the study programmes makes use of modular components and of the European Credit Transfer and Accumulation System (ECTS) with 30 credits corresponding to one semester.

8.4.1 Bachelor

Bachelor degree study programmes lay the academic foundations, provide methodological skills and lead to qualifications related to the professional field. The Bachelor degree is awarded after 3 to 4 years.
The Bachelor degree programme includes a thesis requirement. Study courses leading to the Bachelor degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.[5]
First degree programmes (Bachelor) lead to Bachelor of Arts (B.A.), Bachelor of Science (B.Sc.), Bachelor of Engineering (B.Eng.), Bachelor of Laws (LL.B.), Bachelor of Fine Arts (B.F.A.) or Bachelor of Music (B.Mus.).

8.4.2 Master

Master is the second degree after another 1 to 2 years. Master study programmes must be differentiated by the profile types "more practice-oriented" and "more research-oriented". Higher Education Institutions define the profile of each Master study programme.
The Master degree study programme includes a thesis requirement. Study programmes leading to the Master degree must be accredited according to the Law establishing a Foundation for the Accreditation of Study Programmes in Germany.[6]
Second degree programmes (Master) lead to Master of Arts (M.A.), Master of Science (M.Sc.), Master of Engineering (M.Eng.), Master of Laws (L.L.M), Master of Fine Arts (M.F.A.) or Master of Music (M.Mus.). Master study programmes, which are designed for continuing education or which do not build on the preceding Bachelor study programmes in terms of their content, may carry other designations (e.g. MBA).

8.4.3 Integrated "Long" Programmes (One-Tier): *Diplom* degrees, *Magister Artium, Staatsprüfung*

An integrated study programme is either mono-disciplinary (*Diplom* degrees, most programmes completed by a *Staatsprüfung*) or comprises a combination of either two major or one major and two minor fields (*Magister Artium*). The first stage (1.5 to 2 years) focuses on broad orientations and foundations of the field(s) of study. An Intermediate Examination (*Diplom-Vorprüfung* for *Diplom* degrees; *Zwischenprüfung* or credit requirements for the *Magister Artium*) is prerequisite to enter the second stage of advanced studies and specializations. Degree requirements include submission of a thesis (up to 6 months duration) and comprehensive final written and oral examinations. Similar regulations apply to studies leading to a *Staatsprüfung*. The level of qualification is equivalent to the Master level.

- Integrated studies at *Universitäten (U)* last 4 to 5 years (*Diplom* degree, *Magister Artium*) or 3 to 6.5 years (*Staatsprüfung*). The *Diplom* degree is awarded in engineering disciplines, the natural sciences as well as economics and business. In the humanities, the corresponding degree is usually the *Magister Artium* (M.A.). In the social sciences, the practice varies as a matter of institutional traditions. Studies preparing for the legal, medical, pharmaceutical and teaching professions are completed by a *Staatsprüfung*.
The three qualifications (*Diplom*, *Magister Artium* and *Staatsprüfung*) are academically equivalent. They qualify to apply for admission to doctoral studies. Further prerequisites for admission may be defined by the Higher Education Institution, cf. Sec. 8.5.

- Integrated studies at *Fachhochschulen (FH)*/Universities of Applied Sciences (UAS) last 4 years and lead to a *Diplom (FH)* degree. While the *FH*/UAS are non-doctorate granting institutions, qualified graduates may apply for admission to doctoral studies at doctorate-granting institutions, cf. Sec. 8.5.

- Studies at *Kunst- and Musikhochschulen* (Universities of Art/Music etc.) are more diverse in their organization, depending on the field and individual objectives. In addition to *Diplom/Magister* degrees, the integrated study programme awards include Certificates and certified examinations for specialized areas and professional purposes.

8.5 Doctorate

Universities as well as specialized institutions of university standing and some Universities of Art/Music are doctorate-granting institutions. Formal prerequisite for admission to doctoral work is a qualified Master (UAS and U), a *Magister* degree, a *Diplom*, a *Staatsprüfung*, or a foreign equivalent. Particularly qualified holders of a Bachelor or a *Diplom (FH)* degree may also be admitted to doctoral studies without acquisition of a further degree by means of a procedure to determine their aptitude. The universities respectively the doctorate-granting institutions regulate entry to a doctorate as well as the structure of the procedure to determine aptitude. Admission further requires the acceptance of the Dissertation research project by a professor as a supervisor.

8.6 Grading Scheme

The grading scheme in Germany usually comprises five levels (with numerical equivalents; intermediate grades may be given): "*Sehr Gut*" (1) = Very Good; "*Gut*" (2) = Good; "*Befriedigend*" (3) = Satisfactory; "*Ausreichend*" (4) = Sufficient; "*Nicht ausreichend*" (5) = Non-Sufficient/Fail. The minimum passing grade is "*Ausreichend*" (4). Verbal designations of grades may vary in some cases and for doctoral degrees.
In addition institutions may already use the ECTS grading scheme, which operates with the levels A (best 10 %), B (next 25 %), C (next 30 %), D (next 25 %), and E (next 10 %).

8.7 Access to Higher Education

The General Higher Education Entrance Qualification (*Allgemeine Hochschulreife*, *Abitur*) after 12 to 13 years of schooling allows for admission to all higher educational studies. Specialized variants (*Fachgebundende Hochschulreife*) allow for admission to particular disciplines. Access to *Fachhochschulen* (UAS) is also possible with a *Fachhochschulreife*, which can usually be acquired after 12 years of schooling. Admission to Universities of Art/Music may be based on other or require additional evidence demonstrating individual aptitude.
Higher Education Institutions may in certain cases apply additional admission procedures.

8.8 National Sources of Information

- *Kultusministerkonferenz (KMK)* [Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany]; Lennéstrasse 6, D-53113 Bonn; Fax: +49[0]228/501-229; Phone: +49[0]228/501-0
- Central Office for Foreign Education (ZaB) as German NARIC; www.kmk.org; E-Mail: zab@kmk.org
- "Documentation and Educational Information Service" as German EURYDICE-Unit, providing the national dossier on the education system (www.kmk.org/doku/bildungswesen.htm; E-Mail: eurydice@kmk.org)
- *Hochschulrektorenkonferenz (HRK)* [German Rectors' Conference]; Ahrstrasse 39, D-53175 Bonn; Fax: +49[0]228/887-110; Phone: +49[0]228/887-0; www.hrk.de; E-Mail: sekr@hrk.de
- "Higher Education Compass" of the German Rectors' Conference features comprehensive information on institutions, programmes of study, etc. (www.higher-education-compass.de)

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1 The information covers only aspects directly relevant to purposes of the Diploma Supplement. All information as of 1 July 2005.

2 *Berufsakademien* are not considered as Higher Education Institutions, they only exist in some of the *Länder*. They offer educational programmes in close cooperation with private companies. Students receive a formal degree and carry out an apprenticeship at the company. Some *Berufsakademien* offer Bachelor courses which are recognized as an academic degree if they are accredited by a German accreditation agency.

3 Common structural guidelines of the *Länder* as set out in Article 9 Clause 2 of the Framework Act for Higher Education (HRG) for the accreditation of Bachelor's and Master's study courses (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 10.10. 2003, as amended on 21.4.2005).

4 "Law establishing a Foundation 'Foundation for the Accreditation of Study Programmes in Germany'", entered into force as from 26.2.2005, GV. NRW. 2005, nr. 5, p. 45 in connection with the Declaration of the *Länder* to the Foundation "Foundation: Foundation for the Accreditation of Study Programmes in Germany" (Resolution of the Standing Conference of the Ministers of Education and Cultural Affairs of the *Länder* in the Federal Republic of Germany of 16.12.2004.

5 See note No. 4.

6 See note No. 4.

DIPLOMA SUPPLEMENT

This Diploma Supplement 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, 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 judgements, equivalence statements or suggestions about recognition.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Surname:

McNulty

1.2 First Name (s):

Joseph Peter

1.3 Date of birth (day/month/year):

22 / 09 / 1976

1.4 Student identification number or code (if available):

L00996543; 8326432 H

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and (if applicable) title conferred

Bachelor of Business Studies

2.2 Main field(s) of study for the qualification:

Accounting
Finance

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

The Higher Education and Training Awards Council (HETAC; www.hetac.ie), a state body established by the Qualifications (Education and Training) Act, 1999. Successor to the National Council for Educational Awards.

2.4 Name and status of institution (if different from 2.3) administering studies (in original language):

Letterkenny Institute of Technology, an autonomous state institution, established in 1971 (www.lyit.ie); formerly known as Letterkenny Regional Technical College; Regional Technical Colleges Act 1992 refers; higher education and training programmes accredited by HETAC.

2.5 Language(s) of instruction/examination:

English

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification:

Bachelor Degree (Honours). In full-time mode four years post Leaving Certificate;

3.2 Official length of programme:

In full-time mode 4 years (240 ECTS Credits)
In part-time mode, 240 credits may be accumulated over several years.

3.3 Access requirement(s):

Leaving Certificate (or equivalent); further details www.lyit.ie

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study:

Full-time

4.2 Programme requirements:

Learner must satisfy programme requirements as prescribed in the Approved Course Schedule and the Marks and Standards of the Institute; subject pass mark is generally 40%; further details www.lyit.ie

4.3 Please see overleaf

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

OVERALL AVERAGE	CLASSIFICATION
at least 70%	1st Class Honours
at least 63%	2nd Class Honours, Grade 1
at least 55%	2nd Class Honours, Grade 2
at least 40%	Pass
Marks out of 100% ; Pass mark 40%	
Award grading based on final stage average	

4.5 Overall classification of the qualification (in original language):

Pass with 2nd Class Honours, Grade 2

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

Degree programmes may entitle access to postgraduate study.

5.2 Professional status (if applicable):

This award entitles the learner, on application, to Associate Membership of the Institute of Professional Front Row Forwards.

6 ADDITIONAL INFORMATION

6.1 Additional information:

Not applicable

6.2 Further information sources:

www.lyit.ie

McNulty, Joseph Peter : L00996543; 8326432 H

4.3 Programme details-(e.g. modules or units studied), and the individual grades/marks/credits obtained:

*Marks out of 100%; Pass Marks generally 40% **The ECTS Grade is a relative grading indicating the learner's performance within the cohort; A top 10%; B next 25%; C next 30%; D next 25%; E next 10%.					
CODE	SUBJECT	STAGE	MARKS*	ECTS Credits	ECTS GRADE**
FN101	Introduction to Financial Accounting	1	63	7	B
FN102	Financial Accounting 1	1	56	7	C
FN103	Introduction to Finance 1	1	45	7	D
MT106	Calculus for Finance 1	1	42	7	D
MT109	Calculus for Finance 1	1	45	8	D
FN201	Financial Accounting 2	1	51	8	C
FN202	Financial Accounting 3	1	55	8	C
FN205	Finance 1	1	63	8	B
FN206	Finance 2	2	63	7	B
EC201	Microeconomics 1	2	56	7	C
EC203	Microeconomics 2	2	45	7	D
EC205	Quantitative Methods 2	2	42	7	D
EC206	Econometrics 1	2	45	8	D
EC207	Applied Economics: Euro Economy	2	51	8	C
EC208	Applied Economics: Industrial Economics	2	55	8	C
FN305	Corporate Finance 1	2	63	8	B
FN306	Corporate Finance 2	3	63	7	B
FN307	Derivatives 1	3	56	7	C
FN308	Derivatives 2	3	45	7	D
FN309	International Finance 1	3	42	7	D
FN310	International Financial Markets and Institutions	3	45	8	D
FN399	Finance Thesis	3	51	8	C
EC301	Microeconomics 3	3	55	8	C
EC302	Microeconomics 4	3	63	8	B
EC303	Macroeconomics 3	4	63	7	B
EC304	Macroeconomics 4	4	56	7	C
EC306	Econometrics 2	4	45	7	D
EC307	Applied Economics: Fiscal Policy	4	42	7	D
EC308	Applied Economics: Economic of the EMU	4	45	8	D
EC312	Industrial Organisation	4	51	8	C
EC316	Economic Integration 1	4	55	8	C
EC317	Economic Integration 2	4	63	8	B
	AWARD		59%		

7 CERTIFICATION OF THE SUPPLEMENT

INSTITUTION

7.1 Date:

7.2 Signature:

7.3 Capacity:

7.4 Official stamp or seal:

AWARDING BODY

7.1 Date:

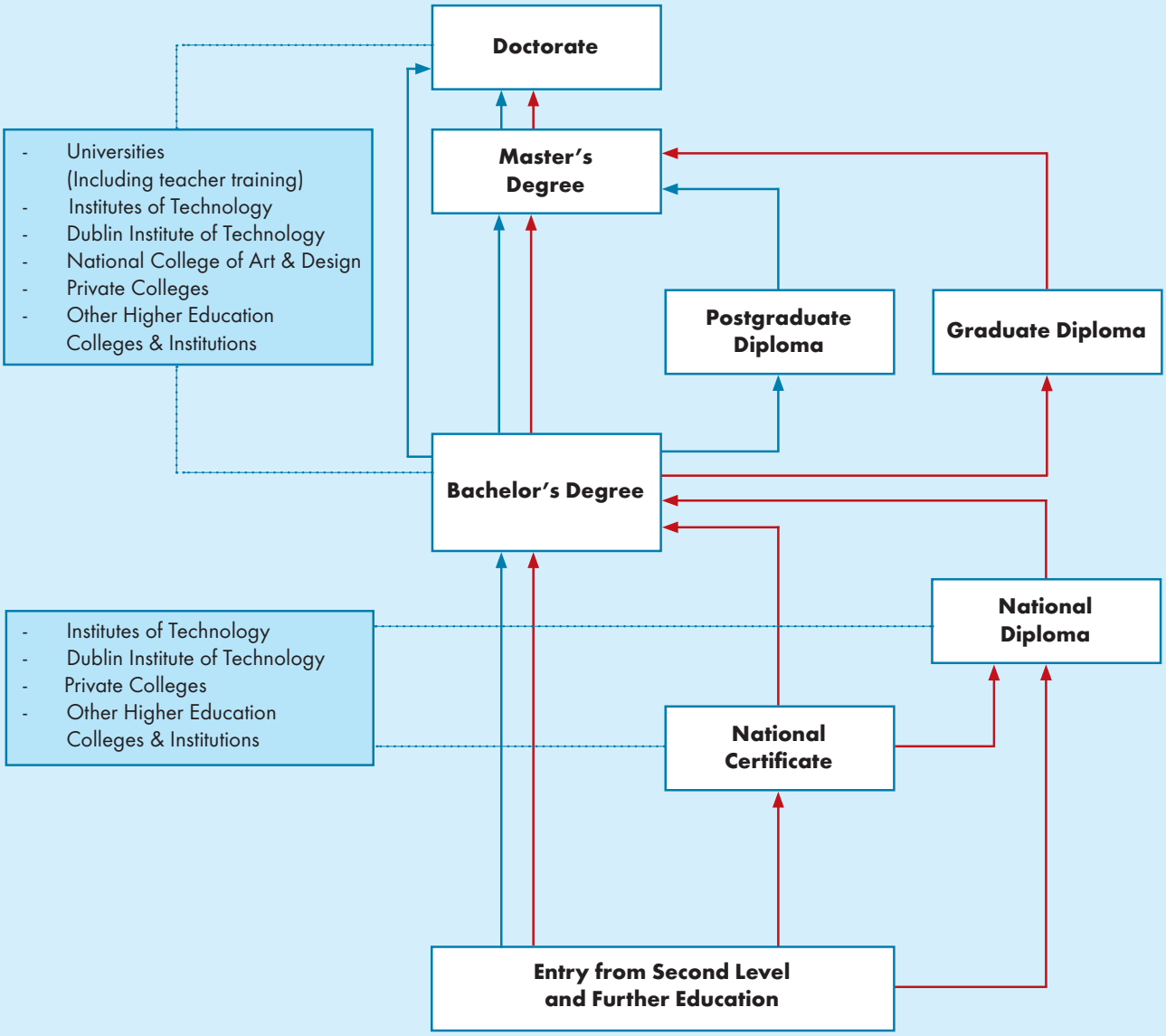
7.2 Signature:

7.3 Capacity:

7.4 Official stamp or seal:

McNulty, Joseph Peter : L00996543; 8326432 H

SUMMARY OF HIGHER EDUCATION AND TRAINING SYSTEM IN IRELAND



KEY TO GRAPHIC

University Programme

Institutes of Technology Programme

Dublin Institute of Technology

Other Higher Education Colleges and Institutions

DESCRIPTION OF HIGHER EDUCATION SYSTEM IN IRELAND OCTOBER 2003

Introduction

The higher education or third-level sector in Ireland includes a range of Higher Education Institutions – Universities and Institutes of Technology as well as Colleges of Education, the National College of Art and Design, non-State aided private higher education colleges and other National institutions. The Universities and Colleges of Education are funded by the Higher Education Authority (HEA). The Institutes of Technology and the Dublin Institute of Technology are funded directly by the Department of Education and Science (www.education.ie)

Ireland has a binary system of higher education, designed to ensure maximum flexibility and responsiveness to the needs of students and to the wide variety of social and economic requirements. However, within each sector and between the two sectors, a diversity of institutions offer differing types and levels of courses. The Universities are essentially concerned with undergraduate and postgraduate programmes, together with basic and applied research. The main work of the Institutes of Technology is in under-graduate programmes, with a smaller number of post-graduate programmes and a growing involvement in regionally orientated applied research.

Government Agencies

The Higher Education Authority (HEA) (www.hea.ie) which was established in 1971 is responsible for furthering the development and assisting in the co-ordination of State investment in higher education. The National Qualifications Authority of Ireland (NQAI) (www.nqai.ie) was established by the Qualifications (Education and Training) Act 1999, and is responsible for establishing and maintaining the National Framework of Qualifications. The Higher Education and Training Awards Council (HETAC) (www.hetac.ie) which was also established as part of the 1999 Act is the qualifications awarding body for the Institutes of Technology and other non-university higher education colleges and institutions. HETAC may also delegate the authority to make awards to an Institute of Technology.

Higher Education Institutions

There are seven universities recognised under the Universities Act, 1997 - University College Cork, University College Dublin, National University of Ireland Galway, National University of Ireland Maynooth, Trinity College Dublin, the University of Limerick and Dublin City University. The Universities validate and award their own qualifications as well as those in institutions recognised by them including for example, the Colleges of Education. The Universities have primary responsibility for their own quality assurance systems and have established the Irish Universities Quality Board (IUQB) to promote best practice in quality assurance throughout their sector. The Higher Education Authority also has a review role in relation to quality assurance procedures in Universities.

There are thirteen Institutes of Technology (IoTs), which are designated under the Regional Technical Colleges Act 1999. The institutions are Athlone IT, IT Blanchardstown, Cork IT, IT Carlow, Dundalk IT, Dun Laoghaire Institute of Art, Design and Technology, Letterkenny IT, Galway-Mayo IT, Limerick IT, IT Sligo, IT Tallaght, IT Tralee and Waterford IT.
These conduct programmes leading to awards made by the Higher Education and Training Awards Council. In some cases, following a review process, the institutions have been or may be delegated authority by the Council to make higher education and training awards themselves. In addition, while the institutions have primary responsibility for quality assurance, the Council has a quality assurance monitoring and review role in relation to the institutions.

Other higher education colleges and institutions include National institutions, private colleges and other higher education and training institutions. However, under recent legislation any provider of education and training regardless of the source of that provision, whether it is in an educational institution, the workplace or the community, can apply to the Higher Education and Training Awards Council for validation of a programme.

Finally, the Dublin Institute of Technology (DIT) (www.dit.ie) makes its own awards following legislation which was passed in 1997. While DIT has primary responsibility for the implementation of quality assurance procedures, the National Qualifications Authority of Ireland has a quality assurance review role in relation to these procedures.

National Framework of Qualifications

The National Framework of Qualifications (launched on 17 October 2003) sets the overall standards of the awards of the Higher Education and Training Awards Council and the Dublin Institute of Technology, as well as accommodating the awards of the universities. The Framework is the single, nationally and internationally accepted entity, through which all learning achievements may be measured and related to each other, and which defines the relationship between all education and training awards. It is a 10-level framework with higher education and training awards being made at levels 6 to 10. The National Qualifications Authority of Ireland has defined an initial set of 15 major award types for each of the 10 levels as follows:

LEVEL	MAJOR AWARD-TYPE
10	Doctoral Degree
9	Masters Degree and Post-graduate Diploma
8	Honours Bachelor Degree and Higher Diploma
7	Ordinary Bachelor Degree
6	Advanced Certificate and Higher Certificate
5	Level 5 Certificate
4/5	Leaving Certificate
4	Level 4 Certificate
3	Level 3 Certificate & Junior Certificate
2	Level 2 Certificate
1	Level 1 Certificate

Awards at Levels 7 to 10 will be made by the Higher Education and Training Awards Council, the Dublin Institute of Technology, the Universities and Institutes of Technology with Delegated Authority. At Level 6, the Higher Certificate award will be made by Higher Education and Training Awards Council and the Dublin Institute of Technology.
The National Framework is in the process of being implemented.

DIPLOMA SUPPLEMENT
RECORD OF ACADEMIC ACHIEVEMENT

The University of Nottingham

This Diploma Supplement 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 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-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.

The Diploma Supplement is issued in a widely spoken European language and free of charge to every student upon graduation.

INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

Family name(s) Other
Given name(s) Alison Nicole

Date of Birth 01 Jan 1984
Student ID 4123456
HESA Reference 0000021234567

INFORMATION IDENTIFYING THE QUALIFICATION

Qualification Bachelor of Science with Honours
Programme of Study Environmental Biology
Language of Instruction English

Awarding Institution The University of Nottingham
Administering Institution The University of Nottingham

INFORMATION ON THE LEVEL OF THE QUALIFICATION
(please see overleaf for Access Requirements)

Level of Qualification 6

Length of Programme 3 year UG

INFORMATION ON THE CONTENTS AND RESULTS GAINED
(please see overleaf for Programme Requirements and Grading Scheme)

Degree Classification Second Class, Division Two
Mode of Study Full time

Special Award

Programme Details

2004 - 2005		**Mark**	**Resit Mark**	**Credit**
C135E3	Soil and Water Science	48		20
D211F1	Food: Manufacturing, Nutrition and Health	68		10
D235E4	Dynamic Interactions: Pure and Applied Population Biology	38		10
C13688	Avian Biology and Conservation	50		10
F82228	Patterns of Life	45		10
D23BEP	Research Project in Environmental Biology 2	55		40
F83223	Ecology, Conservation & Management	52		20
2003 - 2004		**Mark**	**Resit Mark**	**Credit**
C12321	Animal Behaviour	38		10
C12327	Conservation Biology & Biogeography	51		10
C12338	Ecology	49		10
C123E3	Soil Science	63		10
D223E2	Environmental Science Field Course	57		10
D223Z5	Animal Physiological Ecology	62		10
C111E2	Oceanography	62		10
C12458	Biological Photography and Imaging 1	40		10
C124E4	Aquatic Science	49		10
C124E5	Aquatic Science Field Course	45		10
D224P4	World Agroecosystems	52		10
D224Z4	Research Techniques in Agriculture and Physiology	50		10
2002 - 2003		**Mark**	**Resit Mark**	**Credit**
C111E1	Global Environmental Processes	50		10
D211E2	Foundation Science	61		10
D211E4	Principles of Ecology	58		10
D211N1	Introductory Biochemistry: The Molecules of Life	55		10
D211P1	Genetics and Cell Biology	48		10
D211Z1	Whole Organism Biology	39	39	10
C112E2	Atmospheric Environment	49		10
C41236	Evolutionary Biology	25	37	10
D212E1	Data Transfer, Analysis and Presentation	61		10
D212P1	Community & Whole Plant Physiology A: Systematics, Growth & Differ	26	41	10
D212P2	Plant and Cell Physiology A: Growth and Differentiation	33		10
D212P3	Genetics with Specialist Options	26	43	10

Total Credits 360
Final Mark 52
Date of Award 15 Dec 2005

CERTIFICATION OF THE SUPPLEMENT

ELECTRONIC SIGNATURES OF VC & REGISTRAR

Signature		
Name	Professor Sir Colin M Campbell	Mr Keith H Jones
Capacity	Vice-Chancellor	Registrar

Date Diploma Supplement Issued 01 Feb 2006

INFORMATION ON THE LEVEL OF THE QUALIFICATION *(continued from previous page)*

Admissions requirements
Information on the minimum qualifications necessary to be considered for entry to a course (including English language requirements, other required skills or experience) is given in the relevant Programme Specification available at: http://www.nottingham.ac.uk/programme-specifications.

INFORMATION ON THE CONTENTS AND RESULTS GAINED *(continued from previous page)*

Programme requirements
A Programme Specification is produced for any course on which a student may be registered. Information on the course structure, assessment criteria, learning outcomes and any other requirements which are in addition to those stated in the University's study regulations (http://www.nottingham.ac.uk/quality-manual/study-regulations/index.htm) and the University of Nottingham's Qualifications Framework (http://www.nottingham.ac.uk/quality-manual/QAstructures/quals-framework.htm) are given in the relevant Programme Specification available at: http://www.nottingham.ac.uk/programme-specifications.

Information on modules taught at the University of Nottingham for the current session is available from the Module Catalogue available at: http://www.nottingham.ac.uk/module-catalogue. For information on modules taught in previous sessions please e-mail: module-specifications@nottingham.ac.uk.

University policies and procedures as set out in University Regulations (http://www.nottingham.ac.uk/regulations) and the Quality Manual (http://www.nottingham.ac.uk/quality-manual) automatically apply to all courses.

Undergraduate credit structure
Each individual module has a credit value, which contributes to the academic year. University of Nottingham credit values are translated into ECTS credit values by dividing the Nottingham credit value by two.

10 hours of effort per 1 credit
120 credits per full-time academic year or equivalent
360 credits for award of Honours degree
480 credits for award of Integrated Masters
360 credits for award of Pass degree
300 credits for award of Ordinary degree
240 credits for award of Undergraduate Diploma
120 credits for award of Undergraduate and Foundation Certificates

There may be exceptions to the standard credit totals owing to entry at a later stage of the course, or Accreditation of Prior (Experiential) Learning (AP(E)L), or because of a change of course or the need to take a stage of the course for a second time.

Grading scheme and, if available, grade distribution guidance
For the majority of awards, numeric marks are awarded on the scale 0-100. The module pass mark is 40%.

Compensation and reassessment
Candidates have the right to one reassessment attempt and under certain circumstances may be offered one further reassessment opportunity at the School's discretion. If applicable these marks are shown in the Resit column. Information on the award of credit, progression, compensation and reassessment is contained in the University's study regulations available at: http://www.nottingham.ac.uk/quality-manual/study-regulations/index.htm.

Awards
Full information on the methods for classifying undergraduate degrees approved for use in the University of Nottingham is available at: http://www.nottingham.ac.uk/quality-manual/assessment/degree-class.htm.

For the majority of awards, the weighted numerical average is translated into degree classification as follows:

I (First class honours)	=	70%+
IIi (Upper Second Class Honours)	=	60% - 69%
IIii (Lower Second Class Honours)	=	50% - 59%
III (Third Class Honours)	=	40% - 49%

Rounding
The University convention on rounding of numeric marks is available at: http://www.nottingham.ac.uk/quality-manual/assessment/degree-class.htm.

Use of borderlines
The University convention on the use of borderlines is available at: http://www.nottingham.ac.uk/quality-manual/assessment/degree-class.htm. The Examination Board may use the procedure set out in the relevant Programme Specification (http://www.nottingham.ac.uk/programme-specifications) to determine if the classification of borderline candidates may be raised.

INFORMATION ON THE FUNCTION OF THE QUALIFICATION

Access to further study
Subject to attainment of the minimum qualifications necessary to be considered for entry to a course, a University of Nottingham Honours Bachelors degree provides access to taught postgraduate and postgraduate research programmes either at Masters or Doctoral level. Integrated Masters degrees provide access to Doctoral programmes.

Professional status
Information on the accreditation, professional or statutory recognition of a course (if applicable) is given in the relevant Programme Specification accessible through the University's website at: http://www.nottingham.ac.uk/programme-specifications. Information on the current professional standing of the holder of a University of Nottingham award may be obtained from the relevant professional or statutory body.

ADDITIONAL INFORMATION

Additional information
Additional information may be obtained from the University's website at: http://www.nottingham.ac.uk or by e-mailing: Exams-Office@nottingham.ac.uk. To check the validity of this document please e-mail: transcripts@nottingham.ac.uk.

Further information sources

Diploma Supplement:	http://www.nottingham.ac.uk/courses-office/examinations/diploma_supplement.htm
European Credit Transfer System (ECTS) Credit:	http://www.nottingham.ac.uk/courses-office/marks-processing/ECTS.htm
National Recognition Information Centre for the UK (UK NARIC):	http://www.uknec.org.uk/

INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

In England, Wales and Northern Ireland[1], Higher Education institutions are independent, self-governing bodies active in teaching, research and scholarship and established by Royal Charter or legislation. 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. About ten per cent of higher education provision is available in 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 or further education college.

Degree awarding powers and the title 'university':
All the universities and many of the higher education colleges have legal power to develop their own courses and award their own degrees, and 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 set out at: http://www.dfes.gov.uk/recognisedukdegrees/annex4.shtml

Institutions able to offer courses leading to a degree of a recognised body ("Listed Bodies") are listed by the English, Welsh and Northern Irish authorities. The list may be found at: http://www.dfes.gov.uk/recognisedukdegrees/annex5.shtml.

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 for in England, Wales and Northern Ireland (FHEQ), including qualifications descriptors, developed with the sector by the Quality Assurance Agency (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - www.qaa.ac.uk). The Qualifications and Curriculum Authority (QCA), the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) and the Council for Curriculum Examination and Assessment, (Northern Ireland) (CCEA) have established the National Qualifications Framework, which is aligned with the FHEQ as shown overleaf with typical credit values. These authorities regulate a number of professional, statutory and other awarding bodies which control qualifications at HE and other levels.
Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001 and are available in England, Wales and Northern Ireland. In terms of the European HE Area they are "short cycle" qualifications within the first cycle.

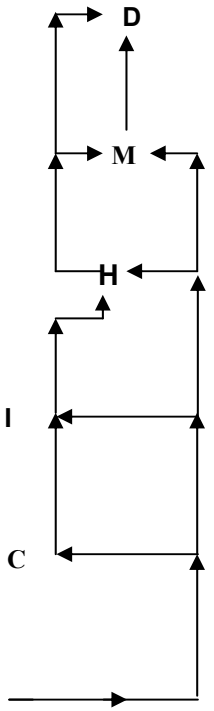
Quality Assurance

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 universal use of external examiners, a standard set of indicators and other reports and by the activities of the QAA and in professional areas by relevant Professional and Statutory Bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark (character) statements, the Code of Practice and a system of 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. Accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA reviews also cover higher education programmes taught in further education institutions.

Credit Systems
There is a national credit system in place in Wales which embraces all post-16 education. Around 75% of institutions in England and Northern Ireland (around 85% of students) belong to credit systems consortia. There are local credit systems in some other institutions. QCA is developing a system intended for further education in England, the Framework for Achievement, designed to articulate with higher education. Many institutions use credit points for students transferring between programmes or institutions, and use ECTS for transfers within the European area and to recognise learning gained by students on exchange visits with institutions elsewhere in Europe.

Admission
The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A)-level (including the "advanced supplementary"). Other qualifications for entry are the Advanced Vocational Certificate of Education, the kite-marked Access Certificate or other qualifications located in the National Qualification Framework (NQF) level 3 Advanced, or the equivalent according to the Credit and Qualifications Framework in Wales, including the Welsh Baccalaureate and qualifications in the Scottish Credit and Qualifications Framework. A-levels are normally taken by students in their 13th year of school or at a college of further education and comprise up to three or four specialist subjects studied in considerable depth, involving coursework and final examinations. Part-time and mature students may enter with these qualifications or alternatives with evidenced equivalent prior learning and experience. Institutions will admit students whom they believe to have the potential to complete their programmes successfully, and set their requirements for entry to particular programmes accordingly.

[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 Education and Skills (DfES), Scottish Executive, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), the Standing Conference of Principals and the National Recognition Information Centre for the UK (UK NARIC).

National Qualifications Framework	Framework for Higher Education Qualifications	European HE Area Cycle/typical credits	Progression with selection of students
8 Specialist awards	D (doctoral) Doctorates	Third cycle (540 where appropriate)	
7 Level 7 Diploma	M (masters) Masters degrees, Postgraduate Diplomas and Certificates	Second cycle (180/120/60)	
6 Level 6 Diploma	H (honours) Bachelors Degrees, Graduate Diplomas and Certificates	First cycle (360)	
5 Level 5 BTEC Higher National Diploma	I (intermediate) Diplomas of Higher Education and Further Education, Foundation Degrees, Higher National Diplomas	Short cycle (240)	
4 Level 4 Certificate	C (certificate) Certificates of Higher Education	(120)	
3 Level 3 Certificate Level 3 NVQ A levels	**QCA/ACCAC/CCEA (non-HE)** **QAA** **Entry to each level of the Framework for Higher Education Qualifications is possible from the next lower level in the National Qualifications Framework or Framework for Higher Education Qualifications for students with the necessary pre-requisites.** **Typically one undergraduate academic year is 120 credits (compare ECTS: 60 credits)**	Entry	
s2 Level 2 Diploma Level 2 NVQ GCSEs Grades A*-C			
1 Level 1 Certificate Level 1 NVQ GCSEs Grades D-G			
Entry Entry Level Certificate in Adult Literacy			

National Recognition Information Centre for the United Kingdom (UK NARIC), Version 3, 17 February 2005

Diploma Supplement Pilot Projects 2002-2005

4

Kerri-Lee Harris

INTRODUCTION

Between 2002 and 2005, DEST commissioned seven universities to undertake Diploma Supplement pilot projects. The aim of these projects was to trial the production of Diploma Supplements (DS) in a range of Australian higher education institutions, and to seek feedback regarding the:

- implications for institutional administrative practices;
- costs and capacity for administrative systems; and
- preferred format and inclusions, through the generation of examples for specific programs of study.

The following institutions were involved in these pilot projects:

Canberra Institute of Technology
Central Queensland University
Monash University
Queensland University of Technology
RMIT University
Swinburne University of Technology
The University of Queensland

Subsequently, a consultancy study drew upon the institutional reports to identify and summarise the issues raised during the pilot projects[6].

The project team for the present project reviewed the pilot project reports to ensure that the next stage of DS development is fully informed by the findings and experiences of the seven universities involved previously. In addition, the project team has consulted with several representatives from the previous projects.

The following is a summary of three aspects of the pilot projects:

1. Project emphasis and approach/method
The seven projects were diverse in their emphasis and approach. Some focused primarily on the capacity of information systems, while others tested sample DSs with employers and graduates. This summary provides the context for the descriptions under 2 and 3.

2. Information included in the sample DSs developed
In this summary, particular attention is paid to the example DS documents developed and trialled during the pilot projects. A wide variety of approaches were adopted by the seven universities involved, variously concentrating upon: descriptions of institutions; details of programs of study; and individual graduate achievements.

3. Decision points, and various perspectives
The 2006 summary of the pilot projects included a general summary of the key issues identified – we do not repeat this here. Rather, this summary outlines the positions taken, and 'recommendations' made, by projects/institutions on a set of particular decision points.

The institutions are identified as A-G in the following summaries, as institutional identity is not particularly relevant for present purposes.

6 Australian Education International, Australian Government. July 2006. *Diploma supplement: Outcomes of DEST activities*. Last accessed 24 July 2007 from: http://aei.dest.gov.au/AEI/GovernmentActivities/DiplomaSupplement/DS_DEST_Activities_pdf.htm

SUMMARY OF THE PILOT PROJECTS

1. Project emphasis and approach/method

All pilot projects developed DS documents – either as illustrative examples only, or as 'real' documents for trial distribution to specific cohorts of graduates (e.g. A; D; & F) (Table 11.1).

Table 11.1: Emphasis and Approach of Each of the Pilot Projects

	Project						
Project details:	**A**	**B**	**C**	**D**	**E**	**F**	**G**
Detailed analysis of information systems implications	√		√		√ (inc costs)		√ (inc costs)
Development of sample DSs for:	B. Soc. Sci.	B. Des. (Fash'n)	B. Creat. Ind (Comm Des); B.Bus (Int'l); B.Eng (ECE); B.IT; M.Laws; Study Abroad	B.Eng/ Arts; B. Occ' Ther'; B. Sci; M.BA	B.Bus; CertIII (DA)	B.Bus (Acc)	B. Env. Eng; B.Bus&. Comm; B.Comm/ B.Eng; B.Arts; M.Phil; M. PA
Distribution of DSs to graduates	√			√ (n=288; 4 progs.)		√ (n=23)	
Feedback from stakeholders		√ (emps; grads)	√ (emps)	√ (emps; n==57 grads)			√ (emps; staff; stud)

It should be noted that the pilot project involving the largest distribution, Project D, adopted the most 'generic' approach to the information included in the DS – the program of study was named and described, but the DS included no graduate-specific information (see also Section 2).

Several of the projects invited employers and related stakeholders to comment on the example DS documents produced (see 2006 summary for details7).

Some projects concentrated upon information systems and administrative issues. These projects sought to identify the existing university systems from which the required information might be sourced. They then assessed the feasibility and costs associated with automating the compilation of this information into the DS. Given this emphasis, and the priority given to such systems issues in the DEST terms of reference for the pilot projects, *it is perhaps not surprising that the most significant issues raised in the project reports concern existing database limitations, and the associated resource implications of potential modification.*

2. Information included in the sample DSs developed

Working from a list of suggested categories of information provided by DEST, each pilot project developed their own DS examples. The outcomes were very diverse.

Some projects elected to critically evaluate both the *merit* and *meaning* of each of these categories as part of their project.

Others projects simply interpreted and applied these categories in particular ways. *This diversity in interpretation highlights the need for detailed guidelines if a consistent national approach is to be developed.*

7 Australian Education International, Australian Government. July 2006. *Diploma supplement: Outcomes of DEST activities*. Last accessed 24 July 2007 from: http://aei.dest.gov.au/AEI/GovernmentActivities/DiplomaSupplement/DS_DEST_Activities_pdf.htm

Table 11.2 provides an overview of information included. Most of the variety occurs in the detail with which the programs are described. This is further detailed in Tables 11.3a and 11.3b.

Table 11.2: Emphasis and Approach of Each of the Pilot Projects

	Project						
	A	**B**	**C**	**D**	**E**	**F**	**G**
Graduate information:							
Graduates' name	√	√	√	X	√	√	X
Date of birth	√	√	X	X	√	√	X
Grades	√	X	X	X	X	X	X
Program information: (see also Tables 3a-3c)							
Some detail programs content / fields of study	√	√	√	√	√	√	√
Specific units of study listed	√	X	X	X	X	X	X
University & sector information:							
Description of institution	X	X	X(√)	√√	X	√ √	√√
Description of Australian higher education system	X	X	√ √	√ √	X	√√	√

√ = included (additional √ represented detail/length of description); X = not included.

Table 11.3a illustrates the level and nature of program detail included in the DS of each of the pilot projects. Note that this information is not 'individual specific' – for any two graduates from a particular program in *a particular year*, this information would be identical. It might change over time, however, as programs of the same name change in content, mode or objectives.

Table 11.3a: Program Detail included in DS Examples Developed by Pilot Projects

	Project						
Program details included:	**A**	**B**	**C**	**D**	**E**	**F**	**G**
Prose-based description			√	√			√
Admission requirements	√ √	√	√	√	√ √	√ √	√ √
Recognition of prior learning	√		√		√		
Level	√	√	√	√	√	√	
Normal duration	√		√	√	√	√	√
Honours	√		√	√			
Professional recognition	√	√	√	√	√	√	√
Mode of study (e.g. Full time; Part time)	√			√	√	√	√ √
Learning objectives / graduate attributes statement			√			√	√ √
Access to further study		√	√	√	√	√	
Main fields of study involved (not 'selected' majors – see Table 3a)		√			√	√	√

Table 11.3b depicts the approaches taken to describing the particular areas of study within a program. In some examples (ie. C & G), the individual graduate's particular major was indicated. In some cases the full range of possible majors was also listed (e.g. A & C) and further described (e.g. A).

A single project (A) took the approach to include extensive detail about the particular units of study completed by the graduate (Table 3c). Note that this detail included the grades achieved for each unit (Table 11.2).

Table 11.3b: Major Area of Study Detail included in DS Examples Developed by Pilot Projects

	Project						
Major area details included:	**A**	**B**	**C**	**D**	**E**	**F**	**G**
Name of **major** (eg Zoology)			√				√
Description of content/ emphasis			√				
Range of majors available	√		√	√			
Definition of a major	√						
List of core subjects/ components	√	√				√	
Objectives statement (for major)							

Table 11.3c: Unit of Study Detail included in DS Examples Developed by Pilot Projects

	Project						
Unit of study detail:	**A**	**B**	**C**	**D**	**E**	**F**	**G**
Names of particular units completed by graduate (e.g. Bio101)	√			X*	X*		
Description of content/ emphasis							
Range of majors available	√						
Definition of a major	√						
List of core subjects/ components	√	√					
Objectives statement (for major)	√						

*included statement referring reader to the academic transcript for this detail

Other notes regarding Tables 11.3a and 11.3b:

Professional recognition:
Including specific statements about program accreditation or identifying professional associations that graduates are 'eligible to join'.

Major area of study:
For specialist named degrees, the distinction between course description and major description is typically less relevant.

Some of the projects also included statements about opportunities or requirements for overseas study and/or work-based learning within the program descriptions (Table 4). None of the projects, however, provided graduate-specific details of any such activities completed by the graduate.

Table 11.4: Other Detail Included in DS Examples developed by Pilot Projects

Unit of study detail:	Project A	B	C	D	E	F	G
Work placement / industry-based learning	√			√	√*		
Overseas study	√				√*		

* The heading 'Opportunities for study abroad or work based learning', followed by 'Yes'

3. Decision points, and various perspectives

As mentioned previously, issues concerning the capacity of information systems to 'populate' particular data fields of the DS was the principal focus for several of the pilot projects – this was therefore the issue generating the most comment and concern. These concerns tended to be technical and specific to individual university systems and contexts, and are therefore not summarised further here.

In addition to systems issues, a number of 'decision points' related to the structure, content and distribution of the DS can be identified from the pilot projects. These are listed below (and in no particular order), along with the options either preferred (and clearly stated as recommendations), or adopted (and so used in example documents).

These data cannot be considered a survey of the projects on each of these issues. These were not necessarily questions asked of the projects. Rather, this list simply emerges from the reports as a series of considerations for the further development of the DS.

3.1 Name for the DS

- Use 'Diploma Supplement (D)
- Use alternative name (G)

Most of the examples simply used 'Diploma Supplement'.

3.2 Relationship of DS to other documentation

- The DS should be distinct from the academic transcript (C; D)

In general, the examples were produced as attachments to the Academic Transcript or as 'stand-alone' but complementary documents. Only one project team (A) presented most/all of the information that would normally be present on a transcript as part of the DS.

3.3 Information to be presented in the DS

Date of birth

- not included (D)

Four of the seven projects included DOB in their examples (see Table 2)

Main fields of study (majors)

- Be included in the general information on the program (D)

This is perhaps the most variously interpreted and applied area for inclusion (see Tables 3a-b). For specific, named programs (e.g. Bachelor of Design [Fashion]), the course description in effect defines the field of study. That is, the program has a large core component and elective 'majors' are not an important feature. For broad programs such as Bachelor degrees in 'Arts' or 'Science', it is usual for their to be an array of major areas of study from which students choose. For such degrees, some projects chose to describe the array, but not specify the area chosen by the individual recipient of the DS (e.g. D). Others did 'insert' the specific major (e.g. C & G).

Mode of study

- Not included (D)

Two projects omitted this, and one (Project D) argued that this was both problematic and irrelevant information. The remaining five projects included mode of study in their examples (see Table 3a).

Recognition of prior learning

- Not included (as on transcript) (D)

Three projects did include some reference to how prior learning or 'credits' were handled, including: a detailed description of advanced standing; and "TAFE articulation arrangements: up to 12 exemptions".

Grade point average

- Be included (G)

Not a common feature of examples provided.

3.4 Production and distribution

Format

- Electronic (PDF) – (C)
- Also as high quality hardcopy (D)
- Templates for different courses (C)

Requests

- To be made online, via a web-based 'kiosk' (C; D)
    - Authenticate using student ID (C)

This was also raised as an issue with related to broader 'systems' issues.

- Provision
    - On request (C; D; G)
    - Not retrospective (ie available for graduates pre-DS implementation) (G)

3.5 Double-degrees

- receive a single DS (D)
- receive 2 distinct DS (one for each degree) (C)

Project G produced a single DS example for a double degree (cf. the recommendation of C).

3.6 Research higher degrees

- Priority of design of DS for coursework programs (D)

One project produced an example of a DS for a RHD – Project G (Master of Philosophy). This example included stated program objectives and graduate attributes. The possible fields of study were included, but without any information specific to the DS recipient.

5

The National Diploma Supplement and E-portfolios

Claire Brooks
Richard James

There is growing interest in Australian higher education in the use of e-portfolios with a number of Australian universities now offering e-portfolio services to their students, often through their Learning Management Systems. The Carrick Institute for Learning and Teaching in Higher Education recently commissioned a national study into sector-wide directions and possibilities in the use of e-portfolios. With the prevalence of e-portfolios expected to rise consideration needs to be given to the implications for the National Diploma Supplement.

Portfolios of creative work, resumes, work history, and educational qualifications are hardly new of course. E-portfolios do not differ substantively in content or purpose from conventional portfolios, but they do provide new opportunities to include a wide range of digital material and new possibilities for the compilation, editing and transfer of portfolio information.

Wikipedia offers a useful contemporary definition of an e-portfolio:

> An **electronic portfolio**, also known as an **e-portfolio**, or **digital portfolio**, is a collection of electronic evidence (artefacts, including inputted text, electronic files such as Word and PDF files, images, multimedia, blog entries and Web links etc.) assembled and managed by a user, usually online. ePortfolios are both demonstrations of the user's abilities and platforms for self-expression, and, if they are online, they can be maintained dynamically over time. Some ePortfolio applications permit varying degrees of audience access, so the same portfolio might be used for multiple purposes.

An e-portfolio can serve a number of purposes. These include an aid to reflection on personal development, a cumulative record of achievement linked to formal assessment, or a compilation and exhibition of achievements to assist ion gaining employment or entry to further studies. E-portfolios might include verifiable information and non-verifiable information. E-portfolio may have a number of audiences, but 'ownership' is usually considered to reside with the individual who is compiling it.

As Table 12.1 indicates, e-portfolios and the proposed National Diploma Supplement differ significantly in their content and purposes. Nonetheless, the potential relationship between e-portfolios and the proposed National Diploma Supplement is of some significance.

Graduates are likely to wish to include Diploma Supplements in their e-portfolio as an institutionally authenticated statement of their academic achievement. This would require institutions to issue an electronic version of their Diploma Supplements. If the Diploma Supplement is not made available in electronic form this may limit the objective of enhancing the global mobility and employability of graduates. Presently however there are no totally secure ways of distributing data electronically. To provide graduates with the opportunity to include electronic Diploma Supplements in their e-portfolios, with potentially valuable outcomes for graduates and for the recognition of Australian qualifications internationally, there are technical issues that must be addressed. Assuming that electronic Diploma Supplements potentially will be viewed suspiciously given the lack of security of digital documents, some form of easily accessible online verification via institutional websites might be necessary.

Table 12.1: Relationship between e-portfolios and the Proposed National Diploma Supplement

e-portfolio	Diploma Supplement
Information pertaining to a broad range of activities and achievements, including academic and non-academic achievements.	Information pertaining to a single award conferred on an individual.
Maintenance is an individual responsibility (possibly with institutional guidance + framework).	Compilation, verification and authentication the responsibility of the award granting institution.
Contains authenticated and unauthenticated information.	Contains only authenticated information.
Continually evolving.	Static, a snapshot of information compiled at a particular point in time (i.e. upon an award being conferred).
Certain information stored in an e-portfolio might be later authenticated by institutions for inclusion in a diploma supplement.	Once issued a diploma supplement might be included in a student's e-portfolio.
Document security may not be a high priority.	Document security a high priority.

E-portfolios raise numerous issues for universities that are beyond the relationship with the National Diploma Supplement. These have not been discussed here, but include privacy and intellectual property concerns and security of data over the long term. Kift et al. (2007) have explored the complicated area of institutional risk associated with e-portfolios. There is also the issue of interoperability if materials in e-portfolios are to be portable and transferable, assuming that over a lifetime individual may have several different e-portfolios and a number of diploma supplements.

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University of Edinburgh e-portfolio site:
http://www.elearn.malts.ed.ac.uk/eportfolio/eportfolio_pdp.phtml

Warwick University e-portfolio site
http://www2.warwick.ac.uk/study/csde/eportfolio/

Wikipedia:
http://en.wikipedia.org/wiki/Testamur (accessed May 3rd, 2007)

WCET comparison of e-portfolio tools:
http://eportfolio.edutools.info/item_list.jsp?pj=16 (Accessed May 10th 2007)

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Preliminary Consultations with Employers, Recruiting Agencies and Professional Associations

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INTRODUCTION

This document reports on discussions conducted in Melbourne, Sydney and Canberra with senior managers in major employers, professional associations, and HR recruiting firms.

The main points that emerged from these discussions are summarised while an appendix lists those persons who were consulted.

SUMMARY OF MAJOR POINTS FROM CONSULTATIONS

1. Interviewees from major employers, professional associations and recruiting agencies clearly saw considerable value in the proposed Diploma Supplement, especially in terms of new graduates and graduates in the early stages of their careers. In particular, they would find useful additional information on program details and special information on achievements, recognition and prizes. They also would find it helpful to have information being presented in some uniform pattern across all Australian universities in order the facilitate comparability of applicants.
2. With regard to academic records to be included in Diploma Supplements, all employers and recruiting agencies and most professional associations are strongly of the view that complete academic records should be included, and not simply units that were successfully completed. Major employers of graduates face considerable problems in selecting applicants for a limited number of positions from large groups of applications. For example, the Commonwealth Treasury takes 60 to 65 graduates per year but receives 800 applications while AusAID receives 750 applications for 20 places and the Reserve Bank receives 650 applications for 40 places. Moreover, organisations such as the Treasury insist on assessing full transcripts in order to calculate a grade point average for each applicant. Should the proposed Graduation Statement include only successfully completed units, for its graduate program the Treasury would demand that applicants submit full and unedited academic transcripts. AusAID would find it most useful if Diploma Supplements could report on assessed language skills of graduates.
3. Employers are particularly interested in the inclusion of employment relevant additional information, and see this as being much more valuable than detail on course admission requirements and course structure. This has obvious implications for the project teams proposal for the Graduation Statement which suggests brief summary statements about admission and course requirements accompanied by reference to university websites.
4. Employers would particularly welcome additional information, such as on workplace learning, study abroad and overseas (and local) professional practice or training periods. They are most interested in verifiable data on employment skills, workplace competencies, team skills, business acumen and 'cultural fit', but they tend to be sceptical of the value of the inclusion of course aims, graduate attributes and details of the course structure. They support inclusion of information on the professional accreditation of courses but, with the rapid growth of professional accreditation in para-professional fields, there are problems for any university to have on file complete, accurate and detailed information on all courses that have been accredited and what accreditation will do in terms of qualifying graduates for professional registration and membership of the relevant professional association. A number suggested that inclusion of GPA by all universities would be most helpful (some already have this).
5. Professional associations are most insistent that the Diploma Supplement should include information on the professional accreditation of courses and on courses that lead to professional recognition, membership of professional associations and the right to practice in the case of government regulated professions. This insistence appears to be particularly related to the needs of Australian graduates in seeking professional employment outside Australia, as well as the ambitions of many professional associations. A number of professional associations are somewhat disappointed that the Diploma Supplement is unlikely to provide additional assistance with professional accreditation of university courses.
6. A number of interviewees have already have had experience in assessing applications from graduates with European Diploma Supplements and they favour Australian universities following a European DP model, or at least reporting identical key information. Two or three suggested that a common format across Australian higher education and the VET sector would be useful.
7. Most managers from major employers and recruiting agencies consider that Diploma Supplements should be relatively short (no more than 3-4 pages) and emphasised that even with initial employment university qualifications constitute only one limited set of information. Large firms such as PriceWaterhouseCoopers (which in Melbourne alone recruit about 140 graduates per year) take

account of school and university records, but also consider any previous employment experience. In addition, all applicants for positions with PriceWaterhouseCooper take various mathematical and aptitude tests, have behavioural interviews, participate in group exercises including role-plays and in-trays, and conclude their selection processes with individual hour-long interviews with a senior partner.

8. With the current low unemployment rate and high demand for professional labour, especially in fields such as accounting and engineering, all applications from graduates are taken seriously. PriceWaterhouseCoopers said that in practice accounting and law graduates with a credit average or above usually progress to other stages in the selection process.
9. There are already a number of firms that will check university qualifications and secure police reports on applicants for professional employment. These include Australian Background Checking and Verify. Police reports are generally sought for senior financial management jobs, especially by recruiting companies. A small number of those interviewed were aware of the services offered by QualSearch and offered positive comments on its value.
10. In fields such as accounting, many young Australian graduates go overseas for a couple of years, initially on secondment from firms such as PriceWaterhouseCooper. In such cases, they retain their permanent positions in a particular Australian office of the firm. Should they wish permanent employment in an overseas office of the firm, they need to make a formal application.
11. Firms that recruit overseas graduates claim they have most trouble in assessing the qualifications of graduates from China, the Indian sub-continent and Middle East countries.
12. Other points are as follows:

    - It is important for universities to ensure any Diploma Supplement information is readily accessible and stored for the long term within universities.
    - Some universities could be more helpful in assisting employers to check whether an applicant in fact has the qualifications they claim.
    - There is concern about the major variability in the requirements for Australian masters degrees (particularly one year full-time masters degrees).
    - It would be most useful to assist in seeking employment if graduates could receive their Diploma Supplement as soon as possible after course completion and not have to wait for the relevant graduation ceremony.
    - It will be important to decide whether only graduates from the date of introduction of the scheme can secure a Diploma Supplement, or whether Diploma Supplements will be available for graduates who completed their courses in the past.
    - E-Portfolios are a good idea but graduates should be encouraged to begin one while at university or early in their careers.

LIST OF PERSONS CONSULTED IN MELBOURNE

Kate McCarthy Client Relationship Manager, Hamilton, James and Bruce, Level 7, 15 William Street, Melbourne.

Lyn Goodear, National Manager, Professional Development, Australian Human Resources Institute, Level 10, 601 Bourke Street, Melbourne.

Caroline Armstrong, Special Projects Executive, CPA Australia, National Level, Level 28, 385 Bourke Street, Melbourne.

Swee Bee Tan, Manager, Qualifications Assessment, and Dennis Adams, General Manager Education, Level 8, National Institute of Accountants, 12-20 Flinders Lane, Melbourne.

Julie Mills, CEO, Recruiting and Consulting Association, Level 3, 63 Collins Street, Melbourne.

Debra Rudov, Manager Victoria, Persona Grata Consulting (Vic), Suite 507, 89 High Street, Kew.

Patrick Coleman, Director Policy, Business Council of Australia, Level 42 120 Collins Street, Melbourne.

Barry Martin, Director Campus Recruitment, PriceWaterhouseCooper, Freshwater Place, Level 19, 2 Southbank Bld, Southbank, Melbourne.

Megan Lilley, Associate Director, Education and Training, Australian Industry Group, 20 Queens Road, Melbourne.

Ben Reeves, CEO, Australian Association of Graduate Employers Ltd, PO Box 1148, Mitcham North.

LIST OF PERSONS CONSULTED IN SYDNEY

Kathryn Crowden, PR & Communication Manager, Hays - Australia and New Zealand's leading specialist recruitment group, Level 11, Chifley Tower, 2 Chifley Square, Sydney.

Julie Ford, Graduate Program Coordinator, Staff Resourcing, Reserve Bank of Australia,, 65 Martin Place, Sydney.

Sue Phillips, Program Director Finance and Investment, Financial Services Institute of Australasia, Level 3, NAB House, 255 George Street, Sydney.

Bob Hart, Manager Professional Standards and Development, Australian Computer Society, Level 3, 160 Clarence Street, Sydney.

Karen Schrasser, Director, Graduate Internship Program, Westpac, NAG House, 255 George Street, Sydney.

LIST OF PERSONS CONSULTED IN CANBERRA

David Cunneen, Recruitment Officer, Corporate Management Branch, National Audit Office, 19 National Circuit, Barton.

Emily Buchanan, Coordinator Professional Development Program, Engineers Australia, 11 National Circuit, Barton

Melannie Kay, Graduate Coordinator and Eleanor Dun, Graduate Recruitment, Treasury, Langton Place, Parkes.

Malcolm Farrow, CEO Professions Australia, 2a Mugga Way, Red Hill.

Mal Osborne and Andy Isbister, Graduate Recruitment, AusAID, 255 London Circuit, Canberra.

Murray Hawkins, Director National Professions Project, Law Council of Australia, 19 Torrens Street, Braddon.

Martha Liew, Royal Australian Institute of Architects, Level 2, 7 National Circuit, Barton.