

# 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.

King's College London produces HEARs in a digital format. Only HEARs accessed via [www.gradintel.com](http://www.gradintel.com) can be considered valid and verified.

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### 1. Information identifying the holder of the qualification

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|-----|--------------------------------|---------------|
| 1.1 | Family name:                   | Faloughi      |
| 1.2 | Given names:                   | Michel        |
| 1.3 | Student identification number: | 21094973      |
|     | HESA identification number:    | 2111340949736 |
- HUSID (HESA Unique Student Identifier) is the unique national identifying number for students registered at a UK university. It is defined by HESA, the UK's Higher Education Statistics Agency.*

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### 2. Information identifying the qualification

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|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------|
| 2.1 | Name of qualification and (if applicable) title conferred:                                                                                                                     | Not yet awarded                                            |
| 2.2 | Main field(s) of study for the qualification:                                                                                                                                  | Mathematics with Management and Finance with a Year Abroad |
| 2.3 | Name and status of awarding institution:<br>King's College London, established by Royal Charter in 1829 and a recognised body with taught and research degree awarding powers. |                                                            |
| 2.4 | Name and status of institution (if different from 2.3) administering studies:                                                                                                  | As awarding institution                                    |
| 2.5 | Language(s) of instruction and examination:                                                                                                                                    |                                                            |

Teaching and assessment at King's College London is in English, except for programmes of study involving language studies, where some teaching and assessment is in the relevant language(s).

### 3. Information on the level of the qualification

3.1	HESA level of qualification:	First Degree with Honours
3.2	Official length of programme:	4 years
3.3	Access requirement(s):	Description not available

### 4. Information on the contents and results gained

4.1	Mode of study:	Full Time
4.2	Programme requirements:	Description not available
4.3	Programme details, and the individual grades/marks/credits obtained:	
	Programme start date	27 September 2021
	Programme end date	31 May 2025

Module Code	Title	Level	Attempt	Mark	Grade	Credits	ECTS Credits
4AALMN01	Mandarin Stage 1	4	1	76	P	15	7.5
4CCM111A	Calculus I	4	1	53	P	15	7.5
4CCM112A	Calculus II	4	1	74	P	15	7.5
4CCM113A	Linear Algebra and Geometry I	4	1	79	P	15	7.5
4CCM115A	Sequences and Series	4	1	75	P	15	7.5
4CCM131A	Introduction to Dynamical Systems	4	1	67	P	15	7.5
4CCM141A	Probability and Statistics I	4	1	74	P	15	7.5
4QQMB101	Accounting and Financial Reporting	4	1	78	P	15	7.5
4QQMB102	Principles of Economics	4	1	70	P	15	7.5
TOTAL YEAR 2021/22 CREDITS						135	67.5

Module Code	Title	Level	Attempt	Mark	Grade	Credits	ECTS Credits
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5CCM114B	Linear Algebra and Geometry II	5	1	87	P	15	7.5
5CCM121B	Introduction to Algebra	5	1	77	P	15	7.5
5CCM211A	Applied Differential Equations	5	1	66	P	15	7.5
5CCM221A	Real Analysis	5	1	79	P	15	7.5
5CCM241A	Probability and Statistics II	5	1	74	P	15	7.5
5CCM251A	Discrete Mathematics	5	1	59	P	15	7.5
5QQMB201	Fundamentals of Finance	5	1	78	P	15	7.5
5QQMB205	Intermediate Macroeconomics	5	1	75	P	15	7.5
TOTAL YEAR 2022/23 CREDITS						120	60.0
TOTAL CREDITS AWARDED						255	127.5

4.4 Grading scheme and, if available, grade distribution guidance:  
Not available

4.5 Overall classification of the qualification (in original language): Qualification not yet completed

## 5. Information on the function of the qualification

5.1 Access to further study:  
Not applicable

5.2 Professional status (if applicable):  
Not applicable

## 6. Additional information

King's College London has an agreed set of achievements recorded on the HEAR that are outside the academic curriculum. This section includes prizes won by the student and all items have been verified by King's College London. Other activities, work experience and achievements undertaken by the student may be recorded elsewhere for example in their CV. Information on the criteria for the inclusion of items in section 6.1 can be found at [www.kcl.ac.uk/hear](http://www.kcl.ac.uk/hear).

6.1 Additional information:

6.2 Further information sources:

[King's College London](http://www.kcl.ac.uk) is one of the world's leading universities with a distinguished history

and an acknowledged reputation for contributions to modern life; particularly in the areas of science, medicine, healthcare, social science, education, law and the arts. It is dedicated to the advancement of knowledge, learning and understanding in the service of society. Its aims are:

- To provide students with a range of intellectually stimulating and challenging programmes and courses, and enable them to develop their knowledge and skills;
- To attract the very best students in terms of ability and potential, and provide those students with a world-class learning experience;
- To uphold an outstanding reputation for providing world-class teaching and cutting-edge research;
- To maintain its reputation for friendliness and inclusiveness, and continue to emphasise its tradition of working 'in the service of society'.

We are determined that through our research and knowledge transfer, we will consciously strive to provide a lead to economic, social and cultural regeneration.

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## 7. Certification of the HEAR

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7.1 Date of award:

Not yet certified

7.2 Signature:



Darren Wallis

7.3 Capacity:

Executive Director, Education and Students

7.4 Official stamp or seal:



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## 8. Information on the National Higher Education System

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### 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. 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 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' <https://www.qaa.ac.uk/docs/qaa/quality-code/qualifications-can-cross-boundaries.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 System

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

#### Admissions

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.

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<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 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

