



THE UNIVERSITY OF LANCASTER

*It is hereby certified that*

***Piotr Adach***

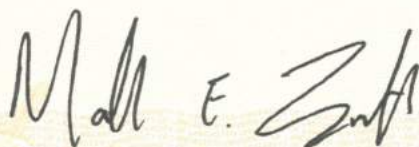
*has been duly admitted to the degree of*

***Bachelor of Arts***

***First Class Honours***

*in*

***Film and Creative Writing***



Vice Chancellor



Chief Administrative Officer  
and Secretary

July, 2019

34306374-00126226-1



00117585





## Record of Learning and Achievement

34306374

Name of Student **Piotr Adach**  
 HESA Reference **1611230976204**  
 Qualification **BA Hons**  
 Scheme of Study **Film and Creative Writing**  
 Degree Classification **First Class**  
 Overall Aggregation Score **18.9**


Date of Birth **22/02/1997**Period of Study **01 Oct 2016 to 28 Jun 2019**Date of Award **09 Jul 2019**

## Part I Course Modules Studied and the Grades Obtained

<u>Course</u>	<u>Credit</u>	<u>Year</u>	<u>Title</u>	<u>Grade</u>	<u>Aggregation Score</u> <u>Out of 24</u>
CREW103	40.0	16/17	Introduction to Creative Writing	Ili	15.2
ENGL100	40.0	16/17	English Literature	Ili	15.0
LICA150	40.0	16/17	Introduction to Film Studies	I	19.7

## Part II Course Modules Studied and the Grades Obtained

<u>Course</u>	<u>Credit</u>	<u>Year</u>	<u>Title</u>	<u>Grade</u>	<u>Aggregation Score</u> <u>Out of 24</u>
INT.201	15.0	17/18	Study Abroad Half Unit 1	I	21.0
INT.202	15.0	17/18	Study Abroad Half Unit 2	I	21.0
INT.203	15.0	17/18	Study Abroad Half Unit 3	I	21.0
INT.204	15.0	17/18	Study Abroad Half Unit 4	I	21.0
INT.205	15.0	17/18	Study Abroad Half Unit 5	I	21.0
INT.206	15.0	17/18	Study Abroad Half Unit 6	Ili	17.0
INT.207	15.0	17/18	Study Abroad Half Unit 7	I	21.0
INT.208	15.0	17/18	Study Abroad Half Unit 8	I	21.0
CREW303	30.0	18/19	Advanced Creative Writing Workshop	Ili	14.9
CREW304	15.0	18/19	Longer Fiction	Ilii	13.9
CREW308	15.0	18/19	Advanced Short Story: Form and Practice	Ili	16.0
LICA250	15.0	18/19	Documentary Cultures	Ili	17.4
LICA300	30.0	18/19	Dissertation	I	21.0
LICA356	15.0	18/19	Apocalypse Then: New Hollywood Cinema	I	18.6

  
 Ian Denny

HEAD OF STUDENT REGISTRY

THE UNIVERSITY  
OF LANCASTER

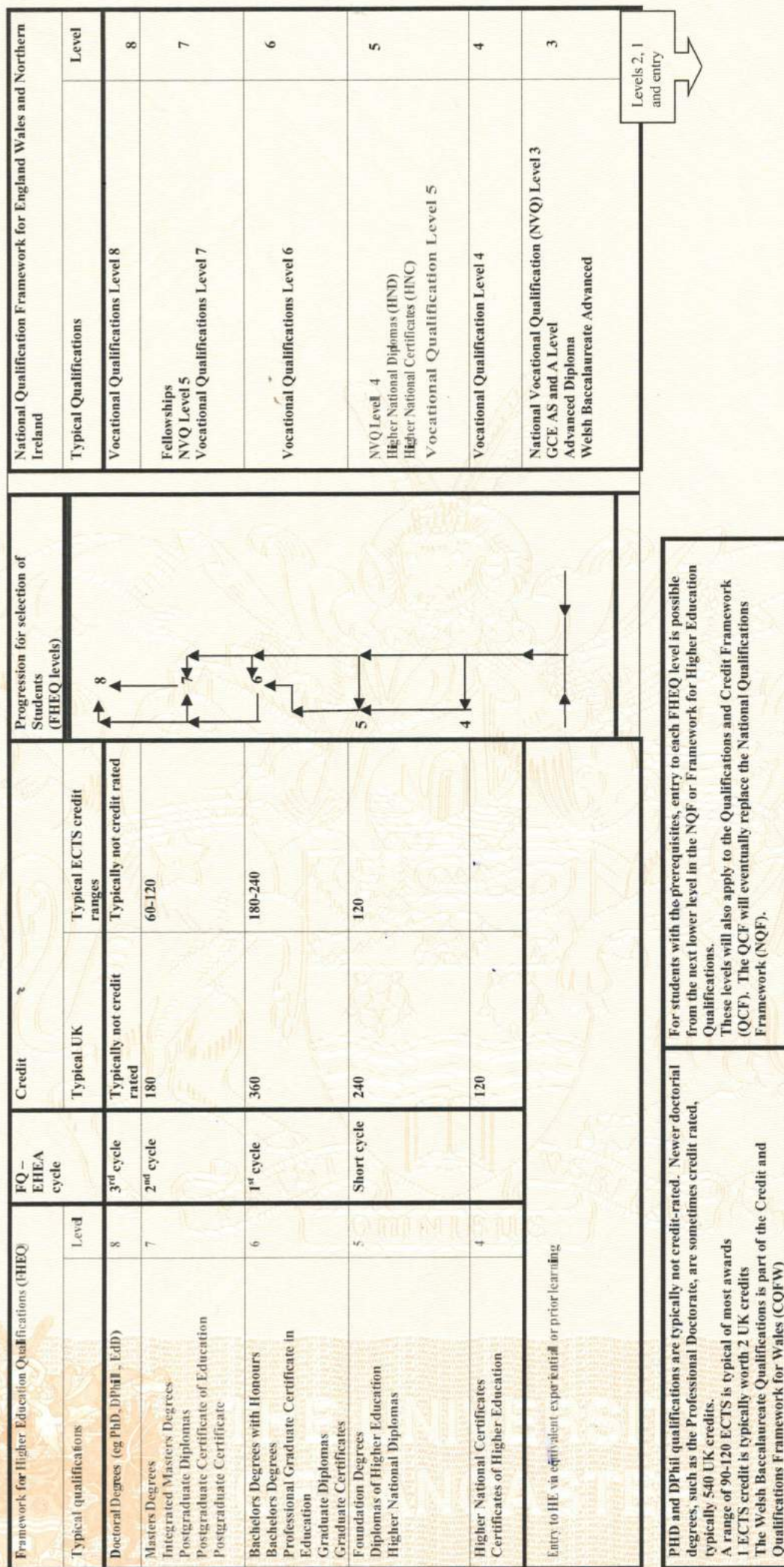
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## 8.2 Diagram of higher education qualification levels in England, Wales and Northern Ireland



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## 8.2 Diagram of higher education qualification levels in England, Wales and Northern Ireland

In England, Wales and Northern Ireland<sup>1</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 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/Publications/InformationAndGuidance/Pages/qualifications-can-cross-boundaries.aspx>)

### 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.

<sup>1</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 Education and Skills (DfES), Scottish Executive, the Welsh Assembly Government, the Higher Education Funding Councils for England, Scotland and Wales, the Quality Assurance Agency (QAA), Universities UK (UUK), the Standing Conference of Principals and the National Recognition Information Centre for the UK (UK NARIC).





4.3 Programme details (e.g. modules or units studied), and the individual grades/marks/credits obtained:

Part I courses studied and passed:

Course	Year	Title	Aggregation Score	Percentage Mark	Credit	ECTS Credit
ENGL100	16/17	English Literature	15.0	60%	40.0	20
CREW103	16/17	Introduction to Creative Writing	15.2	61%	40.0	20
LICA150	16/17	Introduction to Film Studies	19.7	76%	40.0	20

Part II courses studied and the grades obtained:

Course	Year	Title	Grade	Aggregation Score	Percentage Mark	Credit	ECTS Credit
INT.201	17/18	Study Abroad Half Unit 1	I	21.0	80%	15.0	8
INT.202	17/18	Study Abroad Half Unit 2	I	21.0	80%	15.0	8
INT.203	17/18	Study Abroad Half Unit 3	I	21.0	80%	15.0	8
INT.204	17/18	Study Abroad Half Unit 4	I	21.0	80%	15.0	8
INT.205	17/18	Study Abroad Half Unit 5	I	21.0	80%	15.0	8
INT.206	17/18	Study Abroad Half Unit 6	III	17.0	67%	15.0	8
INT.207	17/18	Study Abroad Half Unit 7	I	21.0	80%	15.0	8
INT.208	17/18	Study Abroad Half Unit 8	I	21.0	80%	15.0	8
CREW303	18/19	Advanced Creative Writing Workshop	III	14.9	60%	30.0	16
CREW304	18/19	Longer Fiction	III	13.9	56%	15.0	8
CREW308	18/19	Advanced Short Story: Form and Practice	III	16.0	63%	15.0	8
LICA250	18/19	Documentary Cultures	III	17.4	68%	15.0	8
LICA300	18/19	Dissertation	I	21.0	80%	30.0	16
LICA356	18/19	Apocalypse Then: New Hollywood Cinema	I	18.6	72%	15.0	8

7 CERTIFICATION OF THE SUPPLEMENT

7.1 Date:

3 July 2019

7.2 Signature:



Ian Denny

7.3 Capacity:

Head of Student Registry







Piotr Adach 34306374

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00283097





Teaching strategies are broadly similar though the three years, and specific learning outcomes can be categorised in the following way:

Strategies for initiating new work by responding to workshop stimuli, extant literary texts and their own experience and memories.

Understanding the role of writers notebooks and journals in creative and reflexive process.

Skills of close reading of emergent and extant literary texts.

Awareness of the role of the reader in internalising and vivifying imaginative writing.

An appreciation of verbal textures and narrative structures in relation to imaginative writing and reading.

Acquisition of necessary critical terminology.

Awareness of a range of creative writing and reading practices in both hard textual form and digital media.

A sense of the significance of cultural diversity to writing practice and readership.

Awareness of the publishing industry and the means by which writers solicit and achieve publication.

Knowledge of conventions and literary forms; the ability to adapt and innovate within those forms.

Appreciation of the creative, expressive and rhetorical powers of language.

Skills of re-drafting, revision and close editing.

Knowledge of some of the relevant scholarly research in the subject as an aid to greater theoretical understanding of the creative process.

Confidence in understanding personal experience and imaginative expression as a valid site of literary production.

General knowledge, understanding and skills:

Increased confidence in the use of websites, virtual learning environment and the means of digital textual production.

Enhanced appreciation of texts and the role of authorship.

Skills of close reading and analysis.

Enhanced ability to work as an individual writer and as a member of a group.

Enhanced written and verbal presentation skills across a range of styles and genres.

Increased confidence through discussing writing practice and the content and structure of literary texts.

Enhanced powers of analysis, technical understanding and problem solving skills.

Understanding of the career opportunities for writers and creative practitioners and the wider application of writing and editing skills.

Increased confidence in understanding their personal, social and cultural experience in relation to writing practice

Piotr Adach 34306374



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#### 4.2 Programme requirements:

Film

Subject

On successful completion of the scheme students will be able to:

- Demonstrate detailed awareness of historically important international films, film-makers and movements
- describe the practices and processes of the consumption and reception of films
- describe key concepts, theories, practices and methods of the subject
- identify current and on-going research within the discipline
- explain the importance of some films, film-makers and movements
- explain the significance of particular practices and processes in the production of films
- discuss, compare and reflect critically upon key critical concepts and theoretical debates on cinema
- engage critically with conceptual material
- apply appropriate theoretical models to the analysis of specific films and contexts
- analyse film texts and related media texts in detail
- plan, shoot and edit a short digital video as part of a group or individually (if the student has taken a practical option)
- devise and adapt performance work from given stimuli
- locate their own and others practice within specific social and cultural contexts and within a relevant body of theory and relevant debates and traditions
- reflect theoretically on practical work and test and advance theoretical precepts through practice, using practice as a mode of conceptualisation and investigation

General

On successful completion of this scheme of study students will be able to:

- describe cultural trends from the recent past
- distinguish different ways of accounting for culture
- recognise kinds of writing about and commentary on contemporary culture
- comprehend analyses of phenomena and practices
- follow arguments about artistic value and developments
- explain the aims, objectives, methods and validity of examples of research in the arts
- develop original and independent ideas
- read critically and effectively
- participate in group discussions and analysis
- formulate research questions and identify and employ appropriate research methods to address those questions
- use a range of research tools across a range of sites, such as the library, the internet, the media and in everyday cultural environments
- organise their time effectively and meet deadlines
- deliver a high standard of scholarly and, where appropriate, creative work to a given scale, format and brief
- present persuasive arguments orally, in writing and, where appropriate, through other media
- reflect on their own research and/or creative practices
- work collaboratively with others as part of a team.

Creative Writing

Students pursue knowledge and understanding through intensive creative practice.  
Piotr Adach 34306374





## 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. In hard copy format this Higher Education Achievement Report is printed in black ink on paper watermarked with the crest of the University and carries the official University hologram. It is not valid unless in this format.

### 1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

- 1.1 Family name(s):**  
Adach
- 1.2 Given name(s):**  
Piotr
- 1.3 Date of birth (day/month/year):**  
22 February 1997
- 1.4 Student identification number:**  
34306374

### 2 INFORMATION IDENTIFYING THE QUALIFICATION

- 2.1 Name of qualification and title conferred:**  
Bachelor of Arts with Honours
- 2.2 Main field(s) of study for the qualification:**  
Film and Creative Writing
- 2.3 Name and status of awarding institution:**  
Lancaster University
- 2.4 Name and status of delivering institution:**  
University of Lancaster
- 2.5 Language(s) of instruction/examination:**  
English

### 3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

- 3.1 Level of qualification:**  
Bachelors Degree (1st cycle degree)
- 3.2 Official length of programme:**  
3 year(s) full-time study
- 3.3 Access requirements(s):**  
Detailed information regarding admission to the programme is available from the 'Find a course area' on our main web site at <http://www.lancs.ac.uk/>.

### 4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

- 4.1 Mode of study:**  
Full Time
- 4.2 Programme requirements:**  
Please see next page(s)
- 4.3 Programme details:**  
Please see next page(s)

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

Classification is based on the marks from years 2 and 3 (plus 4 where appropriate) and reflects the individual's performance across the whole degree programme. All marks are calculated on a 24 point scale. The calculation of the classification does vary slightly between programmes although the basic calculation is based on the students overall average aggregation score. Pass mark of 9

### 4.5 Overall classification of the qualification:

First Class

### 4.6 Date of Award:

9 July 2019

### 4.7 Placement

Outgoing Exchange American year abroad 01/10/2017 to 30/09/2018

### 5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

#### 5.1 Access to further study:

Access to postgraduate (2nd Cycle) study, normally if obtained with at least second class honours

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

Not Applicable

### 6 ADDITIONAL INFORMATION

#### 6.1 Additional information:

Please see next pages(s) if applicable

#### 6.2 Further information sources:

[www.lancaster.ac.uk](http://www.lancaster.ac.uk)

