



# 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](http://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](http://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 &amp; Registrar

26 June 2006

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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 Ireland<sup>1</sup>, Higher Education institutions are independent, self-governing bodies active in teaching, research and scholarship and established by Royal Charter or legislation. 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. About ten per cent of higher education provision is available in 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 or further education college.

#### **Degree awarding powers and the title 'university':**

All the universities and many of the higher education colleges have legal power to develop their own courses and award their own degrees, and 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 set out at: <http://www.dfes.gov.uk/recognisedukdegrees/annex4.shtml>

Institutions able to offer courses leading to a degree of a recognised body ("Listed Bodies") are listed by the English, Welsh and Northern Irish authorities. The list may be found at: <http://www.dfes.gov.uk/recognisedukdegrees/annex5.shtml>.

#### **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 for in England, Wales and Northern Ireland (FHEQ), including qualifications descriptors, developed with the sector by the Quality Assurance Agency (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 Qualifications and Curriculum Authority (QCA), the Qualifications Curriculum and Assessment Authority for Wales (ACCAC) and the Council for Curriculum Examination and Assessment, (Northern Ireland) (CCEA) have established the National Qualifications Framework, which is aligned with the FHEQ as shown overleaf with typical credit values. These authorities regulate a number of professional, statutory and other awarding bodies which control qualifications at HE and other levels.

Foundation degrees, designed to create intermediate awards strongly oriented towards specific employment opportunities, were introduced in 2001 and are available in England, Wales and Northern Ireland. In terms of the European HE Area they are "short cycle" qualifications within the first cycle.

#### **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 universal use of external examiners, a standard set of indicators and other reports and by the activities of the QAA and in professional areas by relevant Professional and Statutory Bodies. This ensures that institutions meet national expectations described in the FHEQ: subject benchmark (character) statements, the Code of Practice and a system of 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. Accuracy and adequacy of quality-related information published by the higher education institutions is also reviewed. QAA reviews also cover higher education programmes taught in further education institutions.

#### **Credit Systems**

There is a national credit system in place in Wales which embraces all post-16 education. Around 75% of institutions in England and Northern Ireland (around 85% of students) belong to credit systems consortia. There are local credit systems in some other institutions. QCA is developing a system intended for further education in England, the Framework for Achievement, designed to articulate with higher education. Many institutions use credit points for students transferring between programmes or institutions, and use ECTS for transfers within the European area and to recognise learning gained by students on exchange visits with institutions elsewhere in Europe.

#### **Admission**

The most common qualification for entry to higher education is the General Certificate of Education at 'Advanced' (A)-level (including the "advanced supplementary"). Other qualifications for entry are the Advanced Vocational Certificate of Education, the kite-marked Access Certificate or other qualifications located in the National Qualification Framework (NQF) level 3 Advanced, or the equivalent according to the Credit and Qualifications Framework in Wales, including the Welsh Baccalaureate and qualifications in the Scottish Credit and Qualifications Framework. A-levels are normally taken by students in their 13th year of school or at a college of further education and comprise up to three or four specialist subjects studied in considerable depth, involving coursework and final examinations. Part-time and mature students may enter with these qualifications or alternatives with evidenced equivalent prior learning and experience. Institutions will admit students whom they believe to have the potential to complete their programmes successfully, and set their requirements for entry to particular programmes accordingly.

<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).

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

National Qualifications Framework (NQF)	Framework for Higher Education Qualifications (FHEQ)	European HE Area Cycle / typical credits	Progression with selection of students
<b>Level 8</b> BTEC Advanced Professional Diplomas, Certificates and Awards	<b>D (doctoral)</b> Doctorates	Third cycle (540 where appropriate)	
<b>Level 7</b> BTEC Advanced Professional Diplomas, Certificates and Awards	<b>M (masters)</b> Masters degrees, Postgraduate Diplomas and Certificates	Second cycle (180/120/ 60)	
<b>Level 6</b> BTEC Professional Diplomas, Certificates and Awards	<b>H (honours)</b> Bachelors Degrees, Graduate Diplomas and Certificates	First cycle (360)	
<b>Level 5</b> BTEC HNDs and HNCs  BTEC Professional Diplomas, Certificates and Awards	<b>I (intermediate)</b> Diplomas of Higher Education and Further Education, Foundation Degrees, Higher National Diplomas	Short cycle (240)	
<b>Level 4</b> BTEC Professional Diplomas, Certificates and Awards	<b>C (certificate)</b> Certificates of Higher Education	(120)	
<b>Level 3</b> BTEC National Diplomas, Certificates and Awards  BTEC Diploma in Foundation Studies (Art and Design)  BTEC Diplomas, Certificates and Awards  A Levels	<b>QCA/ACCAC/CCEA (non-HE) QAA</b>  <b>Entry to each level of the Framework for Higher Education Qualifications is possible from the next lower level in the National Qualifications Framework or Framework for Higher Education Qualifications for students with the necessary pre-requisites.</b>	Entry	
<b>Level 2</b> BTEC First Diplomas and Certificates  BTEC Diplomas, Certificate and Awards  GCSEs grades A* - C	<b>Typically on undergraduate academic year is 120 credits (compare ECTS: 60 credits)</b>		
<b>Level 1</b> BTEC Introductory Diplomas and Certificates  BTEC Diplomas, Certificate and Awards  GCSEs grades D-G			
<b>Entry Level</b> BTEC Certificates in Life Skills BTEC Certificates in Skills for Working Life	References: Revised NQF diagram – authorised by Michael Hewens – 3 August 2005, National Recognition Information Centre for the United Kingdom (UK NARIC), Version 3, 17 February 2005		

### Section 3.2 further information

Qualification	Full Time		Sandwich	Part Time
	Minimum	Maximum	Maximum	Maximum
Certificate of Higher Education	1 year	2 years	2 years	4 years
Higher National Certificate	1 year	2 years	N/A	4 years
Diploma of Higher Education	2 years	4 years	4 years	6 years
Higher National Diploma	2 years	4 years	N/A	6 years
Foundation Degree	2 years	4 years	N/A	6 years
Diploma in Professional Studies	2 years	4 years	N/A	4 years
Advanced Diploma	2.5 years	5 years	N/A	N/A
Bachelor Degree (non-honours)	3 years	5 years	6 years	8 years
Bachelor Degree (Honours)	3 years	5 years	6 years	8 years
Bachelor Degree (Top-Up)	1 year	2 years	4 years	4 years
Graduate Certificate	1 year	2 years	N/A	3 years
Graduate Diploma	1 year	3 years	N/A	3 years
Postgraduate Certificate	1 year	2 years	N/A	3 years
Postgraduate Diploma	1 year	2 years	N/A	3 years
Masters Degree	1 year	3 years	N/A	5 years