



DEGREE OF MASTER OF SCIENCE

By the Authority of the Senatus Academicus

Kersti Nagel

was admitted to the Degree of Master of Science
in the College of Humanities and Social Science
in Evolution of Language and Cognition
on the Twenty Third day of November
Two Thousand and Eleven.

Timothy M.M. O'Shea

Principal and Vice-Chancellor

Dorothy Hill

Head of the College of Humanities
and Social Science

K. Walcott

University Secretary

B004186



The University of Edinburgh

European Diploma Supplement - Academic History

This is a transcript of marks obtained by the candidate and is not a degree certificate. Under the University's regulations, Boards of Examiners may, where appropriate, take account of information additional to the profile marks listed below in deciding the final class awarded to any candidate. Please see over for an explanation of marks. This transcript forms part of the European Diploma Supplement and should be accompanied by pages providing information on the Programme of Study, the University of Edinburgh and the Higher Education Sector in Scotland. This Diploma Supplement is printed in black ink on paper watermarked with the crest of the University of Edinburgh and is not valid unless in this format.

Matric No.: S1053887 **HESA No.:** 1011675820775
Name: Kersti Nagel **Date of Birth:** 08/12/1984
School: School of Philosophy, Psychology and Language Sciences **Method of Study:** Full-time
Programme of Study: PTMSCEVOLC1F - Evolution of Language and Cognition (MSc) (Full-time)
Qualification Conferred: Master of Science
Classification: Pass **Graduation Date:** 23/11/2011



Academic Year	Code	Name	Mark	Grade	Result	Level	Credits Achieved*
2010/11	INFR11006	Cognitive Neuroscience of Language	70	A3	P	11	10
	LASC11006	Foundations of Evolution	59	C	P	11	10
	LASC11015	Psychology of Language Learning			P	11	0
	LASC11021	Introduction to Statistics and Experimental Design	63	B	P	11	10
	LASC11033	Dissertation: MSc in Evolution of Language and Cognition	68	B	P	11	60
	LASC11072	Origins and Evolution of Language	80	A2	P	11	10
	LASC11073	Current Issues in Language Evolution	78	A3	P	11	10
	LASC11085	Introduction to Syntax	64	B	P	11	10
	LASC11107	Biolinguistics	63	B	P	11	10
	LASC11109	Simulating Language	82	A2	P	11	10
	LASC11110	Evolution of Communication	68	B	P	11	10
	PGHC11080	Human Evolution	80	A2	P	11	20
	PSYL11060	Evolutionary Psychology	75	A3	P	11	10
							Sub Total: 180

Total: 180

Craig Shearer

* 1 European Credit Transfer Scheme (ECTS) credit = 2 University of Edinburgh credits

Mr Craig Shearer, Head of Student Administration Services, Academic Registry

Date of issue: 19/11/2011

Description of Grades

Grade	Description
Grade followed by "A"	Fail (Credits Awarded on Aggregation)
Grade followed by "E"	Pass by exemption. Exemption from examinations granted based on performance in class and/or coursework
R	Fail - Reassessment Required
FF	Fail - Ungraded (failed coursework and/or exam)
AN;AA	Absent/Not Present; Absent/Not Present (Credits Awarded on Aggregation)
NO	Course not assessed (class only)

Common Marking Scheme prior to 2005/2006

From Academic Sessions 1996/1997 to 2004/2005, the marking scheme for undergraduate degree examinations in all Schools was as follows, except for the Royal (Dick) School of Veterinary Studies and the new MBChB curriculum in the College of Medicine.

FINAL HONOURS		NON HONOURS	
Honours Class	Mark (%)	Grade	Description
I	70-100	A	Excellent
II.1	60-69	B	Very Good
II.2	50-59	C	Good
III	40-49	D	Satisfactory
Fail	35-39	E	Marginal Fail
Fail	25-34	F	Clear Fail
Fail	0-24	G	Bad Fail

Common Marking Scheme from 2005/2006

With effect from Academic Session 2005/2006, the marking scheme for undergraduate degree examinations in all Schools is as follows, except for the Royal (Dick) School of Veterinary Studies and the M.B.,Ch.B. curriculum in the College of Medicine and Veterinary Medicine.

HONOURS		NON HONOURS	
Honours Class	Mark (%)	Grade	Description
I	90-100	A1	Excellent
I	80-89	A2	Excellent
I	70-79	A3	Excellent
II.1	60-69	B	Very Good
II.2	50-59	C	Performance at a level showing the potential to achieve at least a lower second class honours degree
III	40-49	D	Pass, may not be sufficient for progression to an honours programme
Fail	30-39	E	Marginal Fail
Fail	20-29	F	Clear Fail
Fail	10-19	G	Bad Fail
Fail	0-9	H	Bad Fail

Bachelor of Veterinary Medicine and Surgery (BVMS), Royal (Dick) School of Veterinary Studies

70-100 = A (Excellent); 60-69 = B (Very Good); 55-59 = C (Good); 50-54 = D (Satisfactory); 46-49 = E (Marginal Fail); 35-45 = F (Clear Fail); 0-34 = G (Bad Fail)

BVMS is a Masters level degree and is not classified into any other GPA or similar system. Due to differences in examining systems, it is rare for students to receive a mark greater than 80% with 70% or greater equating to a distinction.

Postgraduate Extended Common Marking Scheme (with effect from Academic Session 2005/2006)

Mark (%)	Grade	Description
90-100	A1	An excellent performance, satisfactory for a distinction
80-89	A2	An excellent performance, satisfactory for a distinction
70-79	A3	An excellent performance, satisfactory for a distinction
60-69	B	A very good performance
50-59	C	A good performance, satisfactory for a master's degree
40-49*	D	A satisfactory performance for the diploma, but inadequate for a master's degree
30-39**	E	Marginal fail ***
20-29	F	Clear fail ***
10-19	G	Bad fail ***
0-9	H	Bad fail ***

* Assessment of the dissertation: A mark of 47-49 may be used to denote the possibility that by minor revision the work may be upgraded to Masters standard.

* Assessment of the dissertation: A mark of 37-39 may be used to denote the possibility that by minor revision the work may be upgraded to diploma standard.

* Assessment of the dissertation: In those programmes where a diploma may be awarded for the taught component only, a failed dissertation may be put aside and the diploma awarded.

University of Edinburgh
Programme of Study and University of Edinburgh Information



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 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. It should be free from any value judgements, equivalence statements or suggestions about recognition. This Programme of Study Information forms part of the European Diploma Supplement and should be accompanied by a full transcript and a page describing the Higher Education Sector in Scotland.

Programme of Study:

College: College of Humanities and Social Science

School: School of Philosophy, Psychology and Language Sciences

Programme of Study: PTMSCEVOLC1F Evolution of Language and Cognition (MSc) (Full-time)

Programme Requirements:

www.hss.ed.ac.uk/Admin/ProgSpecP.htm

Professional Status:

n/a

Additional Information/Information Sources:

www.ppls.ed.ac.uk

Details of other Institutions if Joint/Collaborative Programme:

Description of The University of Edinburgh:

The University of Edinburgh was founded in 1583, and has 22 Schools in 3 Colleges: Humanities and Social Science, Medicine and Veterinary Medicine, and Science and Engineering. It offers more than 300 degree programmes to its approximately 29,000 students. It is one of around a hundred universities in the United Kingdom and of 14 in Scotland. Higher Education, including universities, within Scotland is the responsibility of the Scottish Parliament, which has powers devolved from the UK Parliament.

The University is an independent, self-governing body that is active in both teaching and research. Its mission is the advancement and dissemination of knowledge and understanding. (See www.planning.ed.ac.uk/Strategic_Planning/MissionStatement.htm for fuller details of the University's mission and plan). Like all universities in the UK, its degrees are its own responsibility, not that of the State. The University is funded from a variety of sources, including a block grant from the Scottish government, academic fees, research grants, and other sources.

About 4,500 students graduate every year with a Bachelor's degree with honours and after four-years study. For long-standing historical reasons, many degrees at this level in humanities subjects are designated Master of Arts. There are also some "undergraduate master's degrees" in science subjects that require five years of study and take students to a postgraduate level of achievement without their having achieved an intermediate bachelor's degree. The outcome of these honours degrees is quoted in terms of the "classification" of the degree: first (the highest), upper second, lower second, or third. Some students graduate with a non-honours "ordinary" degree, which is not classified, although a transcript showing their marks is available. This system is common to all universities in the UK.

About 2,000 students each year graduate with postgraduate degrees, generally designated as Master or Doctor. These degrees are not classified.

Attached is a copy of the "Description of Higher Education in Scotland" which describes the overall system and also the process by which the quality and standards of the University's degrees are assessed externally. A document describing the similar systems in the rest of the UK is also available (see www.uknec.org.uk/documents/ds_description.pdf).

Any enquiries regarding the above should be addressed to:

School of Philosophy, Psychology and Language Sciences, The University of Edinburgh, Dugald Stewart Building, 3 Charles Street, Edinburgh, EH8 9AD; Tele: +44 (0)131 651 3083; Web: www.ppls.ed.ac.uk; email: ppls.schoolsecretary@ed.ac.uk

Description of Higher Education in Scotland

Scotland's distinctive higher education system has 20 higher education institutions (HEIs). The 14 universities, the Open University in Scotland, 2 colleges of higher education, 2 art schools, and a conservatoire are part-funded for research, teaching and learning through the Scottish Funding Council.

The HEIs are independent, self-governing bodies, active in teaching, research and scholarship. They decide the degrees they offer; the conditions on which they are awarded and the admissions arrangements. Degrees and other higher education qualifications are legally owned by the awarding institution, not by the state.

The HEIs offer qualifications at undergraduate (Bologna first cycle) and postgraduate (Bologna second and third cycle) levels. In Scotland, the law distinguishes the power to award degrees on the basis of completion of taught programmes from the power to award research degrees. Universities have powers to award taught and research degrees. Some other HEIs have powers to award degrees while others offer programmes leading to degrees awarded by HEIs with degree awarding powers.

Lists of institutions with powers to award degrees and institutions recognised by authorities in Scotland as being able to offer courses leading to a degree of another HEI may be found at www.universities-scotland.ac.uk. A small number of degrees are available in colleges of further education by the authority of a duly empowered HEI.

Qualifications

The types of qualifications awarded at undergraduate (first cycle) and postgraduate level (second and third cycles) in Scotland are described in the Framework for Higher Education Qualifications in Scotland which includes qualifications descriptors, developed with the higher education sector (www.qaa.ac.uk). The Framework is an integral part of a wider national framework: the Scottish Credit and Qualifications Framework that covers all forms of programmes and qualifications from school to Doctorates (see table 1 and www.scqf.org.uk). Institutions use SCQF credit points for students entering or transferring between programmes or institutions, and use ECTS for transfers within the European area.

Admission

Requirements for particular programmes are set by the HEIs which offer a range of routes for entry and/or credit transfer into their programmes, and admit students whom they believe have the potential to complete their programmes successfully. The Open University is an open entry institution.

The most common qualification for entry to higher education is the Higher or Advanced Higher or, for entrants from the rest of the UK, the General Certificate of Education at 'Advanced' level (including the "advanced supplementary") or comparable qualifications. Four or five Highers are normally taken in the 5th and 6th year of secondary school or at a college of further education and studied in considerable depth, involving coursework and final examinations. Advanced Highers are taken in the 6th year. A major route into Degrees, often with transfer of credit, is from Higher National Qualifications offered in colleges of further education.

Quality Assurance

Standards of qualification and the quality of the student learning experience are maintained by the HEIs using a range of processes including extensive use of external examiners. In some subject areas, Professional and Statutory Bodies have a role to ensure that programmes meet the needs and standards of the particular profession. HEIs in Scotland demonstrate their public accountability for quality and standards through a national quality assurance framework that has a strong focus on enhancement as follows:

HEIs take account of a QAA published U.K.-wide code of practice for quality assurance, and U.K. subject level 'benchmark statements' on standards (see www.qaa.ac.uk).

Subject level issues are addressed by HEIs internal reviews conducted in accordance with guidance issued by the Scottish Funding Council (SHEFC) (see www.sfc.ac.uk).

External reviews are conducted by the Quality Assurance Agency for Higher Education in Scotland (QAA). The Agency is an independent body established to provide public confidence in the quality and standards of higher education. It involves students in its quality enhancement activities. The Agency publishes reports on the outcomes of reviews and the confidence that can be placed in the HEIs' arrangements for assuring and enhancing standards and quality, and for ensuring that they provide public information that is complete, accurate and fair (see www.qaa.ac.uk).

A national development service supports students in their role as active participants in assuring and enhancing quality and standards (see www.sparqs.org.uk).

Table 1: The Scottish Credit and Qualifications Framework (SCQF)
The SCQF covers all the major qualifications in Scotland from school to Doctorate and including workbased Scottish Vocational Qualifications (SVQs)

SCQF Level	Qualifications of Higher Education Institutions	SQA Higher National and National Units, Courses and Group Awards	SVQs
12	Doctoral Degrees (Minimum 540 SCQF credits)		
11	Postgraduate Diploma (Minimum 120 SCQF credits)		SVQ 5
10	Graduate Diplomas and Certificates (Minimum 480 SCQF credits)		
9	Graduate Diplomas and Certificates (Minimum 360 SCQF credits)		
8	Diploma of Higher Education (Minimum 240 SCQF credits)	Higher National Diploma	SVQ 4
7	Certificate of Higher Education (Minimum 120 SCQF credits)	Advanced Higher Higher National Certificate	
6		Higher	SVQ 3
5		Intermediate 2 Credit Standard Grade	SVQ 2
4		Intermediate 1 General Standard Grade	SVQ 1
3		Access 3 Foundation Standard Grade	
2		Access 2	
1		Access 1	

Notes

- SCQF levels represent increasing complexity and demand in learning outcome.
- One credit represents the outcomes achievable by the average student through 10 notional hours of learner effort. In general terms, one full-time undergraduate year is considered to be 120 credits worth of learning. A postgraduate year is 180 credits. 1 ECTS credit is deemed equivalent to 2 SCQF credits. Research degrees - Master of Philosophy (MPhil) and Doctor of Philosophy (PhD) are not credit rated.
- Graduate Certificates (minimum of 60 SCQF credits) and Graduate Diplomas (minimum of 120 credits) are offered at levels 9 and 10 within the SCQF framework. They are offered for programmes that are for graduates but do not have outcomes that are at postgraduate level.
- The Bachelors Degree (level 9) leads to employment and in some instances can give access to postgraduate study particularly when accompanied by relevant work or professional experience.
- At postgraduate levels, the framework and the higher education qualifications are the same as those for the rest of the UK. The Honours Degree levels of the two frameworks are considered to be in broad alignment (the Honours Degree in Scotland normally takes 4 years and that in the rest of the UK takes 3 years). Below Honours level the frameworks reflect the different educational structures of Scotland and the rest of the UK).
- Scotland has a distinctive higher education system and also operates under a devolved government, including for higher education. There is a separate Description of Higher Education in England, Wales and Northern Ireland where the system is different to that of Scotland.
- This national description is endorsed by the Quality Working Group which is a national committee with members from The Quality Assurance Agency for Higher Education, Scotland; The Scottish Funding Council; Universities Scotland and the National Union of Students in Scotland.