

This Higher Education Achievement Report 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 recognition of qualifications (diplomas, degrees, certificates etc). It is designed to provide a description of the nature, level, context and status of the studies that were pursued and successfully completed by the individual named on the original qualifications 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.

Newcastle University produces the HEAR in a digital format in partnership with Digitary. Only HEARs accessed via the Digitary system can be considered valid and verified.

### 1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 **Family Name(s):** Surname  
 1.2 **Given Name(s):** Forename  
 1.3 **Date of birth (day/month/year):** 01/01/1900  
 1.4 **Student identification number or code:**  
 University: 123456789 / HESA: 1234567891011

### 2 INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 **Name of qualification and (if applicable) title conferred:**  
 Bachelor of Arts  
 The power to award degrees is regulated by law in the UK.
- 2.2 **Main field(s) of study for the qualification:** Combined Honours
- 2.3 **Name and status of awarding institution:** The University of Newcastle upon Tyne (trading name Newcastle University) - a recognised body with taught and research degree awarding powers
- 2.4 **Name and status of institution (if different from 2.3) administering studies (in original language):** N/A
- 2.5 **Language(s) of instruction/examination:** Teaching and assessment at Newcastle University is in English, except for programmes of study involving language studies, where some teaching and assessment is in the relevant language(s).

### 3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 **Level of qualification:** Undergraduate Programme assigned to RQF Level 6 (Bologna FQ-EHEA 1st Cycle ) in the Framework for Higher Education Qualifications (see section 8 for further details on UK Higher Education System).
- 3.2 **Official length of programme:** 3 Years
- 3.3 **Access requirement(s):**  
 The typical requirement for entry to level one of an undergraduate degree is three A levels. Equivalent qualifications such as Scottish Highers, Cambridge Pre-U and Baccalaureate are accepted as well as other international qualifications of an equivalent level. Whilst breath of study at post-16 level is welcomed, it is

For interim HEARS,  
 these fields will  
 indicate:  
 'Programme is not  
 yet completed'

more important that applicants have demonstrated the ability to study at a progressive and concentrated level.

#### 4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 **Mode of study:** Full Time

4.2 **Programme requirements:**

The programme requirements are available to view at:

<http://www.ncl.ac.uk/regulations/programme/2017-2018/documents/-Y001Combined.pdf>

4.3 **Programme details, and the individual grades/marks/credits obtained:**

##### Academic Year 2015 . Study Dates: 28.09.2015 to 17.06.2016

BA Combined Honours Stage 1 studied in Full Time mode

Module Code	Module Title	Module Credits	ECTS Credit Values	Mark	Module Status	Attempt
POL1017	Governing Under Pressure: The Politics of the UK & EU	20	10	52	P	1
POL1032	Introduction to International Politics	20	10	59	P	1
POL1046	Order and Disorder: The Shaping of the 21st Century	20	10	68	P	1
SEL1003	Introduction to Literary Studies 1	20	10	75	P	1
SEL1004	Introduction to Literary Studies II	20	10	72	P	1
SEL1030	Approaches to Reading	20	10	60	P	1

End of stage decision: *Proceeding Normally*

##### Academic Year 2016 . Study Dates: 26.09.2016 to 16.06.2017

BA Combined Honours Stage 2 studied in Full Time mode

Module Code	Module Title	Module Credits	ECTS Credit Values	Mark	Module Status	Attempt
POL2088	The Politics of Africa: Africa's place in Global Politics	20	10	67	P	1
POL2093	Politics, Participation and Citizenship in the Digital Age	20	10	61	P	1
SEL2203	Revolutionary Britain, 1789-1832	20	10	65	P	1
SEL2204	Victorian Passions: Victorian Values	20	10	64	P	1
SEL2205	Fictions of Migration	20	10	69	P	1
SEL2210	Independent Research Project 2	20	10	79	P	1

End of stage decision: *Bypassing Intercalating Yr*

##### Academic Year 2017 . Study Dates: 25.09.2017 to 15.06.2018

BA Combined Honours Stage 3 studied in Full Time mode

Module Code	Module Title	Module Credits	ECTS Credit Values	Mark	Module Status	Attempt
HSS3099	Combined Honours Final Year Project	40	20	70	P	1
POL3109	Gender, Campaigns and Media	20	10	80	P	1
SEL3356	Madness, Medicine and Modern Literature	20	10	69	P	1

Module marks and progress decisions are displayed here.

Registration dates for each academic year are provided.

Module Code	Module Title	Module Credits	ECTS Credit Values	Mark	Module Status	Attempt
SEL3368	Shakespeare and Elizabethan Tragedy	20	10	80	P	1

*End of stage decision: 1st Class Hons*

In 2017/18, the student completed a substantive individual piece of work entitled 'This is the title of my dissertation'.

#### Module Status

P	Pass
PC	Pass by compensation
PD	Pass at Board of Examiners' discretion
FR	Fail: right to be reassessed
F	Fail
N	Not tested
NK	Not known
S	Studied but not for credit
C	Concession
D	Decision delayed
DP	Deemed to have passed
X	Entered for resit as external
Y	See previous year
-	Pending

**4.4 Grading scheme and, if available, grade distribution guidance:** UG Honours Scale

Mark	UG Programmes
0-39	Fail
40-49*	Third Class
50-59	Second Class, Second Division
60-69	Second Class, First Division
70-100	First Class

\*The pass mark for Level 7 modules is 50.

The HEAR does not show the outcomes of any Board of Examiners decisions regarding any extenuating circumstances which may have existed for the student named. The end of stage decision(s) and the final classification of the qualification are a judgment by the Board of Examiners on the student's overall academic performance.

**4.5 Overall classification of the qualification (in original language):** First Class Honours

## 5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

### 5.1 Access to further study:

This award gives access to 2nd and 3rd cycle Postgraduate study - normally with 2nd class honours or above

### 5.2 Professional status (if applicable):

No professional accreditations apply to this programme

Dissertation titles are displayed here.

The PG grading scheme is displayed here for students on PGT programmes.

The date your award was certified will also be displayed here.

Details of any programme accreditations are displayed here.

## 6 ADDITIONAL INFORMATION

### 6.1 Additional information:

Newcastle University aims to develop graduates who are independent, proactive and who ethically apply their knowledge and skills in a global context. We believe that the University's diverse curriculum, environment and student experience provides the opportunities for students to acquire the following values to apply to their learning, working and personal life:

- The realisation of personal goals and aspirations derives from continuous learning.
- Apply a positive attitude to taking calculated risks and challenging personal boundaries.
- Create and cultivate relationships to develop knowledge, skills, understanding and opportunity.

Year	Achievement	Description
2016	ncl+ Award	The ncl+ Award is an employability award which requires students to complete a minimum of 50 hours of non-credit bearing work or voluntary activity. The award is assessed through the submission of a reflective report in which students detail the employability skills they have developed as a result of undertaking this activity.
2016	Student Union Role	School Representative for students in the Combined Honours Centre. This role involved representing the views and opinions of the students in the Centre at Faculty and University Committees.
2016	Peer Mentor	Successfully mentored a small group of new students during their first term of study at the University. This included the completion of the appropriate training and all duties related to the role.
2017	Academic Prize	Awarded the School Prize for the best performance by a Combined Honours student.
2017	Work Placement	Completed a work placement with 'A Great Company' as a Summer Placement Student between 16 June and 12 September 2018.
2017	Study Abroad	Studied at France University (France) between January 2018 and May 2018 as part of the Erasmus Exchange Programme.

Any prizes, achievements and placements are displayed here.

### 6.2 Further information sources:

Additional information may be obtained from the University's website at: [www.ncl.ac.uk](http://www.ncl.ac.uk).

## 7 CERTIFICATION OF THE HEAR

7.1 Date: April 2019

7.2 Signature: 

7.3 Capacity: Academic Registrar

7.4 Official stamp or seal: 

## 8 INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

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

In the United Kingdom (UK), Higher Education (HE) is a devolved matter, with political oversight provided by the UK Government and Parliament (England), the Scottish Government and Parliament (Scotland), the Welsh Government and Parliament (Wales), and the Northern Ireland Executive and Assembly (Northern Ireland). HE provision is offered by many different types of institution that are active in teaching, research, and scholarship. The term includes all publicly funded universities and other HE institutions, alternative HE providers that offer HE courses but do not receive annual public funding, and those further education colleges in England and Wales which offer HE level courses.

### Degree Awarding Powers and University Title

The power to award degrees is regulated by law in the UK. Those organisations granted the power to award HE degrees are referred to as 'Recognised Bodies', and a full list of these is published by the UK Government. It is an offence for an organisation to purport to award, or to offer a UK degree, unless it is authorised to do so. Degree-awarding bodies often work with other providers that do not have degree awarding powers to deliver provision which leads to a qualification of the degree-awarding body. The Listed Bodies Order confirms the providers that do not have the powers to award their own degrees, but offer programmes that lead to a degree of a Recognised Body (see <https://www.gov.uk/check-a-university-is-officially-recognised>).

### Qualifications

There are two parallel frameworks for HE qualifications of UK degree-awarding bodies, one that applies to Scotland and one that operates in the rest of the UK:

- The Framework for Higher Education Qualifications of Degree-Awarding Bodies in England, Wales and Northern Ireland (FHEQ)
- The Framework for Qualifications of Higher Education Institutions in Scotland (FQHEIS).

These frameworks are the principal national reference points for academic standards in UK HE. They meet the expectations of the Bologna Declaration and thus align with A Framework for Qualifications of the European Higher Education Area (QF-EHEA).

### Quality Assurance

Academic standards are established and maintained by HE institutions themselves, using an extensive and sophisticated range of shared quality assurance approaches and structures. Standards and quality in institutions are underpinned by the use of external examiners, standards agreed and recognised by the sector, by the activities of the Quality Assurance Agency for Higher Education (QAA), and in professional areas by relevant professional, statutory and regulatory bodies. The sector standards are overseen by the UK Standing Committee for Quality Assessment, formed from partner organisations, providers and national HE regulators.

A cornerstone of quality arrangements across all four nations is the **UK Quality Code for Higher Education**, which was revised in 2018. The Quality Code articulates fundamental principles that apply to HE quality across the UK, irrespective of changing national contexts. It incorporates Expectations and Core Practices which are applicable to all providers in the UK, and Common Practices which only apply to Scotland, Wales and Northern Ireland, and can be accessed at <https://www.qaa.ac.uk/quality-code>.

All institutions that possess degree-awarding powers of any kind must undergo quality assurance review activity as required by the relevant government:

### England

The Higher Education and Research Act 2017 (HERA) drives the regulatory and legal requirements of HE in England. The legislation can be found at <http://www.legislation.gov.uk/ukpga/2017/29/contents/enacted>. This Act established the Office for Students (OfS) and gave it responsibility for regulating the English HE sector. Its primary focus is the student interest in its duty as a market regulator. The OfS is responsible for risk-based monitoring of indicators relating to the baseline quality and standards of provision. It maintains the Register of HE providers in England, and implemented a regulatory framework in February 2018: <https://www.officeforstudents.org.uk/publications/security-g-student-success-regulatory-framework-for-higher-education-in-england/>.

Degree-awarding bodies in England must be registered with the OfS and meet all ongoing conditions of registration in order to retain degree-awarding powers. The OfS has express powers to revoke degree-awarding powers for HE providers in England if conditions of registration are not maintained. The QAA is the designated body responsible for carrying out the quality and standards assessment functions for English HE, as set out in Section 23 of the HERA. Details of how the QAA carries out Quality and Standards Reviews on behalf of the OfS can be found at <https://www.qaa.ac.uk/reviewing-higher-education/types-of-review/quality-and-standards-review>.

### Northern Ireland

Funding for HE is directly provided by the Department for the Economy in Northern Ireland. Northern Ireland is currently operating under the QAA's 2016 Higher Education Review method, with the expectation of introducing an enhancement-led model as part of any future reforms.

### Scotland

The Scottish Funding Council (SFC), a non-departmental public body, is the strategic body responsible for funding Scotland's teaching and learning provision and research. Scotland takes an enhancement-led approach to quality assurance with its Quality Enhancement Framework (QEF), which focuses on the whole student experience and its enhancement rather than on quality assurance

This is standard text that is included on all HEAR documents that are produced nationally.

alone. This is built on partnership and collective engagement between a number of bodies including the Scottish Funding Council, QAA Scotland, the National Union of Students (NUS), and Universities Scotland; for more information see <https://www.qaa.ac.uk/scotland/quality-enhancement-framework>. The QEF requires both rigorous institution-led review, using external reference points, and external review on a five-year cycle, known as Enhancement-Led Institutional Review (ELIR). Institutions must demonstrate how they meet the expectations of the Quality Code, which is confirmed as a formal part of ELIR.

#### Wales

The Higher Education Funding Council for Wales (HEFCW) is the Welsh Government sponsored body responsible for regulating the Welsh HE sector. The QAA undertakes Quality Enhancement Reviews of regulated HE providers every six years under the Wales Quality Assessment Framework. For more information, see <https://www.qaa.ac.uk/reviewing-higher-education/types-of-review/quality-enhancement-review>. Reforms involving a more unified post-compulsory education and training system, with a new Commission for tertiary education, innovation and research, are currently underway.

More information on quality assurance systems across UK higher education, including a poster that summarises the current landscape in each of the four nations, can be found on the QAA website: <https://www.qaa.ac.uk/news-events/blog/what-we-mean-when-we-talk-about-quality-assurance-of-uk-he>.

#### Credit Systems

A number of integrated credit frameworks operate within the UK: the Scottish Credit and Qualifications Framework (SCQF) and the Credit and Qualifications Framework for Wales (CQFW), both of which are underpinned by the same principles, such as the definition of one credit as 10 notional hours of learning.

The FHEQ is a qualifications framework, based on the outcomes represented by the main qualification titles; it is not an integrated credit and qualifications framework, nor does its use depend on the use of credit. Not all degree-awarding bodies in England use credit in the same way, therefore. Some may not use credit at all, and some may use the European Credit Transfer and Accumulation System (ECTS) to support student mobility within Europe and award ECTS points rather than UK credit.

Nevertheless, credit is widely used by most degree-awarding bodies in the UK. An advisory Higher Education credit framework for England has been in use since 2008. The credit framework is written for HE providers in England as a description of the typical practice developed across the sector and to provide a reference point for those wishing to introduce or consolidate their use of credit. The SCQF and the CQFW are integrated credit and qualifications

frameworks, which means that they specify minimum credit volumes and levels for qualifications. The SCQF embraces all educational sectors, with the FQHEIS as a constituent part; and the CQFW is a meta-framework for credit and qualifications in Wales, embracing all post-14 education and training, and treating the FHEQ as a constituent part. The credit arrangements in the FQHEIS/SCQF apply to all degree-awarding bodies in Scotland. All degree-awarding bodies in Wales have agreed to use the credit arrangements stipulated in the CQFW, in relation to the FHEQ.

#### Admission

UK HE providers determine their own admissions policies and the minimum entry requirements for each programme. For Bachelor's degrees, the minimum entry requirement is usually two or three General Certificate of Education Advanced-level (GCE A level) passes, as well as a minimum number of General Certificate of Secondary Education (GCSE) passes at grade C or above. These remain the most common form of entry qualification held by young entrants to HE. Other appropriate qualifications may also provide entry, e.g. the International Baccalaureate, the Welsh Baccalaureate, Scottish Highers, Advanced Highers, or qualifications at the same levels of the Scottish Credit and Qualifications Framework and Edexcel BTEC National Qualifications. The Universities and Colleges Admissions System (UCAS) tariff establishes comparability between different types of qualification across the UK using a points system.

The Access to Higher Education Diploma provides another route for mature entrants. Most institutions also welcome applications from mature candidates who have had appropriate experience but may lack formal qualifications, offering credit for prior study and informal learning acquired through work or other experiences (Recognition of Prior Learning (RPL)).

#### Comparing Qualifications in the UK

A table comparing qualifications across the UK, including major qualifications at each level, can be found at: <https://www.ncl.ac.uk/media/wwwnclacuk/examinations/images/Comparing-qualifications-in-the-UK%202020.pdf>

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