

# Higher Education Achievement Report

(Diploma Supplement)

**Name:** Sample HEAR  
**Intended Award:** To be confirmed on award  
**Fields of study:** Tourism and Events Management  
**Classification:** Pending  
**Award date:** Pending

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.

University of Westminster only produces HEARs in a digital format. Only HEARs accessed via [www.gradintel.com](http://www.gradintel.com) can be considered valid and verified.

## 1. Information identifying the holder of the qualification

**1.1 Family name:** Hear  
**1.2 Given names:** Sample  
**1.3 Date of birth (day/month/year):** 21 March 1994  
**1.4 Student identification number:** 12345678  
**HESA identification number:** 1289503236629  
*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 Name of qualification and (if applicable) title conferred:** Pending  
**2.2 Main field(s) of study for the qualification:** Tourism and Events Management  
**2.3 Name and status of awarding institution:** University of Westminster  
 The University of Westminster was granted legal powers by the Privy Council in 1992 to award UK degrees and is designated as a '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 and examination:** English, with the exception of language courses

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

**3.1 HESA level of qualification:** Certificate of Higher Education - to be confirmed on award

**3.2 Official length of programme:** 3 or 4 years depending on whether the course contains a sandwich year

**3.3 Access requirement(s):**

The University of Westminster admits suitably qualified students onto its courses when there is an expectation that the applicant has the academic potential and the motivation to be able to fulfil the objectives of the course and achieve the standard required for the award.

The University encourages applications from students from all backgrounds and will at all times seek to ensure equality of opportunity for all applicants. In instances when courses have reached capacity, qualified applicants may be offered an alternative course or be invited to defer to the next intake. Each course and its named awards has a specified set of admissions requirements. Additional information can be found in our undergraduate prospectuses at <http://www.westminster.ac.uk/courses>

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

**4.1 Mode of study:**

Year	Mode of Study
2012/3	Full Time
2013/4	Full Time

**4.2 Programme requirements:**

Description not available

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

**Programme start date** 17 September 2012

**Programme end date** 31 July 2015

Module Code	Title	FHEQ			Grade	Credits	ECTS	
		Level	Attempt	Mark			Credits	Result
1GERP01	Polylang German Grade 1	N/A	1	57	P	15	7.5	Passed
4TRS471	Tourism Development	4	1	66	P	15	7.5	Passed
4TRS491	Study Skills & Techniques	4	1	68	P	15	7.5	Passed
4TRS496	Introduction to Tourism Planning	4	1	59	P	15	7.5	Passed
ATRS400	Understanding Tourism	4	1	53	P	30	15.0	Passed
ATRS401	Contemporary Issues in Tourism	4	1	60	P	15	7.5	Passed
ATRS403	Introduction to Events	4	1	55	P	15	7.5	Passed
<b>TOTAL YEAR 2012/3 CREDITS</b>						<b>120</b>	<b>60.0</b>	
<b>TOTAL CREDITS AWARDED</b>						<b>120</b>	<b>60.0</b>	

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

The module pass mark is 40% for all modules at credit levels 3, 4, 5 and 6\*.

Each undergraduate is normally allowed to count modules worth up to 45 credits as condoned credits (CC) towards their credit total at level 3 and 4 only. Condoned credit is a marginal fail; students will have studied but not passed all elements of assessment

\* please see section 4.2. for any course variations

**KEY TO THE INFORMATION:**

P	Pass
CC	Condoned credit
Attempt	1 means first registration of the module, 2 means second registration or further attempt following failure at the first attempt.
APL	Accreditation of Prior Certified (APCL) and/or Experiential (APEL) learning. When academic credit is awarded for prior learning the student is granted exemption from the module(s) to which the APL has been benchmarked.

Recommended classifications are calculated using the following formula:

First Class Honours	An average of 70% or above in the best 105 credits at credit level 6, with an average of 60% or above in the next best 105 credits at levels 5 and 6
Upper Second Class Honours	An average of 60% or above in the best 105 credits at credit level 6, with an average of 50% or above in the next best 105 credits at levels 5 and 6
Lower Second Class Honours	An average of 50% or above in the best 105

credits at credit level 6, with an average of 40% or above in the next best 105 credits at levels 5 and 6

Third Class Honours

An average of 40% or above in the best 210 credits at credit level 6

#### 4.5 Overall classification of the qualification (in original language):

Pending

### 5. Information on the function of the qualification

#### 5.1 Access to further study:

Access to postgraduate study (2nd Degree cycle), normally with second class honours or above.

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

Not applicable

### 6. Additional information

#### 6.1 Other Verified Achievements and Activities:

University of Westminster enables its graduates to demonstrate the following five attributes:

- critical and creative thinking;
- high-level communication skills;
- initiative, enthusiasm and with an entrepreneurial mindset;
- able to engage with local, national and international communities;
- social and ethical awareness

#### 6.2 Further information sources:

The University of Westminster was founded as Britain's first polytechnic in 1838. Since then it has developed into a university that combines both metropolitan and cosmopolitan dimensions, and which is closely involved in business, professional and academic life in London and the rest of the UK, as well as overseas.

We offer a vibrant learning environment which fosters innovation and creativity, is informed by practice, inspired by research, and focuses on the globally relevant areas in which we excel. We aim to help produce the next generation of highly employable global citizens who will shape the future.

We aim to help determine the future of professional life by:

- being a diverse, vibrant and inspirational learning environment;
- establishing the University of Westminster as the leading practice-informed teaching and research university;
- being a responsive, metropolitan and cosmopolitan university serving the needs of diverse communities;
- embedding internationalisation, employability and green-thinking in all that we do.

Further information on the University can be found at [www.westminster.ac.uk](http://www.westminster.ac.uk)

## 7. Certification of the HEAR

7.1 **Date of award:** Not yet certified

7.2 **Signature:**



David Burt

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')

#### 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)