

Name: Hamid Raza Mujtaba
Award: Bachelor of Science
Course: BSc (H) Software Engineering
Classification: 2nd Class Honours-1st Division
Award date: 7 July 2021

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.

Nottingham Trent University only produces HEARs in a digital format. Only HEARs accessed via www.gradintel.com can be considered valid and verified.

1. Information identifying the holder of the qualification

- | | | |
|-----|--|-----------------|
| 1.1 | Family name: | Mujtaba |
| 1.2 | Given names: | Hamid Raza |
| 1.3 | Date of birth (day/month/year): | 4 December 1997 |
| 1.4 | Student identification number: | N0683858 |
| | HESA identification number: | 1610717293559 |
- 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.*

2. Information identifying the qualification

- | | | |
|-----|--|--|
| 2.1 | Name of qualification and (if applicable) title conferred: | Bachelor of Science
The power to award degrees is regulated by law in the UK. |
| 2.2 | Main field(s) of study for the qualification: | BSc (H) Software Engineering |
| 2.3 | Name and status of awarding institution: | Nottingham Trent 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: | As awarding institution |
| 2.5 | Language(s) of instruction and examination: | English |

3. Information on the level of the qualification

- 3.1 HESA level of qualification:** First degree with honours
- 3.2 Official length of course:** 4 years
- 3.3 Access requirement(s):**
Nottingham Trent University admits students of the highest calibre, who have the academic potential and the motivation to develop their knowledge and skills. The university encourages applications from candidates from all backgrounds regardless of economic and social circumstances, and it evaluates each applicant based on their individual merits and ability to succeed on our challenging courses. More information on entry requirement to all courses can be found at: <https://www.ntu.ac.uk/hearcourses>

4. Information on the contents and results gained

4.1 Mode of study:

Year	Mode of Study
2016/17	Sandwich
2017/18	Sandwich
2018/19	Sandwich
2019/20	Sandwich
2020/21	Sandwich

4.2 Course requirements:

A UK University Undergraduate course leads to an award after a period of study to the level and credit criteria set out to be achieved for that award in the undergraduate award framework available at:
https://www4.ntu.ac.uk/adq/document_uploads/quality_handbook/138207.pdf

The learner must also satisfy the Learning Outcomes as prescribed in the course specification. The University publishes the learning outcomes of its courses through the University's website at:
http://www.ntu.ac.uk/apps/pss/course_finder/default.aspx

The following levels demonstrate the qualities a student who successfully passes these levels of the degree will have obtained:

Level 4 FHEQ (e.g. Certificate of Higher Education)

Knowledge/Skills

Students develop awareness of appropriate sources and how to locate them; employs a range of specialist foundation skills; generates a range of appropriate responses to unfamiliar problems; evaluates information and uses it to plan and develop investigation strategies and responses. Communicates effectively.

Tasks/Procedures

A student operates in a range of contexts involving activities and new information. Shows judgement in planning and carrying out prescribed tasks.

Autonomy/Responsibility

The student also undertakes directed and a limited amount of self-directed study.

Level 5 FHEQ (e.g. Diploma of Higher Education and Foundation Degree)

Knowledge/Skills

The knowledge and skills build on the previous year, and the student researches, analyses, reformats and evaluates a wide range of information; formulates appropriate responses to resolve unfamiliar and/or complex problems. Students also command a wide range of specialised and conceptual skills and generate ideas through the analysis of information and concepts. A student communicates effectively.

Tasks/Procedures

Individuals are able to demonstrate command of a range of skills in a range of functions; exercises appropriate judgement in planning, carrying out and evaluating a range of procedures.

Autonomy/Responsibilities

Within broad guidelines, the student accepts responsibility and accountability for determining and achieving outcomes, including group outcomes where appropriate. Individuals also demonstrate a progression away from close guidance appropriate at Year 1 (Level 4) through developing an extended repertoire of skills and applying them in less familiar and more complex situations.

Level 6 FHEQ (e.g. Honours Degree)

Knowledge/Skills

Students are able to build on earlier study to utilise research skills; demonstrate capacity for critical evaluation of new knowledge, concepts and evidence from a range of sources. Individuals also use specialised skills across an area of study; critically reviewing, consolidating and extending a coherent body of knowledge in a systematic manner. Individuals have further developed their capability to communicate effectively.

Tasks/Procedures

Students are able to apply diagnostic, analytical and creative skills in a range of situations and exercise judgement in a number of complex planning, design, technical and management functions appropriate to the area of study.

Autonomy/Responsibility

At honours level, students accept responsibility in determining and achieving appropriate outcomes, including group outcomes, they demonstrate autonomy with reference to research and utilisation of primary sources of information.

Level 7 FHEQ (e.g. Integrated Masters)

Integrated Masters are four year degree courses which combine 120 credits of level 7 study with 360 credits of undergraduate study. They are designed to provide students with the opportunity to study their subject in greater depth than would ordinarily be achieved during a standard 3 year undergraduate course.

4.3 Course details, and the individual grades/marks/credits obtained:

Course start date 26 September 2016

Course end date 7 July 2021

Study Year	Module Code	Title	Credits	Agg.	Grade	Mark	ECTS Credits	Result
2016/17	COMP10081	Foundations of Computing & Technology	40		21LOW	62	20.0	Passed
		Coursework		100%	21LOW			
2016/17	ISYS10241	Systems Analysis & Design with Professional Development	40		21HIGH	67	20.0	Passed
		Portfolio		50%	1LOW			
		Examination		25%	1MID			
		Coursework		25%	FMARG			
2016/17	ITEC10261	Computer Technology & Mathematics	20		21LOW	62	10.0	Passed
		Examination		50%	21LOW			
		Coursework		50%	21LOW			

2016/17	SOFT10101	Computer Science Programming	20		1LOW	74	10.0	Passed
		Coursework		100%	1LOW			
TOTAL YEAR 2016/17 CREDITS			120				60.0	
2017/18	COMP20081	Systems Software	20		3LOW	3.5	10.0	Passed
		Coursework		50%	22MID			
		Examination		50%	FMARG			
2017/18	ISYS20182	Practical Project Management and Professional Development	20		1MID	14.1	10.0	Passed
		Project		70%	1HIGH			
		Coursework		30%	21HIGH			
2017/18	SOFT20091	Software Design and Implementation	20		1MID	14	10.0	Passed
		Coursework		100%	1MID			
		Class Test		0%	P			
2017/18	SOFT20101	Information and Database Engineering	20		22HIGH	9	10.0	Passed
		Phase Test		50%	21LOW			
		Examination		50%	22MID			
2017/18	SOFT20111	Software Engineering	20		21MID	11	10.0	Passed
		Coursework		100%	21MID			
2017/18	SOFT20181	Internet Application Programming	20		21HIGH	12	10.0	Passed
		Coursework		50%	1LOW			
		Coursework		50%	21MID			
TOTAL YEAR 2017/18 CREDITS			120				60.0	
2018/19	PLAC23001	Science & Technology Placement (Computing)	0		21HIGH	12	0.0	Passed
		Portfolio		100%	21HIGH			
TOTAL YEAR 2018/19 CREDITS			0				0.0	
2019/20	SOFT30121	Advanced Analysis and Design	20		21LOW	10	10.0	Passed
		Portfolio		100%	21LOW			
TOTAL YEAR 2019/20 CREDITS			20				10.0	
2020/21	COMP30151	Project	40		21MID	10.9	20.0	Passed
		Report		10%	21LOW			
		Project		90%	21MID			
2020/21	ISYS30221	Artificial Intelligence	20		21LOW	10	10.0	Passed
		Laboratory Work		50%	3HIGH			
		Examination		50%	1MID			
2020/21	ITEC31041	Mobile Platform Applications	20		21MID	11	10.0	Passed
		Portfolio		100%	21MID			
2020/21	SOFT30161	Advanced Software Engineering	20		22HIGH	8.6	10.0	Passed
		Case Study		40%	3MID			
		Coursework		60%	21MID			
TOTAL YEAR 2020/21 CREDITS			100				50.0	
TOTAL CREDITS AWARDED			360				180.0	

This course contains an integral placement year. Details of the placement are provided below.

Placement Detail

Prestige UK Group from 10/09/2018 to 10/09/2019

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

The University's generic level descriptors for undergraduate study are consistent with the Ofqual1 National Qualifications Framework Levels 4, 5, 6 and 7. The general grading descriptors define, for each undergraduate level, the standards of performance expected across the NTU seventeen point grading scale. Further information can be found at: <https://www.ntu.ac.uk/hearassessment>

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

2nd Class honours-1st Division

5. Information on the function of the qualification

5.1 Access to further study:

Graduates from our courses have gone on to successful, varied careers in both the private and public sectors. Others choose to take up Postgraduate study in preparation for a research degree or other professional career. Nottingham Trent University degrees equip students with essential transferable skills that are needed for a wide range of opportunities.

5.2 Professional status (if applicable):

There are a number of courses at Nottingham Trent University that have been granted professional accreditation from various professional bodies due to the nature of the course. For some courses this is not applicable. Further details of professional accreditation can be found at: www.ntu.ac.uk/hearpsrb

6. Additional information

6.1 Additional information:

201718

Additional Achievements

CERT Student Mentor Bronze Award

CERT Student Mentors are recruited through an application process and are required to: participate in training in preparation for the role; co-deliver community-building activities to first-year undergraduate students during Welcome Week, induction and throughout the 2021/22 academic year; and partake in in-class peer support and organise events to facilitate students' transition into University. In carrying out this role, this student has demonstrated and developed their skills in communication; teamwork; organisation; time management; agency; and relatability.

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CERT Student Mentor

6.2 Further information sources:

Further information about the HEAR is available from the University's web site www.ntu.ac.uk/hear

7. Certification of the HEAR**7.1 Date of award:**

7 July 2021

7.2 Signature:

Mr Steve Denton

7.3 Capacity:

Chief Operating Officer and Registrar

7.4 Official stamp or seal:

Nottingham Trent University

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.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' <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 recognise learning gained by students in institutions elsewhere in Europe.

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.

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

