



DIPLOMA SUPPLEMENT

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

The purpose of the supplement is to provide sufficient independent data to improve the international transparency and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.).

It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification to which this supplement is appended. It should be free from any value judgements, equivalence statements or suggestions about recognition.

Information in all eight sections should be provided. Where information is not provided, an explanation should give the reason why.

1. Holder of Qualification

- | | |
|---------------------|------------------------|
| 1.1 Family Name(s): | Hynes |
| 1.2 Given Name(s): | Claire Ellen Orla Ruth |
| 1.3 Date of Birth: | 02nd January 1992 |
| 1.4 Student Number: | 10346723 |

2. Qualification and Award

- | | |
|--|---|
| 2.1 Qualification: | Bachelor of Arts (Baccalaureatus in Artibus) |
| 2.2 Main Fields of Study: | BA International
English
French
Structured Electives in Social Justice |
| 2.3 Awarding Institution: | National University of Ireland |
| 2.4 Institution Administering Studies: | University College Dublin |
| 2.5 Language(s) of Instruction: | English (or language studied) |

3. Qualification Level

- | | |
|-----------------------------------|--|
| 3.1 Level of Qualification: | Bachelor Degree (NQAI Level 8) |
| 3.2 Official Length of Programme: | 4 Year(s) |
| 3.3 Access requirements: | Leaving Certificate or equivalent; Further Education Awards; Other access routes including direct application to institution. Further details www.ucd.ie |

4. Contents and Results Gained

- | | |
|--------------------|-----------|
| 4.1 Mode of Study: | Full Time |
|--------------------|-----------|



4. Contents and Results Gained (continued)

4.2 Programme Requirements: The objectives of the programme are to facilitate students in developing a deep knowledge and lifelong interest in the subjects of their degree together with transferrable skills that will permit them to be engaged, informed and useful members of a global society.

On completion of the degree programme, students will have completed modules that provided them with the core competencies in their subjects. The modules will have been up to date and delivered by the experts in their fields. Students may expect to be educated to the very highest standards.

In addition, students will have acquired the skills and tools to maintain and develop their particular interest in their subjects. It is the intention and aim of the programme to ensure that education is a lifelong process.

Skills acquisition underpins each module taken, regardless of the subject area. Through a variety of teaching and learning approaches students will learn to gather information, to assess it, to summarise and analyse it and to communicate the results in a clear and coherent manner.

They will have developed their skills as individuals and as members of a group. The skills obtained will provide a firm foundation for continuing education, reskilling and upskilling. We expect our students to be flexible, innovative and adaptable.

Use of elective modules by students permits them to acquire knowledge and skills in areas outside their chosen subjects. When these are taken in a structured manner, the completion of a 'structured elective', comprising a number of modules in a particular area, will be noted.

The programme aims to produce critical and careful thinkers and students will have been given significant opportunities to develop their skills in critical thinking and analysis and in the use of appropriate technologies to communicate and disseminate information.

4.3 Programme Details:	See Appendix 4.3
4.4 Grading Scheme	See Appendix 4.4
4.5 Overall Classification:	Second Class Honours, Grade 1 (GPA: 3.5)

5. Information on the Function of the Qualification

5.1 Access to Further Study: As a level 8 qualification, students will be eligible to access a wide range of graduate studies opportunities at levels 9 and 10. These will be not only in the subjects of their degree but also in a wide range of professional pathways. Access to specific programmes will be dependent on the particular subjects taken and on the GPA achieved.



5. Information on the Function of the Qualification (continued)

5.2 Professional Status Not Applicable

6. Additional Information

6.1 Additional Information: The Professional Recognition Award (PRA) is accredited by City & Guilds, a world leading vocational education organisation. The PRA formally recognises and acknowledges the skills students gain on the UCDVO programme, and provides a means for them to communicate their achievement to potential employers.

This student participated in the UCD Volunteer Overseas (UCDVO) Programme in the 2013/14 academic year. Students who participate in the UCDVO Programme undertake a comprehensive extra-curricular training programme which involves workshops on team building, development education, ethical volunteering, intercultural understanding, and health and safety for volunteering overseas. Students undertake a four-week placement in a developing country and work within teams to deliver community development projects. Students must fundraise for the project costs and meet a number of targets throughout the year, all of which enhances a student's ability to think creatively and improve organisational and team work skills.

6.2 Further Information Sources: www.nui.ie, www.ucd.ie, www.nqai.ie

7. Certification

7. Certification

7.1 Date: 16th September 2024

7.2 Signature:

7.3 Capacity: Registrar and Deputy President



UCD Registry

Cláríann UCD

Student Desk & Student Records

Deasc na Mac Léinn & Taifid na Mac Léinn

Tierney Building
University College Dublin
Belfield, Dublin 4, Ireland

An Coláiste Ollscoile, Baile Átha Cliath
Belfield, Baile Átha Cliath 4, Éire

T: +353 1 716 1555

www.ucd.ie/askus

7.4 Authentication

To verify this document, go to www.ucd.ie/verify and enter Student/Staff ID: 10346723 and Document ID: D141C0AEA7E18961

8. Description of Higher Education and Training System in Ireland

8.1 See Appendix 8



APPENDICES

4.3 Programme Details

Academic Year	Module	Credits Attempted	Credits Earned	Grade	Grade Points
2013/14 Semester 2					
ENG30350	Paradise Lost	5.0	5.0	A	4.0
ENG30390	Contemporary Irish Writing	5.0	5.0	A-	3.8
ENG30490	Reading Joyce	5.0	5.0	A+	4.2
ENG30800	Reading Wordsworth	5.0	5.0	B	3.4
FR30130	Expression écrite et orale	5.0	5.0	B	3.4
SSJ20110	Gender, Power and Politics - Historical Perspectives	5.0	5.0	A-	3.8
2013/14 Semester 1					
ENG30480	Reading Gender and Sexuality	5.0	5.0	A+	4.2
FR30010	Traduction et dictée	5.0	5.0	B+	3.6
FR30220	Love and laughter in Medieval French	5.0	5.0	B	3.4
FR30230	Commerce et Contre-Culture	5.0	5.0	A-	3.8
FR30270	The Object in Postwar French Culture	5.0	5.0	A-	3.8
SSJ20010	Childhood Inequality in a Global Context	5.0	5.0	B+	3.6
2012/13 Semester 2					
INTLCF101	Study Abroad	60.0	60.0	XG	.0
2011/12 Semester 2					
ENG20400	Critical Theory	5.0	5.0	B	3.4
ENG20400	Critical Theory	5.0	5.0	B	3.4
ENG20430	Modern American Literature	5.0	5.0	B+	3.6
ENG20430	Modern American Literature	5.0	5.0	B+	3.6
ENG20460	From Victorian to Modern Literature, 1830-1914	5.0	5.0	C	2.8
ENG20460	From Victorian to Modern Literature, 1830-1914	5.0	5.0	C	2.8
FR20040	French Language II b: Expression française écrite et orale	5.0	5.0	C+	3.0
FR20040	French Language II b: Expression française écrite et orale	5.0	5.0	C+	3.0
FR20050	Introduction à l'âge des Lumières (18e siècle)	5.0	5.0	D+	2.4
FR20050	Introduction à l'âge des Lumières (18e siècle)	5.0	5.0	D+	2.4
FR20070	19th Century French Literature II:The Realist Novel	5.0	5.0	B+	3.6
FR20070	19th Century French Literature II:The Realist Novel	5.0	5.0	B+	3.6



4.3 Programme Details (continued)

e.g. modules studied and the individual grades/credits obtained

Academic Year	Module	Credits Attempted	Credits Earned	Grade	Grade Points
SSJ10060	Inequality, Human Rights and Social Justice in Irish Society	5.0	5.0	A-	3.8
SSJ10060	Inequality, Human Rights and Social Justice in Irish Society	5.0	5.0	A-	3.8
2011/12 Semester 1					
ENG20410	Reading Medieval Literature	5.0	5.0	B+	3.6
ENG20410	Reading Medieval Literature	5.0	5.0	B+	3.6
ENG20490	Romanticism	5.0	5.0	C+	3.0
ENG20490	Romanticism	5.0	5.0	C+	3.0
FR20020	French language II a: Grammaire et syntaxe françaises	5.0	5.0	B-	3.2
FR20020	French language II a: Grammaire et syntaxe françaises	5.0	5.0	B-	3.2
FR20030	19th Century French Literature I: Romantic and Modernist Poetry	5.0	5.0	C+	3.0
FR20030	19th Century French Literature I: Romantic and Modernist Poetry	5.0	5.0	C+	3.0
IS10020	Introduction to Information Skills and Strategies	5.0	5.0	B+	3.6
IS10020	Introduction to Information Skills and Strategies	5.0	5.0	B+	3.6
2010/11 Semester 2					
ENG10030	Literary Genre	5.0	5.0	B-	3.2
ENG10030	Literary Genre	5.0	5.0	B-	3.2
ENG10060	Literature in Context 2	5.0	5.0	B-	3.2
ENG10060	Literature in Context 2	5.0	5.0	B-	3.2
FR10020	French Language I b	5.0	5.0	C-	2.6
FR10020	French Language I b	5.0	5.0	C-	2.6
FR10040	Reading French II: Essay-Writing on Fiction & Drama	5.0	5.0	B	3.4
FR10040	Reading French II: Essay-Writing on Fiction & Drama	5.0	5.0	B	3.4
FS10020	Perspectives on Film II	5.0	5.0	D+	2.4
FS10020	Perspectives on Film II	5.0	5.0	D+	2.4
GRC10130	Ancient Rome: An Introduction	5.0	5.0	B-	3.2
GRC10130	Ancient Rome: An Introduction	5.0	5.0	B-	3.2
2010/11 Semester 1					
ENG10020	Children's Literature	5.0	5.0	B	3.4
ENG10020	Children's Literature	5.0	5.0	B	3.4
ENG10050	Literature in Context 1	5.0	5.0	A-	3.8



4.3 Programme Details (continued)

e.g. modules studied and the individual grades/credits obtained

Academic Year	Module	Credits Attempted	Credits Earned	Grade	Grade Points
ENG10050	Literature in Context 1	5.0	5.0	A-	3.8
FR10010	French Language I a	5.0	5.0	B	3.4
FR10010	French Language I a	5.0	5.0	B	3.4
FR10030	Reading French I: Analysing Short Texts	5.0	5.0	B+	3.6
FR10030	Reading French I: Analysing Short Texts	5.0	5.0	B+	3.6
FS10010	Perspectives on Film I	5.0	5.0	B-	3.2
FS10010	Perspectives on Film I	5.0	5.0	B-	3.2
GRC10140	Classical Myth: An Introduction	5.0	5.0	B	3.4
GRC10140	Classical Myth: An Introduction	5.0	5.0	B	3.4

Stage	GPA	Credits
Stage 2	3.50	180

4.4 Grading Scheme

		Grades
Standard	Excellent	A+, A, A-
	Very Good	B+, B, B-
	Good	C+, C, C-
	Acceptable	D+, D, D-
	Fail	E, F, G
	No Grade	NG
Non Standard	Audit. No Credit Awarded	AU
	Distinction	DS
	Pass	P
	Pass by Compensation	PC
	Non Module Credits	XG
	No Work	NW
	Withdrawn (Future sittings may or may not have the grade point capped - see Regulations)	W
	Incomplete	I, IX, IP

GPA	Award
3.68 to 4.20	First Class Honours
3.08 to 3.67	Second Class Honours, Grade 1
2.48 to 3.07	Second Class Honours, Grade 2
2.00 to 2.47	Pass

Stages and Credits



A student will progress through a programme in stages. Completion of each stage normally requires the successful accumulation of credits specified for each programme.

Programme specifications define the credit requirements of each stage of a programme, and will specify the range of modules which must, or may, be taken in order to satisfy these credit requirements.

1 Credit is equivalent to 1 ECTS credit and is associated with 20-25 hours of learning.

For further information, see UCD's Academic Regulations, available at:

https://hub.ucd.ie/usis/!W_HU_MENU.P_PUBLISH?p_tag=GD-DOCLAND&ID=123

8. Description of Higher Education and Training System in Ireland

The Irish higher education and training system comprises of a range of higher education institutions Universities, Institutes of Technology, other nationally recognised institutions and independent higher education colleges. The Department of Education and Science maintains a list of Higher Education institutions in Ireland, which provide higher education and training programmes leading to awards included in the National Framework for Qualifications (NFQ). These institutions offer a wide range of different types and levels of awards. Entry to higher education and training is on a controlled basis with the most common entry point being completion of the Leaving Certificate, a State examination taken at the end of second level education. In recent years, there has been an increase in the availability of alternative access routes into higher education and training.

Government Agencies

The Higher Education Authority (www.hea.ie) is responsible for furthering the development and assisting in the co-ordination of State investment in higher education and training, including research. The National Qualifications Authority of Ireland (NQAI) (www.nqai.ie) is responsible for establishing and maintaining the National Framework of Qualifications (NFQ). The Higher Education and Training Awards Council (HETAC) (www.hetac.ie) is the awarding body and quality assurance agency for the Institutes of Technology, (other than the Dublin Institute of Technology (DIT)) and other higher education and training providers university sector.

Higher Education Institutions

There are seven Universities recognised under State legislation. The Universities make their own awards and validate programmes in institutions recognised by them. They provide programmes of study leading to awards included at NFQ Levels 7-10 and engage in basic and applied research. The Universities have primary responsibility for their own quality assurance systems. They established the Irish Universities Quality Board (IUQB) (www.iuqb.ie) which has delegated authority as an independent body, to organise the periodic review of the effectiveness of the quality assurance procedures in place in the Universities as required by State legislation. The HEA also has a review role in relation to quality assurance procedures in Universities.

There are thirteen Institutes of Technology (IoT) which are designated under State legislation. They provide programmes leading to awards at NFQ Levels 6 - 10. The Institutes of Technology make their own awards at specified levels under delegated authority from HETAC.



The Dublin Institute of Technology (DIT) has the authority to make its own awards at NFQ Levels 6 - 10. While DIT has primary responsibility for the implementation of quality assurance procedures, the NQAI has a statutory quality review role in relation to these procedures.

Other providers of higher education and training may apply to HETAC for approval of their quality assurance procedures and subsequent validation of their programmes. While such providers have primary responsibility for quality assurance, HETAC has a statutory role in quality assurance monitoring and review. Furthermore, any person may apply to HETAC for an award based on their lifelong learning achievement without reference to a programme of higher education and training.

The European Credit Transfer and Accumulation System (ECTS) has been incorporated into the awards systems of HETAC, the Institutes of Technology, DIT and the Universities and most programmes are ECTS compatible. ECTS is a learner-centred system for credit accumulation and transfer based on the transparency of learning outcomes and learning processes. It aims to facilitate planning, delivery, evaluation, recognition and validation of qualifications and units of learning as well as student mobility.

National Framework of Qualifications (NFQ)

In terms of higher education and training, the NFQ sets the overall standards for all higher education and training awards. It is the single, nationally and internationally accepted entity, through which all learning achievements may be measured. It also defines the relationship between all education and training awards. It is a 10-level framework based on learning outcomes that are determined by standards of knowledge, skill and competence. Higher education and training awards are at NFQ Levels 6 to 10 and may be made by HETAC, DIT, the Universities and Institutes of Technology with delegated authority. The framework consists of 16 major award types with minor and special purpose awards available at each level and supplemental awards available at NFQ Levels 4 to 10. All awards included in the Framework are underpinned by legislative quality assurance arrangements.

The major awards of the NFQ are set out below together with the alignment to the Bologna Framework and the draft alignment to the European Qualifications Framework (EQF):

EQF Level**	EHEA Framework (Bologna)*	National Framework of Qualifications (NFQ) Level	NFQ Major Award- Types
EQF Level 1		NFQ Level 1	Level 1 Certificate
		NFQ Level 2	Level 2 Certificate
EQF Level 2		NFQ Level 3	Level 3 Certificate Junior Certificate
EQF Level 3		NFQ Level 4	Level 4 Certificate Leaving Certificate
EQF Level 4		NFQ Level 5	Level 5 Certificate Leaving Certificate
EQF Level 5	Short Cycle within First Cycle	NFQ Level 6	Advanced Certificate



The major awards of the NFQ are set out below together with the alignment to the Bologna Framework and the draft alignment to the European Qualifications Framework (EQF):

EQF Level**	EHEA Framework (Bologna)*	National Framework of Qualifications (NFQ) Level	NFQ Major Award- Types
EQF Level 6	First Cycle	NFQ Level 7	(VET award); Higher Certificate (HET award)
		NFQ Level 8	Ordinary Bachelor Degree
EQF Level 7	Second Cycle	NFQ Level 9	Honours Bachelor Degree
			Higher Diploma
EQF Level 8	Third Cycle	NFQ Level 10	Masters Degree
			Post-Graduate Diploma
			Doctoral Degree
			Higher Doctorate

Bologna Framework of Qualifications/European Qualifications Framework

*The Bologna Process, which commenced in 1999, is designed to lead to the creation of the European Higher Education Area (EHEA) by 2010. A central initiative in the process is the adoption of a system based on three cycles undergraduate, graduate and doctorate. The NFQ was formally aligned with the Bologna Framework in 2006.

**Running parallel to the Bologna Process is the development of the European Qualifications Framework (EQF) for lifelong learning. Ireland completed the process of referencing the National Framework of Qualifications to the EQF in May 2009 (see referencing outcome above). Alignment facilitates the recognition of learning and supports access, transfer and progression for learners.

The Diploma Supplement at University College Dublin (UCD)

The Diploma Supplement, which is designed to give a full account of a graduate's Programme of study and award, has been issued automatically and free of charge to all UCD graduates who completed their Programme since 2005. It is similar in content and style to UCD's Academic Transcript, but adheres to the formal format (in terms of fields and information) developed by UNESCO and the Council of Europe.

The purpose of the Diploma Supplement is to promote transparency in higher education and fair and informed judgements about qualifications. Further information relating to this document can be found at:

http://ec.europa.eu/education/lifelong-learning-policy/ds_en.htm