

This Higher Education Achievement Report follows 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 amended. 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 <https://verify.dmu.ac.uk> can be considered valid and verified.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1	Family name(s)	Example
1.2	Given name(s)	Jane Ann
1.3	Date of birth (day/month/year)	01/01/1993
1.4	Student identification number	12345678 (DMU) 0000123456789 (HESA) ¹

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1	Name of qualification ²	Bachelor of Science (Honours)
2.2	Main field(s) of study	Mathematics
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 of instruction/examination	English

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

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

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

² The power to award degrees is regulated by law in the UK.

4 INFORMATION ON THE CONTENTS AND THE RESULTS GAINED

4.1 Mode of study Full-time

4.2 Programme requirements

The programme has core modules in year 1 including Applied Mathematics, Linear Algebra and Statistics. In year 2 students begin to identify a pathway, based upon their career aspirations, which is consolidated at year 3 with specialist options such as Actuarial Mathematics, Data Mining and Financial Mathematics which reflect the current research being undertaken at the university. Generic skills such as research skills, report writing, presentation skills, communication skills and use of mathematical software packages are embedded across the programme and employability skills are focused within the final year special project.

Graduates of the programme will have an overall knowledge, understanding and competence in the major aspects of Mathematics and a thorough grounding in mathematical software such as Maple and Matlab. Graduates will also have an understanding and appreciation of current Mathematical research.

Graduates of the programme will be equipped to work with a high degree of independence, a high level of competence in gathering and analysing data and will have the ability to organise and manage their own work.

The programme is designed to equip graduates with the skills, attributes and knowledge enabling them to enter the workplace prepared for careers in such areas as Business Analysis, Data Management, Finance Professions, Banking and Teaching.

4.3 Programme details, and the individual marks and credits achieved

RESULTS

2011/12		Level	Credits	ECTS ³	Weighting	P/F ⁴	Mark ⁵	Attempt ⁶
MATH1000	Applied Mathematics 1	4	30	15		P	79%	1
	001 Project				50%		85%	
	002 Unseen Examination				50%		72%	
MATH1001	Statistics 1	4	30	15		P	66%	1
	001 Unseen Examination				25%		67%	
	002 Unseen Examination				25%		72%	
	003 Unseen Examination				50%		62%	
MATH1002	Mathematics and Society	4	30	15		P	61%	1
	001 Project				50%		63%	
	002 Unseen Examination				50%		59%	
MATH1003	Proof and Number Systems	4	30	15		P	40%	1
	001 Unseen Examination				50%		42%	
	002 Unseen Examination				50%		40%	
MATH1004	Linear Algebra	4	15	7.5		P	65%	1
	001 Phase Test				25%		72%	
	002 Unseen Examination				75%		63%	
MATH1005	Skills for Mathematicians	4	15	7.5		P	63%	1
	001 Lab report				75%		66%	
	002 Presentation				25%		55%	
Total credits	120	APEL credits	0	Compensating credits		0		
2012/13								
MATH2000	Applied Mathematics 2	5	30	15		P	69%	1
	001 Project				50%		65%	
	002 Unseen Examination				50%		73%	
MATH2001	Statistics 2	5	30	15		P	66%	1
	001 Unseen Examination				25%		66%	
	002 Unseen Examination				25%		59%	
	003 Unseen Examination				50%		69%	
MATH2011	Business Applications of Mathematics 1	5	15	7.5		P	71%	1
	001 Essay: 2,000 words				50%		77%	
	002 Unseen Examination				50%		65%	
MATH2013	Geometry	5	15	7.5		F	33%	1
	001 Unseen Examination				50%		42%	
	002 Unseen Examination (academic failure)				50%		23%	
MATH2016	Mathematical Investigations	5	30	15		P	58%	1
	001 Essay: 2,000 word				25%		53%	
	002 Presentation				25%		57%	
	003 Case Study				50%		60%	
Total credits	120	APEL credits	0	Compensating credits		15		

³ ECTS – European Credit Transfer System

⁴ P/F – Pass/Fail

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

⁶ Indicates the number of attempts the student made at the assessment task

2013/14		Level	Credits	ECTS	Weighting	P/F	Mark	Attempt
MATH3000	Applied Mathematics 3	6	30	15		P	73%	1
	001 Project				50%		74%	
	002 Unseen Examination				50%		71%	
MATH3006	Actuarial Mathematics	6	15	7.5		P	45%	1
	001 Case Study				25%		55%	
	002 Unseen Examination				75%		42%	
MATH2013	Financial Mathematics	6	15	7.5		P	65%	1
	001 Lab report				50%		62%	
	002 Unseen Examination				50%		67%	
MATH2014	History of Mathematics	6	15	7.5		P	73%	1
	001 Presentation				25%		68%	
	002 Essay: 3,000 words				75%		74%	
MATH3019	Research for Mathematicians	6	15	7.5		P	74%	1
	001 Essay: 2,000 words				50%		72%	
	002 Case Study				50%		76%	
MATH3200	Mathematics Individual Project	6	30	15		P	76%	1
	001 Project				100%		76%	
Total credits	120	APEL credits	0	Compensating credits	0			

4.4 Grading scheme

Average for classification	Bachelor degrees*	Foundation degree/HND/HNC
70% or above	First class honours	With distinction
60-69%	Second class honours (Upper division)	With merit
50-59%	Second class honours (Lower division)	Pass
40-49%	Third class honours	Pass
0 – 39%	Fail	Fail

*The ordinary (non-honours) degree is not classified.

4.5 Overall classification of the qualification	First class honours
Classification average	71%

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study	Access to postgraduate study: Bologna FQ-EHEA 2 nd cycle degree or diploma.
5.2 Professional status (if applicable)	Not applicable

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 business 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

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.

2013-14 Acted as a Student Ambassador

- A student ambassador is employed by the university to promote and enhance the reputation of the University to prospective students and their influencers. They are a competent and professional representative of higher education and provide valued support on a variety of events, including but not limited to, campus tours, School and college visits and open days.

6.2 Further information sources

Further information can be accessed within the student section of De Montfort University's website, www.dmu.ac.uk.

7 CERTIFICATION OF THE HEAR

7.1	Date of award	04/07/2014
	Date of HEAR issue	18/07/2014
7.2	Signature	
7.3	Capacity	Director of Student and Academic Services
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 Ireland⁷, 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' <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.

⁷ 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).