

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.

Kingston University only produces HEARs in a digital format. Only HEARs accessed via www.gradintel.com should be considered valid and verified.

1. INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family name	SHEN
1.2 Given names	JIEXIANG
1.3 Date of birth (day/month/year)	14/11/1994
1.4 Student identification number	1725602
HESA identification number	1710637256028
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 Qualification achieved	Master of Arts The power to award degrees is regulated by law in the UK.
2.2 Main field(s) of study	Game Development (Design)
2.3 Name and status of awarding institution	Kingston University - 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/examination	English

3. INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 HESA level of qualification	Masters Degree not mainly by Research
3.2 Official length of programme	1 YEAR(S)
3.3 Programme entry requirements or access	The usual entrance requirement for a postgraduate masters degree is a UK undergraduate honours degree in a relevant subject of at least second class or accepted international equivalent.

4. INFORMATION ON THE CONTENTS AND RESULTS GAINED**4.1. Mode of study**

Full Time

4.2 Programme requirements

All awards are made in accordance with the university's academic regulations. For the specific academic regulations pertaining to this award please see:

<http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/#ar>

Further details of the course are available in the [Programme Specification](#)

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

Programme start date 18/09/2017

Programme end date 20/09/2018

Level FHEQ 7

Year	Module Code	Title	Attempt	Mark	Grade	Credits	ECTS Credits	Result
2017/8	CI7800	Digital Media Final Project	1	55	C	60	30.0	Passed
2017/8	CI7810	Digital Studio Practice	1	68	B+	30	15.0	Passed
2017/8	CI7820	Media Specialist Practice	1	54	C	30	15.0	Passed
2017/8	CI7860	Perfecting The Look	1	61	B-	30	15.0	Passed
2017/8	CI7870	Game Design	1	76	A	30	15.0	Passed
TOTAL Level FHEQ 7 CREDITS						180	90.0	
TOTAL CREDITS AWARDED						180	90.0	

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

Grade Key for Undergraduate Modules (Level 3 / Level 4 / Level 5 / Level 6)

Grade	Mark(%)	Outcome	Grade	Mark(%)	Outcome
A	70-100	Pass	B	60-69	Pass
C	50-59	Pass	D	40-49	Pass
FM	35-39	Marginal Fail	F	0-34	Fail
FF	-	Final Fail	FC	-	Compensated Failure
F5	-	Marginal Fail	F0	-	Non Submission
RS	-	Repeat or replace module with mitigating circumstances			

Grade Key for Postgraduate Modules (Level 7 / Level 8)

Grade	Mark(%)	Outcome	Grade	Mark(%)	Outcome
A	70-100	Pass	B	60-69	Pass
C	50-59	Pass	FM	45- 49	Marginal Fail
F	0-44	Fail	RR	-	Repeat/Replace
F0	-	Non-submission	FF	-	Final Fail
FC	-	Compensated Fail	RS	-	Repeat or replace module with mitigating circumstances

For more information on grades displayed above please visit

<http://www.kingston.ac.uk/aboutkingstonuniversity/howtheuniversityworks/policiesandregulations/> to view the academic regulations.

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

with Merit

5. INFORMATION ON THE FUNCTION OF THE QUALIFICATION**5.1. Access to further study**

A Kingston University qualification complies with the UK Framework for Higher Education Qualifications (FHEQ), for further information see section eight.

5.2. Professional status (if applicable)

Not applicable

6. ADDITIONAL INFORMATION**6.1 Additional Information****6.2. Further information sources**

Further information regarding the HEAR at Kingston University can be found at

<http://www.kingston.ac.uk/hear>

Details of the course (including learning outcomes, entry criteria and any associated professional body recognition) at the time of graduation can be found at <http://www.kingston.ac.uk/programme-specifications/>

Details of the current Kingston University assessment regulations can be found at

<http://www.kingston.ac.uk/policies>

Information about Kingston University can be found at <http://www.kingston.ac.uk/aboutkingstonuniversity/>

Details of the UK Higher Education system can be found at

<http://www.qaa.ac.uk/academicinfrastructure/FHEQ/default.asp>

7. CERTIFICATION OF THE HEAR**7.1 Date**

01/11/2018

7.2 Signature

Professor Steven Spier

7.3 Capacity

Vice-Chancellor

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 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' <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-can-cross-boundaries.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.

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

