

CONTEXTUAL INFORMATION

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.

The University of Kent also produces the Higher Education Achievement Report (HEAR) in digital format. Only HEARs accessed via digitalcertificates.kent.ac.uk can be considered valid and verified. In hard copy format this HEAR is printed in black ink on paper watermarked with the crest of the University and carries the official University stamp.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name(s)	Sally Sample
1.2 Given name(s)	Sally
Full legal name	Sally Sample
1.3 Date of birth (day/month/year)	12 February 1986
1.4 Student identification number or code	00000000
HESA identification number	00000000000000

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 with Honours in Law and Business Administration
2.2 Main field(s) of study for the qualification	Law and Business Administration
2.3 Name and status of awarding institution	University of Kent, nationally recognised institution for Higher Education, receiving its Royal Charter in 1965.
2.4 Name and status of institution (if different from 2.3) administering studies (in original language)	As awarding institution
2.5 Language(s) of instruction/examination	English

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification	Bachelor of Arts with Honours FHEQ 6
3.2 Official length of programme	36 months if taken on a full time basis
3.3 Access requirements(s)	5 GCE/GCSE passes, including English Language or Use of English with at least two subjects at A level or; 3 passes at A level and a pass in English Language or Use of English or; An equivalent qualification such as the International Baccalaureate Diploma or the European Baccalaureate Diploma.

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of Study

Full-Time

4.2 Programme requirements

Having completed the programme, the student will have demonstrated the following knowledge, skills and attributes:

4.2.1 Programme aims

The programme aims to:

- meet the needs of those contemplating a career in the legal professions and those motivated primarily by an intellectual interest in law and legal issues
- be compatible with widening participation in higher education by offering a wide variety of entry routes
- provide a sound knowledge and systematic understanding of the principal institutions and procedures of the English legal system
- provide a sound grounding in the major concepts and principles of English law, the law of the European Union, and the European Convention on Human Rights
- develop a critical awareness of law in its historical, socio-economic and political contexts, and to introduce students to a range of different theoretical approaches to the study of law
- offer a range of modules covering the foundations of legal knowledge, as defined by the Solicitors Regulation Authority and Bar Standards Board, which will enable students who successfully complete them to obtain a qualifying law degree
- offer a range of options to enable students to study some selected areas of areas of law in depth
- provide a curriculum supported by scholarship and a research culture that requires students to engage with aspects of work at the frontiers of knowledge
- offer the opportunity to acquire direct experience of legal practice and to critically reflect on it through participation in the Kent Law Clinic
- enable students to manage their own learning and to carry out independent research, including research into areas of law they have not previously studied
- develop general critical, analytical and problem-solving skills which can be applied in a wide range of different legal and non-legal settings
- enable students to develop skills relevant to their vocational and personal development.

4.2.2 Learning outcomes

You gain knowledge and understanding of:

- principal features of the English legal system, including its institutions, procedures and sources of law
- principal features of the law of the European Union and the European Convention on Human Rights
- the concepts, principles and rules of a substantial range of English legal subjects, including an in-depth knowledge of some areas of law, and, depending on options, an in-depth knowledge of the law of the European Union, the European Convention on Human Rights, international law and comparative law
- the relationship between law and the historical, socio-economic and political contexts in which it operates
- a range of theoretical and critical perspectives which can be applied to the study of law.

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

Registration Date 24 September 2012

Completion Date 19 June 2015

First Stage

Year	Module Code	Title	Mark	ECTS Grade	Credits	ECTS Credits
2013	LW313	A Critical Introduction to Law	62	B	30	15
2013	LW315	Introduction to Obligations	57	C	15	7.5
2013	LW316	Foundations of Property	62	B	15	7.5
2013	LW508	Criminal Law	51	D	30	15
2013	LW588	Public Law I	69	B	30	15
Stage 1 Result: Merit					120	60

Second Stage

Year	Module Code	Title	Mark	ECTS Grade	Credits	ECTS Credits
2014	LW501	Property Law	59	C	30	15
2014	LW506	International Law	66	B	30	15
2014	LW512	Obligations II	40R	ER	30	15
2014	LW514	Labour Law	58	C	30	15
Stage 2 Result: Proceed					120	60

Third Stage

Year	Module Code	Title	Mark	ECTS Grade	Credits	ECTS Credits
2015	LW511	European Law	60	B	30	15
2015	LW513	Equity and Trusts	55	C	30	15
2015	LW520	Company Law and Capitalism	70	A	30	15
2015	LW556	Intellectual Property Law	62	B	30	15
Stage 3 Result: Upper Second Class Honours					120	60

Notes on Final Mark Column:

C; Pass on Condone, R; Pass on Resit, S; Pass on Compensation.

4.4 Grading scheme and, if available, grade distribution guidance

Marks obtained for all modules taken as part of the programme of study will contribute to the classification of an award except in the case of Honours degree programmes where classification will be based only on stages 2 and 3 and, where relevant, stage 4, i.e. marks obtained in the first year of a full time honours degree programme and marks obtained in any foundation year will not contribute to Honours classification.

Except where taken on a pass/fail basis, marks achieved on modules at all stages contribute to the classification of Foundation Degrees, Higher National Diplomas and taught postgraduate programmes of study.

More detailed information can be found in the Conventions for Award and Classification of Qualifications published in the Credit Framework for Taught Programmes: www.kent.ac.uk/teaching/qa/credit-framework/creditinfo.html

4.5 Overall classification of the qualification (in original language)

Upper Second Class Honours

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study

In the UK, progression to a second cycle qualification requires a first or second class honours standard and progression to the third cycle requires an upper second or first class honours standard.

5.2 Professional Status

Solicitors Regulation Authority / Bar Standards Board

6. ADDITIONAL INFORMATION

6.1 Additional Information

6.1.1 Additional Awards

2014/15 LW612 Mooting

2014/15 LW625 Client Interviewing Skills

6.1.2 Additional recognised activities

2012/13 Bronze Kent Student Certificate for Volunteering

2013/14 Kent Student Certificate for Volunteering – Gold Award

6.1.3 University, Professional and Departmental Prizes

2014 Kent Law School – Best Project Prize

6.2 Further information sources

- www.kent.ac.uk
- www.kentunion.co.uk

7. CERTIFICATION OF THE HEAR

7.1 Date

14 July 2015

7.2 Signature

7.3 Capacity

Academic Registrar

7.4 Official stamp or seal



UNIVERSITY OF KENT

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'). <http://www.qaa.ac.uk/Publications/InformationAndGuidance/Documents/Qualsboundaries09.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 Systems

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.

Admission

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

