

National Qualification Framework, The Diploma Supplement and The Degree Profile

Prepared

By

Isam Zabalawi

PhD, FIET, CEng , EUR ING

Arab Academy for Banking and Financial Sciences

zabalawi@aabfs.org

University of Jordan, Amman-Jordan, 20 October , 2016



Erasmus+

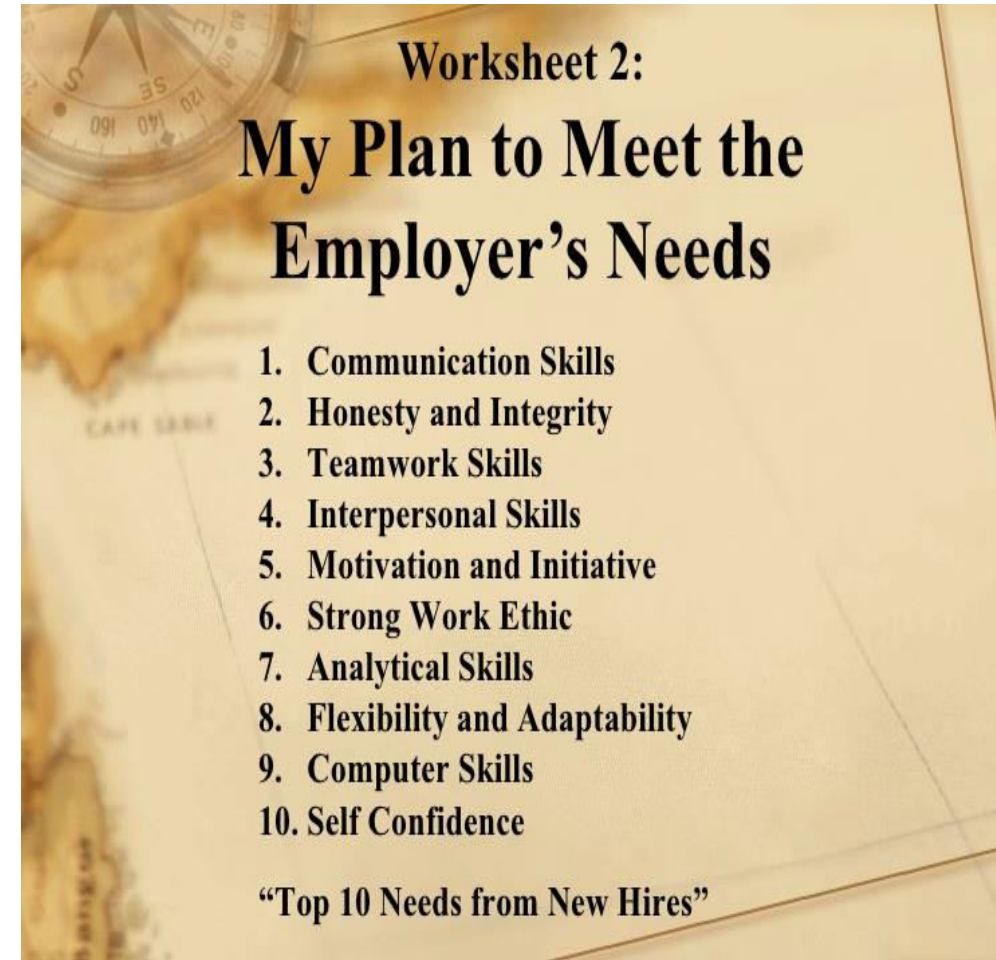
HERE's Activities 2016 Program

Presentation Agenda

Part 1	Jordan Higher. Edu : Drivers for Change and Challenges, Work Environment and Trends, and HE Rethinking and Reforming.
Part 2	National Qualification Framework(NQF)
Part 3	Diploma Supplement(DS)
Part 4	Degree Profile(DP)

Challenges and Drivers for Change

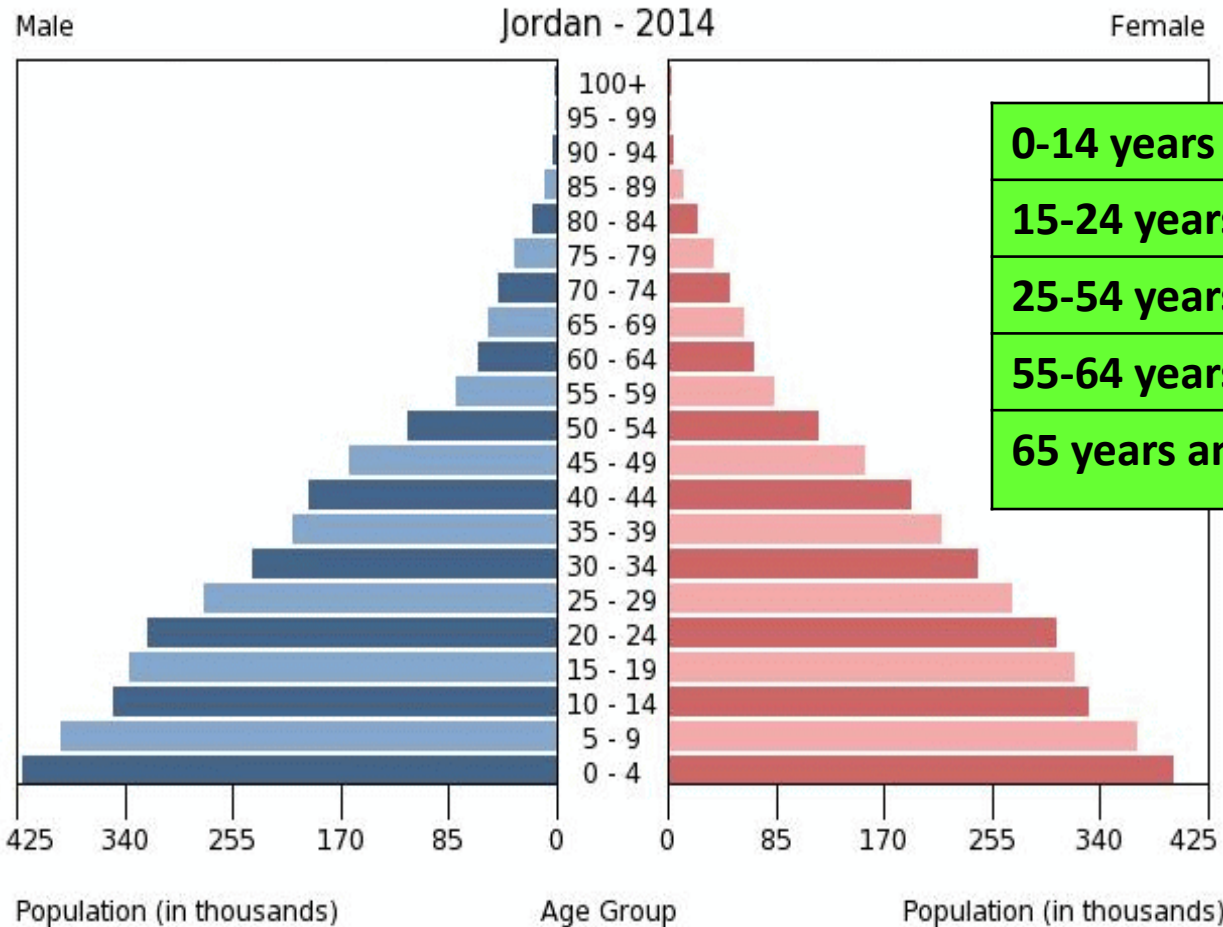
1. Knowledge Economy
2. Globalization
3. Demographics
4. Technological Changes
5. Technological Innovations
6. Employer's Needs





Jordan Demographics Profile 2014

Population 7,930,491 (July 2014 est.)



0-14 years	35.8% (male 1,457,174/female 1,385,604)
15-24 years	20.4% (male 826,482/female 788,950)
25-54 years	35.7% (male 1,421,634/female 1,412,888)
55-64 years	4.2% (male 160,224/female 169,965)
65 years and over	3.9% (male 145,515/female 162,055) (2014 est.)

- Mission and the Vision
- Teaching and learning process
- and environment

HEI should take the three traditional pillars (Teaching, Research, Service) and turn them to (Learning, Innovation, Shared Leadership)

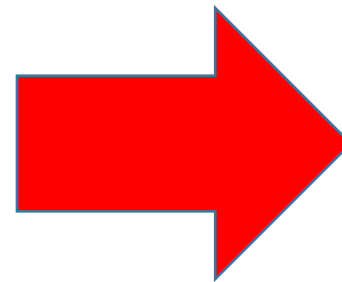
Higher Education Reform

Classical Classroom

Teaching inputs

One-way content delivery

Preparation of next generation



Classroom without walls

Learning outcomes

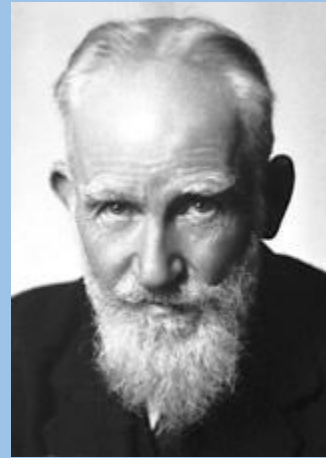
Two-way exchange

Continuous preparation of all generation

**If you don't change
you will be changed**

**"Nothing Is As Constant
As Change"**

Heraclitus 535BC



**Progress is impossible
without change, and
those who cannot
change their minds
cannot change
anything.**

George Bernard Shaw



LIST OF SECTORS:

1. Business services and professional services
2. Communication services
3. Construction and Related Services
4. Distribution Services
5. **Educational Services**
 - A. Primary education services
 - B. Secondary education services
 - C. Higher education services
 - D. Adult education
 - E. Other education services
6. Energy services
7. Environmental services
8. Financial services
9. Health and social services
10. Tourism services
11. Transport services
12. Movement of natural persons

Some Organizations with CO activities:

- 1) Alcatel University (France)
- 2) ALSTOM Learning Institute (France)
- 3) Axa (France)
- 4) Bombardier (France)
- 5) Cap Gemini (France)
- 6) EADS Corporate Business Academy(France)
- 7) LVMH House (France)
- 8) Schneider Electric (France)
- 9) Suez (France)
- 10) Thales (France)
- 11) Vivendi Universal (France)
- 12) Union Fenosa Corporate University (France)
- 13) Allianz Management Institute (Germany)
- 14) BMW (Germany)
- 15) Daimler Chrysler Services Academy(Germany)
- 16) Deutsche Bank University (Germany)
- 17) Lufthansa School of Business (Germany)
- 18) Siemens Business Services (Germany)
- 19) Volkswagen Coaching (Germany)
- 20) ISVOR-Fiat (Italy)
- 21) ABN AMRO Academy (The Netherlands)
- 22) Heineken University (The Netherlands)
- 23) ING Business School (The Netherlands)
- 24) Shell Open University (The Netherlands)
- 25) ABB University (Switzerland)
- 26) Holcim (Switzerland)
- 27) Novartis (Switzerland)
- 28) ST Microelectronics University (Switzerland)
- 29) Swiss Re (Switzerland)
- 30) Union Bank of Switzerland LeadershipInstitute (Switzerland)
- 31) BAE (UK)☒
- 32) BT (UK)
- 33) Centerparcs (UK)☒
- 34) Egg (UK)
- 35) Lloyds TSB University (UK)



Established	2008
Type	Corporate university
Chairman	Joel Podolny , Dean
Location	Cupertino , California , United States
Campus	Suburban
Affiliations	Apple Inc

McDonald's Hamburger University

Oak Brook, Illinois

Diploma

presented to

Denison F Smith

who has successfully completed the
Advanced Operations Course
and is hereby granted the degree of
Bachelor of Hamburgerology

March, 1978

Date

250

Class



Michael K. J.
President

Don Allio

Dean of Hamburger University

Magna Charta Universitatum 1988

On 18 September 1988 some 386 rectors from universities worldwide signed the Magna Charta Universitatum. This document has since become the reference for the fundamental values and principles of the university, in particular institutional autonomy and academic freedom. By now, some 600 universities have signed the Magna Charta Universitatum.







WORLD DECLARATION ON HIGHER EDUCATION FOR THE TWENTY-FIRST CENTURY: VISION AND ACTION

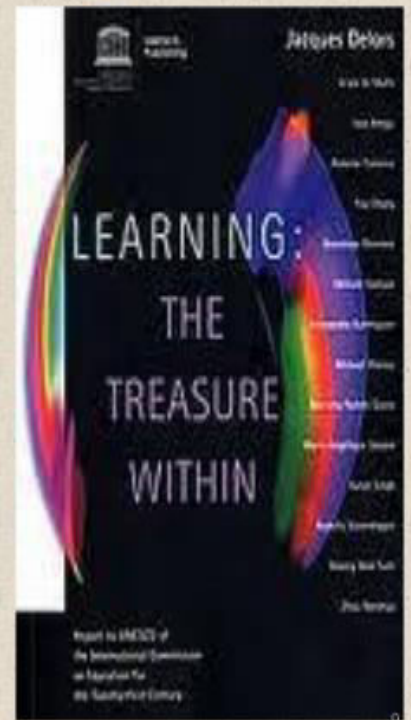
The International Commission on Education for the 21st Century advocates

FOUR PILLARS OF EDUCATION



Learning: The Treasure Within (Delors et al, 1996)

“A key to the twenty-first century, learning throughout life will be essential, for adapting to the evolving requirements of the labour market and for better mastery of the changing time-frames and rhythms of individual’s existence” (Delors Report, 1996, p. vi)





WORLD DECLARATION ON HIGHER EDUCATION
FOR THE TWENTY-FIRST CENTURY: VISION AND ACTION
9 OCTOBER 1998



- Article 1 - Mission to educate, to train and to undertake research
- Article 2 - Ethical role, autonomy, responsibility and anticipatory function
- Article 3 - Equity of access
- Article 4 - Enhancing participation and promoting the role of women
- Article 5 - Advancing knowledge through research in science, the arts and humanities and the dissemination of its results
- Article 6 - Long-term orientation based on relevance
- Article 7 - Strengthening co-operation with the world of work and analysing and anticipating societal needs
- Article 8 - Diversification for enhanced equity of opportunity
- Article 9 - Innovative educational approaches: critical thinking and creativity
- Article 10 - Higher education personnel and students as major actors

towards the european higher education area
bologna process

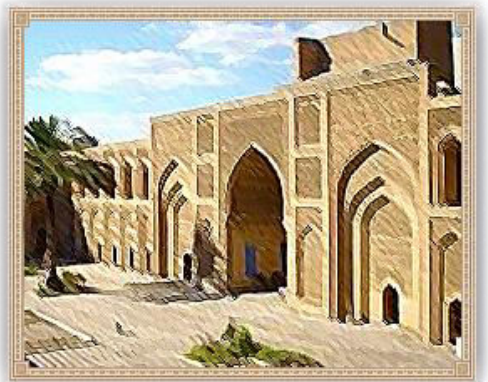
In 1999, Ministers from 29 European countries, met in Bologna and signed a Declaration establishing a European HE Area by 2010.

University of al-Qarawiyyin



Founded in 859

Al Nizamiyya Of Baghdad



Founded: 1065

Al-Azhar University



Founded in 972



Founded: 600BC



The Bologna Declaration



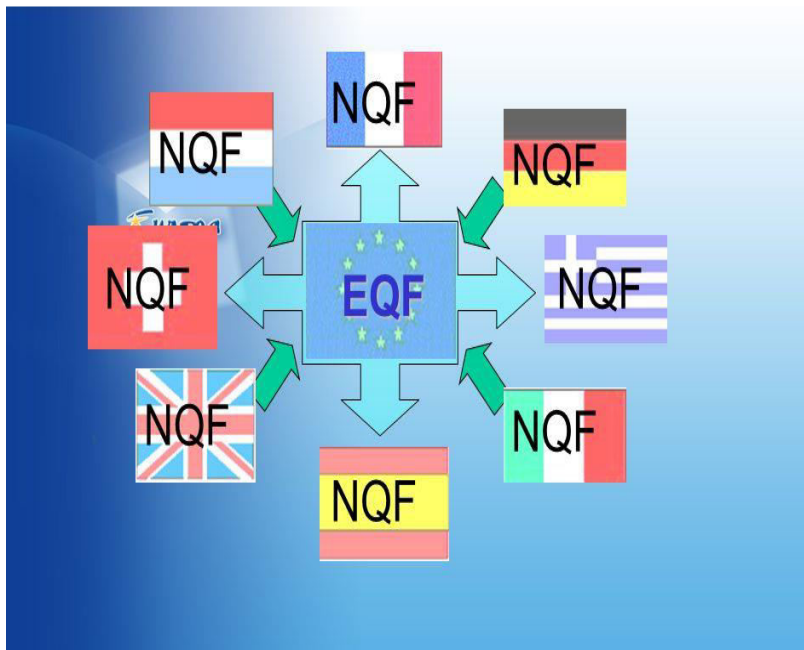
In 1999, Ministers from 29 European countries, met in Bologna and signed a Declaration establishing a European HE Area by 2010.

1. Adoption of a system of easily readable and comparable degrees
2. Adoption of a system essentially based on bachelor/master
3. Establishment of a system of credits
4. Promotion of mobility
5. Promotion of European cooperation in quality assurance
6. Promotion of the European dimension in higher education
7. Lifelong learning
8. Higher education institutions and students
9. Promoting the attractiveness of the European Higher Education Area (EHEA)
10. European Higher Education Area and European Research Area

European Qualification Framework

The EQF was formally adopted by the European Parliament and the Council in April 2008. The UK has completed the cross reference of its frameworks

EQF als Mittel zur Übersetzung der nationalen Frameworks



What is the European Qualifications Framework (EQF)?



Translation device for comparing qualifications



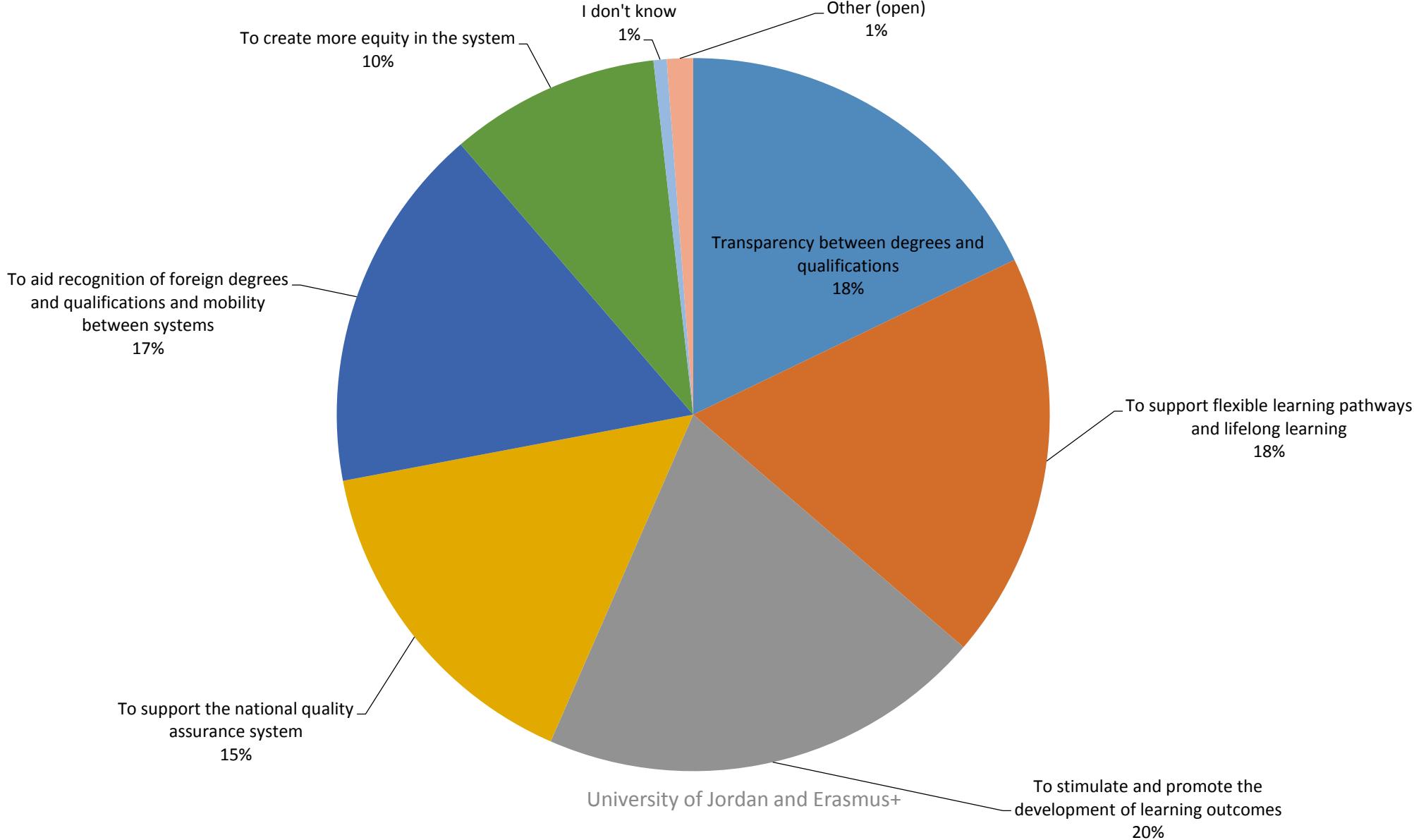
Neutral reference point based on learning outcomes (what a learner knows, understands and is able to do)

Global Inventory of Regional and National Qualifications Frameworks

Volume I: Thematic Chapters

National Framework of Qualifications

Purpose of QF



national qualifications frameworks NQF

- All national qualifications frameworks target two common goals. These are to:
 - make qualifications transparent for users, learners and potential employers so that the former know what they have to learn and the latter know what they can expect;
 - enable flexibility and transferability between different educational and occupational fields and between learning venues and, in doing so, eliminate barriers that currently block horizontal and vertical education paths

**Know
about
National
Qualifications
Framework
(QF*Emirates*)
of UAE**

NQFs basis

In ideal-typical terms, NQFs operate on the basis of the following assumptions⁴.

1. It is possible to describe all qualifications using *one single* set of descriptors.
2. A *single* set of levels is sufficient for depicting all qualifications.
3. All (sub-)qualifications can be described and assessed in terms of learning outcomes,
4. All qualifications can, in principle, be organised in units or unit standards for which a certain amount of learning time can be assumed and corresponding credits can be granted.
5. NQFs provide the foundation for learner-centric training systems.
6. NQFs open up options for individuals and, in doing so, assign them responsibility for organizing their respective education path.

An Introductory Guide to National Qualifications Frameworks:

Conceptual and Practical Issues
for Policy Makers

Skills and Employability Department, International Labour Office (ILO)

Ron Tuck

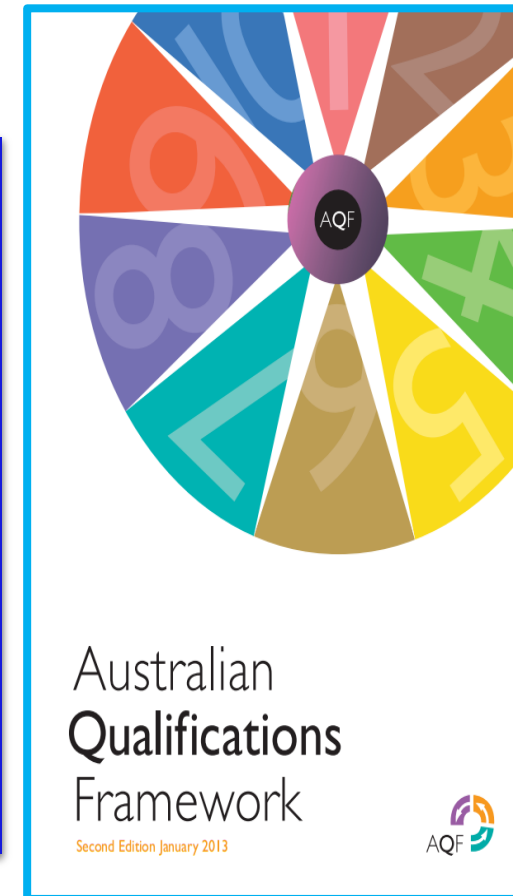


**THE IMPACT OF THE NQF:
Summary report, 2008 to 2015**

WHAT IS THE NATIONAL QUALIFICATIONS FRAMEWORK (NQF)

NQF can be defined as:

- *A Qualifications Framework is an instrument for the development, classification and recognition of skills, knowledge and competencies along a continuum of agreed levels,*
- *It is a way of structuring existing and new qualifications, which are defined by learning outcomes,*
- *The single description, at national level or level of an education system, which is internationally understood .*



WHAT IS THE NATIONAL QUALIFICATIONS FRAMEWORK

- *It's a Framework through which all qualifications and other learning achievements in education may be described and relate qualifications to each other in a coherent way*
- *defines the relationship between higher education qualifications.*
- *the different **levels** of qualifications defined by the criteria and indicating the acquired skills, knowledge and competences needed for the accomplishment of the activity” .*



UK Quality Code for Higher Education

Part A: Setting and Maintaining Academic Standards

The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies

October 2014

National qualifications frameworks can serve other purposes as well. They can:

National qualifications frameworks can serve other purposes

as well. They can:

- foster the more rational design and development of qualifications;
- make it easier for government to steer skills development;
- foster educational mobility through the use of credit transfer systems;
- enhance the marketability of education offerings at international level;
- improve the representation of a country's qualification potential in international statistics.

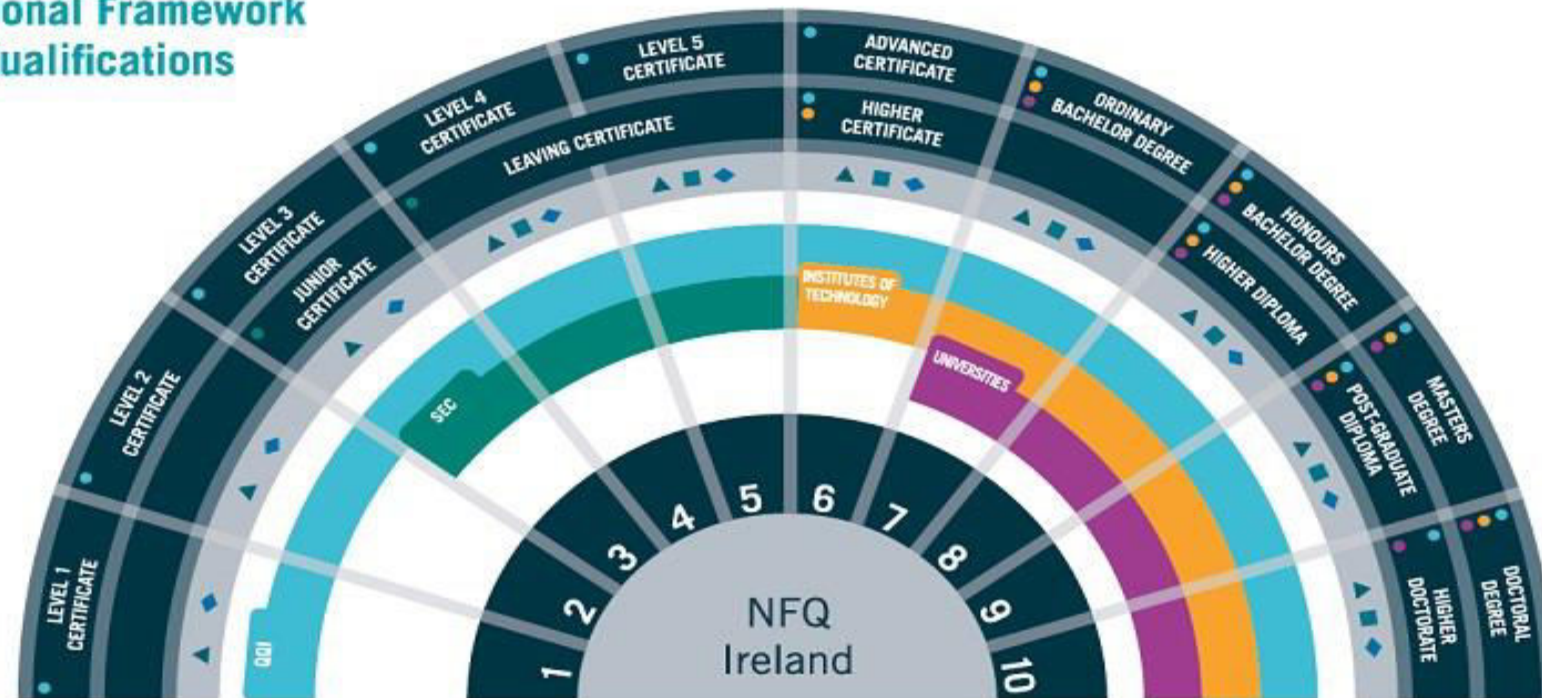


Elements of NQFs



Levels	The NQF is a system of number of Levels, based on standards of knowledge, skill and competence (learning outcomes), which incorporates awards made for all kinds of learning wherever it is gained. Each awarded degree or certificate is linked with a specified level
Credit Hours and workload	Points allocated to describe the amount of work or volume of learning expected for an academic award or units or other components of a program.
Descriptors of learning outcomes, including competences	The broad categories of types of learning outcomes that a program is intended to develop. The NQF levels are formulated on the basis of what a person know, can do and is capable of doing as a result of a learning process.

National Framework of Qualifications



AWARDING BODIES

- Quality and Qualifications Ireland (QQI) makes awards in further and higher education and training
- SEC - State Examinations Commission (Department of Education and Skills)
- Institutes of Technology
- Universities

AWARDS IN THE FRAMEWORK

There are four classes of award in the National Framework of Qualifications:

- ⤴ **Major Awards:** named in the outer rings, are the principal class of awards made at a level
- ⬆ **Minor Awards:** are for partial completion of the outcomes for a Major Award
- ⬇ **Supplemental Awards:** are for learning that is additional to a Major Award
- ⬇ **Special Purpose Awards:** are for relatively narrow or purpose-specific achievement



For HE This Means That NQF:

- ✓ *The QF indicates the comparability of different qualifications and how one can progress from one level to another, within and across occupations or industrial sectors (and even across vocational and academic fields if the NQF is designed to include both vocational and academic qualifications in a single framework*
- ✓ *describes all qualifications (degrees or diplomas) that are awarded in the higher education system and relates these qualifications to one another in a coherent way;*
- ✓ *defines the relationship between the **different** education qualifications;*
- ✓ *clarifies the level of qualifications within the specific national context;*
- ✓ *is internationally understood.*

PRINCIPLE QUALIFICATIONS TITLES OF QFEMIRATES

Level	Generic name	Vocational education and training	Higher education	General education	Lifelong Learning
10	Doctoral degree		Doctoral		Recognition of Prior Learning (RPL)
9	Master degree	(Applied) Master	Master		
8	Graduate Diploma	Applied Graduate Diploma	Post Graduate Diploma		
7	Bachelor degree	(Applied) Bachelor	Bachelor		
6	Higher Diploma	Advanced Diploma	Higher Diploma		
5	Diploma / Associate Degree	Diploma	Associate Degree		
4	Certificate	Certificate 4		Secondary School Certificate (G 12)	
3	Certificate	Certificate 3		TBA	
2	Certificate	Certificate 2			
1	Certificate	Certificate 1			

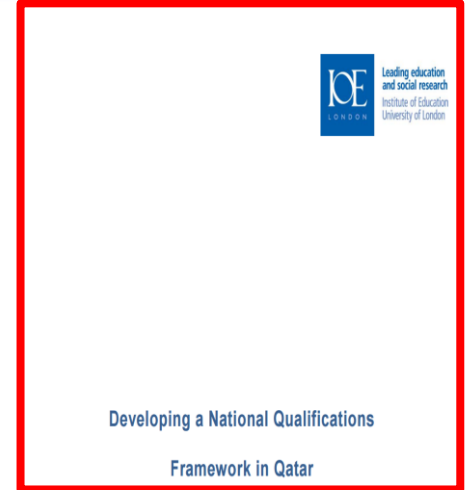
The International Status of NQFs Extent

-  Albania
-  Andorra
-  Armenia
-  Australia
-  Austria
-  Azerbaijan
-  Belarus
-  Belgium
-  Bosnia and Herzegovina
-  Bulgaria
-  Canada
-  Croatia
-  Cyprus
-  Czech Republic
-  Denmark
-  Estonia
-  Finland
-  France
-  Georgia
-  Germany
-  Greece

-  Holy See
-  Hungary
-  Iceland
-  Ireland
-  Israel
-  Italy
-  Kazakhstan
-  Latvia
-  Liechtenstein
-  Lithuania
-  Luxembourg
-  Malta
-  Moldova
-  Monaco
-  Montenegro
-  Netherlands
-  New Zealand
-  Norway
-  Poland
-  Portugal
-  Romania
-  Russian Federation
-  San Marino



-  Serbia
-  Slovak Republic
-  Slovenia
-  Spain
-  Sweden
-  Switzerland
-  the former Yugoslav Republic of Macedonia
-  Turkey
-  Ukraine
-  United Kingdom
-  USA

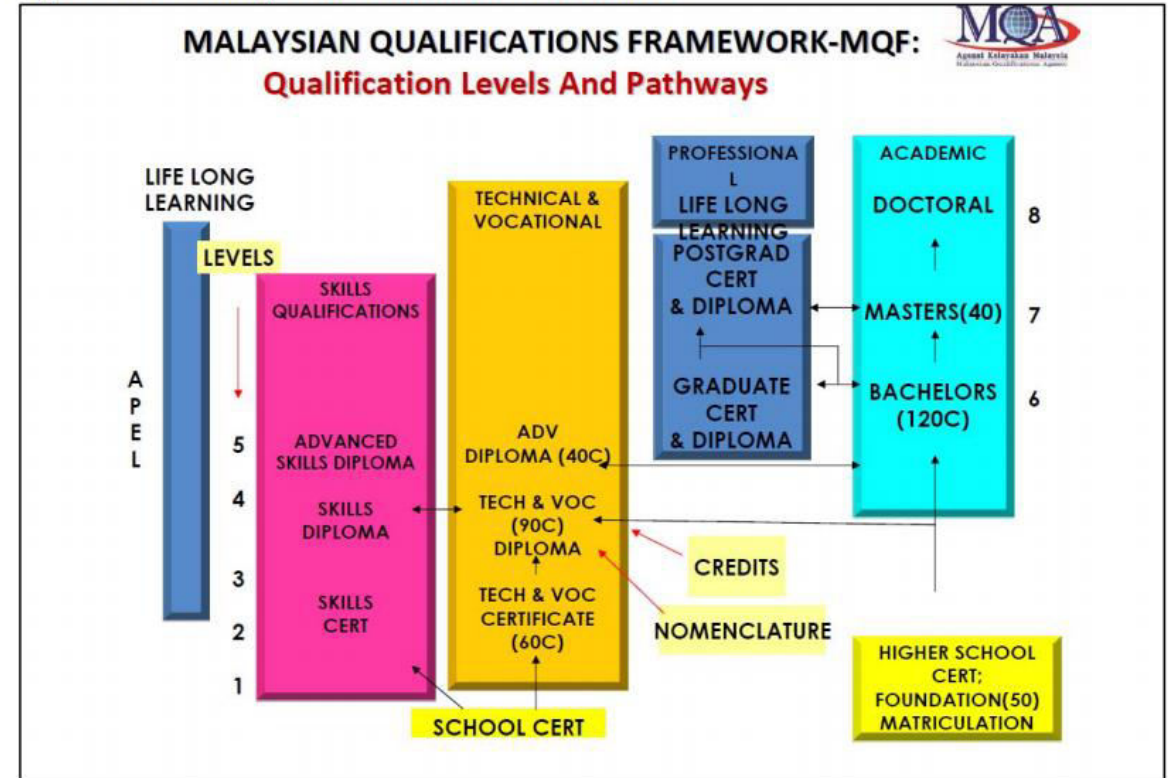


Purposes of the NQF

The NQFs are being developed with the aim of achieving the following:

1. to describe NQs and the ways they relate
2. to assure the quality of the learning and assessment that result in the award of the NQs
3. to ensure nationally **consistent recognition** of outcomes
4. to regulate the **issuance** of NQ
5. to regulate the **value** and characteristics of NQ awarded
6. to promote national and **international recognition** the NQ

The Malaysian Qualifications Framework



Source: MQA, 2010; Vassu, 2012.

Accreditation of Prior Experiential Learning (APEL)

QFEMIRATES LEVEL	EQF LEVEL	BOLOGNA FRAMEWORK
10	8	Third cycle
9, 8	7	Second cycle
7	6	First cycle
6	5	Short cycle

Level	Knowledge	Skill	Aspects of Competence		
			Autonomy and responsibility	Role in context	Self-development
7	<p>specialised factual and theoretical knowledge and an understanding of the boundaries in a field of work or discipline, encompassing a broad and coherent body of knowledge and concepts, with substantive depth in the underlying principles and theoretical concepts</p> <p>an understanding of allied knowledge and theories in related fields of work or disciplines and in the case of professional disciplines including related regulations, standards, codes, conventions</p> <p>understanding of critical approach to the creation and compilation of a systematic and coherent body of knowledge and concepts gained from a range of sources</p> <p>a comprehensive understanding of critical analysis, research systems and methods and</p>	<p>technical, creative and analytical skills appropriate to solving specialised problems using evidentiary and procedural based processes in predictable and new contexts that include devising and sustaining arguments associated with a field of work or discipline</p> <p>evaluating, selecting and applying appropriate methods, procedures or techniques in processes of investigation towards identified solutions evaluating and implementing appropriate research tools and strategies associated with the field of work or discipline</p> <p>highly developed advanced communication and information technology skills to present, explain and/or critique complex and unpredictable matters</p>	<p>can take responsibility for developing innovative and advanced approaches to evaluating and managing complex and unpredictable work procedures and processes, resources or learning</p> <p>can manage technical, supervisory or design processes in unpredictable, unfamiliar and varying contexts</p> <p>can work creatively and/or effectively as an individual, in team leadership, managing contexts, across technical or professional activities</p> <p>can express an internalised, personal view, and accept responsibility to society at large and to socio-cultural norms and relationships</p>	<p>can function with full autonomy in technical and supervisory contexts and adopt para-professional roles with little guidance</p> <p>can take responsibility for the setting and achievement of group or individual outcomes and for the management and supervision of the work of others or self in the case of a specialisation in field of work or discipline</p> <p>can participate in peer relationships with qualified practitioners and lead multiple, complex groups</p> <p>can take responsibility for managing the professional development and direct mentoring of individuals and groups</p>	<p>can self-evaluate and take responsibility for contributing to professional practice, and undertake regular professional development and/or further learning; can manage learning</p> <p>can manage learning tasks independently and professionally, in complex and sometimes unfamiliar learning contexts</p> <p>can contribute to and observe ethical standard</p>

THE EUROPEAN QUALIFICATIONS FRAMEWORK FOR LIFELONG LEARNING

DESCRIPTORS DEFINING LEVELS IN THE EUROPEAN QUALIFICATIONS FRAMEWORK (EQF)

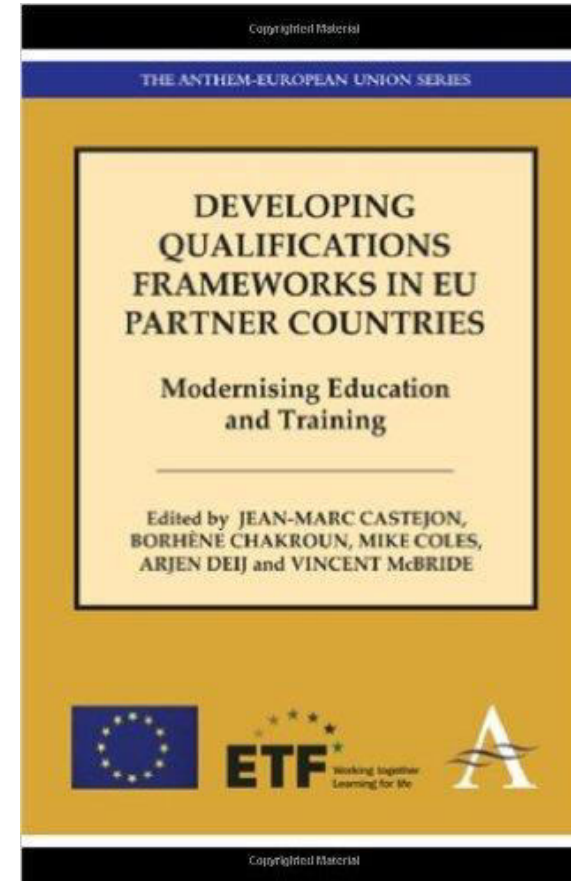
Each of the 8 levels is defined by a set of descriptors indicating the learning outcomes relevant to qualifications at that level in any system of qualifications.

		KNOWLEDGE	SKILLS	COMPETENCE
		In the context of EQF, knowledge is described as theoretical and/or factual.	In the context of EQF, skills are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).	In the context of EQF, competence is described in terms of responsibility and autonomy.
LEVEL 1	The learning outcomes relevant to Level 1 are	➔ basic general knowledge	➔ basic skills required to carry out simple tasks	➔ work or study under direct supervision in a structured context
LEVEL 2	The learning outcomes relevant to Level 2 are	➔ basic factual knowledge of a field of work or study	➔ basic cognitive and practical skills required to use relevant information in order to carry out tasks and to solve routine problems using simple rules and tools	➔ work or study under supervision with some autonomy
LEVEL 3	The learning outcomes relevant to Level 3 are	➔ knowledge of facts, principles, processes and general concepts, in a field of work or study	➔ a range of cognitive and practical skills required to accomplish tasks and solve problems by selecting and applying basic methods, tools, materials and information	➔ take responsibility for completion of tasks in work or study ➔ adapt own behaviour to circumstances in solving problems
LEVEL 4	The learning outcomes relevant to Level 4 are	➔ factual and theoretical knowledge in broad contexts within a field of work or study	➔ a range of cognitive and practical skills required to generate solutions to specific problems in a field of work or study	➔ exercise self-management within the guidelines of work or study contexts that are usually predictable, but are subject to change ➔ supervise the routine work of others, taking some responsibility for the evaluation and improvement of work or study activities

Purposes of the NQF

7. to put in place a system that will contribute to national economic, social and cultural performance by encouraging the **provision** of high quality education.
8. to encourage individuals **to progress** through the levels of the education and training by improving access to qualifications,
9. clearly defining the avenues for achievement and generally contributing to lifelong learning
10. to promote **flexible pathways** which assist people to move more easily between education and training sectors and into the labor market by providing the basis for recognition of prior learning. and current competence,
11. to ensure flexibility to suit the **diversity of purposes** of education and training

Credit transfer and work and life experiences



NQFs can achieve the following:

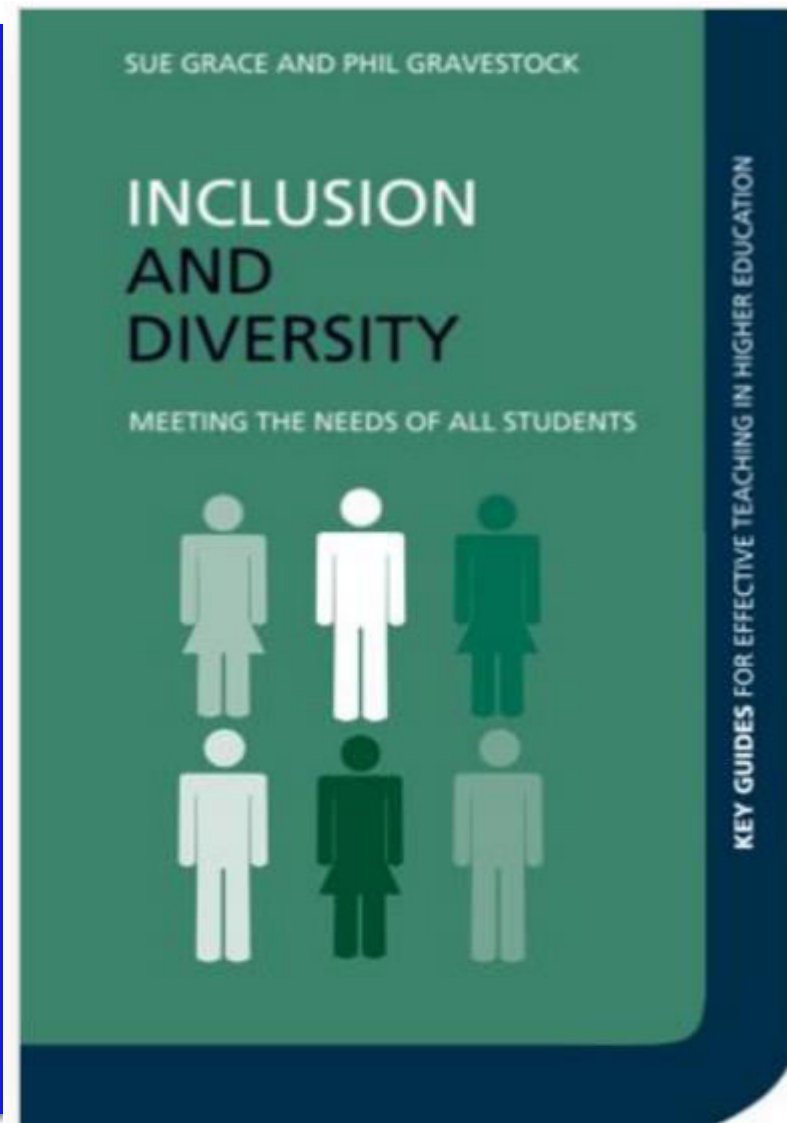
they

- ✓ provide a nationally agreed framework that guides and reflects the agreement of stakeholders;
- ✓ provide a context for the review, articulation and development of existing qualifications
- ✓ provide a context for the design of new qualifications
- ✓ make explicit the purposes and aims of qualifications – by their clear description through the articulation of the learning outcomes, and by clarifying any rights to professional practice and recognition associated with them;
- ✓ delineate points of integration and overlap between different qualifications and qualification types – thereby positioning qualifications in relation to one another and showing routes (and barriers) for progression;



NQF as drivers of change in that they can help to:

- promote the attainment of qualifications
- nationally and internationally, raise the awareness of citizens and employers in relation to qualifications
- facilitate and support learners and clarify all of the educational opportunities available to them
- improve access and social inclusion
- influence the reform of qualifications to reflect changing societal needs, including the introduction of new qualifications;
- facilitate curricular change;
- support (autonomous) higher education institutions in meeting their responsibilities to learners and other stakeholders



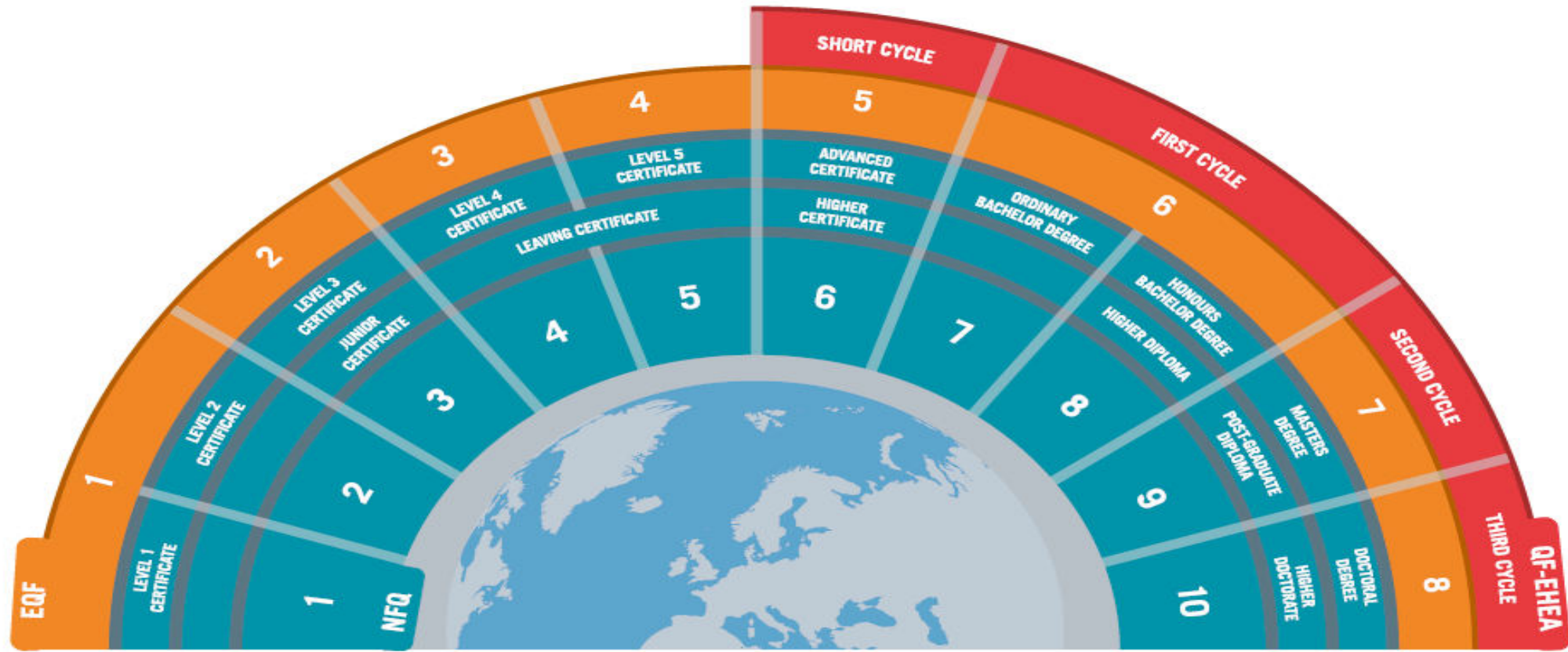
WHAT ARE THE OBJECTIVES OF THE NQFs?

- **Human Recourses Development**
- **Transparency**
- **Lifelong and Continuing Education**
- **Learning Assessment and Recognition**
- **Labour market and Employer guidance**

- NQF fosters the development of the human resources and facilitates the coordination of the economical, social and employment policies.
- Fostering of the **transparency** and access of the qualifications designing, provision, assessment and recognition processes.
- Promotion of the development of **lifelong learning and continuing** vocational training through supporting all forms and ways of learning,
- creating the conditions for the **assessment** and recognition of all learning **outcomes** independently from the ways of their acquisition.
- The NQF provides information and guidance for the persons entering the labour market or for employers

Drawbacks	responses
Their implementation is often not sufficiently resourced	25
Qualifications are always to be seen in the context of the institution that issues them (an NQF cannot change this)	18
QFs are top down and do not engage the right stakeholders to ensure their buy-in	16
Bureaucratising education	13
We do not yet really know if they can deliver on their intentions – There are few successful cases	9
Other (*There is no specifications)	5

Qualifications Frameworks - Going Global



- NQF Irish National Framework of Qualifications
- EQF European Qualifications Framework
- QF-EHEA Qualifications Framework for the European Higher Education Area



For further information consult: www.nfq.ie www.QQI.ie

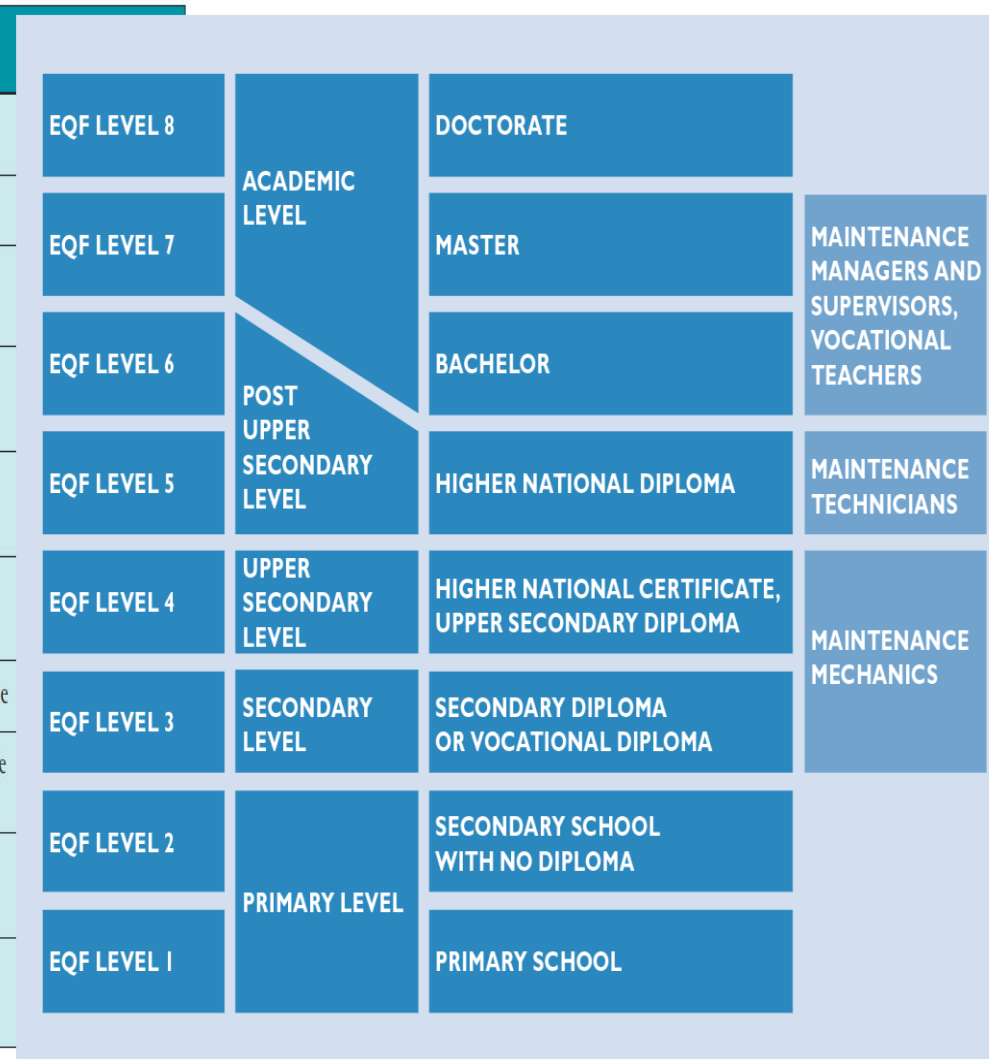
©QQI 2015



levels

- ✓ Levels are traditionally the key structural elements on which many NQFs are built.
- ✓ Levels can be understood as: representing a series of sequential steps, expressed in terms of a range of generic outcomes, against which typical qualifications can be positioned.
- ✓ Levels are pragmatic constructs; they have been developed over the years.
- ✓ Different countries take different approaches
 - in determining the number of levels,
 - the ways in which levels are described,
 - the range of outcomes spanned by levels,
 - the width and depth of levels

NQF Levels	NQF Major Award-types
1	Level 1 Certificate
2	Level 2 Certificate
3	Level 3 Certificate Junior Certificate
4	Level 4 Certificate Leaving Certificate
5	Level 5 Certificate Leaving Certificate
6	Advanced Certificate Higher Certificate
7	Ordinary Bachelor Degree
8	Honours Bachelor Degree Higher Diploma
9	Masters Degree Postgraduate Diploma
10	Doctoral Degree Higher Doctorate

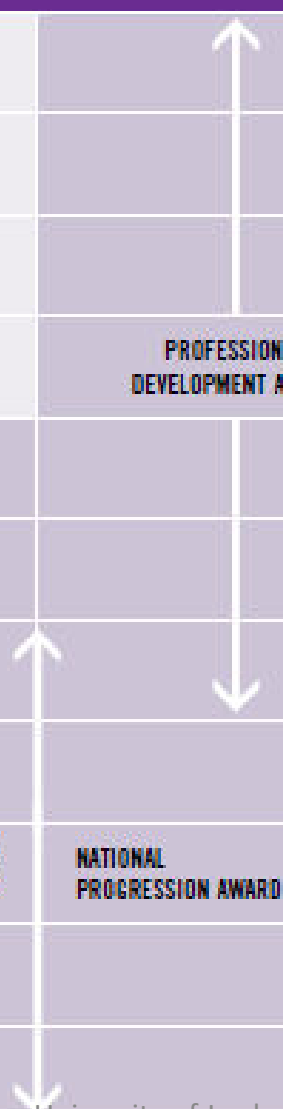


THE SCOTTISH CREDIT AND QUALIFICATIONS FRAMEWORK



scottish credit and qualifications framework

SCQF Levels	SQA Qualifications			Qualifications of Higher Education Institutions	Scottish Vocational Qualifications
12				DOCTORAL DEGREE	
11				INTEGRATED MASTERS DEGREE / MASTERS DEGREE POST GRADUATE DIPLOMA POST GRADUATE CERTIFICATE	SVQ5
10				HONOURS DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	
9			PROFESSIONAL DEVELOPMENT AWARD	BACHELORS / ORDINARY DEGREE GRADUATE DIPLOMA GRADUATE CERTIFICATE	SVQ4
8		HIGHER NATIONAL DIPLOMA		DIPLOMA OF HIGHER EDUCATION	
7	ADVANCED HIGHER SCOTTISH BACCALAUREATE	HIGHER NATIONAL CERTIFICATE		CERTIFICATE OF HIGHER EDUCATION	SVQ3
6	HIGHER				
5	INTERMEDIATE 2 CREDIT STANDARD GRADE				SVQ2
4	INTERMEDIATE 1 GENERAL STANDARD GRADE	NATIONAL CERTIFICATE	NATIONAL PROGRESSION AWARD		SVQ1
3	ACCESS 3 FOUNDATION STANDARD GRADE				
2	ACCESS 2				
1	ACCESS 1				



Credits and Workload

- A credit framework is a way of valuing, measuring, describing and comparing learning achievement, and credits themselves are a quantified means of expressing the volume of learning based on the achievement of learning outcomes and their associated workload
- Credits and levels are tools used to represent learning and measure learning volume
- National credit frameworks can provide the broad underlying principles to be shared by higher education institutions and their stakeholders,

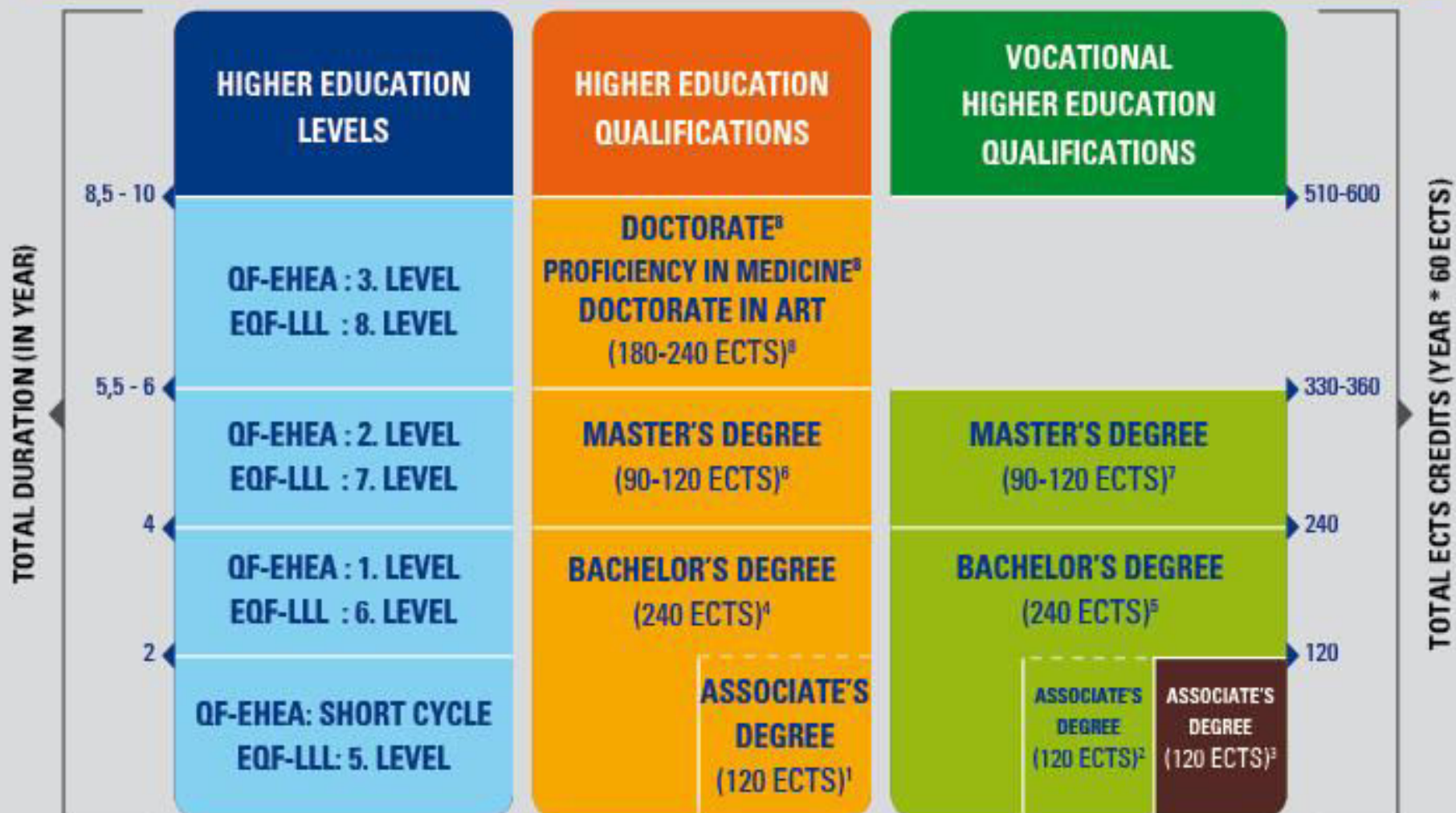
Workload is defined for as:

a quantitative measure of all learning activities that may feasibly be required for the achievement of the learning outcomes (e.g. lectures, seminars, practical work, independent and private study, placements, preparation of projects, examinations information retrieval, research, examinations).

NATIONAL QUALIFICATIONS FRAMEWORK FOR HIGHER EDUCATION IN TURKEY (NQF-HETR)

NHTR Levels	Duration (Years)
Level 8 (Doctoral)	3-4
Level 7 (Master)	15-2
Level 6 (Bachelor)	4
Level 5 (Associate)	2

Total Credits YearsX60	Total Student Workload Hours (1 Credit=25-30 hours)
180-240	4500-5400 6000-7200
90-120	2250-2700 3000-3600
240	6000-7200
120	3000-3600



Credits at National Level are Introduced to achieve a range of objectives

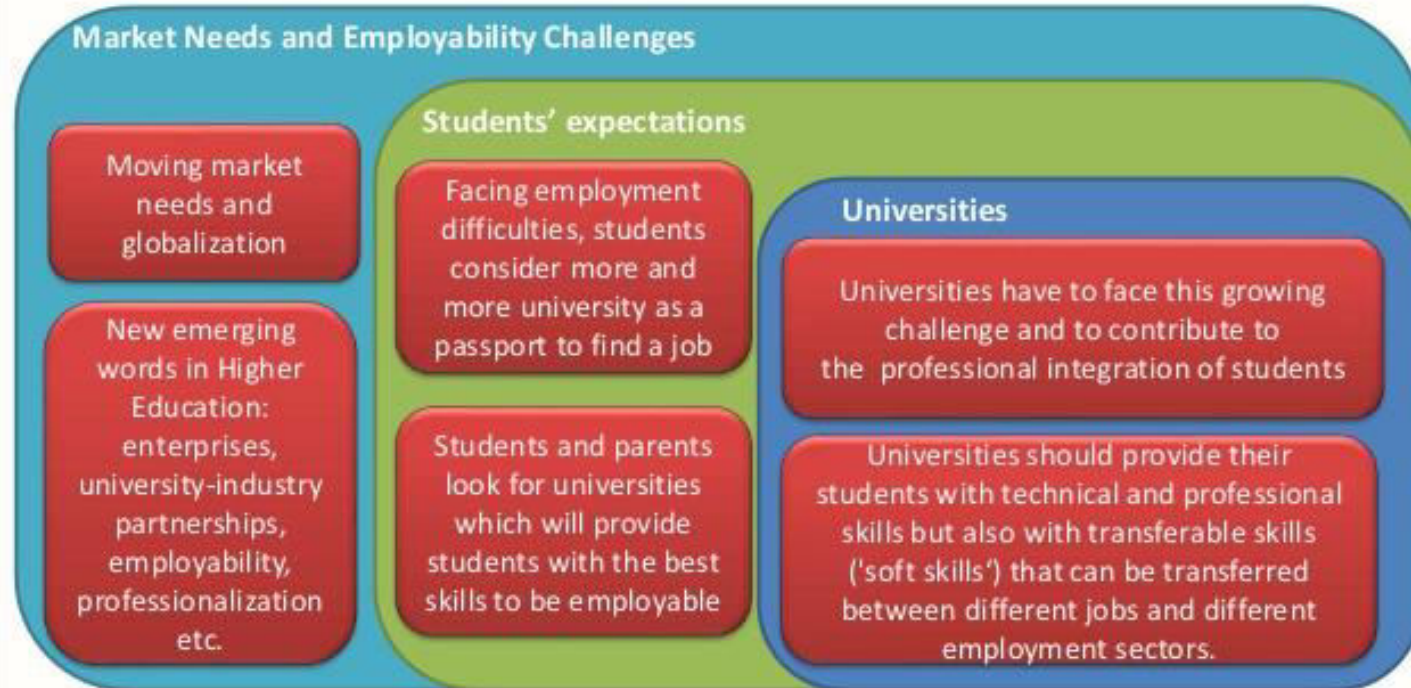
- ✓ to promote student mobility
- ✓ to improve curriculum design and encourage flexible routes;
- ✓ to facilitate the creation of diversity in national HE qualifications and institutions;
- ✓ to promote the development of multiple HE entry and exit points;
- ✓ to help encourage widening participation and LLL;
- ✓ to improve the recognition of learning achievements including different modes;
- ✓ to provide a reference point for the purpose of quality assurance and funding;
- ✓ to assist in the clarification of information to all stakeholders;
- ✓ to prevent overloaded curricula and undue burden on learners.

HOW MANY LEVELS THERE SHOULD BE IN THE NQF?

The quantitative and qualitative structure of the qualifications levels depends on:

- needs for qualifications to meet the needs of changable labour market
- the system of the education and training.
- It is desirable that the levels of the NQF should fit or correspond to the levels of the international QF.

Employability: A Growing Challenge in Higher Education

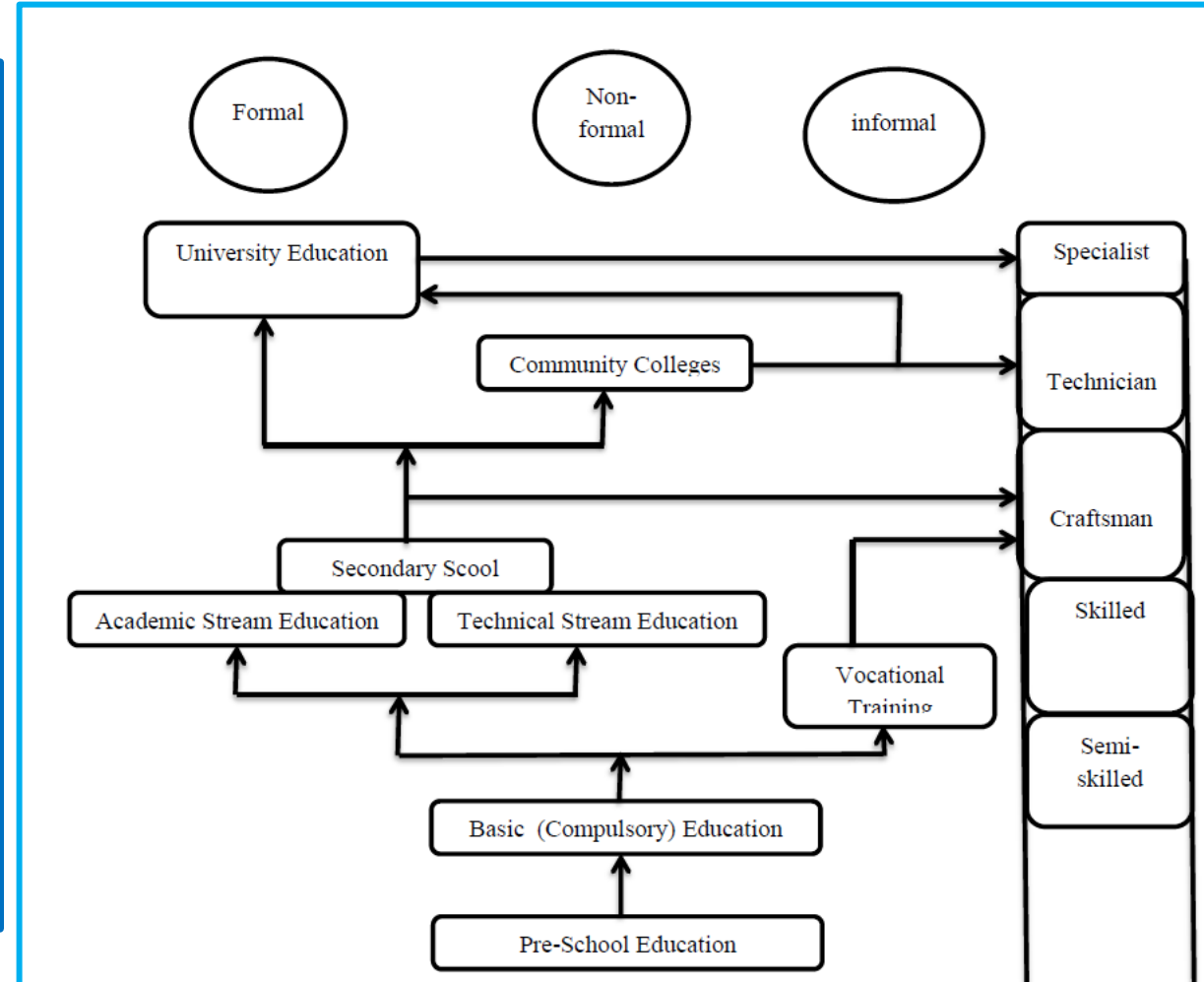


HOW MANY LEVELS THERE SHOULD BE IN THE NQF?

The levels of the qualifications are the essential elements of the NQF.

The quantitative and qualitative structure of the qualifications levels depends on:

- needs for qualifications to meet the needs of changable labour market
- the system of the education and training.
- It is desirable that the levels of the National Framework of Qualifications should fit or correspond to the levels of the international Qualifications Framework.



Types of Education

- *Formal education*: the hierarchically structured, chronologically graded 'education system', running from primary school through the university and including, in addition to general academic studies, a variety of specialised programmes and institutions for full-time technical and professional training.
- *Non-formal education*: any organised educational activity outside the established formal system - whether operating separately or as an important feature of some broader activity - that is intended to serve identifiable learning clienteles and learning objectives.
- *Informal education*: the truly lifelong process whereby every individual acquires attitudes, values, skills and knowledge from daily experience and the educative influences and resources in his or her environment - from family and neighbours, from work and play, from the market place, the library and the mass media.

Level	Description	Academic and technical Education required	Vocational Training Level
L9	Post Graduate	PhD and Doctorate degrees	
L8		MPhil and Master Degrees	
L7		Bachelor Degree, Higher (postgraduate) & Professional Diplomas	Specialist
L6		3-year Diploma after secondary education	Technician
L5		2-year Diploma after secondary education	
L4		Secondary	Leaving High school (12th grade) with a certificate leading to University Education
L3	Leaving High school (12th grade) with a certificate not leading to University Education		Skilled
L2	Basic	Till 10th Grade	Semi-skilled
L1		Till 6th grade	
		Pe-school	

The Qualification Descriptors

- The Descriptors offer generic statements of typical expectations of achievements and abilities associated with qualifications that represent the end of each of qualification.
- They are not meant to be prescriptive; they do not represent threshold or minimum requirements and they are not exhaustive; similar or equivalent characteristics may be added or substituted.
- The descriptors seek to identify the nature of the whole qualification.
- The descriptors are not subject specific nor are they limited to academic, professional or vocational areas.
- For particular disciplines the descriptors should be read within the context and use of language of that discipline.

- knowledge and understanding – mainly subject-based;
- practice (applied knowledge and understanding);
- generic cognitive skills - e.g. evaluation, critical analysis;
- communication, numeracy and IT skills; and
- autonomy, accountability and working with others.

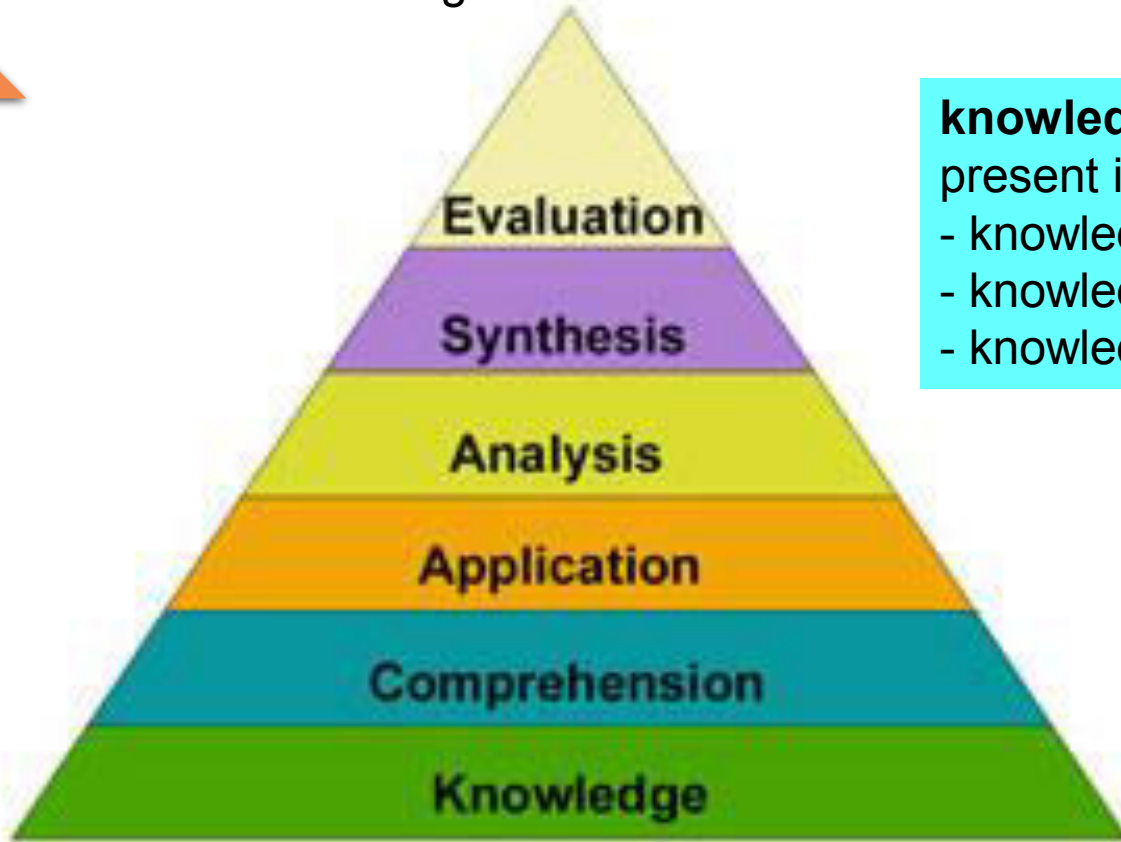
SCQF Level 9

(Bachelors Degree, SVQ4⁺ are examples of qualifications at this level)

Characteristics	The following descriptions are for guidance only — it is not expected that every point will be covered
Knowledge and understanding	Demonstrate and/or work with: <ul style="list-style-type: none">• A broad and integrated knowledge and understanding of the scope, main areas and boundaries of a subject/ discipline.• A critical understanding of a selection of the principal theories, principles, concepts and terminology.• Knowledge that is detailed in some areas and/or knowledge of one or more specialisms that are informed by forefront developments.
Practice: applied knowledge and understanding	Use a selection of the principal skills, techniques, practices and/or materials associated with a subject/discipline. Use a few skills, techniques, practices and/or materials that are specialised or advanced. Practise routine methods of enquiry and/or research. Practise in a range of professional level contexts that include a degree of unpredictability.
Generic cognitive skills	Undertake critical analysis, evaluation and/or synthesis of ideas, concepts, information and issues. Identify and analyse routine professional problems and issues. Draw on a range of sources in making judgements.
Communication, ICT and numeracy skills	Use a range of routine skills and some advanced and specialised skills in support of established practices in a subject/discipline, for example: <ul style="list-style-type: none">• Make formal and informal presentations on standard/mainstream topics in the subject/discipline to a range of audiences.• Use a range of IT applications to support and enhance work.• Interpret, use and evaluate numerical and graphical data to achieve goals/targets.
Autonomy, accountability and working with others	Exercise autonomy and initiative in some activities at a professional level. Take some responsibility for the work of others and for a range of resources. Practise in ways that take account of own and others' roles and responsibilities. Work, under guidance, with qualified practitioners. Deal with ethical and professional issues in accordance with current professional and/or ethical codes or practices, seeking guidance where appropriate.

cognitive or knowing and thinking domain

Knowledge and
Thinking

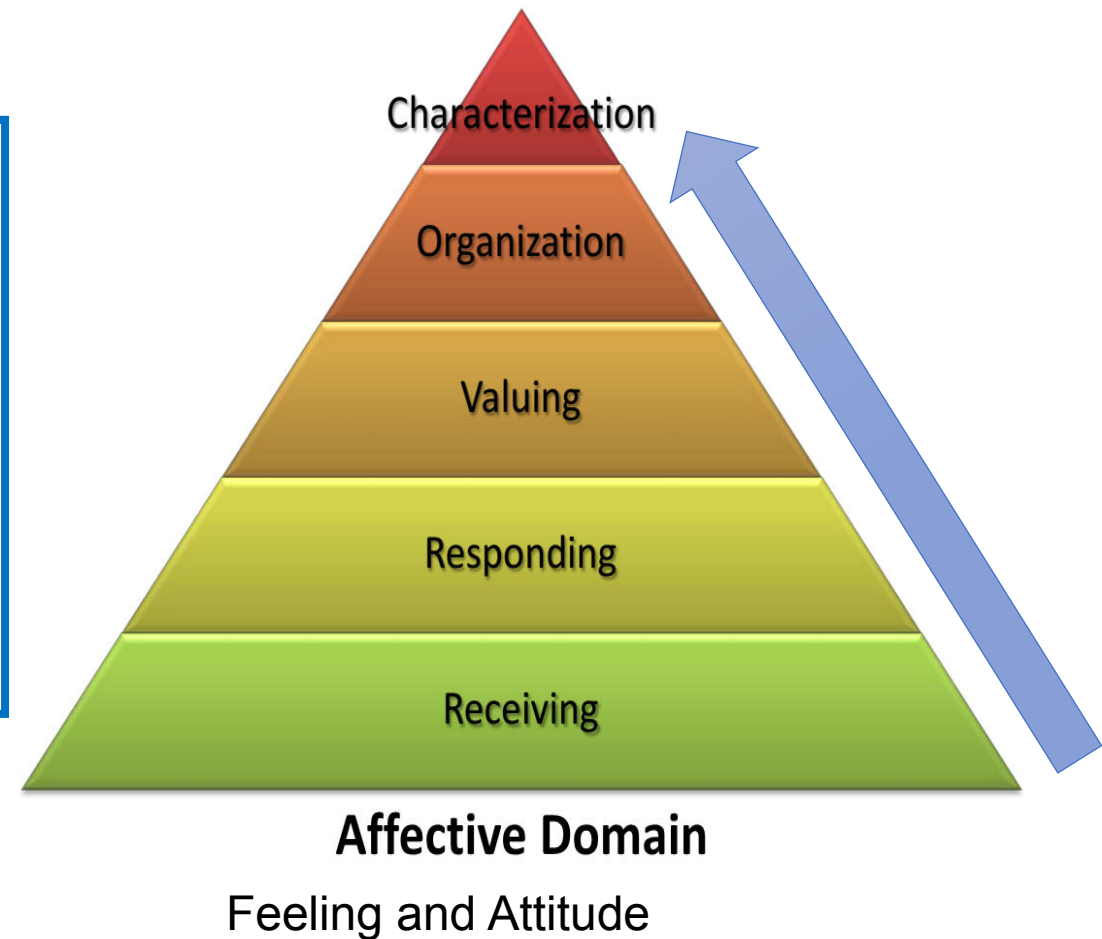


knowledge, the ability to recall, understand, and present information, including:

- knowledge of specific facts,
- knowledge of concepts, principles and theories, and
- knowledge of procedures.

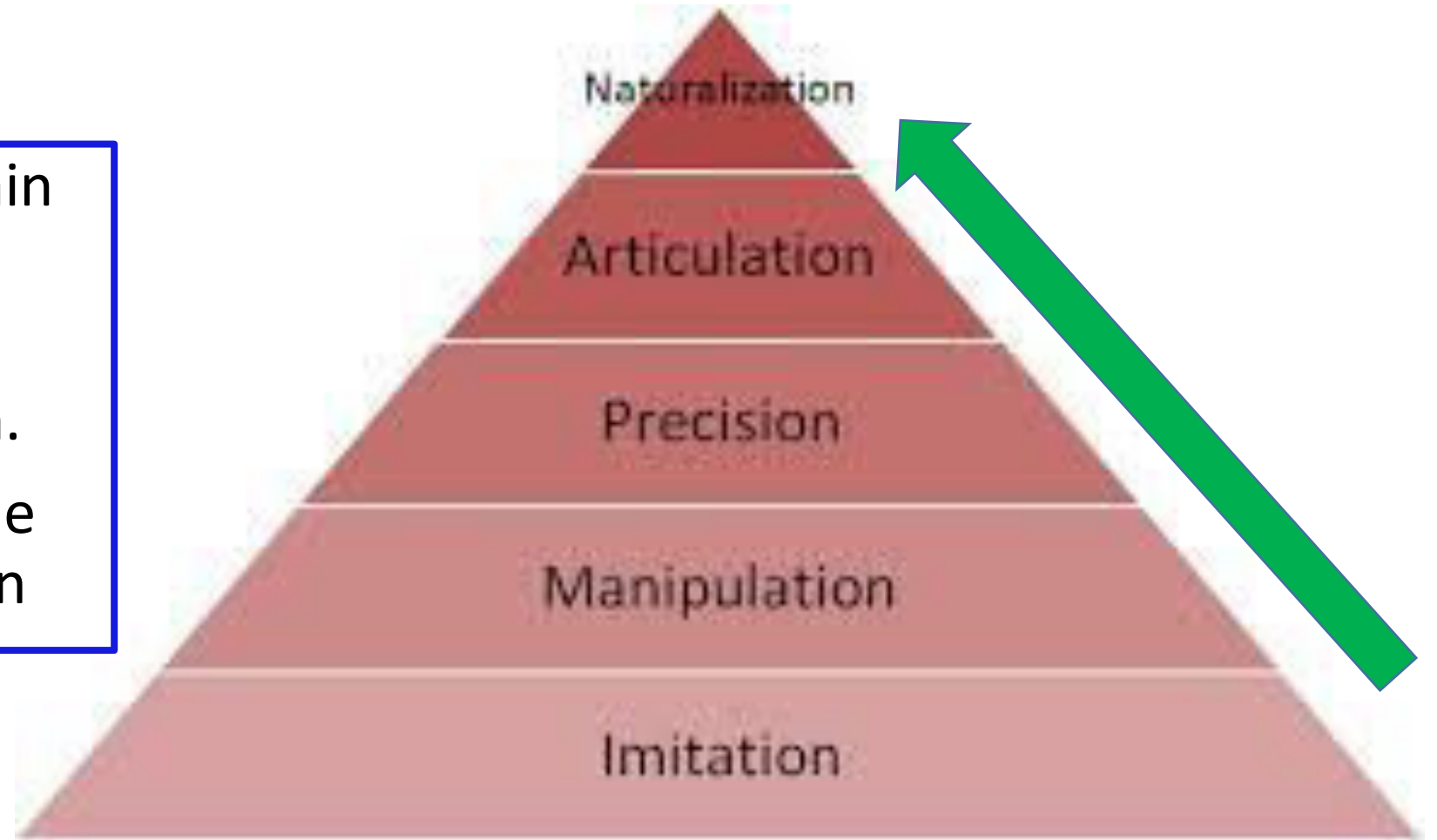
learning outcomes in the affective domain

- ✓ This domain is concerned with issues relating to the emotional component of learning and ranges from basic willingness to receive information to the integration of beliefs, ideas and attitudes.
- ✓ In order to describe the way in which we deal with things emotionally, Bloom and his colleagues developed five major categories:



learning outcomes in the psychomotor domain

- The psychomotor domain deals with manual or physical skills.
- It is the "doing" domain.
- The diagram outlines the five levels in this domain

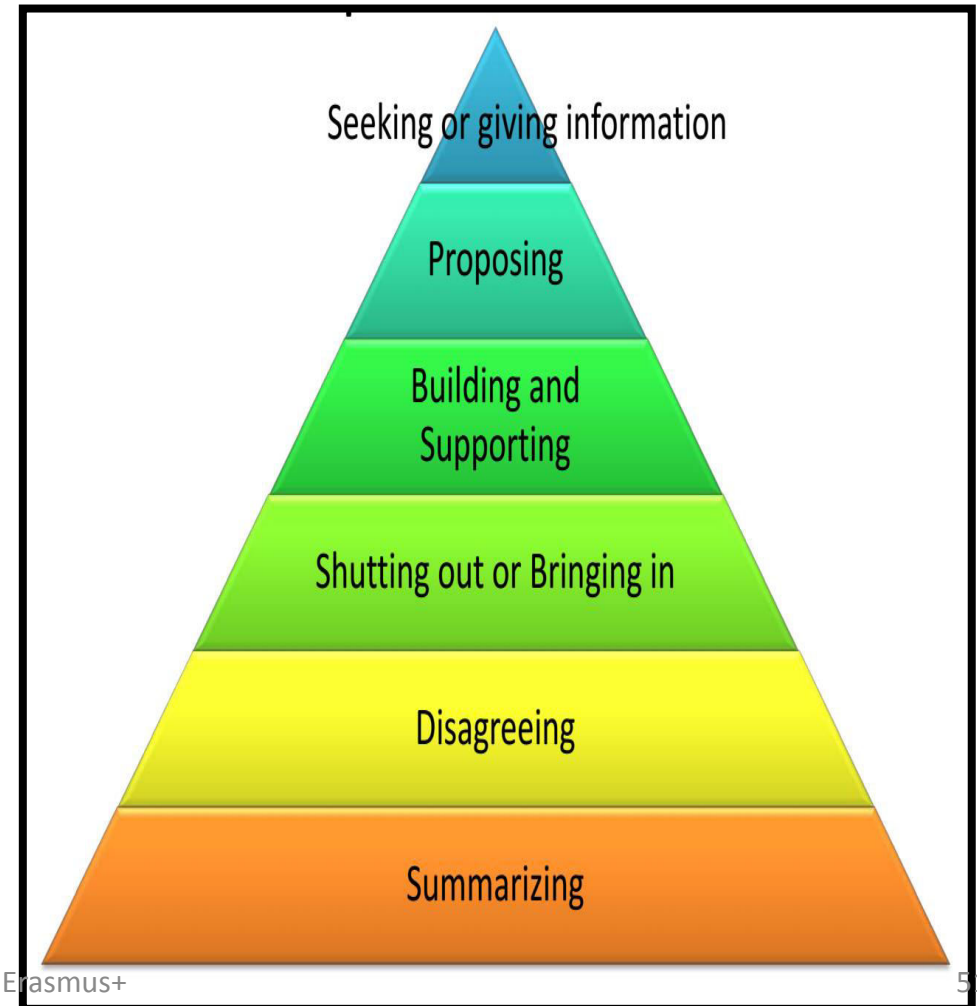


learning outcomes in the Interpersonal domain

- The Interpersonal domain focuses on people interacting with others.
- It takes on greater importance than perhaps in the past.

interpersonal skills and responsibility,
including the ability to:

- take responsibility for their own learning and continuing personal and professional development,
- work effectively in groups and exercise leadership when appropriate,
- act responsibly in personal and professional relationships,
- act ethically and consistently with high moral standards in personal and public forums.



The framework of qualifications for the European Higher Education Area		
Circle	Outcomes	ECTS Credits
First cycle qualification	<p>Qualifications that signify completion of the Bachelor Degree are awarded to students who:</p> <ol style="list-style-type: none"> 1. have demonstrated knowledge and understanding in a field of study that builds upon their general secondary education, and is typically at a level that, whilst supported by advanced textbooks, includes some aspects that will be informed by knowledge of the forefront of their field of study; 2. can apply their knowledge and understanding in a manner that indicates a professional approach to their work or vocation, and have competences typically demonstrated through devising and sustaining arguments and solving problems within their field of study; 3. have the ability to gather and interpret relevant data (usually within their field of study) to inform judgments that include reflection on relevant social, scientific or ethical issues; 4. can communicate information, ideas, problems and solutions to both specialist and non-specialist audiences; 5. have developed those learning skills that are necessary for them to continue to undertake further study with a high degree of autonomy. 	Typically include 180-240 ECTS credits

The framework of qualifications for the European Higher Education Area		
Circle	Outcomes	ECTS Credits
Second cycle qualification	<p>Qualifications that signify completion of the Master Degree are awarded to students who:</p> <ol style="list-style-type: none"> 1. have demonstrated knowledge and understanding that is founded upon and extends and/or enhances that typically associated with the first cycle, and that provides a basis or opportunity for originality in developing and/or applying ideas, often within a research context; 2. can apply their knowledge and understanding, and problem solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to their field of study; 3. have the ability to integrate knowledge and handle complexity, and formulate judgments with incomplete or limited information, but that include reflecting on social and ethical responsibilities linked to the application of their knowledge and judgments; 4. can communicate their conclusions, and the knowledge and rationale underpinning these, to specialist and non specialist audiences clearly and unambiguously; 5. have the learning skills to allow them to continue to study in a manner that may be largely self-directed or autonomous 	Typically include 90-120 ECTS credits, with a minimum of 60 credits at the level of the 2nd cycle

	The framework of qualifications for the European Higher Education Area	
Circle	Outcomes	ECTS Credits
Third cycle qualification	<p>Qualifications that signify completion of the third are awarded to students who:</p> <ol style="list-style-type: none"> 1. have demonstrated a systematic understanding of a field of study and mastery of the skills and methods of research with that field; 2. have demonstrated the ability to conceive, design, implement and adapt a substantial process of research with scholarly integrity; 3. have made a contribution through original research that extends the frontier of knowledge by developing a substantial body of work, some of which merits national or international refereed publication; 4. are capable of critical analysis, evaluation and synthesis of new and complex ideas; 5. can communicate with their peers, the larger scholarly community and with society in general about their areas of expertise; 6. can be expected to be able to promote, within academic and professional contexts, technological, social or cultural advancement in a knowledge based society. 	Not specified

Higher Education LEVELS - Irish National Framework of Qualifications

	LEVEL 6	LEVEL 7	LEVEL 8	LEVEL 9	LEVEL 10
Knowledge <i>Breadth</i>	Specialised knowledge in a broad area	Specialised knowledge across a variety of areas	An understanding of theory, concepts and methods pertaining to a field (or fields) of learning	A systematic understanding of knowledge, at, or informed by, the forefront of a field of learning	A systematic acquisition and understanding of a substantial body of knowledge which is at the forefront of a field of learning
Knowledge <i>Kind</i>	Some theoretical concepts and abstract thinking, with significant underpinning theory	Recognition of limitations of current knowledge and familiarity with sources of new knowledge; integration of concepts across a variety of areas	Detailed knowledge and understanding in one or more specialized areas, some of it at the current boundaries of the field(s)	A critical awareness of current problems and/or new insights, generally informed by the forefront of a field of learning	The creation and interpretation of new knowledge, through original research, or other advanced scholarship, of a quality to satisfy review by peers
Know-how and Skill <i>Range</i>	Demonstrate comprehensive range of specialised skills and tools	Demonstrate specialised technical, creative or conceptual skills and tools across an area of study	Demonstrate mastery of a complex and specialised area of study skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Demonstrate a range of standard and specialised research or equivalent tools and techniques of enquiry	Demonstrate a significant range of the principal skills, techniques, tools, practices and/or materials which are associated with a field of learning; develop new skills, techniques, tools, practices and/or materials
Know-how and Skill <i>Selectivity</i>	Formulate responses to well defined abstract problems	Exercise appropriate judgement in planning, design, technical and/or supervisory functions related to products, services, operations or processes	Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including	Select from complex and advanced skills across a field of learning; develop new skills to a high level, including novel and emerging techniques	Respond to abstract problems that expand and redefine existing procedural knowledge

Competence Context	Act in a range of varied and specific contexts involving creative and non routine activities; transfer and/or technical or creative skills to a range of contexts	Utilise diagnostic and creative skills in a range of functions in a wide variety of contexts	Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts	Act in a wide and often unpredictable variety of professional levels and ill-defined contexts	Exercise personal responsibility and largely autonomous initiative in complex and unpredictable situations, in professional or equivalent contexts
Competence Role	Exercise substantial personal autonomy and often take responsibility for the work of others and/or for allocation of resources; form, and function within multiple complex and heterogeneous groups	Accept accountability for determining and achieving personal and/or group outcomes; take significant or supervisory responsibility for the work of others in defined areas of work	Act effectively under guidance in a peer relationship with qualified practitioners; lead multiple, complex and heterogeneous groups	Take significant responsibility for the work of individuals and groups; lead and initiate activity	Communicate results of research and innovation to peers; engage in critical dialogue; lead and originate complex social processes
Competence Learning to Learn	Learn to evaluate own learning and identify needs within a structured learning environment; assist others in identifying learning needs	Take initiative to identify and address learning needs and interact effectively in a learning group	Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically	Learn to self-evaluate and take responsibility for continuing academic/professional development	Learn to critique the broader implications of applying knowledge to particular contexts
Competence Insight	Express an internalized, personal world view, reflecting engagement with others	Express an internalized, personal world view, manifesting solidarity with others	Express a comprehensive, internalized personal worldview, manifesting solidarity with others	Scrutinise and reflect on social norms and relationships and act to change them	Scrutinise and reflect on social norms and relationships and lead action to change them

Towards a National Qualifications Framework for Jordan – NQF-J

ENQA is currently involved as a partner in the Erasmus+ project “Towards a National Qualifications Framework for Jordan” (NQF-J) coordinated by the Universitat de Barcelona (UB).

The project has received funding under the Key Action 2: Cooperation for innovation and the exchange of good practices, Capacity-building in higher education sub-programme.



Target groups

Project’s main target group is the teaching staff, administrative staff, students, trainees, technical staff, librarians, key stakeholders in areas of education and employment related to HE.

PARTNERSHIP

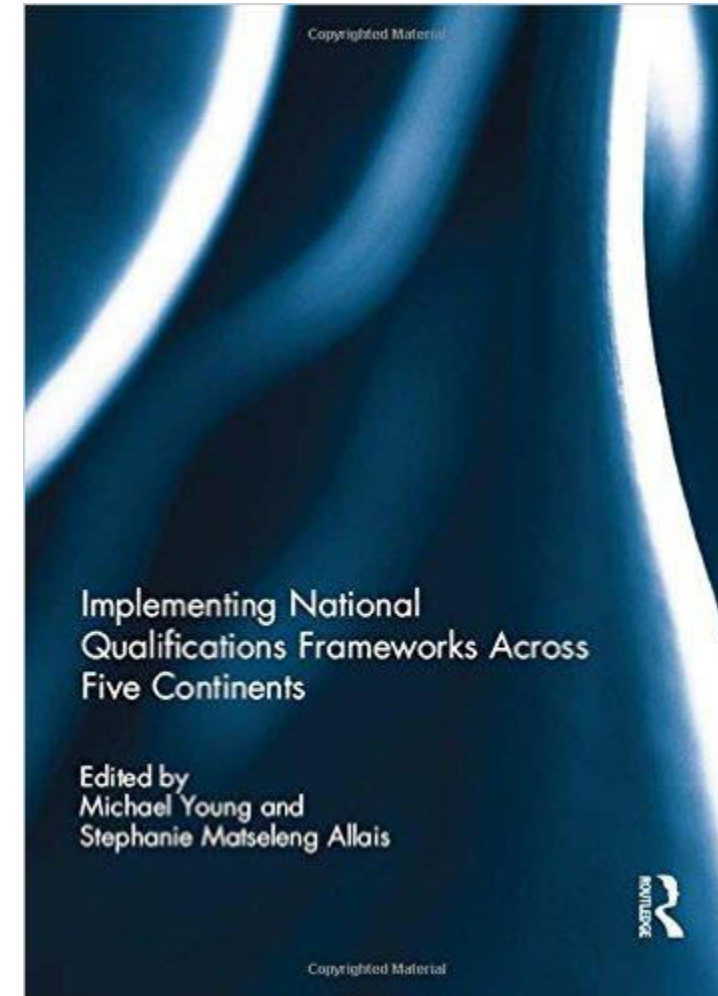
The partnership of the project involves 16 partners: Universitat de Barcelona as the coordinator, the Ministry of Higher Education and Scientific Research of Jordan, the Higher Education Accreditation Commission (HEAC), the Association of Arab Universities, University of Jordan, Princess Sumaya University for Technology, Yarmouk University, Mutah University Ltd, Hashemite University, the German Jordanian University, University College Cork, the National Agency for Quality Assessment and Accreditation of Spain (ANECA), Quality and Qualifications Ireland (QQI), Tallinn University of Technology, Estonian Qualifications Authority-Kutsekoda and ENQA.

LIST OF 142 COUNTRIES CONSIDERING, DEVELOPING OR IMPLEMENTING QUALIFICATIONS FRAMEWORKS

Albania; Angola; Antigua & Barbuda; Argentina; Armenia; Australia; Austria; Azerbaijan; Bahrain; Bangladesh; Barbados; Belarus; Belgium; Benin; Belize; Bhutan; Bosnia and Herzegovina; Botswana; Brazil; Brunei Darussalam; Bulgaria; Burkina Faso; Cabo Verde; Cambodia; Canada; Chile; Colombia; Côte d'Ivoire; Croatia; Cyprus (and Northern Part of Cyprus); Czech Republic; Denmark; Dominica; Egypt; Eritrea; Estonia; Ethiopia; Finland; France; Georgia; Germany; Ghana; Greece; Grenada; Guinée; Guinée Bissau; Guyana; Haiti; Hong Kong; Hungary; Iceland; India; Indonesia; Ireland; Israel; Italy; Jamaica; Jordan; Kazakhstan; Kiribati; Korea; Kosovo; Kuwait; Kyrgyzstan; Lao People's Democratic Republic; Latvia; Lebanon; Lesotho; Liberia; Lithuania; Luxembourg; Madagascar; Malawi; Malaysia; Maldives; Mali; Malta; Mauritius; Mexico; Montenegro; Montserrat; Occupied Palestinian Territories; Morocco; Mozambique; Myanmar; Namibia; Netherlands; Nepal; New Zealand; Niger; Nigeria; Norway; Oman; Pakistan; Papua New Guinea; Peoples Republic of China; Philippines; Poland; Portugal; Republic of Moldova; Romania; Russian Federation; Saint Lucia; Samoa; Serbia; Senegal; Seychelles; Sierra Leone; Singapore; Slovakia; Slovenia; Somalia (Somaliland); South Africa; Spain; St. Kitts & Nevis; St. Lucia; St. Vincent and the Grenadines; Suriname; Swaziland; Sweden; Switzerland; Tajikistan; Thailand; The Bahamas; The Comoros; the Democratic Republic of Congo; The former Yugoslav Republic of Macedonia; The Gambia; Timor-Leste; Togolese Republic; Tonga; Trinidad & Tobago; Tunisia; Turkey; Tuvalu and Vanuatu; Ukraine; United Arab Emirates; United Kingdom; United Republic of Tanzania; Viet Nam; Zambia; Zimbabwe.

The wider objective of NQF-J

- To support the structural reform of the higher education system in Jordan, develop a qualifications framework for higher education in line with national priorities, and implement at different institutional levels.
- shall provide a QF for higher education for implementation at institutional level and, importantly, set up the basis for a comprehensive NQF, and thus endeavours to establish an NQF model that identifies the generic expectations of all levels of higher educational programmes.
- These will be expressed as learning outcomes, mainly based on knowledge, skills and competences.



Levels and Standards

- The standards of qualifications at each level will be created and established through a number of activities in which descriptors will be determined, along with appropriate QA processes, by all stakeholders in higher education.
- The methodology for setting and assuring the qualification standards will be disseminated among academic institutions, government agencies responsible for QA and accreditation, and a wide spectrum of stakeholders.

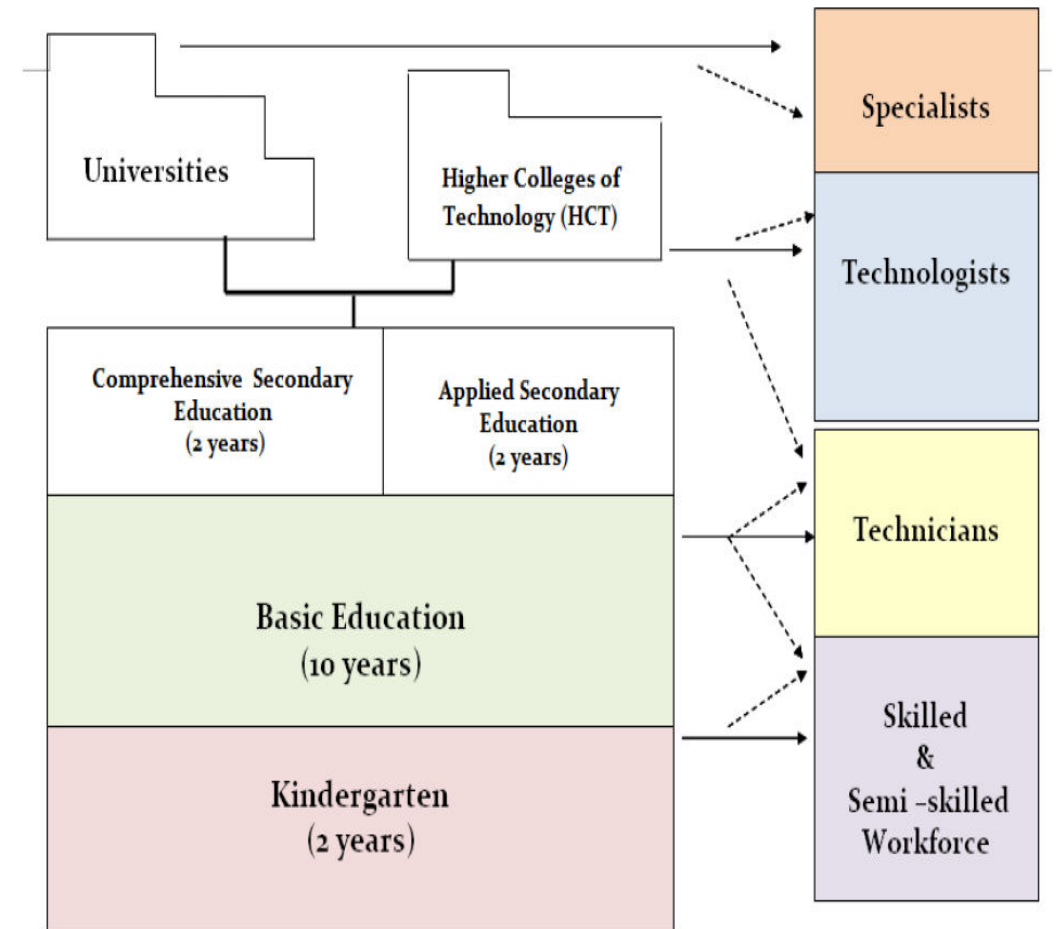
Diploma

Bachelor

High Diploma

Master

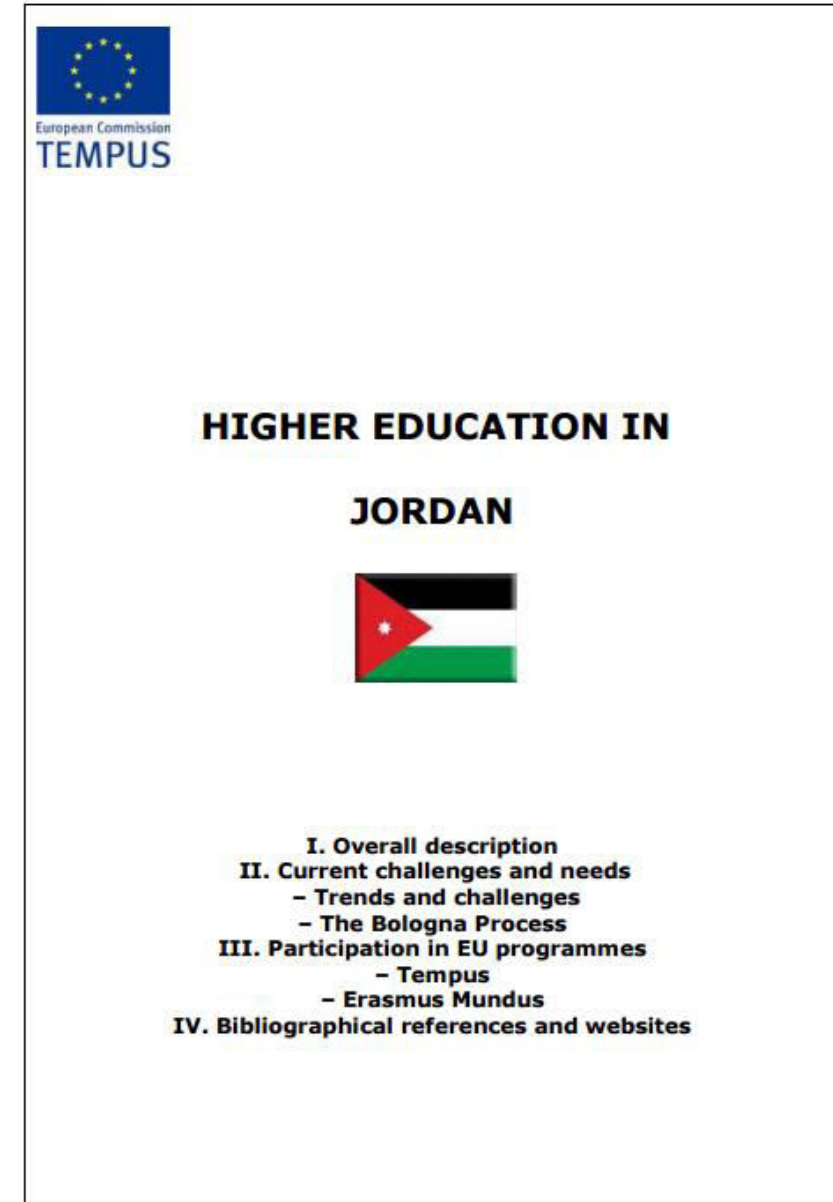
Doctoral



Education System outputs for the workforce

NQF-J and International Norms

- The project will clearly demonstrate the standards of Jordanian higher education awards and their national comparability.
- Through rigorous comparison with other national QFs, the project will demonstrate comparability of Jordanian higher education wider awards with international norms and expectations, thus supporting mobility and employability.
- In particular, its compatibility against the Framework for Qualifications of the European Higher Education Area (FQ-EHEA) and also against the European Qualifications Framework (EQF) will be demonstrated.



NQF-J project :Specific objectives

In order to achieve its overall aim, the project will have the following specific objectives:

- Strengthen and support national and institutional capacities for developing a national qualification framework in HE,
- Create a model for a Jordanian national qualification framework and the develop statements at sectorial levels based on learning outcomes,
- Build the capacity of higher education institutions to produce and assess learning outcomes that are based on descriptors related to different educational disciplines,
- Pilot the new national qualification framework at partner universities,
- Implement the national qualification framework within the higher education sector at the level of study programs,
- Self-certificate the higher education levels of the national qualification framework against the European framework.

Diploma Supplement (DS)

Implementation of the Diploma Supplement	No Diploma Supplement
---	-----------------------

National Qualification Framework (NQF)

Stage towards establishing a National Qualification Framework	X	Not yet started formally.
		<u>Step 1</u> : Decision taken. Process just started.
		<u>Step 2</u> : The purpose of the NQF has been agreed and the process is under way including discussions and consultations. Various committees have been established.
		<u>Step 3</u> : The NQF has been adopted formally and the implementation has started.
		<u>Step 4</u> : Redesigning the study programmes is on-going and the process is close to completion.
		<u>Step 5</u> : Overall process fully completed including self-certified compatibility with the Framework for qualifications of the European Higher Education Area.

The centrality of trust to qualifications : The Golden Rules



The success of a qualifications framework may be measured by the extent to which its standards and qualifications are valued and used. Unless providers offer them, and unless committed employers understand and demand them, standards and qualifications per se will be inert and disregarded



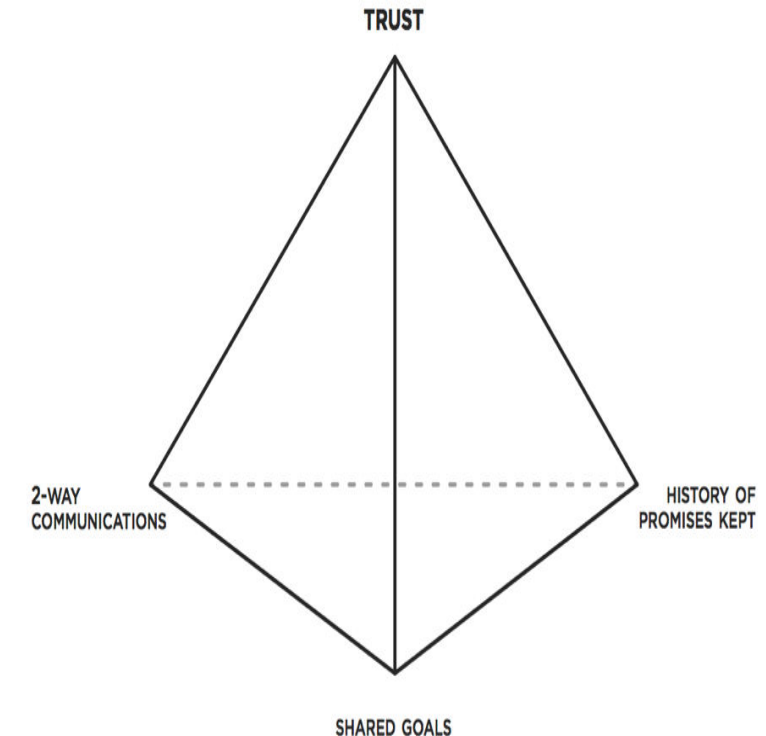
Thus a qualifications framework cannot stand on its own but needs to be embedded in both the provider community and the communities of users.



Trust, which is closely allied to credibility and acceptance, is an essential attribute of successful qualifications anywhere, whether conventional or otherwise.



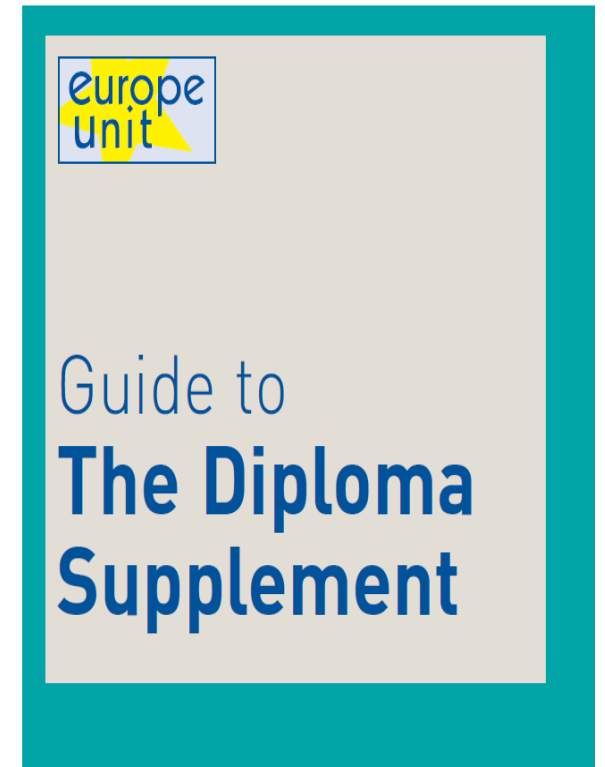
If outcomes-based qualifications are too far removed from the contexts where learning is done or where qualifications are put to use they will be rejected or ignored



Part 2: The Diploma Supplement

Diploma Supplement (DS)

- ✓ The DS is a document issued to all students by higher education institutions (HEIs) on the successful completion of any higher education qualification.
- ✓ It describes the qualification they have received in a standard format that is designed to be easily understood and straightforward to compare.
- ✓ The stakeholder should be able to make informed and accurate judgements about the qualification





[HOME](#) [INDIVIDUALS](#) [ORGANISATIONS](#) [NEWS](#) [EVENTS](#) [USEFUL LINKS](#)



[ECCTIS](#) > [Europass](#) > [Individuals](#) > [Diploma Supplement](#)

- ✓ The DS model was developed by the European Commission, Council of Europe and UNESCO/CEPES.
- ✓ Its purpose is to provide a supplementary explanation of the qualification in order to improve the international 'transparency' and fair academic and professional recognition of qualifications (degrees, diplomas, certificates, etc).
- ✓ The name DS derives from the European practice of referring to any qualification generically as a 'diploma'



EDUCATION AND TRAINING

Supporting education and training in Europe and beyond

[Home](#)[Policies ▼](#)[Initiatives ▼](#)[Updates ▼](#)[Resources ▼](#)[Contact](#)

[European Commission](#) > [Education and training](#) > [Diploma Sup](#)

Diploma Supplement

What is it?

- The DS contains information on the nature, level, context, content and status of the studies that were undertaken and successfully completed by the student.
- DS places the qualification in the context of the structure of the higher education system within which it was issued.
- The DS is composed of eight information sections that comprise the DS presented in a formal form.

DS and Students

The DS provides students with

- information relating to their programme of study that is easily understood.
- It provides an accurate description of a student's academic work and competences acquired that may be relevant for further study and employment opportunities abroad.
- The DS will improve the world-wide acceptance of the qualifications.
- The benefits to students can be summarised as having their qualifications objectively and fairly judged on the basis of their achievements.

The screenshot shows the UCD Student Desk website. At the top left is the UCD Dublin logo with the text 'University College Dublin' and 'An Coláiste Ollscoile, Baile Átha Cliath'. To the right is a search bar with the text 'SEARCH UCD' and a 'GO' button. Below the search bar are radio buttons for 'This Site' and 'All of UCD'. The main header features 'UCD > STUDENT DESK' in large blue letters, followed by 'Tierney Building, Belfield.' and social media icons for Facebook and Twitter. A navigation menu on the right includes 'CONTACT US @', 'OPENING HOURS 🕒', 'A-Z SEARCH 🔍', and 'FAQ ?'. A central banner image shows a building with the text 'Welcome to the UCD Student Desk'. At the bottom, there is a dark blue navigation bar with links: 'HOME', 'OFFICIAL DOCUMENTS', 'FEES & GRANTS', 'OTHER SERVICES', 'ASSESSMENT / EXAMS', and 'USEFUL LINKS'. Below this is a blue button for 'UCD MAIN MENU' with a dropdown arrow, and the text 'Diploma Supplement'. In the bottom right corner, it says 'Tweets by'.

DS and the HEI

- The DS respects national and institutional autonomy while offering a common framework which is accepted all over.
- It aids credential evaluators and improves judgements about qualifications.

The decision- making process for admissions or exemptions is simplified.

It raises the visibility of the institution and its qualifications abroad and promotes the employability of its graduates at national and international level.

It helps save time and resources in the longer term by providing answers to recurrent questions put to institutions.



The screenshot shows the website for MIET (National Research University of Electronic Technology). The header includes the MIET logo, the university's name in English, a circular emblem, a STARS 2014 Innovation award badge, and the university's name in Russian: "Национальный исследовательский университет 'МИЭТ'". Below the header is a large photograph of the university's red brick campus. At the bottom left, there are navigation links for "About University" and "Administration". At the bottom right, there is a text box stating: "The Council of Europe jointly with the UNESCO developed the form of specified Diploma Supplement for the European countries and the USA." A navigation menu at the top right includes "Foreign Affairs" and "European Diploma Supplement".

DS and Employers

- it provides detailed information on the nature, content and professional recognition of qualifications.
- It can be used in conjunction with the individual's curriculum vitae to help provide a rounded picture of any job applicant.
- Employers gain better insights into qualifications.

Personal, Social, and
Technical Competencies for
Employment

Identify and explain personal assets
and interests related to making a
career choice.

Adapted from Georgia Ag Ed.

Section 1 information identifying the Holder of the Qualification

1.1 Student Name – The student’s name as recorded by the University of Southampton at the time of the award

1.2 Date of Birth – The student’s date of birth

1.3 Student ID – The student’s University of Southampton identification number

1.4 HESA ID – the student’s Higher Education Statistic Agency identification number

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family Name(s) / Surname(s):

OTHER

1.2 Given Name(s) / First Names (s):

ANNE

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

01/01/1980

1.4 Student identification number or code (if available):

9991111

Section 2 :Information Identifying the Qualification Awarded

2.1	Qualification Achieved	the full name of the qualification awarded, for example Bachelor of Arts, Bachelor of Science, etc
2.2	In the field(s) of	the major field(s) of study (disciplines) t
2.3	with the classification	of the classification achieved (i.e. First of Lower Division, Third, Pass, Distinction
2.4	Awarding institution	the University of Southampton is a United Kingdom government grants and tuition fees
2.5	Teaching campus	the University has a number of campuses based for the majority of their teaching
2.6	Language(s) of instruction/examination	the language(s) in which the majority of
2.7	Date Awarded	the date on which the student was awarded
2.8	Date of Admission	the date of the term in which the student
2.9	Date of Leaving	the date the student completed their programme of study (typically when the teaching or assessment was completed

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and (if applicable) title conferred:

Bachelor of Science

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

Mathematics

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

Bournemouth University

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

as section 2.3

2.5 Language of instruction/examination:

English

Section 3 information on the level of the qualification

3.1	Programme Level	The programme level represented on the Diploma Supplement is either Undergraduate or Postgraduate Taught, as relevant to the programme of study. Standard undergraduate programmes are 3 or 4 academic years in length and lead to (Bachelor) degree (e.g. BSc, BA, BN, BEd, BEng) typically or integrating award in an Integrated Masters (e.g. MEng, MChem) respectively. Standard postgraduate taught programmes are 1 calendar year in length and lead to a Masters (e.g. MSc, MA, MEd) degree.
3.2	Length of Programme	the standard length of the programme of study for a full-time student. Where a student follows the programme part time, typically every one year of full time study is replaced by two years of part-time study
3.3	Access requirements	The University admits students on their individual merit. For an undergraduate programme of study candidates who have achieved current UK qualifications must satisfy the relevant School and specific programme requirements. These requirements are published annually on the University website and in the undergraduate prospectus. Candidates will normally be expected to have passed the General Secondary Certificate.

Section 4: INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study:	The mode of study refers to how the programme was undertaken e.g. full-time, part-time, intermittent/sandwich, e-learning, distance, including placements etc
4.2 Programme requirements:	provide details of the learning outcomes, knowledge, skills, competencies and stated aims and objectives associated with the qualification. This information, which relates to outcomes rather than procedures of learning, will increasingly be the key basis on which qualifications are assessed provide details of the regulations covering the minimum requirements 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

<p>4.3 Programme details</p>	<p>Give details of each of the individual elements or parts of the qualification and their weighting. For institutions that issue transcripts of studies, it will be sufficient to include the transcripts. List the actual marks and/or grades obtained in each major component of the qualification. Entries should be as complete as possible and in accordance with what is normally recorded at the institution concerned. Cover all examinations and assessed components and/or fields of study offered in examination, including any dissertation or thesis. Indicate if the latter were defended or not</p>
<p>4.4 Grading scheme and, if available, grade distribution guidance:</p>	<p>Provide information on the grading scheme and pass marks relating to the qualification e.g. marks are out of a possible 100% and the minimum pass mark is 50%. Tremendous variations in grading practices exist within and between different national higher education institutions and countries. A mark of 70% in some academic cultures is highly regarded whilst in other countries it is regarded as average or poor. Information on the use and distribution of grades relating to the qualification in question should be included. If more than one grading scheme is used, e.g. in the case of joint degrees, information should be provided on all schemes used for the qualification in question.</p>
<p>4.5 Overall classification of the qualification (in original language):</p>	<p>indicate the overall classification for the final qualification i.e. First Class Honours Degree, Summa Cum Laude, Merit, Avec Distinction etc</p>

Section 5: INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study	Indicate if within the country of origin, the qualification normally provides access to further academic and/or professional study, especially leading to any specific qualifications, or levels of study e.g. access to Doctoral studies in Germany. If this is the case, specify the grades or standards that have to be obtained to allow progression. Indicate if the qualification is a terminal (end) award or part of a hierarchy of awards
5.2 Professional status <i>(if applicable):</i>	Give details of any rights to practise, or professional status accorded to the holders of the qualification, in accordance with national legislation. 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

SECTION 6: ADDITIONAL INFORMATION

6.1 Additional information

Add any additional information not included above but relevant to the purposes of assessing the nature, level and usage of the qualification e.g. whether the qualification involved a period of study/training in another institution/company/country or, include further relevant details about the higher education institution where the qualification was taken. If the qualification is a joint or double/multiple degree, or if it was earned under a transnational or borderless education arrangement, this should be noted here.

6.2 Further information sources

Indicate any further useful information sources and references where more details on the qualification could be sought e.g. the department in the issuing institution; a national information centre; the European Union National Academic Recognition Information Centres (NARIC); the Council of Europe/UNESCO European National Information Centre on Academic Recognition and Mobility (ENIC) and relevant national sources.

6.1. Additional information / Informations supplémentaires

Part of the studies were completed under the diploma of science regime (8 semesters) and have been validated within the Bologna process in order to obtain the new title (bachelor). The holder of the diploma expressly asked to join the Bologna process or has been integrated automatically.

Une partie des études a été effectuée sous le régime du diplôme en sciences (8 semestres) et a été validée dans le cadre du premier titre prévu par le modèle de Bologne (baccalauréat universitaire). Le/la titulaire du diplôme a fait la demande expresse de passer dans le modèle de Bologne ou y a été intégré automatiquement.

6.2. Further information sources / Sources d'informations supplémentaires

- Office of the Dean of the Faculty of Science / *Décanat de la Faculté des Sciences*

Rue Emile-Argand 11, CH-2007 Neuchâtel, ☎ +41 32 718 21 00

E-mail secretariat.sciences@unine.ch, Web www.unine.ch/sciences.

- For any question regarding the programme requirements
- Pour toute question relative aux exigences de la filière d'études

- Academic Office / *Service académique*

Av. du 1er-Mars 26, CH-2000 Neuchâtel, ☎ +41 32 718 10 00

E-mail service.academique@unine.ch, Web www.unine.ch/

- For any question regarding the access to studies at the University of Neuchâtel
- Pour toute question relative à l'accès aux études à l'Université de Neuchâtel

SECTION 7: CERTIFICATION OF THE SUPPLEMENT

7.1 The date the Diploma Supplement was issued. This would not necessarily be the same date the qualification was awarded.

7.2 The name and signature of the official certifying the Diploma Supplement.

7.3 The official post of the certifying individual.

7.4 The official stamp or seal of the institution that provides authentication of the Diploma Supplement.

Access requirement

Admission to a college of education requires one of the following secondary school leaving examinations or comparable qualifications: studentereksamen (Upper Secondary School Leaving Examination); højere forberedelseseksamen (hf) (Higher Preparatory Examination); højere handelseksamen (hhx), (Higher Business Examination); højere teknisk eksamen (htx) (Higher Technical Examination).

Contents and Results Gained

Mode of study

Full-time study programme, equivalent of 240 ECTS credit points. Students annual workload correspond to 1650 working hours. The education consists of seminars, lectures, study weeks, teaching practice periods and project periods including tutorials. The education comprises the following subjects and subject areas:

1. The educational subject areas ("Theory of Education", "Psychology", "General Didactics" ("Educational Philosophy") and "School and Society" ("Sociology of Education").
2. Religious Studies and Philosophy
3. Teaching Practice
4. Four specialized subjects: All students must choose either Danish or Mathematics. The additional 3 subjects must be chosen from among the following:
 - A. Humanities:
Danish, English, German, French, History, Christian Studies/Religious Studies, Social Science, Danish as a Second Language
 - B. Natural Sciences:
Biology, Geography, Physics/Chemistry, Mathematics, Science
 - C. Creative Arts:
Art, Woodwork (Crafts and Design), Textile Design, Physical Education, Home Economics, Music
5. Optional Subjects:
Course in Early Years Teaching
Course in Special Needs Teaching
Course in Practical Aesthetic Subjects
- and some other courses

The Function of the Qualification

Access to further study

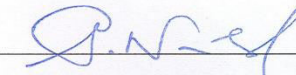
A completed teacher's education gives access to further studies in the same field, typically a Master's programme or, on certain conditions, a specific candidatus programme.

Professional status

The degree as bachelor of education qualifies for teaching in Danish primary schools and lower secondary schools (1. form – 10. form) and equivalent levels of education within adult education and continuing training.

Certification of the supplement

Issued on 24 June 2005


Peter Norrild, Principal



SECTION 8: INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

- ✓ information on the higher educational system:
- ✓ its general access requirements;
- ✓ the national qualifications framework (where applicable),
- ✓ types of institution
- ✓ the quality assurance or accreditation system.

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

The Basic Structure of the Turkish National Education System consists of four main stages as pre-school education, primary education, secondary education and higher education.

Pre-school education consists of non-compulsory programmes whereas primary education is a compulsory 8 year programme for all children beginning from the age of 6. The secondary education system includes "General High Schools" and "Vocational and Technical High Schools".

Higher Education is defined as all post-secondary programmes with a duration of at least two years. The system consists of universities (state and non-profit foundation) and other types of higher education institutions (police and military academies and foundation vocational schools). Each university consists of faculties and schools offering First Cycle (Bachelor's level) programmes (240 ECTS), two year vocational higher schools offering Short Cycle (Associate's level) programmes (120 ECTS) of a strictly vocational nature and also graduate schools administering graduate programmes.

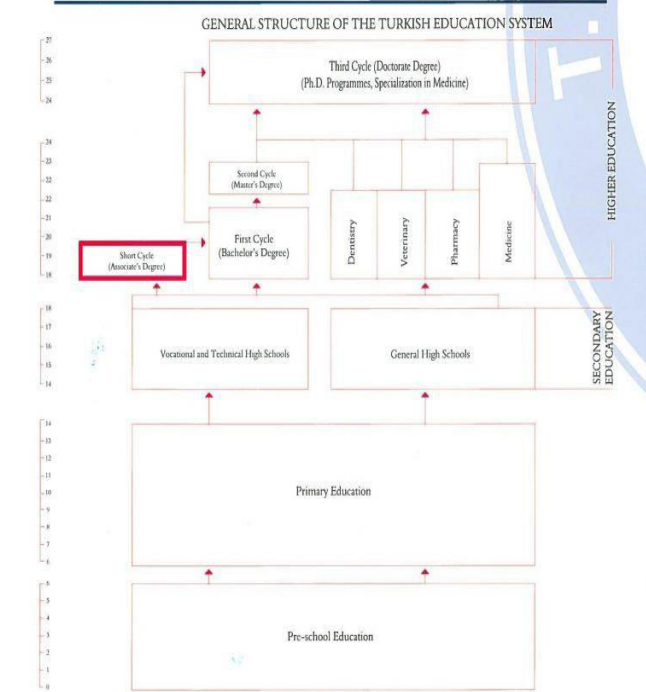
The Higher Education Law No. 2547 is the main law, which governs the higher education in Turkey. All universities (both state and non-profit foundation) are subject to the same law and regulations/rules. All state and non-profit foundation universities are founded by Law. The Higher Education System is regulated by the Council of Higher Education (Yüksek Öğretim Kurulu-YÖK) established in 1981, the Council regulates the activities of higher education institutions with respect to research, governing, planning and organization.

Admission to higher education is based on a nation-wide Student Selection Examination (ÖSS). The examination is held once a year and is administered by the Assessment Selection and Placement Center (ÖSYM). Candidates gain access to institutions of higher education based on their composite scores consisting of the scores on the selection examination and their high school grade point averages.

Graduate level of study consists of the Second Cycle (Master's Degree) and the Third Cycle (PhD/Doctorate Degree) programmes. There are two types of Master's programmes: with or without a thesis. The Master's programmes with a thesis have 120 ECTS and consist of a minimum of seven courses, with a minimum of 21 national credits*, one seminar course, and a thesis. The seminar course and thesis are non-credit and graded on a pass/fail basis. The duration of the Master's programmes with a thesis is four semesters. Non-thesis Master's programmes have 90 ECTS and consist of a minimum of 10 courses with a minimum of 30 national credits and a non-credit semester project. The semester project is graded on a pass/fail basis. Duration of the non-thesis Master's programmes is three semesters. PhD programmes have 240 ECTS and duration of eight semesters which consists of completion of a minimum of seven courses, with a minimum of 21 national credits, passing a qualifying examination, preparing and defending a doctoral dissertation. Specialization in Medicine accepted as equivalent to third cycle programmes are carried out within the faculties of medicine, university hospitals and the training hospitals owned by the Ministry of Health.

Since 2003, a change in the 1996 Regulations on Graduate Education allows Bachelor's degree holders to PhD programmes if their performance at the Bachelor's degree level is exceptionally high and their application is approved. For these students, the theoretical part of the PhD programmes consists of a minimum of 14 courses, with a minimum of 42 national credits.

* The national credit system is based on contact hours (i.e. theoretical or practical hours per week). 1.0 credit stands for each hour of lecture a week and 0.5 credit stands for each hour of laboratory or practical a week.



NB ----- Since 2003, the Bachelor's degree holders whose performance at Bachelor's level is exceptionally high can enlist directly to the Doctoral level programmes

DIPLOMA SUPPLEMENT

Şirnak University

Şirnak University
73000, Şirnak, Turkey
Tel: 0 482 216 82 41 - 45
Faks: 0 482 216 32 85

DIPLOMA SUPPLEMENT

Diploma Date: 04/06/2012 Diploma No : _____

The 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, content, content and the status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgments, equivalence statements or suggestions about recognition. Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Family Name(s)
- 1.2 Given Name(s)
- 1.3 Place and Date of Birth
- 1.4 Student Identification Number

2. INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1. Name of the Qualification
Çocuk Gelişimi
- 2.2. Main field(s) of study for the qualification
Child Development
- 2.3. Name and Status of Awarding Institution
Şirnak University, a state university
Şirnak Üniversitesi, devlet üniversitesi
- 2.4. Name and Status of Institution Administering Studies
Same as 2.3
- 2.5. Language(s) of Instruction/Examination:
Turkish

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1. Level of Qualification
Short Cycle (Associate's Degree)
- 3.2. Official Length of Program
2 years (2 semesters per year, 16 weeks per semester, 120 ECTS credits)
- 3.3. Access Requirement(s)
* High school diploma.
* Placement through a nation-wide Student Selection Examination (ÖSS).

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

- 4.1. Mode of study
Full-time
- 4.2. Program Requirements
Requirements: A student is required to complete the designated programme of courses and to have a minimum GPA of 2.00 / 4.00 and no FD, FF, DZ or YZ grades
- Objectives
* To prepare activities appropriate for child's cognitive and emotional development.
* To plan and to practice games, animations, musical activities and dramas.
* To use, communication techniques correctly while maintaining human relations.
* To use, to prepare and to maintain equipments, materials and documents in a workplace environment.

Diploma Supplement Label

The European Commission awards the
Diploma Supplement Label from 2012 to 2015 to:

AMERICAN COLLEGE

The institution has committed itself to the rigorous application of the
Diploma Supplement
and has proven excellence in its implementation.

For the European Commission
Brussels, January 2013



Jordi CURELL GOTOR
Director for Lifelong Learning
European Commission

Education and
Training



Brian HOLMES
Acting Director, Education, Audiovisual & Culture
Executive Agency



AMERICAN COLLEGE

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. http://ec.europa.eu/education/policies/rec_qual_recognition/ds_en.pdf

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name(s) ANDREOU	1.2 Given name(s) Higgins
1.3 Date of birth (dd/mm/yyyy) 12/08/1972	1.4 Student identification number or code (if available) 20061003

2. INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and (if applicable) title conferred (in original language) Bachelor of Arts in Hotel Management	2.2 Main field(s) of study for the qualification Hotel Management
2.3 Name and status of awarding institution (in original language) American College is a private institution of higher education operating in the Republic of Cyprus. It was registered with the Cyprus Ministry of Education and Culture (Registration Certificate No. ISTE 18) after inspection and approval of its facilities, programmes and faculty.	2.4 Name and status of institution (if different from 2.3) administering studies (in original language) Same as 2.3
	2.5 Language(s) of instruction/examination English

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification First cycle degree (Bachelor)	3.2 Official length of programme In full-time mode 4 academic years - 8 semesters (240 ECTS). In part-time mode, the 240 ECTS may be accumulated during a maximum of 9 academic years.
3.3 Access requirements(s) Upper secondary school leaving certificate (Apoletyron) or equivalent qualification(s). Further information at www.ac.ac.cy .	

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study Full-time attendance	4.2 Programme requirements The student must satisfy the programme's credit requirements and complete 240 ECTS. Course pass mark is 60%. A minimum Cumulative Grade Point Average (CGPA) of 2.00/4.00 is required for the 1st Cycle Degrees. There is no minimum CGPA for
---	---

CODE	COURSE TITLE	SEMESTER	ECTS Credits	Points	Grade
ENG102	English Writing	Spring 2006	6	12.00	C
HOT104	Food and Beverage Service	Spring 2006	6	15.00	C+
HOT105	Food Production	Spring 2006	6	24.00	A
HOT106	Hospitality Safety and First Aid	Spring 2006	6	6.00	D
MAR101	Principles of Marketing	Spring 2006	6	9.00	D+
ENG101	English Communication	Fall 2006	6	21.00	B-
HOT101	Introduction to the Hospitality Industry	Fall 2006	6	24.00	A
HOT102	Front Office Operations	Fall 2006	6	24.00	A
HOT103	Sanitation, Hygiene and Nutrition	Fall 2006	6	24.00	A
HOT205	Housekeeping Management	Spring 2007	6	18.00	B
HOT206	Wines and Spirits	Spring 2007	6	18.00	B
HOT306	Kitchen and Restaurant Organization	Spring 2007	6	15.00	C+
LAW101	Business Law	Spring 2007	6	6.00	D
ENG201	Advanced English	Fall 2007	6	15.00	C+
HOT202	Conference and Banqueting Operations	Fall 2007	6	21.00	B-
HOT203	Food Production II	Fall 2007	6	21.00	B+
MGT101	Principles of Management	Fall 2007	6	18.00	B
FRE101	French Language	Spring 2008	6	24.00	A
MAR308	Strategic Marketing	Spring 2008	6	6.00	D
PHI101	Introduction to Philosophy	Spring 2008	6	6.00	D
PSY101	Introduction to Psychology	Spring 2008	6	24.00	A
FRE201	French Language II	Fall 2008	6	24.00	A
HOT301	Hospitality Marketing	Fall 2008	6	24.00	A
HOT302	Food and Beverage Management	Fall 2008	6	9.00	D+
HOT303	Food and Beverage Controls	Fall 2008	6	12.00	C
ACC101	Financial Accounting	Spring 2009	6	12.00	C
HOT304	Menu Planning	Spring 2009	6	12.00	C
HOT305	Control of Accommodation Operations	Spring 2009	6	12.00	C
HOT403	Hospitality Maintenance Management	Spring 2009	6	24.00	A
CSC101	Introduction to Computing	Fall 2009	6	18.00	B
CSC203	Management Information Systems	Fall 2009	6	21.00	B+
HOT401	Hospitality Human Resource Management	Fall 2009	6	24.00	A
MGT401	International Business	Fall 2009	6	9.00	D+
HOT404	International Hospitality Management	Spring 2010	6	24.00	A
HST102	History of Cyprus	Spring 2010	6	6.00	D
MGT403	Business Policy and Strategic Management	Spring 2010	6	15.00	C+
TOU104	Tourism Geography	Spring 2010	6	24.00	A
TOU401	International Travel and Tourism	Spring 2010	6	24.00	A
HOT402	Managing Quality Hospitality Services	Fall 2010	6	12.00	C
MGT402	Human Resource Management	Fall 2010	6	18.00	B
Total ECTS credits:			240		
Cumulative Grade Point Average (CGPA):				2.81	

8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

The Education system in Cyprus consists of the following stages:

Pre-Primary education:

Pre-Primary Education is compulsory for all children between 4 8/12 – 5 8/12 years old. Children are also accepted over the age of 3. This level of education aims to satisfy the children's needs for the development of a wholesome personality in an experiential environment which enables them to recognize their capabilities and enhance their self-image.

Primary Education:

Primary education is compulsory for all children over the age of 5 8/12 and has a duration of 6 years. The aim of Primary Education is to create and secure the necessary learning opportunities for children regardless of age, sex, family and social background and mental abilities.

Secondary Education:

Secondary General Education offers two three-year cycles of education – Gymnasio (lower secondary education) and Lykeio (upper secondary education) – to pupils between the ages of 12 and 18. The curriculum includes core lessons, interdisciplinary subjects and a variety of extracurricular activities.

Instead of the Lykeio, pupils may choose to attend Secondary Technical and Vocational Education which provides them with knowledge and skills which will prepare them to enter the workforce or pursue further studies in their area of interest.

Higher Education:

At present, public and private universities operate in Cyprus.

Public Universities

1. The University of Cyprus
2. The Open University of Cyprus
3. The Cyprus University of Technology

Private Universities

1. European University- Cyprus
2. Frederick University- Cyprus
3. Neapolis University- Cyprus
4. University of Nicosia- Cyprus

State Higher Education Institutions:

Higher education in Cyprus is also provided by a number of State Higher Education Institutions, and an even greater number of Private Institutions of Higher Education, none of which has university status. The State Institutions of Higher Education, offer vocational programmes of study with a duration ranging from one to three academic years. These programmes do not provide access to second cycle programmes. The apolyterion or equivalent qualification, is a prerequisite for access to the programmes offered by State Higher Education Institutions and candidates for entrance to a particular programme are ranked according to their performance in the Pancyprian Examinations.

Private Institutions of Higher Education:

Currently, 25 Private Institutions of Higher Education are registered with the Ministry of Education and Culture some of which have branches in other cities in Cyprus, besides Nicosia. Private Institutions of Higher Education do not have university status but they offer both academic and vocational programmes of study at the undergraduate and postgraduate levels.

Quality Assurance and Accreditation

The competent body for quality assurance and accreditation of the programmes offered by Private Institutions of Higher Education is the Council for Educational Evaluation-Accreditation (Symvoulío Ekpedeftikis Axiologisis Pistoipolis, SEKAP), which is a member of ENQA. At present, a number of programmes offered by the Private Institutions, have been evaluated and accredited by SEKAP. These programmes fall into the following categories:

- Academic and Vocational programmes of study lead to the following qualifications: Certificate (1 year), Diploma (2 years) and Higher Diploma (3 years). For access to these programmes the apolyterion or equivalent qualification is a prerequisite.
- First cycle programmes (4 years), lead to the award of a Bachelor Degree. For access to these programmes the apolyterion or equivalent qualification is a prerequisite.
- Second cycle programmes (1 to 2 years) lead to the award of a Masters Degree. The prerequisite for access to these programmes is the Ptychlo, or Bachelor, or equivalent qualification.

Recognition of Higher Education Qualifications

The competent national body for the recognition of higher education qualifications is the Cyprus Council for the Recognition of Degrees (Kypriako Symvoulío Anagnorisis Titlon Spoudon, KYSATS). KYSATS recognizes equivalence, or equivalence-correspondence for first cycle titles, or just equivalence for postgraduate titles (second or third cycle). KYSATS may also recognize joint degrees.

Quality Assurance Agency

The establishment of a Quality Assurance Agency has been approved by the Council of Ministers of the Republic of Cyprus. The aim of this Agency is to promote quality assurance in both the public and the private institutions of higher education, through various measures which include external accreditation and development of internal quality culture. These efforts are in line with the Berlin Communiqué, the ENQA Standards and Guidelines on QA, as accepted by the Bergen Communiqué and the Agreement on Quality Assurance in the EU.

4.4 Grading scheme and, if available, grade distribution guidance

Grade	Course Grade/ Grade Meaning	Grade Points per Credit
A	90-100	4.00
B+	85-89	3.50
B	80-84	3.00
C+	75-79	2.50
C	70-74	2.00
D+	65-69	1.50
D	60-64	1.00
F	0-59	0.00
W	Withdrawal	0.00
I	Incomplete	0.00
TR	Transfer Credits	0.00
AU	Audit	0.00

Bachelor and Master degree graduates are awarded for high academic achievement as follows:

- Summa Cum Laude: awarded to students whose CGPA is between 3.90 and 4.00.
- Magna Cum Laude: awarded to students whose CGPA is between 3.70 and 3.89.
- Cum Laude: awarded to students whose CGPA is between 3.50 and 3.69.

The Cumulative Grade Point Average (CGPA) is the sum of the product of the "Grade Points per Credit" and the number of ECTS of each course taken, divided by the total number of ECTS earned. Further details at www.ac.ac.cy

4.5 Overall classification of the qualification (in original language)

Pass - 2.81 out of 4

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

Access to second cycle (postgraduate) studies.

5.2 Professional status (if applicable)

Not applicable

6. ADDITIONAL INFORMATION

6.1 Additional information

Students generally must not take more than 60 ECTS in one academic year. A student may take more than 60 ECTS in one academic year if one or more of the following reasons apply:

1. The student was granted permission for additional ECTS due to his/her high academic performance;
2. The student has repeated a course that he/she previously failed;
3. The student has repeated a course in order to improve his/her CGPA;
4. The student has repeated a course that he/she has transferred; and
5. The student had to take additional ECTS in order to graduate after a specific semester

6.2 Further information sources

American College:

www.ac.ac.cy

Cyprus Ministry of Education and Culture:

www.moec.gov.cy

7. CERTIFICATION OF THE SUPPLEMENT

7.1 Date of issue

29/02/2012

7.2 Name and Signature

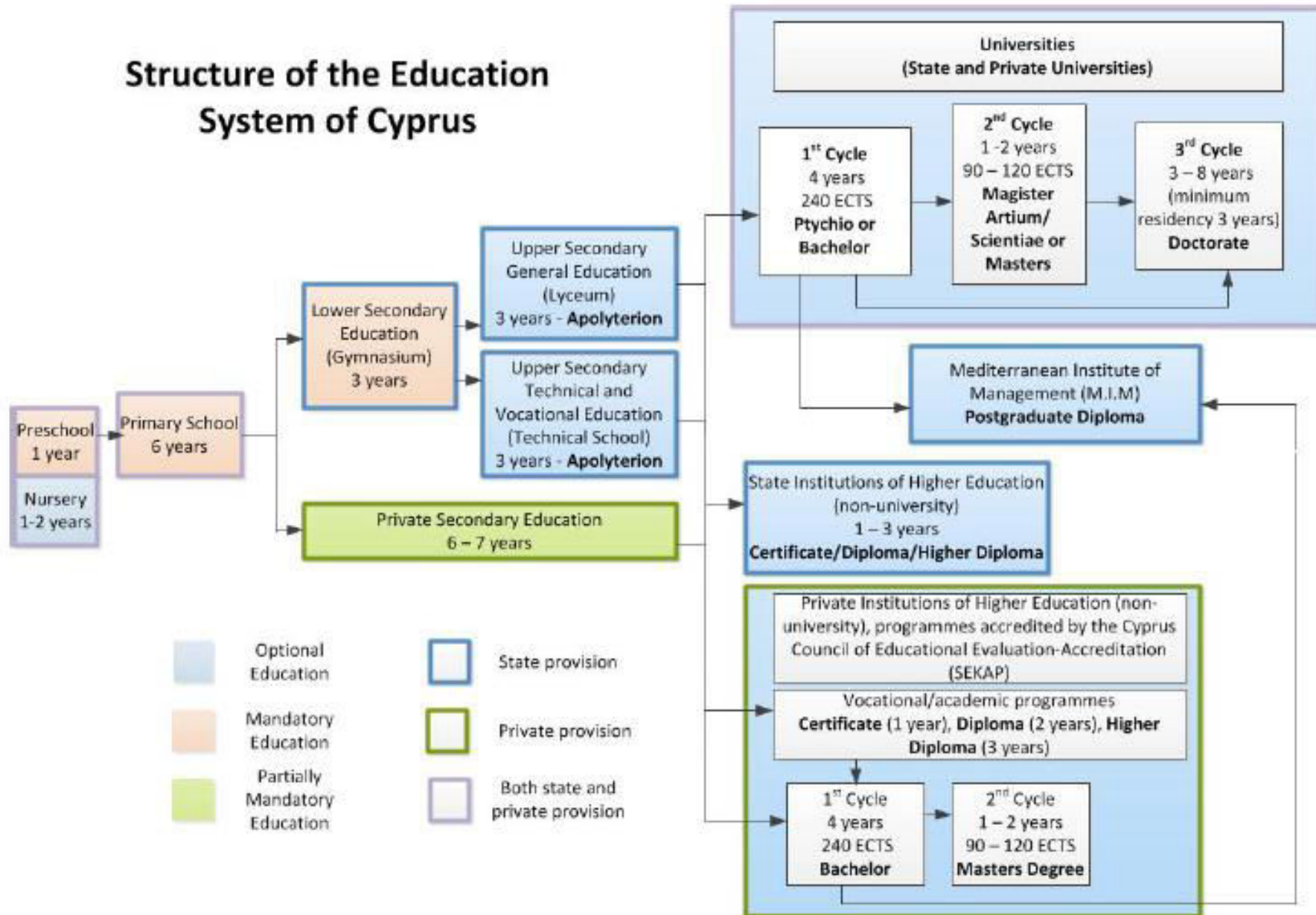
Nicolas Ioannides

7.3 Capacity

Registrar

7.4 Official stamp or seal

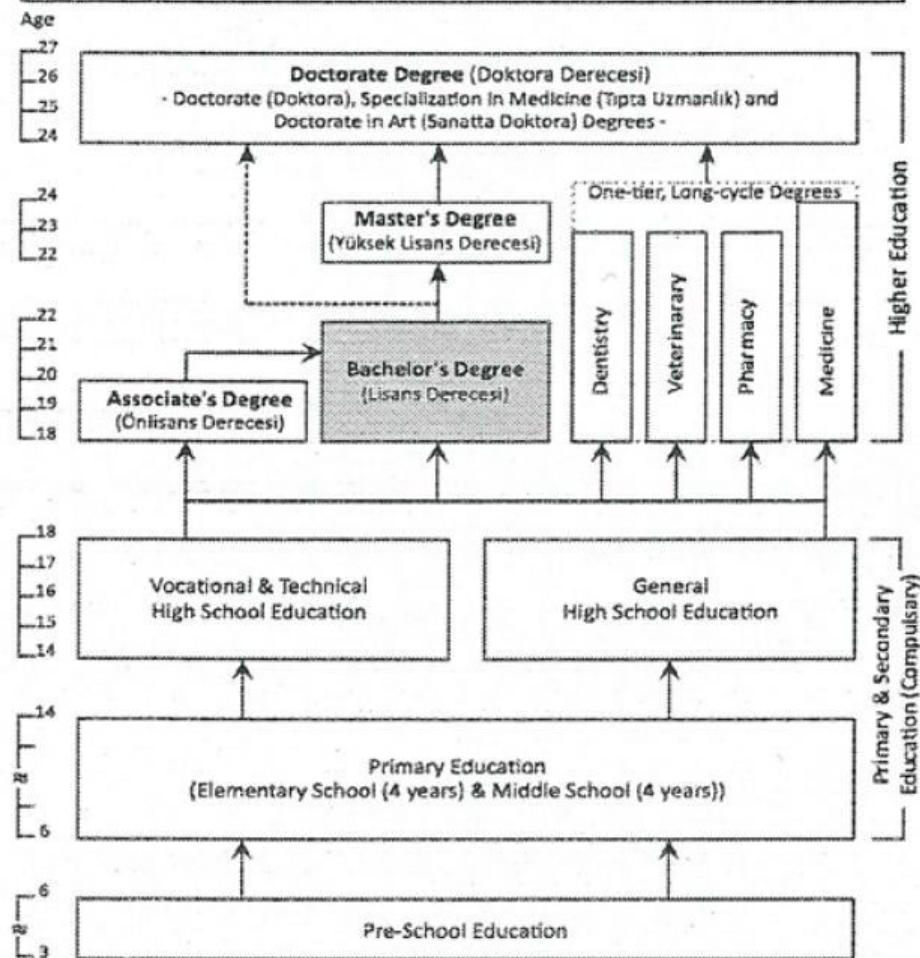
Structure of the Education System of Cyprus



TYYC LEVELS, QUALIFICATIONS TYPES AND ECTS CREDITS

Higher Education Levels/Cycles			AWARDS/ DEGREES	LENGTH (Year)	TOTAL ECTS CREDITS (Year x 60 ECTS)	TOTAL STUDENT WORKLOAD (h) (1 ECTS= 25-30h)
QF-EHEA	EQF-LLL	TYYÇ LEVELS				
3	8	8	Doctorate	3 (min.)	180 (min.)	4.500 – 5.400
			Specialization in Medicine			
			Doctorate in Art			
2	7	7	Master's Degree	1 - 2	60 - 120	1.500 – 3.600
1	6	6	Bachelor's Degree	4	240	6.000 – 7.200
Short Cycle	5	5	Associate's Degree	2	120	3.000 – 3.600

GENERAL STRUCTURE OF THE TURKISH EDUCATION SYSTEM



Part 3: The Degree Profile

The Degree Profile

- The Degree Profile is a very brief document, designed to convey the essential information about a specific degree programme.
- It locates the programme in the academic map of disciplines or thematic studies.
- The Profile specifies the subject area or areas studied, identifies the level (Bachelor, Master or Doctoral) and indicates the special features that distinguish it from other similar programmes

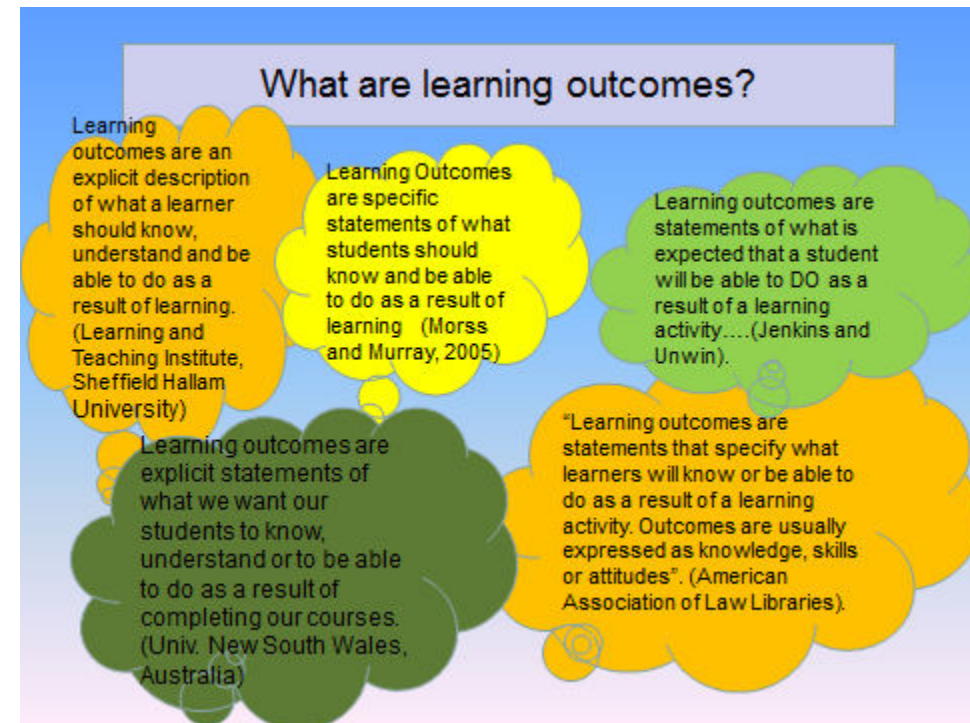


The Degree Qualifications Profile

Defining degrees: A new direction for American higher education to be tested and developed in partnership with faculty, students, leaders and stakeholders

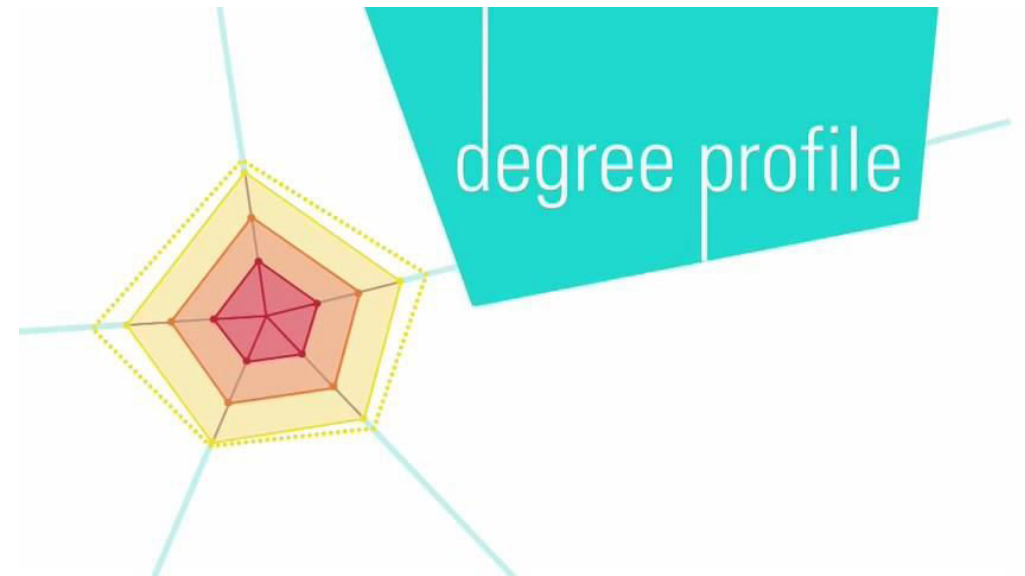
The Degree Profile : Learning outcomes

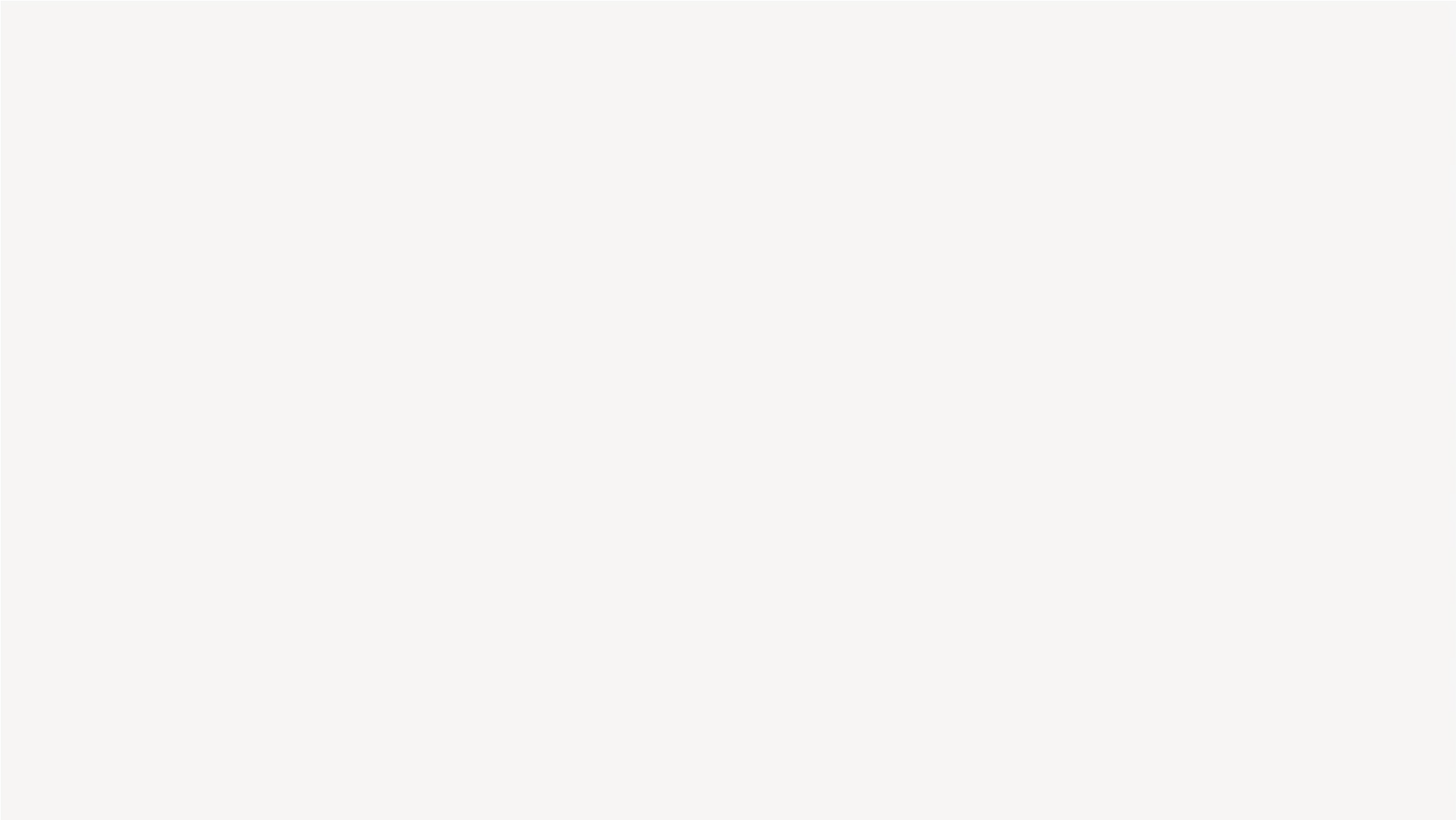
- The Degree Profile describes, in terms of competences and learning outcomes, what graduates will know, understand and be able to do by the time they have successfully completed the programme.
- The Profile spells out what can be expected of the graduates in terms of the kinds of tasks they are equipped to undertake, their level of expertise and the responsibilities they can assume



Degree Profile

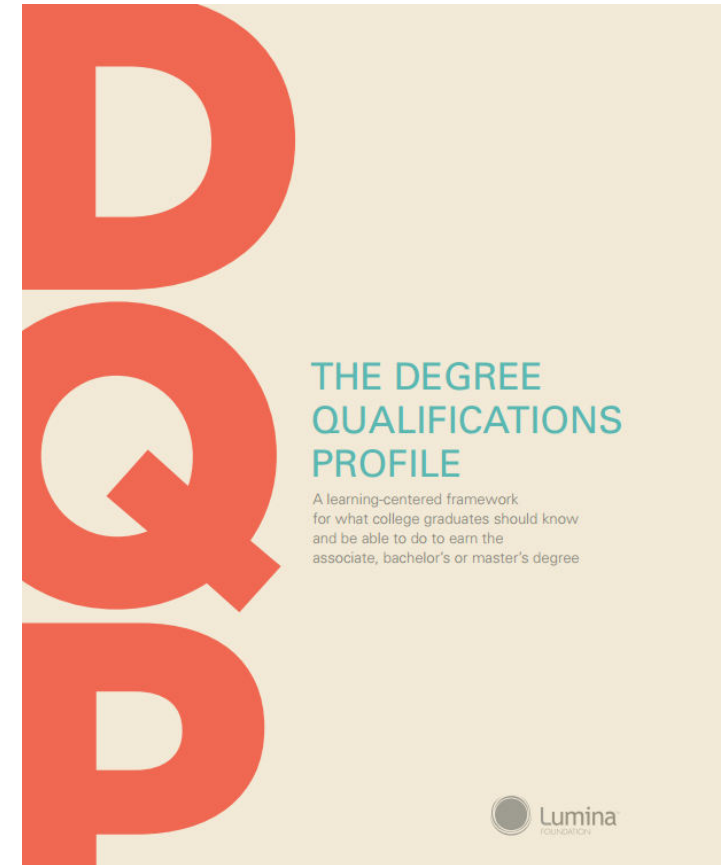
- ✓ The Degree Profile can be a standalone document, e.g. as an information tool in a HEI's degree-course catalogue. It can also be used as part of the Diploma Supplement. When included in the Diploma Supplement.
- ✓ The Degree Profile serves as an important element for recognition. The degree profile can be used by competent recognition authorities (such as admissions officers) to evaluate the qualification as it provides valuable additional information to the transcript and Diploma Supplement.
- ✓ It enhances the usefulness of the Diploma Supplement, as it gives the reader a better understanding of the actual degree programme the graduate has completed and hence facilitates appropriate employment or further study.





Degree Profile: Students and Collaboration

- ✓ For students, the Degree Profile can be used as a orientation tool for choosing their studies and for guiding them in the acquisition of competences.
- ✓ Employers will also benefit from the extra information the degree profile provides on the programme the graduate has completed and on the competences and learning outcomes the graduate has achieved.
- ✓ the information the degree profile provides about a programme can also be valuable to institutions seeking collaboration with other institutions.



Degree Profile: Accreditation

- ✓ The degree profile, and especially section F (learning outcomes), may also be useful for the purpose of obtaining accreditation for the programme, since accreditation procedures are increasingly focusing on the learning outcomes at programme level.



EUR-ACE SPREAD: EUROPEAN ENGINEERING ACCREDITATION

competences and learning outcomes

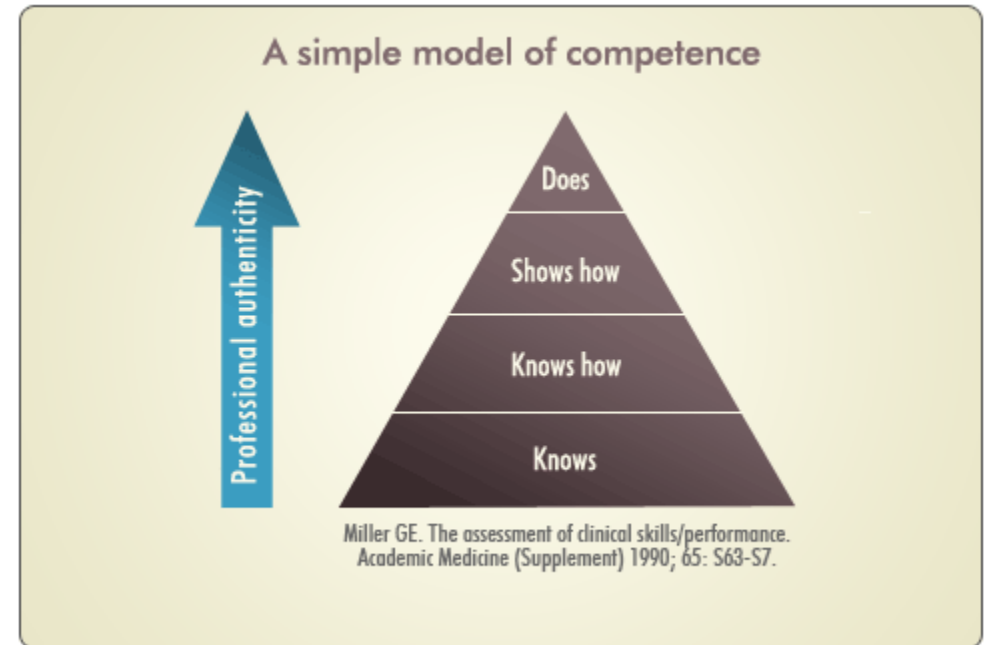
A competence

is a quality, ability, capacity or skill that is developed by and that belongs to the student.

(Skill, Knowledge, and Attitude)

A learning outcome:

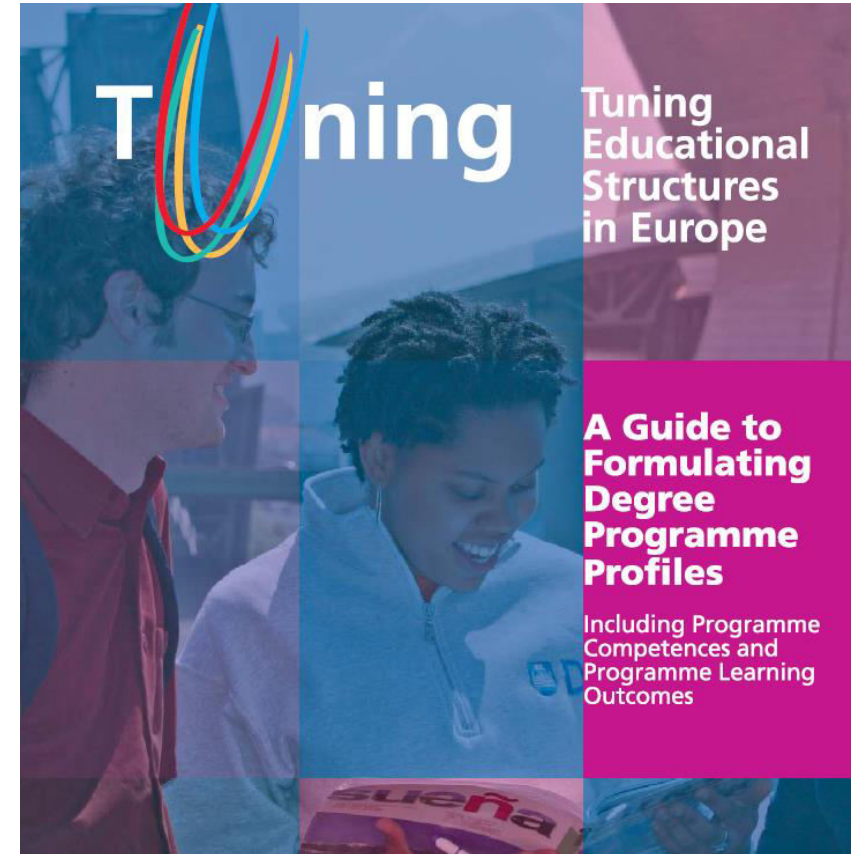
is a measurable result of a learning experience which allows us to ascertain to which extent / level / standard a competence has been formed or enhanced. Learning outcomes are not properties unique to each student, but statements which allow higher education institutions to measure whether students have developed their competences to the required level.



Degree Profile Components

The degree profile is made up of seven entries including a general entry and the following sub-entries:

- A. Purpose
- B. Characteristics
- C. Employability & further education
- D. Education style
- E. Programme competences
- F. List of Programme Learning Outcomes



Degree profile Structure

General Entry

Degree Profile of

Please provide (in bold)

The full name of the qualification as written in the original language. When this is not English, please provide an official English translation as mentioned in the Diploma Supplement in italics

Please provide the official name of the programme offered by the institution, in the original language. Please provide also an official translation in English (*if applicable*) in italics

General Entry

TYPE OF DEGREE & LENGTH	Please identify the type of degree, e.g. whether the degree is the result of a programme offered by a single institution or whether the degree is the result of a joint programme (joint degree or double / multiple degree). Please indicate between brackets the length of the degree programme in ECTS-credits, and/or - if applicable - national/institutional credits and/or years of study.
INSTITUTION(S)	Please give the official name of the awarding institution(s), and the country where it is based (If the name is not in Latin Alphabet, please provide a transliteration or transcription. In addition, please provide also an official translation in English (if applicable) in italics
ACCREDITATION ORGANISATION(S)	. Please identify the accreditation organisation(s) that provides the accreditation of the degree programme or the degree awarding institution, and the country in which the accreditation organisation operates
PERIOD OF REFERENCE	Please identify the year(s) for which the curriculum is validated/approved.
CYCLE/LEVEL	Please indicate the cycle/level of the qualification in relation to the National Qualifications Framework (where available), the EQF for LLL and the QF for EHEA.

	Purpose
A	Please provide a general statement about the degree programme, providing a short summary –a ‘synthetic view’- of the overall purpose of the programme.

Example :Nursing Program

A	Purpose
	The aim of this degree programme is to prepare graduate registered nurses who are safe, caring and competent decision makers who accept personal and professional accountability for their actions. Their programme is research and evidence based, actively promoting critical thinking, independent and ethical practice. The programme meets the academic and professional requirements of the National Competent Authority (Nursing and Midwifery Council Atlantis) and the requirements of Professional Services Directive 2005/26/EC, for the ‘nurse responsible for general care’.

B	Characteristics	
1	DISCIPLINE(S) / SUBJECT AREA(S)	Please indicate the main discipline(s) / subject area(s) of the degree programme. If the programme is multi- or interdisciplinary, please indicate the relative weight of the major components, if applicable
2	GENERAL/ SPECIALIST FOCUS	Please specify the general and/or specialist focus of the degree programme
3	ORIENTATION	Please outline the orientation of the degree programme. For example whether the degree is primarily research, practically based, professional, applied, related to designated employment, etc.
4	DISTINCTIVE FEATURES	Please indicate any additional features that distinguish this degree programme from other similar degree programmes. For example: if the programme includes a compulsory international component, a work placement, a specific environment or is taught in a second language

DISCIPLINES(S) /SUBJECT AREA(S)	The main subject is nursing theory and nursing practice (50:50).
GENERAL /SPECIALIST FOCUS	General nursing
ORIENTATION	This is an academic degree with a professional orientation applied to the theory and practice of nursing.
DISTINCTIVE FEATURES	The degree has a substantive component of interdisciplinary learning with other health and social care professionals. Students have one elective period of three months. The degree is undertaken in an active research environment

C	Employability & Further Education	
1	EMPLOYABILITY	Please summarise (in maximum 3 lines) the main employment opportunities that arise from successful completion of the programme. Indicate whether the award confers any nationally regulated/protected title on the holder and if so, provide more information about the title and rights attached. Indicate if the title is protected by law.
2	FURTHER STUDIES	Please indicate (in maximum 3 lines) opportunities for access to further studies, both, within and outside the main and specific subject areas identified above (B.1.).

D	Education Style		
	1	LEARNING& TEACHING APPROACHES	Please indicate (in maximum 3 lines) the main learning and teaching strategies and methods.
	2	ASSESSMENT METHODS	Please indicate (in maximum 3 lines) the main assessment strategies and methods.
E		Programme Competences	Please list below the key generic and specific competences up to a total of 15 In the case of regulated professions,
	1	GENERIC	Please list here the generic programme competences
	2	SUBJECT SPECIFIC	Please list here the subject specific programme competences.
F		Complete list of programme learning outcomes	Please list here the learning outcomes of the programme, up to a total of 15 to 20.

F: List of Generic Competences For Engineering Students

1. Ability to communicate in a second (foreign) language
2. Capacity to learn and stay up-to-date with learning
3. Ability to communicate both orally and through the written word in first language
4. Ability to be critical and self-critical
5. Ability to plan and manage time
6. Ability to act on the basis of ethical reasoning
7. Capacity to generate new ideas (creativity)
8. Ability to search for, process and analyse information from a variety of sources
9. Ability to work autonomously
10. Ability to identify, pose and resolve problems

11. Ability to apply knowledge in practical situations
12. Ability to make reasoned decisions
13. Ability to undertake research at an appropriate level
14. Ability to work in a team
15. Knowledge and understanding of the subject area and understanding of the profession
16. Ability to motivate people and move toward common goals
17. Commitment to conservation of the environment
18. Ability to communicate key information from one's discipline or field to non-experts
19. Ability for abstract and analytical thinking, and synthesis of ideas
20. Ability to interact constructively with others regardless of background and culture and respecting diversity

11. Ability to apply knowledge in practical situations
12. Ability to make reasoned decisions
13. Ability to undertake research at an appropriate level
14. Ability to work in a team
15. Knowledge and understanding of the subject area and understanding of the profession
16. Ability to motivate people and move toward common goals
17. Commitment to conservation of the environment
18. Ability to communicate key information from one's discipline or field to non-experts
19. Ability for abstract and analytical thinking, and synthesis of ideas
20. Ability to interact constructively with others regardless of background and culture and respecting diversity

21. Ability to design and manage projects
22. Ability to interact with others in a constructive manner, even when dealing with difficult issues
23. Ability to show awareness of equal opportunities and gender issues
24. Commitment to health, well-being and safety
25. Ability to take the initiative and to foster the spirit of entrepreneurship and intellectual curiosity
26. Ability to evaluate and maintain the quality of work produced
27. Ability to use information and communications technologies
28. Commitment to tasks and responsibilities
29. Ability to adapt to and act in new situations and cope under pressure
30. Ability to act with social responsibility and civic awareness
31. Ability to work in an international context

Thank You for your patience