

Academic Transcript

Personal Information

Student: Lily Felicity Bishop
Date of Birth: 30 January 1993 University Reference: 12029763/1 HESA Reference: 1211490297639
Qualification Sought: Bachelor of Science FHEQ Level: H

Programme Information

Teaching Institution: University College London Language of Instruction: English
Mode of Attendance: Full-time
Programme of Study: BSc Biomedical Sciences: Organs and Systems

Award Information

Qualification Awarded: Bachelor of Science in Biomedical Sciences
Classification: Second Class Honours (Upper Division)
Date of Award: 01 August 2015 Awarding Institution: University College London

Module Information

Academic Year	Module Code	Module Name	UCL Credit awarded	ECTS Credit awarded	Mark	Result Grade	Attempts Completed
2012/13	ANAT1003	Introduction to Human Anatomy	0.50	7.50	82	P	1
	BIOC1001	Biochemistry and Molecular Biology A	0.50	7.50	86	P	1
	BIOL1005	Introduction to Genetics	0.50	7.50	67	P	1
	CDEV1001	Cell Physiology and Developmental Biology	0.50	7.50	79	P	1
	CHEM1602	Chemistry for Biology Students	0.50	7.50	61	P	1
	PHAR1001	An Introduction to the Mechanisms of Drug Action	0.50	7.50	74	P	1
	PHOL1001	Mammalian Physiology	1.00	15.00	87	P	1
2013/14	ANAT2050	Human Anatomy and Embryology	1.00	15.00	72	P	1
	BIOC2003	Further Topics in Biochemistry	0.50	7.50	53	P	1
	BIOS2001	Writing and Presenting Bioscience	0.50	7.50	76	P	1
	IMMN2001	Immunology	0.50	7.50	69	P	1
	LCFR6001	French Level 1 (A)	0.50	7.50	80	P	1
	PHOL2001	Animal and Human Physiology: Integrative Physiology	0.50	7.50	72	P	1
	STAT6101	Introductory Statistical Methods and Computing	0.50	7.50	70	P	1
2014/15	ANAT3038	Advanced Anatomy	0.50	7.50	66	P	1
	INIM3002	Immunology in Health and Disease	0.50	7.50	60	P	1
	INIM3006	Allergy, Autoimmunity and Transplantation	0.50	7.50	73	P	1
	PHAR3010	Laboratory Research Project	1.50	22.50	66	P	1
	PHOL3002	Heart and Circulation	1.00	15.00	60	P	1

Total number of UCL credits gained: 12.00

Total number of ECTS credits gained: 180.00

END OF TRANSCRIPT

Transcript printed on 24 August 2015



TAUGHT PROGRAMMES AT UNIVERSITY COLLEGE LONDON

ADDITIONAL INFORMATION TO ACCOMPANY TRANSCRIPTS (for Undergraduate Course-Unit Programmes)

This leaflet contains the following information:

- Key to the grades used on transcripts produced by UCL
- Information regarding the course requirements for Undergraduate Course-Unit Programmes
- A description of Higher Education in England, Wales and Northern Ireland

TRANSLATION OF GRADES

Grade Used		Explanation
Prior to 2006-07 Session	From 2006-07 Session	
C	-	Credit
E	-	Exempt
G	-	Diploma Level Pass
J	-	Undergraduate Level Pass
M	-	Minimum Pass
A	AB / AZ	Absent
L	CP	Allowed / Condoned Pass (Postgraduate and MBBS students only)
D	D	Distinction (for Postgraduate Students only)
F	F / F1 / F3	Fail
-	FQ / FZ	Failure to Qualify
X	IR	Result not yet available
Q	LA	Deferred / Late Assessment expected
K	M	Merit (for LLM Students only, excluding 2007-08 session)
T / U	NC / NZ	Incomplete
N	NX	Result not expected
P	P	Pass
-	PF	Pass but required to re-sit (LLB / MBBS students only)
R	R / RQ	Referred
W	WD	Withdrawn
I	WH	Result Withheld
Z	ZZ	Ineligible for Assessment

MARKING SCHEME

Marks are released for all examinations held in and after October 1987. The significance of marks is as follows:

<u>Mark</u>	<u>Grade equivalent</u>
70-100	A
60-69	B
50-59	C
40-49	D
35-39	Fail (Grade E for modules taken prior to 2006-07 session)
0-34	Fail

For M.Sci./M.Eng. students commencing their studies in or after 2005-06 session a pass mark of 50% will apply to any Masters Level modules (normally taken in the fourth year of study).

Prior to October 1987 a pass was awarded at grades A, B and C. No grades were awarded in the final year, the grading being reflected in the class of degree awarded.

At University College London no records are kept of hours of attendance. The relevant teachers are required, however, before a student enters for any examination, which is a component part of a degree examination, to certify that he or she attended, to their satisfaction, the course or courses prescribed in the Regulations for that degree.

UNDERGRADUATE COURSE-UNIT DEGREE PROGRAMMES

A course-unit¹ is defined in terms of a year's academic work of full-time study which should comprise modules to the value of four course-units², each to carry an equal work load within that year. Individual modules are valued according to their length and content and may therefore be given a value of more or less than one course-unit. A student must complete, to the satisfaction of the Board of Examiners, a specified number of course-units for the award of the degree as follows:-

For students commencing their studies in or after the 2005-06 session

<u>Degree</u>	<u>Number of UCL credits/course-units required for award</u>
M.Pharm. degree	16 (to include 6 Masters level units)
M.Sci./M.Eng. degrees	14.5 (to include at least 3 Masters level units)
All other 4-year degrees (including BA degrees with a year abroad)	14.5
3-year degrees with additional extra-mural year	12
All other 3-year degrees	11
Intercalated B.Sc.	3 (plus pre-clinical studies)

For students commencing their studies prior to the 2005-06 session

<u>Degree</u>	<u>Number of UCL credits/course-units required for award</u>
M.Sci. and M.Eng. degrees	14
B.Sc. Podiatry	14
All other 4-year degrees	12
B.A. degrees with year abroad	9 (plus year abroad requirement)
Intercalated B.Sc.	3 (plus pre-clinical studies)
3-year degrees with additional extra-mural year	10
M.Eng. degree with additional extra-mural year	15
All other 3-year degrees	9

There may be occasions where it is not possible to assign a UCL equivalent course-unit value to modules that have been undertaken at another institution or as part of a non-course-unit degree programme. In such cases, the total number of UCL credits gained will be less than the appropriate total specified above.

For students commencing their studies in or after the 2005-06 session, degree awards may be made at Ordinary Level where a student has passed 10 course-units for a three year degree programme.

In exceptional circumstances, and with the approval of the UCL authorities, the examiners may consider the award of a degree to a candidate who has satisfied the examiners in one course-unit less than the requirement specified above.

1 One course-unit is equivalent to one UCL credit.

2 Students commencing their studies prior to the 2005-06 session were required to take modules to a minimum value of three course-units and a maximum value of four course-units.

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.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/otherrepoints/Qualsbou ndaries09.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).