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.

University of Essex 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: Test  
1.2 Given names: Hear  
1.3 Date of birth (day/month/year): 14 May 1970  
1.4 Student identification number: TESTH45003  
   
   HESA identification number: 1511188100536  
   
   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: 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: Modern History and Politics

2.3 Name and status of awarding institution: University of Essex - is a recognised body for awarding degrees

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
3. Information on the level of the qualification

3.1 HESA level of qualification: Bachelor of Arts

3.2 Official length of programme: 3 years

3.3 Access requirement(s):
The University of Essex 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.

4. Information on the contents and results gained

4.1 Mode of study:

<table>
<thead>
<tr>
<th>Year</th>
<th>Mode of Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Full time</td>
</tr>
<tr>
<td>16</td>
<td>Full time</td>
</tr>
<tr>
<td>17</td>
<td>Full time</td>
</tr>
</tbody>
</table>

4.2 Programme requirements:

Minimum Standards
A Bachelor’s degree with Honours is normally obtained after three years full-time study or part-time equivalent. This consists of 360 credits (180 ECTS) at FHEQ Level 4, 5 and 6, with at least 210 credits being achieved at FHEQ Levels 5 and 6, of which a minimum of 90 credits must be at FHEQ Level 6.

Educational Aims
The Department of History and the Department of Government are renowned for their commitment to excellence in research and education, working collaboratively to offer students a multidisciplinary degree programme that encourages critical reflection on key theories and concepts.

This programme enables students to examine historical events within political, social, economic and cultural contexts, and to develop knowledge of the major theoretical and conceptual foundations of the discipline of political science.

Learning Objectives
Established knowledge of the fundamental principles of historical analysis, such as concepts of continuity, change and comparative analysis, and of the different perspectives and topics within political science. Students will also have gained an understanding of the making of the modern world between since circa 1750, and of the main findings of existing research about political systems and political behaviour.

Established investigative and problem-solving skills and been able to identify, select, analyse and interpret appropriate information from a wide range of sources, both independently and as part of a team.

Developed analytical skills and been able to apply critical judgement to examine real world and theoretical problems, in order to identify appropriate solutions based on an assessment of the relative merits of a range of theories, techniques and tools.
Demonstrated the ability to construct and communicate logical arguments, both in writing and verbally, and been able to organise and present ideas coherently.

Acquired a good level of IT skills through the utilisation of relevant IT facilities and packages within their independent and curricular learning.

Completed a substantial and independent final-year project on a specialist topic of their choice. Graduates will have demonstrated time-management skills, self-motivation and an ability to take responsibility for their own learning.

Special Feature
Not applicable

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

<table>
<thead>
<tr>
<th>Module Code</th>
<th>Title</th>
<th>Mark</th>
<th>Grade</th>
<th>Credits</th>
<th>ECTS Credits</th>
<th>Result</th>
<th>Att</th>
<th>Assessments</th>
<th>Weight</th>
<th>Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>AR118</td>
<td>Culture, Work and Society</td>
<td>58</td>
<td>N/A</td>
<td>15</td>
<td>7.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>55.00</td>
</tr>
<tr>
<td>AR120</td>
<td>Space, Place, Locality</td>
<td>67</td>
<td>N/A</td>
<td>15</td>
<td>7.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>68.00</td>
</tr>
<tr>
<td>AR121</td>
<td>Art Revolutions</td>
<td>65</td>
<td>N/A</td>
<td>15</td>
<td>7.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>66.00</td>
</tr>
<tr>
<td>GV100</td>
<td>Introduction to Politics</td>
<td>60</td>
<td>N/A</td>
<td>15</td>
<td>7.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>60.00</td>
</tr>
<tr>
<td>GV101</td>
<td>Democracy: Forms and Futures</td>
<td>68</td>
<td>N/A</td>
<td>15</td>
<td>7.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>55.00</td>
</tr>
<tr>
<td>GV203</td>
<td>Parties and Elections</td>
<td>68</td>
<td>2.1</td>
<td>15</td>
<td>7.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>50%</td>
<td>68.00</td>
</tr>
<tr>
<td>GV225</td>
<td>International Economic Development</td>
<td>38</td>
<td>FAIL</td>
<td>0</td>
<td>0.0</td>
<td>Failed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>38.00</td>
</tr>
<tr>
<td>GV250</td>
<td>Principles of Social Justice</td>
<td>54</td>
<td>2.2</td>
<td>15</td>
<td>7.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>55.00</td>
</tr>
<tr>
<td>GV254</td>
<td>Ethics and Public Policy</td>
<td>0</td>
<td>PASS</td>
<td>15</td>
<td>7.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>.00</td>
</tr>
<tr>
<td>HR200</td>
<td>History Works: Beyond Your BA</td>
<td>41</td>
<td>3</td>
<td>15</td>
<td>7.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>40.00</td>
</tr>
<tr>
<td>HR211</td>
<td>Making Histories: Concepts, Themes and Sources</td>
<td>61</td>
<td>2.1</td>
<td>15</td>
<td>7.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>60.00</td>
</tr>
<tr>
<td>HR248</td>
<td>Mapping History and Heritage in Colchester</td>
<td>71</td>
<td>1</td>
<td>30</td>
<td>15.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>70.00</td>
</tr>
<tr>
<td>GV374</td>
<td>Mass Media and Democracy</td>
<td>73</td>
<td>1</td>
<td>30</td>
<td>15.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>75.00</td>
</tr>
<tr>
<td>GV517</td>
<td>International Security Studies</td>
<td>69</td>
<td>2.1</td>
<td>30</td>
<td>15.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>50%</td>
<td>69.00</td>
</tr>
<tr>
<td>HR356</td>
<td>From Stalin to Putin</td>
<td>70</td>
<td>1</td>
<td>30</td>
<td>15.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>50%</td>
<td>72.00</td>
</tr>
<tr>
<td>HR831</td>
<td>Independent Research Project</td>
<td>67</td>
<td>2.1</td>
<td>30</td>
<td>15.0</td>
<td>Passed</td>
<td>1</td>
<td>Coursework</td>
<td>100%</td>
<td>66.00</td>
</tr>
</tbody>
</table>

TOTAL YEAR 2015/16 CREDITS | 120 | 57.0

TOTAL YEAR 2016/17 CREDITS | 105 | 50.0

TOTAL YEAR 2017/18 CREDITS | 120 | 60.0

TOTAL CREDITS AWARDED | 345 | 167.0
4.4 **Grading scheme and, if available, grade distribution guidance:**

The standard pass mark is 40 per cent. Students may fail up to 30 credits on non-core modules of a three or four year course (or up to 15 credits on some shorter courses) and still achieve the award. The correlation between marks and degree class is:

<table>
<thead>
<tr>
<th>Numerical Mark:</th>
<th>Honours Classification:</th>
<th>Non-Honours Classification:</th>
</tr>
</thead>
<tbody>
<tr>
<td>69.5% and over</td>
<td>1 (First Class)</td>
<td>Distinction (where applicable)</td>
</tr>
<tr>
<td>59.5-69.4%</td>
<td>2.1 (Upper Second Class)</td>
<td>Merit (where applicable)</td>
</tr>
<tr>
<td>49.5-59.4%</td>
<td>2.2 (Lower Second Class)</td>
<td>Pass</td>
</tr>
<tr>
<td>39.5-49.4%</td>
<td>3 (Third Class)</td>
<td></td>
</tr>
<tr>
<td>39.4% and lower</td>
<td>Fail</td>
<td>Fail</td>
</tr>
</tbody>
</table>

This degree classification system is in widespread use in the United Kingdom and is believed to represent objective standards. The final classification for an honours degree is given by either the weighted arithmetic average of marks for each module or the dominant quality of marks achieved in each class for second and subsequent years. Results are not modified to fit a standard distribution and so the number of students obtaining a particular degree class may vary significantly each year. Full details of the assessment rules are available on the University's website at [www.essex.ac.uk](http://www.essex.ac.uk).

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

Upper Second

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

5.1 **Access to further study:**

Not applicable

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

Not applicable

6. **Additional information**

6.1 **Additional information:**

Section 6.1 provides details of any awards and prizes that a student has received, and details of any extra-curricular activities that have been undertaken through the Big Essex Award, the University's employability award. The Big Essex Award provides a framework for recognising achievement across a broad range of activities, encouraging critical reflection of the skills, knowledge and experience developed throughout its completion.

However, the University and the University of Essex Students' Union are not able to verify all extra-curricular achievement. Students may have undertaken additional activities that the University is not able to verify, but which will have contributed significantly to their personal and professional development. Such activities will be evidenced in other documentation, such as within a student's curriculum vitae, portfolio or application.
2015 - Academic Prize
Best Performance on HR100 Prize

2016 - Academic Prize
The Harry Lubasz Memorial Prize for the Best Performance on HR211

2017 - Academic Prize
The Scholar Athlete Award

6.2 Further information sources:
Further information about the HEAR is available from the University's web site at [www.essex.ac.uk](http://www.essex.ac.uk)

7. Certification of the HEAR

7.1 Date of award: 10 November 2016
7.2 Signature: [Signature]

Bryn Morris
Registrar and Secretary

7.4 Official stamp or seal: [Stamp Image]
8. Information on the National Higher Education System

Higher education institutions in the UK are independent, self-governing bodies active in teaching, research and scholarship.

Degree awarding powers and the title ‘university’
All valid UK degrees are awarded by a university or other legally approved degree-awarding body that has overall responsibility for the academic standards and quality of the qualification. The University of Essex received its Royal Charter confirming the legal right to award degrees in 1965. The University is included in the official Government list of institutions with degree-awarding powers (https://www.gov.uk/check-a-university-is-officially-recognised/recognised-bodies).

Quality Assurance
The Quality Assurance Agency (QAA, www.qaa.ac.uk) is an independent body with responsibility for monitoring national higher education standards in the UK. It conducts reviews of institutions and maintains the Quality Code for Higher Education (http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code), which all institutions in the UK must be compliant with. QAA Reviews consider not only the academic standards within an institution, but also the quality of the learning opportunities offered to students, and the accuracy and quality of information provided.

The University of Essex ensures the continuing standards of its courses through a range of quality assurance mechanisms which include course and module approval, student feedback, External Examiners, annual review of courses and periodic review.

Courses of study are monitored annually by senior University staff, ensuring that academic standards are met, and identifying actions to enhance courses by drawing on internal and external feedback and course data. External Examiners (appropriately qualified and experienced academics from other institutions) independently moderate student work, comment on academic standards and quality, are consulted on course enhancement and submit reports to the Vice Chancellor.

All courses go through an additional review every five years to confirm the maintenance and enhancement of academic standards, and to ensure their continuing validity and adherence to internal and external requirements and benchmarks (including the qualification descriptors, subject benchmark statements, and indicators relating to areas such as employability and student achievement). Experienced internal and external academics and representatives of professional, statutory, regulatory or accrediting bodies are involved, and all reviews have student representation and membership.

Qualifications
The Frameworks for Higher Education Qualifications of UK Degree-Awarding Bodies (Qualifications Frameworks), published by the QAA, describe the achievement represented by higher education qualifications. QAA Characteristics Statements describe the distinctive features of qualifications at each level of study, and QAA subject benchmarks describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject. (http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/quality-code-part-a).

The Frameworks, Benchmarks and Statements form part of the UK QAA Code for Higher Education, and apply to degrees, diplomas, certificates and other academic awards granted by a higher education provider with degree awarding powers. The UK Qualification Frameworks are compatible with the European framework, allowing comparison to be made between qualifications in different European countries. http://www.qaa.ac.uk/en/Publications/Documents/qualifications-can-cross-boundaries.pdf

The Framework for University of Essex awards applies to all taught provision both internally and externally at partner institutions and has been aligned with the QAA’s Frameworks for Higher Education Qualifications which fits within the broader national Regulated Qualifications Framework (https://www.gov.uk/what-different-qualification-levels-mean/compare-different-qualification-levels). The criteria for the award of research degrees are set out in the Higher Degree Regulations which are aligned with the QAA Doctoral Degree Characteristics.
Diagram of higher education qualification levels in England, Wales and Northern Ireland.

- **Level 3**: Vocational Qualifications
- **Level 4**: Higher National Certificates (HNC)
- **Level 5**: Higher National Diplomas (HND)
- **Level 6**: Foundation Degrees
- **Level 7**: Bachelor Degrees (With Honours)
- **Level 8**: Postgraduate Degrees

**FHEQ Levels**
- **Level 2**: Foundation Year
- **Level 3**: First Year
- **Level 4**: Second Year
- **Level 5**: Final Year