The British education system described and compared with the Dutch system
This document provides information about the education system of the United Kingdom. It also includes the Dutch comparison of qualifications obtained in the United Kingdom.
Education system United Kingdom

Doctor of Philosophy (PhD)

Master / MPhil (university education)

Bachelor (university education)

Postgraduate Certificate / Diploma (university education)

Higher National Diploma / Higher National Certificate (higher professional education)

GCE A-levels (pre-university education)

BTEC Level 3 Diploma / National Extended Diploma (further education)

GCSE (secondary education)

Primary Education

Education level

Duration of education

Click here to view a sample of the diploma
### Evaluation chart

In the following chart, the left part lists foreign qualifications with corresponding levels in the national and European qualification frameworks. The right part lists the Dutch comparisons, again with corresponding levels in the Netherlands and European qualification frameworks.

<table>
<thead>
<tr>
<th>Degree or qualification and QCF level</th>
<th>EQF level</th>
<th>Dutch equivalent and NLQF level</th>
<th>EQF level</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>England, Wales, Northern Ireland</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>General Certificate of Secondary Education in 6 subjects, with marks ranging from D-G</td>
<td>1</td>
<td>VMBO-T diploma</td>
<td>2</td>
</tr>
<tr>
<td>BTEC Level 3 Diploma</td>
<td>3</td>
<td>MBO diploma (qualification level 3)</td>
<td>3</td>
</tr>
<tr>
<td>BTEC Level 3 National Extended Diploma</td>
<td>3</td>
<td>MBO diploma (qualification level 4)</td>
<td>4</td>
</tr>
<tr>
<td>General Certificate of Secondary Education in 4 subjects with marks ranging from A*-C, plus a General Certificate of Education with 2 subjects at advanced subsidiary level (6 different subjects in total)</td>
<td>3</td>
<td>HAVO diploma</td>
<td>4</td>
</tr>
<tr>
<td>General Certificate of Secondary Education in 3 subjects with marks ranging from A*-C, plus a General Certificate of Education with 3 subjects at advanced level (6 different subjects in total)</td>
<td>3</td>
<td>VWO diploma</td>
<td>4+</td>
</tr>
<tr>
<td>Cambridge International Pre-U Certificates (Short Course)</td>
<td>3</td>
<td>subject at the level of the HAVO diploma</td>
<td>4</td>
</tr>
<tr>
<td>Cambridge International Pre-U Certificate (Principal Subject)</td>
<td>3</td>
<td>subject at the level of the VWO diploma</td>
<td>4+</td>
</tr>
<tr>
<td>Cambridge International Pre-U Diploma</td>
<td>3</td>
<td>VWO diploma</td>
<td>4+</td>
</tr>
<tr>
<td>Higher National Certificate</td>
<td>5</td>
<td>2 years of HBO</td>
<td>5</td>
</tr>
<tr>
<td>Higher National Diploma</td>
<td>5</td>
<td>3 years of HBO</td>
<td>5</td>
</tr>
</tbody>
</table>

* The evaluation of this qualification has been changed compared to version 2, June 2013.
<table>
<thead>
<tr>
<th>Qualification</th>
<th>SCQF level</th>
<th>EQF level</th>
<th>Level of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honours Bachelor degree (3 or 4 years)</td>
<td>6</td>
<td>6</td>
<td>HBO or WO bachelor's degree</td>
</tr>
<tr>
<td>Master of Science / Master of Arts (1 or 2 years)</td>
<td>7</td>
<td>7</td>
<td>HBO or WO master's degree</td>
</tr>
<tr>
<td>Master of Philosophy (2 years)</td>
<td>7</td>
<td>7</td>
<td>WO master's degree (research Master's)</td>
</tr>
</tbody>
</table>

### Scotland

<table>
<thead>
<tr>
<th>Qualification</th>
<th>SCQF level</th>
<th>EQF level</th>
<th>Level of Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scottish Qualifications Certificate with 4 Highers</td>
<td>6</td>
<td>4</td>
<td>HAVO diploma*</td>
</tr>
<tr>
<td>Scottish Qualifications Certificate with 2 Advanced Highers (plus 4 Highers)</td>
<td>7</td>
<td>4</td>
<td>VWO diploma*</td>
</tr>
<tr>
<td>Honours Bachelor degree</td>
<td>10</td>
<td>6</td>
<td>HBO or WO bachelor's degree</td>
</tr>
<tr>
<td>Master of Arts (Honours) degree (4 old universities)</td>
<td>11</td>
<td>6</td>
<td>HBO or WO bachelor's degree</td>
</tr>
<tr>
<td>Master of Science / Master of Arts degree (other universities)</td>
<td>11</td>
<td>7</td>
<td>HBO or WO master's degree</td>
</tr>
</tbody>
</table>

**NB**

- The information provided in the table is a general recommendation from which no rights may be derived.
- The evaluation of a foreign qualification in terms of the EQF/NLQF does not necessarily mean that all of the learning outcomes associated with these levels have been achieved.
- The information regarding international study programmes at VMBO and MBO level is issued by SBB, the foundation for Co-operation on Vocational Education, Training and the Labour Market.
Introduction

The United Kingdom is the entire group of islands consisting of Great Britain, Northern Ireland and the smaller British Isles. The name ‘Great Britain’ refers only to the largest of these islands, that is, the island containing England, Wales and Scotland. The head of state is the Queen, who is also still the official head of state of a number of Commonwealth countries such as Canada and Australia.

Responsibility for education in England lies with the Ministry of Education, which has essentially consisted of two ministries since 2007: the Department for Education and the Department for Business, Innovation and Skills. Responsibility for education in Scotland, Wales and Northern Ireland has been delegated to the local ministries of Education. Legislation for education is contained in various Education Acts. Universities obtain their authority from a Royal Charter or an Act of Parliament. Although private education institutions are not recognized by the government, if they wish they can have their programmes validated or accredited by recognized universities or accreditation organisations.

Until the early 1990s, there were more than 30 polytechnics in the United Kingdom. Just like universities they provided bachelor’s, master’s and PhD programmes, yet the majority of their programmes were more oriented towards professional practice and application. In 1992, the polytechnics were given the right to become universities, and also call themselves as such.

Education is provided in English, and is compulsory for children aged 5-16.

The academic year runs from October until June. At universities, the academic year is still usually divided into trimesters (terms).
England, Wales and Northern Ireland

Primary and secondary education
Primary education in England, Wales and Northern Ireland is for children aged 5-11, and secondary education for children aged 11-16. At the end of this compulsory period, pupils can complete exams and receive the General Certificate of Secondary Education (GCSE). Pupils can determine the subjects themselves for which they wish to take examinations, as well as how many. This means that the number of exam subjects can vary considerably from student to student, however, this number usually lies somewhere between 5 and 10. Exam results are indicated by letter grades on a scale from A* to G (whereby grade A* is higher than A). Grades A*, A, B and C are regarded as good marks, and D-G as passes and just sufficient.

After compulsory education, pupils can continue on to either pre-university or further education. In England, Wales and Northern Ireland, pre-university education is a 2-year senior secondary programme, at the end of which students are awarded a General Certificate of Education at advanced level (GCE A-levels). In total, the GCE takes 13 years: 6 years of primary education, 5 years of GCSE and 2 years of GCE. Pupils can determine the subjects themselves for which they wish to take examinations, as well as the number of subjects. Three A-levels is common, as most universities ask for a GCE with 3 A-levels in combination with at least 3 GCSEs. The level of GCE A-levels is comparable to that of VWO examinations.

As an alternative to A-levels, pupils can also take the advanced subsidiary level. The study load is roughly half that of the A-levels, and the level of A/S examinations is lower.

GCSE and GCE examinations are conducted by various regional examining boards, many of which have amalgamated over the years. Currently the most well-known boards are the AQA, Edexcel and the OCR.

In terms of level, GCSE in 6 subjects with marks ranging from D-G (QCF level 1 / EQF level 2) is comparable to a VMBO-T diploma in the Netherlands.

In terms of level, a GCSE in 4 subjects with marks ranging from A*-C, plus a GCE with 2 subjects at A/S level (6 different subjects in total – QCF level 3 / EQF level 4) is comparable to a HAVO diploma in the Netherlands.


In terms of level, a GCSE in 3 subjects with marks ranging from A*-C, plus a GCE with 6 subjects at advanced level (6 different subjects in total – QCF level 3 / EQF level 4) is comparable to a VWO diploma in the Netherlands.


Until recently, well-known combinations of general and vocational education included the General National Vocational Qualifications (GNVQ) and the Vocational Certificates of Education (VCE). These programmes were mainly to be found in the economic and administrative sectors, healthcare, IT and engineering. These programmes were adjusted between 2004 and 2007, and now exist under different names such as the new Applied GCE which was introduced in 2007. Advanced GNVQs, VCEs and Applied GCEs are regarded as a practical or applied alternative to the more theoretical GCE A-levels.

As a new alternative to the GCE A-levels in the UK, University of Cambridge International Examinations offers a new post-16 qualification, the Cambridge Pre-U. This qualification was designed in consultation with higher education institutions and has been available for teaching from September 2008. There are 27 individual Cambridge Pre-U Principal Subjects, certificated separately and assessed at the end of a 2-year programme of study. Cambridge Pre-U Short Courses (1 year) are available for modern languages, mathematics, further mathematics and global perspectives. A Short Course can be taken in the first or second year of study and is offered in order to encourage students to develop a broad subject portfolio. Students who have passed 4 components comprised of three Certificates (Principal Subjects) chosen from 27 subjects plus the core component, Global Perspectives and Research (GPR), can obtain a Cambridge Pre-U Diploma.

Please note that combinations of principal subjects and A-levels are accepted as well. A variety of British universities also accept GPR in lieu of an A-Level.
In terms of level, Cambridge International Pre-U Certificates (Principal Subjects – QCF level 3 / EQF level 4) are comparable to subjects at the level of the VWO diploma in the Netherlands.

In terms of level, a Cambridge International Pre-U Diploma (QCF level 3 / EQF level 4) is comparable to a VWO diploma in the Netherlands.

In terms of level, Cambridge International Pre-U Certificates (Short Courses – QCF level 3 / EQF level 4) are comparable to subjects at the level of the HAVO diploma in the Netherlands.

A new type of secondary education, the Diploma programme, was introduced at the start of the 2008/2009 school year. It is a combination of general and preparatory vocational education intended for 14-to-19-year-olds as an alternative to the GCSE and GCE A-levels. The first class of Diploma candidates is expected to graduate in 2014.

Senior secondary vocational education
In the United Kingdom senior secondary vocational education is normally referred to as ‘further education’. The further education sector covers education that is no longer part of the secondary system, but not at the level of higher education either. This includes both vocational education and combined forms of general and vocational education. Well-known certificates in vocational education include the BTEC Level 3 Diploma (formerly known as the National Certificate) and the BTEC Level 3 National Extended Diploma (formerly known as the National Diploma) programmes. Both diplomas, in principle, grant admission to higher education and access to the same professions on the labour market. However, Diploma programmes take less units to complete than National Extended Diploma programmes. These programmes normally take 2 years to complete (part-time for the Diploma, full-time for a National Extended Diploma). Diplomas are awarded by the national examination body Edexcel (formerly BTEC, the Business and Technology Education Council).


### Admission to higher education

Admission to university education is usually granted according to GCE A-levels and GCSEs. First-year candidates must apply one year in advance to the Universities and Colleges Admissions Service (UCAS), a centralised body for admissions and placements. Candidates who are accepted by the admissions service are then able to apply to several universities specified by the UCAS, who send the candidates a conditional offer a few months before their A-level exams. The offer grants students admission to a certain study programme on the condition that they obtain the results specified in the conditional offer.

The minimum requirements in order to qualify for admission through the UCAS, called the ‘general requirements’, are 2 GCE A-levels and 3 GCSEs, in 5 different subjects. Additional criteria are set upon application to the actual universities, called the ‘course requirements’. These are more stringent than the general requirements and are specific to the study programme and the number of available places. It is common for universities to ask for 3 GCE A-levels (plus 3 GCSEs). Several British universities also accept 2 additional advanced subsidiary levels as an alternative to a third A-level, on the condition that these are taken in different subjects than the A-levels.

Instead of general secondary or pre-university education, admission can also be based on vocational (i.e. further) education. For example, many British universities are willing to accept GNVQs and vocational A levels instead of, or in combination with, GCE A-levels. The Level 3 Diplomas and National Extended Diplomas from Edexcel or BTEC can also qualify candidates for higher education; however, usually only for related study programmes. Universities will also set requirements relating to exam results, such as a minimum average score of 60%.
Access to HE (higher education) courses are designed for students that want to take a university level course, but do not have the qualifications required. Access courses are available at colleges across England and Wales, in a wide range of subjects. The focus of an Access to HE Diploma is indicated in the Diploma title, such as Access to HE Diploma (Health Science). Each Diploma includes units in several different subjects, and taken together these prepare students for the study of a particular subject at degree level. The Quality Assurance Agency for Higher Education (QAA) recognizes and regulates Access to HE courses.

In terms of level, the Access to HE Diploma (QCF level 3 / EQF level 4) is comparable to a HAVO or VWO diploma in the Netherlands, depending on the subjects studied. Full description of QCF level 3: www.ofqual.gov.uk/qualifications-assessments/89-articles/250-explaining-the-national-qualifications-framework

Higher education

Higher education in the United Kingdom is provided by universities and by a host of other institutions with various names, such as colleges, institutes, schools or academies. All of these institutions can provide both academic and higher professional education. There is therefore no binary system in which some institutions solely focus on academic education and others only on higher professional education. For example, an institution can decide to offer simultaneous Bachelor of Engineering programmes with either an academic or professional focus.

A much more important distinction is the one between degree and non-degree programmes. Graduates of degree programmes are awarded a degree (a bachelor’s, master’s or doctor’s degree) whereas graduates of non-degree programmes receive a different type of qualification, usually a certificate or diploma. Both programme types can be either academic or professional in nature.

Some British universities use the ECTS to indicate study loads. They also use a separate credit system of 120 points per year, making a bachelor’s programme 360 points in total. This system is called the CATS (Credit Accumulation and Transfer Scheme) points system. In course guides and subject overviews, this system is often quoted alongside the European system of 60 points per year. The European system assigns a value of 60 credits for 1 year of study. Although bachelor’s programmes at British universities do include 60 credits per year, master’s programmes are worth 90 credits. This is because British universities regard a 1-year master’s programme not as an academic year but as a 12-month calendar year, and therefore wish to award more than 60 credits.
University education

Education is divided into undergraduate and postgraduate study. Undergraduate study follows on from secondary education, and culminates in a ‘first degree’. A first degree is almost always a Bachelor, but in some cases (sometimes for historical reasons) it can also be a master’s degree. Postgraduate study continues on from undergraduate study, and awards graduates a higher degree or a postgraduate diploma or certificate. The higher degrees are the master’s and doctor’s degrees (plus a small group of bachelor’s degrees that are called such for historical reasons, but which are in fact higher degrees).

Most bachelor’s programmes take 3 years, yet there are also numerous 4-year programmes. Bachelor’s programmes in Medicine, Veterinary Science, Dentistry and Architecture last 5 or 6 years.

The names of bachelor’s degrees (and also of master’s degrees) indicate the specialization taken. The traditional division is between arts and science, with science referring to courses in the natural sciences and technical studies, and arts covering all other specializations. Over the years a host of variants have appeared, such as the BCom (Bachelor of Commerce), BEd (Bachelor of Education), BEng (Bachelor of Engineering), LLB (Bachelor of Law) and dozens of others.

Final examinations that test material for an entire year of study have become very rare. Examinations have taken on an interim character, i.e. with several examinations per subject, such as at the end of each module. This forms part of ‘continuous assessment’, or the principle that students are not only assessed on exam results, but on their performance across the entire programme, including group work, presentations and essays.

A bachelor’s degree can be awarded as an ‘honours degree’ or an ‘ordinary degree’ (also called a ‘pass degree’). An honours degree indicates completion of an honours programme, i.e. a bachelor’s programme with the same duration as an ordinary programme (3 or 4 years) but with a higher study load and more examinations. The term ‘honours’ here therefore does not mean that the student has graduated with honours, but only that he/she completed an honours programme. Student performance is expressed differently, namely through the use of a class indication; first class, upper second class, lower second class and third class. In the British system, a class only applies to honours bachelor’s degrees, not to ordinary or master’s degrees.
In terms of level, a bachelor’s honours degree following a 3- to 4-year programme (QCF level 6 / EQF level 6) is comparable to an HBO or WO bachelor’s degree in the Netherlands, depending on the type of study. Full description of QCF level 6: [www.ofqual.gov.uk/qualifications-assessments/89-articles/250-explaining-the-national-qualifications-framework](http://www.ofqual.gov.uk/qualifications-assessments/89-articles/250-explaining-the-national-qualifications-framework)

A general standard requirement for students wanting admission to master’s programmes is ‘a good honours degree’, i.e. an honours bachelor’s degree, with ‘good’ being defined here as first class or upper-second class. If they wish, universities can also set additional requirements. They can also choose to accept less than the standard requirement, for example lower second class, or even an ordinary degree.

Master’s degrees are by nature postgraduate degrees, meaning programmes following a degree (from the Latin *gradus*, a step or stair). By far most master’s programmes at British universities last for 1 year following a bachelor’s programme. However, there are now also initial master’s programmes taking 4 years to complete following the GCE A-levels. In English universities this group of programmes is small and concentrated mainly in technical specializations, whereby the bachelor is ‘skipped’ and a master’s degree is awarded after 4 years. Much more well-known are the initial master’s programmes at Scottish universities, where the traditional first university degree is not a Bachelor but a Master. See also under [Scotland](https://education-systems.ep-nuffic.org/education-systems/united-kingdom/).

There are 2 types of master’s programmes: the ‘normal’ Master’s, and the Master of Philosophy (MPhil). The first type is also subdivided into 2 groups: master’s programmes based on course work (Master by instruction), and programmes consisting mainly of research and an associated final paper (Master by research). These programmes therefore differ in character, yet they are regarded as being equivalent in level. Just as for bachelor’s degrees, the names of both types of Masters also indicate the specialization taken, such as Master of Arts (MA), Master of Science (MSc) and Master of Engineering (MEng). Programmes usually take 12 months, sometimes longer, and in rare cases 2 years. The Master of Arts degrees at the universities of Oxford and Cambridge form an exception to this rule. These degrees do not require any additional study or examinations, but are awarded after a certain period of time to those who have obtained an honours bachelor’s degree at one of these universities.

The second type, the MPhil, is a 2-year research programme involving little to no coursework, and usually represents a level higher than a master’s degree. The ‘philosophy’ designation does not mean that the programme is related to the study of philosophy (as MPhil programmes can be offered by all faculties), but rather that the programme is based on the completion of research.
In terms of level, a master’s degree (QCF level 7 / EQF level 7) is comparable to an HBO or WO master’s degree in the Netherlands, depending on the type of study. Full description of QCF level 7: www.ofqual.gov.uk/qualifications-assessments/89-articles/250-explaining-the-national-qualifications-framework

In terms of level, a Master of Philosophy (QCF level 7 / EQF level 7) is comparable to a WO master’s degree in the Netherlands (a research Master). Full description of QCF level 7 www.ofqual.gov.uk/qualifications-assessments/89-articles/250-explaining-the-national-qualifications-framework

After a master’s degree, students may be admitted to the Doctor of Philosophy (PhD, sometimes written DPhil). This degree is awarded after a research period of 2 or 3 years following a master’s degree, and the completion of a doctoral thesis. In practice, a bachelor’s degree is often accepted for admission to a PhD, in which case the student in question usually has to take additional classes to support his/her research.

Higher education in the United Kingdom is provided by a variety of higher education institutions. Professional programmes can be degree programmes (e.g. at universities), however, they can also be non-degree programmes. Graduates of the latter type are awarded nationally recognized certificates from professional associations or other umbrella organisations, such as Edexcel.

The two most important non-degree qualifications in higher education are the Higher National Diploma (HND) and Higher National Certificate (HNC), both from Edexcel. These programmes are mostly no longer provided by universities, but by other (often private) education institutions, which can also offer their own programmes and award their own certificates.

A BTEC Level 3 Diploma or BTEC Level 3 National Extended Diploma is required for admission to either programme. Admission can also be granted based on GCE-A levels and GCSEs, in which case usually 1 GCE A-level and 3 to 4 GCSEs are required.

A Higher National Diploma programme requires 2 years of full-time study. The programmes sometimes include a 1-year internship, increasing the length to 3 years. Higher Certificate programmes take 2 years to complete part-time, sometimes 3.

In terms of level, a Higher National Diploma is 1 year below that of a bachelor’s degree. Despite this, when used to grant admission to a bachelor’s programme, students are usually only exempt from the first year. Strangely enough, it is sometimes accepted for admission to a master’s programme, normally along with relevant work experience, which in principle requires a good honours degree.
Scotland

Education in Scotland displays many similarities with education in other parts of the United Kingdom. The most significant differences are outlined below.

Primary and secondary education

In Scotland, primary education is for children aged 5-12, and secondary education for children aged 12-16. After 7 years of primary school and 4 years of secondary school, pupils can take the Scottish Qualifications Certificate (SQC) exams at standard or intermediate level. The level of standard or intermediate examinations is lower than that of the Dutch havo examinations. The SQC is awarded on behalf of the government by the Scottish Qualifications Authority, the body that also issues higher education certificates and diplomas.

The SQC standards are followed by 1 or 2 years of senior secondary school, leading to the SQC Highers and Advanced Highers.

In terms of level, a Scottish Qualifications Certificate (SQC) with 4 Highers (SCQF level 6 / EQF level 4) is comparable to a HAVO diploma in the Netherlands.

Full description of SCQF level 6: www.scqf.org.uk/features/Framework.htm

In terms of level, a Scottish Qualifications Certificate (SQC) with 2 Advanced Highers plus 4 Highers (SCQF level 7 / EQF level 4) is comparable to a VWO diploma in the Netherlands.

Full description of SCQF level 7: www.scqf.org.uk/features/Framework.htm

In Scotland, an SQC with 4 or 5 subjects (including either 4 Highers or 2 Advanced Highers) grants admission to university.

Admission to higher education

Applications for admission to Scottish universities run through UCAS. Most universities require 4 or 5 Highers (depending on the programme and results obtained).

Scotland also has Certificates/Diplomas and Higher Certificates/Diplomas. These are awarded by the Scottish Qualifications Authority, the body that is also responsible for examinations and certificates for both general secondary education and vocational secondary education. Admission to Higher Certificate/Diploma programmes requires fewer Highers than admission to degree programmes.
Higher education

Scotland has higher education institutions comparable to those in England, Wales and Northern Ireland. Higher education is also divided into degree programmes and non-degree programmes, as well as undergraduate and postgraduate phases. There are 2 main differences: the first is that undergraduate honours programmes take 1 year longer to complete than ordinary degrees, in most cases 4 years (instead of 3).

In terms of level, an honours bachelor’s degree (SCQF level 10 / EQF level 6) is comparable to an HBO or WO bachelor’s degree in the Netherlands, depending on the type of study.
Full description of SCQF level 10: [www.scqf.org.uk/features/framework.htm](http://www.scqf.org.uk/features/framework.htm)

The second difference is that undergraduate degree programmes at the 4 old universities (Aberdeen, St Andrews, Edinburgh and Glasgow) do not award a bachelor’s degree, but instead a Master of Arts (Honours) degree (MA (Hons)). This only applies to arts programmes, i.e. programmes that do not belong to technology or the natural sciences. In England, Wales and Northern Ireland, this type of master's degree is regarded as being equal to a bachelor’s degree.

In terms of level, an undergraduate Master of Arts (Honours) degree from 1 of the 4 old universities (SCQF level 11 / EQF level 6) is comparable to an HBO or WO bachelor’s degree in the Netherlands, depending on the type of study.
Full description of SCQF level 11: [www.scqf.org.uk/features/framework.htm](http://www.scqf.org.uk/features/framework.htm)

In terms of level, a postgraduate master’s degree (SCQF level 11 / EQF level 7) is comparable to an HBO or WO master’s degree in the Netherlands, depending on the type of study.
Full description of SCQF level 11: [www.scqf.org.uk/features/Framework.htm](http://www.scqf.org.uk/features/Framework.htm)
Assessment systems

Marks in the United Kingdom are usually presented in the form of letters, both in secondary and higher education. GCSE marks range from A*-G, with A* being the highest and A, B, and C being regarded as good pass marks. GCE marks range from A*-E, all of which represent a pass (grade A* was introduced for the GCE in 2010).

In higher education, marks range from A to D (or E). There is no established national standard for the assignment of grades.

Many universities use the following system, with a D still being satisfactory:

<table>
<thead>
<tr>
<th>Grades</th>
<th>In percentages</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>70% or higher</td>
</tr>
<tr>
<td>B</td>
<td>60-69%</td>
</tr>
<tr>
<td>C</td>
<td>50-59%</td>
</tr>
<tr>
<td>D</td>
<td>40-49%</td>
</tr>
</tbody>
</table>

Upon completion of a Bachelor, students’ grades from throughout the course of study are converted into a class, providing a general indication of the result obtained. Higher degrees are not assigned a class.

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>First class</td>
<td>Good - very good (with honours)</td>
</tr>
<tr>
<td>Upper second</td>
<td>More than satisfactory - good</td>
</tr>
<tr>
<td>Lower second</td>
<td>Satisfactory, or a little higher</td>
</tr>
<tr>
<td>Third</td>
<td>Just satisfactory</td>
</tr>
</tbody>
</table>

British universities make little use of the ECTS (European Credit Transfer System) grades, and prefer to use their own systems. If ECTS grades are supplied, they are listed on the academic record.

Bologna process

The Bologna process of course did not lead to the introduction of bachelor’s and master’s programmes in the United Kingdom, as they already existed. Information on the current situation can be found on the official website of the European Higher Education Area (EHEA): www.ehea.info/country-details.aspx?countryId=50.
Qualification Frameworks

There are 3 qualification frameworks within the UK education system:

1. the Qualifications and Credit Framework (QCF);
2. the National Qualifications Framework (NQF);
3. the Scottish Credit and Qualifications Framework (SCQF).

QCF is a new way of recognizing achievement through the award of credit for the achievement of units and qualifications within England, Wales and Northern-Ireland. More information on the QCF can be found on [www.ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/](http://www.ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/).

Qualifications that do not meet the rules of the QCF are developed to fit the NQF. More information on the NQF can be found on [www.ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/](http://www.ofqual.gov.uk/qualifications-and-assessments/qualification-frameworks/).

In Scotland, all levels of qualifications have been placed within a separate national framework, the SCQF. More information on the SCQF can be found on [www.scqf.org.uk/The%20Framework/](http://www.scqf.org.uk/The%20Framework/).

Quality assurance and accreditation

British higher education has no government-run system of accreditation. There are certainly accreditation bodies in the United Kingdom, yet they do not act on behalf of the government and therefore focus more on private institutions or certain types of education, such as education by correspondence or professional examination programmes.

The British government may recognise higher education institutions through legislation, such as a Royal Charter. These institutions constitute the group called recognised bodies. There is also a group of listed bodies – institutions that are not recognised through legislation but are authorised to provide recognized programmes through cooperation with a recognized institution. Lists of both groups of institutions can be found on the website of the Department for Business, Innovation and Skills. See under Addresses.

If the quality of the programmes is unsatisfactory, the government can suspend funding. Quality assurance is the responsibility of the Quality Assurance Agency, an independent body that coordinates annual inspections for education programmes. There is no official ranking system for universities set up by the government or QAA, but there are many unofficial ranking systems, set up by newspapers, companies, student associations and other bodies.
Verification of British qualifications
In the process of assessing British qualifications, one of the first steps is to check whether the awarding institution is recognised in the United Kingdom. Recognised higher education institutions have been listed on the website of the Department of Business Education and Skills, where they have been divided into 2 categories: recognised bodies and listed bodies. Academic degrees awarded by recognised bodies are recognised degrees. Listed bodies are not entitled to award academic degrees, but they may provide programmes that have been validated by recognised bodies and therefore lead to recognized degrees. In the case of programmes offered at listed bodies, it is important to check whether or not the programme has actually been validated by a recognized body.

When in doubt about the authenticity of an academic diploma or degree, the only source of information is the awarding institution itself. On request, British higher education institutions will normally check whether or not a student did obtain the diploma or degree in question, but usually only with a written permission from the student concerned. Records of professional qualifications are kept by the relevant professional bodies and professional registers, such as those for teachers, nurses or engineers.

International treaties
The United Kingdom signed the Lisbon Convention in 1997, and ratified it in 2003.

Addresses

www.gov.uk/recognised-uk.degrees
Website of the Department for Business, Innovation, and Skills, the higher education department of the British Ministry of Education.

www.education.gov.uk/
Website of the Department for Education, the department responsible for primary and secondary education.

www.qaa.ac.uk
Website of the Quality Assurance Agency with information on accreditation.

www.naric.org.uk
The British NARIC website.

www.s-bb.nl
Website of SBB, the foundation for the Co-operation on Vocational Education, Training and the Labour Market.
Diploma Supplement

Nowadays British universities usually supplement student’s diplomas with an overview of subjects and exam results called the ‘academic record’. However, the international Diploma Supplement (Council of Europe/UNESCO) has not yet been implemented everywhere.


Composition of file

Secondary school certificates state the subjects passed, along with the examination result. It is certainly not uncommon to find various certificates in a student’s file obtained at various times or from various examining boards: GCSE and GCE exams can be taken per subject, and students can also choose to expand their range of subjects by completing additional exams every year.

Higher education diplomas always state the name of the degree/certificate, but not always the name of the study programme. If the diploma contains no information on the study programme or the subjects taken, it will be necessary to consult additional documents such as an academic record or a Diploma Supplement. Some universities still do not provide these automatically. In such cases, additional documentation for the file needs to be requested.

List of Higher Education Institutions

[www.bis.gov.uk/policies/higher-education/recognised-uk-degrees](http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees)

Website of the Department for Innovation, Universities and Skills with an overview of recognized higher education institutions.
**General Certificate of Secondary Education - GCSE**

![GCSE Certificate](image)

This is to certify that in the examination held in JUNE 2011, the student achieved the following result at ST GREGORY’S CATHOLIC COLLEGE.

**FULL COURSE (Six (6) Subjects)**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATHEMATICS (1MAO/01)</td>
<td>A(9)</td>
</tr>
<tr>
<td>ADDITIONAL SCIENCE (4MAO/14)</td>
<td>B(8)</td>
</tr>
<tr>
<td>DRAMA (4MAO/14)</td>
<td>B(8)</td>
</tr>
<tr>
<td>ENGLISH (9MAO/01)</td>
<td>B(8)</td>
</tr>
<tr>
<td>ENGLISH LITERATURE (9MAO/14)</td>
<td>B(8)</td>
</tr>
<tr>
<td>SCIENCE (9MAO/14)</td>
<td>B(8)</td>
</tr>
</tbody>
</table>

**CENTRE No./CANDIDATE No.**

Andrew Hall
Chief Executive Officer
on behalf of the Assessment and Qualifications Alliance

0214/11/110732
General Certificate of Education Advanced Level - GCE A-level
General Certificate of Education - Advanced Subsidiary

UNIVERSITY of CAMBRIDGE
International Examinations

General Certificate of Education

This is to certify that the candidate named below was awarded the following grade(s) in the subject(s) shown:
June 2008

of

Subject
Applied Information & Communication Technology

Grade
Advanced Subsidiary

SUBJECTS RECORDED: ONE

Vice-Chancellor
University of Cambridge
Extended Diploma

Edexcel BTEC
Level 3
Extended Diploma

in BUSINESS (QCF)
WITH THE TRIPLE GRADE MERIT PASS PASS
is awarded to

who has completed an approved programme at
BROMLEY COLLEGE OF FURTHER
AND HIGHER EDUCATION

AWARDED: JULY 2012

THIS DOCUMENT CONSISTS OF MORE THAN ONE PAGE

ISSUED 13-AUG-2012: QAN
Extended diploma – transcript

Notification of Performance

CD:

EDEXCEL BTEC LEVEL 3 EXTENDED DIP. (WAS NATIONAL DIP 180+)
IN BUSINESS (QCF)
The learner has been awarded the following credits for achieving the learning outcomes
of the unit(s) listed

QCA CODE TITLE CREDIT VALUE
CD: AT LEVEL GRADE

BROMLEY COLLEGE OF FURTHER AND HIGHER EDUCATION

Y/502/5408 THE BUSINESS ENVIRONMENT 1.0 3 PASS
D/502/5409 BUSINESS RESOURCES 1.0 3 PASS
Y/502/5411 INTRODUCTION TO MARKETING 1.0 3 PASS
H/502/5413 BUSINESS COMMUNICATION 1.0 3 PASS
M/502/5415 BUSINESS ACCOUNTING 1.0 3 PASS
K/502/5443 HUMAN RESOURCE MANAGEMENT IN BUSINESS 1.0 3 PASS
J/502/5445 THE IMPACT OF COMMUNICATIONS 1.0 3 PASS
L/502/5445 TECHNOLOGY ON BUSINESS 1.0 3 PASS

Y/502/5487 STARTING A SMALL BUSINESS 1.0 3 PASS
T/502/5451 FINANCIAL ACCOUNTING 1.0 3 PASS
J/502/5461 MANAGEMENT ACCOUNTING 1.0 3 PASS
Y/502/5471 CREATIVE PRODUCT PROMOTION 1.0 3 PASS
H/502/5471 MARKET RESEARCH IN BUSINESS 1.0 3 PASS
M/502/5471 INTERNET MARKETING IN BUSINESS 1.0 3 PASS
A/502/5471 RECRUITMENT AND SELECTION IN BUSINESS 1.0 3 PASS
F/502/5471 MANAGING A BUSINESS EVENT 1.0 3 PASS
T/502/5490 DEVELOPING TEAMS IN BUSINESS 1.0 3 PASS
J/502/5500 UNDERSTANDING RETAILING 1.0 3 PASS
F/502/5500 INTERNATIONAL BUSINESS 1.0 3 PASS

THE LEARNER HAS QUALIFIED FOR THE ABOVE AWARD WITH THE TRIPLE GRADE: MERIT PASS PASS IN JULY 2012

JE
ISSUED 13 AUG 2012 | QAN

Isabel Davids
Responsible Officer
Pearson Education

ALWAYS LEARNING
Higher National Diploma

Edexcel Level 5
BTEC
Higher National Diploma

in COMPUTING (GENERAL)

is awarded to

who has completed an approved programme at

CITY OF LONDON COLLEGE

AWARDED: SEPTEMBER 2010

THIS DOCUMENT CONSISTS OF MORE THAN ONE PAGE

10

ISSUED 26-SEP-2010: QAN
## Higher National Diploma - transcript

**Notification of Performance**

**EDEXCEL LEVEL 5 BTEC HIGHER NATIONAL DIPLOMA in COMPUTING (GENERAL)**

<table>
<thead>
<tr>
<th>QCA CODE</th>
<th>TITLE</th>
<th>VALUE LEVEL</th>
<th>GRADE</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/102/0852</td>
<td>COMPUTER PLATFORMS</td>
<td>6.0</td>
<td>H1</td>
</tr>
<tr>
<td>M/102/0853</td>
<td>SYSTEMS ANALYSIS</td>
<td>6.0</td>
<td>H2</td>
</tr>
<tr>
<td>T/102/0854</td>
<td>PROGRAMMING CONCEPTS</td>
<td>6.0</td>
<td>H1</td>
</tr>
<tr>
<td>A/102/0855</td>
<td>DATABASE DESIGN CONCEPTS</td>
<td>6.0</td>
<td>H1</td>
</tr>
<tr>
<td>F/102/0856</td>
<td>NETWORKING CONCEPTS</td>
<td>6.0</td>
<td>H1</td>
</tr>
<tr>
<td>J/102/0857</td>
<td>PERSONAL SKILLS DEVELOPMENT</td>
<td>6.0</td>
<td>H2</td>
</tr>
<tr>
<td>R/102/0859</td>
<td>INFORMATION SYSTEMS</td>
<td>6.0</td>
<td>H2</td>
</tr>
<tr>
<td>L/102/0858</td>
<td>INFORMATION SYSTEMS PROJECT</td>
<td>6.0</td>
<td>H2</td>
</tr>
<tr>
<td>R/102/0862</td>
<td>NETWORKING TECHNOLOGY</td>
<td>6.0</td>
<td>H2</td>
</tr>
<tr>
<td>Y/102/0863</td>
<td>DATA ANALYSIS AND DESIGN</td>
<td>6.0</td>
<td>H2</td>
</tr>
<tr>
<td>D/102/0864</td>
<td>MANAGEMENT IN IT</td>
<td>6.0</td>
<td>H1</td>
</tr>
<tr>
<td>K/102/0866</td>
<td>MS OFFICE SOLUTION DEVELOPMENT</td>
<td>6.0</td>
<td>H2</td>
</tr>
<tr>
<td>T/102/0868</td>
<td>WEBSITE DESIGN</td>
<td>6.0</td>
<td>H1</td>
</tr>
<tr>
<td>A/102/0869</td>
<td>INTERNET SERVER MANAGEMENT</td>
<td>6.0</td>
<td>H2</td>
</tr>
<tr>
<td>T/102/0871</td>
<td>HUMAN COMPUTER INTERFACE</td>
<td>6.0</td>
<td>H2</td>
</tr>
<tr>
<td>D/102/0878</td>
<td>VISUAL PROGRAMMING</td>
<td>6.0</td>
<td>H2</td>
</tr>
</tbody>
</table>

THE LEARNER HAS QUALIFIED FOR THE ABOVE AWARD IN SEPTEMBER 2010

11  ISSUED 26-SEP-2010 : QAN
Bachelor of Science

LOUGHBOROUGH UNIVERSITY

This is to certify that

on 19 July 2010

was admitted to the degree of

Bachelor of Science

First Class Honours

in Economics with Spanish
with the Diploma in Professional Studies

Shirley Peace

VICE-CHANCELLOR

School of Design and Economics
# Bachelor of Science – transcript

**School of Business and Economics**
Loughborough University, Leicestershire LE11 3TU UK
Shortlisted: +44 (0)1509 263371, www.lboro.ac.uk/sbe/

## Departmental Transcript

**Programme Information**
Programme: Economics with Spanish (ECUB13)
Level: Undergraduate Bachelor
Method of Study: Full Time
Start Date: 02-OCT-2008
Primary Award: Bachelor of Science
Secondary Award Diploma in Professional Studies
Degree Mark: 70.7%
Classification: First Class Honours
Date Awarded: 02-JUL-2010

<table>
<thead>
<tr>
<th>Part A</th>
<th>Total Credits: 120</th>
<th>Part Mark: 60.3%</th>
<th>Outcome: Pass at first attempt (02-JUL-2007)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Module Title</td>
<td>Wgt</td>
<td>Sem</td>
</tr>
<tr>
<td>06ECA003</td>
<td>Data Analysis</td>
<td>20</td>
<td>1</td>
</tr>
<tr>
<td>06ECA004</td>
<td>Quantitative Economics</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>06ECA004</td>
<td>Quantitative Economics</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>06ECA005</td>
<td>Contemporary Europe, Economy, Culture and Society</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>06ECA006</td>
<td>Spanish Language 9</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>06ECA006</td>
<td>Principles of Macro</td>
<td>20</td>
<td>B</td>
</tr>
<tr>
<td>06ECA006</td>
<td>Principles of Micro</td>
<td>20</td>
<td>B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part B</th>
<th>Total Credits: 120</th>
<th>Part Mark: 60.3%</th>
<th>Outcome: Pass at first attempt (02-JUL-2008)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Module Title</td>
<td>Wgt</td>
<td>Sem</td>
</tr>
<tr>
<td>07ECA015</td>
<td>Economics of the Financial System</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>07ECA029</td>
<td>Spanish Language 9</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>07ECA030</td>
<td>Energy and the Environment</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>07ECA049</td>
<td>Development in European Government and Politics</td>
<td>20</td>
<td>2</td>
</tr>
<tr>
<td>07ECA059</td>
<td>Spanish Language 9</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>07ECA080</td>
<td>Intermediate Microeconomics</td>
<td>20</td>
<td>B</td>
</tr>
<tr>
<td>07ECA082</td>
<td>Intermediate Macroeconomics</td>
<td>20</td>
<td>B</td>
</tr>
<tr>
<td>07ECA085</td>
<td>International Economic Relations</td>
<td>20</td>
<td>B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Part C</th>
<th>Total Credits: 120</th>
<th>Part Mark: 72.9%</th>
<th>Outcome: Pass at first attempt (03-JUL-2016)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Code</td>
<td>Module Title</td>
<td>Wgt</td>
<td>Sem</td>
</tr>
<tr>
<td>09ECA002</td>
<td>Public Finance</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>09ECA010</td>
<td>Development in Macroeconomics</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>09ECA013</td>
<td>Economics of Monetary Integration</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>09ECA011</td>
<td>Spanish Language 9</td>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>09ECA001</td>
<td>Development in Macroeconomics</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>09ECA016</td>
<td>Environmental Economics</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>09ECA040</td>
<td>Economics of Transition</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>09ECA034</td>
<td>Spanish Language 9</td>
<td>10</td>
<td>2</td>
</tr>
<tr>
<td>09ECA020</td>
<td>Introduction to Macroeconomics</td>
<td>20</td>
<td>B</td>
</tr>
</tbody>
</table>

**Praise and Awards**
- 2004/05: Economics Prize
- 2008/09: Head of Economics Department Prize

---

**Notes:**
- Wgt: Weight
- Sem: Semester
- Att: Attendance
- Cred: Credits
- Cw: Credits with Weight
- Ex: Exam
- Tot: Total
- Cap: Capable
- Date: Date

---

**School of Business and Economics**
Loughborough University, Leicestershire LE11 3TU UK
Shortlisted: +44 (0)1509 263371, www.lboro.ac.uk/sbe/
Master of Science

UNIVERSITY OF LONDON
The London School of Economics and Political Science

having completed the approved course of study and passed the examinations has this day been admitted by The London School of Economics and Political Science to the University of London Degree of

MASTER OF SCIENCE

with Merit
in Health, Population and Society

1 November 2005

Director, The London School of Economics and Political Science

Vice-Chancellor
## Master of Science – transcript

**TRANSCRIPT OF AWARD AND EXAMINATION PERFORMANCE**

Name:  
Date of Birth:  
LSE ID No:  
UK Higher Education ID No:  
was a student at LSE following a programme which is 1 year long, if studied in full-time mode.  
Programme: MSc in Health, Population and Society  
Start Date: 01 October 2004  
Completion Date: 01 October 2005  
Language(s) of instruction: English  
Award: MSc in Health, Population and Society  
Awards Body: LSE on behalf of the University of London  
Date: 01 November 2005  
Award Date: 01 November 2005  
Class: Pass with Merit  

<table>
<thead>
<tr>
<th>Session</th>
<th>Course</th>
<th>Title</th>
<th>Level</th>
<th>Value</th>
<th>Mark</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/5</td>
<td>SA403</td>
<td>Dissertation: Health, Population and Society</td>
<td>V</td>
<td>1</td>
<td>64</td>
<td>M</td>
</tr>
<tr>
<td>2004/5</td>
<td>SA401</td>
<td>Health and Population in Contemporary Developed Societies</td>
<td>V</td>
<td>.5</td>
<td>66</td>
<td>M</td>
</tr>
<tr>
<td>2004/5</td>
<td>SA408</td>
<td>Health Economics (half unit)</td>
<td>V</td>
<td>.5</td>
<td>63</td>
<td>M</td>
</tr>
<tr>
<td>2004/5</td>
<td>SA457</td>
<td>Pharmaceutical Economics and Policy</td>
<td>V</td>
<td>.5</td>
<td>63</td>
<td>M</td>
</tr>
<tr>
<td>2004/5</td>
<td>SA406</td>
<td>Health Systems and Policies in Developing Countries</td>
<td>V</td>
<td>.5</td>
<td>62</td>
<td>M</td>
</tr>
<tr>
<td>2004/5</td>
<td>SA402</td>
<td>Health and Population in Developing and Transitional Societies</td>
<td>V</td>
<td>.5</td>
<td>61</td>
<td>M</td>
</tr>
<tr>
<td>2004/5</td>
<td>SA447</td>
<td>Foundations of Health Policy (half unit)</td>
<td>V</td>
<td>.5</td>
<td>60</td>
<td>M</td>
</tr>
</tbody>
</table>

Mark: 
for Academic Registrar  
Printed and signed on: 09 November 2005
Qualification United Kingdom

General Certificate of Secondary Education
(in 4 subjects with marks ranging from A*-C) +
General Certificate of Education
(with 2 subjects at advanced subsidiary level)

- secondary education diploma
- grants access to non-degree programmes in higher education in the United Kingdom

This qualification (QCF level 3 / EQF level 4) is comparable to a HAVO diploma in the Netherlands.

NB: This information is a general recommendation from which no rights may be derived.
Qualification United Kingdom

General Certificate of Secondary Education
(in 3 subjects with marks ranging from A*- C) +
General Certificate of Education
(with 3 subjects at advanced level)

- pre-university education diploma
- grants access to all higher education programmes in the United Kingdom

This qualification (QCF level 3 / EQF level 4) is comparable to a VWO diploma in the Netherlands.

NB: This information is a general recommendation from which no rights may be derived.
Qualification Scotland

Scottish Qualifications Certificate (with 4 Highers)

- secondary education diploma
- grants access to degree programmes in higher education in the United Kingdom

This qualification (SCQF level 6 / EQF level 4) is comparable to a HAVO diploma in the Netherlands.

NB: This information is a general recommendation from which no rights may be derived.
Qualification Scotland

Scottish Qualifications Certificate
(with 2 Advanced Highers + 4 Highers)

- pre-university education diploma
- grants access to degree programmes in the United Kingdom

This qualification (SCQF level 7 / EQF level 4) is comparable to a VWO diploma in the Netherlands.

NB: This information is a general recommendation from which no rights may be derived.
Qualification United Kingdom

Honours Bachelor

- first cycle higher education diploma (QF-EHEA)
- grants access to master’s programmes in the United Kingdom
- has a nominal duration of 3 to 4 years

This qualification (QCF / EQF level 6) is comparable to an HBO or WO bachelor’s degree in the Netherlands, depending on the type of study.

NB: This information is a general recommendation from which no rights may be derived.
Qualification United Kingdom

Master of Science / Master of Arts

- second cycle higher education diploma (QF-EHEA)
- grants access to PhD programmes in the United Kingdom
- has a nominal duration of 1 to 2 years

This qualification (QCF / EQF level 7) is comparable to an HBO or WO master’s degree in the Netherlands, depending on the type of study.

NB: This information is a general recommendation from which no rights may be derived.
Qualification Scotland

Master of Arts (Honours)

- first cycle higher education diploma (QF-EHEA)
- grants access to master’s programmes in the United Kingdom
- has a nominal duration of 3 to 4 years

This qualification (SCQF level 11 / EQF level 6) is comparable to an HBO or WO bachelor’s degree in the Netherlands, depending on the type of study.

NB: This information is a general recommendation from which no rights may be derived.
Qualification Scotland

Master of Science / Master of Arts

- second cycle higher education diploma (QF-EHEA)
- grants access to PhD programmes in the United Kingdom
- has a nominal duration of 1 year

This qualification (SCQF level 11 / EQF level 7) is comparable to an HBO or WO master’s degree in the Netherlands, depending on the type of study.

NB: This information is a general recommendation from which no rights may be derived.