

Name: Jane Smith  
Award: Bachelor of Arts with Honours  
Fields of study: English and Drama  
Classification: First Class Honours  
Award date: 15 July 2021

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## Higher Education Achievement Report (Diploma Supplement)

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.

Only HEARs accessed via [www.gradintel.com](http://www.gradintel.com) or that have been printed, stamped and sealed by Queen Mary University of London can be considered valid and verified.

### 1. Information identifying the holder of the qualification

<b>1.1 Family name:</b>	Smith
<b>1.2 Given names:</b>	Jane
<b>1.3 Date of birth (day/month/year):</b>	1 January 2000
<b>1.4 Student identification number:</b>	181234567
<b>HESA identification number:</b>	1812134372837

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

### 2. Information identifying the qualification

<b>2.1 Name of qualification and (if applicable) title conferred:</b>	Bachelor of Arts with Honours The power to award degrees is regulated by law in the UK.
<b>2.2 Main field(s) of study for the qualification:</b>	English and Drama
<b>2.3 Name and status of awarding institution:</b>	Queen Mary University of London
<b>2.4 Name and status of institution (if different from 2.3) administering studies:</b>	As awarding institution
<b>2.5 Language(s) of instruction and examination:</b>	English

### 3. Information on the level of the qualification

- 3.1 HESA level of qualification:** Bachelor of Arts (Honours)
- 3.2 Official length of programme:** 33 months
- 3.3 Access requirement(s):**  
Description not available

### 4. Information on the contents and results gained

#### 4.1 Mode of study:

##### Year Mode of Study

2018/19 Full-time (minimum 24 weeks study per year)

2019/20 Full-time (minimum 24 weeks study per year)

2020/21 Full-time (minimum 24 weeks study per year)

#### 4.2 Programme requirements:

Details of programme requirements and specifications can be found by following the link below:

<http://www.arcs.qmul.ac.uk/quality-assurance/programme-specifications>

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

**Programme start date** 17 September 2018

**Programme end date** 4 June 2021

Module Code	Title	Sel	Level	Mark	Grade	Attempt	Credits	ECTS Credits	Result
DRA114	London/Culture/Performance		4	67.0	B	1	15	7.5	Passed
DRA115	Cultural Histories of Theatre		4	67.4	B	1	15	7.5	Passed
DRA117	Practices		4		P	1	0	0.0	Passed
DRA118	Performance Texts in Practice		4	71.6	A	1	30	15.0	Passed
ESH101	Shakespeare		4	65.9	B	1	30	15.0	Passed
ESH102	Reading, Theory and Interpretation: Approaches to the Study of English Literature		4	61.3	B	1	30	15.0	Passed
<b>TOTAL YEAR 2018/19 CREDITS</b>							<b>120</b>	<b>60.0</b>	
DRA242	Group Practical Project		5	74.1	A	1	30	15.0	Passed
DRA261	London Performance Now		5	70.9	A	1	15	7.5	Passed
DRA264	Costume Dramas		5	76.4	A	1	15	7.5	Passed
ESH223	Satire, Scandal and Society 1700-1740		5	66.2	B	1	15	7.5	Passed
ESH227	Text, Art and Performance in London		5	73.0	A	1	15	7.5	Passed
ESH288	Representing London: Writing the Eighteenth Century City		5	67.0	B	1	30	15.0	Passed
<b>TOTAL YEAR 2019/20 CREDITS</b>							<b>120</b>	<b>60.0</b>	
DRA329	Written Research Project		6	74.3	A	1	30	15.0	Passed
DRA355	Performance in the Gallery		6	75.9	A	1	30	15.0	Passed
ESH370	Reading Psychoanalysis Reading Literature		6	70.1	A	1	30	15.0	Passed

ESH382	Reading Childhood/Writing Children	6	65.2	B	1	15	7.5	Passed
ESH6025	Laughing Matters: Comedy and Contemporary Culture	6	67.9	B	1	15	7.5	Passed
ESH6044	Livelihoods in English	6		P	1	0	0.0	Passed
<b>TOTAL YEAR 2020/21 CREDITS</b>						<b>120</b>	<b>60.0</b>	
<b>TOTAL CREDITS AWARDED</b>			<b>69.8</b>			<b>360</b>	<b>180.0</b>	

#### 4.4 Grading scheme and, if available, grade distribution guidance:

A detailed explanation of the grading scheme used can be found at <http://www.arcs.qmul.ac.uk/students/graduation/understanding-your-transcript>

Full details of the classification schemes for all undergraduate / postgraduate programmes, including the weighting applied to modules at each level of study, can be found in the academic regulations for the year of entry for the student at <http://www.arcs.qmul.ac.uk/policy/index.html>

#### 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 qualification complies with the UK framework for Higher Education Qualifications (FHEQ) and allows you to study at the next level upon successful completion. Please see section 8 for further details.

#### 5.2 Professional status (if applicable):

Not applicable

## 6. Additional information

#### 6.1 Additional information:

This section provides details of extracurricular student awards and activities representing achievement that have been verified by Queen Mary University of London. Details of prizes gained whilst at the university are also listed here. For details of verifiable extracurricular activities, please see our website: <http://www.arcs.qmul.ac.uk/students/sec/gradintelligence-account-/extracurricular-activities>

#### 2019/20 QMUL Student Ambassador (Bronze Award)

Contributed a minimum of 10 hours assisting with activities to promote the benefits of and support progression to Higher Education.

#### 2020/21 Student Enhanced Engagement and Development (SEED) Award

Recognising students for the crucial role they contribute to the co-creation & enhancement of the student learning environment. Working with educators, the enhancement of curriculum & student-educator partnerships is paramount.

#### 2020/21 Contribution Gold Award Winner

A Course Rep who has shown evidence of excellence, including successfully effecting change, engaging students in a change campaign, innovative campaigning, partnership work with the department or improving representation structures.

**2020/21 Course Rep Senior Contribution Award**

This award is for Course Reps who have held the role for 2 years. Continued to attend Student-Staff Liaison Committee meetings and School forums and have improved leadership, communication, decision making & teamwork skills.

**2020/21 QMUL Student Ambassador (Gold Award)**

Contributed 30+ hours assisting with activities, promoting the benefits of and supporting progression to Higher Education, including voluntary work. Furthered personal development by attending at least 2 additional CPD workshops.

**6.2 Further information sources:**

Further information can be found at [www.qmul.ac.uk](http://www.qmul.ac.uk)

**7. Certification of the HEAR****7.1 Date of award:**

15 July 2021

**7.2 Signature:**

Jonathan Morgan

**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<sup>1</sup>, higher education institutions are independent, self-governing bodies active in teaching, research and scholarship. They are established by Royal Charter or legislation and most are part-funded by government. Higher education (HE) is provided by many different types of institution. In addition to universities and university colleges, whose charters and statutes are made through the Privy Council which advises the Queen on the granting of Royal Charters and incorporation of universities, there are a number of publicly-designated and autonomous institutions within the higher education sector. Publicly funded higher education provision is available in some colleges of further education by the authority of another duly empowered institution. Teaching to prepare students for the award of higher education qualifications can be conducted in any higher education institution and in some further education colleges.

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

All universities and many higher education colleges have the legal power to develop their own courses and award their own degrees, as well as determine the conditions on which they are awarded. Some HE colleges and specialist institutions without these powers offer programmes, with varying extents of devolved authority, leading to the degrees of an institution which does have them. All universities in existence before 2005 have the power to award degrees on the basis of completion of taught courses and the power to award research degrees. From 2005, institutions in England and Wales that award only taught degrees ('first' and 'second cycle') and which meet certain numerical criteria, may also be permitted to use the title 'university'. Higher education institutions that award only taught degrees but which do not meet the numerical criteria may apply to use the title 'university college', although not all choose to do so. All of these institutions are subject to the same regulatory quality assurance and funding requirements as universities; and all institutions decide for themselves which students to admit and which staff to appoint. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state. The names of institutions with their own degree awarding powers ("Recognised Bodies") are available for download at:

<http://www.bis.gov.uk/policies/higher-education/recognised-uk-degrees/recognised-bodies>

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.bis.gov.uk/policies/higher-education/recognised-uk-degrees/listed-bodies>

#### Qualifications

The types of qualifications awarded by higher education institutions at sub-degree and undergraduate (first cycle) and postgraduate level (second and third cycles) are described in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ). This also includes qualification descriptors that were developed with the HE sector by the Quality Assurance Agency for Higher Education (QAA - established in 1997 as an independent UK-wide body to monitor the standard of higher education provision - [www.qaa.ac.uk](http://www.qaa.ac.uk)). The FHEQ was self-certified as compatible with the Framework for Qualifications of the European Higher Education Area, the qualifications framework adopted as part of the Bologna Process, in February 2009. Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001. In terms of the European Higher Education Area they are "short cycle" qualifications within the first cycle. The FHEQ is one component of the Credit and Qualifications Framework for Wales (CQFW). The Qualifications and Curriculum Authority (QCA), the Department for Children, Education, Lifelong Learning and Skills, Wales (DCELLS) and the Council for Curriculum Examination and Assessment, Northern Ireland (CCEA) have established the Qualifications and Credit Framework (to replace, in time, the National Qualifications Framework (NQF)). These authorities regulate a number of professional, statutory and other awarding bodies which control VET and general qualifications at all levels. The QCF is also incorporated into the CQFW. There is a close association between the

levels of the FHEQ and the NQF (as shown overleaf), and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries' <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-can-cross-boundaries.pdf>)

#### Quality Assurance

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

#### Credit System

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.

#### Admissions

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

<sup>1</sup> The UK has a system of devolved government, including for higher education, to Scotland, to Wales and to Northern Ireland. This description is approved by the High Level Policy Forum which includes representatives of the Department for Business, Innovation and Skills, the Scottish Government, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), GuildHE and the National Recognition Information Centre for the UK (UK NARIC)

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

