

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

On the electronic version, this is a hyperlink to the relevant programme specification.

Module marks and progress decisions are taken from SAP (after being uploaded from NESS).

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

The dissertation titles that Schools submit to the Exams & Awards Team are uploaded into SAP and displayed here.

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

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.

The prizes, achievements and placements that are submitted to the Exams & Awards Team by Schools (and other University services) are uploaded into SAP and displayed here.

6.2 Further information sources:

Additional information may be obtained from the University's website at: 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 England, Wales and Northern Ireland, 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 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

<http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&instituteCategoryID=1>

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: <http://www.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&instituteCategoryID=2>

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). 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/standardsandquality/otherreports/Qualsboundaries09.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.

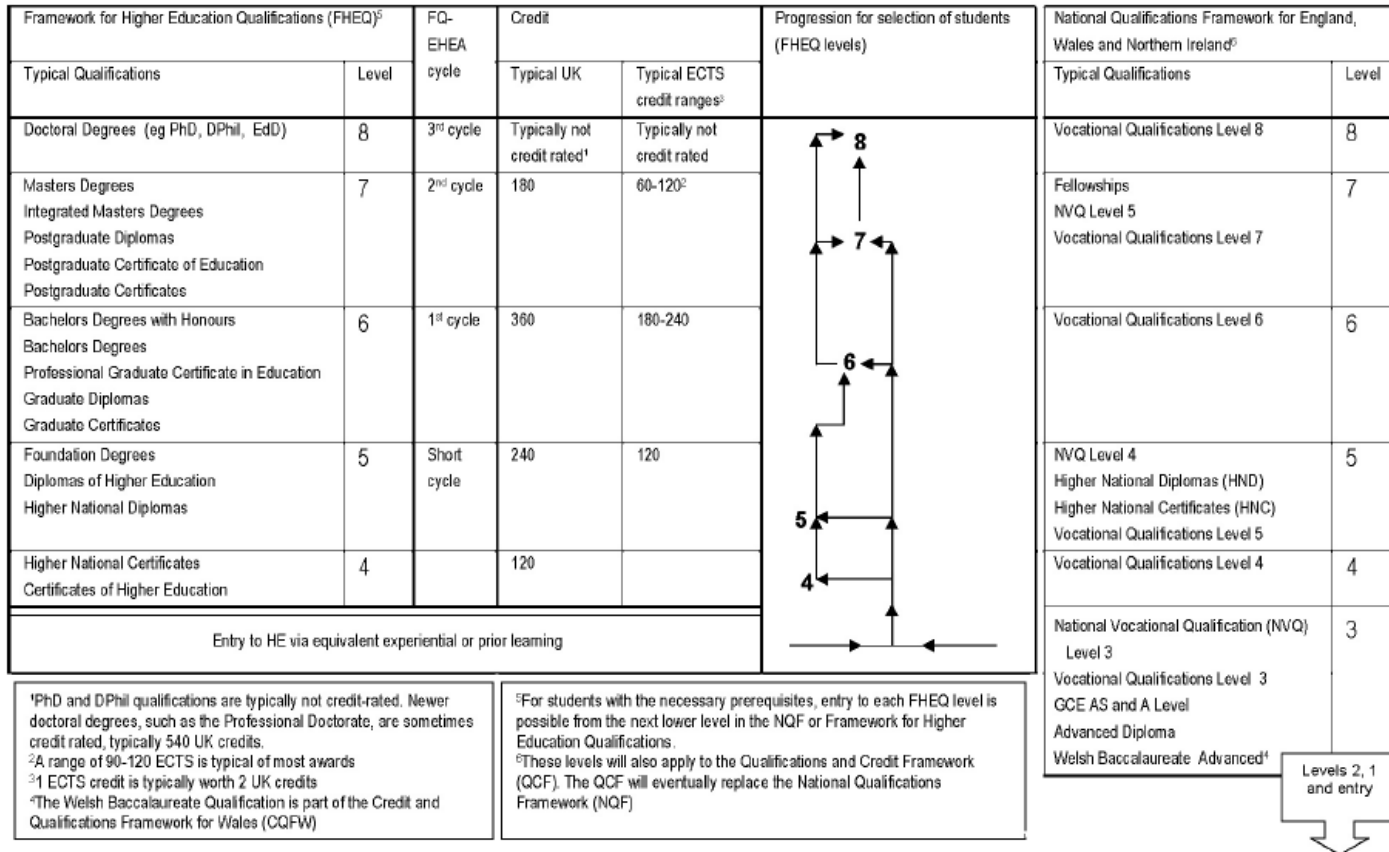
Admission

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.

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

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).

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



¹PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.
²A range of 90-120 ECTS is typical of most awards
³1 ECTS credit is typically worth 2 UK credits
⁴The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

⁵For 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.
⁶These 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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