

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.

Newcastle University produces the HEAR in a digital format in partnership with Digitary. Only HEARs accessed via the Digitary system can be considered valid and verified.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 **Family Name(s):** Alshukaili
- 1.2 **Given Name(s):** Khalifa Abdul Rahman Khalifa
- 1.3 **Date of birth (day/month/year):** 13/01/1993
- 1.4 **Student identification number or code:**
University: 190656647 / HESA: 1911540656644

2 INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 **Name of qualification and (if applicable) title conferred:**
Master of Science
The power to award degrees is regulated by law in the UK.
- 2.2 **Main field(s) of study for the qualification:** Mechanical Engineering
- 2.3 **Name and status of awarding institution:** The University of Newcastle upon Tyne (trading name Newcastle 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 (in original language):** N/A
- 2.5 **Language(s) of instruction/examination:** Teaching and assessment at Newcastle University 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 **Level of qualification:** Postgraduate Programme assigned to RQF Level 7 (Bologna FQ-EHEA 2nd Cycle) in the Framework for Higher Education Qualifications (see section 8 for further details on UK Higher Education System).
- 3.2 **Official length of programme:** 1 Years
- 3.3 **Access requirement(s):**
Normally a minimum of second-class Honours degree, or an international equivalent, in a relevant discipline.

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 **Mode of study:** Full Time

4.2 **Programme requirements:**

The programme requirements are available to view at:

<https://bit.ly/31gSzMn>

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

Academic Year 2019 . Study Dates: 23.09.2019 to 31.08.2020

MSc Mechanical Engineering Stage 1/Year 1 studied in Full Time mode

Module Code	Module Title	Module Credits	ECTS Credit Values	Mark	Module Status	Attempt
CME8055	Energy sources and storage	20	10	63	P	1
MEC8024	Vehicle Drives and Dynamics	20	10	64	P	1
MEC8028	Design for Human - Systems Integration	20	10	57	P	1
MEC8042	Mechanical Power Transmissions	20	10	75	P	1
MEC8043	Software in the Professional Engineering Context	20	10	68	P	1
MEC8052	Manufacturing, Materials and Processes	20	10	70	P	1
MEC8095	MSc Project: Mechanical and Systems Engineering	60	30	67	P	1

End of stage decision: PG Award Merit

Module Status

P	Pass
PC	Pass by compensation
PD	Pass at Board of Examiners' discretion
FR	Fail: right to be reassessed
F	Fail
N	Not tested
NK	Not known
S	Studied but not for credit
C	Concession
D	Decision delayed
DP	Deemed to have passed
X	Entered for resit as external
Y	See previous year
-	Pending

4.4 **Grading scheme and, if available, grade distribution guidance:** PGT Degree with Classification

Mark Master's Programmes PG Certificate/Diploma Programmes

0-39	Fail	Fail
40-49*	Fail	Fail
50-59	Pass	Pass
60-69	Pass with Merit	Pass with Merit
70-100	Pass with Distinction	Pass with Distinction

*The pass mark for modules *below* Level 7 is 40.

The HEAR does not show the outcomes of any Board of Examiners decisions regarding any extenuating circumstances which may have existed for the student named. The end of stage decision(s) and the final classification of the qualification are a judgment by the Board of Examiners on the student's overall academic performance.

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

Pass with Merit

Date of Award: 13 October 2020

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

A master's award gives access to 3rd cycle Postgraduate study on a doctoral programme; a doctoral award is already the highest level of award so can only give access to further 3rd cycle Postgraduate study on a doctoral programme or contribute to a higher doctorate

5.2 Professional status (if applicable):

No professional accreditations apply to this programme

6 ADDITIONAL INFORMATION

6.1 Additional information:

Newcastle University aims to develop graduates who are independent, proactive and who ethically apply their knowledge and skills in a global context. We believe that the University's diverse curriculum, environment and student experience provides the opportunities for students to acquire the following values to apply to their learning, working and personal life:

- The realisation of personal goals and aspirations derives from continuous learning.
- Apply a positive attitude to taking calculated risks and challenging personal boundaries.
- Create and cultivate relationships to develop knowledge, skills, understanding and opportunity.

6.2 Further information sources:

Additional information may be obtained from the University's website at: www.ncl.ac.uk.

7 CERTIFICATION OF THE HEAR

7.1 Date: October 2020

7.2 Signature:



7.3 Capacity: Academic Registrar

7.4 Official stamp or seal:



Description of Higher Education in England, Wales and Northern Ireland

In England, Wales and Northern Ireland, 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 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.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&instituteCategoryID=1>

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.dcsf.gov.uk/recognisedukdegrees/index.cfm?fuseaction=institutes.list&instituteCategoryID=2>

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/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.

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

Framework for Higher Education Qualifications (FHEQ) ⁵		FQ-EHEA cycle	Credit		Progression for selection of students (FHEQ levels)	National Qualifications Framework for England, Wales and Northern Ireland ⁶	
Typical Qualifications	Level		Typical UK	Typical ECTS credit ranges ³		Typical Qualifications	Level
Doctoral Degrees (eg PhD, DPhil, EdD)	8	3 rd cycle	Typically not credit rated ¹	Typically not credit rated		Vocational Qualifications Level 8	8
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education Postgraduate Certificates	7	2 nd cycle	180	60-120 ²		Fellowships NVQ Level 5 Vocational Qualifications Level 7	7
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education Graduate Diplomas Graduate Certificates	6	1 st cycle	360	180-240		Vocational Qualifications Level 6	6
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	Short cycle	240	120		NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5	5
Higher National Certificates Certificates of Higher Education	4		120			Vocational Qualifications Level 4	4
Entry to HE via equivalent experiential or prior learning							National Vocational Qualification (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced ⁴

¹PhD and DPhil qualifications are typically not credit-rated. Newer doctoral degrees, such as the Professional Doctorate, are sometimes credit rated, typically 540 UK credits.

²A range of 90-120 ECTS is typical of most awards

³1 ECTS credit is typically worth 2 UK credits

⁴The Welsh Baccalaureate Qualification is part of the Credit and Qualifications Framework for Wales (CQFW)

⁵For students with the necessary prerequisites, entry to each FHEQ level is possible from the next lower level in the NQF or Framework for Higher Education Qualifications.

⁶These levels will also apply to the Qualifications and Credit Framework (QCF). The QCF will eventually replace the National Qualifications Framework (NQF)

Levels 2, 1 and entry