

Student ID: **STUDENT ID**

Dear **STUDENT NAME**

Many congratulations on recently achieving your award from London Met. I am pleased to enclose your certificate and transcript.

The certificate is the formal confirmation and record of your award.

The transcript includes all of the modules you have taken and the results you have achieved. The classification of the final award has been calculated and conferred based on your published module results and the University's Academic Regulations.

Please check both your certificate and transcript carefully. If these documents have been damaged in delivery or if you have any other queries please e-mail [awards@londonmet.ac.uk](mailto:awards@londonmet.ac.uk).

Should your certificate or transcript need to be returned to the university please post it to:

Conferment & Certification  
London Metropolitan University  
166-220 Holloway Road  
London  
N7 8DB

As you begin the next stage of your life we hope you will stay in touch with us at London Met and take advantage of the support that continues to be available to you.

Our Alumni Relations and Development office offers a range of professional development and networking events, as well as helping you to stay in touch with staff and classmates at the University. Details are at <http://www.londonmet.ac.uk/alumni/> or email [alumni@londonmet.ac.uk](mailto:alumni@londonmet.ac.uk).

You can continue to use the Careers and Employability Service for the next three years and if you are currently looking for employment, this service can help you with the job search, applications and interviews. See [www.londonmet.ac.uk/careers](http://www.londonmet.ac.uk/careers) for more information.

Once again, congratulations on your achievement and I wish you every success in your future endeavours.

Yours sincerely



Subi Darbhanga  
Head of Academic Services



LONDON METROPOLITAN UNIVERSITY

**STUDENT NAME**

has been awarded the degree of

**Master of Arts**

**CLASS OF DIPLOMA**

having successfully completed the approved  
postgraduate programme in

**Architecture and Urbanism**

*Lynn Dobbs*

Vice-Chancellor and Chief Executive

**DATE OF AWARD**





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## Academic Transcript (incorporating Diploma Supplement)

This Academic Transcript incorporates the model developed by the European Commission, Council of Europe and UNESCO/CEPES for the Diploma Supplement.

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.

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### 1. Information Identifying the Holder of the Qualification

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1.1 Surname:

1.2 Given Name(s):

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

1.4 Student Identification Number:

**HESA Identification Number:**

*HUSID (HESA Unique Student Identifier) is the unique national signifying number for students registered at a UK university. It is defined by HESA, the UK's Higher Education Statistics Agency.*

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### 2. Information Identifying the Qualification

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2.1 Name of Qualification / Title Conferred: Master of Arts  
*The power to award degrees is regulated by law in the UK.*

**Classification:**

2.2 Main Fields of Study for the Qualification: Architecture and Urbanism

2.3 Name and status of awarding institution: London Metropolitan University  
*London Metropolitan University is a recognised body with taught and research degree awarding powers.*

2.4 Name and status of institution administering studies: Moscow School of Architecture, part of the British Higher School of Art and Design

2.5 Language(s) of instruction and examination: Russian

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### 3. Information on the Level of the Qualification

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3.1 Level of Qualification: FHEQ / NQL Level 7

3.2 Official Length of Programme: Two to eight years depending on mode of study

3.3 Access Requirements:

The University's minimum access requirements and information regarding admission to the programme are stated in the prospectus at [www.londonmet.ac.uk/courses/course-listing](http://www.londonmet.ac.uk/courses/course-listing)



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## 4. Information on the Contents and the Results Gained

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**4.1 Mode of Study:** Full-time

**4.2 Programme Requirements:**

The learner must satisfy the programme requirements as prescribed in the course specification and the academic regulations of the institution. Please see section 8 for general information. Please see <http://intranet.londonmet.ac.uk/course-catalogue> for additional course details and [www.londonmet.ac.uk/academic-regulations](http://www.londonmet.ac.uk/academic-regulations) for additional details of academic regulations.

**4.3 Programme Details, and the Individual Grades / Marks / Credits Obtained:**

2017/18	Level	Mark	Attempt	Result	Credit	ECTS	Credit
AR6021AS Design Level 4 Process and Proposal							
AR7063AS Design Level 6: Subject, Context and Communication							
AR7064AS Technologies for Architecture and Urbanism							
AR7065AS History and Theory of Architecture and Urbanism							
AR7066AS Professional Studies							
2018/19	Level	Mark	Attempt	Result	Credit	ECTS	Credit
AR7068AS Architecture and Modern Cultural Thought							
AR7P24AS Design Thesis Project: Specialisation and Proposition							
AR7P67AS Major Design Thesis Project							



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## 4.4 Grading Scheme:

Module marks are out of 100 and the minimum pass mark is 40 for undergraduate (UG) modules and 50 for postgraduate (PG) modules. In terms of the FHEQ / NQF levels referred to in these results, levels 3, 4, 5, and 6 are undergraduate and levels 7 and 8 are postgraduate.

### The European Credit Transfer System (ECTS)

The European Credit Transfer System was developed by the European Commission in order to provide common procedures to guarantee academic recognition of studies abroad. It provides a way of measuring and comparing academic programmes of study, and transferring them from one institution to another. ECTS credits are a value allocated to course modules to describe the student workload required to complete them and carry half the credit value of each module achieved at the university.

The following conversions to and from ECTS grades shall be used, where appropriate.

UG Mark	PG Mark	ECTS Grade
70% - 100%	70% - 100%	A: Excellent: outstanding performance with only minor errors
60% - 69%	63% - 69%	B: Very Good: above the average standard but with some errors
50% - 59%	58% - 62%	C: Good: generally sound work with a number of notable errors
43% - 49%	53% - 57%	D: Satisfactory: fair but with significant shortcomings
40% - 42%	50% - 52%	E: Sufficient: performance meets the minimum criteria
30% - 39% (2017/18 onwards) 25% - 39% (Prior to 2017/18)	25% - 39%	FX: Fail: some more work required before the credit can be awarded
0% - 29% (2017/18 onwards) 0% - 24% (Prior 2017/18)	0% - 24%	F: Fail: considerable further work is required

## 4.5 Overall classification of the qualification:

### Classification Average:



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## 5. Information on the Function of the Qualification

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### 5.1 Access to Further Study

The Award gives access, but not admission, to the next level of study as defined in the diagram of the national education system included at the end of this document and available online at [www.uknec.org.uk/documents/ds\\_chart.pdf](http://www.uknec.org.uk/documents/ds_chart.pdf)

### 5.2 Professional Status

Not Applicable

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## 6. Additional Information

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### 6.1 Additional Information:

Awards from London Metropolitan University are relevant to the world of work, with employers / practitioners contributing to their development and delivery. Each subject and each course articulates its strategy for integrating employability development in the curriculum, directly through the design and delivery of core modules, and, as appropriate, option modules and co-curricular activities.



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## 6.2 Further Information Sources:

Please see <http://intranet.londonmet.ac.uk/course-catalogue/> for additional course details and <http://metranet.londonmet.ac.uk/academic-regulations/> for additional details of academic regulations. Information on the National Higher Education System is available in Section 8 of this document.

## 7. Certification of the Academic Transcript (incorporating Diploma Supplement)

### 7.1 Date of Award:

Date of Issue:

### 7.2 Signature:

*Subi Datta Charya*

### 7.3 Capacity:

Head of Academic Services

## 8. Information on the National Higher Education System

The diagram below outlines higher education qualification levels in England, Wales and Northern Ireland

Framework for Higher Education Qualifications (FHEQ) <sup>5</sup>		FQ- EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland <sup>6</sup>		
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges <sup>1</sup>		Typical Qualifications	Level	
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3 <sup>rd</sup> cycle	Typically not credit rated <sup>1</sup>	Typically not credit rated		Vocational Qualifications Level 8	8	
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 <sup>nd</sup> cycle	180	60-120 <sup>2</sup>		Fellowships NVQ Level 5 Vocational Qualifications Level 7	7	
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1 <sup>st</sup> cycle	360	180-240		Vocational Qualifications Level 6	6	
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120		NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5	
Higher National Certificates Certificates of Higher Education	4		120			Vocational Qualifications Level 4	4	
Entry to HE via equivalent experiential or prior learning							National Vocational Qualification (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced <sup>4</sup>	3
								Levels 2, 1 and entry

<sup>1</sup>PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.

<sup>2</sup>A range of 90-120 ECTS is typical of most awards

<sup>3</sup>1 ECTS credit is typically worth 2 UK credits

<sup>4</sup>The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

<sup>5</sup>For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the NQF or Framework for Higher Education Qualifications.

<sup>6</sup>These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)



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

In England, Wales and Northern Ireland<sup>1</sup>, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government.

Higher education (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. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

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

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some 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 available for download at: <https://www.gov.uk/guidance/recognised-uk-degrees>.

Higher education institutions, further education colleges and other organisations able to offer courses leading to a degree of a Recognised Body are listed by the English, Welsh and Northern Irish authorities, and are known as "Listed Bodies". View the list at: <https://www.gov.uk/guidance/recognised-uk-degrees>.

### Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (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 FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna

Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries')

<http://www.qaa.ac.uk/en/Publications/Documents/qualifications-can-cross-boundaries.pdf>

### Quality Assurance

Academic standards are established and maintained by higher education institutions themselves using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the universal use of external examiners, a standard set of indicators and other reports, by the activities of the QAA, and in professional areas by relevant professional, statutory and regulatory bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark statements, the Code of Practice and 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. The accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA also reviews publicly funded higher education provision in further education colleges.

### Credit Systems

Most higher education institutions in England and Northern Ireland belong to one of several credit consortia and some operate local credit accumulation and transfer systems for students moving between programmes and/or institutions. A framework of national guidelines, the Higher Education Credit Framework for England, was launched in 2008. Credit is also an integral part of the CQFW and the QCF. It may be possible for credit awarded in one framework to be recognised by education providers whose qualifications sit within a different framework. HE credit systems in use in England, Wales and Northern Ireland are compatible with the European Credit Transfer System (ECTS) for accumulation and transfers within the European Higher Education Area, and are used to recognise learning gained by students in institutions elsewhere in Europe.

### Admission

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A) level. Other appropriate NQF level 3 qualifications and the kite-marked Access to HE Diploma may also provide entry to HE. Level 3 qualifications in the CQFW, including the Welsh Baccalaureate, also provide entry, as do Scottish Highers, Advanced Highers or qualifications at the same levels of the Scottish Credit and Qualifications Framework. Part-time and mature students may enter HE with these qualifications or alternatives with evidenced equivalent prior formal and/or experiential learning. Institutions will admit students whom they believe to have the potential to complete their programmes successfully.

<sup>1</sup> 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 Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC).