



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	Anon
1.2 Given names	Dua
1.3 Date of birth (day/month/year)	12/04/1994
1.4 Student identification number	14000329
HESA identification number	1410690000323 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	Not yet awarded
2.2 Main field(s) of study	COMPUTER SCIENCE
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	

Description not available

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

Description Not Available.

4.2.3 Learning Outcomes

Description not available

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

Programme start date 15/09/2014

Programme end date 30/06/2018

Level 4

Year	Module Code	Title	Attempt	Mark	Grade	Credits	ECTS Credits	Result
2014/5	CG0047	Programming 1 (JAVA)	1	94	P	20	10.0	Passed
		Course Work		94	P			
2014/5	CG0048	Programming 2 (JAVA)	1	72	P	20	10.0	Passed
		Programming Homeworks-weeks 2-11 (Learning Outcomes 1, 2, 3)		60	P			
		Examination (3 Hours) Assessing Learning Outcomes 1, 2, 3		77	P			
2014/5	CM0429	Relational Databases	1	74	P	20	10.0	Passed
		Milestones (3 assessments)		65	P			
		Online class test password protected. Limited notes		83	P			
2014/5	CM0432	Systems Analysis	1	83	P	20	10.0	Passed
		Production of requirements related documentation and a walkthrough of the produced documentation		83	P			
2014/5	CM0433	Computing Fundamentals	1	62	P	20	10.0	Passed
		2.5 hour closed book exam		62	P			

2014/5	EN0407	Web Technologies	1	54	P	20	10.0	Passed
		Assignment		54	P			
TOTAL LEVEL 4 CREDITS						120	60.0	
TOTAL CREDITS AWARDED						120	60.0	

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

Not available

4.5. Overall classification of the qualification (in original language)

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)

Not applicable

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
2014/5	Volunteer - Raise and Give

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 Not yet certified

7.2 Signature



Maureen McLaughlin

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 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

