

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.

De Montfort University produces HEARs in a digital format. Only HEARs accessed via [verify.dmu.ac.uk](http://verify.dmu.ac.uk) can be considered valid and verified.

## 1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1	Family name(s)	Bloggs
1.2	Given name(s)	Jo
1.3	Date of birth (day/month/year)	01/04/1991
1.4	Student identification number	P07654321 (DMU) 1234567890123 (HESA) <sup>1</sup>

## 2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1	Name of qualification <sup>2</sup>	Bachelor of Science (Honours)
2.2	Main field(s) of study	Psychology
2.3	Name and status of awarding institution	De Montfort University, a recognised body with taught and research degree awarding powers
2.4	Name and status of institution (if different from 2.3) administering studies	
2.5	Language(s) of instruction/examination:	English

## 3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1	Level of qualification	UK Bachelor Degree (level 6); European HE Area 1st cycle degree
3.2	Official length of programme	3 Years
3.3	Access requirement(s)	Access to programmes at level 4,5 and 6 would normally require the completion of level 3.

<sup>1</sup> HESA, the Higher Education Statistics Agency, the unique national identifying number for students registered at a UK university

<sup>2</sup> The power to award degrees is regulated by law in the UK.

## **4 INFORMATION ON THE CONTENTS AND RESULTS GAINED**

**4.1 Mode of study** Full-Time

### **4.2 Programme requirements**

The BSc Hons. Psychology programme is typically taken in full-time mode over a period of three years, and provides students with the opportunity to study psychology exclusively for the duration of the programme. It aims to provide students with a broad and systematic body of knowledge of the theories and methods of psychology. The guiding principle of the programme is the development of a student who has the ability and confidence to work independently and to a high standard of scholarship in the discipline of psychology. Specifically, the programme aims are:

- to provide students with a thorough grounding in the main areas of psychological knowledge;
- to develop students' understanding of the ways in which psychology has evolved from its earliest origins to the present day;
- to develop students' appreciation of the relationships between the various sub-disciplines of psychology;
- to provide students with an awareness of the ways in which psychological knowledge is applied in a variety of 'real world' settings;
- to develop students' abilities in the constructive analysis and evaluation of the theories, methods, and research in psychology;
- to develop students' abilities to organise and construct an argument, use research evidence and critically examine research findings and interpretations;
- to provide students with a sound knowledge of a variety of research paradigms, research methods and measurement techniques;
- to enable students to develop the skills required to undertake a variety of psychological research, including statistical analysis and both realist and relativist qualitative analyses;
- to develop students' appreciation of the nature of the ethical issues of concern to psychologists;
- to develop facility in the presentation of written and oral reports of research and other psychological knowledge;
- to promote autonomy in learning;
- to develop students' competence in use of information technologies;
- to encourage an acceptance of the inevitability of controversy in ethical, moral and other central areas concerned with the nature of humanity;
- to provide a solid foundation in psychology to enable progression to higher study or career training in psychology or other professions.

### 4.3 Programme details, and the individual marks and credits achieved

#### RESULTS

2010/11		Level	Credits	ECTS <sup>3</sup>	Weighting	P/F <sup>4</sup>	Mark <sup>5</sup>	Attempt <sup>6</sup>
<b>PSYC1090</b>	<b>Introductory Research Methods in Psychology</b>	<b>4</b>	<b>30</b>	<b>15</b>		<b>P</b>	<b>63</b>	<b>1</b>
	001 Lab Reports				10%		56	
	002 Lab Reports				20%		55	
	003 Lab Reports				20%		54	
	004 Other Coursework				10%		100	
	005 Unseen Examination				40%		65	
<b>PSYC1091</b>	<b>Core Areas of Psychology</b>	<b>4</b>	<b>30</b>	<b>15</b>		<b>P</b>	<b>50</b>	<b>1</b>
	001 Essay				20%		52	
	002 Essay				20%		25	
	003 Unseen Examination				30%		44	
	004 Unseen Examination				30%		72	
<b>PSYC1092</b>	<b>Theories and Historical Perspectives in Psychology</b>	<b>4</b>	<b>30</b>	<b>15</b>		<b>P</b>	<b>52</b>	<b>1</b>
	001 Other Coursework				40%		63	
	002 Unseen Examination				30%		55	
	003 Unseen Examination				30%		34	
<b>PSYC1093</b>	<b>Psychology in Context</b>	<b>4</b>	<b>15</b>	<b>7.5</b>		<b>P</b>	<b>65</b>	<b>1</b>
	001 Phase Test				40%		56	
	002 Unseen Examination				60%		71	
<b>PSYC1094</b>	<b>Empirical Psychology</b>	<b>4</b>	<b>15</b>	<b>7.5</b>		<b>F</b>	<b>38</b>	<b>1</b>
	001 Essay				40%		40	
	002 Unseen Examination				60%		36	
<b>Total Credits</b>	120	<b>APEL credits</b>	0		<b>Compensating Credits</b>	15		
2011/12		Level	Credits	ECTS <sup>3</sup>	Weighting	P/F <sup>4</sup>	Mark <sup>5</sup>	Attempt <sup>6</sup>
<b>PSYC2013</b>	<b>Further Research Methods for Psychologists</b>	<b>5</b>	<b>30</b>	<b>15</b>		<b>P</b>	<b>61</b>	<b>1</b>
	001 Lab Reports				20%		62	
	002 Lab Reports				20%		55	
	003 Lab Reports				20%		59	
	004 Lab Reports				30%		52	
	005 Other Coursework				10%		100	
<b>PSYC2090</b>	<b>Abnormal Psychology</b>	<b>5</b>	<b>15</b>	<b>7.5</b>		<b>P</b>	<b>48</b>	<b>1</b>
	001 Other Coursework				40%		55	
	002 Unseen Examination				60%		43	
<b>PSYC2091</b>	<b>Biological Psychology</b>	<b>5</b>	<b>15</b>	<b>7.5</b>		<b>P</b>	<b>52</b>	<b>1</b>
	001 Essay				40%		65	
	002 Unseen Examination				60%		43	
<b>PSYC2092</b>	<b>Cognitive Psychology</b>	<b>5</b>	<b>15</b>	<b>7.5</b>		<b>P</b>	<b>48</b>	<b>1</b>
	001 Other Coursework				40%		60	
	002 Unseen Examination				60%		40	

<sup>3</sup> ECTS - European Credit Transfer System

<sup>4</sup> P/F - Pass/Fail

<sup>5</sup> Marks are sometimes shown as one of the following letters: P - Pass, F - Fail, X - Absent/Not awarded

<sup>6</sup> Indicates the number of attempts the student made at the assessment task

<b>PSYC2093</b>	<b>Developmental Psychology</b> 001 Other Coursework 002 Unseen Examination	<b>5</b>	<b>15</b>	<b>7.5</b>		<b>P</b>	<b>59</b> 67 53	<b>1</b>
<b>PSYC2094</b>	<b>Personality and Intelligence</b> 001 Essay 002 Unseen Examination	<b>5</b>	<b>15</b>	<b>7.5</b>		<b>P</b>	<b>60</b> 62 58	<b>1</b>
<b>PSYC2095</b>	<b>Social Psychology</b> 001 Other Coursework 002 Unseen Examination	<b>5</b>	<b>15</b>	<b>7.5</b>		<b>F</b>	<b>39</b> 49 32	<b>1</b>

**Total Credits** 120      **APEL credits** 0      **Compensating Credits** 15

2012/13		Level	Credits	ECTS <sup>3</sup>	Weighting	P/F <sup>4</sup>	Mark <sup>5</sup>	Attempt <sup>6</sup>
<b>PSYC3000</b>	<b>Psychology Project</b> 001 Project	<b>6</b>	<b>30</b>	<b>15</b>		<b>P</b>	<b>60</b> 60	<b>1</b>
<b>PSYC3016</b>	<b>Criminological and Forensic Psychology</b> 001 Other Coursework 002 Unseen Examination	<b>6</b>	<b>15</b>	<b>7.5</b>		<b>P</b>	<b>54</b> 58 52	<b>1</b>
<b>PSYC3020</b>	<b>Counselling Psychology</b> 001 Other Coursework 002 Unseen Examination	<b>6</b>	<b>15</b>	<b>7.5</b>		<b>P</b>	<b>62</b> 69 58	<b>1</b>
<b>PSYC3031</b>	<b>Conceptual Issues and Critical Debates in Psychology</b> 001 Essay 002 Other Coursework 003 Unseen Examination	<b>6</b>	<b>30</b>	<b>15</b>		<b>P</b>	<b>47</b> 58 50 42	<b>1</b>
<b>PSYC3075</b>	<b>Violence and Aggression</b> 001 Other Coursework 002 Unseen Examination	<b>6</b>	<b>15</b>	<b>7.5</b>		<b>P</b>	<b>50</b> 52 49	<b>1</b>
<b>PSYC3200</b>	<b>Mental Health and Society</b> 001 Other Coursework 002 Unseen Examination	<b>6</b>	<b>15</b>	<b>7.5</b>		<b>P</b>	<b>60</b> 69 54	<b>1</b>

**Total Credits** 120      **APEL credits** 0      **Compensating Credits** 0

#### 4.4 Grading scheme

##### Degree classification mark bands

The following degree classification mark bands apply to first degrees awarded by the University:

First Class = 69.500 - 100.000

Second Class (Upper Division) = 59.500 - 69.499

Second Class (Lower Division) = 49.500 - 59.499

Third Class = 39.500 - 49.499

Pass Degree Without Honours = Not applicable

Not Classified = 0.000 - 39.499

Pass = Not applicable

Merit = Not applicable

Distinction = Not applicable

<b>4.5 Overall classification of the qualification</b>	Second Class Honours (Lower Division)
<b>Classification average</b>	56

## **5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION**

### **5.1 Access to further study**

Access to postgraduate study: Bologna FQ-EHEA 2nd cycle degree or diploma.

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

Accredited by the British Psychological Society.

## **6 ADDITIONAL INFORMATION**

### **6.1 Additional Information**

De Montfort University is a university of quality and distinctiveness, distinguished by its life-changing research, dynamic international partnerships, vibrant links with business and its commitment to excellence in learning, teaching and the student experience. The university celebrates the rich cultural diversity of its staff, students and all its partnerships.

De Montfort University is passionate in its conviction that its provision be aligned to the practical needs of employers and the professions. All programmes are designed to actively enhance the employability and nurture the development of skills, knowledge, understanding and personal attributes in ways which are made explicit to students.

De Montfort University aims to produce graduates who

- 1) have developed a core knowledge of relevant scholarship in their field and the ability to gather and apply new knowledge;
- 2) are eager to acquire new skills and knowledge;
- 3) have developed skills in research methods, literacy, numeracy, ICT, analysis and evaluation, communication and presentation;
- 4) have creativity, self-awareness, self-confidence, self-motivation and strong interpersonal skills, and are able to work autonomously or supportively with others as appropriate;
- 5) have workplace experience, strong team-working, leadership and negotiation skills;
- 6) are professional, loyal, responsible and have integrity;
- 7) have respect for the ideas, cultural values and rights of others, and a sense of local, regional and global perspectives;
- 8) have an awareness of social, economic, cultural, ethical, environmental and sustainability issues;
- 9) have an appreciation of the value of enterprise, entrepreneurship, commerce and business skills.

#### **Additional Roles**

2011-12 De Montfort Students' Union (DSU) Registered Volunteer, Bronze Award

- To gain a Bronze Award, students complete up to 50 hours voluntary work in the community.

2012-13 De Montfort Students' Union (DSU) Registered Volunteer, Gold Award

- To gain a Gold Award, students complete over 100 hours voluntary work in the community.

### **6.2 Further information sources**

Further information can be accessed within the student section of De Montfort University's website, [www.dmu.ac.uk](http://www.dmu.ac.uk).

**7 CERTIFICATION OF THE HEAR**

**7.1 Date of award**

**Date of HEAR issue**

**7.2 Signature**

**7.3 Capacity**

**7.4 Official seal or stamp**



## 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>6</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 (DCCELLS) 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, and other frameworks of the UK and Ireland (see 'Qualifications can cross Boundaries'

<http://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 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.

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<sup>6</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).