

# Diploma Supplement



## Awards and Ceremonies Centre

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Our statement of service can be found at [www.open.ac.uk/our-student-policies](http://www.open.ac.uk/our-student-policies)

<b>1 Information regarding the holder of the qualification</b>	
1.1 Surname Hannah	1.2 First names Carol Ann
1.3 Date of birth 22 December 1964	1.4 Student identifier: P6670135 HESA ID: 9510010758325
<b>2 Information identifying the qualification</b>	
2.1 Name of qualification and (if applicable) title conferred  Diploma in Design and Innovation	2.2 Main fields of study for the qualification Technology
2.3 Name and status of awarding institution The Open University. Chartered university.	2.4 Name and status of institution (if different from 2.3) administering studies
2.5 Language(s) of instruction/examination: English	
<b>3 Information on the level of the qualification</b>	
3.1 Level of qualification Intermediate  Qualification date 31 December 2001	3.2 Official length of the programme There is no requirement to complete the credit required for this award within a certain time period.
3.3 Access requirements There is no academic entry requirement.	
<b>4 Information on the contents and mode of study</b>	
4.1 Mode of study: Distance Learning	
4.2 Programme requirements <b>Diploma in Design and Innovation</b> Students completing this Diploma will have developed an informed approach to the processes of design and innovation in modern technology. The skills they acquire will equip them for practice in design orientated occupations, including management and teaching. The courses comprising the Diploma include techniques for idea generation, detailed design, modelling, evaluation, market research and project management. Case studies include a wide range of both high and low technology products - and include considerations of 'greener' products and processes.	

**Student identifier:** P6670135  
Diploma in Design and Innovation

Carol Ann Hannah



#### 4.3 Programme details

##### **Completed courses, subordinate awards, and credit transfer which comprise the above qualification**

<b>Year</b>	<b>Course</b>	<b>Title</b>	<b>Level</b>	<b>Points</b>	<b>ECTS</b>	<b>Result</b>
2000	T204	Design: principles and practice	5	60.0	30.00	Distinction
2001	T302	Innovation: design, environment & strategy	6	60.0	30.00	Distinction

Total number of credit points counted towards this award: **120.0**



**4.4 Grading scheme**

Assessment is divided between two components, continuous assessment and an end of course assessment (ECA). Marks are given on a one hundred point scale. The table below shows the marks which must be achieved to guarantee a particular grade of pass.

Continuous assessment	ECA	Graded undergraduate	Graded postgraduate	Ungraded
85	85	Distinction	Distinction	
70	70	Pass Grade 2	Merit (*)	
55	55	Pass Grade 3		
40	40	Pass Grade 4	Pass	Pass

Examination and Assessment Boards have limited discretion to set these thresholds slightly lower.

\* Where the merit grade is approved.

**4.5 Overall classification of the award**

**5 Information on the function of the qualification**

**5.1 Access to further study**

**5.2 Professional status (if applicable)**

**6 Additional Information**

**6.1 Additional Information**

**6.2 Further information sources**  
[www.open.ac.uk](http://www.open.ac.uk)

**7 Certification of the supplement**

Institution/awarding body

**7.1 Date**  
 18 November 2008

**7.3 Capacity**  
 University Secretary

**7.2 Signature**

Fraser Woodburn

## Understanding this supplement

### \* Credit transfer

The qualification includes an award of transferred credit made in recognition of the successful completion of study at another institution. This has been assessed in accordance with approved policies and procedures and has been deemed to be at an appropriate academic level and duration.

### \*\* Subordinate award

Another Open University award has been counted in the qualification. The details of the content of that subordinate award are given in the Diploma Supplement or other transcript for that award.

### \*\*\* Collaborative credit

These courses may have been undertaken at another UK higher education institution under one of a number of schemes of academic collaboration. These are approved to enable OU students to undertake study in subject areas not offered by the Open University and count them towards an OU qualification.

### Credit points and levels

The University uses a credit point system in which 120 points is equivalent to a full-time academic year. This system is compatible with credit accumulation and transfer schemes commonly operated by Higher Education institutions in England and Northern Ireland, with Credit and Qualifications Framework Wales (CQFW) and with the Scottish Credit and Qualifications Framework (SCQF). The workload rating of each course is also given in terms of the European Credit and Transfer and Accumulation System (ECTS). The academic level associated with each course is given in accordance with levels approved in the relevant Qualifications Frameworks as follows:

Open University course level	Qualifications Frameworks for England and Northern Ireland, and Wales	Scottish Credit and Qualifications Framework
Level 1	4	7
Level 2	5	8 and 9
Level 3	6	10
Masters	7	11
Doctoral	8	12

### Total number of points

The total figure shows all the credit points that have been counted towards this qualification, including any credit transfer, subordinate award, and collaborative courses.

### Method of teaching

The courses recorded on this supplement are taught by an integrated process involving material specifically prepared for the course in written, audio and visual media, regular assignments, set books, and in most cases voluntary attendance at local tutorial sessions. On some courses, students are required to attend a residential school.

### Student performance

Student performance is measured in a series of continuous assessment assignments that are either tutor-marked or computer-marked to standards set down by the Examination and Assessment Board for the course, and in an examinable component, which is usually a three-hour, unseen, written examination, but might consist of a project or dissertation. The final course result depends on the performance in each component and on the overall weighted average. The Examination and Assessment Board for each course includes at least one external examiner whose role includes helping to ensure comparability of academic standards with other degree-awarding bodies in the UK.

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

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

## Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland, Higher Education institutions are independent, self-governing bodies active in teaching, research and scholarship and established by Royal Charter or legislation. Most are part-funded by government.

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

### Degree awarding powers and the title 'university'

All the universities and many of the higher education colleges have legal power to develop their own courses and award their own degrees, and determine the conditions on which they are awarded: some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so.

All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint.

Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

The names of institutions with their own degree awarding powers ("Recognised Bodies") are set out at:

<http://www.dfes.gov.uk/recognisedukdegrees/annex4.shtml>

### Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications for in England, Wales and Northern Ireland (FHEQ), including qualifications descriptors, developed with the sector by the Quality Assurance Agency (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - [www.qaa.ac.uk](http://www.qaa.ac.uk)). The Qualifications and Curriculum Authority (QCA), the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) and the Council for Curriculum Examination and Assessment, (Northern Ireland) (CCEA) have established the National Qualifications Framework, which is aligned with the FHEQ as shown overleaf with typical credit values. These authorities regulate a number of professional, statutory and other awarding bodies which control qualifications at HE and other levels.

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

Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001 and are available in England, Wales and Northern Ireland. In terms of the European HE Area they are "short cycle" qualifications within the first cycle.

### Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by universal use of external examiners, a standard set of indicators and other reports and by the activities of the QAA and in professional areas by relevant Professional and Statutory Bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark (character) statements, the Code of Practice and a system of programme specifications. QAA conducts peer-review based audits and reviews of higher education institutions with the opportunity for subject-based review as the need arises. Accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA reviews also cover higher education programmes taught in further education institutions.

### Credit Systems

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

### Admission

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