

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.

King's College London usually 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: | Hear |
| 1.2 Given names: | Sample |
| 1.3 Date of birth (day/month/year): | 16 February 1994 |
| 1.4 Student identification number: | 1207004 |

HESA identification number:

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: | Not yet awarded |
| 2.2 Main field(s) of study for the qualification: | Biochemistry |
| 2.3 Name and status of awarding institution: | King's College London, established by Royal Charter in 1829 and a recognised body with taught and research degree awarding powers. |
| 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: | Teaching and assessment at King's College London is in English, except for programmes of study involving language studies, where some teaching and assessment is in the relevant language(s). |

3. Information on the level of the qualification

3.1 HESA level of qualification: First Degree with Honours

3.2 Official length of programme: 3 years

3.3 Access requirement(s):

King's College London admits students of the highest calibre, who have the academic potential and the motivation to develop their knowledge and skills with in our learning environment. The College encourages applications from candidates from all backgrounds regardless of economic and social circumstances, and it evaluates each applicant based on their individual merits and ability to succeed on our challenging courses. More information can be found in our [Online Prospectus](#).

4. Information on the contents and results gained

4.1 Mode of study: Full Time

4.2 Programme requirements:

King's has played a key role in the birth of Biochemistry, when Rosalind Franklin and Maurice Wilkins used X-ray analysis to demonstrate the double helix structure of DNA. Since then, the Department of Biochemistry has remained at the forefront of research in a rich variety of areas, from structural studies of Biomolecular function to understanding how tissues develop, function and respond to infection, ageing or environmental toxins.

We have world-leading groups in developing Stem Cell therapy and drug delivery, and our academic staff continue to expand the sphere of research within the field of Biochemistry, with a catalogue of expertise in an array of specialisations, such as Therapeutic development, Muscle and Gut Biology, Cell Signalling, Neurobiology and Neurodegeneration.

The Biochemistry BSc at King's offers students the opportunity to study all aspects of modern Biochemistry, including Biological Chemistry, Metabolism, Cell Biology and Molecular Genetics. The programme has been carefully structured to provide students with a fundamental understanding of the science in the first two years, before allowing them to select specialised topics at the forefront of current knowledge in the third year of study. This programme will enable students to gain a complete understanding of key aspects of the molecular basis of life and how it is currently investigated using both laboratory techniques and experimental design.

More information on the structure of our programmes can be found on the [Programme Specifications](#) and [College Regulations](#) web pages.

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

Programme start date 24 September 2012

Programme end date Not yet completed

Module Code	Title	Level	Attempt	Mark	Grade	Credits	ECTS Credits
4BBA1200	FROM CELLS TO SYSTEMS	4	1	70	P	15	7.5
4BBB0108	BIOCHEMISTRY AND MOLECULAR BIOLOGY B: GENETICS AND CELL BIOLOGY	4	1	69	P	15	7.5
4BBB0109	BIOCHEMISTRY AND MOLECULAR BIOLOGY A	4	1	80	P	30	15.0
4BBL0111	PHYSIOLOGICAL SYSTEMS	4	1	75	P	30	15.0
4BBM0107	FUNDAMENTALS OF PHARMACOLOGY	4	1	72	P	15	7.5

4BBY1000	THE PRACTICE OF BIOMEDICAL SCIENCE	4	1	76	P	15	7.5
TOTAL YEAR 2012/13 CREDITS						120	60.0
TOTAL CREDITS AWARDED						120	60.0

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

70-100 First class
60-69 Second class (upper division)
50-59 Second class (lower division)
40-49 Third class
0-39 Fail

Module Grades

P – Pass
F – Failed
D – Deferred
DT – Deferred to the following year
CF – Condoned Fail (although failed, the Board of Examiners has awarded credit)
CR – Awarded credit
R – Failed required to resit
RT – Failed required to resit with attendance
AB – Fail due to absence
Q – Fail
W – Withdrawn
PD – Pass with Distinction (MB BS, BDS, AKC only)
PM – Pass with Merit (MB BS, BDS, AKC only)

Information detailing the Grading scheme for taught programmes may be found in Section 3 of the [Academic and Related Regulations](#).

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

Qualification not yet completed

5. Information on the function of the qualification

5.1 Access to further study:

Our graduates follow diverse career paths, matching the diversity of specialisation possible in their final year. Many graduates enter a variety of professional and business careers, some not directly within their field of study. Others undertake postgraduate study in preparation for a research or academic career. Our degrees prepare students for a range of careers, and provide them with the training and transferable skills that are important for a wide range of occupations.

5.2 Professional status (if applicable):

Not applicable

6. Additional information

King's College London has an agreed set of achievements recorded on the HEAR that are outside the academic curriculum. This section includes prizes won by the student and all items have been verified by King's College London. Other activities, work experience and achievements undertaken by the student may be recorded elsewhere for example in their CV. Information on the criteria for the inclusion of items in section 6.1 can be found at www.kcl.ac.uk/hear.

6.1 Additional information:

Prizes

2012/13 *John Pickering First Year Biochemistry Prize*

Awarded to the students in the Biochemistry department who have obtained the best results in the first year.

2012/13 *John Wiley & Sons Prize (First Year)*

Awarded for the best overall performance in the first year

6.2 Further information sources:

[King's College London](http://www.kcl.ac.uk) is one of the world's leading universities with a distinguished history and an acknowledged reputation for contributions to modern life; particularly in the areas of science, medicine, healthcare, social science, education, law and the arts. It is dedicated to the advancement of knowledge, learning and understanding in the service of society. Its aims are:

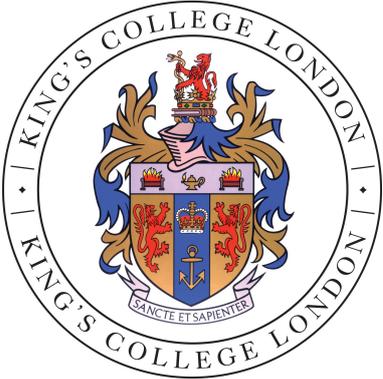
- To provide students with a range of intellectually stimulating and challenging programmes and courses, and enable them to develop their knowledge and skills.
- To attract the very best students in terms of ability and potential, and provide those students with a world-class learning experience.
- To uphold an outstanding reputation for providing world-class teaching and cutting-edge research.
- To maintain its reputation for friendliness and inclusiveness, and continue to emphasise its tradition of working 'in the service of society'.

We are determined that through our research and knowledge transfer, we will consciously strive to provide a lead to economic, social and cultural regeneration.

7. Certification of the HEAR

7.1	Date of award:	Not yet certified
7.2	Signature:	 Anne Poulson
7.3	Capacity:	Director of Students and Education

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 Ireland², 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/standardsandquality/otherrefpoints/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 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.

² 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

