



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.

Northumbria University only produces HEARs in a digital format. Only HEARs accessed via www.gradintel.com can be considered valid and verified.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name	Example
1.2 Given names	Ernie
1.3 Date of birth (day/month/year)	24/09/1992
1.4 Student identification number	10008175
HESA identification number	1010690081750 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

2.1 Qualification achieved	BACHELOR OF ARTS (HONOURS) BUSINESS WITH FINANCE The power to award degrees is regulated by law in the UK.
2.2 Main field(s) of study	BUSINESS WITH FINANCE
2.3 Name and status of awarding institution	Northumbria University - Recognised body.
2.4 Name and status of institution (if different from 2.3) administering studies	As awarding institution.
2.5 Language(s) of instruction/examination	English is the primary language of learning and assessment except where the study area involves foreign languages. Otherwise, all modules must be taught and assessed in English except where an award comprises only Level 4 or Level 3 modules when at least half the qualifying credits must be taught and assessed in English.

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 HESA level of qualification** First Degree with Honours
- 3.2 Official length of programme** 4 YEARS
- 3.3 Programme entry requirements or access**

As well as GCE and VCE 'A levels', the University accepts a wide range of entry qualifications including BTEC National Awards, Scottish Highers and Advanced Highers, Irish Leaving Certificate, Access courses and the International Baccalaureate. Entry requirements are usually expressed as UCAS tariff points and can be found in programme specifications and the on-line prospectus. In addition to achieving the UCAS tariff points for entry to the programme, students must also be able to demonstrate that they have studied an appropriate minimum number of units at Level 3, which is usually not less than two full GCE or VCE A levels or equivalent (though for programmes at sub degree level this requirement is usually not less than one full GCE or VCE A level or equivalent). Applicants may be required to have studied a particular subject or subjects to a certain level. Where the first language is not English, an IELTS score of 6.0 (with a minimum score of 5.5 in each component) will normally be required for entry.

Students may be admitted to the programme with advanced standing based on accredited prior learning or accredited prior experiential learning.

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1. Mode of study:

Full Time

4.2 Programme requirements

The requirements of the programme are comprised of the programme aims and intended learning outcomes as outlined below:

4.2.1 Minimum Standards

Learners are required to achieve the credit requirements and learning outcomes for the award as specified in University regulations and programme specifications respectively.

4.2.2 Programme Statement

As one of Newcastle Business School's popular 'Business with...' Programmes, Business with Finance students major in general business giving them a broad understanding of all business areas, whilst the 'with' specialism provides the opportunity to develop knowledge and understanding in one particular aspect. This combination of theory and experience enables them to see where the finance function sits within the wider business framework and so equips students to work in a wide range of finance and non-finance roles. The vocational nature of the programme plus the opportunity to undertake a placement in their third year makes students both adaptable and highly employable after graduation. Graduates from this programme have found work in a wide variety of types of organisation – service, retail, consumer, industrial, not-for-profit - and business areas, both finance and accounting and other functional areas such as marketing or logistics.

Additional activities aimed at personal development available to all students include:

- a) Language scholarships provided on a competitive basis to enable students to either continue their language studies outside of their formal programme structures or take up a new language;
- b) Travel bursaries of up to £1,000 each are available on a competitive basis to students who can

- demonstrate a travel project that promotes personal development;
- c) Places made available to students to participate in Summer Schools with partner institutions; and
- d) Students may participate in a study abroad programme in the second year or as a replacement for the third year work placement.

4.2.3 Learning Outcomes

On successful completion of the programme, students will have met the following learning outcomes:

Goal 1 — Graduates will be knowledgeable about the theory and practice of international business management

Objectives:

Our students will have:

1. Acquired knowledge of functional areas of business and management
2. Acquired knowledge of specialist areas of business
3. Applied their knowledge to business and management contexts
4. Conducted contemporary research into business and management

Goal 2 — Graduates will be skilful in the use of professional and managerial techniques and processes

Objectives:

Our students will have:

1. Provided evidence of self reflection as a means of informing personal development planning.
2. Demonstrated effective interpersonal communication skills and the ability to work in a team
3. Demonstrated critical thinking skills
4. Demonstrated problem solving skills

Goal 3 — Graduates will be aware of ethical issues impacting on business and professional practice

Objectives:

Our students will have:

1. Identified an ethical dilemma in a business situation
2. Suggested ethical solutions to this dilemma

Goal 4 — Graduates will be employable as graduates

Objectives:

Our students will have:

1. In the context of securing graduate employment demonstrated the skills of self presentation

An unclassified degree or lower level qualification may also be awarded where students have not met all learning outcomes.

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

Programme start date	17/09/2012
Programme end date	23/06/2014

Level 4

Year	Module Code	Title	Attempt	Mark	Grade	Credits	ECTS Credits	Result
2010/1	BM0129	Solving Business Problems	1	63	P	20	10.0	Passed
2010/1	FN0145	Financial Decision Making	1	70	P	20	10.0	Passed
2010/1	HR0154	Management	1	51	P	20	10.0	Passed
2010/1	ML0490	Unilang Option Spanish Stage 2	1	64	P	20	10.0	Passed
2010/1	MO0124	Business Processes and Systems	1	54	P	20	10.0	Passed

2010/1	SM0147	International Business Environment	1	75	P	20	10.0	Passed
TOTAL LEVEL 4 CREDITS						120	60.0	
Level 5								
Year	Module Code	Title	Attempt	Mark	Grade	Credits	ECTS Credits	Result
2011/2	FN0263	Derivatives and Risk	1	80	P	20	10.0	Passed
2011/2	FN0265	Finance, Financial Markets and Institutions	1	87	P	20	10.0	Passed
2011/2	HR0275	Personal and Organisational Development	1	74	P	20	10.0	Passed
2011/2	MK0273	Markets and Customers	1	63	P	20	10.0	Passed
2011/2	NX0201	Business Performance Management	1	72	P	20	10.0	Passed
2011/2	SM0269	Global and International Business Contexts	1	75	P	20	10.0	Passed
TOTAL LEVEL 5 CREDITS						120	60.0	
Level 6								
Year	Module Code	Title	Attempt	Mark	Grade	Credits	ECTS Credits	Result
2012/3	MO0252	Newcastle Business School Placement Year 3	1		P	120	60.0	Passed
2013/4	FN0361	Contemporary Corporate Reporting	1	73	P	20	10.0	Passed
2013/4	FN0364	Strategic Management Accounting	1	65	P	20	10.0	Passed
2013/4	HR0372	Culture and Organisations	1	68	P	20	10.0	Passed
2013/4	NX0314	Dissertation: Intraday stock price reactions to scheduled earnings announcements in the contemporary trading environment: Implications for Semi-strong market efficiency in the UK stock market	1	82	P	30	15.0	Passed
2013/4	SM0374	Strategic Management and Leadership	1	76	P	20	10.0	Passed
2013/4	SM0381	Applied Business Ethics	1	65	P	10	5.0	Passed
TOTAL LEVEL 6 CREDITS						240	120.0	
TOTAL CREDITS AWARDED						480	240.0	

4.4. Grading scheme and, if available, grade distribution guidance

The key to module grades is as follows:

AD	Module failure disregarded for final award
C	Module compensated
F	Module failed
IC	Assessment incomplete, module failed
P	Module passed

Full details of the University's grading and awarding regulations are provided in the Assessment Regulations for Northumbria Awards available from <http://www.northumbria.ac.uk/sd/student/> via 'Assessment

Documentation for Students'. These are the standard regulations which apply to all the University's taught academic programmes delivered in the UK or overseas (including under franchise arrangements), and by distance learning, unless variations for individual modules or programmes have been specifically approved (normally to meet professional body requirements).

To pass a module all assessment must be completed. All numeric grade modules are marked on a percentage scale (0-100%). The module pass mark for undergraduate modules (up to and including level 6) is 40% unless a higher mark has been specified to meet a professional body requirement. The module pass mark for level 7 modules is normally 50%. Modules can also be designated pass/fail.

To achieve the award of Bachelor's degree with honours, a student must attain 360 credits at levels 4, 5 and 6 at least 100 credits of which must be at level 6. Taking into account the credit value of each qualifying module, the average mark at level 6 at the first attempt determines whether the award is classified. The honours classification is based on the best outcome for the student from either:

- the average marks for modules taken at level 6 or
- a combination of the average mark for modules taken in levels 6 and 5 weighted 60:40.

Note that, in accordance with professional body requirements, some Bachelor of Engineering degrees with honours are classified using only the average mark of levels 6 and 5 weighted 70:30.

Classification is determined on average marks at the first attempt as follows:

First Class Honours	Average mark of 70% or above
Second Class Honours, Upper Division	Average mark of 60% but less than 70%
Second Class Honours, Lower Division	Average mark of 50% but less than 60%
Third Class Honours	Average mark of 40% but less than 50%

The University has borderline regulations which allow a student to be considered for a higher classification if the average mark is close to a classification boundary. The number of level 6 credits in the higher classification band determines whether the classification is raised.

A student who either fails to achieve a level 6 average of at least 40% or fails more than 40 level 6 credits will be eligible for a Bachelor's degree (ie a degree without honours) if at least 60 level 6 credits have been passed. The lower level awards of Diploma of Higher Education or Certificate of Higher Education may be awarded to a student who fails to achieve the level 6 credits required for a Bachelor's degree with or without honours but achieves 240 credits at levels 4 and 5 or 120 credits at level 4 respectively.

Accredited prior learning (APL) and accredited prior experiential learning (APEL) may contribute towards the award.

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

A first cycle Bachelor's degree of the University normally with second class honours, or above, gives access to taught postgraduate study.

5.2. Professional status (if applicable)

All students who have achieved this programme will receive exemptions from the Association of International Accountants for papers 1-6 and 10.

6. ADDITIONAL INFORMATION

This section provides details of extra-curricular student awards and activities that represent achievement, and can be verified by Northumbria University. Details of prizes gained whilst at the University are also listed here. Activities and awards included in this section support the attainment of Northumbria graduate outcomes aimed at developing well-rounded individuals who have the knowledge, skills and experience to fulfil their potential. However, the University and its Students' Union are not able to verify all extra-curricular achievements. Students may therefore have undertaken additional activities which have contributed significantly to their personal and professional development. They will be encouraged to record these in other documentation.

6.1 Additional Information

Recognised activities

Year	Achievement
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2011/2	Industrial placement
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The student undertook a one year placement at APL involving Auditing.

6.2. Further information sources

Further information is available from the University's website at <http://northumbria.ac.uk/>

7. CERTIFICATION OF THE HEAR

7.1	Date	23/06/2014
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7.2	Signature	
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Maureen McLaughlin

7.3	Capacity	Academic Registrar
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7.4	Official stamp or seal	
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8. INFORMATION ON THE NATIONAL HIGHER EDUCATION SYSTEM

Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland¹, 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). 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.

¹ 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

