



Bournemouth University Diploma Supplement

This Diploma Supplement follows the model developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international 'transparency' and fair academic and professional recognition of qualifications (diplomas, degrees, certificates etc.). It is designed to provide a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the individual named on the original qualification 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.

1 INFORMATION IDENTIFYING THE HOLDER OF THE QUALIFICATION

1.1 Family Name(s) / Surname(s):

OTHER

1.2 Given Name(s) / First Names (s):

ANNE

1.3 Date of Birth (day/month/year):

01/01/1980

1.4 Student identification number or code (if available):

9991111

2 INFORMATION IDENTIFYING THE QUALIFICATION

2.1 Name of qualification and (if applicable) title conferred:

Bachelor of Science

2.2 Main field(s) of study for the qualification:

Mathematics

2.3 Name and status of awarding institution (in original language):

Bournemouth University

2.4 Name and status of institution (if different from 2.3) administering studies (in original language):

as section 2.3

2.5 Language of instruction/examination:

English

3 INFORMATION ON THE LEVEL OF THE QUALIFICATION

3.1 Level of qualification:

Level 6 of the National Qualifications Framework

3.2 Official length of programme:

4 Years

3.3 Access requirement(s):

Undergraduate - The minimum requirement for entry is evidence of achievement to Level 3 of the National Qualifications Framework

4 INFORMATION ON THE CONTENTS AND RESULTS GAINED

4.1 Mode of study:

Full-Time with a year in Industry

4.2 Programme requirements:

The specific programme requirements are detailed in the relevant Programme Specification. The Programme Specification will provide information on the length of the programme, credit structure, required units of study, intermediate awards, progression requirements, admission regulations and assessment regulations. Programme specifications are available via the University website. www.bournemouth.ac.uk/bologna

4.3 Please see next page for programme details:

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

The grading scheme used by the University is based on percentages. Units are given a mark between 0-100% with a minimum pass mark of 40% for undergraduate programmes and 50% for Postgraduate programmes. The overall classification of the qualification is based upon the final credit-weighted aggregate mark. Bachelors degrees are classified as 'First Class' for 70% or more, 'Second Class, Upper Division' for 60-69, 'Second Class, Lower Division' for 50-59 and 'Third Class' for 40-49%. All other qualifications (except Doctorates) are classified as 'Merit' for 60-69% and 'Distinction' for 70% or more.

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

Bachelors Degree with Second Class Honours (Lower Division)

5 INFORMATION ON THE FUNCTION OF THE QUALIFICATION

5.1 Access to further study:

This qualification may lead to study at Level 7 of the National Qualifications Framework

5.2 Professional status (if applicable):

This programme does not confer any right to practise or professional status

6 ADDITIONAL INFORMATION

6.1 Additional Information:

Year in Industry carried out at:

BEAR STEARNS

6.2 Further information sources:

For further information please refer to the University website. www.bournemouth.ac.uk/bologna

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

*Marks out of 100% or C - competent, NT - Not Taken or OO - Opt Out

Commencement of Study: 01 October 2001

UNIT REF	UNIT NAME	STAGE	MARKS*	CREDIT	ECTS CREDIT
A1	PURE MATHS	C	64.80	20	10.0
A2	STATISTICS	C	62.00	20	10.0
A3	QUEUEING THEORY	C	72.50	20	10.0
A4	DATABASE SYSTEMS	C	85.00	20	10.0
A5	APPLIED MATHS	C	58.60	20	10.0
A6	ACTUARIAL MATHEMATICS	C	71.25	20	10.0
BSBAX/C Version 1.2 - Level 4 of the National Qualifications Framework Complete			120 Credits Gained - 69.03 %		
B1	STATISTICAL ANALYSIS	I	57.40	20	10.0
B2	ADVANCED PURE MATHEMATICS	I	56.60	20	10.0
B3	ADVANCED STATISTICS	I	60.00	10	5.0
B4	INDUSTRIAL MATHEMATICS	I	50.10	20	10.0
B5	BUSINESS MATHS	I	58.40	20	10.0
B6	DISCRETE MATHEMATICS	I	47.00	10	5.0
B7	MATHEMATICS AND EDUCATION STUDIES	I	57.30	20	10.0
BSBAX/I Version 1.2 - Level 5 of the National Qualifications Framework Complete			120 Credits Gained - 55.55 %		
PMY18	INDUSTRIAL PLACEMENT (BSBITS)	P	PASS		
BSBAX/P Version 1.2 - Placement Year Complete					
C1	RESEARCH METHODS	H	70.00	40	20.0
C2	KNOTS	H	59.30	20	10.0
C3	SECONDARY MATHEMATICS	H	43.90	20	10.0
C4	PHILOSOPHY OF MATHS	H	43.60	20	10.0
C5	MATHEMATICAL SCIENCE	H	58.50	20	10.0
BSBAX/H Version 1.2 - Level 6 of the National Qualifications Framework Complete			120 Credits Gained - 57.55 %		

Conferment of Study: 26 June 2006**Bachelor of Science in Applied Mathematics****Overall Award Average = 56.96 %****7 CERTIFICATION OF THE SUPPLEMENT**

Secretary & Registrar

26 June 2006

Contact Details:

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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.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.

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

Framework for Higher Education Qualifications (FHEQ) ⁵		FO-EHEA cycle	Credit	
Typical Qualifications	Level	Typical UK	Typical ECTS credit ranges ³	Progression for selection of students (FHEQ levels)
Doctoral Degrees (eg PhD, DPhil, EdD)	8	Typically not credit rated ¹	Typically not credit rated	
Masters Degrees Integrated Masters Degrees Postgraduate Diplomas Postgraduate Certificate of Education	7	180	60-120 ²	
Bachelors Degrees with Honours Bachelors Degrees Professional Graduate Certificate in Education	6	360	180-240	
Graduate Diplomas Graduate Certificates				
Foundation Degrees Diplomas of Higher Education Higher National Diplomas	5	240	120	
Higher National Certificates Certificates of Higher Education	4			
Entry to HE via equivalent experiential or prior learning				

PhD 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 for 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 NCF 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)

National Qualifications Framework for England, Wales and Northern Ireland ⁶		Level
Typical Qualifications		
Vocational Qualifications Level 8		8
Fellowships NVQ Level 5 Vocational Qualifications Level 7		7
Vocational Qualifications Level 6		6
NVQ Level 4 Higher National Diplomas (HND) Higher National Certificates (HNC) Vocational Qualifications Level 5		5
Vocational Qualifications Level 4		4
National Vocational Qualification (NVQ) Level 3 Vocational Qualifications Level 3 GCE AS and A Level Advanced Diploma Welsh Baccalaureate Advanced ⁴		3

Levels 2, 1 and entry

Section 3.2 further information

Qualification	Full Time Maximum (years)	Full-Time Sandwich Maximum (years)	Part Time Maximum (years)
Masters Degree	3	N/A	5
Postgraduate Diploma	2	N/A	3
Postgraduate Certificate	1	N/A	2
Graduate Diploma	2	N/A	3
Graduate Certificate	1	N/A	2
Bachelor Degree	5	6	8
Bachelor Degree (Top-Up)	2	2	4

Qualification	Full Time Maximum (years)	Full-Time Sandwich Maximum (years)	Part Time Maximum (years)
Advanced Diploma	5	N/A	N/A
Diploma of Higher Education	4	4	6
Diploma in Professional Studies	4	N/A	6
Certificate of Higher Education	2	2	4
Foundation Degree	4	N/A	6
Higher National Diploma	4	N/A	6
Higher National Certificate	2	N/A	4